

## Work Session

Monday, August 4, 2025 5:30 PM

Faribault Public Schools District Office, 710 17th Street SW, Faribault, MN 55021

### I. Call to Order

I.A. Determination of a Quorum Present

I.B. Pledge of Allegiance

### II. Informational Items

II.A. Artificial Intelligence (AI) Update - **Presenter:** Mike Berding, Director of Technology and Innovation  
**PRESENTATION**

II.B. 2025-26 Superintendent Goals - **Presenter:** John Bellingham, Board Chair  
**DISCUSSION**

### III. Adjourn



***WE ARE FARIBAULT***



# Artificial Intelligence

A today-ish snapshot

# Imagine...

**The classroom is outfitted with tools that can give every student what they need when the need it.**

**What comes to your mind?**



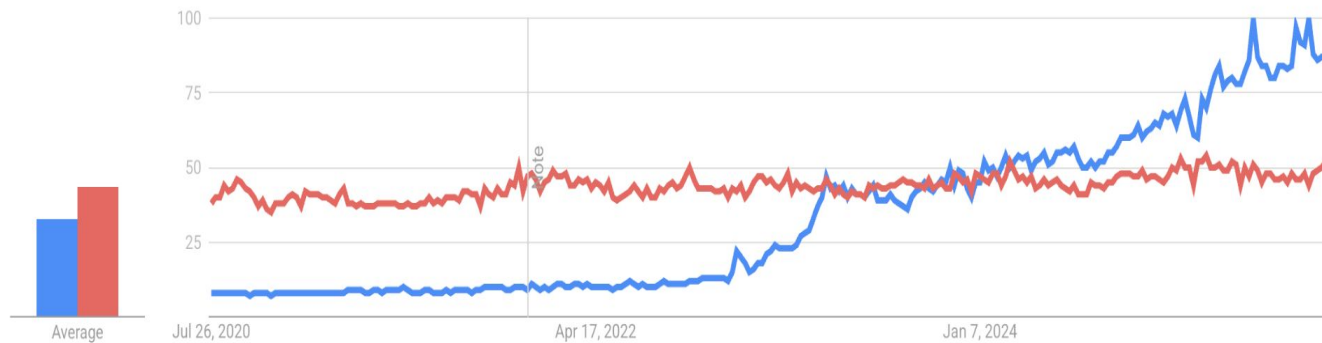
# **AI Beyond Education**

Let's start with some trends



Interest over time ?

Books  
AI





## **AI Uses (non-exhaustive)**

Traditional Research  
Trials and Observational Studies  
Analyze search results  
Data Management  
Practices or Protocol Development  
Automated Data Collection  
Data Quality Monitoring  
Outcome Assessment

## **Fields**

Healthcare<sup>1</sup>  
Manufacturing<sup>2</sup>  
Agriculture<sup>3</sup>  
Education<sup>4</sup>



# Current State of the Views of AI

Hopeful - Everyone on AI will change the world for the positive

Dismal - Everyone on AI will change the world for the worse

Everything in between



# AI in the News

[AI News on the BBC](#)

[AI News at MIT](#)

[AI News at TechCrunch](#)

[AI News at Reuters](#)

[AI News at the AP](#)

[AI News at Fox](#)

[Business Tech News at CNN](#)

Big stories of the summer

[Delta using AI pricing](#)

[Trump EO on K12 AI](#)

[EU AI Act](#)



# AI in education (What we're doing and going to do)

Simplifying the research by [uploading texts into NotebookLM to serve as the research pool](#)

[Using MagicSchool to anticipate misconceptions](#)

[Use ChatGPT to practice your academic language in English](#)

[Use Suno to turn your lessons into catchy songs](#)

[Use MagicSchool to level your text for accessibility and/or differentiation](#)



# Teaching AI

When we teach with AI we have to teach how to use AI.

Purposeful Use

Compliance

Knowledge

## Human Input

Balance

Integrity

Agency



# Year to come

Cohort offering - AI in the Classroom

- Tools for Planning and Efficiencies
- Tools for Creating and Designing
- Tools for Accessibility and Accommodations
- Teaching Prompting
- Teaching AI Safety
- AI Resistant Assignments
- And more

Building AI plans for our Buildings

Regular and Ongoing Training/Support

Romagnoli, A., et al. (2024). Healthcare Systems and Artificial Intelligence: Focus on Challenges and the International Regulatory Framework. *Pharmaceutical Research*, 41(4), 721-730. <https://doi.org/10.1007/s11095-024-03685-3>

Xiao, S., et al. (2024). Advancing Additive Manufacturing Through Machine Learning Techniques: A State-of-the-Art Review. *Future Internet*, 16(11), 419. <https://doi-org.content.elibrarymn.org/10.3390/fi16110419>

Sztandarski, P., et al. (2025). Scientific literature on AI technologies to enhance animal welfare, health and productivity. *Animal Science Papers & Reports*, 43(2), 115–132. <https://doi-org.content.elibrarymn.org/10.2478/aspr-2025-0009>

Sharples, M. (2025). A systems approach to AI and education in a post-digital world. *Theory Into Practice*, 1–9. <https://doi-org.content.elibrarymn.org/10.1080/00405841.2025.2528549a>



Here are three superintendent performance goals with aligned action steps and "what success looks like." Each goal is accompanied by a standards-aligned evaluation rubric that utilizes the MASA Superintendent Evaluation Framework.

## **Goal 1: Elevate Student Achievement**

### **Action Steps:**

- Implement evidence-based literacy and math initiatives aligned to the Science of Reading and MN State Standards.
- Expand access to early learning through increased Pre-K capacity and community partnerships.
- Strengthen transition programs, career pathways, and post-secondary readiness from middle to high school.

### **What Success Looks Like:**

- Observable student growth in literacy and math as measured by MCAs and internal benchmarks (ie, Fastbridge).
- Increased Pre-K and Kindergarten enrollment and new partnerships established with early childhood providers.
- Higher rates of 6th and 9th-grade credit completion, CTE pathway participation, and college readiness indicators.

### **Aligned Standards and Elements:**

- **Standard 6: Teaching and Learning**
  - 6.a: Staff Development
  - 6.b: School Improvement
  - 6.c: Curriculum and Instruction
- **Standard 7: Student Support**
  - 7.a: Student Engagement and Feedback

- 7.c: Support for Students

### **Rubric Highlights (Example for 6.c – Curriculum and Instruction):**

- *(4) Highly Effective:* Ensures an aligned curriculum and differentiated instruction, embedding technology to support diverse learning needs.
- *(3) Effective:* The curriculum is aligned to state standards and accommodates varied learning styles and needs.
- *(2) Developing:* Curriculum coordination is inconsistent, with limited differentiation and integration of technology.
- *(1) Ineffective:* No consistent curriculum alignment or instructional support is evident.

## **Goal 2: Advance Technology Integration**

### **Action Steps:**

- Develop and implement policies and professional development on the ethical use of AI and emerging technologies.
- Ensure equitable access to devices, the internet, and digital tools for all students.
- Provide staff with ongoing training to integrate technology into teaching and learning.

### **What Success Looks Like:**

- Technology integration plans are adopted by the board and implemented in classrooms.
- All students have consistent access to functioning devices and the internet (both in school and at home).
- Staff demonstrate confidence and regularly use instructional technology tools during walkthroughs and evaluations.

### **Aligned Standards and Elements:**

- **Standard 4: School District Operations**

- 4.d: Technology
- **Standard 6: Teaching and Learning**
  - 6.c: Curriculum and Instruction
  - 6.d: Professional Knowledge of Teaching and Learning

**Rubric Highlights (Example for 4.d – Technology):**

- *(4) Highly Effective:* Has a long-range plan for tech upgrades; anticipates trends and ensures system-wide integration.
- *(3) Effective:* Has a long-range plan and regular replacement cycles in place.
- *(2) Developing:* A technology plan exists, but it lacks alignment and foresight.
- *(1) Ineffective:* No coherent technology plan or infrastructure investment.

**Goal 3: Strengthen Communication and Community Partnerships**

**Action Steps:**

- Enhance two-way communication with multilingual access to ensure transparency with families and community stakeholders.
- Expand social media and digital presence to promote district achievements and timely updates.
- Engage families and students in district decision-making through advisory groups and feedback loops.

**What Success Looks Like:**

- Increased family satisfaction and awareness in district communication surveys.
- Growth in social media engagement and visibility metrics.
- Established advisory councils with representative participation from all student and family groups.

**Aligned Standards and Elements:**

- **Standard 3: Communication and Community Relationships**
  - 3.a: Relationships with the Community
  - 3.b: Engagement
  - 3.c: Informs the Community
  - 3.f: Visibility and Approachability

**Rubric Highlights (Example for 3.b – Engagement):**

- *(4) Highly Effective:* Actively solicits and uses stakeholder input in decision-making.
- *(3) Effective:* Seeks input from selected external groups.
- *(2) Developing:* Rarely seeks input; uses it inconsistently.
- *(1) Ineffective:* Ignores or dismisses input from stakeholders.

## Superintendent Evaluation Tool: 2025 Goals and Rubrics

### Goal 1: Elevate Student Achievement

#### Action Steps:

- Implement evidence-based literacy and math initiatives aligned with the Science of Reading and MN State Standards.
- Expand early learning opportunities through increased Pre-K capacity and community partnerships.
- Strengthen middle and high school transitions, career pathways, and post-secondary readiness programs.

#### What Success Looks Like:

- Growth in MCA and internal assessment (Fastbridge) scores.
- Increased Pre-K enrollment and expanded partnerships.
- Improved 6th and 9th-grade credit attainment and post-secondary readiness indicators.

**Evaluation Rubric:** (Standard 6: Teaching and Learning; Standard 7: Student Support)

Rating	Description
Highly Effective (4)	Demonstrates strong instructional leadership, ensures an aligned curriculum and data-driven decision-making; PreK-12 achievement systems in place and monitored.
Effective (3)	Implements an aligned curriculum and assessments; improvement plans are in place, and progress is evident.
Developing (2)	Partial implementation of improvement efforts; progress is limited or inconsistent across levels.
Ineffective (1)	Lacks coordinated effort or impact on student outcomes; limited focus on standards or support.

#### Comments:

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**Goal 2: Advance Technology Integration**

**Action Steps:**

- Develop policies and training for ethical and practical use of AI and emerging tech.
- Ensure equitable access to devices, the internet, and digital tools.
- Provide ongoing professional development for integrating instructional technology.

**What Success Looks Like:**

- Policy implementation and staff PD participation.
- Equitable access for all students, including at-home internet.
- Tech is used regularly in classrooms to enhance student engagement and learning.

**Evaluation Rubric:** (Standard 4: School District Operations; Standard 6: Teaching and Learning)

Rating	Description
Highly Effective (4)	The tech plan is strategic and future-focused; integration and training are system-wide and have shown a measurable impact.
Effective (3)	A plan was implemented with regular staff training and updated infrastructure.
Developing (2)	A plan exists, but it lacks cohesion and implementation fidelity.
Ineffective (1)	No consistent plan or technology integration; equity issues persist.

**Comments:**

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**Goal 3: Strengthen Communication and Community Partnerships**

**Action Steps:**

- Improve multilingual, two-way communication with families and the community.
- Expand digital and social media to highlight district achievements and updates.
- Empower student and family voices in district decisions via advisory councils and surveys.

**What Success Looks Like:**

- Increased engagement across communication channels.
- Higher satisfaction in communication-related survey results.
- Regular advisory group participation and public input mechanisms.

**Evaluation Rubric:** (Standard 3: Communication and Community Relationships)

<b>Rating</b>	<b>Description</b>
Highly Effective (4)	Maintains transparent, inclusive communications; broad community engagement is evident and valued.
Effective (3)	Communicates regularly and effectively with key stakeholders.
Developing (2)	Communication efforts are inconsistent or reach limited audiences.
Ineffective (1)	Lacks outreach, transparency, or community relationship efforts.

**Comments:**

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