

# How do technology directors and school leaders view and approach generative AI?

This guide supports structured conversations among school and district leadership and technology directors about the responsible integration of generative AI. It provides prompts to surface awareness, assess readiness, identify opportunities, and plan collaboratively for ethical and effective use of AI in teaching, learning, and school operations.

## Part 1: Establishing Shared Purpose and Language

Opening Statement (for the facilitator or tech director):

*“Generative AI introduces powerful capabilities that can enhance teaching, streamline operations, and personalize learning. It also raises important questions about privacy, equity, safety, and long-term vision. Today’s conversation is about aligning our understanding and priorities so we can guide implementation responsibly.”*

Suggested Norms:

- Clarify terms and avoid assumptions.
- Ground all decisions in pedagogy, student safety, and equity.
- Commit to transparency, accountability, and responsible innovation.

## Part 2: Assessing Current Awareness and Readiness

Prompt 1 – Current Landscape

- “Where and how is generative AI already being used in our schools—by staff, students, or families?”

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Follow-ups:

- Are educators using AI tools for lesson planning, grading, or communication?
- Are students engaging with AI in assignments or extracurricular work?
- Are families experimenting with AI tools outside of school?

Prompt 2 – Readiness Assessment

- “Do we have the infrastructure, policies, and training needed to support safe, ethical, and effective AI use?”

Discussion Topics:

- Classroom and administrative use policies
- Device, bandwidth, and filtering limitations
- Professional learning and staff readiness
- Student digital literacy and fluency levels
- Data privacy and compliance (FERPA, COPPA, state laws)

### **Part 3: Strategic Opportunities and Challenges**

Prompt 3 – Instructional Innovation

- “How might generative AI advance our district’s instructional priorities such as differentiation, Universal Design for Learning, or authentic assessment?”

Areas to Explore:

- Educator use (e.g., drafting IEP goals, preparing parent communications, designing rubrics)
- Student use (e.g., scaffolding writing, supporting multilingual learners, enabling creativity)
- Accessibility (e.g., supports for students with disabilities, translation, voice-to-text)

#### Prompt 4 – Risk Management

- “What are the greatest risks—technical, legal, ethical, or reputational—that we must anticipate?”

#### Risks to Address:

- Plagiarism and academic integrity
- Inaccurate or hallucinated outputs
- Cybersecurity and exposure to third-party vendors
- Ethical misuse (bias, deepfakes, intellectual property)
- Public trust and reputational risk

### **Part 4: Policy, Governance, and Procurement**

#### Prompt 5 – Guardrails and Governance

- “What structures should guide how we make decisions about AI use in schools?”

#### Topics to Consider:

- Drafting or updating AI Acceptable Use Policies
- Defining processes for vetting AI tools
- Engaging legal counsel and monitoring state/federal AI guidance
- Establishing an advisory committee or working group to review AI implementation

#### Prompt 6 – Procurement and Vendor Alignment

- “How do we ensure new AI-enabled EdTech tools are transparent, ethical, and aligned with district priorities?”



### Questions to Ask Vendors:

- What data do you collect, store, or share?
- Can the district opt out of model training?
- Is your tool explainable, with a human-in-the-loop?
- How do you address bias, access, and misuse?
- How is student data safeguarded, and who owns it?

## Part 5: Long-Term Planning and Collaboration

### Prompt 7 – Vision and Roadmap

- “What does responsible, future-focused AI integration look like for our district over the next 2–3 years?”

### Potential Actions:

- Develop a phased implementation plan (pilot, expand, scale)
- Align AI adoption with existing strategic plans and equity goals
- Invest in targeted professional development for educators and leaders
- Establish continuous feedback loops with staff and families
- Monitor evolving AI policy and update practices accordingly

**“Our role is not only to evaluate generative AI but to lead with foresight and responsibility. By creating guardrails, supporting educators, and prioritizing student safety and equity, we can ensure AI is integrated in ways that strengthen teaching, learning, and district operations.”**