Action Guide

TEACHER

This guide is designed for teachers who, after reading through the Extraordinary, Equitable Learning and Artificial Intelligence resource, are feeling inspired and ready to experiment with AI in their classrooms. It will support you to engage in a design cycle by thinking through various aspects of AI application, trying out an AI tool, and scaling successes in bigger, more impactful ways.

Learn about AI.

The possible uses of AI in learning environments and education agencies are expansive and still growing. Understanding every potential one of these uses is unachievable. This resource (and [others like it](#)) can help you [understand AI](#) and how it can be used to transform [student outcomes](#) and [the student experience](#)—as well as the potential [risks](#) and [safeguards](#)—and can provide the inspiration needed to get started. In addition to learning about possible uses for AI, it's important to understand any federal policies and policies in your state or district regarding AI use. You'll also want to be sure to gather voices from your community.

Guiding Questions:
- How might AI change the knowledge, skills, and mindsets students need to thrive in my subject, as well as how these outcomes develop? Use [these activities](#) to help you answer this question.
- What's possible for my school community if we use AI to transform learning? Use [this activity](#) to help you answer this question.
- What federal, state, and district policies regarding the use of AI do I need to be aware of?
- What hopes and fears do my students and their families have about AI use and how can I honor these?

Identify a strong use case for AI in your classroom.

While there are thousands of exciting ways to leverage AI, start thinking about one high-impact use case for your unique situation. For example, you might spend a lot of time differentiating materials and providing accommodations to your students, making it a great

place to use AI for help. [This section](#) of our resource offers a variety of uses for inspiration. Select one that aligns with the unique needs of your students, you, and/or your classroom, as well as the policies in your context.

Guiding Questions:
- What uses will enable me to decrease my workload?
- What uses will enable me to spend more time directly supporting students?
- What uses will enable me to provide more tailored instruction and feedback to students?

Gather the information and tools you need.

Wherever possible, we have aligned tools with uses for AI, and have also included a [larger list of products](#). Spend time exploring aligned resources and choosing one or two to try in your classroom. Learn what you can about how the tool may present risks, and ensure they are outweighed by benefits and are in line with any guardrails presented by your school, district, state, or beyond. You also may consider what additional products or infrastructure may be required to leverage the tool (i.e. may need to be coordinated with your Student Information System (SIS) or you may need to get approval to pay for a trial).

Guiding Questions:
- What tool(s) will best support me in my selected use case?
- What learning do I need to do to use this tool effectively?
- What safeguards do I need to implement to pilot this idea safely and equitably?

Prepare and pilot the AI tool.

Piloting enables us to try something out in a low-stakes way before expending resources on a full roll-out. Piloting is essential when experimenting with AI as it allows space to discover risks and shortcomings and to build in safeguards or find better products. You'll want to get really clear on what and how you will pilot and to have an action plan to roll it out. You will very likely want to include student voice in your pilot as well.

Guiding Questions:
- When will I pilot this tool and for how long?
- What outcomes am I driving towards and what evidence must I collect to assess impact?

Learn from your pilot.

First, take time to reflect on what went well, what didn't, and potential causes. If your pilot is unsuccessful, consider if it was because you didn't implement your ideas as planned or if it was because of the idea itself. If it was successful, consider what made it that way and what would be needed to sustain success.

Guiding Questions:
- What does the data I collected say about the efficacy of this idea and the tool(s) used?
- Was it successful or unsuccessful? Are there tweaks I might need to make to optimize the idea?

Foster transformation.

If your idea was unsuccessful, you might identify ways to tweak it and try again, or even abandon it altogether. If your pilot was successful and has become a part of your regular repertoire, begin to think bigger. You might want to share your learnings with others to scale the practice—or you may want to go deeper into transformation. For example, if AI support with differentiation saves you time and supports personalization, maybe you can use that time for 1:1 conferences to check in with students. Maybe there are other tools to help shift the entire class toward personalized learning. Maybe your administration is open to individualized learning plans across the school.

Guiding Questions:
- What does using AI to support this endeavor free me up to do?
- How can this AI tool support a larger transformation to the experiences our learners and teachers have?
- How can I share my learnings more broadly with my school community?
- What barriers did I confront that I need to have removed?