

How Ready Is Your School or District for Responsible AI Integration?

Use this self-assessment to identify strengths, gaps, and practical next steps across leadership, governance, educator readiness, student learning, curriculum, technology, privacy, equity, communication, and evaluation.

Recommended Participants

- District and school leaders
- Curriculum and instruction teams
- Instructional technology leaders
- Teacher leaders and instructional coaches
- Student services, privacy, and data leaders

How to Use This Tool

- Rate each statement from 1 to 4.
- Discuss differences in ratings.
- Capture evidence and concerns.
- Identify the three highest-priority gaps.
- Select one practical next step.

Rating Scale

1 - Not Yet

No consistent practice, guidance, or ownership exists.

2 - Emerging

Some awareness or isolated practice exists, but it is inconsistent.

3 - Developing

Clear practices are underway, though implementation is not yet consistent or complete.

4 - Established

The practice is documented, supported, monitored, and implemented consistently.

Organization Information

School or District: _____

Date: _____

Participants: _____

Facilitator: _____

Grade Levels / Departments: _____

Current AI Priority: _____

1. Leadership and Vision

Shared purpose, ownership, priorities, and alignment.

Readiness statement	1	2	3	4	Notes
Leaders have a shared definition of responsible AI literacy.	☐	☐	☐	☐	
AI work is connected to instructional, strategic, or career-readiness priorities.	☐	☐	☐	☐	
A leader or cross-functional team has clear ownership for AI planning.	☐	☐	☐	☐	
Leaders communicate that AI should support, not replace, human judgment.	☐	☐	☐	☐	
The organization has identified a realistic starting point for implementation.	☐	☐	☐	☐	

2. Governance and Responsible-Use Guidance

Policies, expectations, oversight, and accountability.

Readiness statement	1	2	3	4	Notes
The organization has clear expectations for acceptable and unacceptable AI use.	☐	☐	☐	☐	
Guidance addresses transparency, disclosure, verification, and academic integrity.	☐	☐	☐	☐	
High-impact AI-supported decisions require appropriate human review.	☐	☐	☐	☐	
There is a process for reviewing new AI tools or use cases before adoption.	☐	☐	☐	☐	
Students, educators, and families can access guidance in understandable language.	☐	☐	☐	☐	

3. Educator Readiness

Knowledge, confidence, professional learning, and implementation support.

Readiness statement	1	2	3	4	Notes
Educators understand core AI concepts, strengths, and limitations.	☐	☐	☐	☐	
Educators know how to protect privacy and avoid entering sensitive information.	☐	☐	☐	☐	
Educators can evaluate AI-generated content for accuracy and evidence.	☐	☐	☐	☐	
Professional learning is practical, role-specific, and connected to classroom use.	☐	☐	☐	☐	
Educators have access to coaching, examples, and implementation support.	☐	☐	☐	☐	

4. Student AI Literacy

Understanding, evaluation, responsible use, and human judgment.

Readiness statement	1	2	3	4	Notes
Students learn how AI systems use data and generate outputs.	☐	☐	☐	☐	
Students are taught to verify accuracy, evidence, and source credibility.	☐	☐	☐	☐	
Students examine bias, fairness, missing context, and potential harm.	☐	☐	☐	☐	
Students understand privacy, disclosure, and responsible-use expectations.	☐	☐	☐	☐	
Students practice explaining when human judgment and accountability are required.	☐	☐	☐	☐	

5. Curriculum Integration

Coherent, age-appropriate, and subject-connected learning.

Readiness statement	1	2	3	4	Notes
AI literacy learning outcomes are defined by grade band or course context.	☐	☐	☐	☐	
AI literacy is connected to existing curriculum rather than isolated tool demonstrations.	☐	☐	☐	☐	
Lessons include critical thinking, reflection, and evidence of student learning.	☐	☐	☐	☐	
Subject areas and CTE pathways have relevant examples and applications.	☐	☐	☐	☐	
Curriculum materials are accessible, inclusive, and adaptable.	☐	☐	☐	☐	

6. Technology and Approved Tools

Access, review, support, and instructional fit.

Readiness statement	1	2	3	4	Notes
The organization knows which AI tools are approved, restricted, or under review.	☐	☐	☐	☐	
Approved tools meet age, privacy, security, and accessibility requirements.	☐	☐	☐	☐	
Teachers know which tools may be used with students and under what conditions.	☐	☐	☐	☐	
Technology support is available for implementation and troubleshooting.	☐	☐	☐	☐	
Tool selection is driven by learning goals rather than novelty.	☐	☐	☐	☐	

7. Privacy and Data Protection

Sensitive information, consent, security, and responsible handling.

Readiness statement	1	2	3	4	Notes
Staff and students know what information should never be entered into AI tools.	☐	☐	☐	☐	
AI use is reviewed for compliance with student-data privacy requirements.	☐	☐	☐	☐	
Contracts and tool settings are reviewed for data collection and retention practices.	☐	☐	☐	☐	
Processes exist for reporting privacy concerns or unintended disclosure.	☐	☐	☐	☐	
Privacy expectations are reinforced through training and communication.	☐	☐	☐	☐	

8. Equity and Accessibility

Inclusive access, bias awareness, accommodation, and impact.

Readiness statement	1	2	3	4	Notes
AI implementation considers differences in access, language, disability, and support needs.	☐	☐	☐	☐	
Materials and tools are reviewed for accessibility.	☐	☐	☐	☐	
Leaders examine who may benefit, be excluded, or experience harm.	☐	☐	☐	☐	
Students have equitable opportunities to develop AI literacy.	☐	☐	☐	☐	
The organization monitors for bias and unequal outcomes.	☐	☐	☐	☐	

9. Family and Community Communication

Clarity, trust, participation, and transparency.

Readiness statement	1	2	3	4	Notes
Families receive clear information about how AI may be used in teaching and learning.	☐	☐	☐	☐	
Communication explains benefits, limitations, privacy, and responsible-use expectations.	☐	☐	☐	☐	
Families have a way to ask questions or raise concerns.	☐	☐	☐	☐	
Student voice is included in planning and evaluation when appropriate.	☐	☐	☐	☐	
Community and workforce partners are engaged when relevant.	☐	☐	☐	☐	

10. Evaluation and Continuous Improvement

Evidence, feedback, learning, and scaling decisions.

Readiness statement	1	2	3	4	Notes
AI initiatives begin with defined outcomes and measures of success.	☐	☐	☐	☐	
The organization collects student work, educator feedback, and implementation evidence.	☐	☐	☐	☐	
Leaders review benefits, risks, barriers, and unintended consequences.	☐	☐	☐	☐	
Pilot findings inform refinement before broader expansion.	☐	☐	☐	☐	
There is a process for updating guidance as technology and needs change.	☐	☐	☐	☐	

FUTURE READY AI

School and District AI Readiness Self-Assessment

SCORING &
ACTION PLAN

Domain Summary

Add the five ratings in each domain. Each domain score will range from 5 to 20.

#	Readiness domain	Score (5-20)	Priority
1	Leadership and Vision	—	High / Med / Low
2	Governance and Responsible-Use Guidance	—	High / Med / Low
3	Educator Readiness	—	High / Med / Low
4	Student AI Literacy	—	High / Med / Low
5	Curriculum Integration	—	High / Med / Low
6	Technology and Approved Tools	—	High / Med / Low
7	Privacy and Data Protection	—	High / Med / Low
8	Equity and Accessibility	—	High / Med / Low
9	Family and Community Communication	—	High / Med / Low
10	Evaluation and Continuous Improvement	—	High / Med / Low

Interpreting Domain Scores

5-8 Beginning Foundational work and ownership are needed.	9-12 Emerging Some practices exist, but consistency and support are limited.	13-16 Developing Structures are underway; implementation and evidence should be strengthened.	17-20 Established Practices are clear and consistent; focus on monitoring and continuous improvement.
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Priority Reflection

Which three domains require the most immediate attention?

Which existing strength can help accelerate progress?

What risk or constraint must be addressed before implementation?

What student or educator outcome matters most?

What is one realistic action that can begin within the next 30-60 days?

FUTURE READY AI

School and District AI Readiness Self-Assessment

PRIORITY
ACTION PLAN

From Assessment to Action

Select a focused next step that is realistic, measurable, and aligned to your highest-priority readiness gap.

Priority domain	Action	Owner	Timeline	Evidence	Status

Possible Starting Points

Leadership Readiness Session Build shared understanding, identify priorities, and clarify ownership.	Educator Professional Learning Develop foundational knowledge and responsible classroom practices.	AI Literacy Pilot Test selected lessons with a teacher team, department, or interdisciplinary cohort.
Responsible-Use Guidance Review Clarify privacy, disclosure, verification, academic integrity, and oversight.	Curriculum Mapping Connect AI literacy competencies to current courses, grade levels, and CTE pathways.	Family and Community Communication Develop clear, accessible communication and feedback opportunities.
Discuss Your Readiness Results Future Ready AI can help interpret findings, identify a practical entry point, design professional learning, customize curriculum, or develop a focused implementation pilot. Andrea Davis-Baptiste Future Ready AI Chicago, Illinois Professional portfolio: andreadavisbaptiste82-creator.github.io		

This self-assessment is a planning tool, not a compliance audit or legal review.