

Action Guide

SCHOOL LEADER

This guide is designed for school leaders who, after reading through the Extraordinary, Equitable Learning and Artificial Intelligence resource, are feeling inspired and ready to experiment with leading and supporting AI initiatives in their learning environment. It will guide you to align with your district, support your staff, and ensure the safety of all stakeholders.

This resource is heavily inspired by the great work of AI for Equity, specifically through the [AI Playbook for School Network Leaders](#), as well as other organizations cited below

Learn about AI.

The possible uses of AI in learning environments and local education agencies are expansive and still growing. Understanding every potential one of these uses is unachievable. Transcend's resource, along with others, can help you [understand AI](#), as well as key ways it can be used to transform [student outcomes](#) and [the student experience](#), and can provide the inspiration and enough understanding to start developing oversight and capacity.

Guiding Questions:

- How does the use of AI align with achieving our district's mission, vision, goals, and values?
- What are the hopes and fears of our [students](#), families, educators, leaders, school board members, and other community members regarding AI?
- How might AI change the knowledge, skills, and mindsets students in my district need to thrive, as well as how these outcomes develop? Use [these activities](#) or [this guidance](#) to help you answer this question.
- What are the [key ethical and equity implications](#) of AI usage?
- What are potential [use cases](#) for AI in our district or network? How might it be used to transform aspects of school such as the [student experience](#) or operations and administrative tasks (e.g. [talent](#))?

Understand and create policies.

There are many issues to consider when implementing AI in a learning environment: ethics, data and privacy, acceptable use, access and equity, academic integrity, alignment to district policies, and many more. Policies that set forward guardrails for use, as well as any protections related to third-party vendors and compliance monitoring approaches, will likely start off broad in nature. However, they should evolve and become more specific with every new learning. There are existing resources, like [guidance](#), [templates](#), and checklists ([here](#) and [here](#)) to support this endeavor.

Guiding Questions:

- What are our state's and district's policies, [if any](#), regarding the use of AI?
- How might we [safeguard](#) against the [risk](#) associated with AI through thoughtful policies related to technology and data use?
- What are our policies for generative AI [usage](#) and [data privacy](#), and how will we monitor compliance?
- How will we [vet products and tools](#) to ensure they align with our policies?
- How will we ensure policies stay up to date with the ever-evolving AI landscape?

Assemble a team for oversight.

Given the complexity, fast evolution, and growing number of AI-powered tools being created across different developers and companies, it's important to establish leadership to adopt and enforce policies, vet and procure technologies, support implementation, troubleshoot as issues come up, and facilitate learning. The leadership should be cross-functional, given the range of possible AI uses and the central importance of AI to transformational change. Consider ways to include perspectives from technology, operations, instruction, students, families, and beyond.

Guiding Questions:

- Who will be part of the diverse, cross-functional [team](#) involved in driving and overseeing the exploration and use of AI within our school?
- What additional [roles and responsibilities](#) will we need to hire to ensure the team has the required expertise and capacity?
- What is the charge of our team and who holds what responsibilities? How does this intersect with the district's initiatives?
- How will the team communicate and collaborate?

Strengthen capacity.

Your learning environment's capacity to use AI in safe, effective, equitable, and transformational ways will need to grow and evolve over time. As a result, it's important to establish systems to train staff as well as consider how roles, technology, and budgeting may need to evolve over time.

Guiding Questions

- How will you [cultivate your own AI leadership](#)?
- How will we train current and new educators (e.g. [here](#) and [here](#)) and [administrators](#) to champion AI, as well as be aware of our evolving policies and protections, and [other AI essentials](#)?
- How will we plan to cultivate [students' AI literacy](#)?
- What [technology](#) and related hardware, applications, and infrastructure will be needed to support AI exploration and use?
- How will we work with our district to ensure implementation and capacity-building are feasible and sustainable?

Foster transformation.

The whole world is learning about the power and shortcomings of AI together, and its transformation potential is increasingly clear. Working toward that potential, while being wary of the dynamic nature of AI's development, will require a [change management strategy](#) and small [strategic investments](#) in experimentation as metrics, tools, and processes to learn and share as well as identify barriers and begin removing them. It will require close collaboration with members at the district level to envision transformation and to bring that vision to life.

Guiding Questions:

- How can we make small strategic investments of time and resources to [support educators and administrators](#) in experimenting with and responding to AI?
- Which staff members are eager to try AI and might serve as early adopters before a larger roll-out?
- What metrics, data collection tools, and processes for review will you use to understand successes and challenges, discuss the underlying causes, and identify implications?
- What strategies (e.g. [here](#) and [here](#)) will I use to keep our stakeholders—including students, teachers, families, administrators, and school board members—involved in our evolving Gen AI approach across the learning environment?
- How will you advocate to your district-level decision-makers about dismantling barriers related to space, time, and talent as you learn about ways AI could transform your learning environment?