MICHIGAN**VIRTUAL**™ Artificial Intelligence (AI) Integration Framework for School Districts

	Investigating	Implementing	Innovating
Leadership & Vision	District leadership is beginning to understand the potential uses of AI to assist with teaching, learning, and operations; however, they have not endorsed the widespread use of AI tools or developed a plan.	The district leadership has created a plan, along with an implementation team, to incorporate AI into various aspects of teaching, learning, and operations. The plan aligns with their strategic priorities and includes a baseline risk assessment.	Leaders at all levels understand the district's overall vision and harness AI to enhance operational efficiencies and maximize student learning outcomes while leveraging the distinct human talents of educators and staff.
Policy, Ethical, & Legal Considerations	The district is in the early stages of examining the policy, ethical, and legal considerations associated with using AI to support teaching, learning, and operations, including the potential risks and appropriate access for all student populations.	The district is establishing policies, reviewing ethical guidelines, and strengthening a legal framework to address the challenges associated with AI technologies, including student privacy, data protection, and responsible AI practices. There is consideration of how AI can be used to support all student populations, aiming to address equity gaps.	The district has adopted Board-approved policies, robust ethical guidelines, and a strong legal framework, demonstrating a commitment to accountability, data privacy, compliance, and continuous improvement in AI. The district has a plan to evaluate the impact of AI, including efforts to narrow educational equity gaps.
Instructional Framework	Educators are independently exploring the potential of AI-powered tools to enhance their productivity; however, little effort is being directed to change instructional practices.	Educators are beginning to use AI tools to scale personalized learning activities. The tools enable teachers to develop and deliver tailored instructional activities and resources that meet the unique needs and preferences of students.	The district's instructional framework enables educators and students to use AI to accelerate personalized learning, foster learner ownership, leverage intelligent tutoring services, enable data-driven decision-making, or assist with teaching and educator administrative tasks.
Learning Assessments	Educators are beginning to explore how AI tools can enhance formative measures in quizzes, tests, projects, and performance-based assessments.	Educators use AI tools and technologies to create assessments aligned with personalized learning goals measuring higher-order thinking skills and competencies.	Educators and students use AI to holistically assess learning experiences and outcomes, including creativity, critical thinking, inventive problem-solving, and the application of knowledge in real-world situations.
Professional Learning	The district is in the early stages of developing a plan for professional development opportunities focused on AI tools and resources, leading educators to take the initiative to seek training independently.	Educators have access to a variety of professional development opportunities to support the adoption and integration of AI-based teaching tools and approaches aligned with the district's vision for student learning. Educators have the necessary expertise to teach AI ethics to students.	Educators have developed a strong understanding of AI, including ethical considerations, and have incorporated its use into reimagining learning pedagogies and assessment strategies. They are using AI systems and tools that generate personalized professional development solutions.
Student Use	Students are being introduced to the basic concepts of AI and its potential applications in a handful of classes. They are developing an awareness of ethical considerations related to AI use but have a limited understanding of responsible practice.	Students engage with AI technologies in a variety of classes, demonstrating growing competence. They have explored the ethical implications of AI and have begun to collaborate on projects emphasizing the responsible and ethical application of AI tools. Evidence of student use/proficiency is limited.	Most students utilize AI to support their learning goals, critically assessing AI's societal impact, including biases, privacy concerns, and fairness issues, while making informed judgments about the authenticity and origin of content. Evidence of use/proficiency is well documented.
Business & Technology Operations	The district is beginning to explore the use of AI to automate routine administrative tasks. A review of the technology ecosystem needed to support AI integration district-wide is being scheduled.	The district integrates AI to enhance business operations and create efficiencies. Updates to the technology ecosystem needed to support AI integration are planned or already completed.	The district uses AI to optimize most business functions. The district has a robust technology ecosystem and staff to support AI integration.
Outreach	Communication with staff, parents, and community stakeholders regarding the use of AI to support teaching, learning, and business operations is limited.	The district prioritizes regular interactions with students, parents, staff, and other stakeholders to gauge community readiness, provide awareness training, address concerns, and foster a collaborative environment.	The district's communication plan engages all stakeholders in the use of AI. Two-way interactions with staff, community partners, and experts help gauge the community's comfort level with AI, while also exploring new opportunities.

*NOTE: The purpose of this rubric is to outline key planning considerations for the use of AI in school districts. Michigan Virtual developed this framework to assist educational leaders in assessing their preparedness as they create plans to leverage AI for teaching, learning, and operational functions. Leaders are encouraged to identify practical ways to measure and evaluate progress with their AI plans. We anticipate updating this framework on a regular basis. This framework and other resources on AI may be found at **michiganvirtual.org/resources/ai/***