Educational AI Implementation Guidelines

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Why?

As the AI landscape continues to expand, schools are developing policies and procedures to ensure learning environments and their stakeholders (i.e., Leaders, teachers, instructional coaches, parents, and students) are adequately prepared for the future. In doing so, schools need to be equipped with strategies and resources to support the ethical use of AI tools. In this way, this research practice brief provides structured guidelines to assist teachers in implementing AI tools in the classroom. Overall, these guidelines have been developed to promote an inclusive and adaptable learning environment for students (Lee & Kwon, 2024; Gu & Ericson, 2025).

Focus for AI Use in the Classroom

- **Ethics**: Responsible, Equitable, Accountable, & Sustainable
- **Collaboration**: Development, Implementation, & Refinemenet
- **Dissemination**: Professional Development & Support

Ethics

Responsible, Equitable, & Accountable

Protection

Tool Selection
(Djanegara et al., 2024; Vasquez et al., 2024)

AI tools must protect student data and abide by confidentiality laws.

Tool Utilization
(Kohnke & Zaugg, 2025; Tanksley, 2024)

Tools uphold campus, district, and state policies regarding academic integrity and student safety (i.e., digital literacy and citizenship).

Transparency

Interpersonal
(Leon et al., 2025)

Students and Teachers should be able to communicate their *why* or reasoning behind AI tools and their use.

Focus Group
(Sahlgren, 2023)

Develop accountability guidelines for AI integration.

Autonomy

Utilization
(Chatzichristofis, 2026)

Students and teachers should be able to exercise agency regarding AI use in the classroom (e.g., refraining due to environmental impacts). Additionally, teachers should also be able to determine if AI integration is relevant to their content or class.

Bias

Awareness of Teacher Bias: Indoctrination vs. Education

Because teachers' beliefs about AI can influence students, whether or not they are explicitly expressed, they need to be aware of their biases before developing lessons or selecting curricular materials (Warr & Heath, 2025). At the same time, when students learn how AI works, they can form their own opinions rather than repeating their teacher's opinions (Williams et al., 2023).

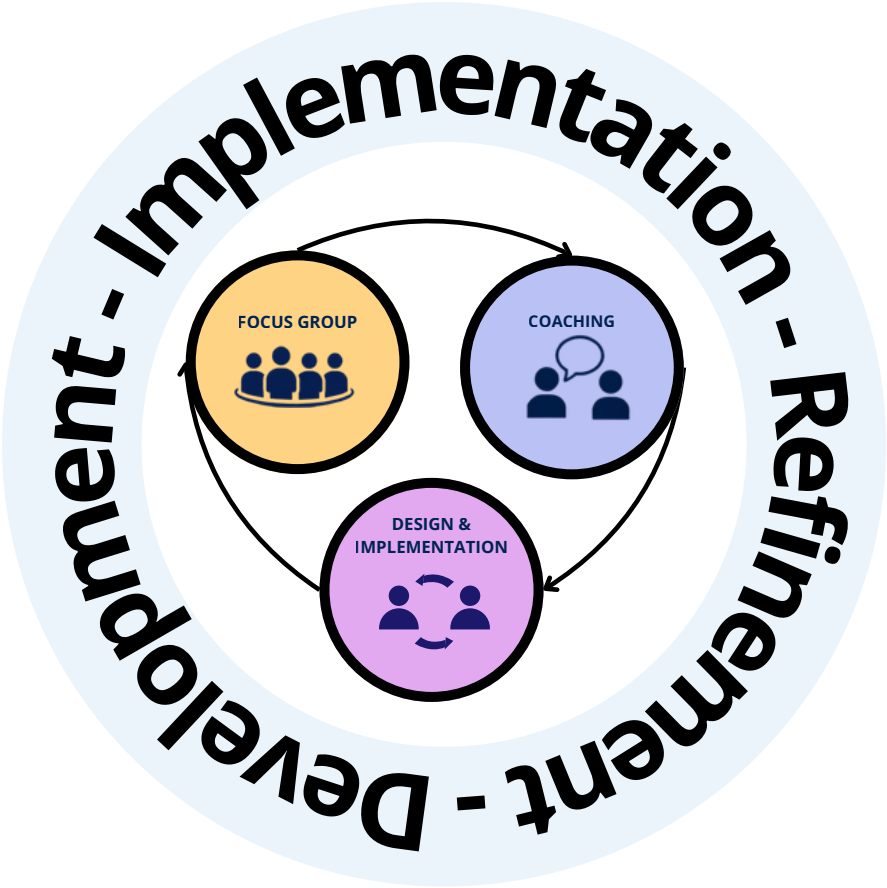
Awareness of Algorithmic Bias in AI Tools

(Warr & Heath, 2025; Shieh et al., 2024; Vassel et al., 2024)

Teachers need to be aware of what applications best support their students and which affirm their exclusion (e.g., linguistic bias).

Collaboration Cycle

Reflect. Develop. Share. Improve Together.

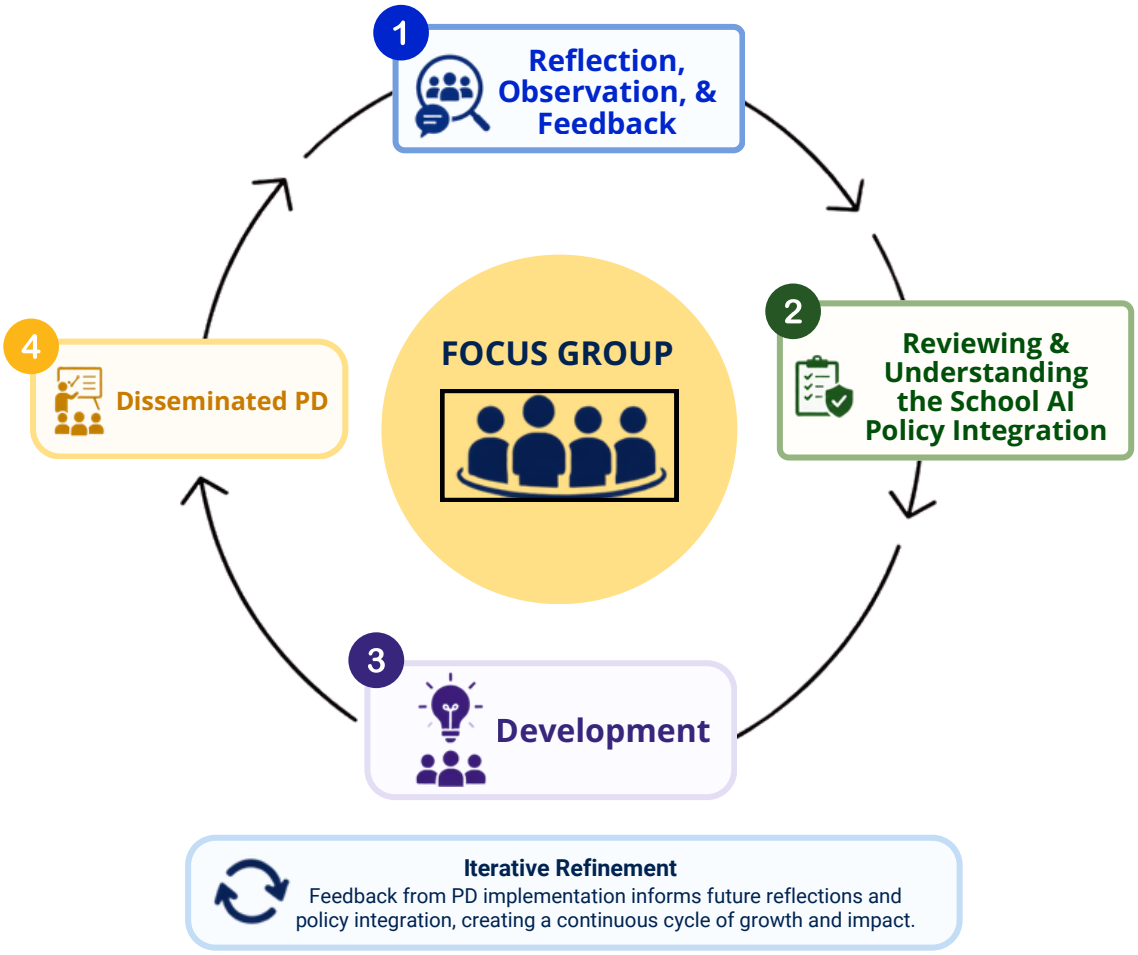


*An equitable approach to **collaboration** involves being aware of power dynamics and fostering a dialogical dynamic where epistemic authority is shared or reciprocal at all levels of empowerment (Chatzichristofis, 2026).*

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Collaboration Cycle: Focus Group

Leadership, Instructional Coaches, Teachers, Parents & Students



1 ***Reflection, Observation, & Feedback:*** The focus group reflects, observes, and provides feedback on current AI utilization.

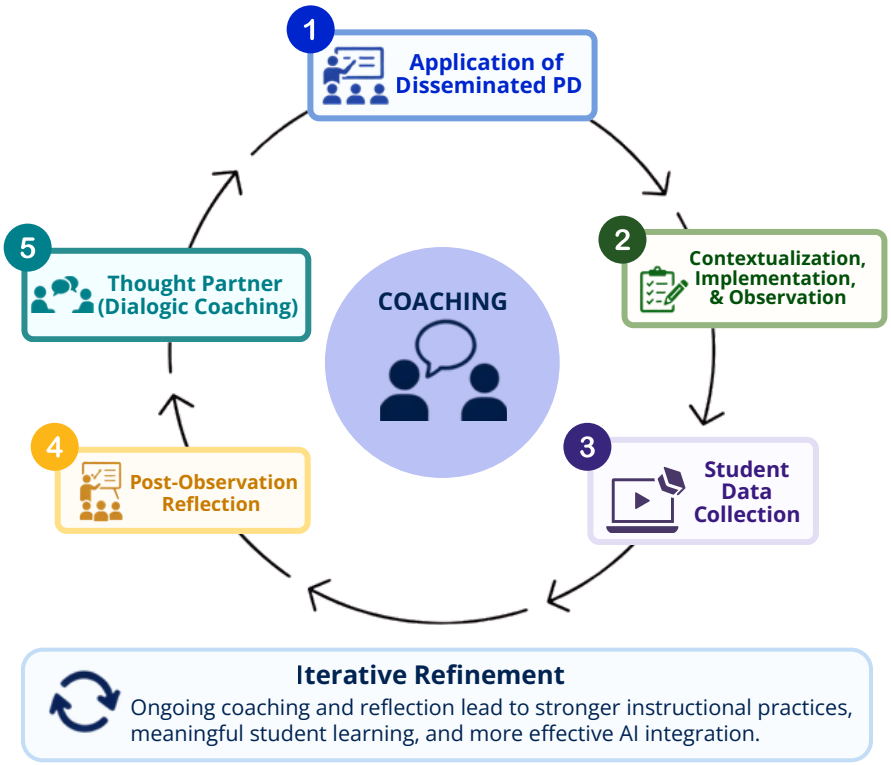
2 ***Reviewing & Understanding the School AI Policy Integration:*** The focus group collectively reviews and understands the school's AI policy to prepare for development.

3 ***Development:*** The focus group develops AI activity examples for campus initiatives (e.g., *How can we close gaps through AI utilization in an ethical, responsible, equitable, and accountable manner for quick writes, projects, argumentative writing pieces?*).

4 ***Disseminated PD:*** The focus group shares the developed AI strategies and resources through intentional professional development to build the capacity of knowledge, literacy, and skills across schools (Lee & Peret, 2022).

Collaboration Cycle: Coaching

Teachers & Instructional Coaches



1. ***Application of Disseminated PD:*** Teachers apply strategies from professional development to their lessons.

2. ***Contextualization, Implementation, & Observation:*** Teachers contextualize and adjust AI tools and strategies that align with their current instructional goals, learning objectives, and classroom context. Teachers then implement these AI-supported activities in the classroom while the Instructional Coach observes.

3. ***Student Data Collection:*** Coaches and teachers collect quantitative and qualitative student data from implementing AI-supported activities.

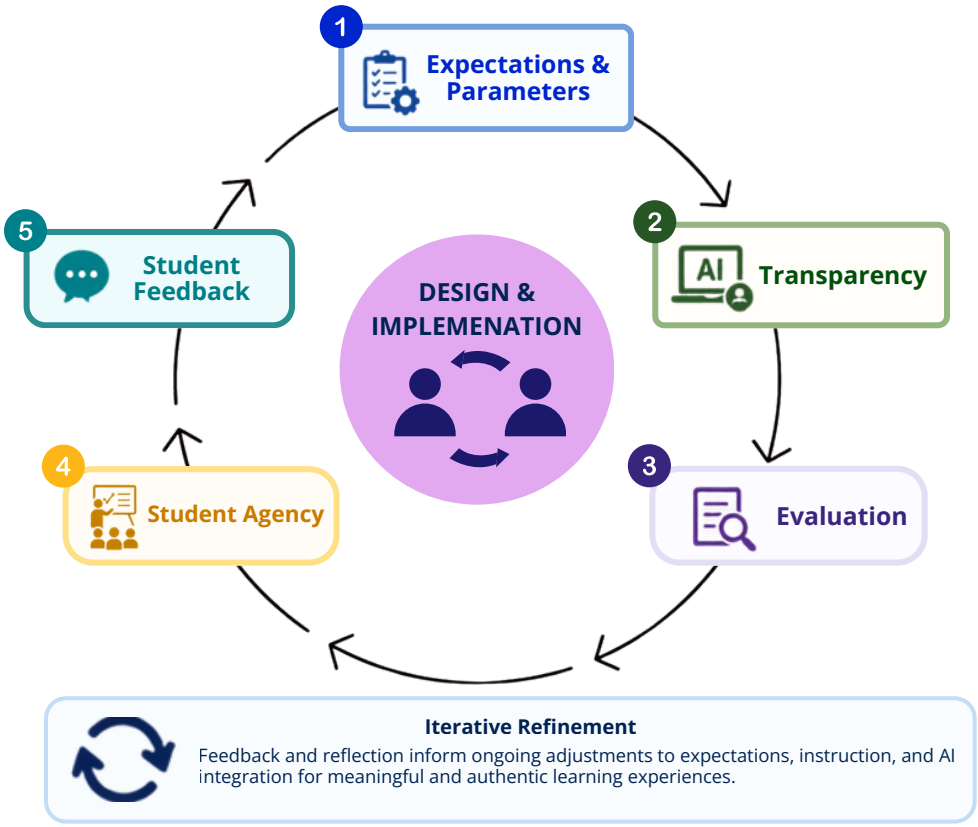
4. ***Post-Observation Reflection:*** Coaches and teachers analyze student data and classroom observations to identify needs and how AI can enhance learning and support.

5. ***Thought Partner (Dialogic Coaching):*** Coaches and teachers engage in ongoing, collaborative dialogue to problem-solve, refine strategies, and collectively plan next steps.

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Collaboration Cycle: Design & Implementation

Teachers & Students



1. ***Expectations & Parameters:*** Teachers roll out expectations and set parameters for the class related to AI utilization.
   - The focus group provides the school with an approved and legitimate list of AI tools and activities appropriate to students' learning needs. Examples of activities or inquiries that AI tools can support include: Research; In-text Citations; Sentence Starters; Brainstorming; Language Acquisition; Summarization; Visualization; *and* Real-World Examples.
2. ***Transparency:*** Teachers share how they are using AI (e.g., grading) while also creating opportunities for students to appeal AI use due to potential errors that may emerge (Wilson et al., 2024).
3. ***Evaluation:*** Teachers communicate to the students how to evaluate the tool's use and provide considerations for the final product.
   - Integration of AI Tools needs to be framed as a resource to support student thinking, discovery, or activities, rather than a replacement to provide the solution (Vasquez et al., 2024; Chatzichristofis, 2026).
4. ***Student Agency:*** Students develop their own beliefs regarding AI utilization based on the information presented. Like teachers, students should also be able to exercise their agency and *opt in* or *out* of using AI tools.
5. ***Student Feedback:*** Teachers collect student feedback on AI utilization to understand their effectiveness, challenges, and opportunities for improvement.

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