



By Matt Miller with Brisk Teaching

THE MATT MILLER PLAYBOOK

For Implementing AI in K-12

A practical guide to setting guidelines, choosing the right tools, and making AI matter across your schools.



- 1 Building Your AI Guidelines
- 2 Choosing the Right AI Tools
- 3 Making AI Matter

CREATE GUARDRAILS WITHOUT FREEZING PROGRESS

Most leaders start with the question, “What should our guidelines say?” It’s a fair question, but it’s the wrong place to begin. **Clear guidelines matter, and your school/district needs them.** Leaders need clarity, teachers need guidance, students need boundaries, and parents need reassurance. But the document alone can’t carry the weight of what AI is doing to teaching, learning, and trust.

Here’s a better question: What do we believe about AI’s role in learning, and what human work should it never replace? **Answer that, and the guidelines start to write themselves.**

Three steps to create guidance that teachers can really use

“Guidelines are just that — guidance. They equip and support teachers to make the hard calls themselves. The foundation is still the human teacher.”
— **Matt Miller**

1 Clarify what’s acceptable, and what depends on context.

AI use isn’t a yes-or-no switch, and treating it as one is the most common mistake leaders make. It’s a judgment call that shifts with the task, the learner, and the goal, so the same tool can support thinking in one assignment and shortcut it in the next. A reading log in third grade and a research paper in an AP seminar call for different boundaries, and strong guidelines say so. Rather than pretend one rule fits every situation, name what’s off-limits, what’s open, and what falls in between, and give teachers the language to make the call in the gray areas.

2 Teach responsible use, not just the consequences of misuse.

Most policies miss this: students are already learning about AI from social media and from trial and error, and without guidance the lesson they absorb is “what can I get away with?” Schools can offer something better. Show students what good use looks like, ask them to disclose when and how they used AI, and protect the human thinking that should come first. Detectors feel like a fix. I get that. But they aren’t the foundation, because guidelines built on catching students turn learning into a game of beating the rules and pulls attention away from the learning itself. Teaching responsible use does more than any detector can.

3 Revise, and say out loud that you will.

AI moves faster than any set of guidelines can stay current, so tell teachers, students, and families that this first version is clear but not final, and that it will change as the tools and classroom realities change. That kind of honesty builds more trust than pretending you’ve solved it. Give teachers grace while you’re at it, because they’re working this out in front of students every day, and their uncertainty is part of the process rather than a sign of resistance.

The next page turns these principles into your district’s specific criteria, starting with a use-case matrix that becomes the bones of your guidelines. For AI that supports the teacher rather than replaces them, a tool like Brisk’s Give Feedback is built for exactly that.

BUILD YOUR USE-CASE MATRIX

AI use isn’t a binary yes-or-no, it’s a judgment call. Map the level of AI use your district expects across the situations your teachers face every day, and this matrix becomes the bones of your guidelines.

For each row, mark the column of the most common choice across your district based on its expectations. Discuss the close calls, because those are the conversations your guidelines need to settle — and where they need to provide guidance.

INSTRUCTIONAL CONTEXT	Not Used	With teacher permission	For support, not creation	Openly with citation	Used freely
Brainstorming	☐	☐	☐	☐	☐
Outlining	☐	☐	☐	☐	☐
Drafting	☐	☐	☐	☐	☐
Revising	☐	☐	☐	☐	☐
Research	☐	☐	☐	☐	☐
Test-taking	☐	☐	☐	☐	☐
Creative work	☐	☐	☐	☐	☐
Translation	☐	☐	☐	☐	☐
Teacher lesson planning	☐	☐	☐	☐	☐
Teacher feedback	☐	☐	☐	☐	☐
Admin communication	☐	☐	☐	☐	☐

Three commitments your guidelines must also make explicit

1 Transparency

When AI is used, teachers and students disclose how (for example, “I used AI to brainstorm, then revised in my own voice”). They also identify when disclosure is unnecessary (i.e. “I used AI to check my grammar and format my document.”).

2 Privacy

Student records, PII, health information, and confidential data never go into public AI tools.

3 Review

These guidelines get revisited (circle one: quarterly / annually) because the technology and classroom realities will keep changing.

“AI guidelines should create guardrails, but they should also create culture.”
— Matt Miller

See it in your use cases

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PICK TOOLS THAT EARN THEIR PLACE

Every tool on the market now claims to be powered by AI, and most of them will give you a demo built to impress. Getting a demo is fine, but it can't be the driving force in decisions around an app. **Do your homework. Test out some options** (but not everything).

As you're testing them, though, think about the benefits those tools bring and how teachers and students might actually use them in class. Align those benefits to your goals (and your teachers' goals). **Set the bar first, and a flood of options becomes a short list fast.**

Three steps to making tool decisions that you can really defend

1 Ask the questions the vendor isn't volunteering to answer.

Privacy is vital, but saying "we keep student data secure" isn't enough. So ask where student data goes, who can see it, and whether it trains the vendor's models. The answer matters, but how the vendor answers matters, too. If they can't answer plainly, that might be a red flag. If your salesperson dodges your questions, especially the most important ones, tell them that it's a non-starter and that you're ready to pursue other companies if you aren't satisfied.

2 Weigh adoption over capability.

It's one thing for teachers to use a tool the day after training on it. A better test? Are they still using it on an average Tuesday in February? You have to ask: will teachers actually use it, and which features will they actually use? Here's something to watch: friction. Every new login, every extra click, all the extra tabs? They're all a reason to stop using that tool, especially if it isn't making a teacher's job better or easier. The tools that survive tend to meet teachers inside the work they already do rather than adding to it.

3 Separate help from outsourcing.

Speed is easy to sell and easy to overvalue. Look past how fast a tool produces to what it does to the thinking. A tool that hands a teacher a draft to shape strengthens their judgment. A tool that makes the judgment call for them slowly erodes it. So the real question isn't whether a tool saves time. It's whether your teachers are better at their work for having used it.

"Don't let the flash of the words 'AI-powered' cloud your judgment. It all comes back to teachers and students. Will they use it? How will it improve things?"
— Matt Miller

The next page turns these three into a scorecard, so you can rate any tool against the same bar and walk into the decision with a score you can defend. On the workflow criterion, Brisk is one tool that runs inside the docs and sites teachers already use, through its Chrome and Edge extensions.

TOOL EVALUATION SCORECARD

Run any tool through the same seven criteria, score each from 1 to 5, and total it. The number isn’t the decision, but it does give you data to compare — and a way to defend your decision.

CRITERION	SCORE (circle)					POINTS
1. Data privacy & compliance Where does student data go, who can access it, does it train the vendor’s models, and does it meet FERPA and COPPA?	1	2	3	4	5	
2. Vendor transparency How plainly and quickly does the vendor answer the hard questions, in writing?	1	2	3	4	5	
3. Fits existing workflow Does it work inside the platforms teachers already use, or add another login and tab?	1	2	3	4	5	
4. Teacher control Does the teacher stay in charge of the judgment calls, or does the tool make them?	1	2	3	4	5	
5. Curriculum & standards fit Are outputs grounded in your curriculum and standards, not generic content?	1	2	3	4	5	
6. Equity & accessibility Does it work for multilingual learners, students with IEPs, and varied devices?	1	2	3	4	5	
7. Evidence of impact Is there honest proof it improves teaching or learning, beyond saving time?	1	2	3	4	5	
TOTAL SCORE						/ 35

What the
total tells you

28-35 Strong fit

Move it to a real classroom pilot with a small group of teachers.

21-27 Mixed

Send it back with your specific gaps before you spend more time on it.

< 21 Pass

A low score on privacy or teacher control is a no on its own, whatever the total.

Three questions
any vendor should
be able to answer

- 1. Where is our student data stored, who can access it, and is it ever used to train your models?
- 2. What does adoption look like in districts our size after six months, not after the pilot week?
- 3. What does your tool deliberately not do, so a teacher stays in control?

“Ask more from your edtech. If it’s not freeing teachers up to do what makes them special and unique as humans, it’s not doing its job.”
— Matt Miller

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AIM FOR IMPACT, NOT USAGE

Impact spreads from proof. When teachers see that it works and it's actually worth their time, they'll give it a shot. Then, if they still like it, they'll tell others. That's success.

Three steps to making a tool rollout impactful

1

Start smaller than you expect.

A district-wide launch spreads attention thin and gives nothing a chance to work. So pick one problem that's costing teachers time and solve that first. A single, specific win in one building beats a broad rollout no one can point to. Momentum comes from something people can see, not from a mandate they were handed.

2

Model it, don't mandate it.

You can require teachers to log in, but you can't require them to care. Adoption that lasts spreads one trusted colleague at a time. When a respected teacher shows what changed in their classroom, it sends a signal to other teachers — this is actually working. That moves people more than any directive or PD day. So find that teacher and give them room to lead.

3

Measure what matters, not what's easy.

Logins and prompt counts are easy to track and tell you almost nothing, so they make a tempting and misleading scoreboard. The signal worth watching is whether teaching got better: time returned to students, feedback that's faster and more useful, lessons that reach more learners. It's harder to measure, but it's what matters.

"The impact that AI will have in classrooms isn't measured with time in an app. It's measured in the valuable human teaching and learning that it activates."
— Matt Miller

The next page turns this into a 90-day plan: one problem, one win, one teacher to carry it, so you leave with a first move you can name and a date to hit it. If you need an early win to point to, a tool like Brisk Boost gives students in-the-moment, scaffolded, personalized support as they work, and gives teachers real-time insight into how learning is landing.

PICK ONE. WIN ONE. SHARE ONE.

The most important step you can take is the first one. Use this page to commit to a single win you can point to in 90 days.

Fill in each one, map it across the next 90 days, then set your date and gut-check your confidence.

1 ONE PROBLEM

The problem worth solving

One pain point or workflow where AI could give teachers time back.

2 ONE WIN

What success looks like.

One small, visible win to aim for in 90 days. Make it concrete enough to point to.

3 ONE CHAMPION

Who carries it.

One trusted teacher to model it, and one way you'll share the win so it spreads.

Map it across 90 days

30

Day 30 - Start

Who is piloting, and where?

60

Day 60 - Check

What is the early signal that it is working?

90

Day 90 - Share

How does the win travel to other teachers?

We'll know it mattered when

Name the teaching or learning signal you'll watch, not a usage stat.

What stays human in this?

Name the part of teaching this protects rather than replaces.

Our first win, by

(Date)

How confident are we today?

Low

1

2

3

4

5

6

7

8

9

10

High

"One teacher with a visible win moves a building faster than any mandate."
— Matt Miller

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PUT THE PLAYBOOK TO WORK

You've done the hard work across these pages. You set the guidelines, you chose the tools, and you named the win. **The test for anything you adopt now is whether it clears all three at once:** does it hold the guardrails you set, does it fit the way your teachers already work, and does it make teaching better rather than just busier? Set that bar high, and most tools fall away.

Brisk was built to clear all three. Brisk brings AI into the platforms your teachers already work in, through its Chrome and Edge extensions and Brisk on the web, and every output is grounded in your district's curriculum. **Teachers stay in the driver's seat, student data stays protected, and you get visibility into adoption across every building.**

See it in your use cases

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