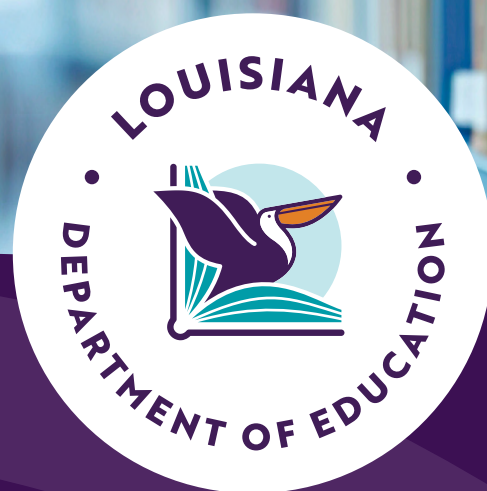
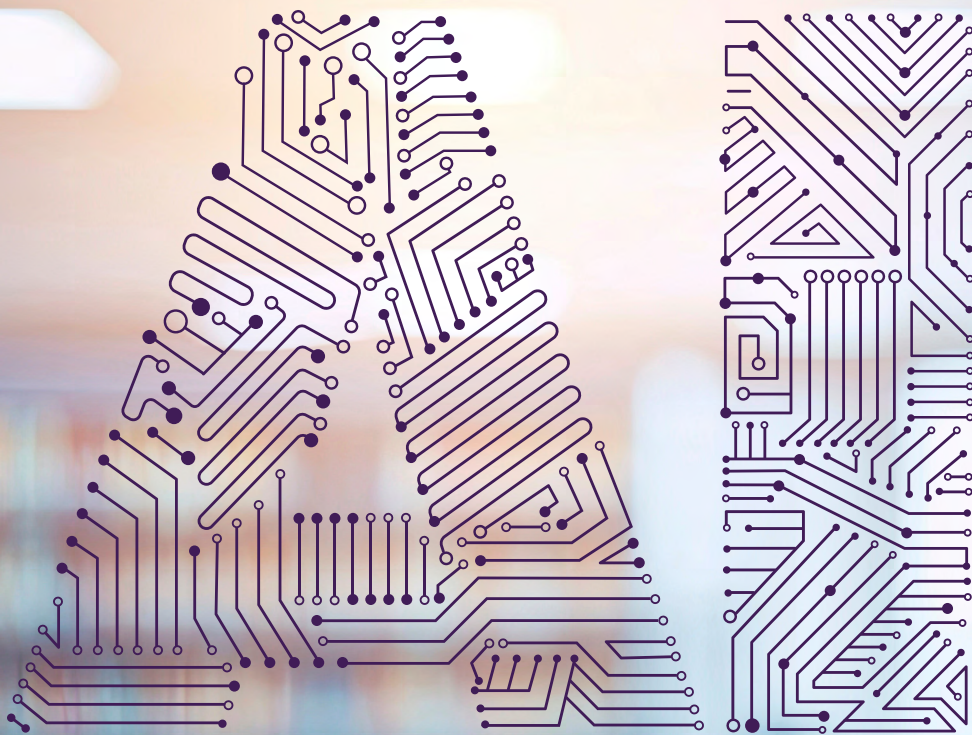




Artificial Intelligence in Louisiana Schools

Guidance for K-12 Schools

Updated 9.3.26

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ABOUT THIS RESOURCE

INTRODUCTION

Recognizing the transformative potential of Artificial Intelligence (AI) in education and the complexities it introduces, the Louisiana Department of Education (LDOE) has developed this comprehensive guide. AI technologies hold the potential to enhance teaching and learning practices. This guide aims to equip educators, leaders, students, and families with a foundation for understanding and harnessing the power of AI to improve teaching and learning practices in Louisiana while serving as a comprehensive plan for K-12 education.

VISION

The LDOE envisions a future where AI is a powerful tool to support learning, enhance teaching practices, and prepare students for careers. By equipping educators, leaders, students, and families with a foundational knowledge of AI, Louisiana schools will lead the nation in leveraging this technology to create safe, engaging, and innovative learning environments.

GUIDING PRINCIPLES

The LDOE has established Guiding Principles to ensure responsible and effective integration of AI technologies in Louisiana's K-12 classrooms.

- **Data Privacy and Security:** Robust data privacy and security measures must be in place to protect student and staff information and ensure compliance with relevant regulations.
- **Ethical Considerations:** AI should be used according to ethical principles, including fairness and avoiding potential biases in algorithms and data.
- **Student-Centered Learning:** AI should personalize learning experiences, address individual student needs, and promote agency and ownership over learning.
- **Transparency and Explainability:** AI systems should be transparent and explainable, enabling educators and students to understand how decisions are made and ensure accountability.
- **Professional Development:** Ongoing professional learning ensures educators possess the knowledge and skills to integrate AI effectively into their teaching practices.

Disclaimer

This document is not intended to provide, nor should it be in any way construed to offer, legal advice to the recipients. The information provided in this document is for general information purposes only. It is strongly advised that schools and school systems considering the implementation and use of AI consult and work with their respective associated legal counsel to obtain legal advice relative to various applicable state and federal laws and regulations and ancillary issues. Assurances should be obtained from legal counsel who have thoroughly examined your proposed program for the use of AI to ensure that it is aligned with all applicable laws and ethical principles.

OVERVIEW OF AI

WHAT IS AI?

Artificial intelligence (AI) refers to technologies that enable computers and machines to perform tasks commonly associated with human intelligence, such as recognizing patterns, interpreting information, generating content, making predictions, and supporting problem-solving. Although not all AI uses machine learning, this is one approach to AI commonly used in most applications. It uses algorithms and data to identify patterns and improve performance on a specific task. A key component of machine learning is large language models (LLMs).

Large language models (LLMs) are a type of generative AI trained on large collections of text and other data. They can process and generate human-like language for tasks such as answering questions, summarizing information, translating text, and drafting content. Some AI tools are multimodal, meaning they can also process or generate images, audio, or video. Google Gemini and ChatGPT are examples of generative AI tools that use LLMs and other AI capabilities.

In Louisiana classrooms, AI offers the potential to transform education. It can:

- **Personalize learning** by supporting differentiated instruction based on students' learning needs, while preserving teacher judgment and student privacy.
- **Increase engagement** by helping educators design interactive and immersive learning experiences.
- **Enhance efficiency** by automating repetitive tasks, freeing teachers to focus on individualized support.
- **Increased data-driven decisions** by helping educators examine learning trends and identify areas where students may need additional support.

In alignment with the LDOE's goals, integrating AI into classrooms is a crucial tool for supporting access to high-quality education for all learners. By embracing safe and ethical AI practices, Louisiana educators can leverage this technology to improve teaching and learning, providing students with the knowledge and skills they need to thrive.

HOW DOES AI IMPACT EDUCATION?

AI has the potential to improve learning across Louisiana. AI in education refers to the purposeful use of AI tools and systems to enhance instructional, learning, and administrative processes. Although AI and its foundations are grounded in computer science, its applications extend to all content areas, leveraging machine intelligence to improve educational experiences across disciplines.

This technology does not simply replicate human tasks. AI can analyze vast amounts of data to identify patterns and trends, allowing for a more impactful learning experience for every student in Louisiana. However, AI is most effective as a **supportive tool** that empowers educators rather than serving as a replacement for their expertise.

A Shared Responsibility: Ensuring Safe Use of AI in Schools

The integration of AI also introduces new considerations for student safety, especially concerning data privacy and cybersecurity. Ensuring the safe use of AI in schools is a shared responsibility among the State, educators, school leaders, families, students, technology providers, and other partners. Through these collective efforts, the LDOE seeks to foster a learning environment where AI is leveraged responsibly to empower Louisiana students.

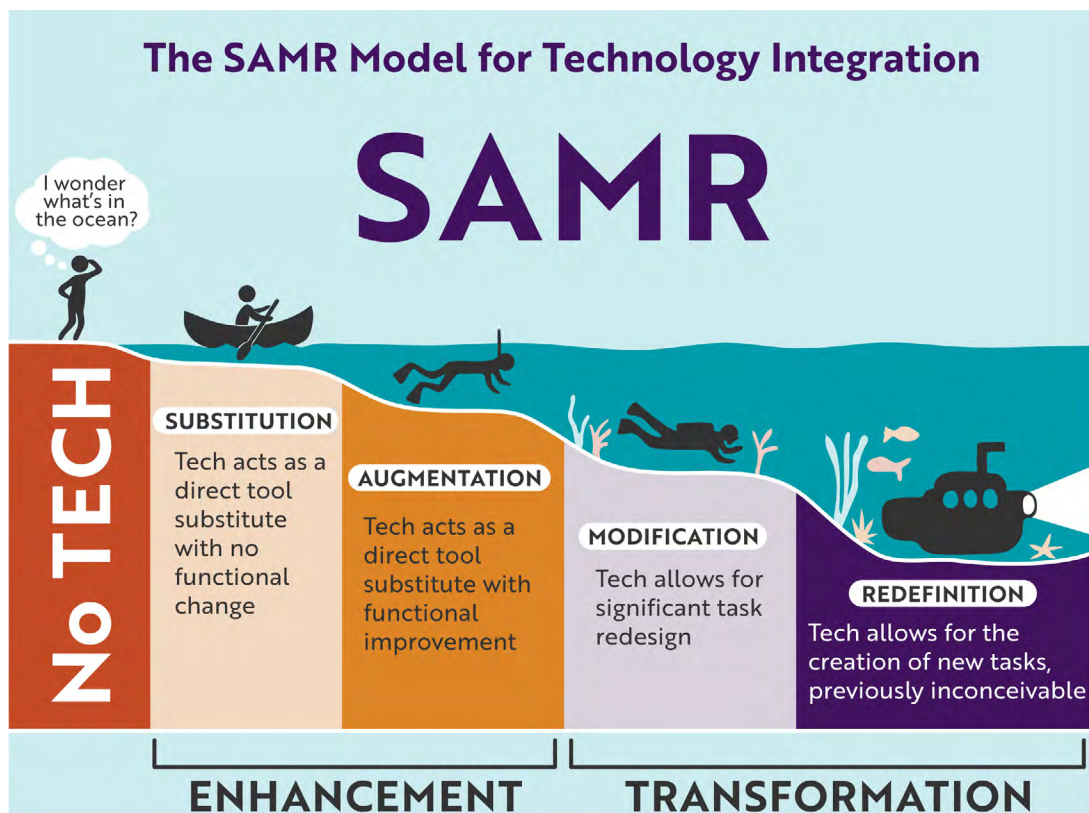
AI LITERACY FRAMEWORK

The AI Literacy Framework anchors Louisiana’s Comprehensive Plan for AI. Represented by five areas, this framework provides a roadmap for actions at the state, system, school, and classroom levels. AI literacy skills are foundational to learning and future success for educators, leaders, and students. Skillful use of this emerging technology equips users with the understanding of what AI is, skills to apply it thoughtfully, and best practices to use it ethically and safely. Without a foundational level of AI literacy, there is a risk of becoming passive consumers rather than critical thinkers and responsible creators in an AI-driven world.



THE SAMR MODEL: A MODEL FOR EFFECTIVE AI IMPLEMENTATION

As with any technology integration in education, the Substitution, Augmentation, Modification, Redefinition (SAMR) model should be applied to assess the potential of AI in the classroom.¹ By analyzing AI tools through the lens of SAMR, educators can determine how AI can be used to simply **substitute** traditional tasks, **augment** existing practices, **modify** learning experiences, or even **redefine** how students learn and interact with content. This model ensures that AI is not just used as a replacement for teaching and learning but is thoughtfully integrated to enhance and transform the learning process.



¹ Adapted from SAMR Model by R. Puentedura and S. Duckworth, 2010. Reprinted with permission.

AI INTEGRATION TIERED APPROACH

The LDOE proposes a tiered approach for using AI tools to clearly define appropriate usage levels. This model outlines four distinct tiers: **AI-Empowered**, where AI tools are actively promoted for specific educational purposes; **AI-Enhanced**, where AI is permitted under certain conditions and with specific guidelines; **AI-Assisted**, where AI usage is restricted to particular situations or subject areas; and finally, **AI-Prohibited**, where certain AI applications are deemed inappropriate for classroom use. This tiered approach aims to provide clear guidance for educators and students, ensuring responsible and effective integration of AI technology in the learning environment. The model below also includes content-centered examples at each tier of integration with connections to the Substitution, Augmentation, Modification, Redefinition (SAMR) model for technology integration.

AI-Empowered (Redefinition)

Students are encouraged to fully engage with AI under human supervision, citing sources and carefully reviewing all generated content for accuracy. This tier of AI integration connects to the transformational component of the SAMR model, in which AI technologies can help to **redefine** the task, thus transforming the learning process. For example, students could use AI-powered design software to create 3D models of their drafted work, ensuring accurate measurements and calculations.

AI-Enhanced (Modification)

Students may use AI as a tool to transform the learning process, but sources should be cited, and all generated content should be reviewed for accuracy. This tier of AI integration connects to the enhancement component of the SAMR model, where AI technologies can help to **modify** the task. For example, students could use AI to analyze data in preparation for a science project and create a detailed report that students can articulate to their audience.

AI-Assisted (Augmentation)

Students may use AI as a feedback tool, but they should create all of the assignment's content themselves. This tier of AI integration connects to the **augmentation** component of the SAMR model, in which AI technologies are used as a tool to improve functionality, though the content remains the same. For example, students could use AI tools as a thought partner for brainstorming ideas for a class assignment.

AI-Prohibited (Substitution)

Students may not use AI as a tool, as the assignment or task is designed to assess the students' core knowledge and skills. This tier of AI integration connects to the **substitution** component of the SAMR model, in which AI technologies are not used, but other technologies may still be integrated. For example, students could create and deliver a slideshow presentation to share their research and explain how their task connects to earlier learning in the course without the use of AI as a tool.

What should educators, leaders, students, and families know about AI?

Awareness and Foundations

Understanding what AI is, how it works, and where its limitations and risks exist is foundational. Awareness and foundational knowledge of AI should be integrated into educational systems, including the [Louisiana Student Standards for Computer Science](#) (e.g., computing systems, networks, data, algorithms, impacts). Students are supported in evaluating information, using AI-powered tools responsibly, and recognizing that effective human oversight of AI is rooted in data quality analysis and decision-making processes. This extends beyond digital and AI literacy and represents essential life skills.



School and System Leader Competency: Understand AI’s role in education systems, policy, and infrastructure. Adopt local policy and guidance for student and educator AI use in schools, while providing transparent guidance for families and communities.

Teacher Competency: Understand AI concepts deeply enough to teach and model them, including awareness of risks and limitations.

Student Competency: Recognize AI in daily life, explain how it uses data and algorithms, and understand its limitations and risks.

Considerations	Recommendations for School Systems
Policies and Procedures	School systems should ensure that policies and procedures related to educational technology (i.e., acceptable use agreements) reflect the integration and use of AI in K-12 schools. Changes to these documents should include a definition of AI, appropriate uses in education, and implementation procedures. Louisiana’s Educational Technology Plan and the TeachAI Toolkit provide helpful resources for updating these policies and procedures.
Transparency and Stakeholder Engagement	School systems should proactively engage stakeholders in discussions about the integration of AI in K-12 classrooms. This includes providing clear, accessible information about the specific AI tools being used, their purpose, potential benefits and risks, and measures taken to ensure student privacy and data security. Figure A3 provides a sample letter for communication with families.

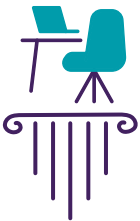
Training and Support

Comprehensive, cyclical training and ongoing support are imperative for the implementation of AI technologies in the educational setting. Training and support on the use of AI in K-12 schools should closely follow LDOE's high-quality professional learning cycle, including the use of feedback and coaching as a means to build understanding and capacity.

Participants	Recommendations
Educational Leaders	The integration of AI in K-12 schools should include high-quality professional learning for school system leaders and administrators. Educational leaders should understand AI's potential in education, its implications for teaching and learning, and how to provide ongoing support to personnel. Including educational leaders in an advisory team to inform the integration of AI in education is crucial for maintaining a shared understanding of AI technologies in K-12 schools.
Teachers and Staff Members	Teachers and staff members should receive high-quality professional learning on integrating AI in the classroom to improve student outcomes and research-based best practices. They should also receive ongoing support and be provided with a process for offering feedback. Including teachers and school staff members in an advisory team to inform the integration of AI in education is crucial for maintaining a shared understanding of AI technologies and their use with students in the classroom.
Educational Technology Staff Members	Educational technology staff members who support K-12 classrooms should receive high-quality professional learning on integrating AI technologies in schools, data security and privacy, and troubleshooting technical issues. Including educational technology leaders in an advisory team to inform the integration of AI in education is crucial for ensuring safety and data privacy.
Students	Students should have foundational knowledge about AI concepts and use, then progressively apply these tools to more complex tasks. This approach ensures that students build upon existing knowledge while ongoing support allows them to troubleshoot any issues, ask questions, and discover new ways to leverage AI to improve their learning.
Families and Guardians	School systems should ensure that family communication deepens their knowledge of AI's role in education, its benefits, and the concerns surrounding its use. Including parents and guardians in an advisory team to inform the integration of AI in education is crucial for maintaining transparency and a shared understanding of AI technologies. See Figure A3 for a sample parent letter.

How should AI be integrated into Louisiana classrooms to improve teaching and learning practices?

Pedagogy and Classroom Applications



AI provides new tools that can support problem-solving, increase efficiency, and improve productivity and precision. Accuracy and reliability must be continuously evaluated to ensure current and future members of the workforce integrate AI appropriately and creatively across administrative, instructional, and learning tasks. Innovation grounded in sound pedagogy aligned with rigorous standards positions education systems for sustained success.

School and System Leader Competency: Use AI for data-driven decision-making and school improvement, ensuring innovation is grounded in best practices.

Teacher Competency: Integrate AI into instruction for lesson planning, assessment, and differentiation, aligned with high-quality instructional materials (HQIM) and sound pedagogy.

Student Competency: Use AI for research across various methods of writing, simulations, and projects while evaluating accuracy and reliability.

Considerations	Recommendations for School Systems
AI as a Partner	By leveraging AI as a thought partner, teachers can improve their instructional practices and increase planning efficiency. Students may also use AI in this same way to receive real-time feedback and individualized interventions. See the AI Integration Tiered Approach for examples of AI usage levels.
Computer Science as a Foundation for AI	AI is an evolving area of computer science that may support student learning when used purposefully and appropriately. Through the Louisiana Student Standards for Computer Science , students have opportunities to learn about data, algorithms, computing systems, cybersecurity, and the capabilities and limitations of emerging technologies.
Digital Literacy Guidance	Schools and school systems can use the Digital Literacy Guidance to support students' digital literacy when modeling technology in instruction at the appropriate grade level. Digital literacy ensures that individuals can effectively and proficiently engage with technology and serves as a framework to build computer science concepts.

Developing AI Literacy Through Competencies

Developed through collaboration with educators, these competencies identify essential knowledge and skills students need to develop AI literacy across content areas. These competencies are closely aligned with the [Louisiana Student Standards for Computer Science](#) and should be part of an integrated approach to building AI Literacy.

Organization by Grade Bands

The AI competencies are structured into four grade bands: early elementary (kindergarten–grade 2), elementary (grade 3–grade 5), middle (grade 6–grade 8), and high (grade 9–grade 12). This organization ensures that students are introduced to foundational concepts early and build upon them with increasing complexity and depth as they advance through each grade level.

In elementary grades, students are introduced to foundational AI concepts through guided exploration and everyday real-world examples. Instruction focuses on building vocabulary and helping students recognize that AI systems are tools created by people to follow instructions and analyze data. Students engage in simple problem-solving activities that involve noticing patterns and making observations. Real-world examples (e.g., smart home devices, learning applications) help students see how AI supports tasks. At this stage, emphasis is placed on responsible use. Students are encouraged to identify both the benefits of using AI and what learning might be missed if AI is relied on too heavily.

In middle school, students deepen their understanding of AI by applying AI tools to more structured tasks and collaborative projects. Students examine how AI systems process data and analyze AI-generated outputs for accuracy, bias, and limitations. Instruction highlights real-world uses of AI across industries (e.g., predictive maintenance in the skilled trades, health-monitoring technologies) so students can see AI as a tool that enhances human work. Ethical considerations become more explicit with reflection on societal impacts.

In high school, students engage with advanced AI concepts, focusing on critical thinking, system design, and societal impact. Students design and evaluate AI-powered projects and examine the trade-offs related to AI use. Instruction includes discussions on AI governance and the importance of transparency and accountability in AI systems. Real-world applications from fields such as healthcare, engineering, education, finance, and the skilled trades illustrate how AI is used across both technical and non-technical professions. Students are encouraged to connect AI skills to various college and career pathways and to articulate how AI literacy supports success in a wide range of fields.

AI COMPETENCIES BY GRADE BAND

KINDERGARTEN–GRADE 2

- **Awareness and Foundations**

Target Skills

- Define AI in an age-appropriate way
- Recognize examples of AI in everyday life.
- Understand that AI follows human-created instructions.

- **Pedagogy and Classroom Applications**

Target Skills (*Not applicable*)

- AI use for research/writing exceeds developmental intent; focus remains foundational

- **Responsible Use and Critical Thinking**

Target Skills

- Explain that AI is not human and does not have real emotions or feelings.
- Recognize that AI tools can sometimes give unfair or untrue answers.
- Explain why people should check AI outputs instead of trusting them automatically.
- Ask for adult support when AI responses feel confusing or concerning.
- Ask appropriate questions to better understand information generated through interactions with AI tools.

- **Support and Leadership**

Target Skills

- Recognize when an AI tool is not working as expected and try simple fixes.
- Describe the steps used to get a result from an AI tool and explain why choices were made using simple language.
- Compare AI-generated work with student work and identify which parts came from AI.

- **Pathways and Partnerships for the Future**

Target Skills

- Explain one way AI tools help people at home, school, or work.

GRADES 3–5

• Awareness and Foundations

Target Skills

- Recognize that data used by AI systems can include numbers, words, images, or sounds.
- Explain that AI systems use patterns in data to make predictions or suggestions.
- Describe how changing the input (words, examples, choices) can change AI results.
- Explain that the quality and amount of data affect how well an AI works.
- Identify simple limitations of AI, including incorrect answers or missing information.

• Pedagogy and Classroom Applications

Target Skills

- Explain that AI systems use data and human-created instructions to make predictions or recommendations.
- Use AI as a supporting tool (idea generation, visualization) rather than a final answer.
- Check AI outputs against known facts or class materials before using them.
- Understand that AI does not have thoughts, feelings, or consciousness, even though it can perform human-like tasks.
- Demonstrate introductory use of AI tools by engaging with guided applications such as story generators, quiz applications, or drawing assistants.

• Responsible Use and Critical Thinking

Target Skills

- Discuss responsible AI use by recognizing basic considerations related to fairness, privacy, and accuracy.
- Explain the benefits of using AI to help complete tasks as well as the skills or learning that may be missed when relying too heavily on AI.
- Identify situations where AI decisions could be unfair or biased.
- Identify what personal information should or should not be shared when using AI tools.
- Explain how following rules and guidelines can help ensure AI is used safely and respectfully.
- Reflect on how AI tools might impact people differently and why it's important to consider these effects.

• Support and Leadership

Target Skills

- Compare AI-generated outputs with human-created work, identifying similarities, differences, strengths, and limitations of each in relation to the task goal.
- Support peers while troubleshooting potential issues with AI outputs and suggesting next steps.
- Use simple documentation (e.g., notes, labels) to show how AI was used.

• Pathways and Partnerships for the Future

Target Skills

- Describe how AI tools have changed how people learn, communicate, and work, using age-appropriate examples from school, community, and everyday life.
- Identify jobs and roles that use computing and AI to solve problems, including examples where people work together to design, test, and improve tools or systems.
- Explain why rules, guidelines, and laws exist for online and AI-supported spaces, and describe how following them supports safe and responsible participation in digital spaces.
- Identify opportunities where AI can assist in solving simple, real-world problems (e.g., fixing issues, monitoring systems, helping workers stay safe).

GRADES 6–8

• Awareness and Foundations

Target Skills

- Explore foundational AI concepts like machine learning, natural language processing, and data classification.
- Explain how AI systems use models trained on data to make predictions.
- Evaluate whether an AI output is reasonable or inaccurate based on evidence.
- Describe how AI systems can influence people’s decisions and behaviors.

• Pedagogy and Classroom Applications

Target Skills

- Use AI tools to complete classroom tasks and small projects (e.g., research, creative writing, or simulations).
- Use AI tools to analyze or visualize data, then verify outputs using other sources.
- Analyze outputs from AI: compare AI-generated content with human-generated content.
- Identify potential bias, errors, or limitations in AI outputs.

• Responsible Use and Critical Thinking

Target Skills

- Discuss ethical considerations in AI, including privacy and digital safety.
- Reflect on how AI decisions can impact individuals and communities differently.
- Propose ways AI systems could be used more fairly or responsibly.

• Support and Leadership

Target Skills

- Compare AI-supported solutions with human-developed solutions to evaluate effectiveness, efficiency, and appropriateness for a given problem or task.
- Troubleshoot AI-supported projects by adjusting inputs and evaluating outputs.
- Systematically document testing results, revisions, and decisions, explaining how changes utilizing the AI tool improved accuracy and reliability.
- Incorporate AI-supported resources into original work, providing appropriate citation.
- Engage in structured peer review of AI-supported work, offering and receiving feedback focused on problem-solving strategies, clarity, and responsible tool use.

• Pathways and Partnerships for the Future

Target Skills

- Identify major computing and AI-related advancements and explain how new technologies build on prior ideas.
- Explain how past computational discoveries influence current AI tools and systems, using examples from education, industry, and everyday life.
- Collaborate in teams to design and develop computational or AI-supported projects, distributing tasks, setting timelines, and refining work based on feedback.
- Analyze how access to computing and AI tools can impact learning, careers, and the community.
- Connect AI-driven projects to future pathways, explaining how teamwork and innovation support college, career, and civic readiness.

GRADES 9–12

• Awareness and Foundations

Target Skills

- Explain how abstractions allow AI systems to function without showing all details.
- Explain and describe the impacts of uncertainty and the limitations of data used by AI systems.
- Apply and evaluate data analysis techniques to identify patterns represented in AI systems.
- Describe and critique how algorithmic feedback loops in AI systems can shape perceptions, reinforce a limited data set, and limit the sources of information that may inform the individual user.

• Pedagogy and Classroom Applications

Target Skills

- Design projects that integrate AI tools for problem-solving or creative work.
- Use AI tools to support complex analysis, simulations, or data pipelines.
- Document how AI is used in workflows or projects.
- Refine AI-supported models or visualizations based on testing and evidence.
- Compare classical algorithms and machine learning approaches, explaining how control structures, data flow, and optimization methods influence AI system design and performance.

• Responsible Use and Critical Thinking

Target Skills

- Evaluate the reliability, bias, and usefulness of AI-generated information.
- Evaluate data quality of datasets before training AI models by assessing validity, accuracy, and completeness, and clearly document uncertainty and limitations in AI predictions.
- Debug AI-generated outputs, test models using a variety of datasets, and document evaluation criteria, including accuracy, fairness, and reliability.
- Engage in discussions about the societal and ethical impacts of AI.
- Analyze how AI systems handle personally identifiable information (PII), evaluate trade-offs between personalization and privacy, and recommend appropriate safeguards in AI applications.

• Support and Leadership

Target Skills

- Contrast AI-specific laws and regulations and debate arguments for and against specific regulatory decisions.
- Explain the importance and implications of data provenance for transparency, accountability, and trust in AI systems.
- Critique algorithmic feedback loops in social media and recommendation systems, including their role in reinforcing bias, polarization, or misinformation in AI outputs.
- Apply systematic troubleshooting strategies to AI-supported systems.
- Develop independent AI-powered projects or research, integrating responsible AI practices.
- Critically evaluate AI systems for fairness, accuracy, and ethical implications.
- Design and implement interdisciplinary AI-powered projects that integrate hands-on skills and computational thinking, demonstrating how AI can enhance real-world systems, workflows, and problem-solving in trades, technical fields, and other applied contexts.

• Pathways and Partnerships for the Future

Target Skills

- Understand regulatory, privacy, and intellectual property considerations in AI use.
- Connect AI skills to college and career pathways by identifying relevant postsecondary opportunities, internships, apprenticeships, and industry-recognized credentials [including Career and Technical Education (CTE)-aligned and microcredential options], and articulate how AI and computational thinking skills apply across both computer science and non-computer science fields.
- Explain how AI enhances and augments human expertise across career pathways, including skilled trades, by demonstrating how AI literacy supports innovation, safety, efficiency, and leadership rather than replacing human work.
- Use industry-aligned tools and workflows in collaborative AI projects.
- Explore real-world applications of AI across fields (e.g., healthcare, finance, education, engineering, and skilled trades).
- Mentor peers or younger students in responsible AI use.

How do we develop AI literacy to support the appropriate and safe use of AI?

Responsible Use and Critical Thinking



AI systems present opportunities to enhance teaching and learning, but their use must be intentional and responsible. Educators and school systems should consider privacy, security, and legal requirements when using AI, while thoughtfully weighing both the benefits and the tradeoffs of applying AI to specific tasks. The use of AI should be accompanied by ongoing attention to safety, compliance, and rich philosophical discussions of its impact on individuals, communities, and society.

School and System Leader Competency: Follow [applicable laws](#) and privacy protections, and ensure transparency in AI adoption, while weighing tradeoffs.

Teacher Competency: Guide students in ethical AI use, protect privacy, uphold academic integrity, and maintain educator professional autonomy.

Student Competency: Evaluate AI outputs, protect personal information, and consider ethical impacts.

Considerations	Recommendations for School Systems
Data Sharing Agreements	In compliance with R.S. 17:3913 , Data-Sharing Agreements (DSAs) between AI vendors and school systems must be crafted to ensure compliance with privacy regulations and safeguard sensitive student information, including video and audio recordings, among other data. The LDOE website provides more information regarding DSAs.
Monitoring Use	Schools should have clear directives on how AI-driven technologies are to be used and monitored in the classroom. Teachers and facilitators should actively monitor student usage of software and devices to ensure a focused and productive learning environment. This includes regular check-ins and feedback within educational software, utilizing screen-sharing tools, and reviewing student progress. Classrooms should be arranged to allow for greater visibility of student screens. School leaders should ensure that faculty and staff members are familiar with the educational software and tools available to them to monitor students’ use.

How does AI improve educator and leader effectiveness and impact student learning?

Support and Leadership



AI literacy involves the ability to analyze AI-generated information alongside human-created sources to ensure accuracy and reliability. Systematic troubleshooting and refinement of AI projects, combined with clear documentation and communication of processes, lead to the application of logical approaches that improve outcomes. Continued debate on ethical dilemmas and societal impacts should center on fostering transparency and responsible innovation.

School and System Leader Competency: Use [tools to evaluate](#) AI vendors, products, and policies for reliability, coherence, and impact.

Teacher Competency: [Evaluate AI tools](#) for classroom use in alignment with standards, troubleshoot systematically, and clearly document workflows.

Student Competency: Compare AI and human outputs, troubleshoot projects, and clearly document and communicate processes.

Considerations	Recommendations for School Systems
Direct Student Services	Systems may leverage Direct Student Services (DSS) to support local innovation aligned with state priorities through a competitive grant opportunity. DSS funds may be used to expand student support mechanisms through AI-powered academic interventions that provide personalized instruction and real-time data to improve student outcomes in core subject areas in grades K-12.
Education Technology Plan and Technology Readiness Tool	Louisiana R.S. 17:3921.2 establishes requirements for a statewide educational technology plan that supports the infrastructure and capacity necessary to provide a high-quality digital instructional environment. This plan, organized around five strategic goals, is supported by foundational systems that ensure technology is implemented securely, sustainably, and effectively across all school systems. The Technology Readiness Tool (TRT) is used to collect information about technology infrastructure and capacity across school systems and individual schools. Questions related to the use of AI have been added to the TRT for the 2026–2027 school year and will aid in the assessment of AI use across the state.

How do we prepare students for AI career pathways and futures?

Pathways and Partnerships for the Future



AI literacy calls for the ability to work collaboratively on projects using standard industry practices that ensure teamwork reflective of professional standards. With an eye to the future, strategic mentorship in responsible AI use fosters ethical engagement and shared growth. Finally, AI literacy should connect career pathways, internships, and postsecondary opportunities, guiding communities toward thoughtful integration and future readiness.

School and System Leader Competency: Lead system-wide AI initiatives, mentor educators, and connect AI literacy to strategic goals and workforce readiness.

Teacher Competency: Mentor students in responsible AI use, collaborate with colleagues, and connect AI literacy to curriculum goals and career pathways.

Student Competency: Explore AI applications in careers, including the trades, collaborate on projects using industry practices, and connect learning to future opportunities.

Considerations	Recommendations for School Systems
Alignment to Educational Goals and Priorities	The integration of AI technologies in K-12 schools should include alignment with the educational goals and priorities outlined by the school or school system. AI should enhance students’ learning experiences rather than diminish them. For example, AI tools could offer personalized assistance and assignment feedback based on individual students’ needs.
Community and Industry Partners	School systems should engage community stakeholders in discussions and initiatives regarding the integration of AI in education. This can foster a collaborative relationship between schools and the community to advance education. Including community members and industry partners in an advisory team to inform the integration of AI in education is crucial for maintaining transparency and ensuring safety.

GETTING STARTED WITH AI

OVERVIEW

AI is already part of how people search, write, create, communicate, translate, analyze data, and solve problems. The following resources help educators to use AI intentionally and responsibly while keeping the teacher, the standards, HQIM, student thinking, and student safety at the center of instruction.

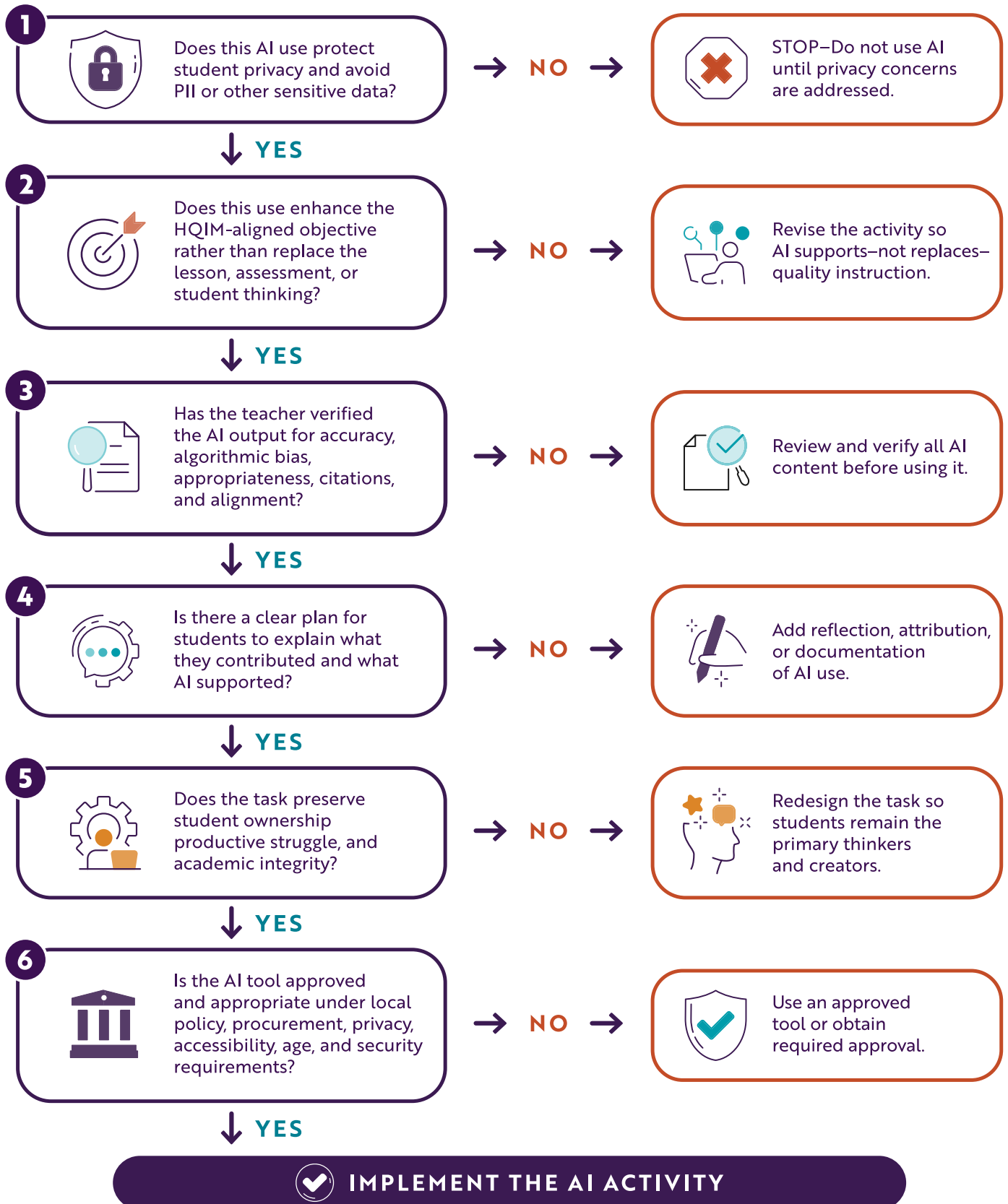
AI USE SHARED AGREEMENTS

Every AI-supported task should meet the following shared agreements and understandings. These commitments are written for teachers but can also support expectations at the school and school-system levels.

Agreement	Recommendations for Teachers and Staff
Student privacy comes first.	Do not enter personally identifiable information (PII), including student names, IDs, IEP/504 information, health or discipline information, identifiable student work, or other sensitive data into AI tools unless the tool has been approved for that specific use and the school system has verified data protections.
AI output is a draft, not a decision.	Teachers verify all AI-generated content before use and retain full professional judgment for instruction, assessment, placement, behavior, intervention, and family communication decisions.
HQIM and standards remain the anchor.	AI may support planning, scaffolding, feedback, formative checks, or communication, but it should not replace HQIM, core tasks, intended rigor, productive struggle, or the learning target.
Transparency matters.	Teachers and students disclose when AI substantially supports brainstorming, drafting, feedback, revision, coding, design, or research.
Students keep ownership of learning.	AI should help students revise, question, explain, create, and deepen thinking, not outsource the thinking or produce final answers for them.
Access and fairness must be planned.	Teachers clarify which tools students may use, provide alternatives when access differs, and design tasks so AI does not create an unfair advantage.
Safety and accuracy are verified.	Teachers screen AI outputs for accuracy, algorithmic bias, appropriateness, citations, and alignment before students use them.

AI USE DECISION TREE

Before using AI for any lesson, assignment, assessment, workflow, or student activity, ask the following questions.



UNIVERSAL AI TOOLS IN K-12 SCHOOLS

Universal AI tools are general-purpose AI assistants that can generate, summarize, translate, organize, analyze, and revise text and, in some versions, images, files, code, and other media. These tools can support many school tasks, but they are not automatically appropriate for every classroom use.

Core message for educators

**Use universal AI tools to improve planning, feedback, access, and engagement.
Do not use them to make consequential decisions, replace standards-aligned instruction,
bypass local review, or remove student thinking.**

Best-fit School Uses

- Universal tools may aid in productivity, lesson adaptation, rubric drafting, question generation, feedback language, file review, brainstorming, and image or multimedia planning.
- Some universal tools may be best suited for more particular use cases such as long-form text review, Socratic questioning, document-heavy planning, policy drafts, argument coaching, and interactive artifacts or simulations.
- Operating system (OS) aligned tools may support planning, drafting, summarizing, presentation support, email and communication drafting, meeting notes, and productivity workflows in commonly used productivity suites.

K-12 Implementation Notes

- Universal tools may be subject to approved accounts and settings based on local decision-making.
- Any student-facing use must follow age, consent, privacy, and state requirements in addition to local policy requirements or restrictions.
- School systems should review current terms, age requirements, approved access models, and privacy protections before any use, noting that some consumer accounts are limited to users age 18 or older.
- Confirm locally which OS experiences are enabled for use, whether users have approved school accounts, and whether appropriate data protections are applied. When using enterprise accounts, ensure that data protection includes safeguards to ensure that prompts and responses are not used to train foundation models.

THE C.R.E.A.T.E. FRAMEWORK FOR EFFECTIVE AI PROMPTING

Generative AI tools can be powerful assistants for educators. Getting the desired results requires well-crafted prompts and planning. The C.R.E.A.T.E. framework offers a structured approach to designing effective AI prompts.

The C.R.E.A.T.E. Framework



C

Character: Describe the role the AI should assume. Include aspirational qualities as applicable.

- **Example:** "You are an experienced elementary school teacher with a knack for connecting phenomena to students' experiences."



R

Request: Clearly and specifically define what the AI is to do. Start with a direct instruction like "I want you to..."

- **Example:** "I want you to generate three engaging brainstorming activities for a grade 4 lesson on natural hazards that can occur in Louisiana."



E

Examples: Provide examples of the desired output as applicable. This helps the AI understand the format, style, and level of detail expected.

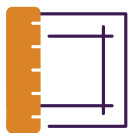
- **Example:** "For example: a word web, a think-pair-share activity, and a quick write."



A

Additions: Refine the task by describing a point of view to consider or a style to use.

- **Example:** "Make sure the activities are hands-on and encourage collaboration among students."



T

Type of Output: Specify the desired format and length of the response.

- **Example:** "Present the three activities in a table with columns for activity name, materials, teacher directions, and estimated time. Limit each set of directions to 100 words."



E

Extras: Include any further information that might be helpful, such as reference text or specific constraints.

- **Example:** "The lesson will be 45 minutes long, and the students have varying levels of prior knowledge and support needs."

EVALUATING AI TECHNOLOGY

OVERVIEW

As AI tools become more widely available for teaching, learning, and school operations, school systems must ensure they are implemented in ways that protect student data, support educators' decision-making, and align with HQIM. This rubric is designed to support local school systems in conducting a structured review of AI-enabled tools prior to adoption or large-scale implementation.

HOW SHOULD THIS RUBRIC BE USED?

School systems may use this rubric as part of their existing technology procurement, instructional review, or digital learning approval processes. The rubric is designed to support collaborative review by individuals with expertise in instructional practice, technology systems, and data privacy. Recommended steps for using this rubric include:

- 1. Assemble a Review Team:** School systems should assemble a small review team to evaluate the proposed AI tool. This team may include system technology leaders, curriculum and instruction staff, school leaders, teachers, and data privacy or legal experts.
- 2. Verify Required Conditions:** Before completing the evaluation rubric, the review team may confirm that the proposed AI tool meets baseline requirements related to student and employee data privacy, cybersecurity, and system compatibility.
- 3. Complete the AI Technology Evaluation Rubric:** The review team may complete the rubric by reviewing the available evidence and assigning scores for each criterion.
- 4. Make Local Determination:** After completing the rubric, the review team may review the results together and determine whether the AI tool being evaluated aligns with the system's priorities for safety, instruction, and other identified needs. The system may then determine whether to adopt the AI tool, pilot on a limited basis, request additional information, or decline adoption.
- 5. Monitor and Reevaluate:** If the AI tool is adopted or piloted, the system may periodically review its use and impact. Ongoing monitoring can help ensure that data protections remain in place and that the tool continues to support instructional goals.

SCORING CONSIDERATIONS

School systems should consider each section as a whole and use informed decision-making when determining if an AI tool may be a good fit for the intended use case. **Section 1** should be considered non-negotiable for any AI tool that may be used within each school or school system. **Section 2** should be considered for any AI tool that includes student-facing use or impacts classroom instruction to ensure instructional coherence. Any criteria that receive a rating of (0) No Evidence or (1) Minimal Evidence should be reviewed and considered carefully depending on the intended use and context.

AI TECHNOLOGY EVALUATION RUBRIC

This rubric is intended to support school systems' review and does not establish statewide requirements or legal advice regarding AI-enabled tools. The rubric is separated into five sections: **Safety, Security, and Product Access; Instructional Alignment and Evidence of Impact; Functionality; Training and Support; and Administrative Controls.** These sections guide school systems in considering factors related to data protection, instructional integrity, product usability, educator support, and system-level oversight when evaluating AI-enabled tools. The results of this rubric should be considered alongside existing school system technology review processes, instructional priorities, and applicable policies related to student data privacy, cybersecurity, and instructional materials. Completion of this rubric does not constitute approval or endorsement by the LDOE.

The rating scale for the rubric includes the following scores: **(0) No Evidence; (1) Minimal Evidence; (2) Meets Expectations; and (3) Strong Evidence.**

AI Technology Evaluation Rubric			
Section 1: Safety, Security, and Product Access			
Criteria	Guiding Questions	Evidence	Rating
Data Sharing Agreement (DSA)	- Is there a DSA procedure in place, if needed, that includes permitted data uses, confidentiality, redisclosure limits, subprocessors, breach and incident notification, retention/deletion, data return, certified deletion, audit or verification rights, encryption, access controls, secure transfer, and vendor personnel access? - Is the vendor willing to sign the DSA according to any additional school system-required conditions? - Has the school system consulted legal counsel and the technology team?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
Data Collection, Storage, and Use	- What types of student, employee, or user data does the AI tool collect? - Does the vendor clearly explain how collected data will be used within the product? - How is collected data stored and protected, and what security measures are in place? - Does the vendor provide clear policies for how long data is retained and when it will be deleted? - Is there confirmation that identifiable student, employee, or user data is not used for model training, product improvement, analytics, or future AI model development unless expressly authorized through the school system's legal/privacy process? Can the school system opt out of model training or secondary data use? - If the AI tool collects or uses student data in ways that may require parental consent, does the vendor provide clear information and processes that allow school systems to obtain and manage that consent?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence

AI Technology Evaluation Rubric

Section 1: Safety, Security, and Product Access

Criteria	Guiding Questions	Evidence	Rating
Student Data Privacy Compliance	- Does the vendor demonstrate compliance with applicable student data privacy laws and policies and provide clear documentation of data handling practices? - Upon termination or non-renewal, does the vendor return all school-system data in a usable format and certify deletion within a defined period, including deletion from backups, subprocessors, derived datasets, and any model-training corpora where applicable? - How will the school system ensure secure data storage practices, obtain parental consent when necessary, and provide transparency when AI systems collect, process, and utilize student data? - Do dashboards, reports, exports, and sharing features include controls such as role-based access, least privilege, export restrictions, masking or aggregation, audit logs, secure downloads, external sharing controls, and the ability to disable unnecessary reports or exports?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
Cybersecurity	- Does the vendor provide documentation of security practices such as System and Organization Controls 2 (SOC 2) or similar cybersecurity standards? - Has this documentation been reviewed by the system's technology experts and legal counsel?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
System Compatibility	- Can the tool operate across commonly used system devices and operating systems (OS)? - What OS versions are supported? - What browsers are supported? - Does this product/program support mobile devices?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
Authentication	Does the tool support school system authentication methods such as Single Sign-On (SSO) or other secure login processes?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
Accessibility	Is the tool accessible to students with disabilities or compatible with assistive technologies?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence

AI Technology Evaluation Rubric

Section 1: Safety, Security, and Product Access

Criteria	Guiding Questions	Evidence	Rating
Transparency and Human Oversight	- Does the vendor provide a clear explanation of how the AI tool generates outputs and assurance that it does not independently make, automate, or drive consequential decisions such as grades of record, enrollment, discipline, accommodations, promotion/retention, intervention placement, attendance or truancy referrals, threat assessment, employment, or other high-impact decisions? - Are safeguards in place to prevent the AI system from presenting itself as a human or licensed professional, with clear and consistent labeling of AI-generated content for staff, students, and families? - Are safeguards in place to prevent harmful, biased, or inappropriate AI-generated content, including processes and timelines for AI-specific incidents, prompt injection, jailbreaks, data poisoning, harmful outputs, model drift, vendor breach, unauthorized disclosure, and misuse of data? - Does the vendor identify all underlying AI/foundation models, model owners, hosting and processing locations, and subprocessors? Can the vendor confirm that no component is owned by, controlled by, or transmits data to a foreign adversary or nation-state entity, and that the tool is not on any applicable federal or state prohibited-software list?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence

AI Technology Evaluation Rubric

Section 2: Instructional Alignment and Evidence of Impact

Criteria	Guiding Questions	Evidence	Rating
Alignment to High-Quality Instructional Materials (HQIM)	- Does the AI tool reinforce instructional coherence by anchoring student use to the adopted high-quality instructional materials, grade-level content, and lesson sequence, rather than pulling students into misaligned or separate instructional experiences? - Is the tool embedded in existing instructional content/HQIM? - How well does the tool keep students grounded in the assigned grade-level HQIM lesson and unit, ensuring AI functions serve the curriculum rather than substituting for it with generated content or separate instructional experiences? - Does the tool preserve the teacher-led process of lesson internalization and planning?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence

AI Technology Evaluation Rubric

Section 2: Instructional Alignment and Evidence of Impact

Criteria	Guiding Questions	Evidence	Rating
Instructional Use and Educator Role	- Does the AI tool preserve the educator's central instructional role by functioning as a support to curriculum-based teaching and learning, rather than acting as an independent instructor or redirecting students away from the core learning experience? - Does the tool allow educators to guide how and when AI is used within instruction? - Does the tool avoid automating instructional decisions that should remain teacher-led?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
Evidence of Educational Value	- Is there research, pilot evidence, and/or feedback demonstrating the tool improves teaching or learning? - Has the research been conducted by an independent organization or researcher, or is it solely vendor-produced? - Are the studies conducted in similar grade levels, subjects, or school contexts to the system that is considering adoption? - Does the research report effect sizes, uncertainty estimates, and practical significance appropriate to the outcome and study design?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence

AI Technology Evaluation Rubric

Section 3: Functionality

Criteria	Guiding Questions	Evidence	Rating
Scale	- Can the AI tool support the expected number of users within the system without performance issues? - Does the tool allow grouping for organization within the system? - Does the tool provide analytics or reporting that can be viewed at the system, school, class, subgroup, and individual student level?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
Ease of Use	- Is the platform organized in a way that is intuitive for both teachers and students? - Does the design of the tool reflect the developmental level of the students who will use it? - Are menus, navigation tools, and interactive elements clearly labeled and easy to understand? - Are guides, tutorials, or tooltips available to support users when learning the platform? - Can educators and students begin using the tool without extensive technical training?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence

AI Technology Evaluation Rubric

Section 4: Training and Support

Criteria	Guiding Questions	Evidence	Rating
Data Visualization and Reports	- Does the tool provide teachers and school leaders with detailed metrics related to student performance and interaction history? - Can educators segment students using grouping features based on criteria such as performance, interaction frequency, or other relevant data points? - Does the tool allow educators to create custom groups or subgroups to support targeted instruction or intervention? - Are data dashboards, charts, or other visual representations available to help system leaders, teachers, and/or staff members identify trends, strengths, or areas of concern? - Can data or reports be exported in multiple formats or shared with other stakeholders, such as school leaders, parents/guardians, or instructional specialists, to support collaborative decision-making?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
Training Resources	- Does the vendor provide detailed training materials that explain how to use all major features of the tool? - Are training materials available in multiple formats, such as written guides, videos, tutorials, webinars, or hands-on demonstrations? - Are training resources regularly updated to reflect changes or updates to the platform? - Are training materials organized in a user-friendly portal or location that educators can easily access? - Are training materials tailored to different types of users, such as beginners, experienced users, or educators who may need additional technical support?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
Professional Learning	- Do professional learning offerings address both basic tool functionality and skillful, strategic implementation and alignment with HQIM? - Are professional learning resources tailored for different roles (e.g., teachers, school leaders, technology staff, support staff)? - Does the vendor update professional learning resources to reflect tool updates, educator feedback, or new features? - Are there multiple professional learning formats available, such as in-person, webinars, workshops, or collaborative learning opportunities?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence

AI Technology Evaluation Rubric

Section 5: Administrative Controls

Criteria	Guiding Questions	Evidence	Rating
Communication	- Does the product allow administrators to maintain oversight or control of communication occurring within the platform? - Does the platform allow teachers to communicate with students when needed through built-in messaging or communication tools? - Are records of messages or communications stored within the platform for review when necessary? - Are communication features designed to support appropriate school-based interactions between educators and students? - Can administrators monitor or manage communication settings across classrooms or users? - Does the platform allow educators or school leaders to share relevant information or reports with parents or guardians when appropriate? - Are there features that support communication with parents or guardians regarding student progress, platform usage, or instructional updates? - If parent/guardian communication is available, are safeguards in place to ensure communication aligns with school system policies and protects student privacy?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
Technical Support	- Does the vendor provide technical support through multiple channels such as phone, email, live chat, or a dedicated support portal? - Is there a support platform that includes resources such as FAQs, tutorials, guides, or user forums to address common questions? - Does the vendor provide a clear process for resolving issues when initial support resources do not address the problem? - Are support requests addressed promptly to minimize disruption to teaching and learning/daily operations? - Are there resources or training opportunities available for school or system leaders to support platform setup, management, or troubleshooting?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence
Instructional Data and Reporting	- Does the product provide administrative reports on usage across classrooms, schools, or sites within the school system? - Can administrators view reports that summarize platform use, engagement, or activity across different user groups? - Do reporting tools allow administrators to identify trends in platform use across schools or classrooms? - Can reports be generated to support school- or system-level decision-making? - Are reporting features accessible to authorized administrators responsible for monitoring platform implementation?		(0) No Evidence (1) Minimal Evidence (2) Meets Expectations (3) Strong Evidence

RELEVANT LAWS AND POLICIES

The integration of AI in Louisiana K-12 schools requires an understanding of existing laws and policies that govern student rights, data protection, and the use of technology. LDOE recommends that all school systems consult their legal counsel before integrating any technologies that could compromise student or employee privacy.

Laws or Policies	Relevance to AI Technologies
<u>Family Educational Rights and Privacy Act (FERPA)</u>	School systems should use due diligence when integrating AI technologies in K-12 classrooms to ensure the protection of students' educational records. Student data should not be stored or utilized with AI technologies in a way that risks the privacy of protected student information.
<u>Louisiana's Employee Information Laws – LA R.S. 17:3884; LA R.S. 17:440</u>	LA R.S. 17:3884 protects school employees' personally identifiable evaluation data and results, including but not limited to student learning targets, teacher observations, and value-added teacher assessment data. LA R.S. 17:440 prohibits the use of Social Security numbers as a personal identifier for school personnel. School systems should use due diligence when integrating AI technologies into these processes to protect employee information.
<u>Children's Internet Protection Act (CIPA)</u>	CIPA relates to AI use in schools by requiring school systems receiving E-rate discounts to protect students from harmful material, including when AI systems access or filter online content. This includes filtering content on school networks and devices and ensuring that students' online activities are monitored to maintain a safe and secure online environment.
<u>Children's Online Privacy Protection Rule (COPPA)</u>	COPPA generally requires covered operators to obtain verifiable parental consent before collecting personal information from children under 13. Schools may consent on a parent's behalf when an AI tool collects information solely for a school-authorized educational purpose, but the operator remains responsible for COPPA compliance.
<u>Individuals with Disabilities Education Act (IDEA)</u>	Emerging AI technologies have the potential to serve students with disabilities by offering innovative ways to enhance their education. However, such technologies should be used only if they do not interfere with eligible students' safety, privacy, and access to a free appropriate public education.
<u>Louisiana's Student Transparency and Privacy Laws – LA R.S. 17:3913; LA R.S. 17:3914</u>	LA R.S. 17:3913 pertains to transparency in educational practices. This law emphasizes transparency by requiring educational institutions to disclose information and processes related to educational policies and practices. LA R.S. 17:3914 focuses on student information; privacy; legislative intent; definitions; prohibitions; parental access; and penalties.

RESOURCES

GLOSSARY OF COMMON TERMS

Terms	Definition
Adaptive learning platforms	AI-powered systems that adjust learning content and difficulty based on student performance.
Algorithmic transparency	The ability to understand how an AI system arrives at its decisions.
Bandwidth	The amount of data that a network connection can transmit within a given period. Cloud-based AI tools may increase network demand when users upload or generate large files, images, audio, or video, or when many users access the service simultaneously. Bandwidth use varies by tool and activity.
Chatbots	Software applications designed to interact with users through written or spoken language. Some use predetermined rules, while others use natural language processing and generative AI to produce responses.
Closed System Applications	A software application that limits access, data sharing, and system interactions through defined technical and administrative controls. It may operate locally or through the cloud and does not necessarily function without an internet connection.
Computer science	The study of computers and algorithmic processes, including principles, hardware and software designs, implementation, and their impacts on society. It forms the foundation of AI, which emerges as a specialized branch of computer science. AI involves creating algorithms and models to enable machines to perform tasks that typically require human intelligence, such as recognizing speech, making decisions, and interpreting complex data. Thus, AI applications are deeply rooted in and driven by fundamental principles of computer science.
Cybersecurity	Cybersecurity is the practice of protecting systems, networks, and data from unauthorized access, use, disclosure, disruption, modification, or destruction. AI plays an increasingly important role in cybersecurity by helping to analyze vast amounts of data to identify threats, automate security tasks, and improve overall security posture.
Data governance	The process of managing the availability, usability, integrity, and security of the data in enterprise systems is based on internal data standards and policies that also control data usage. Effective data governance ensures that data is used properly and ethically.
Data privacy	The aspect of digital technology that deals with the proper handling, processing, and storage of personal information to protect student and staff privacy and comply with legal standards.
Digital literacy	The ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.
EdTech	Short for “educational technology,” this refers to the practice of integrating technology tools into the classroom to create more engaging, inclusive, and individualized learning experiences.
Educational Data Mining (EDM)	Using data from student interactions with technology to identify patterns and improve learning experiences.

Terms	Definition
Explainable AI (XAI)	Making AI decision-making processes transparent and understandable, allowing teachers to see how AI arrives at recommendations for students.
Generative AI	AI that produces new content, such as text, images, audio, video, code, or simulations, in response to user inputs. Its use raises considerations related to accuracy, privacy, and academic integrity.
Human oversight	The importance of teachers maintaining control over curriculum and student assessment, even with AI assistance.
Intelligent tutoring systems (ITS)	An AI-powered computer tutor that personalizes learning by assessing knowledge, offering targeted lessons, and giving immediate feedback.
Interoperability	The ability of different AI-powered educational tools to work together seamlessly.
Large Language Model (LLM)	An advanced AI system that interprets and generates language or text, using the data it's been trained on through machine learning techniques.
Multimodal Large Language Model (MLLM)	An advanced language model that can process multiple types of data or modalities such as text, images, and audio to engage in more complex tasks.
Machine learning	A subset of AI that involves training algorithms on data, enabling them to improve over time without being explicitly programmed. This is commonly used to personalize learning experiences in educational software.
Natural Language Processing (NLP)	A field of AI that gives machines the ability to read, process, and derive meaning from human languages, enabling features like automated essay scoring or chatbots that can answer student questions. (example: ChatGPT)
Scalability	Whether an AI system can effectively handle a large number of students or diverse learning needs.

SAMPLE FAMILY LETTER

Figure A3. This letter to parents and guardians will engage families in discussions regarding the integration of AI in schools. This sample letter can be customized by schools or school systems to fit their needs (Code.org, n.d.).

Dear Parents and Guardians,

As emerging technologies like artificial intelligence (AI) become more prevalent, [School System/School Name] is committed to ensuring that these tools are safely, ethically, and effectively implemented to enhance teaching and learning practices. After careful consideration, we have established the following principles:

- 1. Privacy and Security:** AI use will align with regulations protecting student data privacy, safety, and accessibility.
- 2. Support Educational Goals:** AI will be thoughtfully used to enhance outcomes for every student.
- 3. AI Literacy:** Students and teachers will build skills to critically evaluate and utilize AI technologies ethically.
- 4. Realize Benefits and Address Risks:** We will cautiously explore AI benefits while proactively addressing risks.
- 5. Academic Integrity:** Students will produce original work and properly credit sources, including AI tools.
- 6. Maintain Human Agency:** AI will provide support, not replace educator and student decision-making. School staff will set parameters for each class and assignment for when and how AI systems can be used.
- 7. Continuous Evaluation:** We will routinely audit AI use, updating policies and training as needed.

We remind parents and guardians that AI tools may have age restrictions. For example, ChatGPT currently requires users to be at least 13 years old and requires parental or legal guardian consent for students between the ages of 13 and 18. The website warns that “ChatGPT may produce output that is not appropriate for all audiences or all ages, and educators should be mindful of that while using it with students or in classroom contexts.”

Our goal is to create a learning environment where AI technologies empower rather than replace the human aspects of education. We embrace these technologies cautiously to prepare students for a future where these technologies are everywhere. Please reach out with any questions or input on these principles as we navigate this rapidly changing terrain together. We thank you for your support.

Sincerely,

[Name]

[Title]