



**RIVERSIDE COUNTY
OFFICE OF EDUCATION**
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A SCHOOL DISTRICT GUIDE TO AI Implementation

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Preface: Supporting Your School District's AI Journey

This guide is built to meet you where you are—whether you're just beginning to explore Artificial Intelligence (AI), actively piloting tools, or expanding AI practices across your system.

Every school district's path will look different. This framework is designed to help you move forward with purpose—centering equity, safety, and creativity as you explore the role of AI in learning and leadership.

Rather than prescribing a single approach, this document offers practical entry points. Whether you use this guide to begin internal planning, strengthen an existing strategy, or spark new conversations—it is meant to grow alongside your district. Think of it as a living framework to revisit, revise, and adapt as your work with AI evolves.




**“The future isn’t
arriving someday—
it’s already here.**

**And it’s human-led,
AI-enhanced,
and purpose-
driven.”**

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Our shared goal: prepare all learners—students and educators—to thrive in an AI-enhanced world while keeping connection, curiosity, and creativity at the center of learning.

I. AI Governance and Accountability

Purpose: Establish clear ownership and decision-making pathways so that AI adoption is safe, ethical, and strategically aligned with district goals.

AI STEERING TEAM CHARTER

ROLE	REPRESENTATIVE	CORE RESPONSIBILITIES
Executive Sponsor	Assistant Superintendent or Chief Technology Officer	Sets vision; approves budgets and policy changes
Curriculum Lead	Director of Teaching and Learning	Aligns AI pilots to content standards & instructional design
IT/Data Protection Officer	Director of Technology	Vetting, security reviews, integration, vendor contracts
Legal/Compliance	General Counsel	FERPA/COPPA oversight; contract language
Site Administrator	Principal (rotating)	Pilot site coordination; staff feedback loop
Educator Voice	Classroom Educator(s) from varying grade bands	Classroom-level practicality and pedagogy
Learner Representative	ASB/Learner Board Member	Captures learner perspective
Parent/Community Representative	PTA or DELAC delegate	Ensures transparency and trust

DECISION-MAKING FLOW

- Idea Intake → Staff submit AI tool or use-case via short form.
- Pre-Screen → IT and Curriculum score against district AI Vetting Checklist.
- Pilot Approval → Steering Team assigns owner, scope, and metrics.
- Pilot Review → Collect artifacts, survey data; Steering Team votes to scale, iterate, or archive.
- Scale → Add to approved AI Tool List; publish classroom guidance and professional development resources.

II. Metrics and Continuous Improvement

Purpose: Provide districts with a lightweight yet rigorous framework to evaluate AI impact on learning, equity, and operational efficiency.

READINESS AND IMPACT RUBRICS (PRE/POST)

LEARNER AI READINESS (GRADES 6–12):

- Technical Skills (prompting, tool selection)
- Ethical Reasoning (bias, privacy)
- Career Alignment (use cases, portfolio artifacts)

STAFF AI READINESS:

- Pedagogical Integration
- Tool Proficiency and Creativity
- Ethical / Data-Safety Practices

Scoring Guide: 0 = Not Yet, 1 = Emerging, 2 = Proficient, 3 = Excelling

SAMPLE DASHBOARD METRICS

DOMAIN	INDICATOR	DATA SOURCE	CADENCE
Access and Equity	Percentage of learners with regular AI-enabled device access	SIS + Network logs	Quarterly
Engagement	Average weekly learner logins to AI tools	Vendor dashboard	Monthly
Learning Outcomes	Growth on standards-aligned assessments in AI-supported units	Benchmark tests	End of Unit
Staff Adoption	Percentage of educators using AI for lesson design \geq 3 times/term	Professional Development surveys	Semester

90-DAY REFLECTION CYCLE TEMPLATE

- Collect rubric scores and quantitative metrics.
- Facilitate 45-minute focus group (learners, educators, administrators).
- Draft a one-page “What, So What, Now What” summary.

III. Accessibility and Inclusive Design

Purpose: Ensure AI tools shrink, not widen, achievement gaps for learners with disabilities, multilingual learners, and historically underserved groups.

ACCESSIBILITY FEATURE MAPPING CHECKLIST

ACCOMMODATION NEED	AI FEATURE	IMPLEMENTATION TIP
Visual	Screen-reader compatibility, text-to-speech	Verify WCAG 2.1 AA compliance
Hearing	Auto-captioning for audio/video	Provide a transcript export option
Cognitive	Text simplification, adjustable reading level	Offer “explain again” prompts
Physical	Voice-activated commands	Confirm low-latency microphone support
ELL / Multilingual	Real-time translation, bilingual glossaries	Pair with dual-language peer mentoring



IV. Learner Voice and Agency

Purpose: Center learners in decisions about how AI shapes curriculum, assessment, and school culture.

LEARNER AI ADVISORY BOARD

- **Composition:** Eight to twelve learners (grades 6–12), diverse in demographics and program participation.
- **Meetings:** Quarterly, 60 minutes, facilitated by Site Administrator and Educator Lead.
- **Deliverables:**
 - Feedback on pilot tools and lesson design.
 - Proposed AI ethics statements for classrooms.
 - Annual “State of AI at Our School” learner-produced report.

PEER MENTORSHIP AND BADGING

1. Pathway:

- a) **Explorer** → completes basic AI safety lesson.
- b) **Creator** → designs AI-enhanced project, presents to class.
- c) **Mentor** → supports two peers, logs coaching reflections.

2. **Recognition:** Digital credential plus board meeting showcase.

LEARNER-LED SHOWCASES AND COMMUNITY DIALOGUES

- Host a semesterly expo where learners demo AI projects to parents and board.
- Use learner moderators in community AI information nights.
- Collect parent questions → feed into next iteration of FAQ and Professional Development.

RETHINKING ASSESSMENT IN AN AI-ENHANCED CLASSROOM

Purpose: AI challenges us to reexamine not just *how* learners complete assignments—but *what* we are asking them to demonstrate, and *why*.

Traditional assessments often emphasize recall, repetition, or rigid formats. In an AI-enhanced environment, these tasks can be easily completed by tools—making it essential to focus on **process, voice, ethics, and reasoning**.

KEY SHIFTS IN ASSESSMENT DESIGN:

FROM...	TOWARD...
One-time submissions	Iterative feedback and reflection
“No help” tasks	Transparent tool use with attribution
Rigid formats	Multimodal demonstrations of understanding
Product-only grading	Emphasis on thinking, decisions, and process

QUESTIONS FOR EDUCATORS TO CONSIDER:

- What part of this assignment requires original thought or synthesis?
- Could students use AI to brainstorm, then annotate their revision choices?
- What does “academic integrity” look like when AI is involved?
- Can students co-create a rubric or define success criteria?

STRATEGIES TO TRY:

- **AI + Self-Assessment:** Students generate a rubric using AI, then modify it with class input.
- **Process Journals:** Ask students to reflect on how AI shaped their approach to a project.
- **Performance Tasks with Constraints:** Give students a scenario where AI is part of the process, but not the answer (e.g., “Use AI to brainstorm, then explain what you kept or changed”).

PROFESSIONAL DEVELOPMENT APPLICATION:

Include “assessment redesign” sessions in your professional learning plan. Use sample prompts, side-by-side task comparisons, and teacher-created exemplars.

V. AI Literacy vs. AI Readiness: Knowing vs. Thriving

Purpose: Literacy helps learners understand AI. Readiness prepares them to use it with purpose.

CONCEPT	AI LITERACY	AI READINESS
Focus	Understanding how AI works and impacts society	Applying AI to solve problems in career and life
Skills	Evaluating bias, prompting, ethics	Designing with AI, integrating it, adapting tools
Learner Outcome	Informed, cautious AI users	Career-aligned, confident AI collaborators

Scenario:

Sofia, a tenth grader interested in marketing, understands how AI creates social captions (literacy). But she also builds AI-generated campaign ideas, analyzes engagement, and refines messaging. Her portfolio shows she is not just aware—she is ready.



VI. Scaffolding Learner AI Interaction: Growing with Guidance

Purpose: This framework supports districts in designing age-appropriate AI experiences that begin with guided exploration and advance toward independent, ethical, and career-aligned application.

GRADE SPAN	FOCUS	EXAMPLE USE	ROLE OF AI	ADULT SUPPORT
K–5	Awareness and Exploration	AI-generated story visuals	Curiosity-driven	Educator-guided, whole class
6–8	Prompting and Feedback	Draft writing + revision	Exploratory collaborator	Modeled use + discussion
9–12	Purposeful Proficiency	Resume writing, simulations	Career-aligned partner	Coaching and reflection

Scenario:

In a seventh grade class, learners summarize a science article with AI, then fact-check it. They discuss what the AI missed and how to prompt it more effectively.



VII. Classroom Alignment: Sample Syllabus and Communication Language

Purpose: As schools introduce AI into learning and teaching, it's important that learners and families understand how it will be used—and what responsible use looks like. Below are ready-to-use statements educators can adapt for syllabi, classroom expectations, and course materials.

SUGGESTED SYLLABUS STATEMENTS

- **AI Use is Assignment-Specific:** Learners must follow specific directions from the educator about when and how AI can be used. For example, if AI is allowed for brainstorming only, learners should not use it to generate full paragraphs.
- **Be Transparent:** If AI tools are used, learners must acknowledge them. Include an “AI Assisted” note or cite the tool in the sources list, e.g., American Psychological Association (APA), Modern Language Association (MLA), etc.
- **Maintain Integrity:** Work submitted should reflect your thinking and creativity. AI can support learning, but should never replace your own voice and understanding.
- **Ask When in Doubt:** If you are unsure about whether or how to use AI on an assignment, ask your educator before proceeding.

Example Statement for a High School English Syllabus:

“We may use AI tools like ChatGPT for brainstorming, outlining, or summarizing. However, all final drafts must be written in your own words. You must indicate if AI was used in any part of your writing process.”

This language can be adjusted for younger learners, parent handbooks, and digital learning platforms (like Google Classroom) to create a consistent and transparent culture around AI use.

See Appendix: Common Learner Questions About AI for sample student Q&A language.

VIII. Supporting Academic Integrity in the Age of AI

Purpose: As AI tools become more accessible, maintaining academic integrity requires new conversations—not just new rules. Rather than framing AI misuse as a discipline issue, districts might consider responding through the lens of ethics, reflection, and digital citizenship.

As AI becomes more accessible, learners will inevitably explore its boundaries. When AI is used inappropriately—such as submitting uncredited AI-generated work or bypassing assignment expectations—districts are encouraged to respond in ways that foster understanding, growth, and ethical digital citizenship.

LOCAL DEFINITION MATTERS:

Each district should define what constitutes responsible use and inappropriate use of AI—aligned to their academic honesty policies, digital citizenship goals, and student support systems. What counts as “misuse” in one classroom may look different in another. Establishing clear, developmentally appropriate expectations—and communicating them with students and families—is essential.

Rather than prescribing disciplinary outcomes, this framework encourages each district to develop policies that reflect its values and context. However, several common principles can help guide a thoughtful, learner-centered response.

KEY CONSIDERATIONS:

- **Intent Matters:** Was the misuse exploratory, accidental, or intentional? Consider the learner’s prior understanding and any classroom instruction about AI use.
- **Transparency Gaps:** Was the learner clear about what was allowed? Did the assignment clearly define expectations for AI use and attribution?
- **Learning vs. Shortcutting:** Did the learner engage with the learning process, or attempt to bypass it? This distinction can inform the tone of your response.

RESPONSE IDEAS:

Reflective Practices: Learners rewrite or annotate AI-generated work, explaining what they would keep, revise, or reject, and why.

- **Mini-Lessons:** Offer a follow-up on digital integrity, responsible use, and ethical decision-making.
- **Alternative Assessments:** In cases of misuse, offer a revised assignment where learners demonstrate learning without AI assistance.
- **Family Communication:** Use the moment to bring families into the conversation about AI’s potential and limitations.

LOCAL POLICY ENCOURAGED:

Each district should define its own process for responding to misuse, ideally with input from administrators, educators, learner services, and family engagement teams. Where appropriate, align this with existing academic honesty policies, restorative practices, or Multi-Tiered System of Supports (MTSS).

Sample Prompt for Learner Reflection:

- What did AI help you with?
- What part of the thinking process did you skip?
- If you did this again, what would you change about your approach?



IX. Implementation by Role

Purpose: To clarify the distinct responsibilities and contributions of each stakeholder group in supporting effective and ethical AI integration across the district. This section provides guidance for administrators, educators, classified staff, and support teams to ensure a coordinated approach that aligns with district goals and promotes equitable access to AI tools and practices.

WHOLE SYSTEM, WHOLE STAFF

AI integration is not just an instructional issue—it affects nearly every department, from front offices to food services to human resources. To create inclusive, thoughtful adoption plans, districts should:

- Invite representatives from all staff to early planning and steering conversations.
- Include operational use cases in professional development and pilot reviews.
- Recognize that trust, transparency, and technology equity impact all staff—whether or not they work directly with students.

HOW DIFFERENT ROLES MAY USE AI

EDUCATORS:

- Design AI-infused lessons with Depth of Knowledge (DOK)/Substitution, Augmentation, Modification, Redefinition (SAMR) alignment.
- Use AI for formative feedback and lesson design.
- Model ethical AI use.

ADMINISTRATORS:

- Draft communications, schedule models, or analyze survey data with AI.
- Lead professional learning and pilot programs.
- Collaborate on policy and safeguards.

IT DEPARTMENTS:

- Vet tools for privacy, equity, and compatibility.
- Manage filtering, device integration, and AI infrastructure.

BUSINESS SERVICES:

- Support procurement, cost-benefit analysis, and workflow automation.

LEARNER SERVICES & INSTRUCTIONAL DIVISIONS:

- Incorporate AI into Special Education, English Language Learners, and Alternative Education programs.
- Create coaching supports and model instructional integration.

CLASSIFIED STAFF:

- Use AI for scheduling, form letters, and data analysis.
- Translation.
- Summarize meeting notes.
- Contribute to AI tool feedback.

X. Family Partnership: Communicating AI Clearly

Purpose: To support districts in fostering trust and transparency with families around the use of AI in education. This section provides guidance for communicating AI's role in learning, emphasizing student safety, ethics, and developmentally appropriate use.

WE AIM TO BUILD TRUST WITH FAMILIES BY:

- Clarifying AI's role in learning.
- Emphasizing learner safety, ethics, and guidance.
- Offering clear expectations for different grade spans.

KEY MESSAGES FOR FAMILIES:

- AI is a tool, not a replacement for learning.
- Learners are taught to think critically and ethically about its use.
- Educators model and monitor AI interactions, especially before age 13.

Sample Letter Opener:

Dear Families,

As classrooms evolve, we want you to feel informed and included in how we explore Artificial Intelligence (AI). Our goal is to help learners become thoughtful, ethical, and empowered users of AI—not passive consumers...

XI. Engaging Union Partners

Purpose: Trust is the foundation of innovation.

Ideas for bringing staff and union partners into the AI conversation:

- Invite early feedback from educators, classified staff, and union representatives.
- Clarify protections: AI enhances roles rather than replacing them.
- Co-design acceptable use guidelines.
- Celebrate and share staff-created AI exemplars.

XII. Professional Learning: Building Confidence, Not Compliance

Purpose: AI will not replace educators—but educators who use AI well may redefine what is possible.

TIERED PROFESSIONAL DEVELOPMENT MODEL

PHASE	FOCUS	FORMATS
Awareness	What is AI? Risks and possibilities	Demos, sandboxing, discussion circles
Application	AI in instruction/administration/support	Prompt labs, tool tryouts
Innovation	Share and scale best practices	Micro-credentials, lesson showcases

Scenario:

A fifth grade team uses AI to adjust a shared reading for below-grade-level and ELL learners. They reflect on how AI supports access and celebrate with other staff.



XIII. What's Next: Starting Small, Building Smart

Purpose: AI isn't one big leap. It's a series of thoughtful first steps—taken together.

STEP-BY-STEP LAUNCH PLAN

- Share the framework with staff and leaders.
- Identify AI champions.
- Host low-stakes prompt labs.
- Launch a small pilot.
- Celebrate success stories.

Scenario:

A district starts with five volunteer educators. Their pilot lessons shape districtwide professional development and messaging, creating momentum from within.



XIV. Using AI in Visual Design with District Communications

Purpose: To ensure that AI-generated visuals and graphics used in district communications reflect accuracy, professionalism, and ethical standards consistent with the district’s identity and public trust.

Guidance: When AI tools are used to create imagery, logos, or graphics for district programs, publications, or websites, it is essential to consider **ownership, copyright, brand alignment, and tone**. These factors protect the district’s credibility and ensure that public-facing materials uphold community values.

Districts might consider AI tools as **creative aids**—to spark ideas, visualize concepts, and enhance design efficiency—while maintaining **human oversight and accountability** for all final products.

KEY CONSIDERATIONS FOR DISTRICTS:

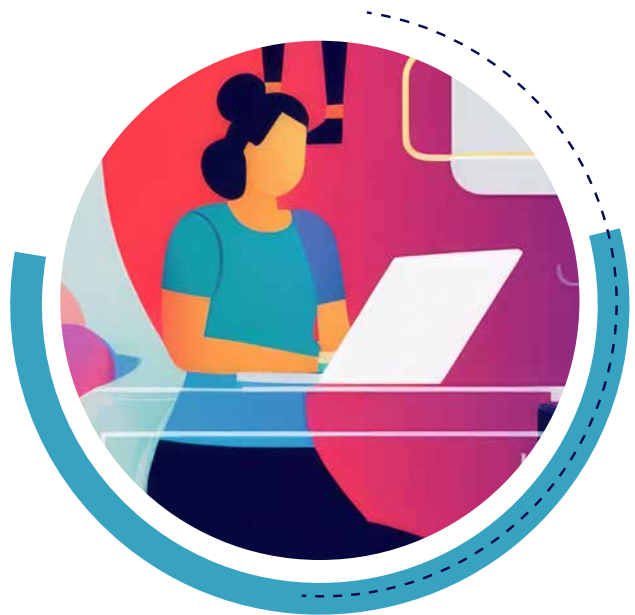
- **Ownership and Copyright:** Verify that AI-generated visuals are free of copyrighted or watermarked material and that final works are legally usable by the district.
- **Brand Consistency:** Ensure visuals align with district colors, logos, and messaging standards—especially when representing programs or departments publicly.
- **Equity and Representation:** Use imagery that authentically reflects the diversity and inclusivity of the district community. Avoid generic or biased portrayals common in AI-generated art.
- **Review and Approval:** Establish a review process (whether internal or through contracted design partners) before publishing AI-generated visuals.
- **Transparency:** When appropriate, acknowledge AI-assisted content creation in communications or documentation.
- **Ethical Use:** Avoid using AI tools to create deceptive or misleading visuals, or to fabricate images of real people, events, or facilities.

In Practice:

AI-generated visuals can streamline design work and expand creative options when used responsibly. Districts should view AI as a **supporting tool**—not a substitute for human design judgment—to ensure that all published materials continue to reflect the district’s professionalism, integrity, and community values.

XV. Appendices and Resources

- Glossary of Key Terms
- Learner AI Use Rubrics
- Tool Vetting Checklist
- Responsible AI Certification/Badging Guide
- Common Questions from Learners About AI
- S.C.O.P.E. Framework



GLOSSARY OF KEY TERMS

This appendix provides foundational terminology to support a shared understanding of key concepts related to artificial intelligence in education:

- **Artificial Intelligence (AI):** The simulation of human cognitive processes by machines, especially computer systems.
- **Large Language Model (LLM):** An AI model trained on extensive text data to understand and generate human-like language.
- **Generative AI:** AI that can create new content such as text, images, music, or code based on input prompts.
- **Prompt Engineering:** The skill of crafting effective prompts to guide AI output toward desired responses.
- **Algorithmic Bias:** Systemic and repeatable errors in AI output that result from biased training data or flawed design.
- **Closed Model:** A proprietary AI system with limited transparency or user control.
- **Open Model:** An AI system whose architecture or training data is publicly accessible, allowing for user modification.
- **Digital Literacy:** The ability to effectively and ethically use digital technologies; foundational for AI readiness.
- **AI Literacy:** Understanding how AI systems function, recognizing their impact, and engaging with them responsibly.
- **AI Readiness:** The capacity to use AI tools meaningfully and purposefully, particularly in academic or professional contexts.
- **Data Privacy:** The practice of safeguarding personal information from unauthorized access or misuse, particularly when using digital or AI-powered tools.

Learner AI Use Rubrics

This appendix includes sample rubrics to evaluate learner work involving artificial intelligence, with a focus on transparency, ethics, and academic growth.

1. AI-ASSISTED WRITING RUBRIC

CRITERIA	EXEMPLARY (4)	PROFICIENT (3)	DEVELOPING (2)	BEGINNING (1)
Originality	Learner's work clearly demonstrates original thinking with AI as a support tool.	Mostly original thinking with some reliance on AI suggestions.	Over-reliance on AI; limited original input.	Work appears primarily AI-generated with minimal personal voice.
AI Attribution	Clear, specific identification of AI tool(s) used and how.	AI use is acknowledged but lacks detail.	Minimal attribution; unclear tool usage.	No AI use identified or acknowledged.
Content Alignment	Fully meets assignment objectives and rubric criteria.	Mostly meets objectives; minor gaps.	Partial alignment with assignment requirements.	Misaligned with assignment goals.
Ethical Use	AI is used responsibly and within approved classroom guidelines.	Mostly responsible use with minor issues.	Some misuse or confusion about expectations.	Unethical or unapproved AI usage.

2. PROMPT DESIGN RUBRIC

CRITERIA	EXEMPLARY (4)	PROFICIENT (3)	DEVELOPING (2)	BEGINNING (1)
Clarity	Prompt is precise and clearly defined.	Mostly clear with minor ambiguities.	Somewhat vague or incomplete.	Unclear or confusing.
Specificity	Prompt includes relevant details to guide AI output.	Adequate detail provided.	Limited specificity.	Too general or unrelated.
Iteration	Prompt was revised to improve outcomes.	Minor revisions attempted.	Little evidence of iteration.	No revisions made.
Purpose Alignment	Prompt reflects assignment goals or learning objectives.	Generally aligned.	Somewhat misaligned.	Off-topic or unrelated.

3. LEARNER REFLECTION PROMPTS (OPTIONAL ADD-ON)

- What did AI help you do more effectively?
- How did you make sure your voice remained in the work?
- If you used AI again, what would you do differently?

Tool Vetting Checklist

1. IT Security and Privacy

- Compliant with FERPA, COPPA, and state laws.
- End-user data are encrypted and protected.
- Clear terms of service and privacy policies.
- Data ownership and retention policies are transparent.
- No unauthorized third-party data sharing.

2. Instructional Alignment

- Tool aligns with specific learning goals or academic standards.
- Grade-level appropriate and relevant to learner needs.
- Supports educator control over AI outputs and integration.

3. Equity and Accessibility

- Multilingual support options available.
- Accessible for learners with disabilities (e.g., screen reader compatible).
- Content free from harmful stereotypes or biased assumptions.
- Inclusive design reflective of diverse users and contexts.

4. Implementation Support

- Professional development or tutorials available for staff.
- User interface is intuitive for learners and educators.
- IT support and troubleshooting guidance included.

5. Re-evaluation Timeline and Oversight

- Tool reviewed annually for continued alignment.
- Process in place for sunseting or updating tools.
- Documented process for stakeholder feedback and reporting concerns.

Responsible AI Certification/Badging Guide

Purpose: To acknowledge learners who demonstrate ethical, thoughtful, and proficient use of AI tools in educational contexts, and to promote a culture of transparency and creativity.

BADGE TITLE

Certified Responsible AI User

CORE COMPETENCIES

Learners must demonstrate:

- **Ethical Use** – Understand and follow classroom or district AI guidelines.
- **Transparency** – Clearly identify when and how AI tools are used.
- **Prompting Skills** – Craft effective, purposeful prompts for academic tasks.
- **Critical Reflection** – Reflect on AI's role in their thinking and learning process.

SUGGESTED BADGE EARNING PROCESS

- **Lesson Integration** – Complete a designated lesson/unit where AI is applied with educator support.
- **Learner Submission** – Submit one artifact (e.g., AI-enhanced writing, project, prompt log) and a brief reflection.
- **Rubric-Based Review** – Educator uses district-approved rubric (see Appendix B) to evaluate.
- **Verification** – Educator signs off, and badge is logged in the district recognition system or learner portfolio.

OPTIONAL ENHANCEMENTS

- **Tiered levels:** Explorer → Skilled → Mentor.
- **Peer coaching:** Badge earners assist classmates in AI literacy practices.
- **End-of-year recognition:** Celebrate badge recipients in assemblies, newsletters, or learner showcases.

Common Questions from Learners About AI

These are sample questions districts might hear from learners as AI tools become part of the classroom. Use them to build discussion, clarify expectations, or co-design classroom guidance.

1. Can I use AI for my homework?

Only if the assignment or educator specifically allows it. When in doubt—ask first.

2. How do I give credit if I use AI?

Include a note or citation (e.g., “Brainstormed using ChatGPT” or “AI-assisted summary”). Some educators may ask for the Modern Language Association (MLA) or American Psychological Association (APA) format.

3. What counts as cheating with AI?

If you copy and paste from AI without doing your own thinking—or if you hide your use of AI—that could be a violation of academic integrity. Honest use + attribution = responsible use.

4. What if AI gives me the wrong answer?

AI tools can make mistakes. Always fact-check, think critically, and use your own judgment.

5. Why are we even using AI in school?

Because it’s part of the world you are growing up in. Learning to use it thoughtfully, creatively, and ethically is part of preparing for your future.

The S.C.O.P.E. Framework for Thoughtful GenAI Integration

S.C.O.P.E. is a research-aligned framework that helps educators use AI tools to deepen learner cognition and encourage responsible, reflective use. It emphasizes teaching with AI, not outsourcing thinking to it.

DEEPENING PRACTICE WITH THE SCOPE FRAMEWORK

“AI should extend learner thinking, not replace it.”

As Riverside County educators begin integrating AI into classrooms, it’s essential to move beyond surface use and foster deliberate, thinking-centered engagement. The SCOPE Framework—developed for classroom implementation—offers five educator-friendly pillars that support responsible, cognitively rich AI integration:

S.C.O.P.E.

- **Set Cognitive Purpose:** Define the thinking skill before selecting a tool.
- **Co-Create with Prompts and Protocols:** Develop tiered prompts that guide deeper reasoning.
- **Orchestrate Metacognition:** Prompt learners to reflect on AI’s value and limits.
- **Prepare Ethical and Procedural Guardrails:** Teach proper use, attribution, and critical awareness.
- **Evaluate Impact and Iterate:** Use feedback and data to refine practice regularly.

Example:

A 9th-grade educator labels the day’s lesson “Compare and Contrast.” Learners use AI to brainstorm two opposing viewpoints on climate migration, then color-code which parts they trust and which they revise—practicing critical thinking, not copy-paste.

PILLAR	EDUCATOR ACTION	CLASSROOM EXAMPLE
Set Cognitive Purpose	<ul style="list-style-type: none"> ▪ Identify the thinking skill (e.g., analyze, compare, synthesize) before selecting AI use. ▪ Make the purpose transparent to learners. 	Label slides with: “Today we will synthesize multiple views. AI will help us brainstorm.”
Co-Create With Prompts	<ul style="list-style-type: none"> ▪ Use scaffolded prompt sequences: Generate → Critique → Refine. ▪ Embed “explain your thinking” steps to promote reasoning. 	Learners ask AI for historical interpretations, then justify which they adopt.
Orchestrate Metacognition	<ul style="list-style-type: none"> ▪ Add checkpoints: What did AI help with? What did you change? ▪ Ask learners to rate their confidence in AI’s outputs and annotate them. 	Learners color-code AI output: green = keep, yellow = verify, red = revise.
Prepare Ethical Guardrails	<ul style="list-style-type: none"> ▪ Teach learners how to cite AI use and discuss data bias, privacy, and hallucination. ▪ Use local policies to set clear classroom rules. 	Learners debate whether an AI-paraphrased paragraph meets academic honesty norms.
Evaluate and Iterate	<ul style="list-style-type: none"> ▪ Use side-by-side assessments (with/without AI) to measure learning outcomes. ▪ Gather learner feedback on AI’s impact on learning and effort. 	Learners reflect: Did AI help me understand the topic or just finish the task?