

TO: Members of the State Board of Education

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools

DATE: February 24, 2026

SUBJECT: Artificial Intelligence Guidance for K-12 Schools



Purpose

To present Maryland’s comprehensive K–12 Artificial Intelligence (AI) Guidance framework to the State Board of Education and introduce the coordinated suite of policy, implementation, instructional, and evaluation resources designed to ensure AI strengthens teaching and learning while protecting student privacy, advancing equity, and preserving human judgment.

Background

Artificial intelligence is increasingly embedded in the instructional platforms, productivity tools, and operational systems used across Maryland’s public schools. While AI offers opportunities to support differentiated instruction, streamline administrative work, and strengthen student preparation for a technology-driven economy, it also introduces risks related to privacy, bias, academic integrity, and over-reliance on automated systems.

In response, MSDE developed a comprehensive, human-centered AI framework that establishes statewide guardrails while preserving local autonomy in tool selection and implementation. Maryland’s approach positions AI as a tool in service of educational goals. Human relationships, professional expertise, and student wellbeing remain central.

The Maryland K–12 AI Guidance establishes a clear statewide vision grounded in equity, transparency, privacy, accountability, and continuous improvement. It defines roles and responsibilities across MSDE, local education agencies, schools, educators, students, families, and vendors, and clarifies expectations across instructional, operational, procurement, and governance domains.

To support implementation, MSDE developed a coordinated set of companion resources. The Local Action Planning Guide provides a structured framework for LEA leadership teams to assess readiness, strengthen governance, and sequence implementation. The Classroom Companion translates statewide guardrails into clear instructional expectations and practical routines for educators. Additional tools include defined SEA and LEA responsibilities, a District Policy Considerations framework, and a standardized AI Tool Evaluation Rubric to support rigorous vetting prior to pilot approval.

Collectively, these resources form a coherent governance architecture that reduces fragmentation, mitigates risk, and enables thoughtful innovation aligned to Maryland’s broader commitments under the Blueprint, Digital Literacy and Computer Science standards, cybersecurity guidance, and civil rights protections.

Executive Summary

1. MSDE has established a comprehensive statewide AI framework grounded in human judgment, equity, privacy, academic integrity, and continuous improvement to ensure AI supports, rather than replaces, educator expertise.
2. A coordinated suite of implementation tools provides LEAs with structured mechanisms to adopt, govern, and monitor AI responsibly across instruction, operations, procurement, and professional learning.
3. MSDE's approach balances innovation with risk management, positioning the State as a national leader in safe, equitable, and transparent AI integration in K–12 education.

Action

No action is required; this information is for information and discussion only.

Attachments

AI Guidance Presentation.pdf
AI Guidance Executive Summary.pdf
AI Guidance for Maryland K12 Schools.pdf
Local Action Planning Guide Companion.pdf
Teaching with AI Companion.pdf
SEA Responsibilities.pdf
LEA Responsibilities.pdf
LEA Policy Considerations.pdf
AI Tools Evaluation Rubric.pdf



Artificial Intelligence Guidance

Division of College and Career Pathways

Presented By | Richard Kincaid, Assistant State Superintendent

February 24, 2026



MSDE Strategic Plan Goals

1

Every child has access to a high-quality early childhood program.

PILLAR 1: EARLY CHILDHOOD EDUCATION



Every student is matched with the resources they need to ensure their success.

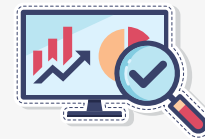
PILLAR 4: MORE RESOURCES FOR STUDENT SUCCESS

4

2

Every school has high-quality and diverse teachers and leaders.

PILLAR 2: HIGH-QUALITY & DIVERSE TEACHERS AND LEADERS



Every school and district receives a rating of ____ or higher.

PILLAR 5: GOVERNANCE AND ACCOUNTABILITY

5

3

Every student graduates high school college and career ready.

PILLAR 3: COLLEGE AND CAREER READINESS



Visit the Maryland State Department of Education website to learn more about the Strategic Plan!

strategicplan.marylandpublicschools.org

MSDE AI Leadership Team

Richard Kincaid

Assistant State Superintendent
Division of College and Career Pathways

Shawn Fritz-Rushing

Assistant State Superintendent
Administration and Operations

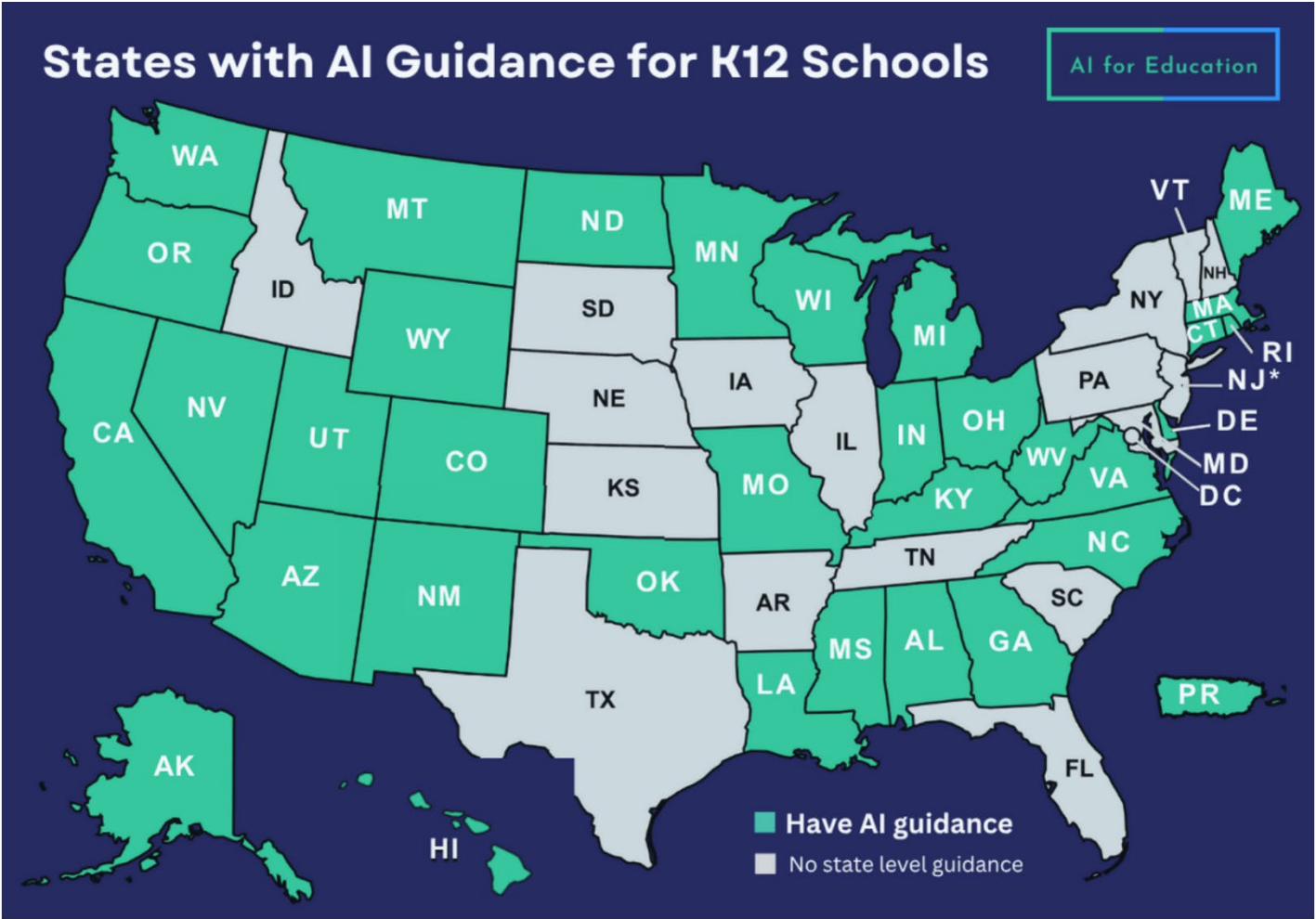
Elise Brown

Assistant State Superintendent
Division of Instructional Services

Alex Reese

Chief of Staff
Office of the State Superintendent

State Education Agencies with AI Guidance

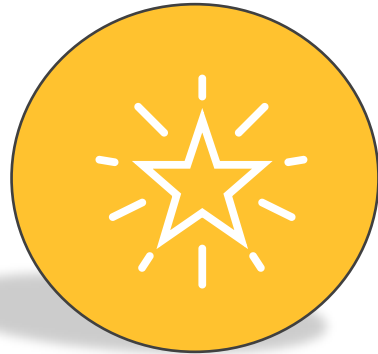


<https://www.aiforeducation.io/ai-resources/state-ai-guidance>

Current Professional Learning



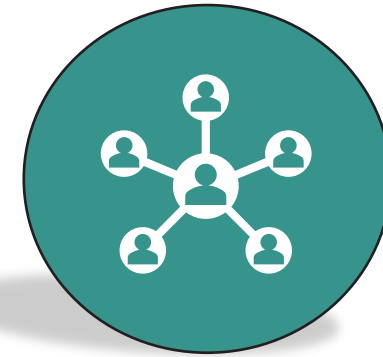
**DIVISION OF
OPERATIONS
TRAINING ON
AI USAGE**



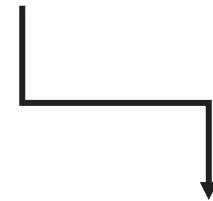
**MD K-12 AI
LEADERSHIP
SUMMIT
PRESENTATIONS**



**FUTURE READY AI IN
EDUCATION SUMMIT
PRESENTATIONS AND
PANEL DISCUSSION**



**DIGITAL LEARNING
COLLABORATIVES
AND LEARNING
OPPORTUNITIES**



**LEA SHOWCASES
AND SHARING OF
RESOURCES**

MSDE AI HUB

Introduction to Artificial Intelligence



- Resources for educators, students, and families
- Interactive free, asynchronous module
- National and state policies and guidance, lesson seeds, articles, interactives, and more

<https://msde.instructure.com/>

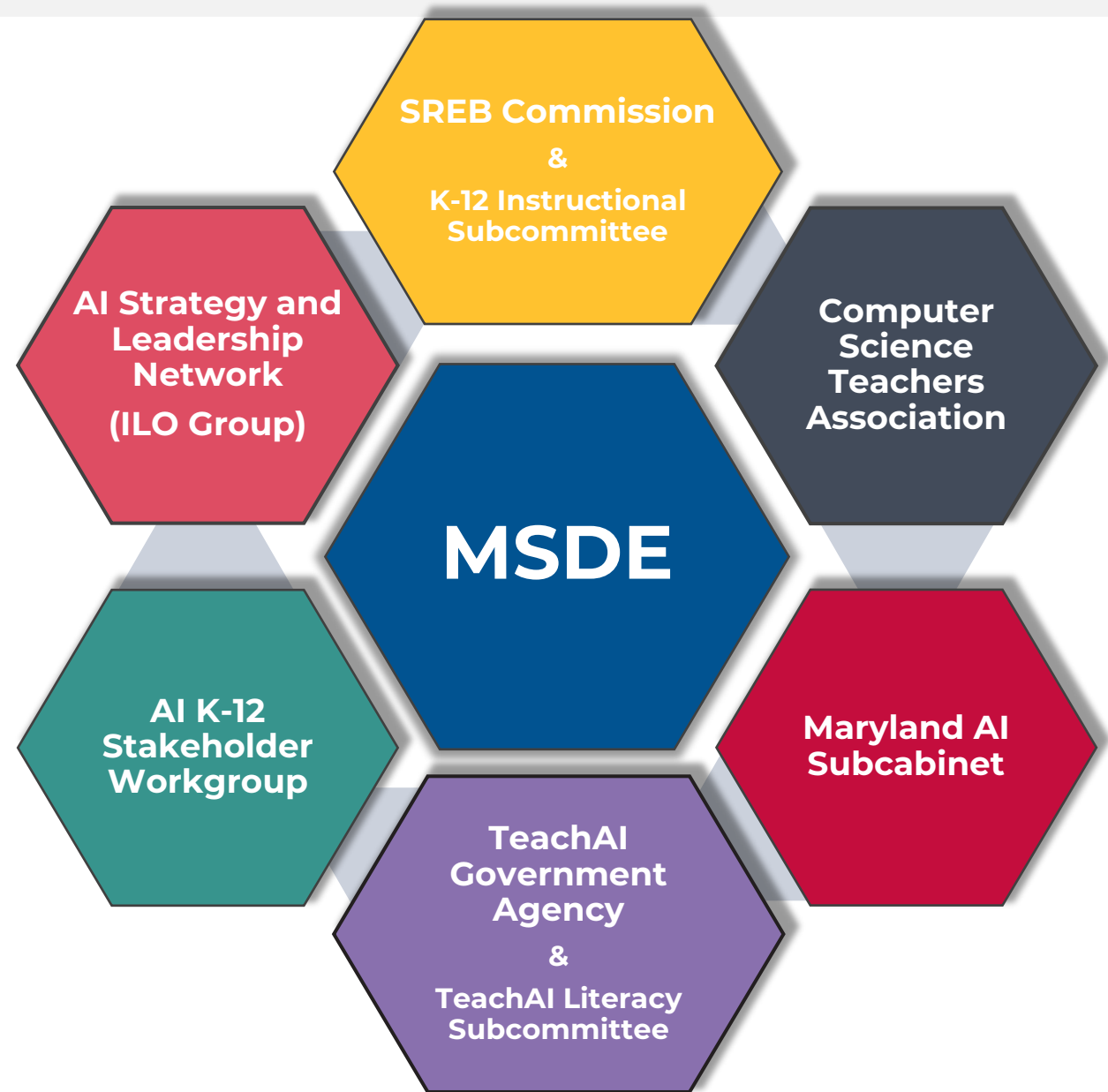


MSDE AI Cyber Security Policy

- Version 2 released Fall 2025 and distributed to school system Chief Information Officers
- Based on DoIT's Interim AI Guidance, NIST Standards, and Senate Bill 818
- Provides schools with a framework for implementing AI, focusing on cybersecurity, student data, and privacy



Strategic Partnerships and Committees



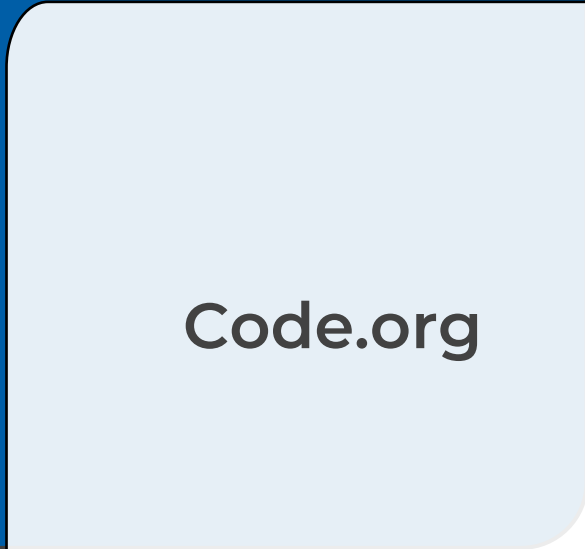
Additional Collaborations



Maryland Public
Television (MPT)
Center for Media
Literacy



Maryland Center
for Computer
Education (MCCE)



Code.org

Superintendent Feedback



Top 5 Themes from Maryland School Leaders

- Provide **flexible guidance** rather than mandates
- Prioritize **professional learning**
- Create **collaborative networks** to share practices
- Ensure **clear communication** and **timeline alignment**
- Integrate AI with **existing priorities**

AI Stakeholder Surveys and Feedback

"Training on the best ways to utilize AI tools and how to actually use them to benefit both students AND teachers."

"Some instruction on the different kinds of AI and how it could be integrated into a classroom would help."

"More in-depth instruction on how to build search protocols and how to teach students to use AI safely as they will encounter it in the real world."

"MSDE can best support LEAs by providing resources, funding, clear guidance, and policies that ensure safe, ethical, and effective AI integration while allowing local flexibility to meet staff and student needs."

Maryland's Approach to AI Guidance

State Education Agency

Role: Framework and Leadership
Scope: Statewide coherence

- Establish vision, guardrails, and core commitments
- Define legal, equity, and privacy expectations
- Provide model guidance, tools, and professional learning
- Update guidance as research, law, and practice evolve

Local Education Agency

Role: Governance and Implementation Systems
Scope: Districtwide coordination

- Adopt local policy aligned to state guidance
- Vet, procure, and monitor approved tools
- Ensure compliance, cybersecurity, and data governance
- Design professional learning and district protocols
- Monitor equity and instructional impact

School Level

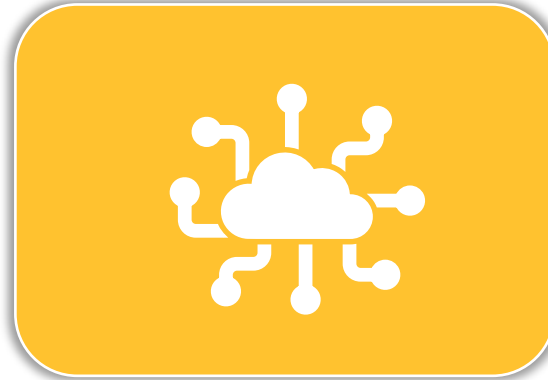
Role: Instructional and Community Implementation
Scope: School-based practice

- Implement district policy in classrooms and operations
- Establish norms for responsible AI use
- Support educators and students
- Communicate with families
- Surface issues and adjust practice

Maryland K-12 AI Guidance: Critical Elements



Student Centered
Learning



Equity and Access



Data Privacy and
Security



Academic
Integrity and
Assessments

Maryland K-12 AI Guidance: Critical Elements



Professional
Learning



AI Literacy and
Curriculum

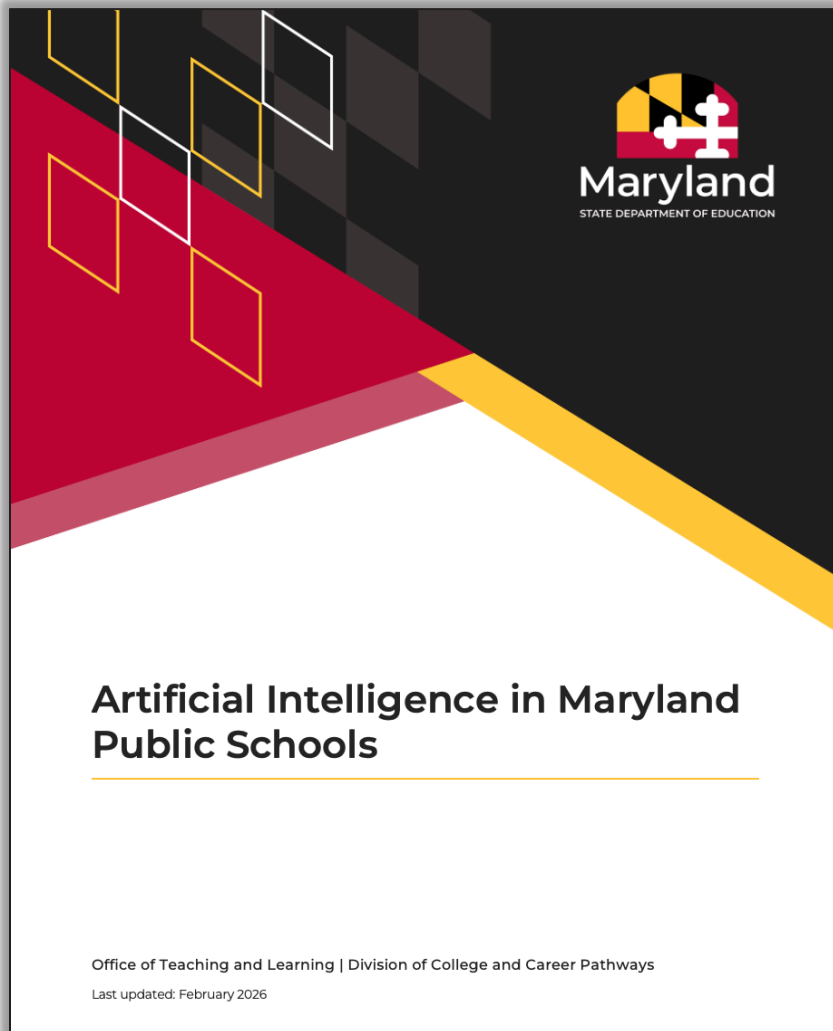


Operational and
Administrative
Uses



Procurement and
Vendor
Governance

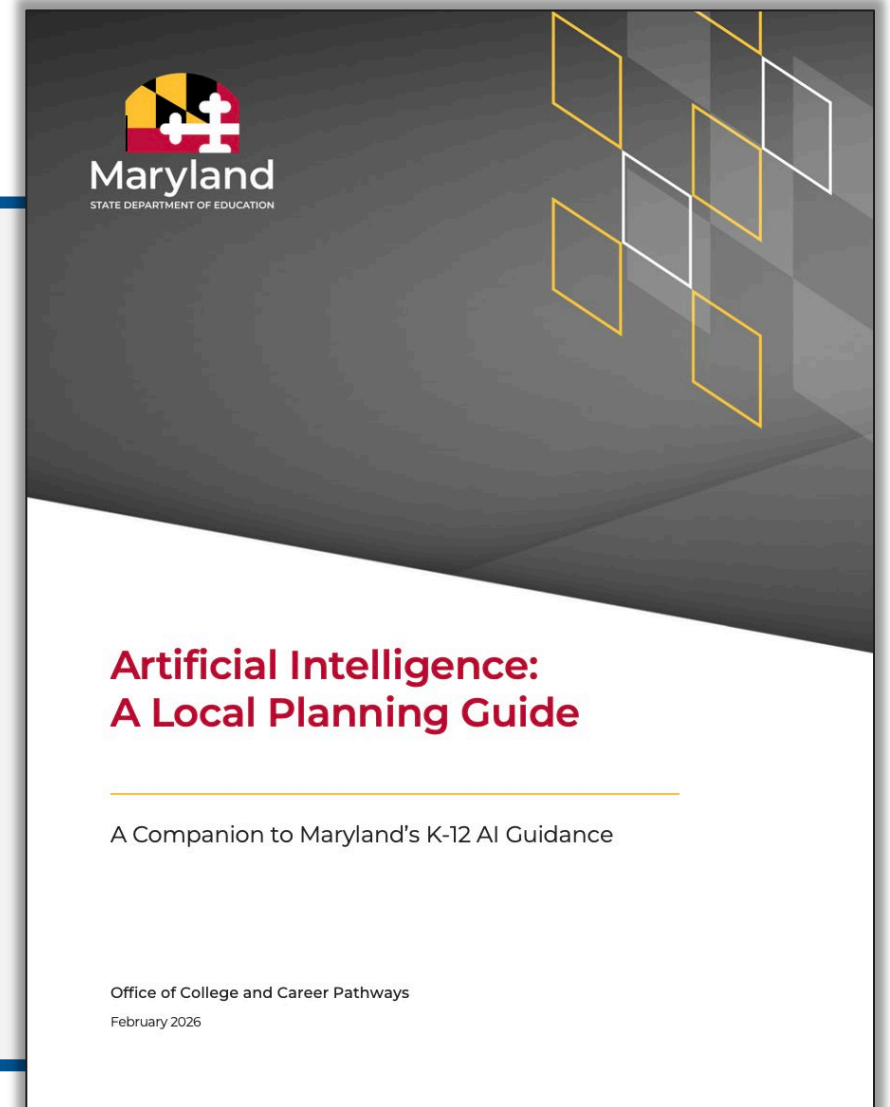
MSDE AI Guidance for K-12 School Systems



- Establishes Maryland's statewide framework for **responsible AI use** in K–12 education
- Defines a **clear vision** centered on human judgment, equity, privacy, and student wellbeing
- **Sets guardrails** for data security, civil rights compliance, academic integrity, and vendor governance
- **Clarifies roles and responsibilities** across MSDE, LEAs, schools, educators, students, families, and vendors
- **Integrates AI** across instruction, AI literacy, professional learning, operations, and procurement within a **continuous improvement model**

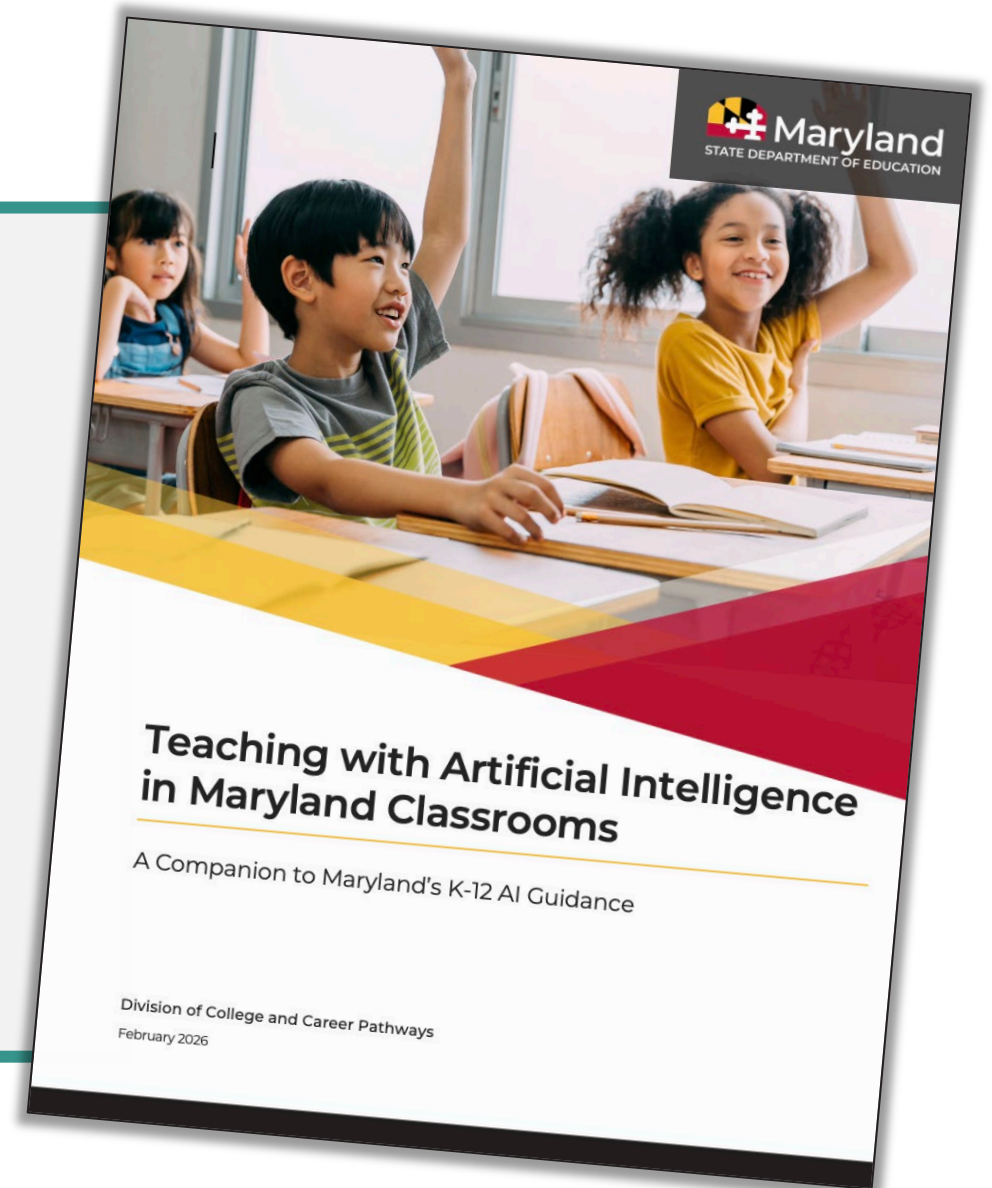
AI Local Planning Guide for LEAs

- Translates Maryland's K-12 AI Guidance into a **local implementation framework** for LEA leadership
- Provides a staged readiness model to **assess current practice** and **set priorities**
- **Integrates AI** across governance, equity, instruction, compliance, and operations
- Includes **structured planning tools** to guide cabinet-level action
- Frames AI integration as a **coordinated, long-term system change** requiring oversight and review



Teacher Resource Guide

- Translates Maryland's K–12 AI policy into clear **classroom guidance**
- Establishes **firm guardrails**: educator authority, student privacy, LEA-approved tools only
- Aligns AI use to state standards while preserving **rigor** and **student ownership**
- Offers **practical uses** for planning, differentiation, and formative support
- **Sets expectations** for student AI literacy, ethics, and critical evaluation



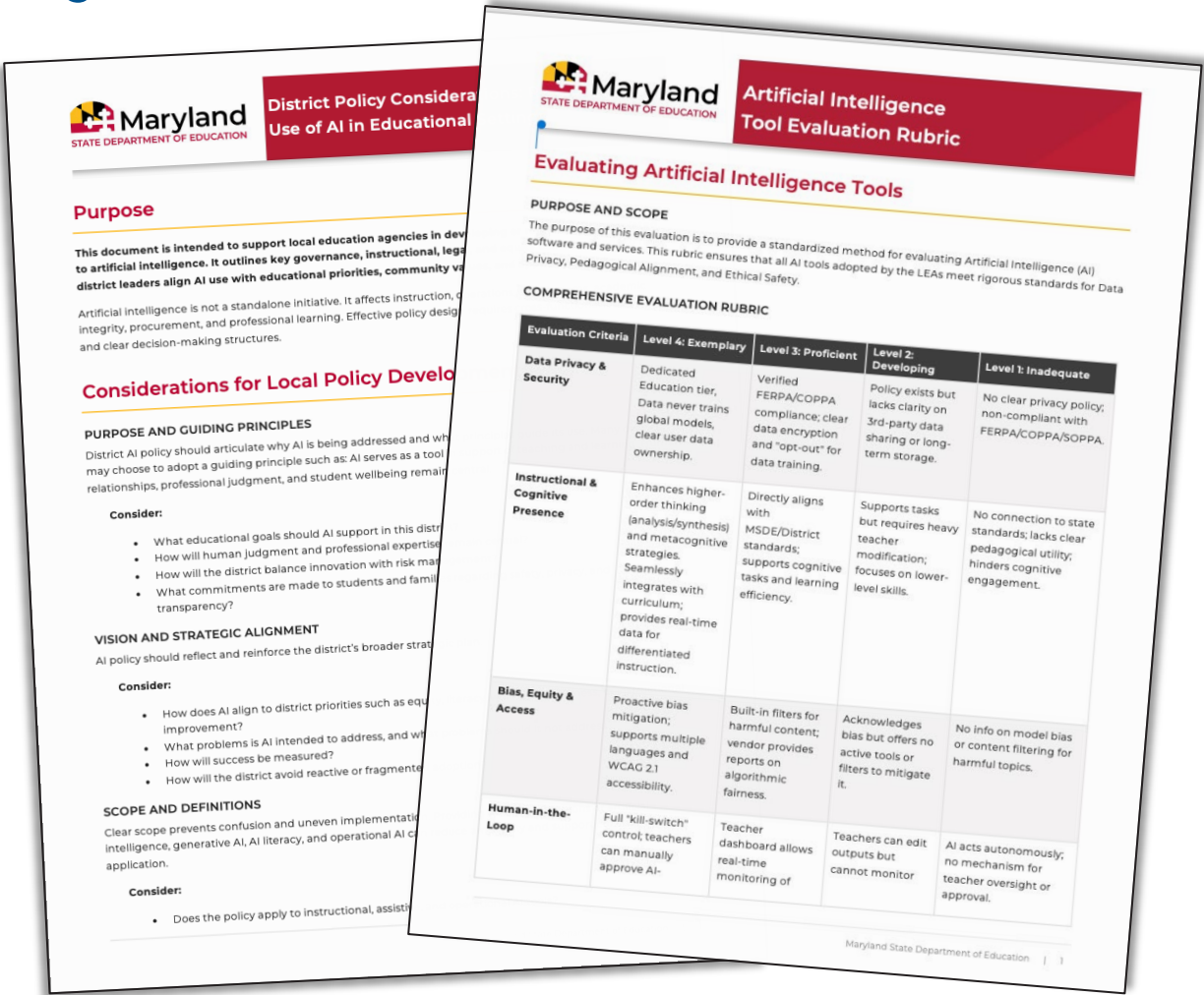
Additional Tools Launching Today

Local AI Policy Considerations

- Framework for LEAs to design aligned, governance-centered AI policy
- Leadership prompts to guide planning, risk management, and review

AI Tools Evaluation Rubric

- Standardized rubric for vetting AI tools across privacy, instruction, equity, and oversight
- Pre-pilot checklist and scoring model to support consistent approval decisions



Additional Tools and Resources

Resources for LEAs

- ❑ Checklist for AI Policy Development
- ❑ AI Literacy Lesson Seeds and Resources
- ❑ AI Evaluation Rubric and Supports

LEA Pilots

- ❑ Khanmigo AI Pilot with Dorchester and Baltimore County schools

Resources for State-Level Staff

- ❑ Interactive trainings on AI use cases

Asynchronous Module Development

- ❑ A Beginner's Guide to AI for Students
- ❑ Prompt Engineering
- ❑ Personalizing Learning with AI

Looking Ahead



- K- 12 resource toolkit
- AI professional learning opportunities
- Family and student modules and resources
- Monitoring and evaluation tools

Executive Summary

The Maryland State Department of Education (MSDE) has established a statewide framework for the responsible use of artificial intelligence in K-12 public schools. AI may support teaching, learning, and school operations when implemented with strong human oversight, clear guardrails, and a sustained commitment to equity, privacy, and academic integrity. Human judgment and student wellbeing remain central.

Maryland's approach reflects shared governance. MSDE sets statewide expectations and safeguards. Local education agencies develop policy, vet tools, implement practices, and monitor impact. Educators remain the primary decision-makers in classrooms, and students are expected to use AI transparently and responsibly.

This guidance integrates AI across instruction, literacy, professional learning, data governance, operations, and procurement, and will be updated regularly as technology and implementation experience evolve

EIGHT CRITICAL ELEMENTS

Human-Centered, Student-Focused Use. AI may support differentiation, feedback, and access, but must not replace human relationships, professional judgment, or essential skill development.

Equity and Civil Rights Protections. AI systems must be monitored for bias and disparate impact. Access to AI-supported learning must not widen opportunity gaps. All uses remain subject to federal and state civil rights law.

Data Privacy and Security. AI integration must comply with FERPA, COPPA, PPRA, IDEA, ADA, Section 504, COMAR, and applicable Maryland law. Districts must enforce data minimization, contractual safeguards, and cybersecurity protections.

Academic Integrity and Assessment. Schools must clearly define appropriate AI use, require transparency when AI is permitted, and redesign assessments to emphasize reasoning, process, and authentic demonstration of learning rather than reliance on detection tools.

Professional Learning and Capacity Building. AI implementation depends on educator preparation. Role-specific professional learning must equip teachers, leaders, and staff to evaluate AI outputs critically and use tools responsibly.

AI Literacy and Curriculum Integration. Students must develop the knowledge and skills to understand how AI systems function, evaluate bias and limitations, protect privacy, and use AI ethically across disciplines and grade levels.

Operational and Administrative AI Oversight. High-stakes operational systems, including predictive analytics and automated decision-support tools, require documented human review, equity monitoring, and transparent communication.

Procurement and Vendor Governance. Districts must apply structured evaluation criteria, contractual protections, and ongoing monitoring to ensure that AI tools meet standards for privacy, accessibility, transparency, and instructional value..



Artificial Intelligence in K-12 Public Schools

Maryland's Framework for Responsible AI in Education

Office of Teaching and Learning | Division of College and Career Pathways

Last updated: February 2026

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Purpose and Executive Summary

Artificial intelligence is increasingly shaping the tools used in K–12 education. It can personalize learning, support educators, improve operations, and help students develop skills needed for a changing economy. At the same time, AI introduces risks related to privacy, bias, equity, academic integrity, and over-reliance on automated systems.

This guidance establishes Maryland's statewide framework for the responsible use of artificial intelligence in K–12 education. It supports local education agencies, schools, and partners in making informed decisions about if and how AI is used in teaching, learning, and school operations, while affirming that technology must serve educational goals and that human judgment, relationships, and student wellbeing remain central.

Maryland's approach aligns with the Blueprint for Maryland's Future, statewide computer science and digital literacy efforts, and broader state and national work on safe, ethical AI. AI is treated not as a separate initiative, but as a set of tools embedded across curriculum, instruction, assessment, data governance, and workforce development.

The guidance sets a clear vision and principles for AI use, establishes expectations and guardrails for implementation, and provides a framework for governance and continuous improvement as technology and evidence evolve. It is intended for state leaders, LEA and school administrators, educators, students and families, and vendors, balancing statewide expectations with local flexibility.

Vision for Artificial Intelligence in Maryland Schools

Maryland's vision for artificial intelligence in education is grounded in a commitment to rigorous, equitable learning for every student, supported by educators who use emerging technologies responsibly. When implemented with care, AI can deepen learning, support instruction, and strengthen school operations, while human relationships, professional expertise, and student wellbeing remain central.

Artificial intelligence should enhance, not replace, the educators, counselors, and school leaders who remain Maryland's primary decision makers. While AI may assist with instruction, feedback, or administrative tasks, it cannot replace professional judgment, cultural competence, or the trust built through human relationships.

Maryland's vision also emphasizes preparing students to understand and critically evaluate AI systems that influence daily life. AI literacy is a core skill, enabling learners to assess reliability, identify bias, understand underlying assumptions, and make informed choices about technology use. Equity, transparency, privacy, and accountability are foundational. Maryland is committed to ensuring equitable access to AI-supported learning opportunities and to protecting student data through clear communication, human oversight, and compliance with all state and federal privacy, cybersecurity, and ethical standards.

Recognizing that AI will continue to evolve, Maryland's approach balances stability with adaptability. This guidance will be reviewed and updated regularly to reflect research, implementation experience,

and feedback, ensuring AI strengthens educational opportunities, protects human dignity, and prepares all students for success in a complex technology-driven future.

Scope and Definitions

This guidance applies to the adoption, use, evaluation, and governance of artificial intelligence in Maryland public schools. It establishes statewide expectations for responsible AI use by students, educators, school and district leaders, and education partners, and defines key terms, scope, and boundaries to support consistent local decision making.

DEFINITIONS TO KNOW

Artificial intelligence (AI) refers to computational systems that perform tasks associated with human intelligence, including pattern recognition, content generation, prediction, and adaptive output.

Machine learning is a subset of AI in which systems improve performance by identifying patterns in data.

Generative AI produces new content such as text, images, audio, video, or code in response to user input.

Large language models (LLM) are a type of generative AI that produce text based on statistical patterns in training data and do not possess understanding or intent.

AI literacy refers to the knowledge and skills needed to understand, evaluate, and use AI responsibly, including awareness of limitations, bias, and appropriate use.

Assistive AI tools support accessibility and instructional access, instructional AI tools support teaching and learning, and operational AI tools support school and district functions.

SCOPE

The scope of this guidance includes AI use for teaching and learning, student AI literacy and curricular integration, professional learning and educator practice, data privacy and ethical safeguards,

procurement and evaluation, operational uses, and governance, monitoring, and accountability. It applies to all AI tools that interact with Maryland students, staff, or data, regardless of how they are accessed or provided.

This document establishes statewide expectations but does not approve or prohibit specific tools, require adoption of particular technologies, replace existing law, serve as a technical specification, or apply outside K–12 public education. Local education agencies retain authority to select tools and design implementation strategies aligned with this guidance.

Roles and Responsibilities

Responsible use of artificial intelligence in Maryland schools requires coordinated governance across the education system. AI oversight cannot rest with individual educators or isolated departments; it depends on shared responsibility, clear roles, and transparent processes among state agencies, districts, schools, educators, students, families, and vendors (Holmes et al., 2021; Floridi & Cows, 2019).

	<u>MSDE</u> provides statewide leadership by establishing AI policy expectations and guardrails related to equity, privacy, security, accessibility, instructional quality, and civil rights compliance. MSDE offers guidance, resources, and professional learning, monitors statewide trends, and updates policies as technology and evidence evolve. MSDE does not approve or endorse specific AI tools; tool selection and oversight remain local responsibilities.
	<u>Local education agencies</u> implement statewide expectations by adopting district AI policies, vetting, and approving tools, ensuring legal and privacy compliance, providing professional learning, monitoring systems for bias or unintended impacts, maintaining cybersecurity, communicating with families, and reporting concerns to MSDE.
	<u>School administrators</u> oversee day-to-day implementation, establish expectations for staff and students, support educators, address misuse or harm, communicate with families, and ensure AI use does not produce discriminatory outcomes.
	<u>Educators</u> are the primary decision makers for instructional AI use. They are responsible for ethical and critical use, protecting academic integrity and student privacy, modeling responsible practices, and reporting concerns.
	<u>Students</u> are responsible for following AI-use expectations, maintaining academic integrity, acknowledging permitted AI assistance, evaluating outputs critically, protecting their privacy, and reporting misuse.

	<u>Families</u> are partners in responsible AI use and are expected to review school communications, support appropriate practices at home, raise questions, and report concerns.
	<u>Vendors</u> must meet Maryland's standards for transparency, privacy, accessibility, equity, and security, including accurate disclosures, legal compliance, fairness testing, notification of system changes, and participation in audits. Tools that fail to meet these standards must not be used.

AI governance in Maryland is an ongoing, shared process grounded in accountability, transparency, and continuous improvement to ensure AI supports equitable opportunity and high-quality learning statewide.

Data Privacy and Security

Artificial intelligence increases the complexity of data privacy and security in Maryland schools because these systems rely on large volumes of data and often operate in opaque ways. Research shows that AI amplifies existing risks related to data collection, surveillance, re-identification, and cybersecurity, particularly for minors (Crawford, 2021; Reddy et al., 2020). Maryland's expectation is clear: AI use must never compromise student privacy or weaken data protections.

AI-related privacy risks include the collection of sensitive information through user inputs, the possibility of re-identifying anonymized data, expanded cybersecurity vulnerabilities, and limited transparency about how vendors store, use, or share data. These risks require proactive governance, strong safeguards, and continuous oversight.

PRIVACY & CIVIL RIGHTS LAWS

All AI use in Maryland schools must comply with federal and state privacy and civil rights laws, including FERPA, COPPA, PPRA, and applicable Maryland regulations. Algorithm-assisted decisions remain subject to nondiscrimination requirements, and districts retain full responsibility for protecting student rights (U.S. Department of Education, 2024). Schools must be transparent with families about how AI tools handle student data.

DISTRICT EXPECTATIONS

Maryland expects districts to minimize data collection by limiting student data shared with AI systems, avoiding entry of personally identifiable information into generative tools unless explicitly approved, restricting unnecessary data access, and providing alternatives when AI use is inappropriate. Collection of biometric, behavioral, or location data is prohibited unless legally required and educationally justified.

AI adoption increases cybersecurity risk. Districts must implement robust system protections, including secure authentication, encryption, vendor security requirements, staff training, and tested incident response plans. Privacy protections cannot be upheld without robust cybersecurity.

AI systems must operate with documented human oversight. Any AI-supported decision affecting students requires human review, clear procedures for addressing errors or harm, and regular audits for bias, accuracy, and unintended data collection.

Transparency with families is essential. Districts must clearly communicate what AI tools are used, what data are collected, how long data are retained, and when opt-out options apply, using accessible and culturally responsive formats.

Maryland will support districts through statewide guidance, templates, training, and reporting structures. The State's priority is to ensure that all AI used in public schools protects student privacy, strengthens security, and maintains public trust.

VENDOR EXPECTATIONS

AI vendors must meet strict privacy, security, and transparency standards. Districts must ensure contractual limits on data use, retention, and deletion; prohibit advertising, profiling, or unrelated model training; require disclosure of data practices; and ensure compliance with breach notification laws. Vendors that cannot demonstrate secure, education-focused data practices must not be used.

Equity and Access

Maryland is committed to ensuring that artificial intelligence strengthens, rather than undermines, equitable access to high-quality learning and support services. While AI can expand opportunity, research shows that algorithmic systems often reflect and reinforce existing racial, linguistic, economic, and disability-based inequities if not carefully designed and monitored (Benjamin, 2019; Noble, 2018). This guidance establishes expectations to ensure that AI use in Maryland schools promotes fairness, protects civil rights, and supports diverse learners.

BE AWARE OF BIAS

AI systems are shaped by their data and design choices and can produce biased or inequitable outcomes without oversight. Risks include biased outputs, unequal access to devices and connectivity, uneven instructional access to AI-supported learning, over-reliance on automation for marginalized students, and opaque decision systems that reproduce inequities through scheduling, early warning, or resource allocation tools. Automation bias further increases the risk of uncritical reliance on AI-generated recommendations (Goddard et al., 2012).

LEA EXPECTATIONS

Maryland expects LEAs to implement AI in ways that expand equitable access to opportunity. This includes ensuring reliable access to devices and connectivity, selecting high-quality tools that meet accessibility and language needs, designing instruction that maintains rigorous expectations, monitoring for biased or harmful outputs, prioritizing support for historically underserved communities, and communicating transparently with families in culturally and linguistically responsive ways (CAST, 2018; Koehn & Knowles, 2017; Reich et al., 2020).

All AI use must comply with federal and state civil rights laws. Algorithm-assisted decisions remain subject to nondiscrimination requirements, and schools retain responsibility for preventing discriminatory outcomes (U.S. Department of Education, 2024). AI may support accessibility but cannot replace legally required evaluations, services, accommodations, or language access under IDEA, Section 504, the ADA, or related statutes. Any AI system affecting student opportunities must include documented human oversight.

Maryland will monitor equity impacts of AI use statewide and expects LEAs to do the same within existing equity review structures. Where disparities in access, outcomes, or treatment emerge, corrective action is required.

The goal is not only to prevent harm, but to use AI deliberately to expand opportunity, support rigorous learning, strengthen family engagement, and connect students to future pathways. Achieving this requires sustained attention, transparency, and a clear commitment to ensuring that AI contributes positively to the educational experiences of all Maryland students.

Academic Integrity and Assessment

Artificial intelligence challenges traditional approaches to academic integrity and assessment by enabling students to generate work that may obscure original thinking. Maryland schools must establish clear expectations that protect the authenticity of student work, support responsible AI use, and ensure assessments measure student understanding.

Academic dishonesty occurs when students misrepresent AI-generated content as their own or use AI to bypass intended learning. Schools must clearly define when AI use is permitted or prohibited, when unaided work is required, and how AI assistance must be acknowledged.

Maryland does not endorse AI-detection tools as a primary means of enforcing academic integrity, as research shows they are unreliable and inequitable (Liang et al., 2023). Integrity should instead be supported through instructional design, transparency, and human judgment.

Assessment practices must evolve to emphasize reasoning, analysis, reflection, and process over recall. Tasks should require visible evidence of student thinking and reduce opportunities for AI substitution.

When AI use is allowed, students must document its role. Any use that obscures authorship, fabricates information, or replaces essential skill development violates academic integrity.

Students must learn to critically evaluate AI outputs, verify information, and understand AI limitations. Educators require support to design AI-resilient assessments and address integrity concerns through instruction rather than punishment.

Maryland's goal is to ensure that academic work reflects authentic learning, ethical participation, and meaningful intellectual growth in an AI-enabled environment.



Professional Learning

Artificial intelligence can strengthen teaching and learning only when educators are prepared, supported, and empowered to use it responsibly. Research shows that educator understanding, confidence, and professional judgment—not technology—determine whether AI improves outcomes (Zhai et al., 2023). Maryland's guidance, therefore, centers educator preparation and ongoing professional learning as essential to effective AI use.

HOW AI CAN SUPPORT INSTRUCTION

AI is not a substitute for teacher expertise. It may support instruction by reducing routine workload, expanding access to materials, or offering feedback, but educators remain the final decision makers. Without explicit preparation, educators may over-rely on AI or avoid it entirely, increasing risks related to bias, misinformation, and misuse (Holmes et al., 2021). Professional learning must therefore emphasize critical evaluation, verification, and reflective practice, particularly given the documented tendency to over-trust automated recommendations (Goddard et al., 2012).

AI-focused professional learning equips educators to use these tools safely, ethically, and effectively in student-centered ways. Core expectations include understanding foundational AI concepts, evaluating outputs for accuracy and bias, designing assignments that preserve academic integrity, communicating transparently with students and families, protecting student data, and recognizing when AI use is inappropriate. These priorities align with national guidance emphasizing that AI should strengthen, not diminish, human expertise (U.S. Department of Education, 2023).

PROFESSIONAL DEVELOPMENT

Professional learning must be role specific. Teachers require classroom-focused preparation tied to discipline-specific pedagogy. Administrators need understanding of policy, implementation, and risk management. District leaders require expertise in procurement, vendor oversight, equity monitoring, and governance. Specialists and support personnel need targeted guidance related to civil rights protections, service determination, and risks of bias in automated systems, consistent with federal requirements (U.S. Department of Education, OCR & OET, 2024).

Maryland will adopt core educator AI competencies aligned with emerging national and international frameworks (UNESCO, 2023). Educators are expected to understand what AI can and cannot do, evaluate outputs critically, integrate AI in ways that strengthen student thinking, teach responsible student use, protect privacy, monitor impacts on equity and learning, and report concerns related to bias or misuse.

Effective professional learning must be ongoing, job-embedded, and collaborative. Maryland will support sustained learning, coaching, and modeling, competency-based pathways, communities of practice, and just-in-time resources through the MSDE AI Hub (Holmes et al., 2019). Professional learning will also emphasize healthy skepticism, including identifying biased or fabricated outputs and understanding the limitations of generative models.

AI may help reduce administrative burden and support educator well-being, but all AI-generated materials require human review for accuracy, cultural responsiveness, and instructional alignment. Maryland will continue to update professional learning, competencies, and supports as research and tools evolve, ensuring that all educators have the knowledge and resources needed to use AI safely, ethically, and effectively in service of student learning.



Student-Centered Learning with AI

Artificial intelligence can enhance learning when it supports student agency, deepens understanding, and reinforces the vital role of educators. Used responsibly, AI may help differentiate instruction, support multilingual learners, provide feedback, and reduce administrative burden, while preserving academic integrity and teacher expertise. This guidance establishes expectations for student-centered AI use that complements, rather than replaces, student thinking.

COMPLIMENTING STUDENT EDUCATION

AI should be used to support engagement with complex ideas, provide appropriate scaffolding and feedback, and personalize learning in ways that respect student identity and experience. It must not be used to bypass learning goals or substitute for essential skill development. Educators determine when and how AI supports instruction, and student use must always occur within structures that promote original thinking and academic honesty.

Instructional Activity	Learning tasks should be intentionally designed so that student reasoning, analysis, reflection, and decision making are essential and visible. Assignments that can be completed primarily by AI offer limited instructional value and undermine skill development. Effective tasks require evidence-based reasoning, discipline-specific thinking, personal reflection, and iterative work that reveals learning over time.
Digital Citizenship	Students should learn to use AI transparently and responsibly. When AI use is permitted, students must acknowledge its role and be able to explain how outputs were evaluated, modified, or integrated into their own work. Misrepresenting AI-generated content as original work constitutes a violation of academic integrity. Documentation of AI use is intended to support learning, not punishment.
Accessibility	AI may support accessibility and multilingual learning through translation, varied reading levels, captioning, and assistive technologies. These tools must be used in compliance with federal and state civil rights laws and cannot replace required accommodations, specialized instruction, or professional judgment. Decisions about AI use for students with disabilities or multilingual learners should be made collaboratively with appropriate educators and families.

EDUCATOR EXPECTATIONS	LEA EXPECTATIONS
Educators guide all student use of AI. They establish expectations, model critical evaluation, monitor impacts on equity and learning, and ensure that AI does not overshadow disciplinary knowledge or relationships. AI functions as a tool within the learning environment, not a substitute for instructional expertise.	Student use of AI must also support safe and ethical learning environments. Schools should set clear expectations related to data privacy, bias awareness, digital citizenship, and reporting concerns. These practices help students develop responsible habits for engaging with intelligent technologies beyond school.



Student AI Literacy and Curriculum Integration

Artificial intelligence increasingly shapes how students learn, communicate, and participate in life. Preparing Maryland students for this reality requires intentional, developmentally appropriate instruction in AI literacy. AI literacy includes understanding how AI systems function, evaluating their limitations and bias, using AI ethically, and applying these tools in academic and real-world contexts. Research shows that students across grade levels can develop accurate understandings of AI when instruction is thoughtfully designed (Druga et al., 2019; DiPaola & Gillespie, 2021).

AI LITERACY

Maryland's approach aligns with national and international guidance that frames AI literacy as a core component of digital citizenship, critical thinking, and future readiness (UNESCO, 2023; U.S. Department of Education, 2023).

AI literacy instruction in Maryland emphasizes understanding how data and design choices shape AI behavior, evaluating AI-generated content for accuracy and bias, recognizing appropriate versus inappropriate uses, and considering ethical, and societal impacts. These expectations align with established frameworks, including the AI4K12 Five Big Ideas, the CSTA K–12 Computer Science Standards, and statewide digital citizenship, media literacy, and content standards. AI literacy is not confined to computer science but integrated across disciplines, including ELA, mathematics, science, social studies, CTE, and the arts.

AI literacy equips students to evaluate information systems, recognize potential harms, and make informed judgments about appropriate use, competencies increasingly essential for postsecondary success and workforce participation (Long & Magerko, 2020; World Economic Forum, 2023).

Maryland's AI literacy competencies progress across grade bands, from early awareness in the primary grades to critical evaluation, ethical reasoning, and domain-specific application in high school. Students in grades 2–12 are expected to engage annually in AI literacy instruction, recognizing that repeated exposure builds durable understanding (Hobbs, 2021). Instruction may occur through core coursework, digital citizenship lessons, computer science and CTE programs, or interdisciplinary experiences, allowing local flexibility within statewide expectations.

CURRICULUM INTEGRATION

Educator capacity is essential to effective AI literacy. Maryland will support instruction through model lessons, curated resources, professional learning for educators across disciplines, and guidance on assessing AI literacy while maintaining academic integrity (Zhai et al., 2023).

Ethical use is foundational. Students must learn to protect privacy, recognize harmful or misleading outputs, understand the limits of machine reasoning, and use AI responsibly (Floridi & Cows, 2019). The goal is to prepare every Maryland student to engage with AI systems confidently, critically, and ethically, supporting success in college, careers, and life in an AI-mediated world.



Operational and Administrative Uses

Artificial intelligence is increasingly used in school system operations to support efficiency, communication, and decision making. Because these systems operate at scale and can affect student access to services and opportunities, they present heightened risks related to privacy, equity, transparency, and accountability.

Maryland treats operational AI as high stakes use case requiring caution, transparency, and continuous human oversight. Research shows that automated systems can reinforce inequities, obscure decision logic, and encourage over-reliance if not carefully governed (Eubanks, 2018; Obermeyer et al., 2019)

All AI-assisted operational decisions that affect student opportunities must undergo human review. Educators and administrators retain authority to interpret, contextualize, and override AI recommendations and must be trained to recognize model limitations and bias.

Districts must communicate clearly with families about operational AI use, evaluate systems for bias before adoption, monitor performance and impacts over time, limit use to approved educational purposes, and maintain procedures for addressing inaccurate or harmful outputs.

Maryland will support districts through model policies, guidance, professional learning, vetted resources, and reporting mechanisms to ensure operational AI strengthens equitable, transparent, and student-centered school system functioning.

Operational AI includes tools that rely on predictive modeling, classification, or automation to support functions such as attendance and early-warning systems, enrollment forecasting, scheduling, transportation, automated communication, and security monitoring.

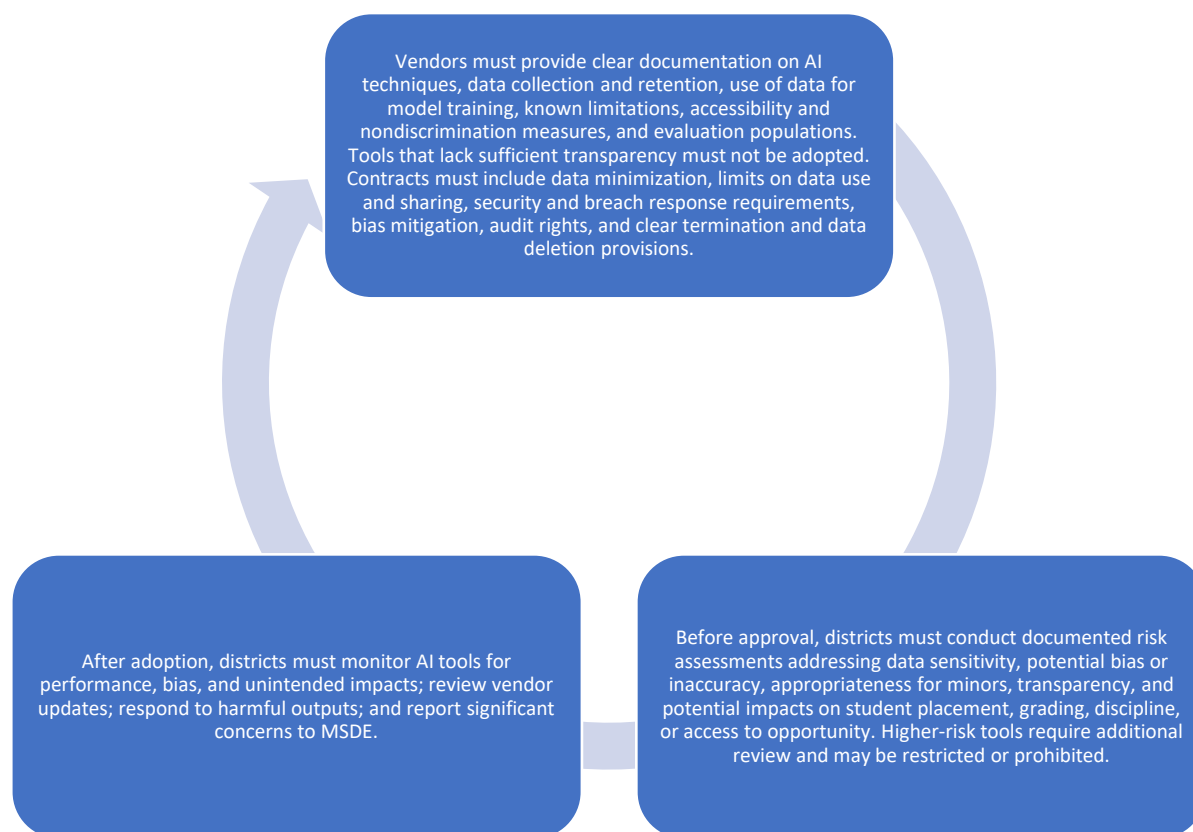


Procurement and Vendor Governance

Artificial intelligence tools used in Maryland schools must meet high standards for safety, transparency, privacy, equity, and educational value. Because AI products vary widely in data practices, accuracy, and risk, procurement processes must ensure that tools support learning and operations without compromising student rights or causing harm (Kumar et al., 2022).

Maryland requires rigorous vendor vetting, strong contractual protections, documented risk assessments, and ongoing monitoring. Procurement decisions must align with state goals, legal requirements, equity priorities, and responsible data stewardship, consistent with federal guidance on ethical AI adoption in education (U.S. Department of Education, 2023).

Districts must prioritize tools with clear educational or operational value, transparent data practices, compliance with FERPA, COPPA, state privacy laws, and civil rights protections, and demonstrated attention to bias, fairness, and accessibility. Approval is an ongoing process, not a one-time decision. To support consistent practice, Maryland will provide vendor vetting rubrics, model contract language, a centralized list of vetted tools, professional learning, technical assistance, and reporting mechanisms to ensure statewide AI procurement protects students and upholds equity, transparency, and legal compliance.



Conclusion

Artificial intelligence will continue to shape education and society. Maryland's goal is not to chase the latest technologies, but to ensure that AI deepens learning, advances equity, protects student wellbeing, and supports educator judgment. AI does not replace human relationships or professional expertise; it serves as a tool in support of Maryland's educational mission.

This guidance establishes a statewide foundation for responsible AI use grounded in transparency, privacy, equity, and continuous improvement. It affirms the role of educators, clarifies shared responsibilities, and emphasizes thoughtful adoption informed by evidence and risk.

Responsible AI use is ongoing. As technologies evolve, Maryland will adapt policies, support local implementation, and engage educators, students, and families.

Maryland's guiding test is simple: does AI help students learn and thrive? If yes, it is supported. If not, Maryland will proceed with caution—centering humanity, safety, and intellectual rigor in every decision

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Artificial Intelligence: A Local Action Planning Guide

A Companion to Maryland's K-12 AI Guidance

Office of College and Career Pathways

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Samir Paul, Esq.

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Executive Introduction

The Maryland Local Action Planning Guide is designed to support Local Education Agency (LEA) leadership teams in translating the Maryland K–12 AI Guidance into coordinated local action. As artificial intelligence (AI) becomes increasingly integrated into instructional platforms, operational systems, and digital tools, LEAs play a critical role in ensuring implementation reflects Maryland’s commitments to safety, equity, accessibility, transparency, and human-centered decision-making.

The Maryland K–12 AI Guidance establishes the statewide vision and foundational expectations for AI in education. This Local Action Planning Guide serves as an implementation companion. It is intended to help superintendents, cabinet members, and cross-functional leadership teams assess current readiness, clarify governance structures, strengthen instructional alignment, and prioritize next steps.

AI integration is not a single initiative or technology adoption decision. It is a long-term change process that affects curriculum, assessment, professional learning, procurement, data governance, academic integrity, and community engagement. Effective implementation requires structured reflection, coordinated leadership, and ongoing monitoring.

This Guide provides a consistent planning framework across Maryland’s critical elements. Each section includes core commitments, structured action-planning tables, leadership reflection questions, and supplemental resources. The intent is to support thoughtful, phased implementation rather than reactive or fragmented responses to emerging tools.

The Maryland State Department of Education (MSDE) extends its appreciation to the Massachusetts Department of Elementary and Secondary Education for its leadership in developing guidance on AI in K–12 education. Elements of the structure and planning framework reflected in this Local Action Planning Guide were informed by Massachusetts’ published work. MSDE is grateful for Massachusetts’ partnership and permission to adapt components of that framework to align with Maryland’s statewide AI guidance and implementation priorities.

LEAs are encouraged to use this Guide as a living planning document. AI technologies will continue to evolve. Policies, instructional practices, and oversight mechanisms must evolve as well. By grounding implementation in Maryland’s shared framework and engaging in structured reflection, LEAs can ensure AI integration strengthens student learning, safeguards rights, and advances equitable outcomes across the state.

Purpose

The Local Action Planning Guide is designed to support LEA leadership teams in operationalizing the Maryland K–12 AI Guidance. While the foundational guidance establishes shared principles, responsibilities, and expectations for AI in Maryland’s public education system, this companion resource is intended to support structured local planning, reflection, and implementation.

Artificial intelligence integration is not a single decision or short-term initiative. It is a multi-phase change process that affects governance, instruction, operations, data systems, equity commitments, and community trust. Effective implementation requires cross-functional leadership, clearly defined roles, and alignment to Maryland’s statewide framework.

This Guide is structured as a reflective planning tool. It is not a compliance checklist. LEA leadership teams are encouraged to use it to surface strengths, identify gaps, and prioritize near-term action steps aligned to Maryland’s critical elements for safe, informed, and equitable AI integration.

MAPPING THE CURRENT LANDSCAPE

Before developing or revising local AI policies and practices, leadership teams should assess their current stage of implementation across Maryland’s critical elements. This activity is designed to support honest dialogue and shared understanding among superintendents, cabinet members, instructional leaders, technology directors, legal counsel, equity officers, and other key stakeholders.

IMPLEMENTATION STAGES

Step 1: As a leadership team, review each critical element below and determine your current stage of implementation.

Exploring. The LEA is developing awareness of AI’s implications. Conversations are emerging, but formal structures, policies, or coordinated plans are not yet established.

Organizing. Cross-functional discussions have begun. Initial guidance, pilot efforts, or leadership teams may exist, but shared definitions, expectations, and implementation structures are still developing.

Piloting. AI tools or instructional approaches are being tested in defined contexts. Policies and professional learning are emerging, and feedback mechanisms are beginning to form.

Scaling. AI integration is expanding across departments or schools. Governance structures, professional learning systems, and monitoring practices are aligned and coordinated.

Sustaining and Adapting. AI integration is embedded within instructional and operational systems. Continuous improvement cycles, community engagement, and policy review processes are established and responsive to change.

Step 2: Document the rationale for each rating. Include examples of existing initiatives, policies, pilot programs, or operational uses that informed your assessment.

Step 3: Identify one or two immediate next steps for each area.

Step 4: Use your responses to prioritize deeper planning and coordinated action.

Action Area	Where Are We Now? (Exploring, Organizing, Piloting, Scaling, Sustaining and Adapting)	Why This Rating?	Next Immediate Steps
Governance and Shared Leadership			
Equity, Access, and Inclusion			
Legal Foundations and Data Governance			
AI Literacy – Teaching About AI			
Teaching and Learning with AI			
Academic Integrity in an AI-Enabled Environment			
Operational and Administrative AI Use			

USING THIS REFLECTION

Leadership teams should approach this process with candor. AI integration often advances unevenly across departments. Instructional pilots may be underway while procurement language lags behind. Operational tools may include embedded AI features that have not yet been evaluated for equity or transparency. Disparities across domains are common in early implementation stages.

The purpose of this reflection is not to identify deficiencies, but to create clarity. Clear identification of current stage allows LEAs to sequence implementation thoughtfully, allocate resources strategically, and align efforts with Maryland's statewide commitments to safety, equity, accessibility, and human-centered decision-making.

Governance and Shared Leadership

Effective AI integration requires deliberate governance structures that reflect Maryland's commitment to shared responsibility, human-centered decision-making, and cross-functional coordination. AI integration affects instructional practice, data systems, procurement, accessibility, legal compliance, cybersecurity, and community trust. Without clear leadership structures and defined roles, implementation may become fragmented, reactive, or misaligned with district priorities.

Maryland's K-12 AI Guidance emphasizes the importance of coordinated leadership across state and local levels. At the LEA level, governance must ensure that AI-related decisions are aligned with strategic plans, instructional priorities, equity commitments, and legal requirements. AI integration is not solely a technology initiative. It is an enterprise-wide change effort that requires structured collaboration among instructional leadership, information technology, legal counsel, special education, multilingual learner services, human resources, finance, and communications teams.

Establishing clear governance structures strengthens transparency, reduces risk, and builds internal capacity to adapt as AI capabilities evolve.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Establish cross-functional leadership structures to guide AI planning and oversight.
- Align AI initiatives with district strategic plans and instructional priorities.
- Clarify decision-making authority and accountability across departments.
- Maintain transparent communication with staff, families, and community partners.
- Treat AI guidance and policies as living documents subject to review and revision.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Cross-Functional Leadership Structures*

Creating coordinated oversight mechanisms that reflect district-wide impact.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Establish a cross-departmental AI leadership team including instruction, technology, legal, equity, special education, multilingual learner services, communications, finance, and operations.		
Designate a senior leader responsible for coordinating AI implementation efforts across departments.		
Define clear reporting structures and decision-making authority for AI-related initiatives.		
Develop a written charter outlining the purpose, scope, and responsibilities of the AI leadership team.		
Schedule recurring review meetings to monitor implementation progress and emerging risks.		

Focus Area: *Strategic Alignment and Integration**Ensuring AI initiatives support district vision, equity priorities, and instructional improvement goals.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Align AI planning with the district strategic plan, technology roadmap, and instructional improvement frameworks.		
Identify specific district goals where AI may support student achievement, operational efficiency, or equitable access.		
Integrate AI considerations into existing innovation, curriculum, and professional learning initiatives.		
Ensure AI planning reflects commitments to Universal Design for Learning and inclusive practices.		

Focus Area: *Policy Development and Continuous Review**Establishing adaptive governance structures that remain responsive to change.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Conduct an audit of existing policies that may intersect with AI use, including acceptable use, data privacy, cybersecurity, procurement, academic integrity, and accessibility.		
Establish a regular review cycle for AI-related policies and guidance.		
Create mechanisms for educator and stakeholder feedback to inform policy updates.		
Develop clear documentation practices for AI-related decisions and implementation adjustments.		

Focus Area: *Stakeholder Communication and Transparency**Building trust through clear and proactive communication.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Develop a district communication plan explaining AI goals, guardrails, and expectations.		
Provide leadership briefings for principals and school-level teams.		
Offer informational sessions or materials for families and community partners.		
Clearly communicate how AI tools are evaluated, selected, and monitored.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How is AI governance structured within our district, and who holds ultimate accountability for implementation decisions?
- In what ways does our AI leadership team reflect cross-functional expertise, including instructional, legal, equity, and operational perspectives?

- How are AI initiatives integrated into existing district strategic priorities rather than operating as standalone efforts?
- What mechanisms are in place to ensure policies remain current as AI technologies evolve?
- How do we ensure transparent communication with staff, students, families, and community partners regarding AI use and oversight?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- How are differences in implementation pace across departments being addressed to maintain coherence?
- What risk management protocols are in place to identify unintended consequences early?
- How does district leadership monitor alignment between school-level experimentation and district-level guardrails?
- What internal capacity must be strengthened to sustain AI governance over multiple years?

SUPPLEMENTAL RESOURCES

[Framework for Implementing Artificial Intelligence \(AI\) in K-12 Education](#) (ILO Group): A practical guide outlining district-wide and department-specific considerations for AI integration, including risk profiles, implementation examples, and strategies for ethical, scalable adoption.

[Report of the NEA Task Force on Artificial Intelligence in Education](#): This report outlines five guiding principles for the ethical, equitable, and effective use of AI in education. Drawing on educator insights and research, it addresses AI's impact on teaching, learning, disability access, data privacy, and educator agency.

[Commonsense Guardrails for Using Advanced Technology in Schools](#) (AFT, 2025): This guide outlines nine core values to guide ethical and effective technology use in schools, including safety, educator autonomy, democracy, and sustainability. It includes actionable strategies, classroom examples, and collective bargaining recommendations to help educators, unions, and districts implement AI and other technologies responsibly.

[North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools](#) (NCDPI, 1/16/2024): The NCDPI AI Implementation Roadmap (p. 9-10) provides a phased approach, starting with foundational readiness through team creation, tool vetting, and staff training. It emphasizes inclusive planning, community engagement, continuous learning, and policy updates to ensure responsible and evolving AI integration. This adaptable framework offers a resource for effectively navigating the implementation of AI in educational settings.

Equity, Access, and Inclusion

Artificial intelligence integration must strengthen, not widen, existing educational opportunity gaps. AI systems can expand access to personalized learning, language supports, accessibility tools, and differentiated instruction. They can also introduce or amplify bias, create uneven access to tools, and reinforce structural inequities if implementation is not intentional and monitored.

Maryland's AI guidance centers equity, accessibility, and civil rights protections as foundational conditions for responsible implementation. LEAs must examine not only whether students have access to AI tools, but how those tools are used, who benefits most, and whether underlying systems are designed and evaluated through an equity lens.

Equitable AI integration requires attention to three interconnected dimensions: access, use, and design. Leadership teams must ensure reliable infrastructure and assistive technologies, support inclusive instructional practices, and evaluate tools for bias and accessibility before and during deployment.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Ensure equitable access to devices, connectivity, and accessible AI-enabled platforms.
- Monitor patterns of AI use and outcomes across student groups.
- Align AI tool selection and procurement processes with accessibility and civil rights standards.
- Provide professional learning focused on inclusive, ethical, and bias-aware AI use.
- Engage students, families, and community members in conversations about AI opportunities and risks.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: Access

Ensuring equitable access to infrastructure, devices, and assistive technologies.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Conduct an audit of device access, internet connectivity, and AI-enabled platforms across schools.		
Identify disparities in access among schools or student populations.		
Ensure AI tools are compatible with assistive technologies and meet accessibility standards.		
Coordinate with technology and special education teams to address infrastructure gaps.		
Develop a plan to prioritize resource allocation where access barriers are most significant.		

Focus Area: Use

Ensuring meaningful and inclusive instructional use of AI tools.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Provide professional learning on equitable and responsible AI integration.		
Monitor patterns of AI use across grade levels, content areas, and student subgroups.		
Incorporate Universal Design for Learning principles into AI-integrated instruction.		
Establish feedback mechanisms to gather educator and student perspectives on AI use.		
Analyze whether AI-supported instructional practices are strengthening student engagement and achievement equitably.		

Focus Area: Design and Bias Mitigation

Ensuring AI tools and instructional practices are evaluated for harmful bias and inclusive design.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Develop or adopt a rubric to evaluate AI tools for bias, accessibility, transparency, and data practices.		
Include equity and accessibility specialists in procurement and evaluation processes.		
Provide training for educators to identify and critically evaluate algorithmic bias.		
Conduct periodic reviews of AI-generated outputs for patterns of bias or exclusion.		
Engage students and families in structured dialogue about AI risks and representation.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How does our district define equitable AI integration, and how is that definition operationalized across departments?
- What data do we collect to monitor disparities in access, use, or outcomes associated with AI-enabled tools?
- How are students with disabilities, multilingual learners, and historically underserved student groups supported in AI-integrated environments?
- What safeguards are in place to evaluate and mitigate algorithmic bias in AI tools?
- How is community voice incorporated into AI decision-making and tool selection?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- What patterns have emerged when disaggregating AI use or performance data by subgroup?
- How do we ensure AI literacy instruction includes explicit attention to bias detection and critical evaluation?
- How do procurement processes document accessibility verification before deployment?

- What professional learning structures are in place to strengthen educator capacity to teach inclusively with AI?
- How do infrastructure investments align with broader digital equity initiatives?

SUPPLEMENTAL RESOURCES

[Digital Promise K-12 Digital Equity Framework](#): The framework advances inclusive innovation, sustainability, and continuous improvement built on leadership, coherent systems, consistent access, digital competency, and powerful learning propelled by technology.

[Module 3: Civil Rights, Accessibility, and Digital Equity](#) (pp. 23-39): A primer and discussion guide highlighting access for individuals with disabilities, digital equity, accessibility and assistive technology, Universal Design for Learning (UDL), harmful bias and algorithmic discrimination.

[Addressing the Digital Divide: 5 Goals Every District Must Reach](#) (webinar/podcast): Goals include: 1) reliable access for all learners, 2) current and compatible devices for all students, 3) digital skills that match career readiness, 4) keeping student information secure, and 5) ensuring digital learning is accessible.

[Generative Artificial Intelligence \(AI\) in K-12 Classrooms](#) (Oregon Department of Education): Oregon provides detailed, actionable resources that can directly support equity efforts. It offers specific strategies (Table 1) for addressing bias, inaccuracy, plagiarism, copyright and licensing issues, and access equity, offering training modules for educators, family resources from Common Sense Media, digital literacy tools like Stanford's Civic Online Reasoning, and guidance from IB and AP about AI integrity.

[Washington's Human-Centered AI Guidance for K-12 Public Schools: Ethical Considerations for AI: A Framework for Responsible Use](#) (OPSI, July 1, 2024): Framework for responsible and ethical use of AI in education, emphasizing human oversight and reflection. Its "Human-AI-Human" model encourages AI use to start with human inquiry and end with human judgment, ensuring that technology supports rather than replaces human insight. The document also provides actionable guidelines for education leaders, IT professionals, teachers, students, and families, emphasizing equitable access, data privacy, bias detection, and continuous community engagement.

Legal Foundations and Data Governance

As artificial intelligence becomes embedded in instructional platforms, operational systems, and productivity tools, LEAs must ensure that all AI-related uses comply with federal and Maryland law. Legal compliance is not a secondary consideration. It is foundational to protecting student rights, maintaining public trust, and reducing institutional risk.

AI systems may collect, process, or generate data that qualify as student records. They may affect hiring, evaluation, discipline, or access to services. They may embed automated decision-making features that require human oversight. In some cases, AI capabilities are integrated into existing digital platforms without clear local awareness. For these reasons, governance structures must include legal and data expertise. Maryland LEAs are responsible for aligning AI use with federal statutes such as FERPA, COPPA, PPRA, IDEA, Section 504, ADA, Title VI, Title IX, and CIPA, as well as relevant Maryland statutes, COMAR regulations, and state data governance requirements. Vendor contracts, procurement processes, and cybersecurity protocols must reflect AI-specific risks and responsibilities. Legal alignment is an ongoing process. As AI tools evolve, districts must maintain active review cycles to ensure policies remain current and enforceable.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Ensure AI use complies with all applicable federal and Maryland laws and regulations.
- Conduct regular audits of AI-enabled tools and associated data practices.
- Integrate AI-related expectations into existing policies and governance documents.
- Provide role-specific training on legal responsibilities related to AI use.
- Establish clear oversight and accountability structures for AI compliance.
- Maintain transparent documentation of AI-related decisions and data practices.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Compliance with Federal and Maryland Law*

Clarifying how legal frameworks apply to AI tools in instructional and operational contexts.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Review how FERPA, COPPA, PPRA, IDEA, Section 504, ADA, Title VI, Title IX, and CIPA apply to AI-enabled tools currently in use or under consideration.		
Review relevant Maryland statutes and COMAR regulations governing student records, accessibility, procurement, and public accountability.		
Identify whether AI-generated outputs or stored interactions qualify as student records under applicable law.		
Convene a cross-functional compliance review team including legal counsel, data governance leaders, and technology staff.		
Develop written guidance clarifying legal expectations for educators and administrators.		

Focus Area: Data Governance and Privacy Audits

Ensuring AI-related data collection, storage, and processing align with district and state standards.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Inventory AI-enabled tools and identify embedded AI features within existing platforms.		
Audit vendor agreements for data collection, storage, retention, and deletion practices.		
Require vendors to disclose AI model capabilities, data sources, and data handling procedures.		
Review cybersecurity protocols to ensure AI-related data flows are protected.		
Establish documentation procedures for monitoring AI-related data governance compliance.		

Focus Area: Integration into Existing Policies

Embedding AI expectations into current governance structures rather than creating isolated policies.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Review and update acceptable use policies to address AI-specific expectations.		
Update data privacy, cybersecurity, procurement, harassment, and academic integrity policies as needed.		
Clarify role-specific expectations for AI use in employee handbooks and student codes of conduct.		
Ensure policies reflect age-appropriate expectations for student AI use.		
Establish a regular review cycle for AI-related policy updates.		

Focus Area: Accessibility and Civil Rights Compliance

Ensuring AI tools support students with disabilities and multilingual learners.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Require all AI tools to meet applicable accessibility standards under IDEA, Section 504, and ADA.		
Involve special education and multilingual learner teams in procurement and evaluation processes.		
Verify compatibility with assistive technologies prior to deployment.		
Document accessibility evaluations and maintain records for compliance purposes.		

Focus Area: Oversight and Public Accountability

Creating transparent monitoring and reporting structures.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Designate a compliance lead or cross-departmental working group responsible for AI-related legal oversight.		
Establish a schedule for reviewing vendor contracts and policy language.		
Develop protocols for responding to public records requests involving AI-generated materials.		
Communicate AI governance practices publicly to strengthen trust and transparency.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How does our district determine which AI uses fall within the scope of existing legal protections and obligations?
- What processes are in place to audit AI-enabled tools for privacy, accessibility, and anti-discrimination compliance?
- How are vendor contracts structured to address AI-specific data and transparency requirements?
- Who holds responsibility for monitoring changes in law or regulation that may affect AI implementation?
- How are educators supported in understanding their legal responsibilities when using AI tools?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- How frequently are staff trained on legal and data governance issues related to AI?
- What mechanisms exist for staff to raise concerns regarding potential legal or ethical violations?
- How does the district verify that AI tools remain compliant as vendors update capabilities?
- How are decisions involving AI documented to ensure defensibility and public accountability?
- How do cross-departmental leaders collaborate to ensure consistency in compliance practices?
- Please note that this Guide does not constitute legal advice. LEAs should consult with legal counsel when addressing specific compliance questions or contractual matters.

SUPPLEMENTAL RESOURCES

[K-12 Gen AI Maturity Tool](#) (CoSN): Guidance for the full range of necessary work in operational readiness, data readiness, technical readiness, security readiness, and legal/risk readiness (rubrics 3-6). The tool describes this work at the emerging, developing, and mature levels and offers a recommended policies list.

[TEC Student Data Privacy Alliance Training Materials](#): The Education Collaborative provides schools and districts with support to negotiate privacy terms with software vendors and training materials.

[Alabama AI Policy Template for Local Education Agencies](#) (ASDE, June 2024): This resource outlines policies for AI governance, data privacy, procurement, risk management, and implementation, all while centering human oversight and educational equity. The template also emphasizes competency development for educators, ensuring they are equipped to navigate AI's technical, ethical, and pedagogical dimensions.

AI Literacy: Teaching about AI

Artificial intelligence is reshaping how information is created, distributed, evaluated, and consumed. Students are already interacting with AI systems in search engines, productivity platforms, social media, and generative tools. AI literacy is therefore not optional. It is an extension of digital literacy, civic reasoning, and critical thinking.

Maryland’s approach to AI integration emphasizes that students must not only use AI tools, but understand how they function, how they can mislead, and how they shape information environments. AI literacy includes foundational knowledge of how AI systems are built, awareness of bias and limitations, understanding of data privacy implications, and the ability to apply ethical judgment when engaging with AI-generated content.

For LEA leadership teams, AI literacy requires alignment with Maryland’s Digital Literacy and Computer Science (DLCS) standards, integration into curriculum frameworks, and investment in professional learning. AI literacy is not a standalone course requirement. It is embedded across disciplines and grade levels.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Define AI literacy expectations aligned with Maryland’s DLCS standards.
- Integrate AI literacy concepts across grade levels and content areas.
- Provide differentiated professional learning for educators and staff.
- Engage students as critical thinkers and informed participants in AI-enabled environments.
- Communicate clearly with families and community partners about AI literacy goals.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Defining AI Literacy Goals*
Establishing a shared, district-wide understanding of AI literacy expectations.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Identify AI literacy competencies for students aligned with Maryland DLCS standards.		
Define role-specific AI literacy expectations for educators, administrators, and support staff.		
Establish common language across the district to describe responsible AI use, bias, and limitations.		
Align AI literacy outcomes with existing digital citizenship and media literacy initiatives.		
Clarify how AI literacy supports broader district goals for college, career, and civic readiness.		

Focus Area: *Curriculum and Instructional Integration**Embedding AI literacy concepts into content areas and instructional planning.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Map AI literacy concepts to existing curriculum frameworks across grade levels.		
Integrate instruction on bias, misinformation, data privacy, and algorithmic decision-making into core subjects.		
Collaborate with curriculum teams to embed AI-related inquiry tasks into units of study.		
Ensure instructional materials reflect cultural responsiveness and accessibility.		
Develop exemplar lessons demonstrating how AI literacy can be taught across disciplines.		

Focus Area: *Professional Learning for Educators and Staff**Building educator capacity to teach about AI confidently and responsibly.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Provide foundational AI literacy training for all educators and administrators.		
Offer differentiated learning pathways for instructional leaders, classroom teachers, and non-instructional staff.		
Create quick-reference resources outlining AI concepts, risks, and instructional implications.		
Support collaborative planning time focused on integrating AI literacy into instruction.		
Establish peer learning communities to share instructional strategies and resources.		

Focus Area: *Student Engagement and Critical Evaluation**Positioning students as informed and reflective participants in AI-enabled environments.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Incorporate scenario-based learning that requires students to evaluate AI-generated outputs.		
Engage students in discussions about authorship, bias, and ethical AI use.		
Provide structured opportunities for students to critique misinformation and manipulated content.		
Encourage student reflection on digital footprint, data privacy, and long-term implications of AI use.		
Integrate project-based learning opportunities that examine real-world AI applications.		

Focus Area: *Family and Community Engagement**Building shared understanding and transparency around AI literacy.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Develop plain-language communications explaining district AI literacy goals.		
Host informational sessions for families on AI use in schools.		
Provide multilingual materials explaining AI opportunities and risks.		
Partner with higher education and industry organizations to extend AI learning opportunities.		
Incorporate AI literacy discussions into existing family engagement events.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How does AI literacy align with our district's DLCS implementation and digital citizenship initiatives?
- What competencies do students need at each grade band to critically evaluate AI systems?
- How are educators supported in understanding AI concepts deeply enough to teach them effectively?
- How are multilingual learners and students with disabilities supported in AI literacy instruction?
- How are families informed about AI literacy goals and expectations?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- What consistent framework guides AI literacy instruction across schools?
- How is AI literacy integrated into core content areas rather than treated as an isolated topic?
- How do we measure whether students are developing critical evaluation skills related to AI?
- How are emerging AI risks incorporated into ongoing curriculum revisions?
- What partnerships could strengthen authentic AI literacy experiences for students?

SUPPLEMENTAL RESOURCES[Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education](#)

(TeachAI, 2025): Provides a comprehensive, interdisciplinary guide for developing AI literacy in primary and secondary education, aligning with international standards like the EU AI Act and the OECD's digital competence goals. It outlines essential knowledge, skills, and attitudes learners need to engage with, create, manage, and design AI systems responsibly. Districts can use this framework as a foundational resource to integrate AI literacy into curricula, professional development, and policy, fostering a human-centered, ethical approach to AI in education.

[AI Readiness Framework: What Students, Educators, and District Leaders Need to Know](#) (aiEDU, 2024):

This three-part framework outlines AI literacy and readiness competencies for students and educators and includes a district-level rubric for systems integration.

[North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools](#) (NCDPI, 2024): The document offers practical, age-specific recommendations for teaching AI literacy, including concrete ideas like discussing AI is not real, media literacy, and analyzing images for

AI signs. It also highlights crucial topics for training such as understanding model workings, bias, hallucinations, and protecting privacy.

[Learning with AI, Learning about AI](#) (California Department of Education): Emphasizes the need to demystify the technology and understand how it produces output, including potential inaccuracies and biases. It explicitly recommends integrating the AI4K12 5 Big Ideas (Perception, Representation, Reasoning, Learning, Societal Impact) into the curriculum as a framework for teaching AI concepts based on developmental levels. The document links learning about AI to existing computer science standards, covering areas like computing systems, data analysis, algorithms, programming, and the impacts of computing.

[Mississippi Artificial Intelligence: Guidance for K-12 Classrooms](#) (Mississippi Department of Education): Offers a model for integrating AI literacy within a broader digital learning framework. It organizes AI use through the lens of five core digital learning components: digital citizenship, standards-aligned content & tools, active learning & engagement, formative assessment & feedback, and accessibility. This approach embeds AI literacy into technology integration rather than treating it as a standalone initiative. This structure can help districts frame AI as one element of comprehensive digital literacy, encouraging alignment with existing instructional goals and providing actionable strategies for cross-curricular technology skill-building.

Teaching and Learning with AI

Artificial intelligence is influencing not only what students need to understand, but how instruction is designed, delivered, and assessed. Teaching with AI requires intentional integration that strengthens learning outcomes, preserves human judgment, and reinforces Maryland’s instructional priorities.

AI tools can support differentiation, feedback cycles, accessibility, language translation, formative assessment, and creative exploration. At the same time, unstructured or inconsistent use can undermine rigor, blur authorship expectations, or introduce inequities in access and opportunity.

Maryland’s guidance emphasizes that AI must enhance, not replace, educator expertise. Instructional use must align with curriculum standards, support Universal Design for Learning principles, and preserve student agency. Assessment practices may need to evolve to emphasize reasoning, process, and transparency in AI-supported work.

For LEA leadership teams, this requires coordinated professional learning, curricular alignment, and clearly articulated expectations for classroom practice.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Align AI-integrated instruction with Maryland content standards and DLCS frameworks.
- Promote ethical, transparent, and developmentally appropriate AI use in classrooms.
- Support Universal Design for Learning and differentiated instruction through AI tools.
- Redesign assessments to reflect process, reasoning, and appropriate AI engagement.
- Provide sustained professional learning to build instructional capacity.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Curriculum Alignment and Access*
Ensuring AI use strengthens, rather than distracts from, academic standards and district instructional goals.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Identify content areas where AI tools can enhance inquiry, analysis, creativity, or feedback.		
Align AI-integrated instructional practices with Maryland content standards and DLCS frameworks.		
Develop guidance outlining when and how AI may be used to support learning objectives.		
Ensure access to age-appropriate, vetted AI tools across grade levels.		
Facilitate cross-disciplinary planning to design AI-enhanced units of study.		

Focus Area: *Ethical and Critical Use in Instruction**Embedding transparency, reflection, and responsible use into classroom routines.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Develop classroom guidance on appropriate AI use aligned with district policy.		
Integrate reflection prompts requiring students to explain how AI was used in their work.		
Provide model lessons that address fairness, bias, and authorship in AI-supported tasks.		
Support teachers in modeling transparent AI use in instructional planning and feedback.		
Encourage development of classroom norms that position AI as a support tool rather than a substitute for thinking.		

Focus Area: *Teacher Practice and Instructional Design**Supporting educators in designing AI-enhanced learning experiences.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Provide professional learning focused on designing AI-integrated lessons and assessments.		
Offer coaching cycles or professional learning communities dedicated to AI-enhanced instruction.		
Curate exemplar assignments demonstrating effective AI integration.		
Create opportunities for educators to pilot AI-supported strategies and share findings.		
Provide planning templates that integrate AI thoughtfully into lesson design.		

Focus Area: *Student AI Use and Learning Design**Positioning students as active, reflective participants in AI-supported learning.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Incorporate metacognitive prompts that require students to describe decision-making when using AI.		
Shift emphasis from final products to iterative drafts, reasoning, and revision processes.		
Design tasks that require evaluation of AI-generated outputs for accuracy and bias.		
Scaffold AI use so that tools support inquiry rather than replace foundational skill development.		
Provide differentiated supports for students who require additional structure in AI-enabled environments.		

Focus Area: *Assessment in an AI-Enabled Environment**Ensuring assessment practices reflect transparency, reasoning, and integrity.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Review existing assessment practices to determine where redesign is necessary.		
Develop rubrics that evaluate reasoning, process, and ethical AI engagement.		
Pilot assessment formats that require students to annotate or justify AI use.		
Provide alternatives to detection-based approaches that emphasize instructional design.		
Align grading practices with district academic integrity expectations.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How does teaching with AI align with our district's instructional vision and student outcome goals?
- What professional learning structures support educators in designing AI-integrated lessons effectively?
- How do we ensure AI use strengthens rigor rather than reducing cognitive demand?
- What safeguards ensure equitable access to AI-supported learning opportunities?
- How are assessment practices evolving to reflect AI-enabled environments?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- What competencies must educators develop to use AI responsibly in instruction?
- How are school-based leaders supported in monitoring instructional AI integration?
- How are multilingual learners and students with disabilities supported in AI-enhanced classrooms?
- What mechanisms allow educators to share lessons learned from pilot efforts?
- How do we communicate instructional AI expectations clearly to families?

SUPPLEMENTAL RESOURCES

[AI Literacy: A Framework to Understand, Evaluate, and Use Emerging Technology](#) (Digital Promise): A research-informed guide designed to help educational leaders foster AI literacy in their schools. The framework focuses on three core areas: understanding, evaluating, and using AI. The framework empowers educators and students to critically and responsibly interact with AI tools.

[Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education](#) (TeachAI): Provides a comprehensive, interdisciplinary guide for developing AI literacy in primary and secondary education, aligning with international standards like the EU AI Act and the OECD's digital competence goals. It outlines essential knowledge, skills, and attitudes learners need to engage with, create, manage, and design AI systems responsibly. Districts can use this framework as a foundational resource to integrate AI literacy into curricula, professional development, and policy, fostering a human-centered, ethical approach to AI in education.

[Washington Implementing AI: A Practical Guide for the Classroom](#) (OSPI): Useful for teaching with AI due to its central human-centered approach and detailed frameworks for practical classroom integration. It provides a 5-Step Scaffolding Scale and Example Assignment Matrix for educators to guide student AI use, links AI to pedagogical strategies like differentiation and Universal Design for Learning, and offers explicit guidance on ethical use, assignments, and assessment for teachers. It also supports integrating AI across subjects and addressing equitable access through pedagogical approaches.

[Mississippi Artificial Intelligence: Guidance for K-12 Classrooms](#) (Mississippi Department of Education): Offers actionable strategies for teachers and administrators to leverage AI tools across key pedagogical functions, presenting specific examples organized by digital learning components like Standards-Aligned Content, Active Learning, Formative Assessment, and Accessibility. It details how AI can support teachers in areas like lesson planning, differentiation, assessment analysis, and providing timely feedback, while also outlining student uses for personalization, research, and accessibility. The guide emphasizes digital citizenship and professional development for effective classroom implementation.

[Artificial Intelligence in Louisiana Schools: Guidelines for K-12 Schools](#) (LDE, 2024): Offers a structured AI Integration Tiered Approach, linking AI use levels (Empowered, Enhanced, Assisted, Prohibited) to the SAMR model with content examples to guide pedagogical choices. It positions AI as a partner to empower educators and students, emphasizes safeguards, monitoring, and transparency in classroom use, and highlights the potential of AI to support students with exceptionalities and multilingual learners.

[Massachusetts AI Literacy for Educators](#): The Massachusetts Department of Elementary and Secondary Education, Office of Educational Technology, in partnership with the Collaborative for Educational Services (CES), and AI Consultant, Greg Kuloweic, developed this resource as an introduction to AI literacy for Massachusetts educators. This resource helps educators build AI literacy through practical support, real-world examples, and guided reflection. This is not a classroom toolkit; instead, the focus is on developing an understanding of AI.

Academic Integrity in an AI-Enabled Environment

Generative AI tools can produce written responses, solve problems, generate images, summarize texts, and provide structured feedback within seconds. These capabilities challenge traditional assumptions about authorship, originality, and academic honesty. At the same time, they provide opportunities to strengthen student reflection, ethical reasoning, and transparency.

Maryland's approach to AI integration emphasizes that academic integrity must evolve alongside instructional practice. Overreliance on detection tools or purely punitive approaches may undermine trust and fail to address the deeper instructional shifts required in AI-enabled environments. Instead, districts should focus on clarity of expectations, process-oriented assessment, and shared norms around responsible AI use.

Students must understand when and how AI may be used, how to disclose that use appropriately, and how to maintain ownership of their thinking. Educators must be supported in redesigning assignments and assessments to emphasize reasoning, metacognition, and authentic demonstration of learning.

Academic integrity in an AI-enabled environment is not solely about preventing misuse. It is about cultivating ethical judgment and preserving the central role of human thinking in learning.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Define and communicate clear expectations for appropriate AI use and disclosure.
- Redesign assessments to prioritize reasoning, reflection, and process.
- Provide consistent guidance across grade levels and content areas.
- Discourage reliance on AI detection tools as a primary strategy.
- Support educators in modeling ethical AI use and transparency.
- Engage families in conversations about evolving academic integrity norms.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Defining and Communicating Expectations*

Establishing consistent, age-appropriate expectations for AI use and disclosure.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Develop district-wide guidance outlining when and how AI use must be disclosed in student work.		
Clarify expectations in student handbooks, academic integrity policies, and course syllabi.		
Define age-appropriate expectations for elementary, middle, and high school students.		
Provide sample disclosure statements or templates for classroom use.		
Communicate expectations clearly to families and community members.		

Focus Area: *Redesigning Assessment Practices**Shifting from product-based evaluation to process-centered assessment.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Review current assessments to identify tasks vulnerable to inappropriate AI substitution.		
Develop exemplar rubrics that assess reasoning, revision, and ethical AI engagement.		
Pilot assignments requiring annotated drafts or explanation of AI use.		
Incorporate reflective components that require students to describe their thinking process.		
Provide professional learning on designing AI-aware assessments.		

Focus Area: *Teaching and Scaffolding Integrity**Supporting students in developing ethical reasoning skills related to AI.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Integrate instruction on authorship, citation, and attribution into core content areas.		
Provide lessons contrasting AI-generated content with student-generated work.		
Engage students in discussions about fairness, accountability, and intellectual ownership.		
Reinforce citation practices that distinguish between traditional sources and AI tools.		
Align digital citizenship instruction with AI integrity expectations.		

Focus Area: *Fostering a Culture of Safe Disclosure**Encouraging transparency rather than fear-based compliance.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Establish a district stance supporting honest disclosure of AI use.		
Reduce reliance on AI detection tools and emphasize instructional strategies instead.		
Facilitate classroom norm-setting activities that define responsible AI use.		
Provide educators with language to normalize conversations about AI.		
Incorporate student voice into discussions about evolving integrity expectations.		

Focus Area: *Supporting Educators**Equipping educators with tools and professional learning to guide AI-integrated work.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Offer role-specific professional development on AI and academic integrity.		
Provide sample assignments, rubric language, and disclosure templates.		
Create collaborative planning time to redesign assessments.		
Share emerging research on AI detection reliability and limitations.		
Encourage educators to model transparent AI use in their own instructional planning.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- How does our district define appropriate AI use in student work?
- How are disclosure expectations communicated consistently across schools?
- What assessment redesign efforts are underway to reflect AI-enabled environments?
- How do we balance accountability with student agency and trust?
- How are families informed about evolving academic integrity expectations?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- How are foundational citation skills strengthened in the context of AI-assisted writing?
- What signals communicate to students that transparency is valued rather than penalized?
- How are integrity policies reviewed and updated as AI capabilities evolve?
- How are educators supported in navigating emerging scholarly norms regarding AI use?
- What evidence suggests that current approaches strengthen ethical reasoning rather than encourage avoidance?

SUPPLEMENTAL RESOURCES

[Guidance and Considerations for Using Artificial Intelligence in Oklahoma K-12 Schools](#) (Oklahoma Education, April 2024): Demonstrates a practical tool for academic integrity: the AI Acceptable Use Rating Scale, which clearly defines levels of acceptable AI use from “No AI Use” to “Full AI Use with Human Oversight.” For each level, it outlines specific Disclosure Requirements, such as including a statement, submitting links to AI chats, or citing AI-created content.

[Guidance, Considerations, and Intentions for the Use of Artificial Intelligence in West Virginia Schools](#) (WVDE, March 2025): Focuses on updating existing policies to address AI and academic integrity, recommending revisiting definitions of cheating and plagiarism. It explicitly advises educators to refrain from using AI detection tools due to reliability concerns and requires students and teachers to openly acknowledge and describe AI usage, providing sample citation resources for MLA, APA, and Chicago styles. The document also suggests restructuring assignments to require personal context or original data to reduce opportunities for plagiarism.

[Colorado Roadmap for AI in Education](#): Advocates for districts to rethink traditional notions of plagiarism and cheating and instead emphasize how students can responsibly use AI as a tool. Key recommendations include developing policy for transparent and ethical use, clearly defining

acceptable student uses, and teaching students how to verify AI-generated information for truthfulness. The guidance suggests reviewing and updating existing academic integrity, conduct, and discipline policies rather than necessarily creating entirely new ones, focusing on shared understanding and clear expectations for disclosure and responsible use. Also includes links to resources such as a Framework for Improving the Role of Teaching with AI.

Operational and Administrative AI Use

Artificial intelligence is increasingly embedded in district-level systems that extend beyond the classroom. Budget modeling tools, enrollment projections, staffing platforms, helpdesk systems, predictive analytics dashboards, cybersecurity monitoring, and vendor software may incorporate automated decision-making features. These systems can improve efficiency, surface patterns in complex data, and support strategic planning. They can also introduce risk if assumptions, data inputs, or algorithmic outputs are not examined carefully.

Operational AI systems often function in the background. Their influence on resource allocation, hiring decisions, scheduling, and service delivery may not always be visible to staff or the public. Without structured oversight, automated systems can unintentionally reinforce disparities or limit professional discretion.

Maryland's approach to AI integration requires the same human-centered, equity-driven, and legally compliant posture in operational contexts as in instructional ones. LEA leadership teams must ensure transparency, documentation, and meaningful human review wherever AI informs consequential decisions.

CORE LEA COMMITMENTS

LEA leadership teams should commit to the following:

- Ensure transparency and human oversight in operational AI systems.
- Monitor AI-informed decisions for equity and bias risks.
- Strengthen staff capacity to interpret AI-generated insights responsibly.
- Embed AI considerations into procurement and vendor management processes.
- Align operational AI use with district values, legal obligations, and community expectations.

LOCAL IMPLEMENTATION: ACTION STEPS TO GET STARTED

Focus Area: *Budgeting and Financial Planning*

Ensuring AI-supported forecasting tools are transparent and equitable.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Identify where AI-enabled tools are used in budget modeling or financial forecasting.		
Review assumptions and data inputs underlying AI-generated projections.		
Analyze whether automated recommendations affect funding allocations across schools or student groups.		
Establish processes for human review and contextual adjustment of AI-informed projections.		
Train finance and leadership teams to interpret AI outputs critically.		

Focus Area: Human Resources and Hiring*Preserving fairness and legal compliance in AI-supported personnel systems.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Audit AI-assisted hiring, screening, or evaluation tools for bias and transparency.		
Ensure human review is required for all consequential personnel decisions.		
Inform applicants and employees when AI tools are used in hiring or evaluation processes.		
Review HR systems for compliance with anti-discrimination and civil rights laws.		
Provide training for HR and leadership staff on responsible AI use in personnel systems.		

Focus Area: Data Dashboards and Decision-Support Systems*Strengthening data literacy and oversight of AI-generated insights.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Inventory dashboards or analytics platforms that include predictive or automated recommendations.		
Clarify how model assumptions and limitations are communicated to users.		
Establish review cycles to assess accuracy and potential unintended consequences.		
Ensure data are disaggregated to monitor equity implications.		
Provide professional learning for leaders on interpreting AI-generated insights responsibly.		

Focus Area: Procurement and Vendor Management*Embedding AI-specific expectations into purchasing decisions.*

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Require vendors to disclose where and how AI is embedded in products or services.		
Request documentation of data sources, model training practices, and bias mitigation strategies.		
Include contract language addressing privacy, accessibility, transparency, and accountability.		
Establish cross-functional procurement review teams including instructional, legal, and equity perspectives.		
Maintain documentation of vendor compliance and ongoing monitoring practices.		

Focus Area: *Cross-Departmental Oversight*
Ensuring coherence across operational domains.

Potential Action Steps	Steps Already Taken	Plan to Move Forward
Identify a designated leader or team responsible for coordinating operational AI practices.		
Document where AI is used across departments to improve transparency.		
Align operational AI decisions with district strategic priorities and equity commitments.		
Establish protocols for documenting and explaining AI-informed decisions if requested publicly.		
Review operational AI use annually to ensure alignment with evolving district policies.		

KEY QUESTIONS FOR LEA LEADERSHIP TEAMS

- Where is AI currently embedded in our operational systems, and how visible is its influence?
- How do we ensure meaningful human review of AI-informed recommendations?
- What safeguards are in place to detect and address bias in budgeting, staffing, or service allocation?
- How do procurement processes address AI-specific risks and disclosure requirements?
- How are operational AI practices communicated to staff and the broader community?

GOING DEEPER: ADDITIONAL REFLECTION QUESTIONS

- How are leaders trained to interpret predictive analytics responsibly?
- What documentation practices support transparency and defensibility of AI-informed decisions?
- How are civil rights and accessibility standards monitored in operational AI systems?
- How do we ensure vendor updates do not introduce new risks without review?
- How does operational AI oversight connect with instructional AI governance structures?

SUPPLEMENTAL RESOURCES

[The K-12 Gen AI Maturity Tool](#) developed by CoSN and the Council of the Great City Schools offers supplemental resources for work across departments. The tool provides a clear, domain-based rubric to assess and improve district capacity in operational areas such as procurement, staffing, and data governance. It provides detailed maturity benchmarks and action recommendations for ethical procurement, AI-related vendor oversight, compliance processes, financial planning for AI staffing, and continuous staff development.

The [Framework for Implementing Artificial Intelligence \(AI\) in K-12 Education](#) developed by the ILO Group supports various operational departments in a school system. It outlines both district-wide and department-specific strategies for integrating AI, providing practical scenarios and considerations. Departments such as Curriculum & Instruction, Special Education, Student Support Services, Enrollment, Facilities & Operations, Human Resources, Family & Community Engagement, and IT Management can each find tailored guidance to enhance their operations with AI. This framework encourages cross-departmental collaboration to ensure AI is implemented responsibly, equitably, and effectively throughout the educational ecosystem.

[Artificial Intelligence and Accessibility](#) (Mass.gov): This Massachusetts-specific resource offers guidance on ensuring AI tools meet accessibility standards, outlining best practices for procuring and developing AI products that are compatible with assistive technologies and free from digital barriers for users with disabilities. Districts can use this resource to strengthen procurement processes, and as AI becomes embedded in operational systems, this guidance can help maintain equitable access and legal compliance in technology acquisitions.

Moving from Reflection to Action

Completion of the reflection activities and planning tables in this Guide is a starting point, not an endpoint. Artificial intelligence integration is an ongoing leadership responsibility that requires structured sequencing, sustained coordination, and continuous review.

LEA leadership teams are encouraged to formally review the results of their Section I landscape assessment and identify one to three priority focus areas for initial action. Not all domains must advance simultaneously. Phased implementation allows districts to allocate resources strategically, strengthen internal capacity, and refine governance structures before scaling efforts more broadly.

As immediate next steps, leadership teams should confirm or establish a cross-functional AI governance structure, assign clear ownership for each priority area, and develop a short-term action plan with defined timelines and deliverables. Where pilots are underway, districts should document lessons learned and use those findings to inform policy updates and professional learning.

AI technologies, vendor capabilities, and legal considerations will continue to evolve. District policies and practices must remain adaptable. LEAs should establish regular review cycles to reassess implementation progress, monitor equity impacts, and align local efforts with updates to Maryland's statewide AI guidance and supports.

Sustained success will depend on transparent communication, meaningful human oversight, and alignment with district values. By moving deliberately from reflection to coordinated action, LEAs can ensure that artificial intelligence strengthens teaching and learning, safeguards student rights, and advances equitable outcomes across Maryland's public education system.



Teaching with Artificial Intelligence in Maryland Classrooms

A Companion to Maryland's K-12 AI Guidance

Division of College and Career Pathways

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MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

State Superintendent of Schools

Tenette Smith, Ed.D.

Chief Academic Officer

Office of Teaching and Learning

Richard W. Kincaid

Assistant State Superintendent

Division of College and Career Pathways

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Samir Paul, Esq.

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Welcome

Artificial intelligence (AI) is increasingly embedded in the digital systems that shape teaching, learning, and communication. In response, the Maryland State Department of Education (MSDE) has developed comprehensive K-12 AI Guidance to support local education agencies in implementing AI in ways that are secure, equitable, and instructionally sound.

Teaching with Artificial Intelligence in Maryland Classrooms serves as a companion to that statewide guidance. While the state guidance establishes policy expectations, cybersecurity requirements, and implementation frameworks, this document focuses specifically on classroom practice. It translates statewide principles into instructional decisions that align with Maryland College and Career Ready Standards, local policies, and professional norms.

This guide is grounded in Maryland's broader AI initiative, including cybersecurity guidance aligned with Senate Bill 818, Department of Information Technology interim guidance, and national risk-management standards. It reflects collaboration with strategic partners and stakeholder groups to ensure that instructional recommendations align with evolving research, workforce needs, and student protections.

The purpose of this document is to provide clarity. It defines the instructional role AI may appropriately play in classrooms, identifies clear boundaries for use, and reinforces that professional judgment remains central to all teaching and learning decisions.

PURPOSE AND SCOPE

This guide clarifies when and how AI can support lesson planning, differentiation, formative assessment, and student inquiry while remaining aligned to MCCRS and LEA policy. It offers structured routines, grade-band considerations, and classroom-ready tools. It reinforces expectations for student privacy, academic integrity, transparency, and equity.

It does **not** mandate tools beyond those approved by the LEA, replace local policy or cybersecurity protocols, or position AI as authoritative. AI may assist instruction; it does not replace educator expertise, student reasoning, or human decision-making.

WHY AI REQUIRES GUIDANCE

AI tools already influence academic work. Used without structure, they can introduce risks, errors, bias, privacy violations, and challenges to academic integrity. With clear expectations and oversight, AI can support efficiency, language access, scaffolded learning, and inquiry-based exploration. Maryland's approach balances opportunity with risk management, innovation with accountability, and efficiency with instructional integrity.

UNDERSTANDING THE LIMITATIONS OF AI

AI systems generate outputs based on patterns in data; they do not possess understanding, context-awareness, or professional judgment. They can produce drafts, explanations, and examples that support instruction but are **not** verified sources of truth and may contain inaccuracies or bias.

AI **must not** be used to process personal or sensitive student information, nor to make instructional, evaluative, placement, or accommodation decisions. Educators are responsible for reviewing AI-generated content before classroom use and ensuring learning remains grounded in evidence, reasoning, and human interaction.

Core Principles for Teaching with AI

Effective integration of artificial intelligence in classrooms requires more than access to tools. It requires a shared understanding of the instructional boundaries, professional responsibilities, and student expectations that govern its use.

The following principles establish the conditions under which AI may appropriately support teaching and learning in Maryland classrooms. These principles are not optional enhancements; they are foundational safeguards that ensure AI strengthens, rather than diminishes, instructional integrity.

PRINCIPLE 1: HUMAN JUDGMENT REMAINS CENTRAL

Educators retain full authority over instructional design, assessment, feedback, grading, placement, and intervention. AI may assist, but it does not decide. Teachers review and revise AI-generated materials and determine when AI is instructionally appropriate.

PRINCIPLE 2: STUDENT THINKING MUST REMAIN PRIMARY

AI should deepen reasoning, analysis, and creativity, not reduce cognitive demand. Assignments must require students to critique outputs, compare AI-generated content with evidence, revise drafts, and explain their reasoning. Tasks that let AI produce final products with minimal student engagement undermine learning and should be avoided.

PRINCIPLE 3: EQUITY AND ACCESS GUIDE IMPLEMENTATION

AI can expand access, especially for multilingual learners and students with disabilities, but may reproduce bias or widen disparities if used without oversight. Educators should check outputs for bias or inaccuracies, maintain rigor, and avoid assignments that disadvantage students with limited access to technology. AI supplements instruction; it does not replace specialized services, human interaction, or high expectations.

PRINCIPLE 4: PRIVACY AND DATA SECURITY ARE NON-NEGOTIABLE

AI TOOLS VARY IN HOW THEY COLLECT, STORE, AND USE DATA. EDUCATORS MUST ADHERE STRICTLY TO LEA APPROVAL PROCESSES AND CYBERSECURITY EXPECTATIONS. NO PERSONAL, IDENTIFYING, OR SENSITIVE STUDENT INFORMATION MAY BE ENTERED INTO AI SYSTEMS. THIS INCLUDES STUDENT NAMES, DEMOGRAPHIC INFORMATION, ACADEMIC RECORDS, BEHAVIORAL NOTES, DISABILITY-RELATED INFORMATION, OR ANY PROTECTED DATA. TEACHERS MUST MODEL APPROPRIATE DIGITAL CITIZENSHIP AND REINFORCE SAFE INFORMATION PRACTICES AS A PROFESSIONAL OBLIGATION.

PRINCIPLE 5: TRANSPARENCY SUPPORTS RESPONSIBLE USE

Clear expectations strengthen academic integrity. Educators should communicate when AI is being used, define the scope of permitted use, and establish consistent norms for citation, reflection, and accountability.

Students must know whether AI is allowed, limited, or prohibited for a given task and should be expected to explain how AI supported their work when its use is permitted. Transparency reinforces trust with students and families and clarifies the boundaries between assistance and authorship.

PRINCIPLE 6: AI LITERACY IS A SHARED RESPONSIBILITY

Preparing students for an AI-rich environment requires explicit instruction in how AI systems function and where their limitations lie. Students should learn that AI generates predictions, can embed bias, and requires verification through credible sources.

Instruction may include structured comparison between AI-generated responses and primary texts, identification of inaccuracies or hallucinations, examination of missing perspectives, and reflection on how input prompts shape output. AI literacy extends critical thinking, information literacy, and civic preparation.

PRINCIPLE 7: LEARNING REMAINS SOCIAL AND RELATIONAL

AI does not replace the relational and social dimensions of teaching. Classroom discourse, peer collaboration, formative feedback, and educator-student relationships remain central to learning. AI may create efficiencies that free instructional time, but it must not displace dialogue, collaboration, or professional presence.

Instructional design should continue to prioritize student-to-student discussion, educator feedback, and collaborative reasoning, even when AI-generated content is used as a starting point.

PRINCIPLE 8: IMPLEMENTATION SHOULD BE DELIBERATE AND INCREMENTAL

Effective AI integration does not require immediate large-scale adoption. Educators are encouraged to begin with limited, well-defined uses aligned to clear instructional goals. Starting with a single LEA-approved tool and a focused routine allows for evaluation of impact, reflection on student engagement, and refinement of practice.

Growth in AI use should follow the same cycle as other instructional innovations: plan intentionally, implement carefully, review student outcomes, and adjust accordingly.

Planning Instruction with AI

Integrating AI into classroom instruction does not require redesigning established practice. Effective implementation begins with clearly defined instructional goals and disciplined planning. AI should function as a structured instructional support within existing lesson design frameworks, not as a substitute for them.

This section clarifies how AI may be incorporated into lesson and unit planning in ways that align with Maryland standards, preserve instructional rigor, and reinforce student responsibility.

ALIGNING AI USE WITH MARYLAND STANDARDS AND FRAMEWORKS

All instructional decisions must begin with clearly articulated learning objectives. AI integration must be anchored in the Maryland College and Career Ready Standards (MCCRS), relevant disciplinary frameworks, and local curriculum expectations. When AI use is directly aligned to standards, it strengthens coherence and instructional clarity.

Educators should first identify the specific standard or competency students are expected to demonstrate. Only after establishing the learning objective should AI be considered as a potential scaffold, enrichment tool, or modeling resource. AI may support the generation of differentiated texts, structured examples, additional practice tasks, or alternate explanations aligned to disciplinary practices. It may also support digital literacy development when integrated intentionally into content instruction.

At all times, AI-supported activities must preserve grade-level expectations and require substantive student reasoning. AI should expand access to rigorous content, including through Universal Design for Learning principles, without reducing cognitive demand or narrowing opportunity.

DESIGNING AI-ENABLED LESSONS AND UNITS

AI is most effective when used for clearly defined instructional purposes within a lesson rather than as a broad instructional replacement. In many cases, AI appropriately supports a single phase of learning, such as modeling, guided practice, revision, or structured comparison of explanations.

Sound lesson design follows a deliberate sequence. Educators should clarify the intended learning outcome, determine whether AI can support access or analysis without replacing student reasoning, define the instructional role AI will play, and establish how students will evaluate or revise AI-generated content. Structured reflection should be incorporated to reinforce student ownership of the learning process.

AI should not be introduced unless its contribution directly supports the stated instructional objective. When independent reasoning is essential to assessment or demonstration of mastery, AI use should be limited or restricted accordingly.

WORKING WITHIN LEA-APPROVED TOOLS

AI tools used with students must be approved by the LEA. LEAs evaluate tools against cybersecurity, data privacy, and compliance standards in alignment with state policy and risk-management expectations. Educators are responsible for adhering strictly to those determinations.

Student use is limited to approved tools and must not involve the entry of personal, identifying, or protected information. Educator use must likewise exclude protected student data. AI features embedded within existing platforms should be reviewed in accordance with district guidance prior to classroom implementation.

When questions arise regarding tool approval, data practices, or appropriate instructional use, educators should consult district technology leadership or instructional supervisors before proceeding.

EVALUATING AI TOOLS FOR INSTRUCTIONAL FIT

LEA approval confirms that a tool meets privacy and security standards; it does not determine instructional effectiveness. Classroom-level evaluation remains a professional responsibility.

An AI tool is instructionally appropriate when it strengthens alignment to learning objectives, preserves student reasoning, and requires students to analyze, revise, or transform generated content. Educators should test tools in advance using realistic prompts, review outputs for accuracy and potential bias, and determine whether the tool supports accessibility needs while maintaining rigor.

Tools that produce complete assignments, fully developed essays, or solved solutions with minimal student engagement should be used with caution, particularly in graded contexts. Excessive automation risks undermining learning outcomes and student accountability.

SETTING CLASSROOM NORMS AND EXPECTATIONS

Responsible AI use requires clearly communicated expectations. Students should understand when AI use is permitted, when it is limited, and when it is prohibited. When AI is allowed, students should be able to articulate how it supported their work and what intellectual responsibility remained their own.

Effective classroom norms include explicit identification of AI-permitted tasks, clear expectations for transparency and citation, reinforcement of accuracy and bias checks, prohibition of entering personal or sensitive information, and structured reflection on how AI influenced the learning process.

Norms should be established at the outset of instruction, reinforced within assignment directions, and modeled consistently by the educator. Clear and consistent expectations reduce misuse, support academic integrity, and strengthen student accountability.

Practical Ways Teachers Can Use AI

Effective implementation requires practical, classroom-relevant applications of AI that support planning, instruction, and differentiation while preserving instructional rigor and student responsibility.

This section outlines common instructional uses and the conditions under which they are appropriate. All applications assume the use of LEA-approved tools and adherence to privacy and data security requirements.

AI FOR TEACHER PLANNING AND PRODUCTIVITY

AI may support educator planning by accelerating routine preparatory tasks and generating draft materials for review and refinement. It is most effective when used to reduce first-draft workload while preserving educator authority over alignment, tone, and accuracy.

Appropriate planning uses might include:

- Drafting lesson variations aligned to a single standard
- Generating discussion prompts, exit tickets, or formative checks.
- Rewriting directions for clarity or developmental appropriateness
- Developing draft rubrics or checklists for refinement
- Summarizing professional texts for educator reference
- Drafting family communication for personalization

All AI-generated planning materials must be reviewed prior to use. Educators remain responsible for verifying accuracy and adjusting for student context. Student-identifying information must not be included in prompts.

AI FOR DIFFERENTIATION AND UNIVERSAL DESIGN FOR LEARNING

AI may support differentiated access to grade-level content when used to generate alternative representations, scaffolds, or extension opportunities. These supports must maintain academic expectations and move students toward mastery.

Instructionally appropriate uses might include:

- Adjusting readability or vocabulary while preserving meaning and rigor
- Generating sentence frames, guided notes, or structured outlines
- Producing multiple examples or worked models for analysis
- Translating teacher-created materials for multilingual learners
- Drafting extension tasks for deeper application

Before implementing AI-generated differentiation, educators should confirm that the support strengthens access rather than lowers expectations. AI should supplement instruction and targeted teaching, not replace them.

Teaching About AI and Digital Literacy

AI is not only a classroom tool; it is a system students increasingly encounter in academic work, media environments, and daily decision-making. Students are already interacting with AI-generated content and forming judgments about credibility, authorship, and trust. AI literacy, therefore, is not an optional enhancement. It is an extension of information literacy, critical thinking, and civic preparation.

Teaching AI literacy does not require a separate course in computer science. It requires intentional integration of core concepts into existing instruction so that students understand how AI systems function, how to use them responsibly, and how to evaluate their outputs critically.

AI LITERACY OUTCOMES FOR STUDENTS

AI literacy focuses on conceptual understanding and responsible use. Over time, students should develop the ability to:

- Recognize that AI systems generate predictions based on patterns, not verified truths
- Identify inaccuracies and verify AI-generated information using credible sources
- Explain how training data can influence bias in outputs
- Compare AI-generated responses with evidence from texts, data, or classroom materials
- Reflect on how AI influenced their own thinking and work
- Use AI transparently, citing or explaining its role when permitted
- Understand foundational data privacy principles and safe information practices
- Engage with AI in ways that support learning rather than bypass effort

By high school, students should also be able to:

- Analyze AI-generated arguments for logic, evidence, and fairness
- Identify hallucinations and explain why they may occur
- Examine the broader social, economic, and ethical impacts of AI
- Evaluate how AI influences careers, media, and democratic processes

These competencies develop progressively across grade bands and should be reinforced through consistent instructional practice.

ETHICAL USE, ACADEMIC INTEGRITY, AND CIVIC RESPONSIBILITY

AI literacy includes ethical reasoning. As AI systems become more integrated into public life, students must understand both appropriate and inappropriate uses. Core instructional messages should include:

- AI may support learning, but it does not replace student reasoning or effort
- Using AI to complete assignments independently when prohibited is a violation of academic integrity
- Transparency is required when AI is permitted
- AI outputs may contain bias and require critical evaluation
- Digital entries may be stored or reused; personal information must be protected
- AI must not be used to impersonate others, fabricate information, or cause harm

Civic dimensions of AI literacy should also be addressed. Students should examine how AI influences news distribution, media production, and public discourse; how bias can affect representation; and how AI-generated or manipulated media can shape perception. Understanding these dynamics strengthens democratic participation and informed citizenship.

INTEGRATING AI LITERACY INTO EXISTING COURSES

AI literacy aligns naturally with existing content standards because it reinforces analysis, evaluation, modeling, and reflection. Examples of integration include:

In literacy instruction:

- Comparing AI-generated summaries with original texts
- Critiquing AI-generated essays for evidence and coherence
- Analyzing tone and bias in AI-created descriptions

In mathematics:

- Evaluating AI-generated solution steps for accuracy
- Identifying logical errors or inconsistencies in generated explanations
- Discussing precision and reasoning in AI-produced problem sets

In science:

- Verifying AI-generated explanations of phenomena against empirical data
- Analyzing the validity of AI-generated hypotheses or procedures
- Comparing AI outputs with accepted scientific models

In social studies:

- Examining bias in AI-generated accounts of historical events
- Comparing AI-generated perspectives with primary sources
- Evaluating the credibility of AI-produced information

In world languages:

- Correcting inaccuracies in AI-generated translations
- Analyzing tone, register, and idiomatic usage

In Career and Technical Education:

- Exploring how AI is used in specific industries
- Evaluating ethical implications within professional contexts

In the comprehensive arts:

- Comparing AI-generated works with human-created pieces
- Discussing originality, authorship, and creative process

These integrations reinforce disciplinary standards while strengthening AI literacy.

IMPLEMENTING AI LITERACY THROUGH ROUTINE PRACTICE

AI literacy does not require extensive new units. It can be developed through brief, structured routines embedded within existing lessons. Examples include:

- Short verification checks in which students assess the accuracy of an AI response
- Structured debates about the reliability of a generated explanation
- Reflection prompts asking students to describe how AI influenced their work
- Warm-up activities focused on identifying and correcting AI-generated errors
- Exit tickets examining potential bias in outputs
- Compare-and-contrast exercises between AI and human-generated content
- Consistent, small-scale practices build durable habits of verification, reflection, and ethical reasoning.

WHY AI LITERACY MATTERS

AI literacy strengthens academic performance and long-term readiness. Students who critically evaluate AI outputs demonstrate stronger reasoning, clearer metacognition, and more responsible technology use. Transparent expectations reduce academic integrity concerns and clarify boundaries for appropriate assistance.

When students understand both the capabilities and limitations of AI, they are better prepared for postsecondary education, workforce environments, and civic participation. Instruction in AI literacy ensures that students are not passive consumers of automated systems but informed, critical participants in an AI-influenced world.

Supporting Diverse Learners and Advancing Equity

Every classroom includes learners with varied strengths, needs, languages, identities, and access to resources. AI has the potential to expand access to rigorous content and differentiated supports. However, without deliberate implementation, AI may also reinforce bias, reduce expectations, or widen existing disparities.

Equity in AI use requires intentional planning, educator oversight, and consistent reflection. The goal is not technological novelty but expanded access to meaningful learning opportunities for all students.

USING AI TO SUPPORT MULTILINGUAL LEARNERS AND STUDENTS WITH DISABILITIES

AI may assist in providing language access, scaffolding, and alternative representations of complex content. These supports must maintain grade-level expectations and operate in partnership with specialized instruction and educator expertise.

Appropriate uses to support multilingual learners may include:

- Translating teacher-created materials into home languages
- Generating alternate explanations using accessible vocabulary
- Creating sentence frames and structured language supports
- Producing bilingual glossaries aligned to unit content
- Offering visual analogies to clarify abstract concepts

Appropriate uses to support students with disabilities may include:

- Generating simplified summaries that preserve academic meaning
- Providing structured, step-by-step explanations of tasks
- Producing visual representations of abstract ideas
- Offering alternate formats such as captions or transcripts
- Drafting organizational scaffolds aligned to instructional goals

The following guardrails apply:

- AI must not replace specialized instruction, accommodations, or related services
- Personal or disability-related information must not be entered into AI systems
- All outputs must be reviewed for accuracy, appropriateness, and alignment
- Supports must maintain rigor and promote progress toward grade-level standards

IDENTIFYING AND RESPONDING TO BIASED OR HARMFUL OUTPUTS

AI systems are trained on large volumes of human-generated data and may reflect societal biases, stereotypes, or omissions. Educators should anticipate this possibility and treat biased outputs as opportunities for critical analysis rather than unexamined acceptance. Indicators of potential bias or harm may include:

- Stereotypical portrayals or generalized assumptions
- Omission of key perspectives or oversimplified narratives
- Variations in tone or complexity based on demographic inputs
- Historical or scientific inaccuracies
- Recommendations that appear exclusionary or inequitable

When biased or inaccurate outputs occur, educators should:

- Identify the issue explicitly and explain why it is problematic
- Compare AI-generated content with credible sources or primary materials
- Engage students in revising or correcting the output
- Use the moment to reinforce lessons about representation, bias, and evidence
- Addressing bias directly strengthens students' analytical skills and reinforces that AI systems are tools requiring oversight, not neutral authorities.

BRIDGING DIGITAL ACCESS DIFFERENCES

Access to devices, connectivity, and quiet workspaces varies among students. AI integration must account for these differences to prevent unintentional disadvantage.

Instructional design strategies to support equitable access include:

- Structuring AI use within classroom time rather than relying on homework
- Incorporating shared-device rotations or collaborative group tasks
- Providing educator-generated AI supports rather than requiring individual tool access
- Offering non-digital alternatives aligned to the same learning objective

Assignment design should avoid requiring AI use outside of school and should include options that allow students to demonstrate mastery regardless of technology access.

Educators should also monitor patterns of use, asking:

- Are certain students avoiding AI due to uncertainty or discomfort?
- Are some students over-relying on AI in ways that limit independent skill development?
- Are multilingual learners receiving linguistically appropriate feedback?
- Do AI supports align with students' actual learning needs?

Regular reflection ensures that AI integration strengthens equity rather than undermines it.

WHY EQUITY MUST GUIDE AI IMPLEMENTATION

AI can expand access to language, examples, and complex ideas. Without careful implementation, it can also replicate existing disparities. An equity-centered approach requires that each AI-related decision be evaluated for its impact on student opportunity and belonging. Equity-driven AI classrooms are characterized by:

- High expectations for all learners
- Transparent norms and consistent safeguards
- Structured opportunities for students to critique AI outputs
- Inclusive representations that reflect diverse identities and perspectives
- Multiple pathways for students to demonstrate understanding

When equity guides implementation, AI becomes a tool for expanding opportunity rather than narrowing it.

Key Responsibilities

The Maryland State Department of Education (MSDE) plays a central role in establishing policy guardrails, building educator capacity, and ensuring that AI use across districts remains safe, equitable, and aligned with Maryland's educational mission. The responsibilities outlined below reflect MSDE's commitment to guiding, supporting, and continuously improving AI integration statewide while preserving local autonomy for tool selection and deployment.

DEVELOP AND MAINTAIN MARYLAND'S STATEWIDE AI GUIDANCE

- Publish Maryland's K–12 Artificial Intelligence Guidance.
- Update the guidance annually to reflect new research, technology developments, and statewide implementation insights.
- Clarify definitions, expectations, and guardrails for instructional, operational, and administrative uses of AI.

ESTABLISH STATEWIDE PRINCIPLES AND EXPECTATIONS FOR RESPONSIBLE AI USE

- Set clear expectations for equity, fairness, and protection against discrimination.
- Establish transparent, student-centered policies on privacy, data protections, security, academic integrity, and human oversight.
- Define statewide expectations for AI literacy across grade bands.

BUILD STATEWIDE PROFESSIONAL LEARNING INFRASTRUCTURE

- Create and maintain professional learning pathways for educators, administrators, and district leaders.
- Develop training modules on AI literacy, responsible use, ethics, data privacy, academic integrity, and bias evaluation.
- Provide tool agnostic and role-specific PL (teachers, principals, district leaders, specialists).
- Support statewide communities of practice for AI implementation.

PROVIDE TECHNICAL ASSISTANCE, TOOLS, AND TEMPLATES FOR LEAS

- Model local policies on AI use (instructional, operational, data-related).
- Risk assessment templates (privacy, equity, operational risk, impact assessments).
- Local communication templates for families.
- Sample lesson ideas, AI literacy integrations, and instructional exemplars.
- Guidance on procurement expectations (but not vendor vetting or recommendations).

ESTABLISH STATEWIDE DATA PRIVACY AND SECURITY GUARDRAILS

- Define statewide expectations for data minimization, privacy protections, and compliance with the Family Educational Rights and Privacy Act, the Children's Online Privacy Protection Act, the Protection of Pupil Rights Amendment, and applicable Maryland laws and regulations.
- Provide model data governance practices that districts can adopt or adapt.
- Deliver guidance on cybersecurity implications of AI adoption.

FACILITATE CROSS-DISTRICT COLLABORATION

- Convene LEA working groups, communities of practice, advisory councils, and stakeholder panels.
- Support coordinated learning, sharing of promising practices, and discussion of challenges.
- Promote alignment across LEAs while respecting local autonomy.

ENGAGE STAKEHOLDERS AND MAINTAIN PUBLIC TRANSPARENCY

- Communicate statewide expectations and updates to educators, families, policymakers, and the public.
- Ensure accessibility in all published materials (multilingual access, disability access).
- Provide opportunities for stakeholder feedback, including students.

SUPPORT LEAS WITH CONTINUOUS IMPROVEMENT CYCLES

- Help districts integrate AI monitoring into existing accountability, school improvement, and instructional support processes.
- Provide frameworks for evaluating tool performance and identifying bias.
- Offer guidance on discontinuation of harmful or ineffective AI practices.

LEAD THE DEVELOPMENT OF AI LITERACY EXPECTATIONS

- Publish statewide AI literacy competencies across K-12.
- Provide curricular guidance to integrate AI literacy into existing subjects.
- Develop resources and PL to support educators in delivering AI literacy instruction.

SERVE AS A POLICY AND IMPLEMENTATION THOUGHT LEADER

- Track national and international research, guidance, and regulatory developments.
- Coordinate Maryland's AI-in-education strategy with state partners, workforce agencies, higher education, and national organizations.
- Maintain alignment with Maryland's broader goals for Career and Technical Education, computer science, and digital literacy.

Key Responsibilities

While the Maryland State Department of Education establishes statewide expectations and supports, Local Education Agencies (LEAs) are responsible for evaluating AI tools, ensuring compliance with privacy and civil rights laws, monitoring equity impacts, and guiding responsible classroom and operational use. The responsibilities outlined below reflect the essential work districts must undertake to ensure that AI strengthens teaching, learning, and student well-being across Maryland's schools while ensuring it is used safely and ethically.

DEVELOP AND MAINTAIN LOCAL AI POLICIES ALIGNED TO STATE GUIDANCE

- Adopt or update district AI policies covering instructional use, operational use, data privacy, academic integrity, and human oversight.
- Ensure policies reflect statewide principles of equity, transparency, privacy, and responsible innovation.
- Review and revise policies annually as technologies, risks, and local conditions evolve.

ESTABLISH DISTRICT AI GOVERNANCE STRUCTURES

- Form a multidisciplinary AI governance team (curriculum, IT, data privacy, legal, school administrators, teachers, specialists).
- Define local procedures for tool vetting, pilot approval, escalation pathways, and incident response.
- Ensure governance processes include perspectives representing multilingual learners, students with disabilities, and traditionally marginalized groups.

VET AND APPROVE AI TOOLS BEFORE USE

- Conduct thorough evaluations using a local rubric or Maryland's provided templates (risk assessments, privacy checklists, equity reviews).
- Review vendor disclosures on training data, model limitations, data use, accessibility, and known risks.
- Ensure all adopted tools comply with FERPA, COPPA, PPRA, IDEA, Section 504, ADA, COMAR, and district data governance policies.
- Document decisions, including rationale for adoption, rejection, or conditional approval.

MONITOR EQUITY, FAIRNESS, AND IMPACT ACROSS USE CASES

- Evaluate whether AI tools produce disparate impacts across student groups.
- Monitor predictive systems and operational tools (attendance, early warning, scheduling) for bias, drift, or unintended consequences.
- Adjust or discontinue tools when inequities, inaccuracies, or harms are identified.
- Incorporate AI monitoring into existing district equity audits and improvement cycles.

PROTECT STUDENT DATA AND ENSURE ROBUST SECURITY PRACTICES

- Enforce data minimization, access controls, encryption, and secure integration practices.
- Ensure contracts include strict data-use limitations, deletion requirements, and clear incident response obligations.
- Train staff on responsible data entry into AI systems and prohibit entering sensitive PII into unauthorized tools.
- Maintain cybersecurity safeguards appropriate to AI-related risks.

PROVIDE PROFESSIONAL LEARNING FOR EDUCATORS AND STAFF

- Train educators on responsible and ethical AI use, academic integrity expectations, instructional integration, and evaluation of AI outputs.
- Ensure administrators and central office staff understand procurement requirements, equity monitoring, and oversight responsibilities.
- Support ongoing professional learning aligned with MSDE's statewide pathways and local priorities.

SUPPORT CLASSROOM IMPLEMENTATION AND AI LITERACY INSTRUCTION

- Ensure students receive annual AI literacy learning experiences aligned to Maryland's competencies.
- Provide teachers with curriculum supports, instructional models, and collaborative planning time.
- Monitor classroom use of AI for alignment with district policies and instructional goals.

ENSURE HUMAN OVERSIGHT IN ALL AI-ASSISTED DECISIONS

- Require human review for any AI-generated recommendation affecting student placement, grading, discipline, access to supports, or resource allocation.
- Train staff to recognize automation bias and verify outputs before taking action.
- Document processes ensuring educators remain the final decision-makers.

MAINTAIN TRANSPARENT COMMUNICATION WITH FAMILIES AND STAKEHOLDERS

- Inform families about which AI tools are used, why, what data they collect, and how privacy and safety are protected.
- Provide information in multiple languages and accessible formats.
- Offer opportunities for families to ask questions, express concerns, or request clarification.
- Communicate local academic integrity expectations around AI use by students.

ESTABLISH LOCAL PROCESSES FOR REPORTING AND RESPONDING TO INCIDENTS

- Implement clear pathways for educators, students, and families to report errors, harmful outputs, or inappropriate AI use.
- Investigate incidents promptly and adjust policies or practices as necessary.
- Notify MSDE of significant concerns, patterns, or failures.

INTEGRATE AI CONSIDERATIONS INTO DISTRICT OPERATIONS AND CONTINUOUS IMPROVEMENT

- Ensure operational AI (transportation, scheduling, communications, early-warning systems) is evaluated regularly for fairness, accuracy, and alignment with district goals.
- Review vendor updates, system changes, and performance drift.
- Reduce or discontinue tools that no longer meet policy expectations or educational needs.
- Incorporate AI data into existing strategic planning and improvement frameworks.

PROMOTE SAFE, ETHICAL, AND DEVELOPMENTALLY APPROPRIATE STUDENT USE

- Set clear expectations for allowable vs. prohibited student use, and require students to document AI assistance when permitted.
- Teach privacy, digital citizenship, and responsible technology use.
- Protect younger learners by limiting or disabling high-risk generative features when developmentally inappropriate.

Purpose

This document is intended to support local education agencies in developing or refining policies related to artificial intelligence. It outlines key governance, instructional, legal, and equity considerations to help district leaders align AI use with educational priorities, community values, and applicable law.

Artificial intelligence is not a standalone initiative. It affects instruction, operations, data systems, academic integrity, procurement, and professional learning. Effective policy design requires cross-functional leadership and clear decision-making structures.

Considerations for Local Policy Development

PURPOSE AND GUIDING PRINCIPLES

District AI policy should articulate why AI is being addressed and what principles guide its use. Many districts may choose to adopt a guiding principle such as: AI serves as a tool in support of teaching and learning. Human relationships, professional judgment, and student wellbeing remain central.

Consider:

- What educational goals should AI support in this district?
- How will human judgment and professional expertise remain central?
- How will the district balance innovation with risk management?
- What commitments are made to students and families regarding safety, privacy, and transparency?

VISION AND STRATEGIC ALIGNMENT

AI policy should reflect and reinforce the district's broader strategic plan.

Consider:

- How does AI align to district priorities such as equity, literacy, workforce readiness, or instructional improvement?
- What problems is AI intended to address, and what problems should it not address?
- How will success be measured?
- How will the district avoid reactive or fragmented adoption?

SCOPE AND DEFINITIONS

Clear scope prevents confusion and uneven implementation. Providing working definitions of artificial intelligence, generative AI, AI literacy, and operational AI can reduce ambiguity and support consistent application.

Consider:

- Does the policy apply to instructional, assistive, and operational AI tools?
- Does it include embedded AI features within existing platforms?
- Does it govern both student and staff use?
- What definitions are necessary to create shared understanding across the district?

ROLES AND GOVERNANCE STRUCTURES

AI oversight should not rest with individual educators or a single department. Policy should clarify distributed responsibility. Clear governance structures reduce fragmentation and increase consistency.

Consider:

- Who coordinates AI implementation at the district level?
- Is there a cross-functional leadership team that includes instruction, technology, legal, equity, and operations?
- What is the Board's role in review and accountability?
- How are school leaders supported in implementation?
- How are students and families positioned as partners?

DATA PRIVACY AND SECURITY

AI integration increases complexity in data governance. Policy should explicitly address privacy protections. AI use should not weaken existing privacy or cybersecurity safeguards.

Consider:

- What student information, if any, may be entered into AI systems?
- How does the district ensure compliance with the Family Educational Rights and Privacy Act, the Children's Online Privacy Protection Act, the Protection of Pupil Rights Amendment, and applicable Maryland laws and regulations?
- What review process exists for tools that collect or process student data?
- How are vendors required to disclose data collection, storage, retention, and deletion practices?
- How will families be informed about AI-enabled systems?

EQUITY AND ACCESS

AI policy should reinforce the district's civil rights and equity commitments. Equity monitoring should be ongoing, not one-time.

Consider:

- How will the district evaluate tools for bias prior to adoption?
- How will inequitable outputs or impacts be identified and addressed?
- How will access disparities in devices or connectivity be mitigated?
- How will AI support — but not replace — legally required services for students with disabilities or multilingual learners?
- What processes ensure that automated recommendations affecting student opportunity receive human review?

ACADEMIC INTEGRITY AND ASSESSMENT

AI challenges traditional approaches to authorship and assessment. Policy should clarify expectations while supporting instructional adaptation. Clarity and transparency reduce misuse more effectively than punitive approaches.

Consider:

- How will the district define appropriate and inappropriate AI use in student work?
- When must AI use be disclosed?
- How will assessment practices evolve to emphasize reasoning, process, and authentic demonstration of learning?
- What guidance will be provided to educators regarding assignment design?
- Will the district rely on AI detection tools, and if not, what instructional alternatives are emphasized?

PROFESSIONAL LEARNING

AI implementation depends on educator capacity. Policy should reflect sustained preparation, not one-time training. AI adoption without educator preparation increases risk.

Consider:

- What foundational AI competencies are expected of educators and leaders?
- How will professional learning differ by role?
- How will educators be supported in evaluating AI outputs for accuracy and bias?
- What structures exist for collaborative learning and reflection?
- How will professional learning adapt as tools and research evolve?

PROCUREMENT AND VENDOR GOVERNANCE

Tool selection requires structured review and documentation. Approval should be ongoing, not a one-time event.

Consider:

- What process governs submission and review of AI tools?
- Who applies evaluation criteria, and what standards are used?
- How are educational value, privacy, accessibility, bias mitigation, and transparency assessed?
- What contractual provisions limit vendor data use and require breach notification?
- How will approved tools be monitored over time?

OPERATIONAL AND ADMINISTRATIVE AI USE

AI is increasingly embedded in budgeting, staffing, scheduling, and early-warning systems. These uses carry heightened risk. Operational AI should be treated as high-stakes use.

Consider:

- Where is AI already embedded in district systems?
- Which operational decisions require documented human review?
- How are leaders trained to interpret predictive outputs responsibly?
- How are equity impacts monitored in operational contexts?
- How are families informed about high-impact automated systems?

AI LITERACY AND STUDENT PREPARATION

District policy should address not only AI use, but student understanding. Students should graduate prepared to navigate AI-rich environments critically and responsibly.

Consider:

- How will AI literacy be integrated across grade levels and disciplines?
- How will students learn to evaluate AI-generated content for accuracy and bias?
- How will ethical use, privacy awareness, and transparency be taught?
- How does AI literacy align with digital literacy and computer science standards?

MONITORING AND POLICY REVIEW

AI governance requires continuous improvement.

Consider:

- How frequently will the policy be reviewed?
- What data will inform revisions?
- How will stakeholder feedback be incorporated?
- How will emerging legal or technological changes be addressed?

Evaluating Artificial Intelligence Tools

PURPOSE AND SCOPE

The purpose of this evaluation is to provide a standardized method for evaluating Artificial Intelligence (AI) software and services. This rubric ensures that all AI tools adopted by the LEAs meet rigorous standards for Data Privacy, Pedagogical Alignment, and Ethical Safety.

COMPREHENSIVE EVALUATION RUBRIC

Evaluation Criteria	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Inadequate
Data Privacy & Security	Dedicated Education tier, Data never trains global models, clear user data ownership.	Verified FERPA/COPPA compliance; clear data encryption and "opt-out" for data training.	Policy exists but lacks clarity on 3rd-party data sharing or long-term storage.	No clear privacy policy; non-compliant with FERPA/COPPA/SOPPA.
Instructional & Cognitive Presence	Enhances higher-order thinking (analysis/synthesis) and metacognitive strategies. Seamlessly integrates with curriculum; provides real-time data for differentiated instruction.	Directly aligns with MSDE/District standards; supports cognitive tasks and learning efficiency.	Supports tasks but requires heavy teacher modification; focuses on lower-level skills.	No connection to state standards; lacks clear pedagogical utility; hinders cognitive engagement.
Bias, Equity & Access	Proactive bias mitigation; supports multiple languages and WCAG 2.1 accessibility.	Built-in filters for harmful content; vendor provides reports on algorithmic fairness.	Acknowledges bias but offers no active tools or filters to mitigate it.	No info on model bias or content filtering for harmful topics.

Evaluation Criteria	Level 4: Exemplary	Level 3: Proficient	Level 2: Developing	Level 1: Inadequate
Human-in-the-Loop	Full "kill-switch" control; teachers can manually approve AI-generated feedback/grades.	Teacher dashboard allows real-time monitoring of student prompts and AI responses.	Teachers can edit outputs but cannot monitor student-AI interactions.	AI acts autonomously; no mechanism for teacher oversight or approval.
Implementation & Pilot	Robust pilot program with clear success metrics and tiered scaling options.	Structured pilot phase available with dedicated technical support.	Offers a trial but lacks data exports to evaluate pilot effectiveness.	No support for a pilot phase; "all-or-nothing" licensing model.
Professional Development	Comprehensive PD plan included "train-the-trainer" resources and 24/7 support.	Live/recorded webinars available; intuitive UI with built-in tutorials.	Static PDF manuals provided, requires significant self-teaching.	No training provided; interface is unintuitive for staff.
LMS Interoperability	Full LTI integration with Canvas / Schoology; seamless data exchange and roster syncing.	Integrates via SSO (ClassLink / Clever); most features available within the LMS.	Mostly integrated, but some features require separate login or management.	Siloed application; operates independently of LMS; requires manual account creation.
Technical Performance	Scales perfectly without degradation; rapid and accurate responses; offline functionality available.	Occasional performance drops; works on most browsers and mobile devices.	High resource demands; limited mobile functionality or browser compatibility.	Consistent performance issues; poor scalability; requires specialized/latest equipment.
Environmental Impact	Designed for high energy efficiency; provider uses renewable energy and reports carbon footprint.	Reasonably energy-efficient; some sustainability info is available.	Provider has minimal sustainable practices; lacks optimization.	High operational power; no sustainability policy or efforts to mitigate carbon footprint.

IMPLEMENTATION CONSIDERATIONS CHECKLIST

The following items should be verified "YES" before a tool can be moved to the Pilot Phase.

- ☐ **Data Training:** Does the vendor contractually agree not to use District data (student or staff) to train their foundational models?
- ☐ **AI Transparency:** Does the tool clearly label AI-generated content to ensure users can distinguish it from human-generated work?
- ☐ **Error Reporting:** Is there a visible mechanism for users to flag "hallucinations," inaccuracies, or inappropriate content?
- ☐ **Right to Deletion:** Does the vendor provide a clear process for the LEA to request the permanent deletion of user data upon request?

SCORING AND DETERMINATION

Evaluators should total the points from Section 2 to determine the next steps:

24–28 Points (Exemplary): Approved for Pilot. High alignment with district goals.

18–23 Points (Proficient): Conditional Approval. Requires specific contract addendums or privacy tweaks.

Below 18 Points: Denied. Significant risks identified in privacy, equity, or instructional integrity.