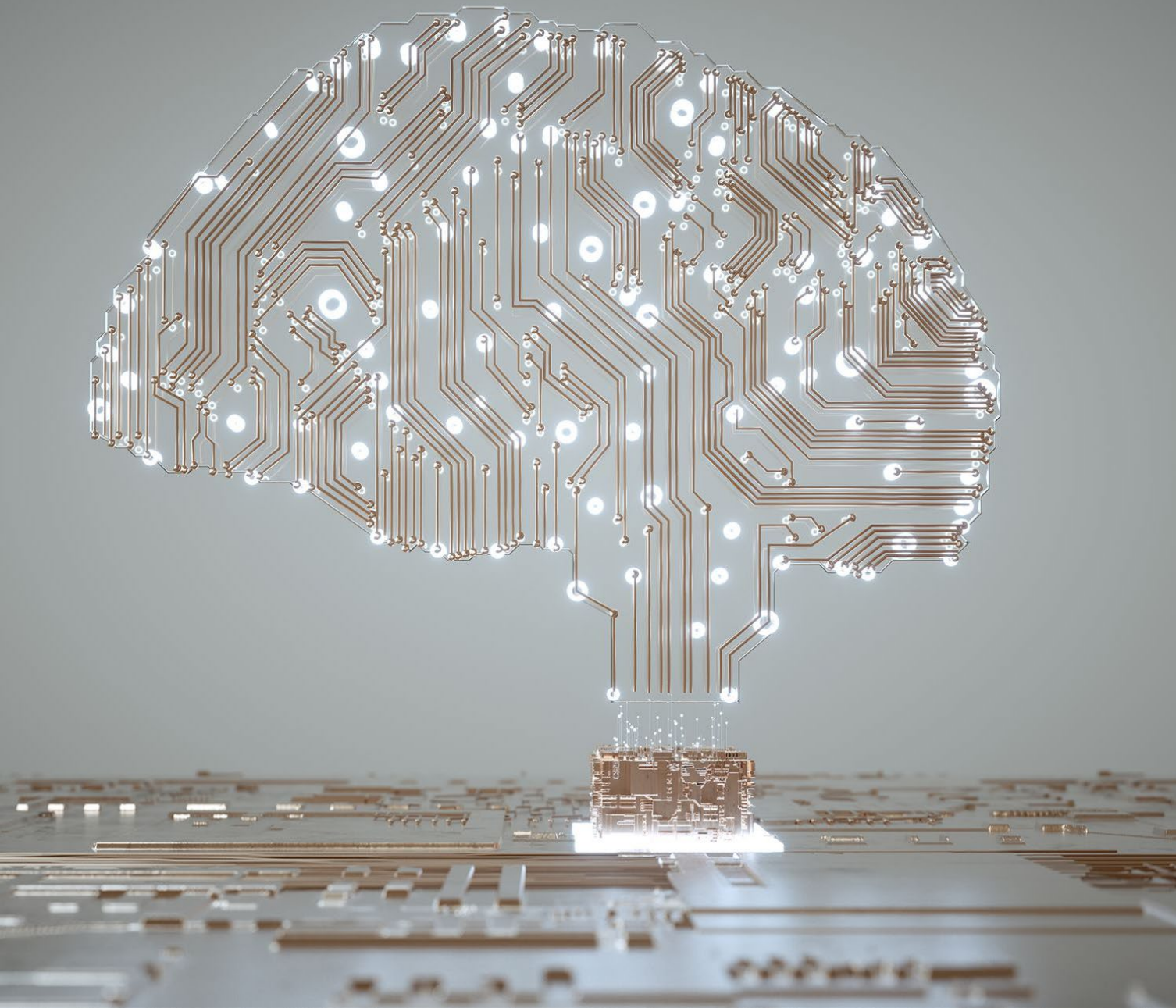




ESE Strategic Goals and AI Integration

Presented by Advancing innovative
AI-driven educational strategies

Presented by:

Essa Kennedy- FDLRS Technology
Program Specialist

Zuzel Rodriguez- Curriculum Supervisor
for Gifted and Talented

AI tools were used in the creation of this
presentation.



Session Context and Purpose



Session Overview and Learning Focus

Session Scope and Structure

Focus on AI integration in ESE and Gifted education

Learning Focus on AI Applications

Help administrators discern appropriate AI uses for enrichment, differentiation, and identification supports.

Leadership and Decision-Making

Emphasize informed leadership over technical expertise to guide AI use aligned with equity and accessibility.

Practical Outcomes

Participants gain reference tools, implementation steps, and observation checklists (Look-fors) for AI integration.



Session Purpose and Intended Impact



Strengthening Administrator Capacity

Focus on empowering administrators to lead AI-informed practices that support ESE and Gifted learners ethically and equitably.

Understanding AI Capabilities and Limits

Increase awareness about AI's strengths and weaknesses to guide purposeful and responsible use in schools.

Promoting Thoughtful Skepticism

Encourage critical questions about data privacy, bias, and alignment to ensure safe and fair AI use.

Fostering Confident Facilitation

Build confidence in administrators to lead discussions on AI's role in enhancing ESE and Gifted programming responsibly.



Strategic Alignment and Rationale



Alignment to District Strategic Goals

Personalized Learning Enhancement

AI creates varied learning pathways for advanced students, promoting deeper exploration of content complexity.

MTSS Data Support

AI helps educators analyze instructional data to identify advanced academic potential within MTSS frameworks.

Inclusive Identification

AI highlights strengths in diverse learners often missed by traditional standardized testing methods.

Administrative Oversight

Administrators ensure AI use aligns with strategic goals while fostering innovation and maintaining coherence.



State and Federal Expectations for ESE/Gifted Programming

Regulatory Framework

Gifted and ESE programming must comply with state, federal and district policies ensuring equitable identification and services for students.

Role of AI Tools

AI can assist with instructional planning and data organization but cannot replace formal evaluations or eligibility decisions.

Maintaining Compliance

Administrators must ensure AI does not blur boundaries and that gifted or ESE program integrity and student rights are protected.



Responsible Innovation and Leadership

Balancing Innovation and Ethics

Leaders must balance enthusiasm for new AI tools with careful ethical evaluation and bias awareness.

Leadership Roles and Responsibilities

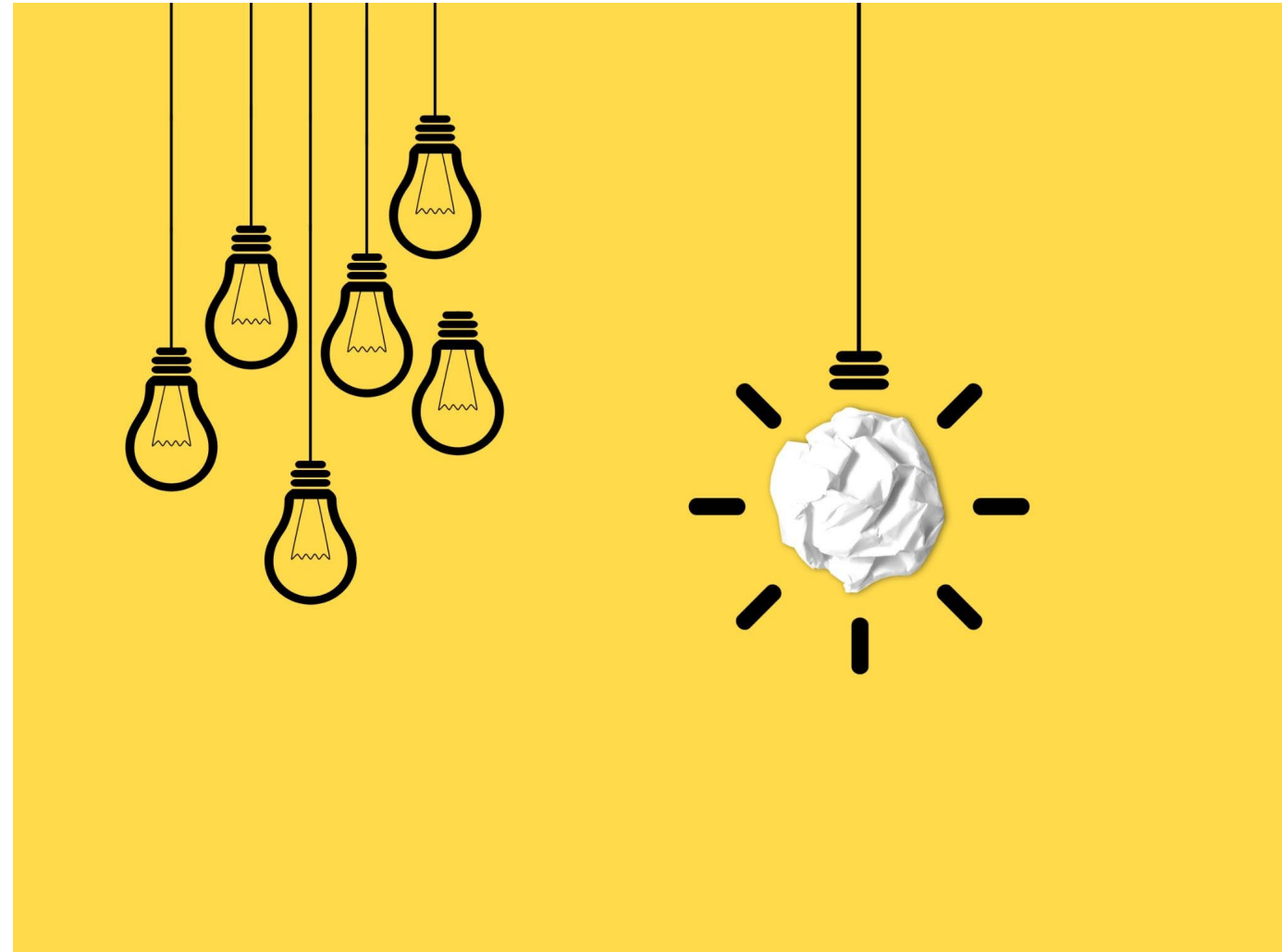
Leaders set expectations, model decision-making, and create structures for ongoing AI use review.

AI as a Support Tool

Communicate that AI enhances educator expertise without replacing professional judgment.

Fostering Equitable Innovation

Leadership cultivates a culture of innovation focused on equity, transparency, and instructional purpose.





Understanding AI Capabilities and Limits



What AI Can Do in Gifted Contexts

AI Enhances Instructional Design

AI generates diverse perspectives, solution paths, and enrichment ideas to challenge advanced learners in gifted education.

Facilitates Project-Based Learning

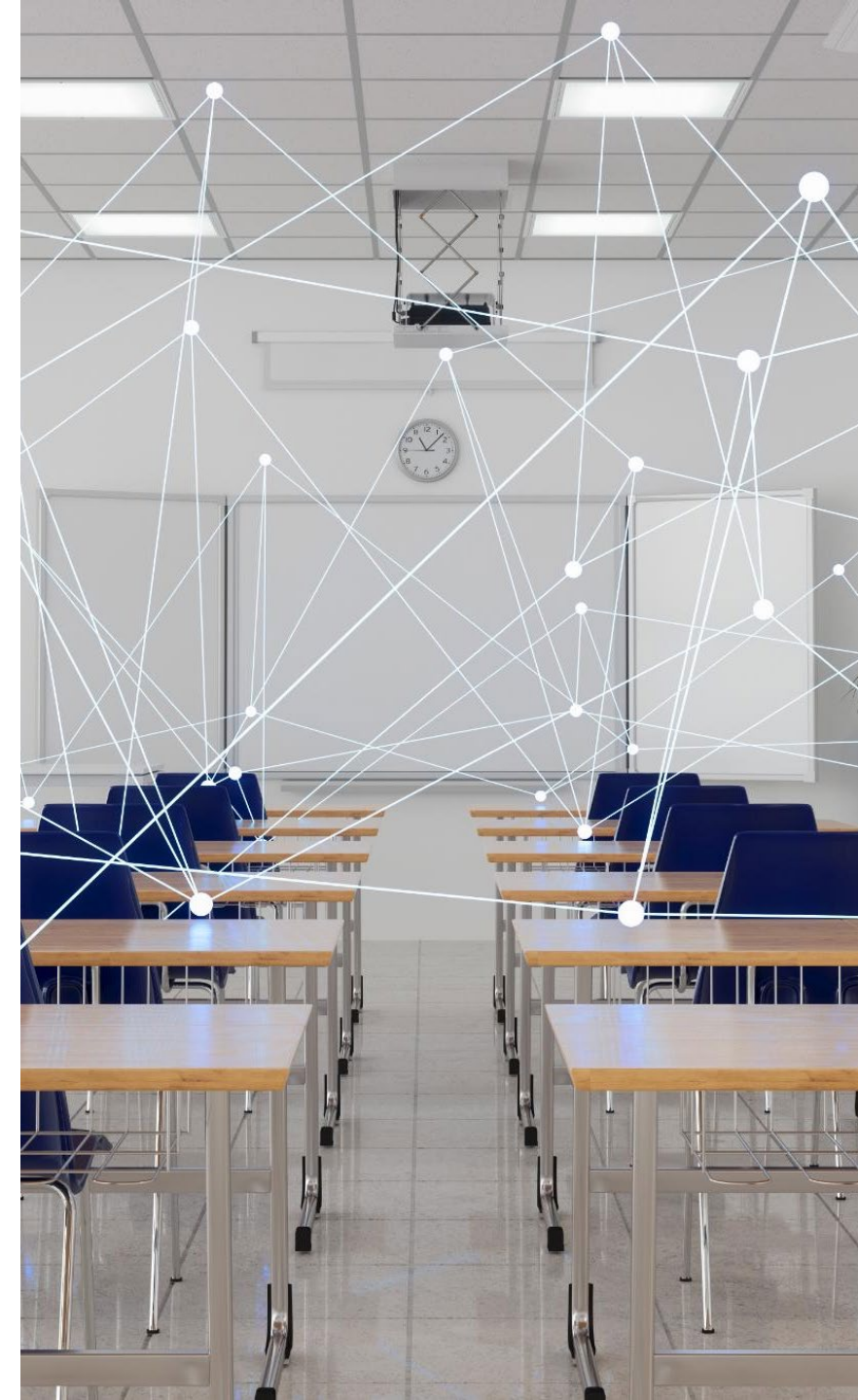
Teachers use AI to brainstorm open-ended questions and design complex project-based learning experiences.

Data Organization and Analysis

AI helps compile observations and identify trends across student work to aid deeper analysis and save time.

Need for Professional Review

Educators must review, refine, and contextualize AI outputs to align with student needs and instructional goals.





What AI Cannot Do in Gifted Education

Limits of AI Judgment

AI cannot replace educators' expertise, judgment, or deep relational understanding of gifted students.

AI's Inability to Interpret Nuance

AI cannot independently understand creativity, motivation, or nuanced student behaviors essential for gifted education.

Need for Human Oversight

Without human oversight, AI outputs may be inaccurate or biased, risking inequitable educational outcomes.

AI as a Support Tool

AI should be used as a supportive exploratory tool, not as an authoritative decision-maker in education.

Responsible Use and Data Privacy

Data Privacy Guidelines

Strict adherence to data privacy is essential; personally, identifiable student information must be protected.

Staff Training and Guidance

Administrators must ensure educators understand ethical AI use and clearly communicate acceptable use policies. BCPS is creating an AI policy.

Ethical AI Verification

Responsible use involves verifying AI outputs, questioning assumptions, and addressing potential biases to maintain trust.

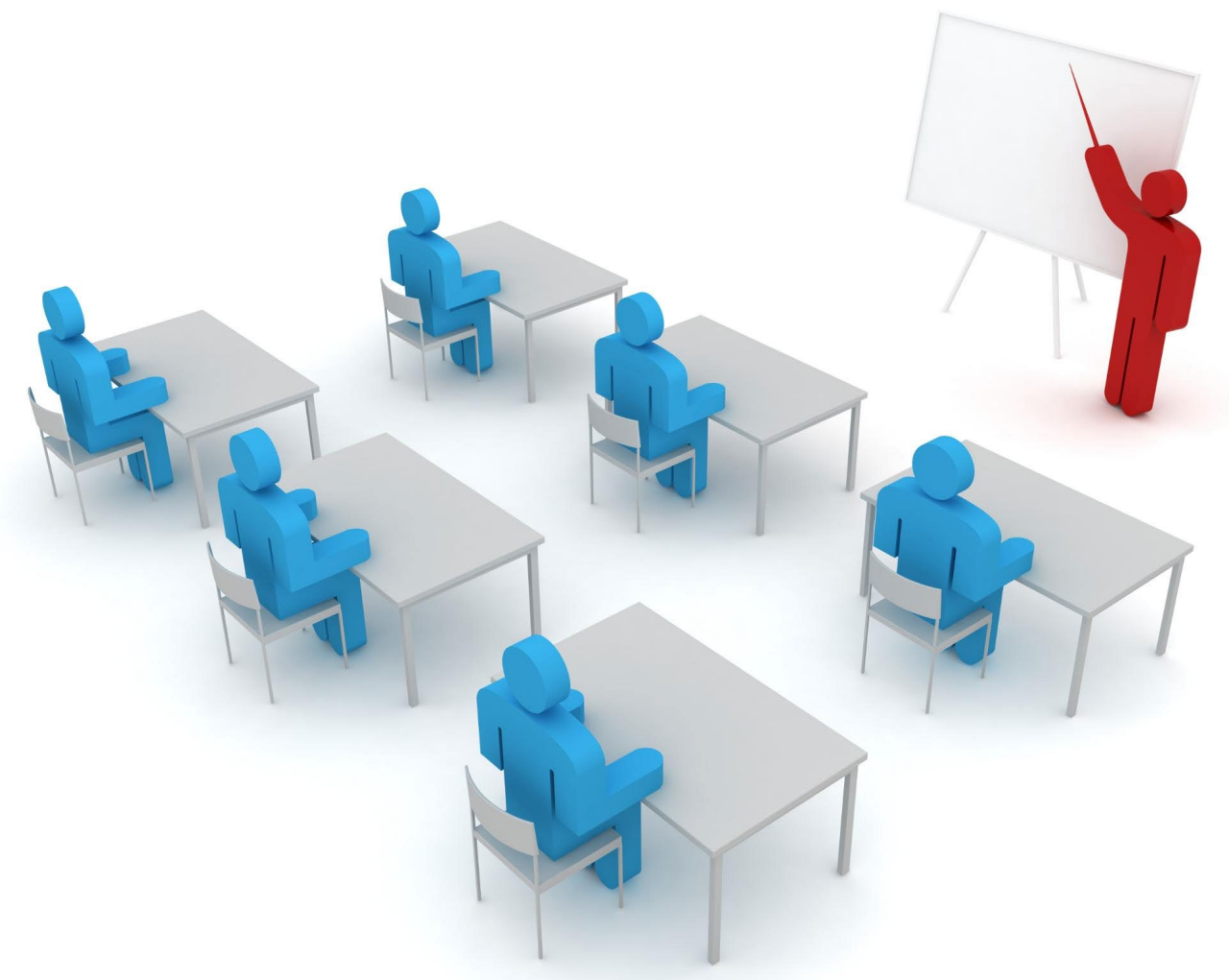
Building Community Trust

Establishing clear norms and expectations fosters trust among educators, families, and the broader community for safe AI innovation.





AI Use Cases for Gifted Learners



Differentiation Through Depth and Complexity

AI Enables Complex Tasks

AI helps design tasks emphasizing depth, complexity, and abstract thinking for gifted students.

Aligning with Gifted Principles

AI-generated prompts encourage analysis of multiple variables and interdisciplinary connections.

Effective Use and Reflection

Successful AI use involves teacher facilitation and student reflection, fostering meaningful cognitive challenge.



Enrichment and Extension Opportunities



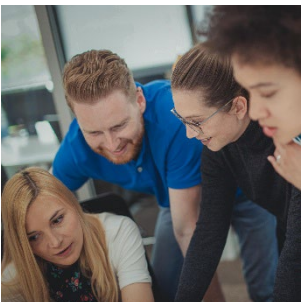
AI in Project-Based Learning

AI tools facilitate project-based learning and real-world problem-solving scenarios in gifted education.



Simulating Professional Fields

AI helps create scenarios that simulate professional challenges like engineering and policy analysis.



Encouraging Creativity and Inquiry

Enrichment focuses on fostering originality, inquiry, and sustained engagement instead of pre-packaged outputs.



Supporting Gifted Identification Conversations

AI Enhances Data Review

AI helps organize and identify patterns in student work, assessments, data and observations for gifted discussions.

Supports Professional Dialogue

AI tools are designed to support discussions, not to make eligibility decisions for gifted identification.

Ensuring Equity and Compliance

Clear disclaimers emphasize that formal evaluations remain the only method for gifted identification decisions.



Leadership Actions and Implementation



Administrator Role in AI Integration

Modeling Responsible AI Use

Administrators establish responsible AI use by setting clear expectations and demonstrating ethical practices in education.

Guidance and Alignment

Leaders provide guidance ensuring AI tools align with instructional goals and support advanced learning outcomes.

Ongoing Learning and Reflection

Continuous learning and reflection help leaders adapt policies as AI tools and educational needs evolve over time.



Walkthrough Look-Fors in Gifted Classrooms

Student AI Engagement

Students actively use AI to explore multiple solutions, compare viewpoints, and refine their ideas creatively.

Purposeful Instruction

Teachers integrate AI intentionally, facilitating discussion, questioning, and reflection to deepen learning.

Transparent AI Use

AI use is visible and aligned with learning goals, emphasizing rigor and engagement for gifted learners.



AI and Students with Disabilities

What AI Can and Can't Do for Students with Disabilities

AI CAN

- Increase Access to General Education
- Support Teachers with Planning and Preparation
- Assist with Progress Monitoring
- Support Communication

AI CAN'T

- Make eligibility decisions
- Replace human relationships
- Write IEP's independently
- Replace specialized instruction



AI Use in Differentiation

1

Access grade
level content

2

Support MTSS
and UDL
implementation

3

Enhance
Specialized
Instruction

4

Preserve
teacher control
and judgment



AI as Assistive Technology

All students have access to AI tools to assist with their learning

Students with Disabilities may require Assistive Technology to receive FAPE

AI tools can be an Assistive Technology accommodation for a Student with a Disability

AI for Differentiation



Teachers face increasing demands to meet diverse learner needs

AI can expand instructional capacity without replacing educators

Effective use focuses on access, scaffolding and independence



Use Case 1: Differentiated Content Access

- Adjusts reading complexity while maintaining grade-level rigor
- Provides summaries, visuals, and vocabulary support
- Helps students access the same core instruction



Use Case 2: Scaffolded Practice and Skill Development

- Generates guided practice with hints and step-by-step supports
- Allows gradual release from guided to independent work
- Supports targeted skill development
- Allows focus on explicit instruction



Use Case 3: The Writing Process

- Supports brainstorming and organization
- Assists with revising for clarity and coherence
- Student remains the author of final work
- Supports independence and confidence



Use Case 4: Executive Function and Organization Supports

- Breaks complex assignments into manageable steps
- Creates checklists, timelines, and simplified directions
- Builds independence and task completion skills



Use Case 5: Language and Communication Supports

- Rephrases instructions using clear, concise language
- Provides sentence starters and communication frames
- Augmentative and Alternative Communication



Administrator Look- fors for Classroom Walkthroughs



Clear Instructional Purpose for AI

Look for:

- Teacher explicitly connects AI use to a learning goal (not just novelty)
- AI is supporting differentiation, accessibility, or enrichment

What it looks like in practice:

- GT: AI is used to extend thinking (e.g., generating multiple perspectives, debating ideas, deeper inquiry prompts)
- ESE: AI is used to scaffold tasks (e.g., simplifying text, providing step-by-step guidance)

Red Flags:

- AI used as a shortcut to complete assignments
- No clear link between AI use and standards/objectives



Differentiation Through AI (Core Indicator)

ESE Students

Look for:

AI supporting access to content:

- Text-to-speech, speech-to-text
- Simplified explanations
- Chunking or visual supports

Examples:

1. Teacher uses AI to rewrite a passage at multiple reading levels
2. Students use AI tools for guided writing prompts or sentence starters



Differentiation Through AI (Core Indicator)

Gifted Students

Look for:

Open-ended, complex, or accelerated tasks supported by AI

Students using AI to:

- Generate hypothesis, simulations, or alternative solutions
- Explore interdisciplinary connections
- Engage in independent research pathways

Examples:

1. Student prompts AI to compare scientific theories and critique them
2. AI is used to generate advanced-level reading or debate scenarios

Student Agency & Interaction with AI

Look for:

- Students actively engaging with AI (not passively receiving answers)
- Students asking questions, revising prompts, and evaluating responses

High-quality evidence:

Students are:

- Iterating prompts (e.g., “make this more complex,” “explain differently”)
- Comparing AI responses with other sources

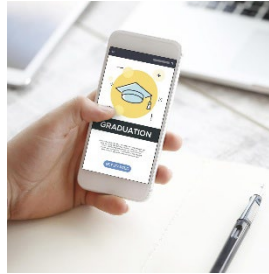
Teacher models prompt engineering and critical things

- Iterating prompts (e.g., “make this more complex,” “explain differently”)
- Validating AI generated information using additional reliable resources



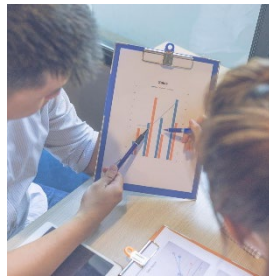


Administrator Deliverables and Next Steps



Practical Deliverables

Administrators receive a quick reference flyer on AI uses for Gifted education and an AI-assisted Look-Fors Checklist



Actionable Next Steps

Two to three next steps focus on piloting AI strategies, integrating into PLCs, and monitoring impacts in schools.



Sustainable Practice

Next steps promote sustainable learning by ensuring session insights translate into ongoing educational practices.

Academic Leadership Days Session Survey 2026

