Reed Union School District
Nurture - Teach - Inspire

Protocol for Evaluating AI Tools

Phase 1: Instructional Need & Alignment

- Clearly define the **problem of practice** the app is intended to solve.
  (e.g., math discourse, writing feedback, intervention support)
- Identify **target student groups**:
  - Grade level (6–8, etc.)
  - Subject area
  - Subgroups (including specific disability categories, English learners, advanced learners)
- Evaluate alignment to:
  - CA content standards (ELA/Math/etc.)
  - Instructional priorities (e.g., discourse, PBL, differentiation)
- Determine whether the tool **enhances, not replaces, high-quality instruction**

Key Question: *What does this app do that strong teaching alone cannot do as efficiently or effectively?*

Phase 2: Initial Vetting (Before Classroom Use)

- Review:
  - **Student data privacy compliance** (FERPA, COPPA, district policies)
  - Accessibility features (UDL alignment, IEP/504 compatibility)
  - Equity considerations (access across devices, language supports)
- Conduct a **cost-benefit analysis**:
  - Licensing cost vs. number of students impacted
  - Required instructional time vs. learning gain
  - Ongoing resource support demand
- Identify **success criteria upfront**:
  - What measurable outcomes will determine if this is worth adopting?

Phase 3: Pilot Design

- Break down expected impact by:
    - All students vs targeted student groups
    - Grade level
    - Subject area
- Identify **pilot teachers/classrooms**
- Establish **baseline data** before implementation
- Provide **initial training and demonstration** (at department meetings)
- Ensure **ongoing coaching support** (monthly check-ins with Instructional Coach, team leads, etc.)

- Create opportunities for:
    - Teacher collaboration
    - Cross-classroom observation
    - Iteration and adjustment

Phase 4: Implementation & Data Collection

- Collect **quantitative data**:
    - Student performance (assessment growth, task completion)
    - App analytics (usage, engagement, feedback)
- Collect **qualitative data**:
    - Teacher observation logs
    - Student reflections (engagement, clarity, confidence)
    - Classroom artifacts (student work before/after)
- Monitor:
    - Fidelity of implementation
    - Teacher workload impact
    - Student accessibility and usability

Phase 5: Collaboration & Ongoing Reflection

- Meet regularly (monthly or quarterly) with:
    - Instructional coaches
    - Pilot teachers
- Share progress within:
    - Department teams
    - Grade-level teams
- Identify:
    - What's working
    - What needs adjustment
    - Unexpected challenges

Phase 6: Broader Exposure (if applicable)

- Share pilot progress with:
  - Additional teacher teams
- Identify **collaborative partners** to expand pilot reach
- Conduct **schoolwide demonstrations** (e.g., Spring rollout preview)
- Provide optional **try-it sessions** for interested teachers

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Phase 7: Evaluation & Decision-Making

- Present findings to:
  - Grade-level teams
  - Departments
  - District leadership
- Evaluate based on:
  - Student impact (learning outcomes)
  - Equity of access across student groups
  - Teacher usability and sustainability
  - Cost-effectiveness

Adoption Decision Categories

- ✅ Adopt
- 🟡 Continue pilot / expand with revisions
- ❌ Do not adopt

Phase 8: Implementation Plan (If Adopted)

- Develop:
  - Scaled **professional development plan**
  - Ongoing **coaching and support structures**
- Create:
  - Clear **usage guidelines for teachers and students**
  - Integration with existing curriculum (not “one more thing”)
- Establish **annual review cycle** for continued effectiveness