



Get REAL:

A Framework for Building District AI Capacity Through Professional Learning

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First ChatGPT Invoice: July 17, 2023

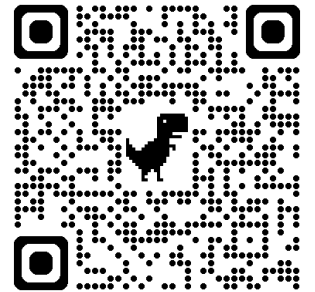
Co-Principal investigator and contributor on two AI related IES grant proposals

- Both proposals advanced to peer-review stage; one remains viable

Founder of the FAU College of Education AI Faculty Collaborative (2025)

Developed the Get REAL Framework through ongoing research, collaboration, and practical application

Continuing to learn alongside educators, school leaders, and organizations navigating this work





Before We Begin...

**Have you used AI this week
for something work-related?**

Raise your hand

Now keep it raised if you told a colleague

How often do you talk with others about how these tools are benefiting you?



Lead Transparently

Before we go further, here is how AI was used in building this presentation:

ChatGPT by OpenAI was used to refine language, reduce wordiness, improve organization, ensure consistency, and develop visual elements, including the title slide and the “Time to Get REAL” icon. Claude by Anthropic was used to enhance the visual design of several slides. All content reflects my own research, conceptualization, analysis, and professional judgment. I have reviewed and approved this presentation and accept full responsibility for its accuracy, interpretation, and final content.

Why this disclosure matters:

- › It models the 'L' in Get REAL (Lead Transparently) before the framework is even introduced.
- › It demonstrates that disclosure does not undermine credibility. It builds it
- › Helps others learn and a builds shared understanding.



Which description best fits your organization's current posture toward AI:

A

Individual Experimentation:

No shared language, no visible leadership.

B

Emerging Pilots:

Some conversations happening. No district-wide direction yet.

C

Structured Planning:

Leadership engaged. PD being planned.

D

Systemwide Support:

AI PL is part of your strategic plan.

E

We Are Still Figuring It Out:

No clear picture yet of where we are or where we need to go.



AI Adoption Is No Longer Emerging, It's Expanding

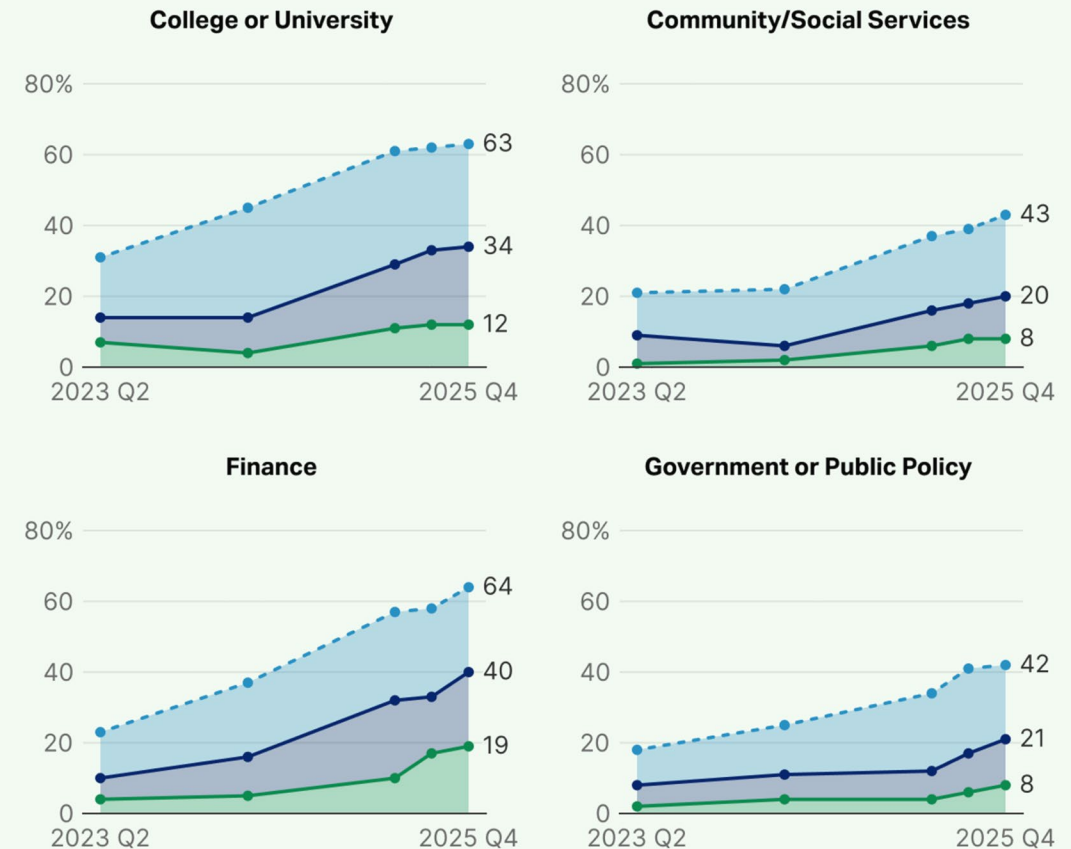
- As you have had some time to think about AI in your context, this is not happening in isolation.
- AI adoption is accelerating across industries (Gallup, 2025)
 - +35% daily AI users since 2023 across college or university

Trends in Workplace AI Use, by Industry

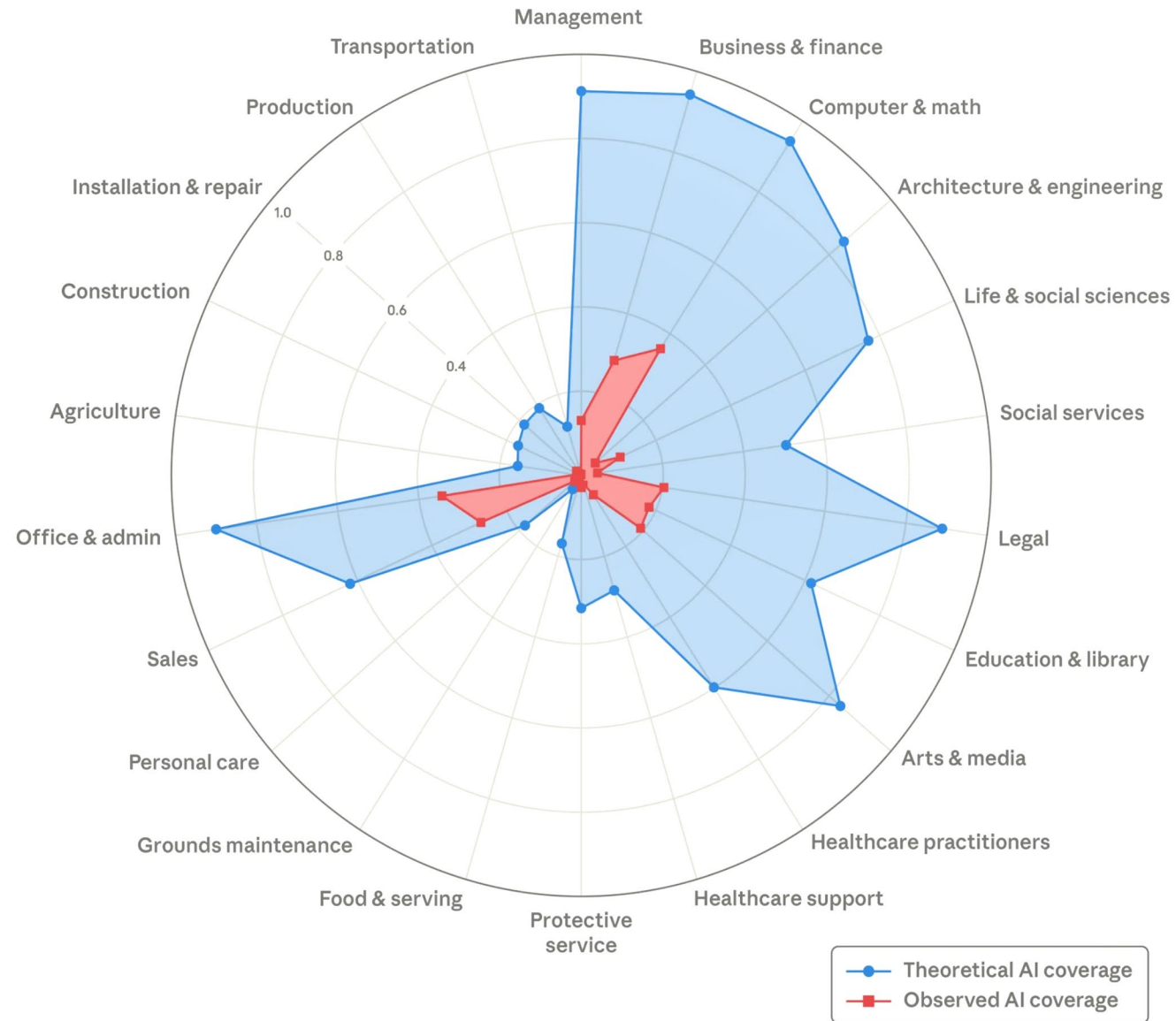
Daily AI users (% of employees using AI daily in their role)

Frequent AI users (% using AI daily or a few times a week)

Total AI users (% using AI daily, a few times a week, a few times a month, or a few times a year)



Theoretical capability and observed usage by occupational category

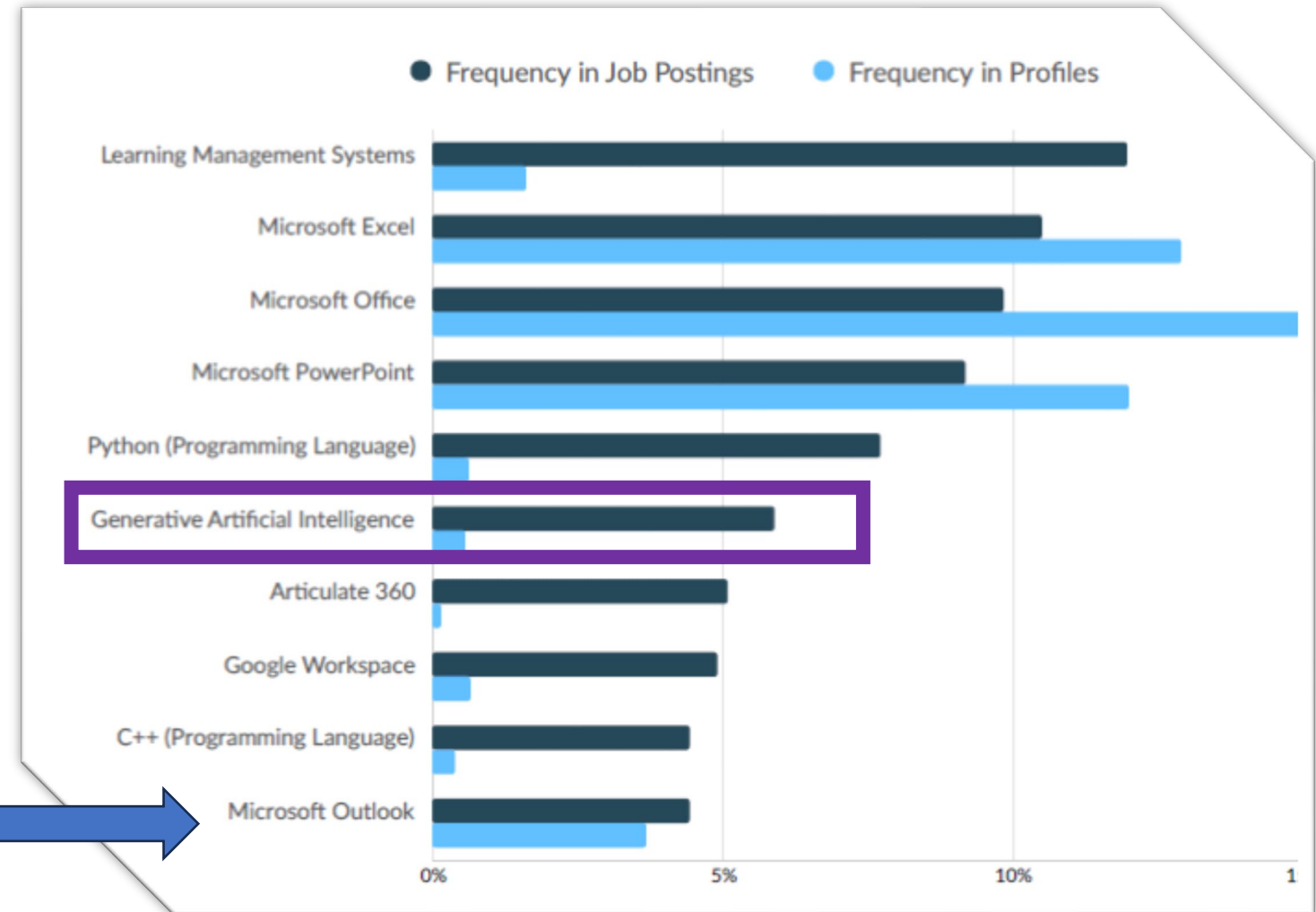


(Anthropic, 2026)



Noticeable Skill Shift in the Job Market

- AI is becoming a workplace competency (as evidenced by job postings)
- Found in more job postings than Microsoft outlook or google workspace





A faculty member uses Generative AI tools to grade essays in their course.



A faculty member uses Generative AI tools to respond to student e-mails.



A faculty member uses Generative AI tools to create PowerPoint presentations that they use in class to teach their students.



Is it CHEATING?

*Those who did not answer are not shown

*Numbers may not add up to 100% due to rounding

Source: Survey by AAC&U and Elon University, Oct. 29-Nov. 26, 2025



AI is a Leadership Issue

- Leaders are increasingly expected to guide:
 - Staff questions
 - Student use
 - Parent concerns
 - Policy ambiguity
 - Ethical expectations
 - Productivity opportunities





Think · Pair · Share

When you think about your district's response to AI, where has most of the attention been focused?

A

Prohibition & Policy

Telling people what not to do. Acceptable use clauses. Detection tools.

C

Professional Learning

Building educator judgment, skills, and shared norms around AI use.

B

Technology Infrastructure

Purchasing tools, managing access, platforms, and vendor agreements.

D

Student Use

Classroom policies, academic integrity, AI detection in student work.



Current AI Policies Tell Us What Not to Do

- Most policies defer to publishers or provide minimal guidance
- Guidance focuses on prohibition, disclosure, and accountability (Sacks & Critelli, 2026)
- This leaves educators without clear direction for meaningful use



Clear boundaries, but few pathways forward



Support is Emerging

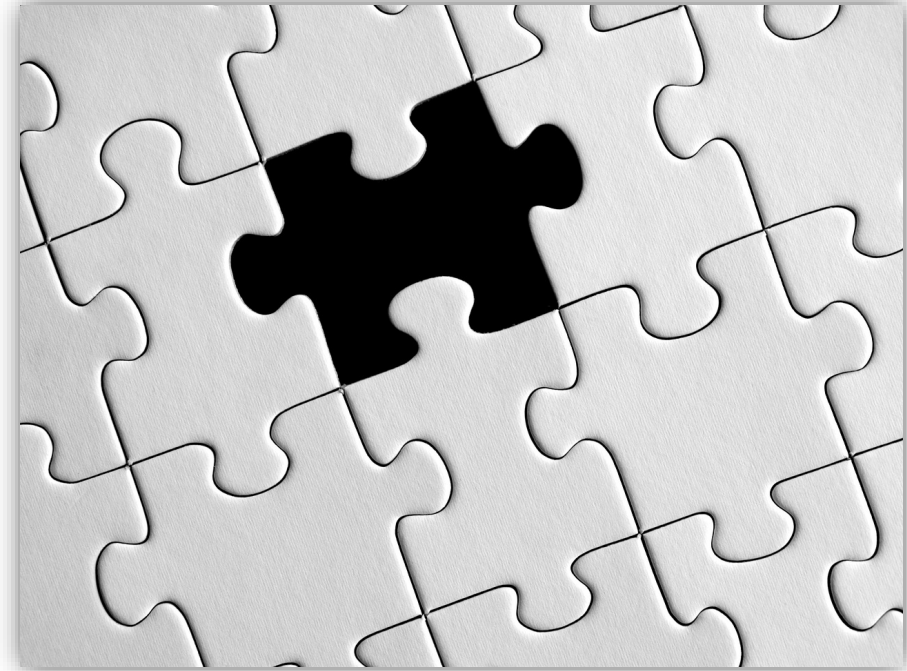
Support is emerging across sectors:

- **International**

- UNESCO
- OECD
- Digital Education Council

- **United States**

- EDUCAUSE
- ISTE / ASCD



The question is no longer whether AI is entering schools

The question is whether it enters

by DESIGN

or

by DRIFT

*Drift looks like individual experimentation with no shared norms, no leader modeling,
and no professional learning structure to make sense of it together.*



Utopia? Chart Paper Activity

Time Check: 2:05

- Imagine every educator in your district perfectly followed your AI policy tomorrow.
- Would that automatically mean AI is being used well?
- What would still be missing?





Does your district have a definition of AI literacy?

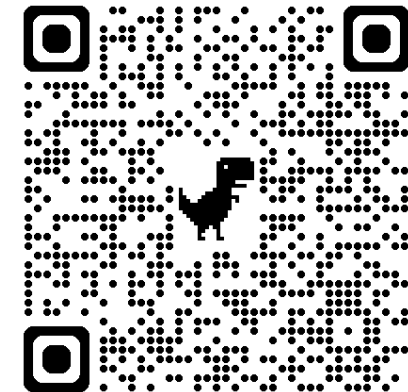
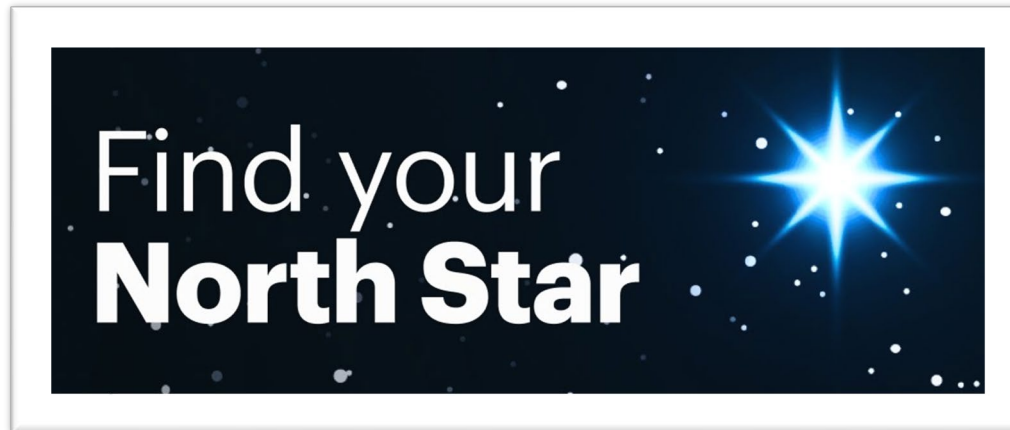
- A. Yes
- B. No
- C. In development





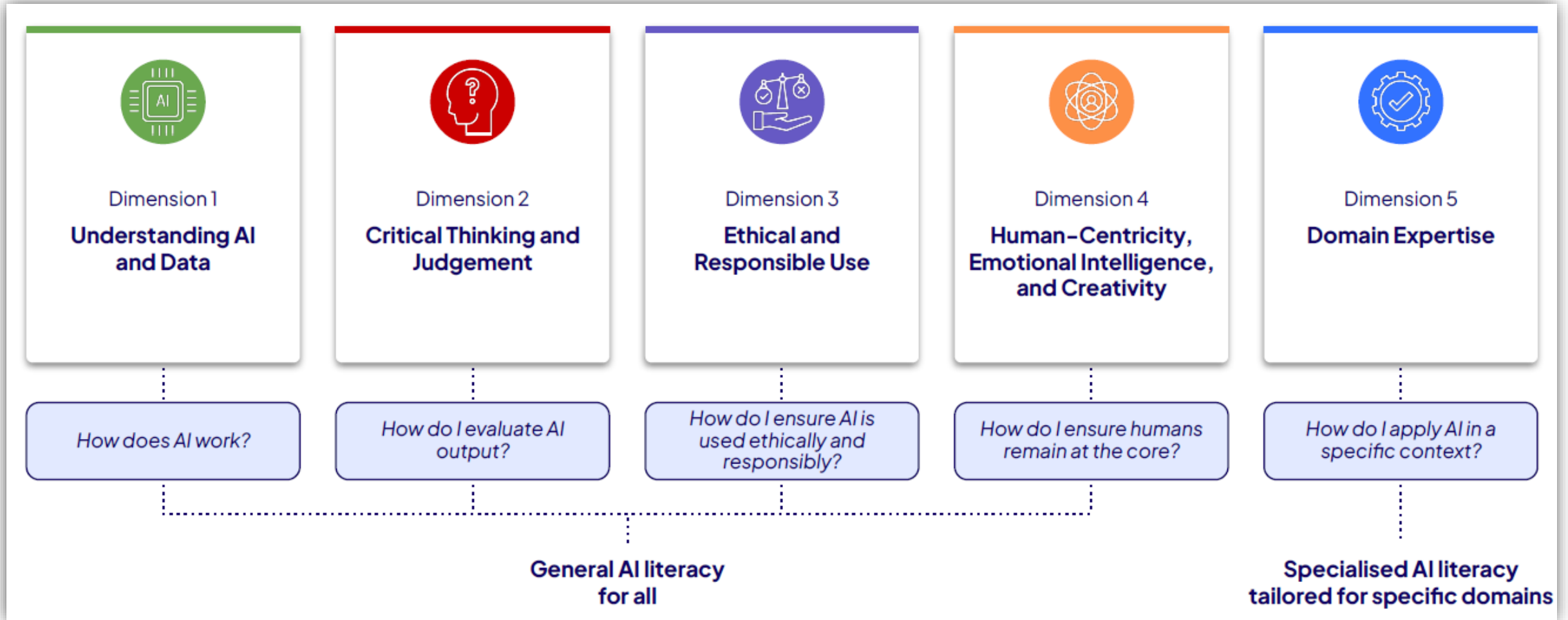
Collective Goal: Increase AI Literacy

AI Literacy (Digital Education Council, 2025): *The essential knowledge and skills needed to understand, interact with, and critically assess AI technologies. AI literacy includes the ability to use AI tools effectively and ethically, evaluate their output, ensure humans are at the core of AI, and adapt to the evolving AI landscape in both personal and professional settings.*





Five AI Literacy Competencies





Competency Level

Level 1

Level 2

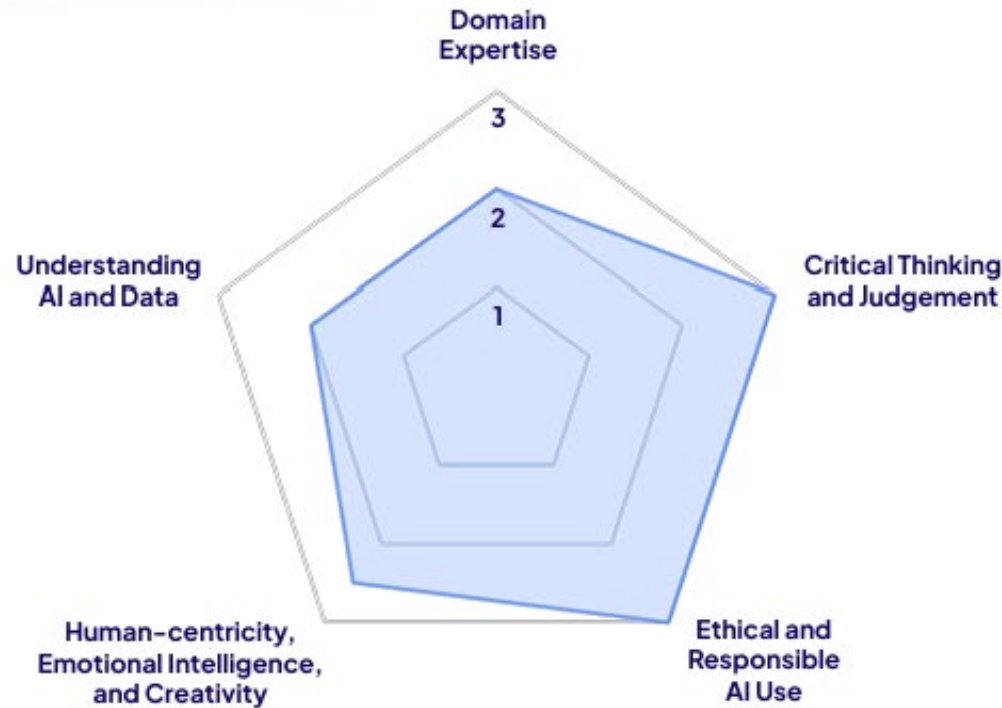
Level 3

Literacy Dimensions

	Level 1	Level 2	Level 3
 Dimension 1 Understanding AI and Data	AI and Data Awareness	AI and Data in Action	AI and Data Optimisation
 Dimension 2 Critical Thinking and Judgement	Question AI Output	Evaluate AI Output	Challenge AI Output
 Dimension 3 Ethical and Responsible Use	Understand Risks	Apply Responsible Practices	Shape Responsible Practices
 Dimension 4 Human-Centricity, Emotional Intelligence, and Creativity	Awareness of Human-AI Interaction	AI as Collaborative Tool	Develop Human-Centred AI Practices
 Dimension 5 Domain Expertise	Applied AI Awareness	AI Application in Professional Contexts	Strategic AI Leadership

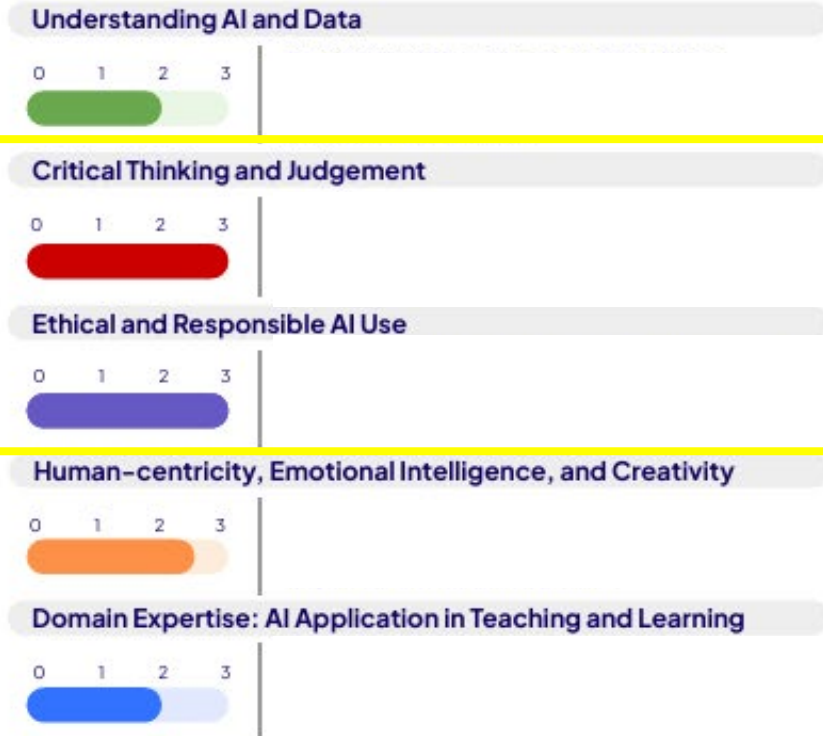


Ideal Framework Mastery for Faculty



Faculty Framework Mastery

Faculty should aim for the following mastery levels of the DEC AI Literacy Framework:



Dimension 2: Critical Thinking and Judgement

	Level 1 Question AI Output	Level 2 Evaluating AI Output	Level 3 Challenge AI Output
Description	Individuals can identify key evaluation criteria for AI output and understand that AI-generated content may contain biases or errors.	Individuals critically assess AI-generated content using established evaluation criteria and identify biases or inconsistencies.	Individuals demonstrate expertise in evaluating AI-generated output with rigorous methodologies, interrogating AI's reasoning processes, and assessing AI's impact on human cognition.
Examples of Competencies	<ul style="list-style-type: none"> Understand the importance of verifying AI-driven insights with human judgement. Understand basic evaluation criteria for AI-generated content, such as accuracy, consistency, and source reliability. Identify a number of inconsistencies or biases in AI-generated content. 	<ul style="list-style-type: none"> Apply evaluation frameworks to assess the validity of AI-generated insights. Identify and articulate biases or inconsistencies in AI-generated output. Compare AI-generated information against multiple independent sources for verification. 	<ul style="list-style-type: none"> Apply logical reasoning to understand how AI generates responses, analyse the strengths and weaknesses of different AI models and their output, and effectively build upon them. Effectively leverage AI capability to enhance critical thinking skills. Recognise and manage the nuanced impacts of AI in complex, high-stakes situations.
Examples of Actions for Progression	<ul style="list-style-type: none"> Study introductory materials on AI reliability and accuracy metrics. Compare AI-generated content with verified sources to identify discrepancies. Engage in case studies where AI-generated information led to errors or misinterpretation. Explore AI tools to assess their reliability and accuracy. 	<ul style="list-style-type: none"> Develop structured evaluation rubrics for assessing AI-generated output in an academic or professional setting. Conduct comparative studies of different AI models to assess reliability across domains. Engage in interdisciplinary discussions on AI evaluation methodologies. Start applying AI assessment frameworks to real-world scenarios. 	<ul style="list-style-type: none"> Conduct independent evaluation of AI tools, comparing their output across multiple sources for consistency and accuracy. Refine evaluation methodologies based on exposure to new AI advancements and emerging best practices. Publish assessments or research papers critically examining AI reliability in a specific domain. Apply advanced AI evaluation frameworks to real-world professional, research, or policy contexts.



Consider This

Time Check: 2:25pm

- A recent incident occurred during morning drop-off.
- A teacher was assisting with student arrival and had their foot run over by a parent vehicle.
- The principal asks AI to help develop a new car loop policy and communication plan.
- **What would the principal need to verify before using it?**



Dimension 2
**Critical Thinking and
Judgement**

Question
AI Output

Evaluate
AI Output

Challenge
AI Output



Dimension 3
**Ethical and
Responsible Use**

Understand
Risks

Apply Responsible
Practices

Shape Responsible
Practices

AI Adoption Is Not Uniform

- People are using it differently
- Culture shapes behaviors people replicate
- What kind of AI culture are we trying to build?



✓ Modeling

Principal names AI use.
Staff experiment with confidence.
Shared norms are discussed regularly, not assumed.



Dimension 3
**Ethical and
Responsible Use**

Understand
Risks

Apply Responsible
Practices

Shape Responsible
Practices

Get R.E.A.L. A Leadership Framework for Responsible AI Use



Reason First

Pause before you prompt. Is AI the right tool for this?





What This Means in Practice

People are wondering.....

Student Trust

Should educators disclose when AI contributes to student feedback?

Assessment Integrity

What evidence still demonstrates student learning in an AI-enabled world?

Professional Identity

What remains uniquely human when AI can support many professional tasks?



Evaluate Critically

Outputs are drafts, not conclusions.



What This Means in Practice

AI systems are optimized for fluency and plausibility, not accuracy or contextual awareness

What AI Does Well

- ✓ Generate multiple framings or options quickly
- ✓ Surface language patterns you may not have considered
- ✓ Summarize large volumes of information
- ✓ Draft routine communications efficiently
- ✓ Identify structural patterns in data

What Requires YOUR Judgment

- ⚠ Whether outputs are accurate
- ⚠ Whether tone aligns with your professional identity and values
- ⚠ Whether the outputs align with expectations (think car loop scenario)
- ⚠ Whether you can explain and defend the output professionally



Add Your Voice

AI can assist your thinking; it cannot replace your professional identity.



What This Means in Practice

Professional Authorship

Any product you submit or share professionally must reflect your own understanding and judgment. You are the author; AI is a tool.

Contextual Expertise

You know your students, community, and school in ways no AI model does. That knowledge must actively shape how we use the tool.

Accountability Is Not Delegable

If an AI-generated recommendation leads to push back, we cannot attribute responsibility to the tool. It stays with you.



Lead Transparently

The culture of your school is built in the moments you choose honesty over silence.



What This Means in Practice

Why People Hide AI Use

- › Fear of being judged as lazy or dishonest
- › Uncertainty about what is actually allowed
- › No visible modeling of AI use by leaders
- › No shared language for disclosure in the school
- › Belief that transparency will disadvantage them professionally

What Leaders Can Do

- ✓ Name their own AI use openly and specifically
- ✓ Separate disclosure from judgment, make it safe
- ✓ Create forums where AI use is discussed, not whispered
- ✓ Ask staff: 'What are you using AI for?' without consequence
- ✓ Model the R.E.A.L. framework in their own visible practice



Get REAL provides a common language that teams can use to guide responsible AI use together.





Let's Practice

Handout: Get R.E.A.L. at Our School Protocol for Building a Shared AI Culture

1

Surface Where We Are

Each person silently reflects on how they are using AI. Private moment, no cross-talk.

2

The Hard Conversations

Work through real scenarios: feedback, grading, disclosure, who decides what's okay. Table discussion.

3

Build Our Agreements

Capture what your table agrees on, disagrees on, and is genuinely unsure about.



Get REAL Challenge

Tell someone at your table. That accountability is where AI culture begins.

One thing I will DO differently:

A specific action — in a meeting, a decision, a communication. Not a vague intention.

One conversation I will HAVE:

With a colleague, a team, or your staff about AI use and what's okay at your school.

One thing I will STOP hiding:

An AI use you have been quiet about that deserves to be named — starting with yourself.



2026 Leadership Learning Annual
Convening Breakout Session
Round 2 Exit Survey



*Feedback is the
greatest gift*

*Thank you for joining
me today!*

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