Roles

Ronnie	Ann	Jocelyn	Kefi	Interpreters
Drop the PPT & Resource Sheet	QA/Chat	Recording	Recording	Spotlight themselves
Setup	Spotlight	Polling	Assign Co-hosts	
Posts slides and resource sheet to webpage	Recording	Prompt QA use	Assign Slide Control	
ADA slides	Setup	Respond to Chat issues	Disable raise hands	
Confirm Interpreters	Send slides to the interpreters	Setup	Facilitate	
pdEnroller setup	Send resources sheet to Ronnie	Contract	Setup	
Clock Hours	Contract		Create slides	
Newsletter	Care Package RD	Planning meeting facilitation		

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We are recording & will share the video on YouTube

We'll begin at **10:00am**

Subscribe! Youtube.com/ waOSPI

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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.
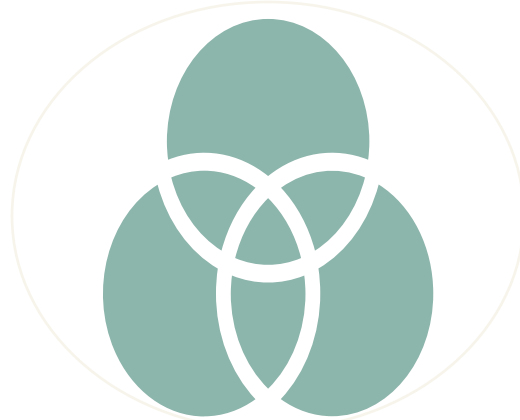
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Equity Pause – Why Are We Doing This?

Who will my decision affect?

What is my locus of control?

Which actions will have the largest impact?

What's a step I can take right away?

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Objectives

- Gain awareness of **common concerns** around using AI and how to address them

- Learn ways that AI can **support instruction** and **streamline leadership team activities**

- Learn a system for asking thoughtful **prompts** you can use

- Learn from **school leaders** that are using AI

- Check out **resources** to help your school think whole child this school year

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Presenters

Kefi Andersen

Assistant Director of Early Warning Systems

OSPI

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Bre Urness-Straight

Director of Educational Technology

OSPI

bre.urness-straight@k12.wa.us

Jethro Jones

Founder

Transformative Principal

Jethro@transformativeprincipal.com

We want to know about you!

Who's here?

**What grade band do you work with the most?**

How familiar are you with our topic?

OSPI Guidance & Supports

OSPI Guidance & Resources

- Addresses **common concerns** around using AI
- Provides practical and immediately useful **resources**
- Resources to **support instruction** and **streamline leadership team activities** with AI
- Learn about how to successfully integrate AI through transparent implementation
- Check out **resources** to help your school think whole child this school year

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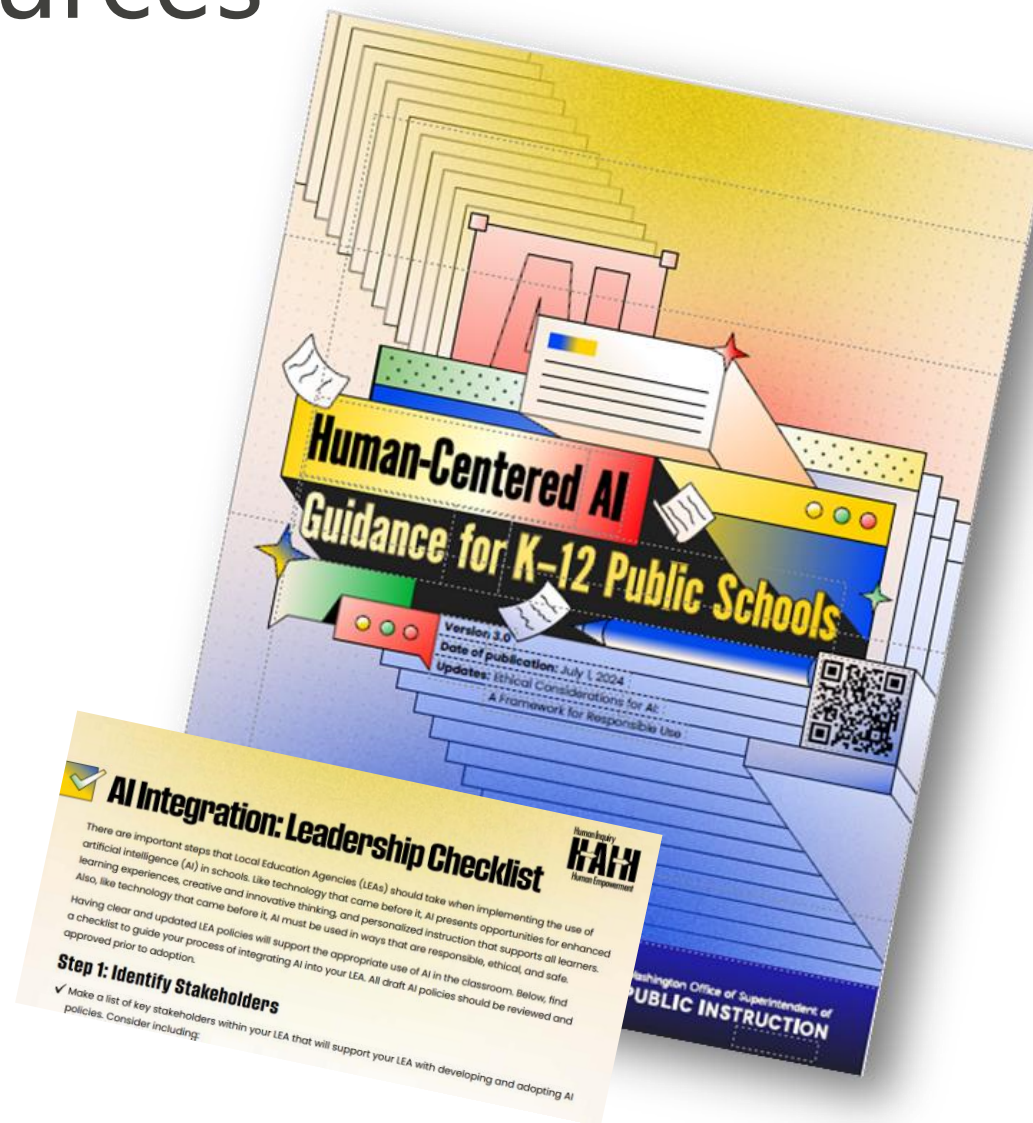
Let's talk policy adaption & adoption:

Where is your district at with AI policy adaption & adoption?

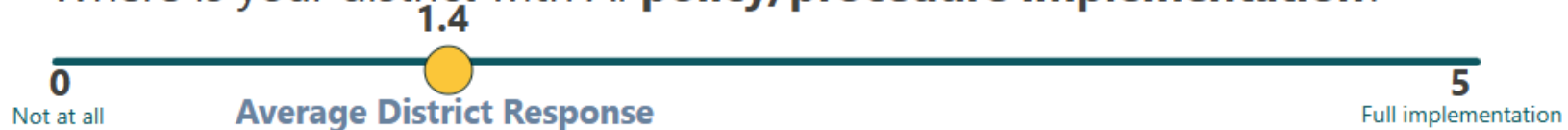Where are you at with classroom AI policy adaption & adoption?

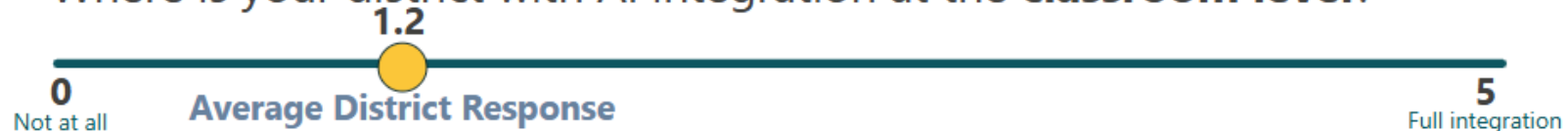# Statewide District Progress

AI Integration, Ranked 0-5

Where is your district with AI integration at the **district leadership level**?

1.6

0
Not at all

Average District Response

5
Full integration

Where is your district with AI **policy/procedure implementation**?

1.4

0
Not at all

Average District Response

5
Full implementation

Where is your district with AI integration at the **classroom level**?

1.2

0
Not at all

Average District Response

5
Full integration

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Why Embrace Rather than Ban Artificial Intelligence

Why is Policy Adaption/Adoption so Critical?
The Impact of AI on Future Education
School board members should start by considering:

1. How can we ensure AI adoption promotes **equity** and **inclusivity** across all student demographics?

2. In what ways can we **support** educators in transitioning to AI-enhanced curriculum development and personalized learning?

3. What **vision** should we implement to prepare students with both the technical skills and ethical understanding required for our future?
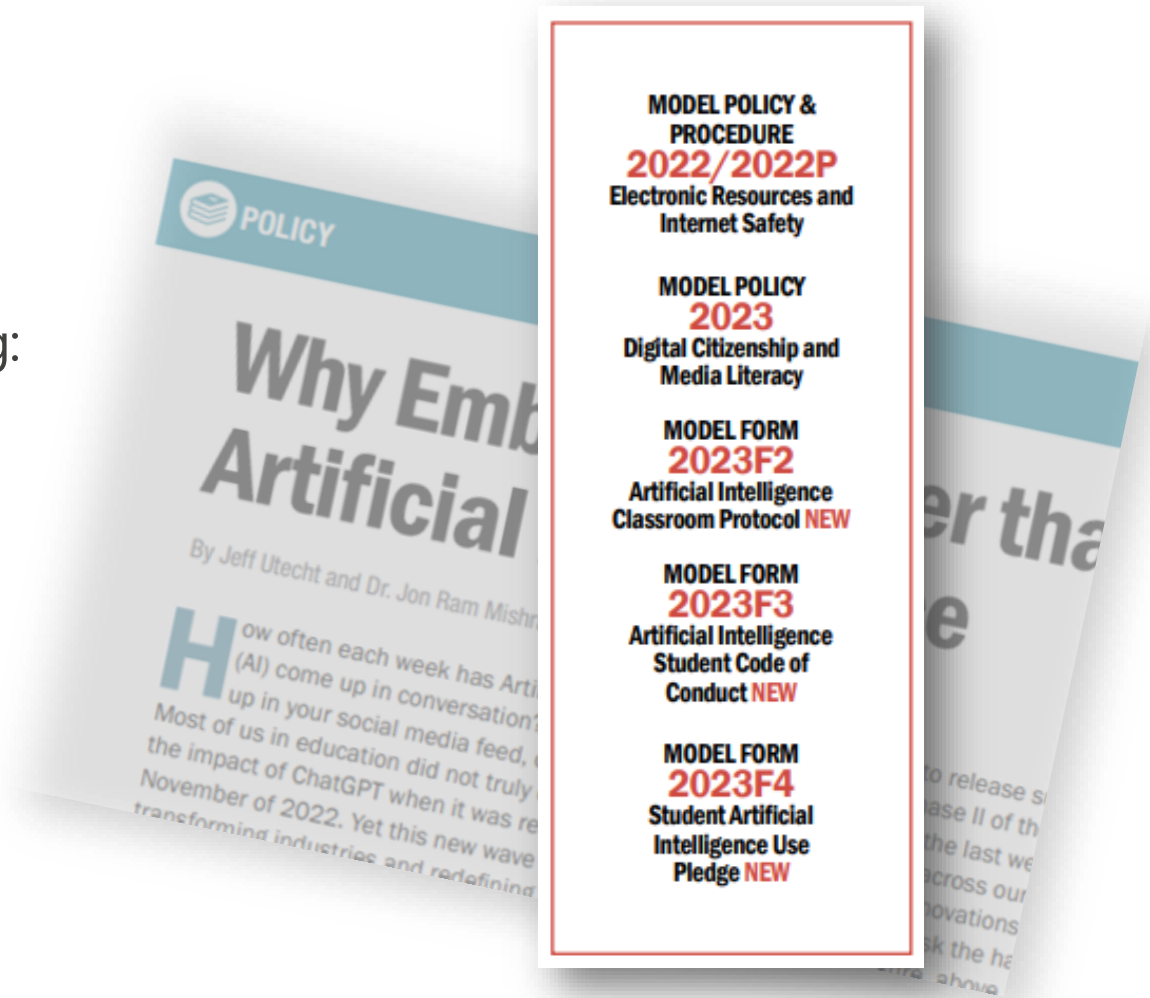
Source: Why Embrace Rather than Ban Artificial Intelligence

Policy Adaption versus Adoption

1. Your district policies are ALREADY fundamentally sound

2. Be transparent and enlist stakeholders in the process

3. Adapt to incorporate considerations and district vision

Why Embrace Rather than Ban Artificial Intelligence:
What School Board Members Should Consider

Revised from "*Why Embrace Rather than Ban Artificial Intelligence*" Policy and Legal News WSSDA, March 2024

Role of School Board Members	The Impact of AI on Future Education	Challenges and Ethical Considerations	Playing the Long Game	Your Call to Action
How can we effectively communicate the benefits and address the concerns of AI in a way that builds support?	How can we ensure AI adoption promotes equity and inclusivity across all student demographics?	How can we ensure adherence to data protection laws while implementing AI in schools?	How can we craft AI policies that protect student privacy while fostering innovation?	How can we lead by example in embracing AI to foster innovation and ethical use in our schools and community?
In what ways can we ensure our policies and investments in AI enhance equity and accessibility for all students?	In what ways can we support educators in transitioning to AI-enhanced curriculum development and personalized learning?	What questions should we ask in addressing algorithmic bias in educational AI tools?	What partnerships can we form to enrich our AI education and implementation strategies?	What strategies can we employ to ensure community involvement and support for AI initiatives?
What strategies can we adopt to foster meaningful partnerships that will support the successful integration of AI into our education system?	What vision should we implement to prepare students with both the technical skills and ethical understanding required for our future?	How can we foster a culture of continuous learning among educators and students regarding AI use?	How do we ensure equitable access to AI resources and training across our diverse student body?	How do we maintain open, effective communication to build trust and collaboration during the AI integration process?

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From WSSDA

To support your school district regarding student use of artificial intelligence, WSSDA consulted with the AI Advisory Group and OSPI to consider possible policy revisions and supports. In response, WSSDA has revised model policy and procedure **2022/2022P – Electronic Resources and Internet Safety** and revised **2023 – Digital Citizenship and Media Literacy**. Both **2022** and **2023** are Encouraged policies.

Additionally, WSSDA has developed three new forms to support your district. The first new form is **2023F2 – Artificial Intelligence Classroom Protocol**. This form provides sample language for teachers to use in developing their classroom protocols regarding student use of AI. This form is intended to support your teachers but should be customized as needed by individual teachers. Please remember that teachers have the ultimate responsibility to determine the appropriate extent of AI usage in their classroom, including for each individual assignment or project. The second newly developed form is **2023F3 – Artificial Intelligence Student Code of Conduct**. We've developed this form to support your district and building-level administrators. It provides sample language regarding student responsibility connected to AI and suggestions for categorizing AI use as restricted, permitted, or recommended. Lastly, we're offering **2023F4 – Student Artificial Intelligence Use Pledge**. This form provides a sample of a student pledge of acceptable use of AI and is intended to be signed by individual students.

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Addressing Concerns

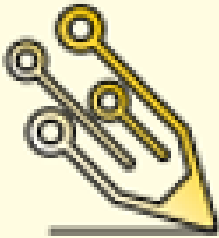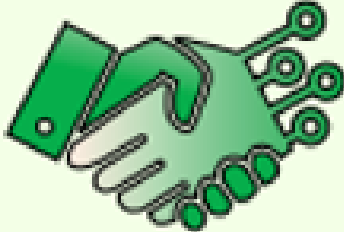**Education Community Engagement**
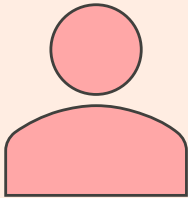
WSSDA Model Policy Adaption/Adoption

AI Tools

- Free versus paid
- Don't use sensitive data - Personal Identifiable Information (PII)
- H-AI-H: Keep a human-centered approach
- Key benefit: supports personalized and inclusive learning
- Learn out loud...Exploration time is critical (ChatGPT, Gemini, CoPilot)

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OSPI AI Guidance:
[5 Step Scaffolding Scale](#)

Level 1 No AI Assistance	Level 2 AI -Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
No AI tools are used at any point. Students rely solely on their knowledge and skills.	AI tools can help generate ideas. Final content must be created by the student without direct AI input. AI assistance must be cited.	AI can help with drafting initial versions. The final version must be significantly revised by the student. Clear distinction between AI input and student's contributions.	AI-generated content can be included. Student must critically evaluate and edit AI contributions. AI usage must be transparent and cited.	Extensive use of AI in content creation. Student provides a rationale for AI use and ensures original thought. Work adheres to academic integrity with proper citations.

Professional Learning Opportunities

- AI Summit (West side): February 3 – 5, 2025
    - Registration

- AI Learning in pdEnroller
    - AI Innovators Modules for Educators

Enroll Now in AI Innovators: Trainer Resources Canvas Course

Learn more about each module:

- Module 1: Understanding AI
- Module 2: Exploring AI
- Module 3: Utilizing AI
- Module 4: Adopting AI
- Module 5: Becoming an Innovator for AI

#178518   Nov 20, 2024   AI for Everyday Efficiency   ESD 123   Free   Register
(WWAL0164)   ESD 123 Staff Training Opportunity
4 Clock Hours

Artificial Intelligence Time Savers for Teams

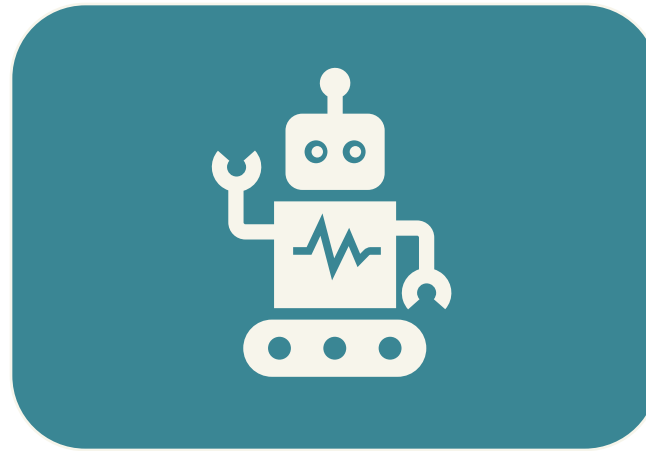# Jethro Jones

Founder
Transformative Principal
Jethro@transformativeprincipal.com

Problem – How Do I Connect with People

Form

Automated Response

Personal Response

Experience AI
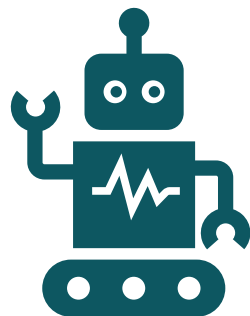
https://jethro.site/ospi

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One Thing to Remember

It's   About   People!

What AI Is and What it Isn't

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Ethan Mollick on WHEN to use AI

Knowing when to use AI turns out to be a **form of wisdom**, not just technical knowledge. Like most wisdom, it's somewhat paradoxical:

AI is often most useful where we're already expert enough to spot its mistakes, yet least helpful in the **deep work that made us experts** in the first place.

It works best for tasks we could do ourselves but shouldn't waste time on yet can actively **harm our learning** when we use it to skip necessary struggles.

Solve Real Problems

Data

Communication

Elevating Voice

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Solve Real Problems: Data

Interrogate data in a secured place.

Research your student handbook: Example

Brainstorming partner for a real problem: Example

Partner for developing a specific project: Example

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Solve Real Problems: Communication

Identify common areas where people will be upset with a communication

Translate so much faster (and on the fly)

Improve your writing and style

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Solve Real Problems: Elevating Voice

May 1 I turn 18
Fun run my family and friends they go to my fun run they love me - donate a money for the Shiners hospital $3000 dollars
Gradation   I am really Gradation at Ferris high school
Singles ward - my calling greeter, go go to family home evening to institute
Speaking at Gonzaga - I was a guest speaker at Gonzaga University talking about my experience in school. Thanks Mrs Jacobson for inviting me. It was so fun. Next time I want a limo! I want to go there everyone cheer my name Katya Katya then tee my fans they love me so much

First Day of Kindergarten

High School Graduation

Do you have any questions?

Add them to the **Q&A**

Upvote the questions you like

What Does it Look Like to Do This Work?

Panelists

- Add your questions to the **Q & A**
- **Upvote** questions you want answered most

Jeff Utecht

Educational Consultant &
Podcaster

Aaron Makelky

History Teacher & AI
Integration Consultant

Share What You Learned

- Discuss your ideas with leadership

- Share ideas with your Professional Learning Community

- Lead a discussion with students

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Resources

Resources

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

Tools & Videos

- [Read](#) & [Subscribe](#) to the Engage Newsletter

Websites

- [OSPI AI page](#)
- [WSDDA Guidance](#)
- [Jethro's Site](#)
- [Get Student Facing AI Content for Teachers](#)

People

- [Connect with OSPI staff](#)

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Bulletin & Tools Available

OSPI Guidance and Resources

"Why Embrace Rather than Ban Artificial Intelligence" article

TeachAI Tracking Document (includes AI Literacy Guidance tab)

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Next Month

February 12

10:00 a.m. – 11:30 a.m.

Culturally Responsive Practices & Policies that Help Students Engage

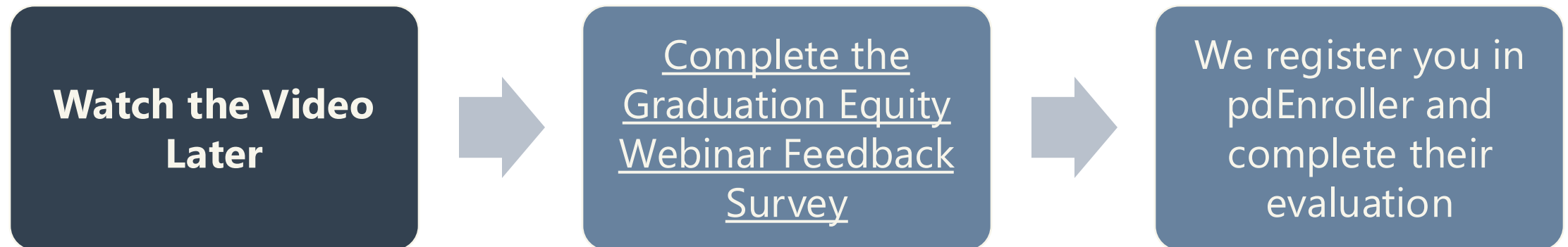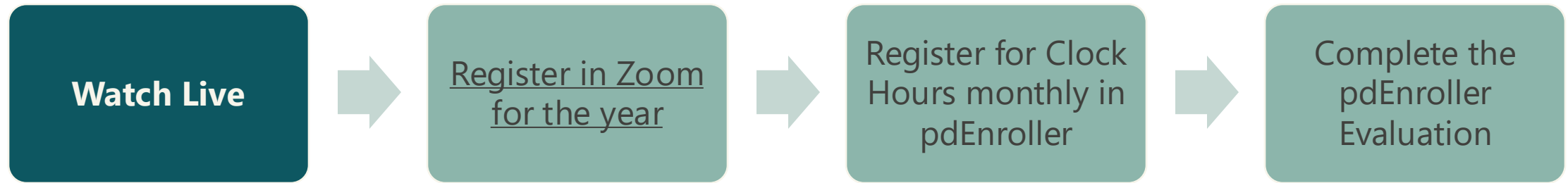Washington Office of Superintendent of
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Evaluation

What worked?

What could we adjust?

Do You Need Free Equity Clock Hours?

Watch Live → Register in Zoom for the year → Register for Clock Hours monthly in pdEnroller → Complete the pdEnroller Evaluation

Watch the Video Later → Complete the Graduation Equity Webinar Feedback Survey → We register you in pdEnroller and complete their evaluation

Email Ronnie.Larson@k12.wa.us

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