



BranchED AI Compass

Domain-to-Practice Guide

Domain 6

This guide¹ helps teacher educators support teacher candidates' (TCs) readiness for an AI-enabled world. It translates the BranchED AI Compass domain and competency language into concrete learning experiences, evidence sources, and course- and clinical-design decisions that teacher educators can incorporate into existing preparation experiences. The sections below show how the domain's competencies work together and provide practical guidance to help TCs develop and demonstrate the knowledge, skills, dispositions, and professional judgment reflected in the AI Compass.

How the Competencies Work Together

This domain contains one competency, but it brings together several dimensions of partnership: communicating transparently about AI, listening and responding to family and community perspectives, supporting responsible use across settings, and connecting students with community and workforce expertise. TCs should understand these as reciprocal partnership practices rather than one-way communication about school rules.

A Note on Policy and Context

AI use takes place within institutional, professional, and educational contexts. Teacher educators and teacher candidates should be familiar with and adhere to applicable program, institutional, school, district, state, and other relevant policies and guidance related to AI use, data privacy, approved tools, academic integrity, and professional practice. The AI Compass and accompanying resources are intended to support the development of AI readiness and informed professional judgment within these contexts; they do not establish or supersede institutional or district policy.

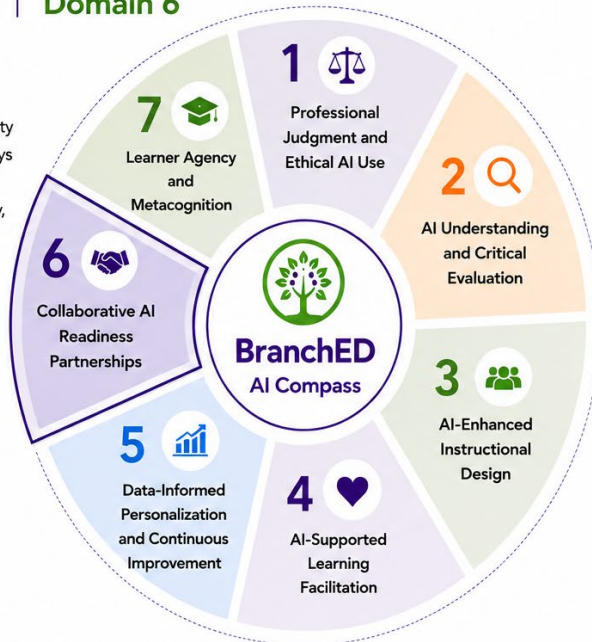


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Each domain contributes to educators' ability to use AI in ways that advance learning, equity, and human flourishing.



YOU ARE HERE:
DOMAIN 6

Collaborative AI Readiness Partnerships

Educators build and sustain collaborative partnerships with families, communities, and organizations to promote AI readiness, expand opportunities, and advance equity and shared responsibility.

COMPETENCY IN THIS DOMAIN

C10 Collaborative AI Readiness Partnerships

Educators build and sustain collaborative partnerships with families, communities, higher education, industry, and other stakeholders to support AI readiness, expand access to resources and opportunities, and promote equitable outcomes for all learners.



WORKING TOGETHER

These seven domains are interconnected and mutually reinforcing. Strength in one domain amplifies impact across all others.

¹ The development and design of this guide was assisted by ChatGPT.

Domain 6: Family, Community, and Workforce Partnership

Educators engage families, communities, and workforce partners to promote responsible AI use and prepare students for participation in an AI-enabled society.

This domain extends AI readiness beyond the classroom by emphasizing transparent communication, reciprocal partnership, equitable access, and connections to community life and future pathways. TCs should learn to engage families, communities, and workforce partners not simply as recipients of information about AI, but as sources of knowledge, perspective, expertise, and shared responsibility. This includes listening and responding to varied experiences and concerns, communicating about AI in accessible ways, considering differences in access and opportunity, and connecting students with perspectives and pathways that help them understand AI's role in society and future work.

The sections below translate this competency into development activities, readiness indicators, evidence sources, and opportunities for teacher educators to integrate these practices into coursework and clinical experiences.

Competency 10 | Collaborative AI Readiness Partnerships

AI Compass Competency

Collaborative AI Readiness Partnerships: Educators communicate transparently about AI, support responsible use beyond school settings, and collaborate with community and workforce partners to strengthen learner readiness.

What This Means for Teacher Candidate Development

For TC development, this means learning to approach AI readiness as a shared responsibility that extends across school, home, community, and future work. TCs need opportunities to communicate clearly and accessibly about educational uses of AI; listen and respond to family and community perspectives; recognize differences in access, experience, and familiarity with AI; and identify ways community and workforce expertise can strengthen student learning and future readiness. They should learn to build trust through transparency and dialogue rather than assuming

Design Principle: Build AI readiness through shared responsibility, trust, transparency, access, and reciprocal partnership.

In Practice

For TCs, this competency means recognizing that AI readiness is not confined to the classroom. TCs should be able to communicate clearly and respectfully with families and partners about how AI is being used, listen to concerns and perspectives, and connect learning to the ways AI is shaping community life and future pathways.

Why This Matters

Students encounter AI across home, school, community, media, and future work. Trust and readiness are strengthened when educators communicate transparently, avoid jargon, invite dialogue, and collaborate with partners rather than assuming schools can define responsible AI use alone.

What Teacher Candidates Need to Know & Understand

- Families and communities bring varied experiences, concerns, values, levels of access, and familiarity with AI; effective partnership begins with listening, clarity, and respect for those differences.
- Transparency includes explaining why AI is being used, what student information or data may be involved, what safeguards are in place, and what human oversight remains.
- Responsible AI habits can be strengthened when expectations and conversations extend across school and home contexts.
- Community and workforce partners can help students understand authentic applications, implications, and future pathways in an AI-enabled society.

What Teacher Candidates Need to Practice

- Explaining an educational AI use to families or partners in clear, accessible, nontechnical language.
- Inviting and responding to questions or concerns about AI with respect and transparency rather than defensiveness.
- Designing communication that accounts for language, accessibility, technology access, and different levels of AI familiarity.
- Identifying community or workforce expertise that could strengthen student understanding of responsible AI use and future pathways.

Ways to Develop the Domain

Teacher educators can develop this domain by giving candidates repeated opportunities to apply the connected competency practices. The experiences below show how each contributes to the domain as a whole.

Learning Experience	Primary Focus	How It Builds the Competency
Family-Facing Explanation	C10	TCs draft and role-play a short explanation of an AI-supported classroom practice, including purpose, safeguards, expectations, and how families can ask questions.
Listen Before You Answer	C10	Use a scenario with differing family concerns about AI. TCs practice listening, identifying the underlying concern, and responding without jargon or dismissal.
Access Check	C10	TCs review an AI-related family communication (e.g., newsletter, announcement, email) or at-home activity for language, accessibility, device, connectivity, cost barriers and redesign it.
Bring the World In	C10	TCs identify a community or workforce partner whose knowledge, experience, or perspective could strengthen an AI-related learning experience and design a meaningful role for that partner that connects their expertise with student learning and future readiness.

Indicators of Developing Readiness

These indicators describe how readiness across the domain may develop over time. They should be interpreted across multiple forms of evidence rather than as a rubric for scoring a single learning activity. Teacher educators can use evidence gathered across coursework, clinical experiences, simulations, reflections, and authentic performances to identify where TCs are developing and where additional practice opportunities may be needed.

Developmental Level	Observable Indicators
Emerging	Communicates about AI mainly by sharing rules or technical information and may assume families or partners have similar access, knowledge, or concerns.
Developing	Provides clearer explanations and invites some dialogue, but communication or partnership may be one-directional or inconsistently responsive to language, access, values, or context.
Ready	Communicates transparently and accessibly, listens and responds to stakeholder perspectives, supports responsible use across contexts, and engages appropriate community or workforce partners to strengthen student readiness.
Extending	Builds sustained, reciprocal partnerships around AI readiness, navigates disagreement constructively, broadens access to expertise and future pathways, and helps others strengthen trust and shared responsibility.

Possible Sources of Evidence

Teacher educators may draw on multiple sources to understand how a TC is developing this domain, including:

- Family-facing communications and role-play recordings
- Partnership plans or community-resource maps
- Accessibility and access reviews
- Stakeholder-engagement reflections
- Clinical communication artifacts
- Case analyses involving family, community, or workforce perspectives

Try It in Your Course

Use these prompts to identify one practical opportunity to strengthen this domain in an existing course or clinical experience.

Where does this competency already show up in my course or clinical experience?

My idea:

Where could TCs more explicitly practice transparent, accessible communication or reciprocal partnership around AI?

My idea:

What existing assignment or clinical experience could be adapted to include family, community, or workforce perspectives?

My idea:

What evidence could I collect to understand whether TCs can build trust and shared responsibility rather than simply communicate AI rules?

My idea:



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