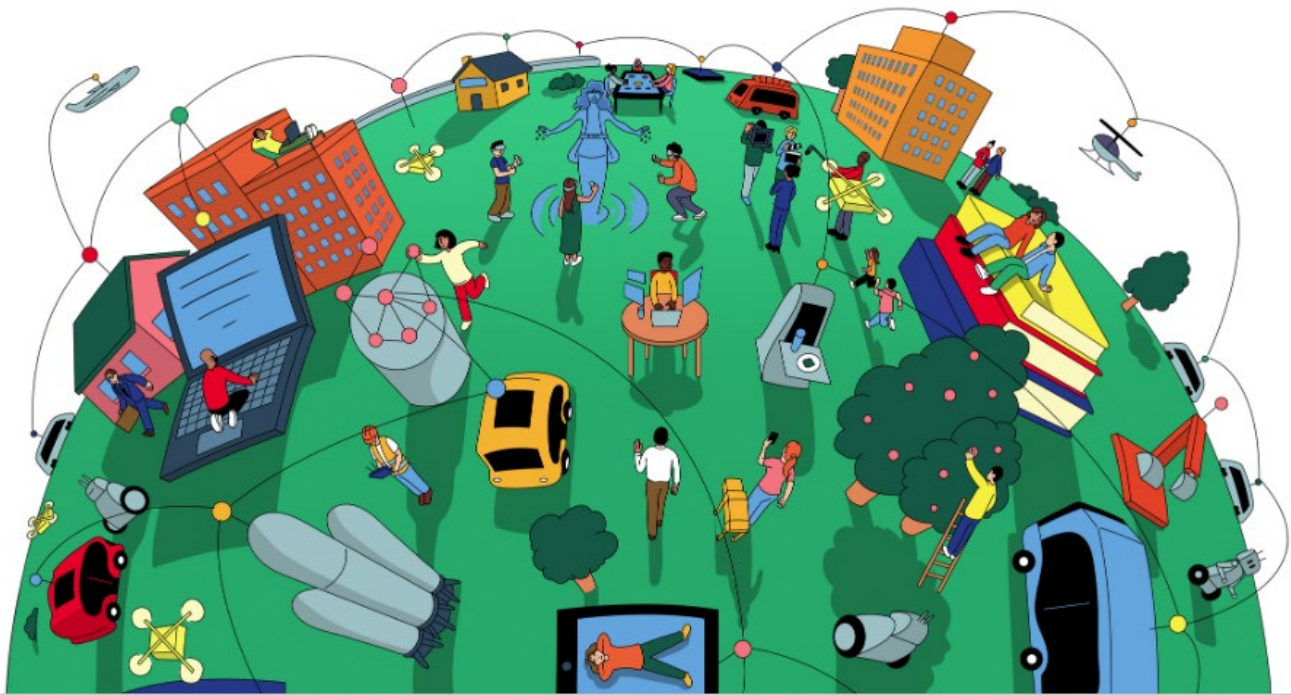




AI Readiness Framework:

What District Leaders need to know



Overview

Artificial Intelligence (AI) is already an inescapable part of our world, our economy, and our K12 education system. And we are only at the dawn — the transformation underway will redefine the essential skills needed for America's students to compete and keep up in a rapidly shifting workforce (Jump, Bradley, 2024, Mossavar-Rahmani, 2024). With AI used in multiple facets of our lives, and the known examples of AI tools perpetuating systemic bias (Broussard, 2023), the global environmental impact of AI (Brookings Institute, 2024), and the increased risks with misinformation (World Economic Forum, 2024), it is imperative to prepare our students for this dynamic world. We believe that students must build AI literacy and readiness skills that will help them thrive in a constantly evolving future landscape.

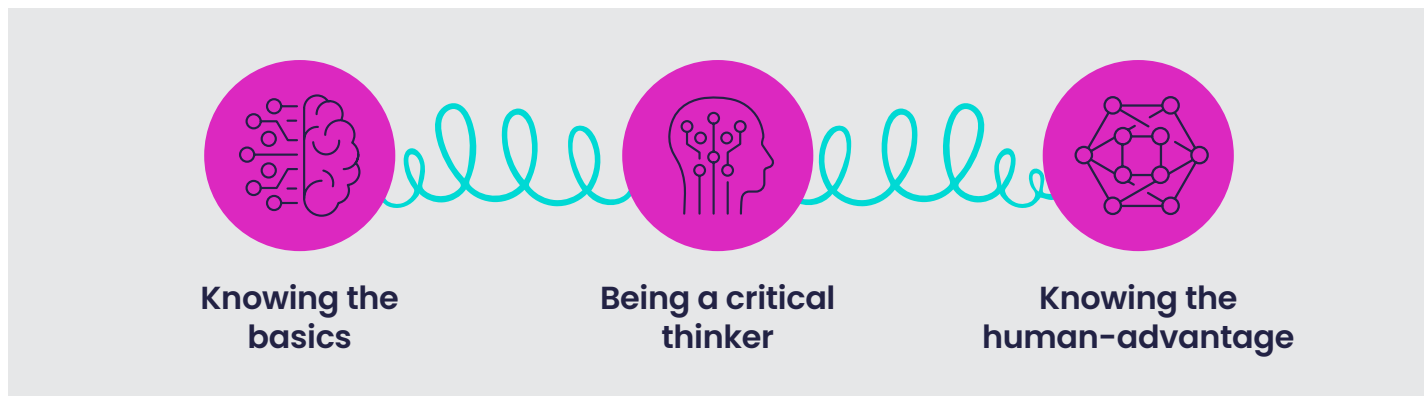
AI Literacy

The collection of skills and knowledge that a person needs to confidently understand, ethically use, and critically evaluate artificial intelligence in a world where AI is ubiquitous.

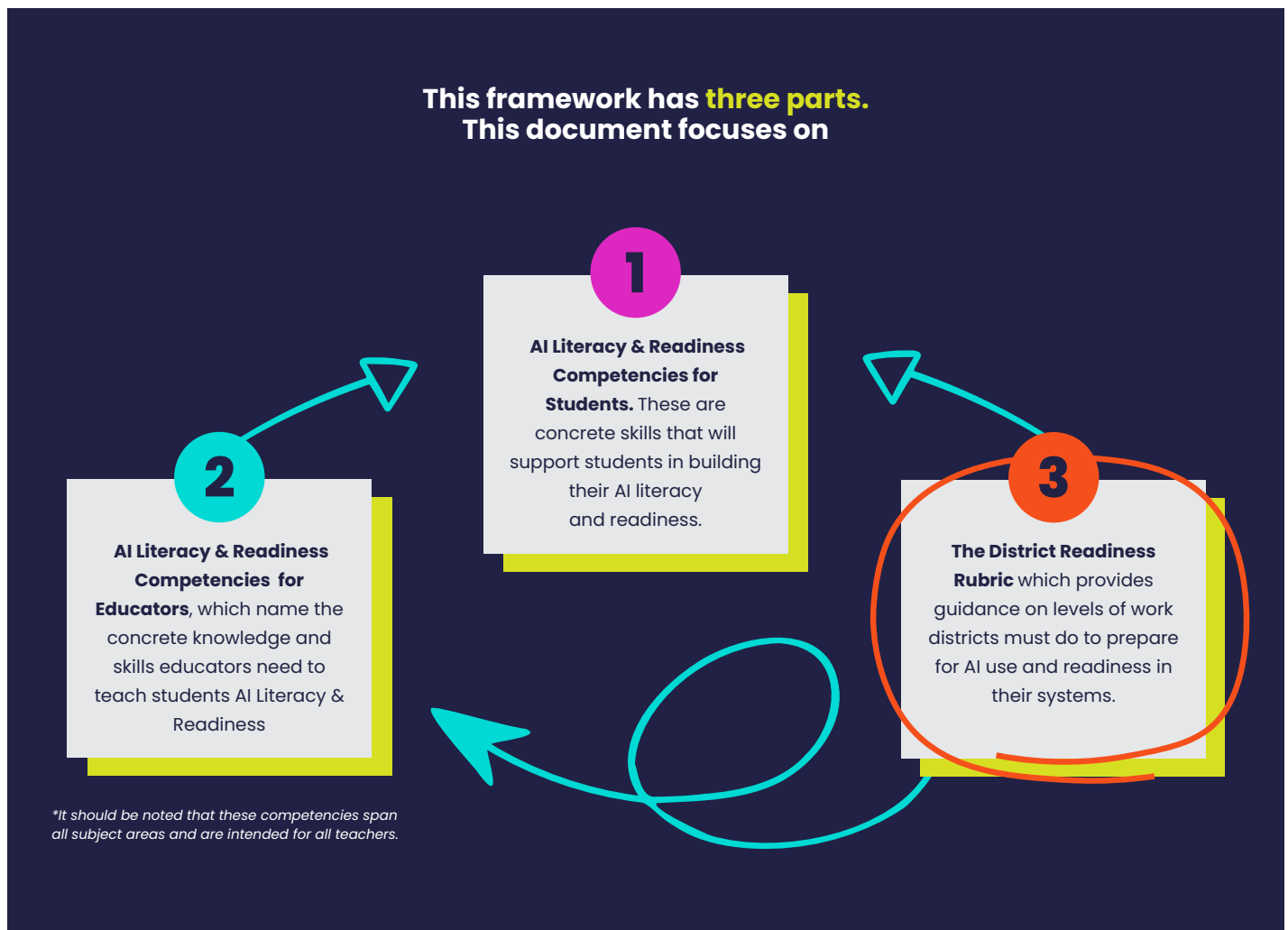
AI Readiness

The ability and underlying skills to apply AI literacy to one's professional and personal endeavors. A person is AI ready when they understand interdisciplinary impacts of AI and can leverage collaboration, creativity, and self-advocacy alongside AI to achieve their life and career potential. They can readily adapt to changes in how AI is used, understand how to grow their value with these changes, and know how to apply their human advantage throughout the changes.

To build the AI Literacy & Readiness Competencies, aiEDU looked to multiple perspectives and research – see our [Methodologies section](#) for more details. Building from this body of work, we saw a progression of learning for AI literacy and readiness for students and educators:



In addition, to support educators and students, we saw specific actions for districts to take to ensure their systems are AI ready.



District AI Readiness Rubric



Overview

The District Readiness Rubric is a tool to support district level leaders in creating equitable and inclusive **Systems AI Readiness**. This rubric builds on the work shared by the Council of the Great City Schools & CoSN Launch K-12 Generative Artificial Intelligence (Gen AI) Readiness Checklist, the ILO group, and learnings from districts we have partnered with in developing AI readiness plans.

Systems AI Readiness is the ability for an educational system, institution, or organization to effectively support building AI literacy and readiness within educators and students. This includes operationalizing AI use, setting guidelines for acceptable use and academic integrity, creating a culture of curiosity, collaboration, and ongoing learning with AI literacy and readiness, and ensuring community engagement.



Vision & Strategic Orientation Example

Prince George's County Public School built a multi-year strategic plan anchored in a vision statement and anchor core values, with clear areas of focus: professional learning, engaging stakeholders, ethical considerations, and curriculum integration. In addition, there is a 3-year implementation plan outlined with key outcomes for each of the focus areas. You can see more [here](#).



Policy & Operations Example

InnovateOhio, an Ohio state agency, in collaboration with aiEDU, built an AI toolkit to support district level policymakers, teachers, and parents to advance AI readiness in Ohio schools. This resource contains processes for policy makers, along with specific tools and resources to support policy makers operationalize AI readiness in their systems. There are also guides to support parents and teachers in building their knowledge and skills with AI readiness. You can see more [here](#).

Domain	Level 1: Demonstrate Commitment	Level 2: Invest & Implement	Level 3: Deepen & Iterate
Equitable Vision and Strategic Orientation	<p>Collaboratively develop a perspective on the role of AI within the district and document through a vision, strategic plan, or working document (see CGCS & CoSN K-12 Generative AI Readiness Checklist, Section 1: Executive Leadership Readiness, 1. Strategy)</p> <p>Seek community perspectives to inform equitable vision</p>	<p>Enact the strategic plan, providing as needed, training to those affected and building in monitoring and feedback mechanisms.</p> <p>Develop routines to communicate and implement the vision across district and community</p>	<p>Revisit and adapt vision and plan, supporting strategies and communication to the evolving landscape of AI</p> <p>Develop feedback loops that include community, educator and student perspectives</p>
AI Readiness Knowledge	Read the Student and Educator AI Literacy & Readiness Competencies documents	Create learning space for school level leaders to learn and internalize the Student and Educator AI Literacy & Readiness Competencies	Integrate Student and Educator AI Literacy & Readiness Competencies into existing teacher evaluation and student assessment tools
Teaching & Learning	<p>Create opportunities for school leaders and teachers to engage in professional learning about AI, AI literacy, and AI readiness in the classroom</p> <ul style="list-style-type: none"> Build resources for school leaders to use in leading their teams with AI literacy & readiness goals that include: Creating a common goal & identify a metric for measuring progress toward this goal Content/Grade-team specific support Regular team/school-wide check ins to report and reflect on progress A plan to reach all students 	<p>Create a district-wide goal/initiative on building AI literacy & readiness with educators</p> <p>Support schools in creating and implementing school-wide AI literacy & readiness goals with educators and students</p> <p>Create opportunities for leaders, teachers, and students to showcase their work with AI to the community</p> <p>Cultivate champions to lead and promulgate AI readiness</p>	<p>Showcase AI readiness examples from stakeholders</p> <p>Leverage communication systems to share impact of AI readiness initiatives</p>

Policies & Operations	<p>Create an AI readiness task force or steering committee, composed of instructional and non-instructional roles across the district, to build a inclusive, adaptive and transparent vision, plan, and guidance for ethical use of AI use by students, teachers, leadership, and central office staff (see CGCS & CoSN K-12 Generative AI Readiness Checklist, Section 1: Executive Leadership Readiness, 3. Use Policy)</p> <p>Set-up and implement a technical, legal, and fiscal audits specific to requirements for adopting AI tools and ongoing AI use (see CGCS & CoSN K-12 Generative AI Readiness Checklist, Section 2: Operational Readiness & Section 3: Data Readiness)</p> <p>Develop “an AI purchasing sign-off & integration roadmap” (ILO Group, 2024)</p>	<p>Policy document, including forums to gather and discuss AI impacts from all stakeholders</p> <p>Communicate AI policy and AI incident response system to families</p> <p>Implement AI incident training and response system, leveraging existing communication systems</p> <p>“Conduct a data-integrity check for any data AI systems will potentially use” (ILO Group, 2024)</p> <p>“Set up AI-specific district-wide IT support & feedback loops” (ILO Group, 2024)</p> <p>“Implement an AI purchasing sign-off & integration roadmap” (ILO Group, 2024)</p> <p>“Outline a specific budget for AI initiatives, including hardware/software, maintenance, oversight, and training expenses” (ILO Group, 2024)</p>	<p>Iterate on AI policy, leveraging feedback from stakeholders</p> <p>“Set-up and later conduct comprehensive ROI analysis on different AI programs that are used” (ILO Group, 2024)</p>
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Methodologies

To build the AI Literacy & Readiness Competencies, aiEDU looked to multiple perspectives and research. We surveyed and interviewed over 1800 educators to understand what educators' biggest needs are. Our approach was guided by the urgent need to prepare students to thrive in an AI-driven world, as highlighted by aiEDU's mission and vision (aiEDU, 2024).

We included findings from research-based AI literacy frameworks and guidance from:

- ▶ [Digital Promise's framework](#), which emphasizes three components: Understand, Use, and Evaluate.
- ▶ UNESCO's [Guidance for generative AI in education and research](#), [AI and education: Guidance for policy-makers](#), [AI competency framework for teacher](#), and [AI competency framework for students](#) which focus on three progression levels: understand, apply, and create on four aspects: human-centered mindset, ethics of AI, AI techniques and applications, and AI system design.
- ▶ [The Kapor Foundation's Responsible AI Guide](#) (Kapor Foundation, 2024), which we particularly appreciated for its approach to tying competencies directly to lessons, providing a clear path from theory to practice.
- ▶ [EDSAFE AI S.A.F.E Benchmarks](#), which provides policy roadmaps for creating a safe AI ecosystem
- ▶ [CGCS & CoSN's K-12 Generative AI Readiness Checklist](#)[Kennedy HQ's AI Literacy Framework](#), which provides a detailed checklist for local educational agencies for how to approach AI implementation across their system.
- ▶ [ILO Group's Framework for Implementing Artificial Intelligence \(AI\) in K-12 Education](#) which provides four areas of consideration, political, operational, technical, and fiscal, for district-wide areas of consideration with AI implementation, along with examples of department specific AI applications.
- ▶ North Carolina Department of Public Instruction's [Generative AI Implementation Recommendations & Considerations for PK-13 Public Schools](#)

To situate our competencies within existing workforce frameworks, we connect to the:

- ▶ [Framework for 21st Century Learning](#)
- ▶ [America Succeeds Durable Skills](#)
- ▶ [World Savvy Global Competence Matrix](#)

To highlight AI knowledge and literacy's roots in computing and digital literacy, we draw from:

- ▶ [ISTE's standards](#)
- ▶ [CSTA's K-12 Computer Science Standards](#)
- ▶ [AI4K12's K-12 AI Guidelines](#)

This research revealed several key themes across frameworks (understanding the basics of AI, ethical considerations, critical evaluation, interdisciplinary approach, operational support, life-long learning, and teacher support) that we've synthesized and added to in our frameworks.

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