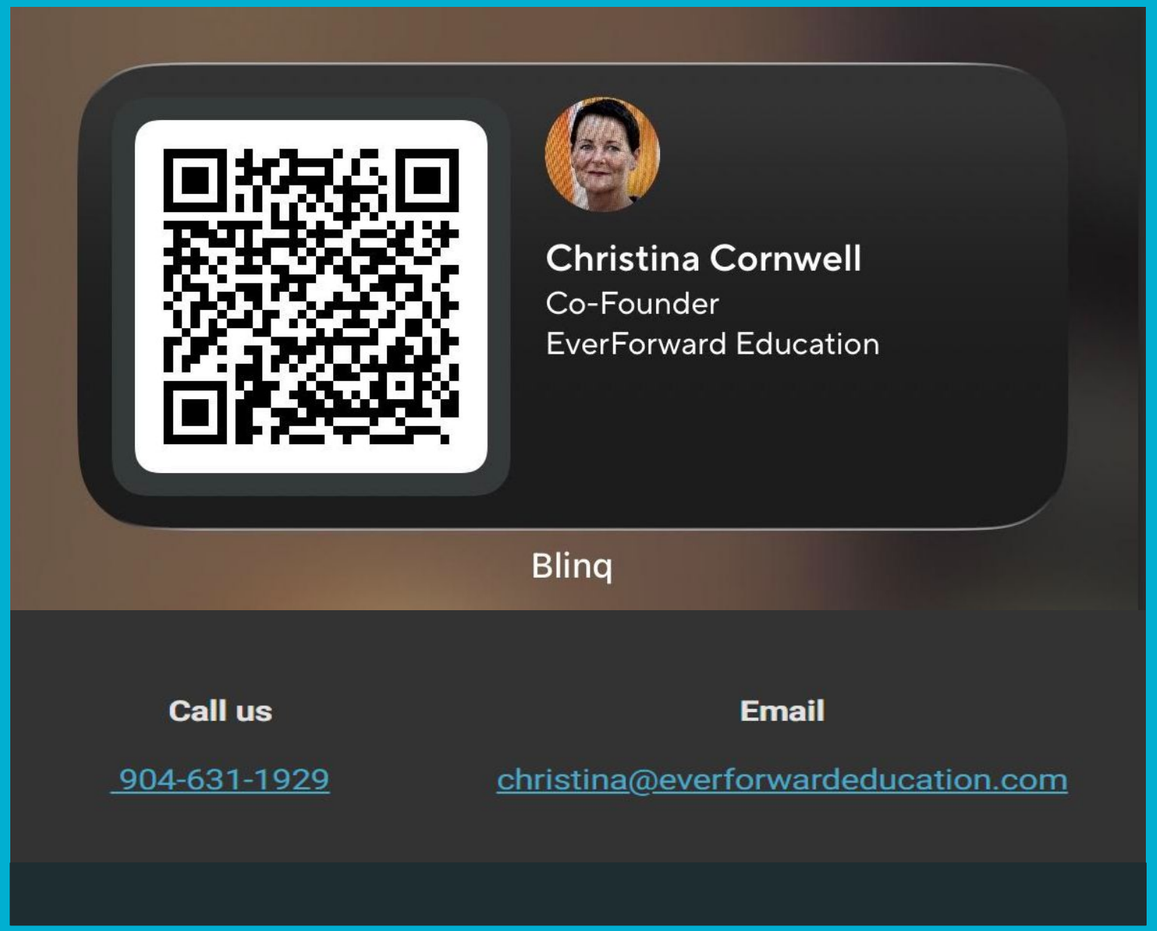
EverForwardEducation

SUPPORTING EDUCATORS. EMPOWERING STUDENTS.

AI *Integration*

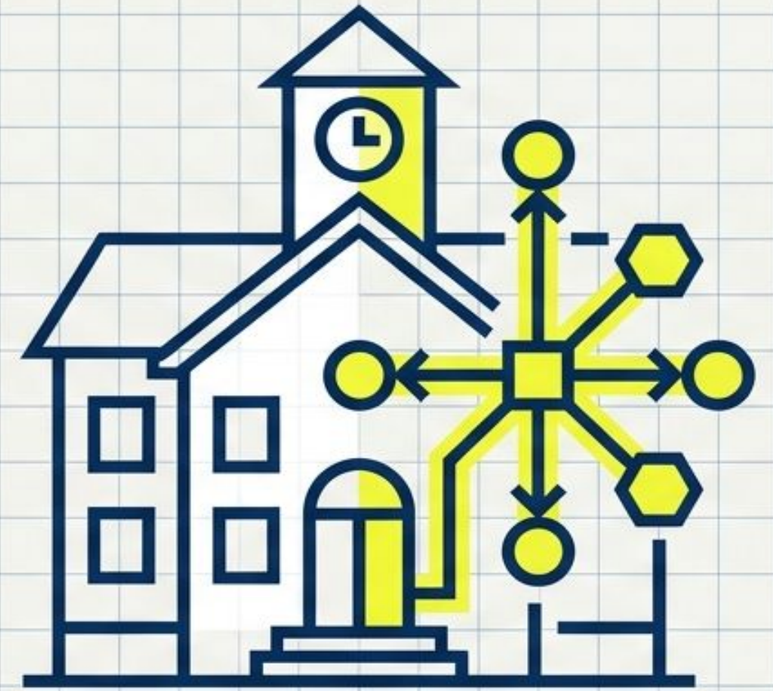
COACHING *for New Teachers*

ELL *Support*



Bradford County
School District
cornwell.christina@mybradford.us

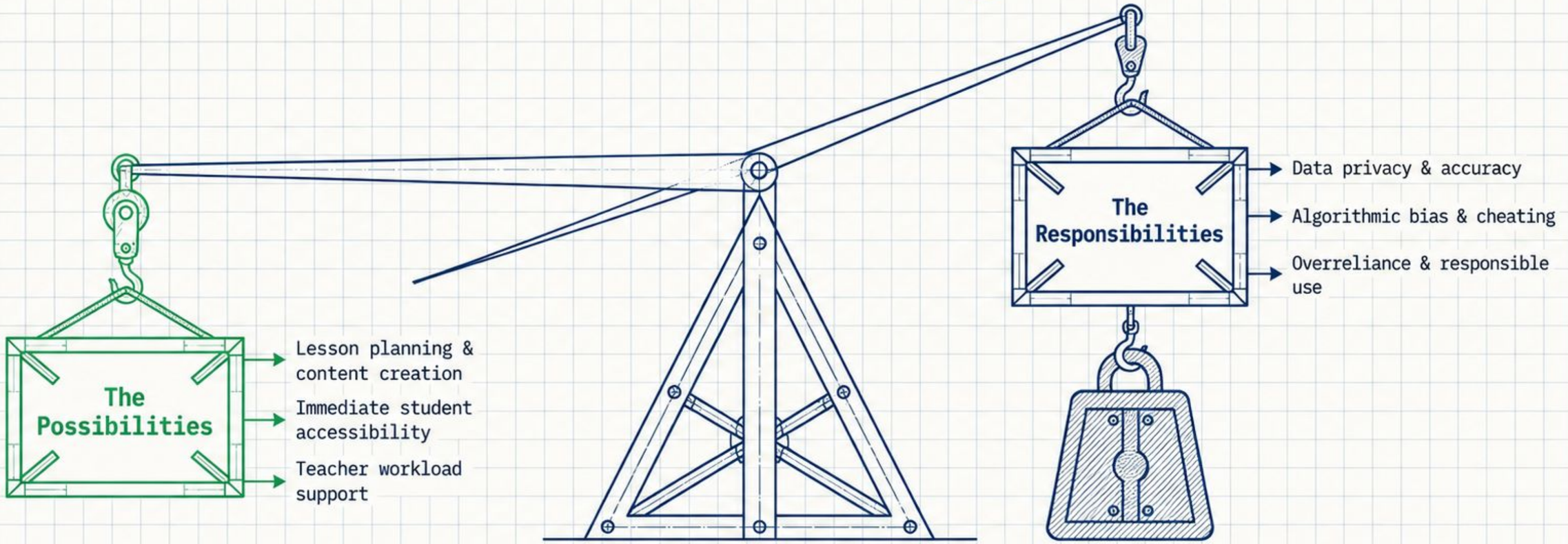
Welcome.
Let’s play AI Jenga!



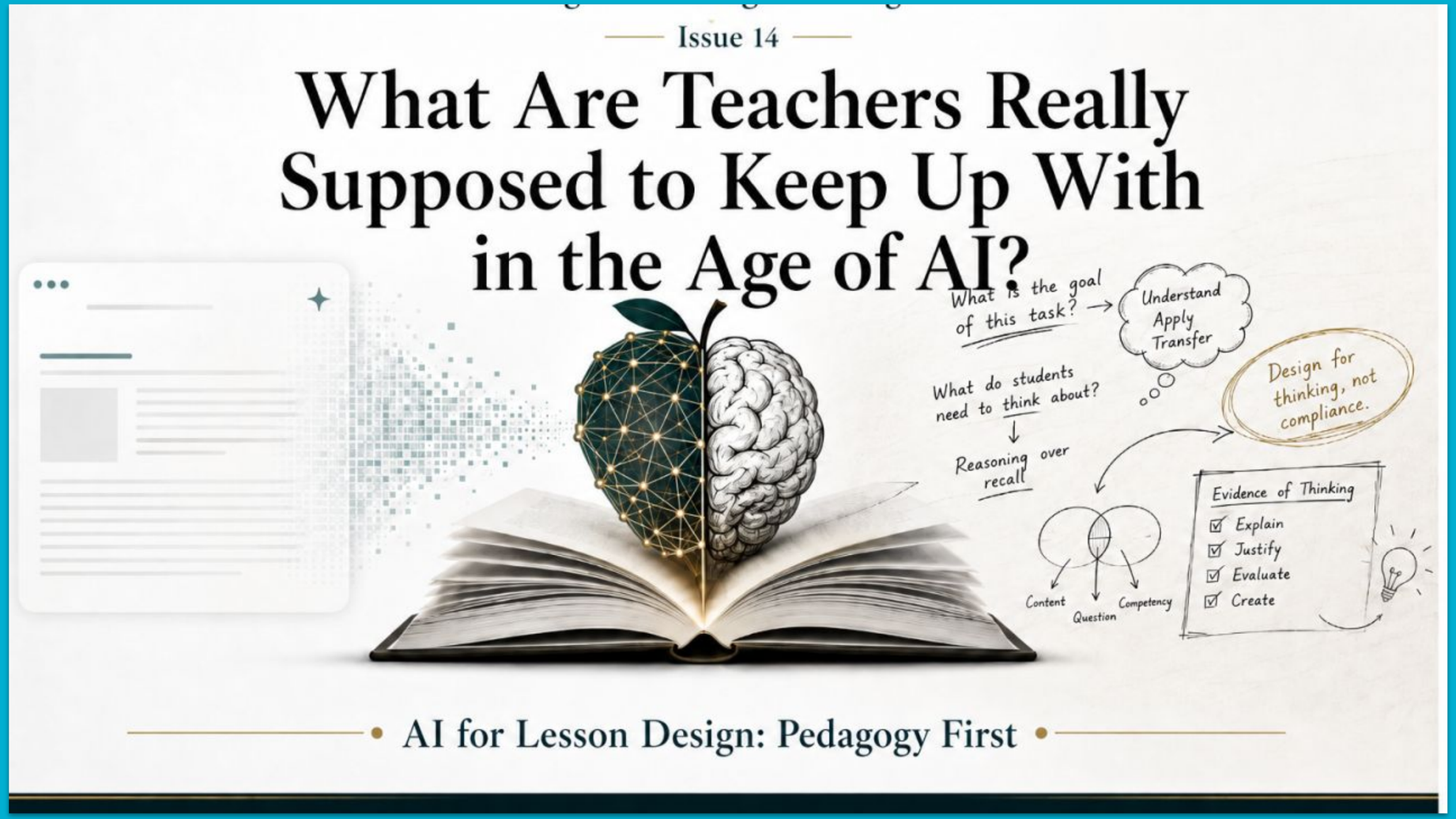
AI Teacher Tools in Practice: Lessons Learned During AI Integration

A strategic blueprint for adoption, policy, and professional learning—drawn from Bradford County's three-year implementation journey.

The Unavoidable Catalyst: Excitement and Concern Exist Together



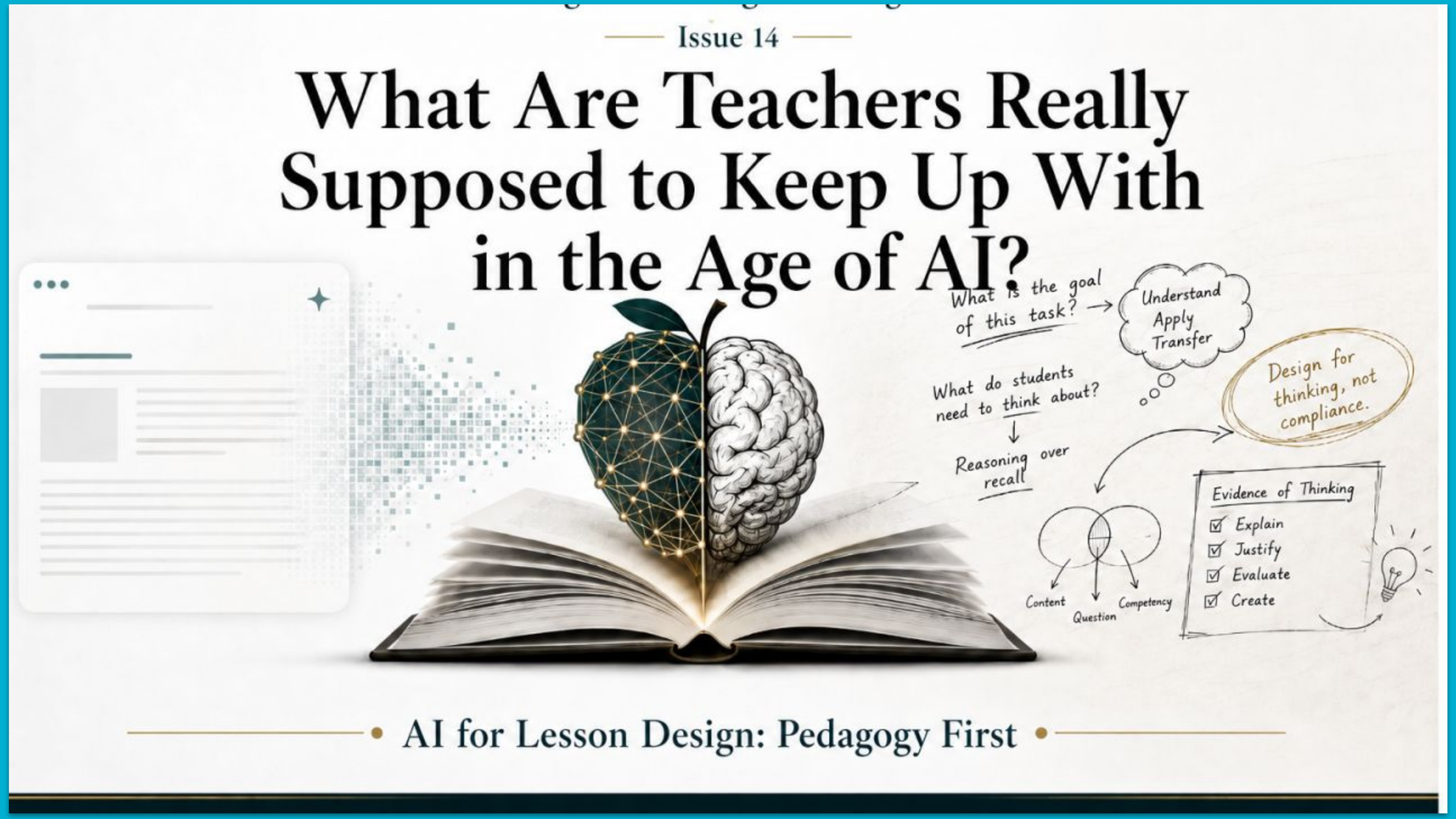
AI tools are already in the hands of teachers and students. The choice is no longer if we adopt, but how we guide.



Stefany Palomba M.Ed.
Practicing Educator | Pedagogy First AI | Stefany Palomba Learning Design | Thinking & Teaching AI Newsletter | Adjunct AI professor
May 22, 2026
What Should Teachers Actually Be Paying Attention To?

AI and Academic Professions

Paris et al. (2025)



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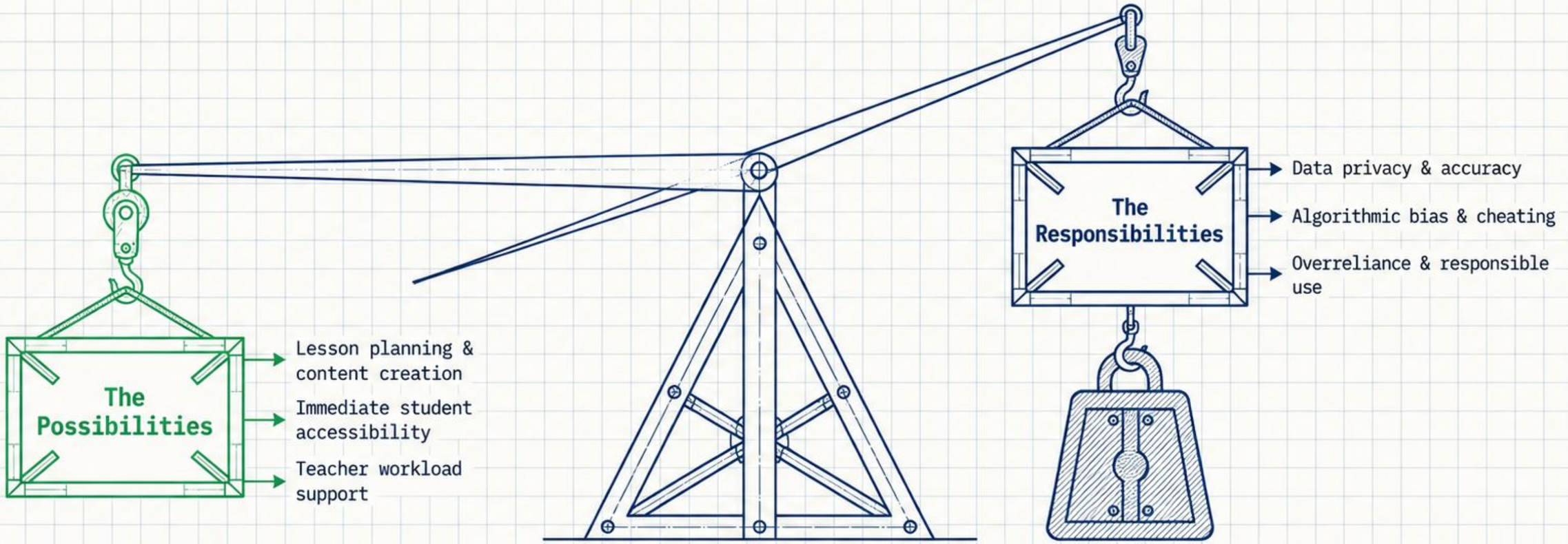
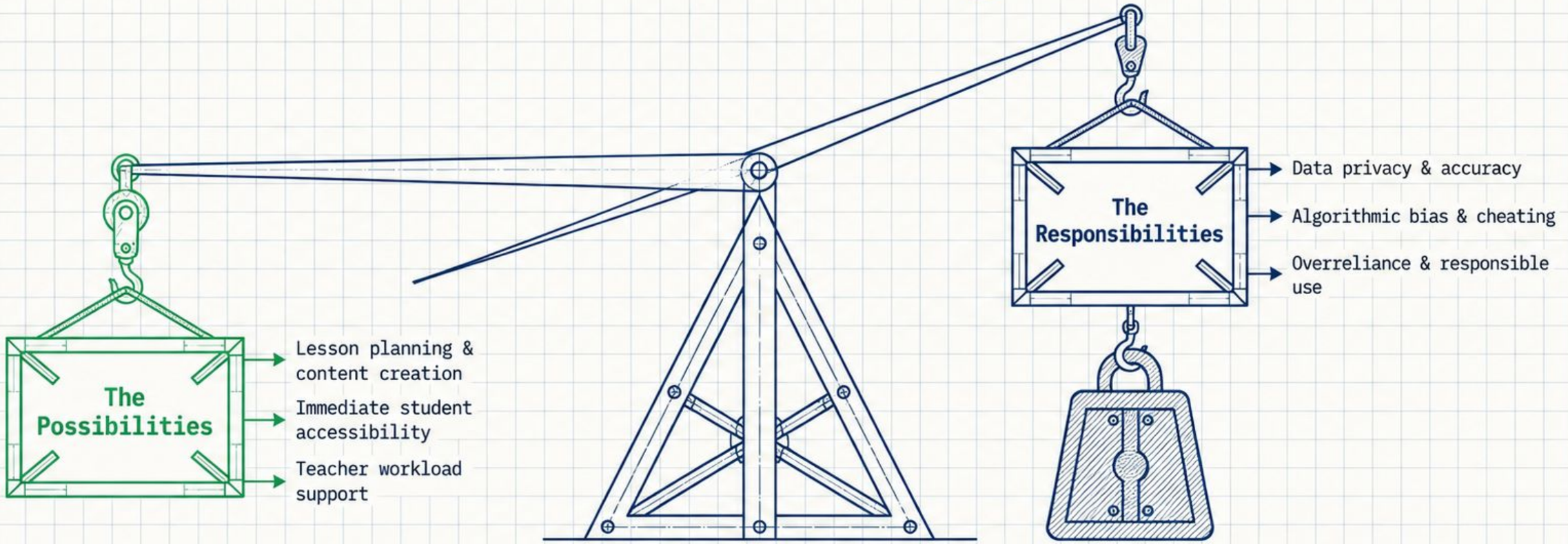


What does this mean for K-12 and higher education institutions?

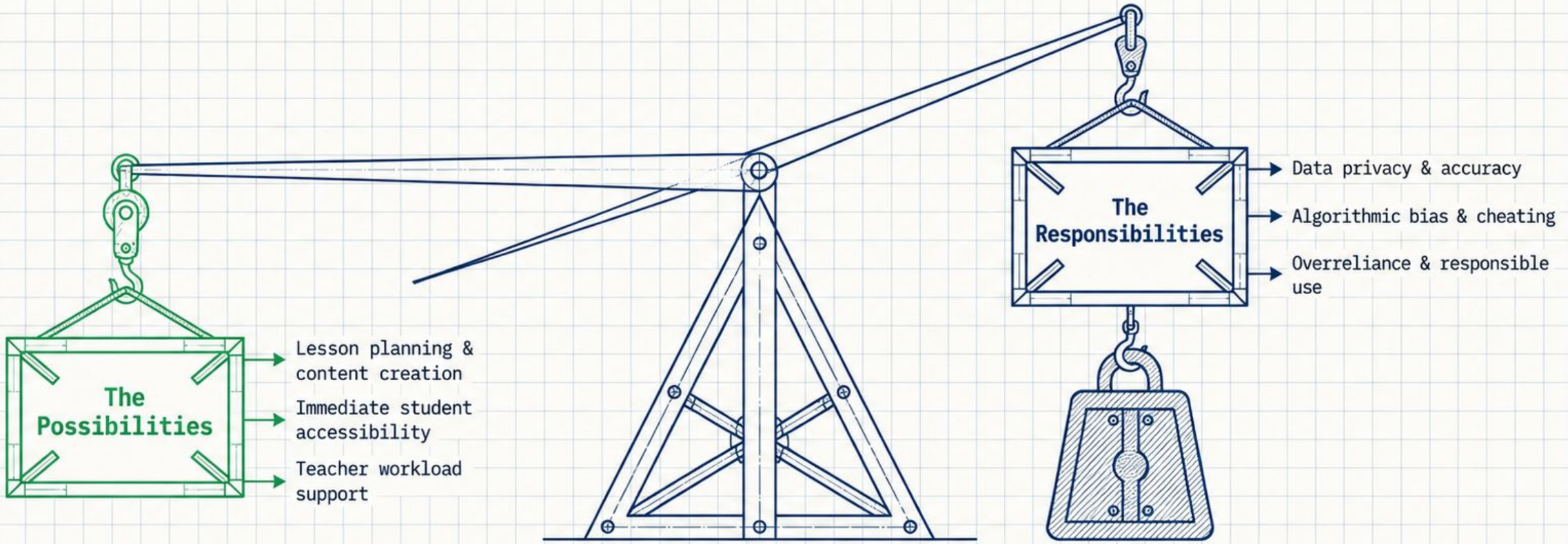
The Unavoidable Catalyst: Excitement and Concern Exist Together



Green Dot = What are the suggested resources used for?

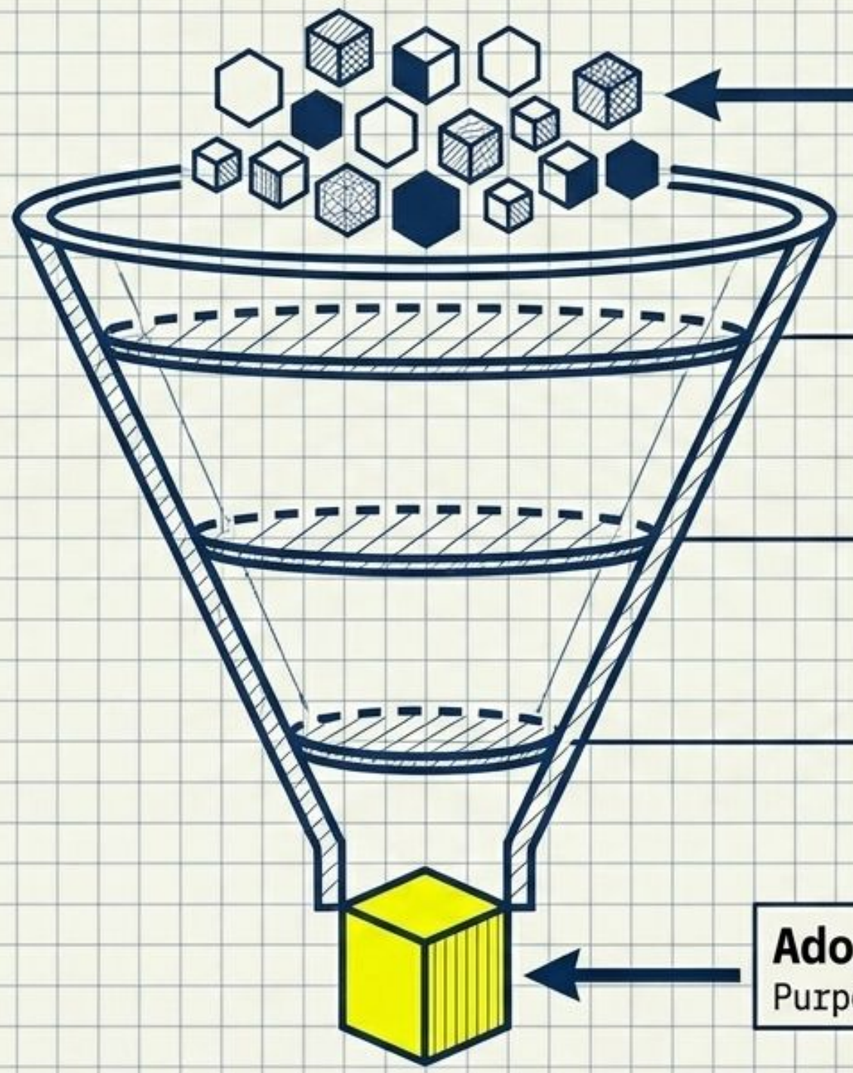
For the Table = Are there any others?

The Unavoidable Catalyst: Excitement and Concern Exist Together



What could someone in your role do to help navigate AI implementation?

The Problem-First Filtration System



Exciting New AI Tools

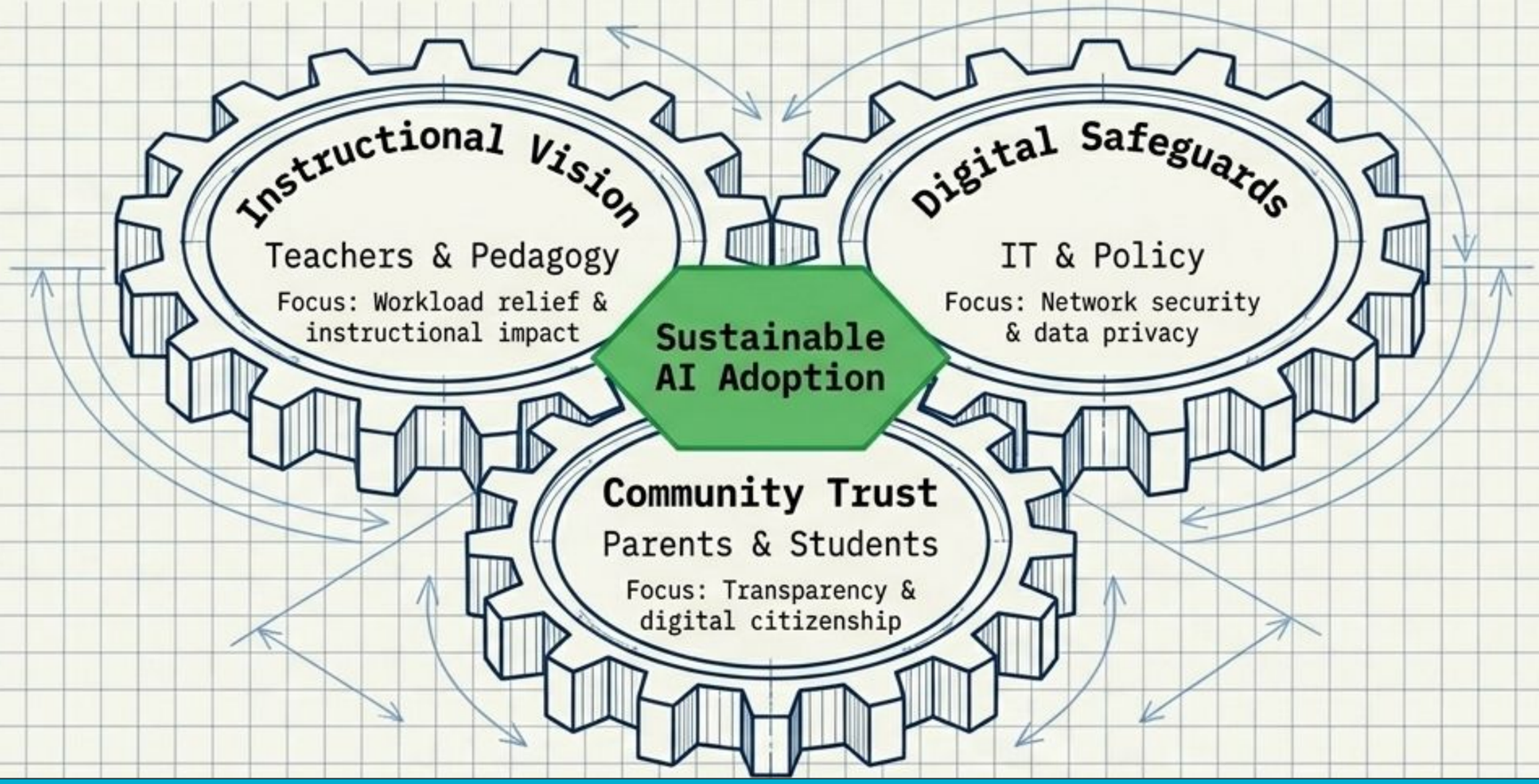
1. Instructional Problem
What specific workload or learning challenge does this solve?

2. Digital Safeguards
What privacy risks exist and what IT security must be in place?

3. Teacher Readiness
What professional learning is required before they can use it well?

Adopted Solution
Purpose-driven, not popularity-driven.

AI Implementation is a System Decision, Not an IT Purchase



AI Adoption Process

1. Publishers submit to DOE.

1. The state publishes a list of approved vendors from the bids submitted based on specified criteria.

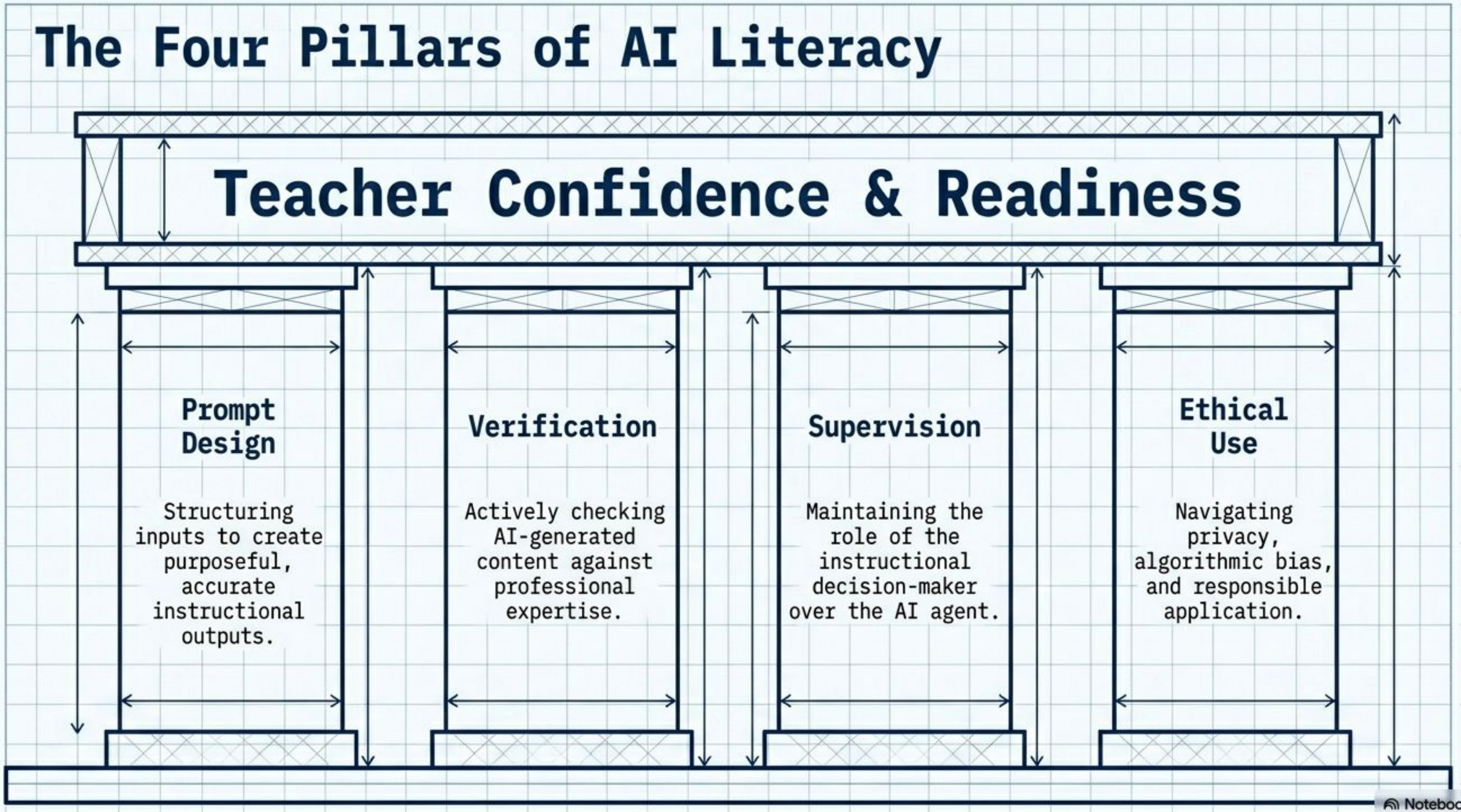
1. Districts must offer opportunities for the public to review proposed materials, provide feedback, and request reconsideration.

1. Teachers in Bradford are given the opportunity to provide feedback on the options provided.

1. School board approval.

1. Procurement

The Four Pillars of AI Literacy



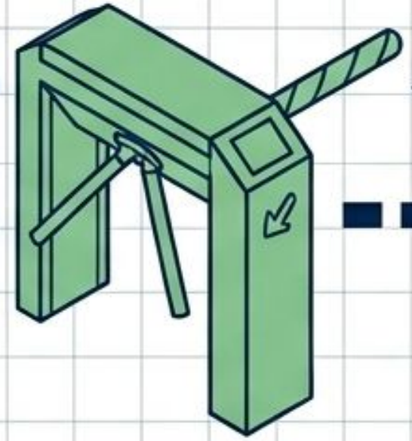
Supervising AI Agents:
The Pilot and the Co-Pilot

The Verification Checkpoint

The Teacher (Pilot) reviews the output for accuracy, bias, and pedagogical fit.

The AI (Co-Pilot)

Generates an output (lesson, quiz, email)



The Student / Parent

Final Destination

Teachers remain the professional decision makers. AI generated content must pass the verification checkpoint before it ever reachers the final audience.

U.S. Department of Labor's AI Literacy Framework

Foundational Content Areas of AI Literacy

1. **Understand AI Principles**
   Understanding AI's core concepts, capabilities, and limitations, creating the foundation for effective use
2. **Explore AI Uses**
   Directly exploring different AI tools and relevant use cases, and how AI can complement human expertise
3. **Direct AI Effectively**
   Understanding how to provide the right context to AI and how to create clear prompts that produce effective outputs
4. **Evaluate AI Outputs**
   Assessing AI-generated results for accuracy and relevance, and understanding how to iterate on AI outputs
5. **Use AI Responsibly**
   Using AI in ethical and secure ways, protecting critical information, and ensuring accountability for outcomes

Effective Delivery Principles of AI Literacy

1. **Enable Experiential Learning**
   Delivering AI literacy through practical, hands-on experiences that allow AI skills to be practiced in real-world situations
2. **Embed Learning in Context**
   Integrating into existing processes and in the context of the industry or characteristics that make it most actionable
3. **Build Complementary Human Skills**
   Using AI to augment human skills such as judgment, creativity, communication, and problem-solving
4. **Address Prerequisites to AI Literacy**
   Addressing barriers to participation and success with AI literacy, including digital literacy and broadband access
5. **Create Pathways for Continued Learning**
   Providing structured routes to progress to more advanced, specialized AI skills and AI-related occupations
6. **Prepare Enabling Roles**
   Equipping managers, counselors, and others who play a supportive role to a participant's AI learning
7. **Design for Agility**
   Ensuring there are proactive, built-in mechanisms to rapidly update content and delivery as AI capabilities evolve

unesco

Aspects	Progression		
	Acquire	Deepen	Create
1. Human-centred mindset	Human agency	Human accountability	Social responsibility
2. Ethics of AI	Ethical principles	Safe and responsible use	Co-creating ethical rules
3. AI foundations and applications	Basic AI techniques and applications	Application skills	Creating with AI
4. AI pedagogy	AI-assisted teaching	AI–pedagogy integration	AI-enhanced pedagogical transformation
5. AI for professional development	AI enabling lifelong professional learning	AI to enhance organizational learning	AI to support professional transformation

Core IB AI Principles (2026 Draft)

Guiding thoughtful, ethical, and effective use of AI in education.

1 Caring and Balanced (Human Flourishing)

AI must support, not replace, human relationships and nurture the emotional, social, and cognitive development of learners.

2 Inquiry-Driven (Deepening Learning)

AI should be used to strengthen inquiry, critical thinking, and creativity, acting as a tool for exploration rather than a shortcut for answers.

3 Educator Agency (Responsibility)

Educators retain the responsibility for shaping how AI is used, ensuring it aligns with pedagogical goals rather than driving the curriculum.

4 Safe and Transparent (Accountability)

Privacy and data protection are paramount. Schools must understand the AI tools they use, ensuring they are accountable, equitable, and transparent.

5 Continuously Adapting (Evidence-Led)

AI use should be continuously evaluated for its educational value through reflection and evidence.

Classroom Integration

This section provides high-level recommendations for effectively incorporating AI into K–12 classrooms. While these guidelines offer a strategic overview, more detailed resources and best-practice case studies can be found in the resources by our Classroom Integration Subgroup.

Florida AI in K-12 Toolkit

...e Florida K-12 AI Education Task Force

fl-aitaskforce.org

1. Policy, Ethical, & Legal Considerations
2. Data Privacy and Cybersecurity
3. AI Literacy for Florida
4. Artificial Intelligence
5. Charting the Course
6. Classroom Integration
7. Technology, Infrastructure, and Sustainability
8. Evaluation & Continuous Improvement

FLORIDA K-12 AI EDUCATION
TASK FORCE

Foundations of the AILit Framework

Building on Existing Frameworks

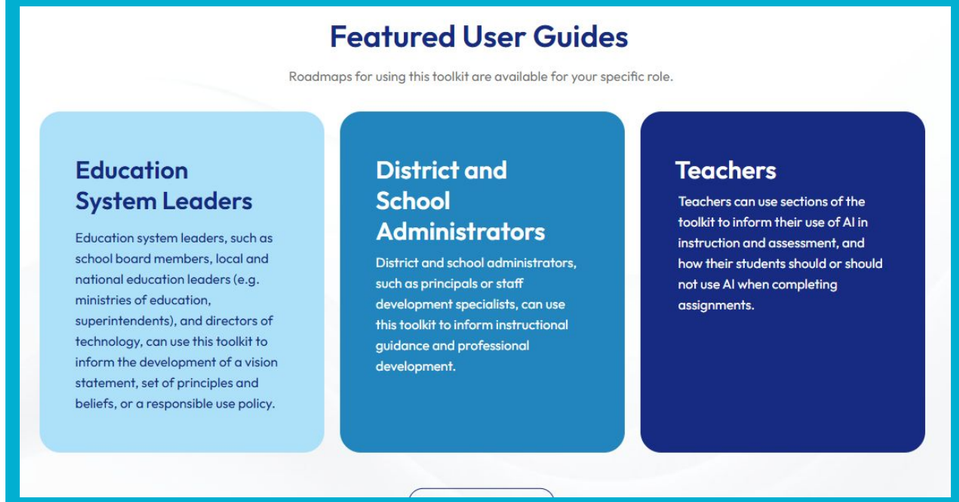
The AILit Framework builds on ideas and practices from previous digital competence and AI literacy frameworks. Collectively, these frameworks ensured that the AILit Framework is internationally informed, relevant to educators, and grounded in the ethical, technical, and social dimensions of AI literacy.

The European Commission's Digital Competence Framework for Citizens (DigComp) competence categorization and emphasis on learner agency in its knowledge, skills, and attitudes influenced the content of the AILit Framework, while its realistic employment and learning use cases informed the framework's structure.

UNESCO's AI Competencies for Students and AI Competencies for Teachers influenced AILit Framework's focus on global relevance and implementation. UNESCO's work also prompted consideration for clear distinctions between learner-specific AI literacy outcomes and ways that educators can support these experiences in the classroom.

The Digital Promise AI Literacy Framework's interconnected Modes of Engagement, with cross-cutting AI Literacy Practices and enumerated Types of Use, provided a foundation for how the AILit Framework defines competences and frames learners' specific interactions with emerging technologies.

The AI4K12 5 Big Ideas in AI informed the technical aspects of the framework, including the nature of AI and role of data in the AI training process.



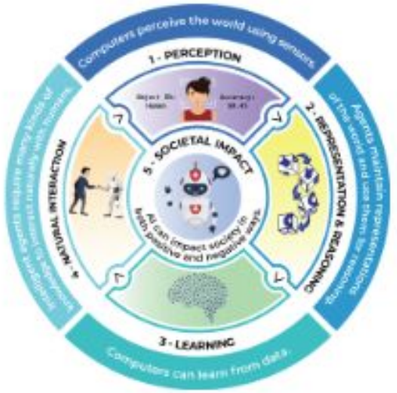
Teach AI

teachai.org

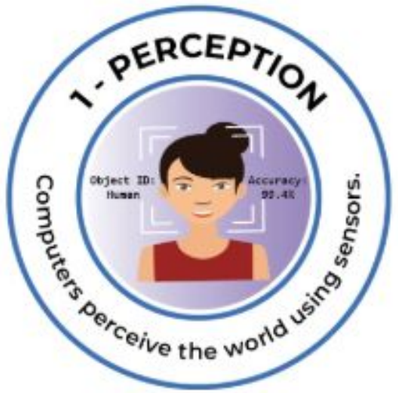
https://ai4k12.org/

Big Idea #1: Perception	*Computers perceive the world using sensors.*	Perception is the extraction of meaning from sensory information using knowledge.
Concept	**K-2**	**3-5**
Sensing (Living Things) **1-A-i**	**LO:** Identify human senses and sensory organs. **EU:** People experience the world through sight, hearing, touch, taste, and smell.	**LO:** Compare human and animal perception. **EU:** Some animals experience the world differently than people do. **Unpacked:** Bats and dolphins use sonar. Bees can see ultraviolet. Rats have no color vision; dogs are red-green colorblind. Dogs and rats can hear higher frequencies than humans.
Sensing (Computer Sensors) **1-A-ii**	**LO:** Locate and identify sensors (camera, microphone) on computers, phones, robots, and other devices. **EU:** Computers "see" through video cameras and "hear" through microphones.	**LO:** Illustrate how computer sensing differs from human sensing. **EU:** Most computers have no sense of taste, smell, or touch, but they can sense some things that humans can't, such as infrared emissions, extremely low or high frequency sounds, or magnetism.

Five Big Ideas in AI Wheel and Individual Medallions



Five Big Ideas Wheel



Big Idea 1 in AI

Big Idea 2 in AI

Big Idea 3 in AI

Big Idea 4 in AI

Big Idea 5 in AI

The Tool Ecosystem & Support Matrix

Tool Category	Primary User	Risk Level	Required Safeguards & Support
Lesson Planning & Content Creation	Teacher	Low (Internal)	• Standard vetting • Prompting basics
Education Assistants & Auto-Grading	Teacher / Admin	Medium (Operational)	• Data privacy agreements • Moderation
Intelligent Tutoring Systems	Student	High (Student-Facing)	• Advanced security • Digital citizenship
Predictive Analytics	Admin	Medium (Operational)	• Data privacy agreements • Data Interpretation

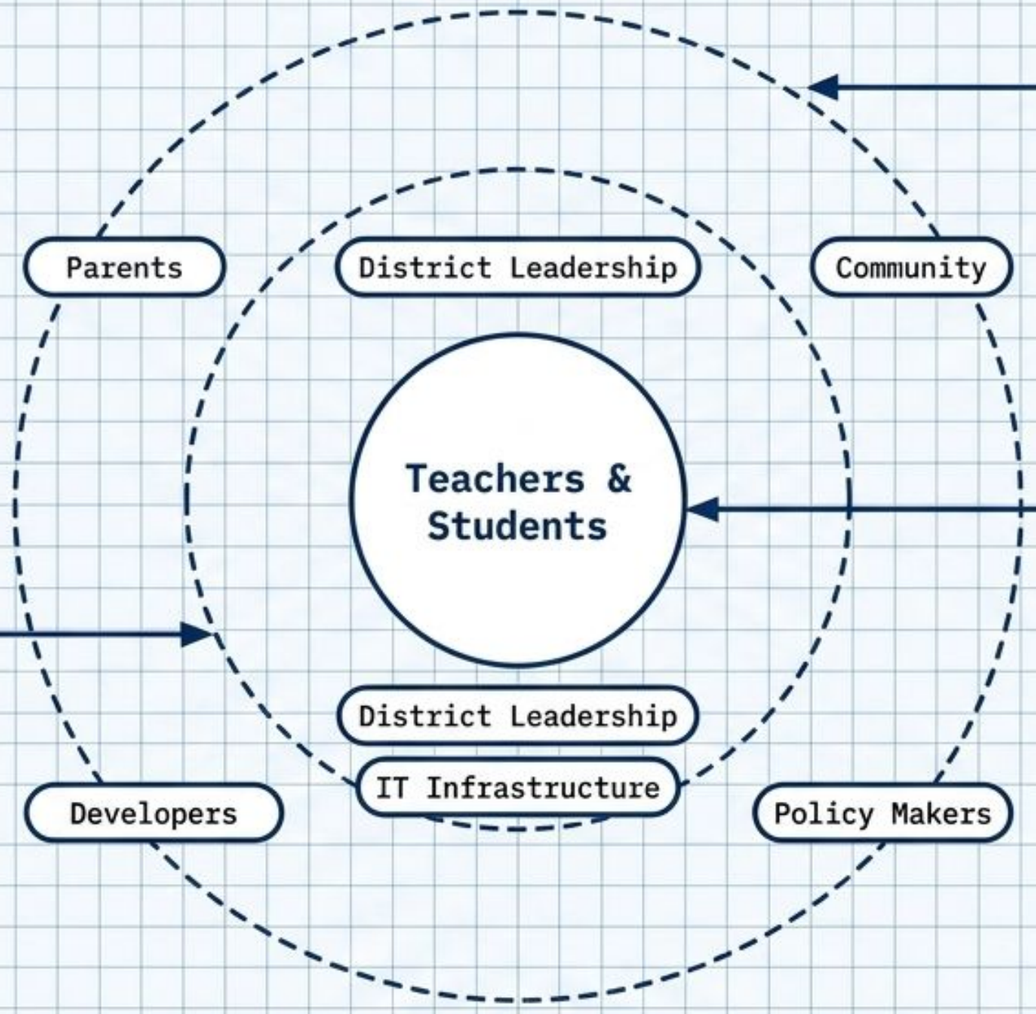
The 30-Day Diagnostic

- [ ] What specific instructional problem are we trying to solve with AI?
- [ ] Which stakeholders are missing from our current conversations?
- [ ] What digital safeguards do our IT leaders require right now?
- [ ] What foundational AI literacy training do our teachers need first?

Andragogy and the Technology Acceptance Model

Mapping the AI Adoption Ecosystem

The Stakeholder Orbit



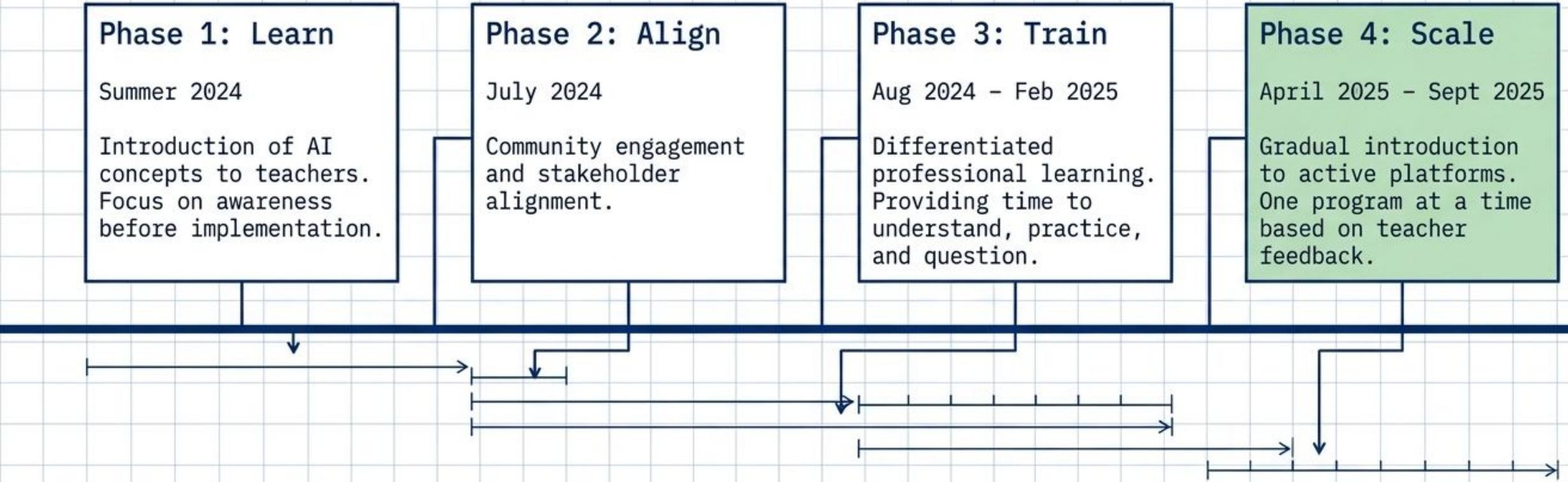
Role: Communication, ethical standards, research, platform design

Role: Instructional design, classroom implementation, digital citizenship

Role: Vision, strategy, resources, network security, data systems

Diagnostic Check: Who is currently at your table? Who is missing from your orbit?

Blueprinting the Rollout:
Bradford County's Timeline



Key Takeaway: Start with learning before scaling. Gradual implementation of platforms.

Architectural Principles:
Lessons from Three Years of Integration

Begin with Purpose.

Choose tools based on instructional need, not novelty.

Partner with IT Early.

Address network and data safeguards before pilot testing.

Face the Friction.

Address teacher and parent concerns directly and transparently.

Learn Before Scaling.

Professional learning must precede software access.

Implement Gradually.

Roll out one program at a time; listen to early adopter feedback.

Expect Evolution.

AI adoption is not a one-time rollout, but an ongoing process of adjustment.

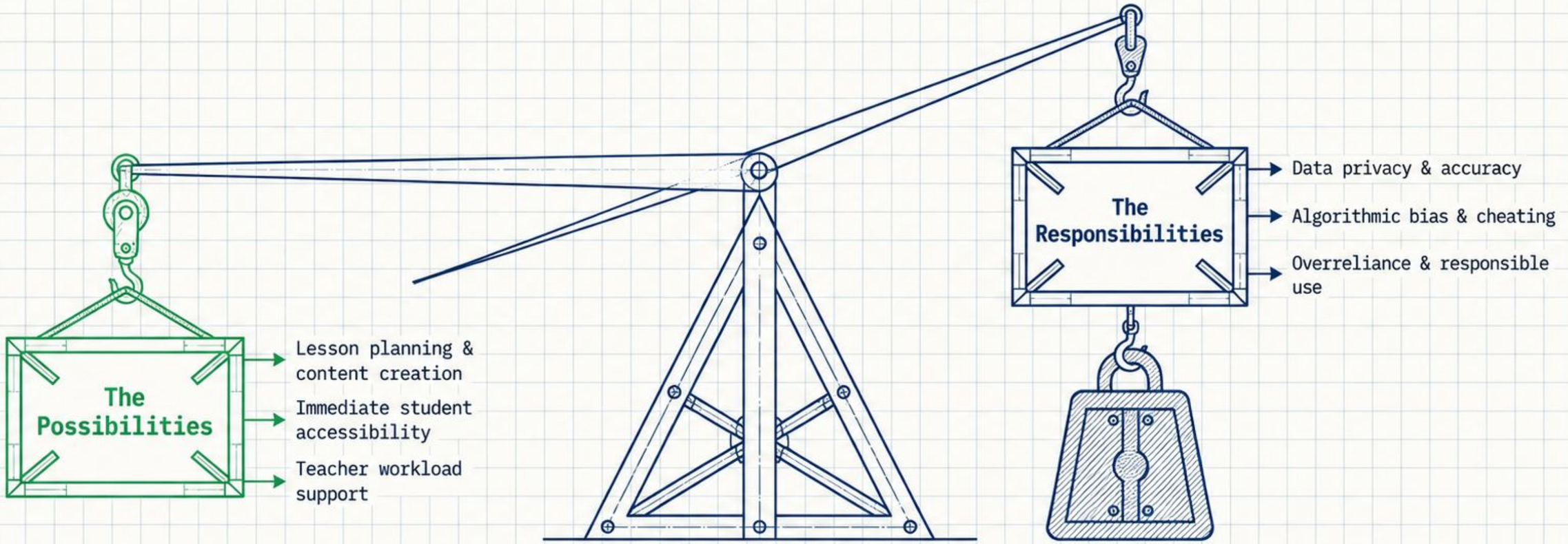
Natalie Whytsell
- Literacy Coach

Nickie Murphy
- Literacy Coach

Heather Eison
- District Math Coach

Michelle Cino
- School Administration

The Unavoidable Catalyst: Excitement and Concern Exist Together



What could someone in your role do to help navigate AI implementation?

What is your next step for supporting sustainable, responsible implementation?

AI Rollout Timeline

Bradford County School District | From Early Exploration to District-Supported Implementation

Our AI rollout moved intentionally from curiosity and caution to community engagement, professional learning, teacher-led implementation, and ongoing support.
Learn the risks, involve IT, listen to stakeholders, pilot strategically, and support teachers as needs emerge.

When	Milestone	Action / Decision
2022	**Exploration and IT conversations**	Multiple IT conversations clarified privacy, safety, access, and classroom-use risks.
Spring-Summer 2024	**Leadership and stakeholder outreach**	District leadership joined the process. Information was shared with the Bradford County Education Foundation, Kiwanis Club, School Board, Bradford Telegraph, and a local television news station.
Summer 2024	**Terminology and tools**	Introduced common AI terminology and six IT-reviewed platforms: ChatGPT, MagicSchool, SchoolAI, Copilot, Adobe Firefly, and Class Companion. Teacher feedback shaped future PL.
2024-2025	**SchoolAI rollout**	Selected SchoolAI for teacher-facing and student-facing use. Teachers who attended training could introduce students to Spaces.
Aug. 2024-Feb. 2025	**SchoolAI training sequence**	Offered a repeated introduction session, and Advanced SchoolAI Spaces.
April 2025	**Curio VR demonstration**	Invited interested secondary social studies and science teachers to a Curio VR demonstration to gauge pilot interest.
July 2025-May 2026	**New teacher onboarding**	Included SchoolAI, ChatGPT, and Class Companion in New Teacher Orientation and monthly Beginning Teacher Program sessions.
August 2025	**Supported platforms expand**	Offered Class Companion best practices, Curio/VictoryXR pilot support, Khan Academy/Khanmigo math support, and Class Companion writing support in science and ELA.
September 2025	**Teacher-led PL and alignment**	Repeated Class Companion introduction. Teacher-led PL showcased district-supported AI use. Added ChatGPT vs. NotebookLM PL for Florida Benchmarks and Standards alignment.
February 2026	**Flexible learning pathways**	Added online badges and certifications for self-paced learning. Offered Khan Academy/Khanmigo best practices based on side-by-side coaching.
2025-2026	**Ongoing implementation support**	Used a Professional Learning Newsletter to share student AI literacy resources and offer PL points for implementation evidence.

AI Rollout: Key Moves and Supported Tools

A practical summary for districts planning their own AI implementation process

1. Start with IT early IT partnership helped identify privacy, security, access, and platform concerns before tools entered classrooms.	**2. Build leadership and community understanding** Leadership, community groups, the School Board, and local media were included before broad rollout.
3. Let teacher interest guide next steps The first voluntary PL showed demand, and teacher feedback helped determine which tools needed support.	**4. Move from exploration to supported tools** Teachers explored multiple tools, then district support narrowed around platforms aligned to instructional goals and risk expectations.
5. Use teacher-led professional learning As teachers gained experience, PL shifted toward classroom examples, coaching, and teacher-led best practices.	**6. Offer flexible learning pathways** Face-to-face sessions, onboarding, monthly support, newsletters, online badges, and certifications gave teachers multiple ways to learn.

District-Supported and Explored AI Platforms

Platform	Use Case	Rollout Note
ChatGPT	Content creation, planning, and AI literacy support	Introduced early; later compared with NotebookLM for standards alignment.
MagicSchool	Teacher productivity and instructional support	Introduced during early AI PL.
SchoolAI	Teacher-facing and student-facing AI experiences	Primary 2024-2025 rollout platform; student use required teacher training.
Copilot	AI support within a Microsoft environment	Introduced during early AI PL.
Adobe Firefly	Creative generation and visual design support	Introduced during early AI PL.
Class Companion	Student writing practice with ongoing feedback	Expanded in 2025-2026 for science and ELA writing support.
Khan Academy / Khanmigo	Math support and AI-assisted learning	Expanded district-wide in 2025-2026 with a math focus.
Curio VR / VictoryXR	Immersive learning pilots	Explored through demonstrations and pilot opportunities for secondary classrooms. Ongoing PL through district and venders for Science and Social Studies teachers.
NotebookLM	Benchmark and standards alignment comparison	Used in PL comparing ChatGPT and NotebookLM for Florida Benchmarks and Standards alignment.

Rollout Pattern: Explore responsibly -> Engage stakeholders -> Train early adopters -> Support classroom use -> Scale through teacher leadership and flexible PL.


2026 Leadership Learning Annual
Convening Breakout Session
Round 1 Exit Survey

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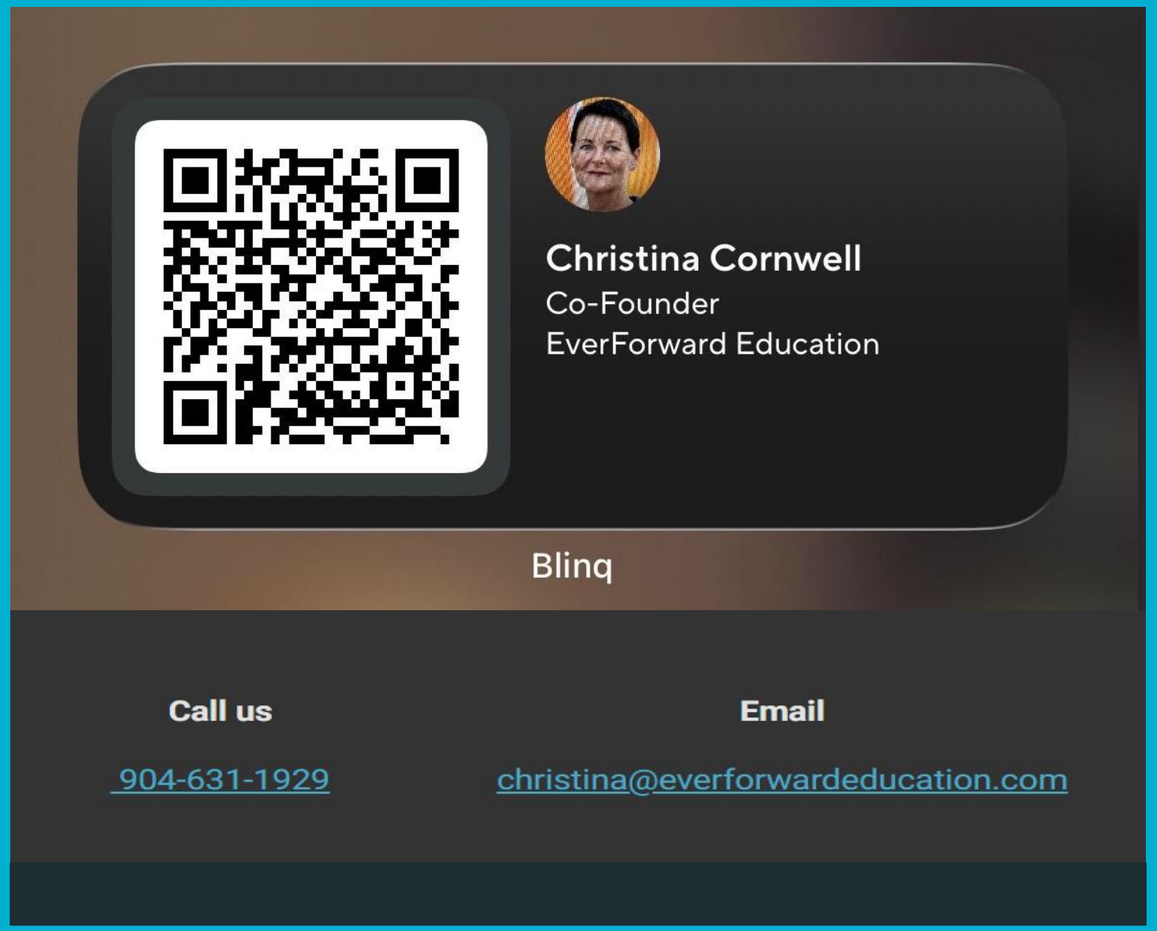

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