EVOLVING TEACHER EDUCATION IN AN AI WORLD

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INTRODUCTION

Generative artificial intelligence (GenAI) has captured the attention of the education community. Some educators are enamored with the opportunities to use GenAI to tackle long-standing issues and close opportunity gaps. Others focus on challenges caused by GenAI upending traditional learning structures, as well as concerns about academic integrity and inaccuracies of AI-generated materials. Whether enthusiastic, circumspect, or somewhere in between, it is crucial for all educators to be equipped with the knowledge and skills necessary for success in an AI-driven world. Most educators agree that students must develop critical AI skills, such as understanding what AI is, how it works, and how to use it to support learning (ISTE, 2024). This creates a particular urgency for Educator Preparation Programs (EPPs) that are responsible for preparing next-generation teachers to effectively leverage GenAI and understand the implications for teaching and learning.

In the early days of GenAI, many elementary and secondary schools reacted by attempting to limit access to GenAI tools, often in the name of preventing cheating. However, much has changed in a short period of time. Education leaders now recognize that bans on GenAI are largely ineffective, often restrict access for those who can least afford the technology, and may prevent students from developing critical skills (Jimenez, 2023). Additionally, survey data from Stanford shows no significant increase in student cheating since GenAI became widely available (Spector, 2023).

As experience with GenAI has grown, school leaders and educators have also become better equipped to assess its benefits and risks, leading to informed guidelines and policies that expand its use. As of 2023, over half of educators said they have used ChatGPT for educational purposes, and more than two-thirds agreed that AI integration would significantly benefit teaching (Amado-Salvatierra et al., 2023).

GenAI offers unprecedented capabilities that could disrupt current educational practices, expanding access to high-fidelity simulations, adaptive tutoring, and more personalized learning. As GenAI continues to evolve, to fully leverage these capabilities, education institutions must address issues of equity, bias, transparency, accuracy, user privacy, and a wide array of ethical questions. Additionally, assessment practices will need to be updated, new digital literacies acquired, and norms established for appropriate GenAI use.

EPPs face particular challenges, as teacher education faculty must consider GenAI's impact on their own teaching, as well as the rapidly changing school environments their students will enter. EPPs must work in tandem with their school partners to establish transformational GenAI practices in their programs.

EPP IMPLEMENTATION FRAMEWORK FOR AI

To prepare future educators to thrive in an AI-infused world, EPP programs must carefully consider their own practices and curriculum. To stay relevant in a quickly changing landscape, EPPs would be well served in focusing on three elements. We define each element of the recommended framework below, and provide resources to guide EPPs in their journey to integrate AI competencies into their programs.

- **Vision:** Schools of education understand the current AI landscape within their environment, as well as the environments of their partner schools. EPPs establish a clear vision for how GenAI can support learning, and define the role of EPPs in preparing teacher candidates to use AI in their future classrooms.
- **Strategy:** Once a vision has been articulated, EPPs develop an implementation strategy to ensure faculty are prepared to enable learning with and about AI. EPPs create clear goals for supporting their faculty in deepening their expertise in AI and adapting the curriculum to be relevant. They clearly articulate the skills teacher candidates should develop in order to prepare their elementary and secondary students to be effective learners in an AI world. Additionally, EPPs model and prioritize safe, responsible, and ethical AI use.
- **Support:** EPPs establish ongoing governance structures, build partnerships beyond the school of education, and collaborate with partner schools and external organizations to facilitate knowledge sharing, align goals, and maximize the impact of AI initiatives.

The following recommendations and examples are designed to support colleges of education in preparing next-generation educators to thrive in an education system that effectively integrates AI to enhance teaching, learning, and administrative processes. These recommendations can guide EPP teams, in partnership with school and district partners, as they develop and refine policies and practices that strengthen their ability to leverage GenAI now and in the future.

VISION

Explore Your Landscape

Understanding the current AI landscape within your environment is the first step toward the transformative use of AI in your EPP. It is essential to hear from administrators, faculty, staff, teacher candidates, and partner school teachers and leaders. This process should include understanding which AI tools are most used by students and faculty in the EPP, as well as students and teachers in partner schools, detailing their intended purposes, impact, performance metrics, and data-handling policies. You should seek to understand perceptions of AI, unmet needs, barriers, risks, and skills gaps among this community of current and future educators.

In addition to understanding how GenAI is currently being used, it is essential to understand what problems GenAI could solve; the general sentiment toward AI more broadly among staff, students and district leaders; and specific training needs. Investigations should include parallel consideration of the schools where EPP students complete their preservice experiences. Such discussions can help build a more informed GenAI road map.

Key Actions to Take:

- Gather insights from faculty, staff, and teacher candidates, as well as partner school teachers and leaders, on their current understanding, usage, perceptions, and attitudes toward GenAI tools in education.
- Explore a variety of GenAI tools (this includes tools currently being used by EPP faculty and students and partner school teachers and leaders, and tools that aren't currently being used but that hold potential) including purposes, impact, performance metrics, and data policies.

Key Questions to Ask:

- How is AI currently being used within our EPP and our partner schools and districts? What impact is it having on teaching and learning?
- What best practices are being implemented by elementary or secondary schools regarding using GenAI with their teachers and students, and why?
- What specific risks are associated with EPP candidates using AI, and how can these risks be mitigated?

Establish Your Vision

EPP leadership needs to set a vision for GenAI within the institution, and then set a sustainable pace for achieving it. These discussions should focus on setting objectives for AI integration, whether for incremental changes like enhancing teaching and personalized learning, or more extensive modifications such as integrating with technologies like augmented reality for curriculum development.

Additionally, teams should consider how GenAI can be used not only to improve efficiency for future educators, but also to reimagine the broader design of school and changing roles of educators and students. Finally, teams will need to become familiar with a variety of GenAI tools – both those designed specifically for learning environments and those designed for general purposes. These conversations will help inform an AI road map and milestones, including phased implementation, training, curriculum integration, professional learning, and change-management efforts.

Key Actions to Take:

- Set specific objectives for AI integration, balancing short-term achievable goals with long-term visionary changes.
- Develop an AI road map with clearly defined milestones, incorporating phased implementation, comprehensive training, curriculum integration, professional learning, and change-management strategies.
- Regularly review and adjust the pace and strategies based on feedback and outcomes to ensure continuous improvement and alignment with your vision.

Key Questions to Ask:

- Is the institution aiming to facilitate everyday GenAI, or to support and develop groundbreaking tools and applications? This could include using GenAI as a research and productivity tool, or leveraging the technology for curriculum development and personalized learning.
- How can the organization identify and address capacity issues?
- What are the risks if the EPP does not effectively prepare future teachers to use AI?

STRATEGY

Deepen Faculty Understanding of AI

In addition to understanding the AI landscape across the institution, faculty need to strengthen their individual understanding of the current capabilities of GenAI, its uses in schools, and the potential to address key problems. This means exploring AI from a technical standpoint, as well as understanding how AI is currently being used. Any faculty who will be preparing next-generation teachers need training on how GenAI works, in what contexts it is particularly useful, and where it has limited capabilities. Faculty also need some familiarity with the tools that will be available to teachers in the classroom and how these tools are currently being used. This part of the process should include creating an inventory of some of the most promising AI tools for educators, as well as a plan for ongoing evaluation, as tools are rapidly being created, retired, and absorbed within the market. It also means understanding the current policies and practices of schools where preservice teachers will complete their practicum and student teaching experiences.

As Brother Chuck Gregor at Lewis University said, "When it comes to GenAI, every teacher is preservice." EPPs encompass a diverse range of skills, knowledge, and dispositions regarding AI readiness, making professional learning essential. For example, Brother Gregor developed three on-demand modules for EPP faculty, students, and inservice teachers, inspired by his participation in ISTE's AI Explorations for Educators course. Mini-sessions during faculty meetings and summer workshops were also provided to discuss examples of bias and inaccuracies with GenAI, as well as tutorials for creating materials.

Dispositions can be challenging to change. Modeling the effective use of a new technology or approach in professional learning can be especially impactful on faculty dispositions. Just as experiencing a high-quality online course can improve faculty dispositions toward online learning, faculty dispositions toward GenAI can improve when they participate in professional learning that models the effective use of GenAI.

Key Actions to Take:

- Ensure faculty have basic familiarity with a variety of GenAI tools that may have value in schools.
- Identify professional learning for faculty on how AI works, including GenAI, how it is different from other types of technologies, and what it means for teaching and learning.

Key Questions to Ask:

- What are the most promising AI tools for supporting educators in their work?
- How are teachers and students in our partner schools using GenAI in support of learning?
- What are the biggest challenges teachers, students, faculty, and preservice educators are facing when it comes to using AI?
- What professional learning resources can be made available to EPP faculty to deepen their understanding of AI?

UNIVERSITY OF REDLANDS

Deepening Faculty Understanding

Nicol R. Howard, Ph.D., dean of the University of Redlands' School of Education, has found that integrating generative AI into their EPP has "not come without its challenges." She shared, "One of the first things that we did was to open up for a conversation of faculty all in one space together to discuss what generative AI actually is." Through these initial conversations, she found that "faculty were on both ends of the [adoption] spectrum." She created an internal virtual space for faculty, resulting in "a lot of resource sharing," including syllabus statements, materials, and examples of AI incorporated into lessons. Faculty have also independently engaged in small-group, in-person conversations facilitated by the university's teaching center.

Dean Howard was able to set the pace of transformation through these conversations, which have sparked further interest and supported many faculty in using GenAI. However, Dean Howard recognizes a need to "move to the next stage" by "putting generative AI into students' hands." Dean Howard sees workshops as an important way to encourage more instructor-facilitated student use of generative AI. These workshops are designed for faculty to "go deeper by actually modeling activities." Her school also planned and hosted an AI in Education and Counseling Summit attended by educators in both higher education and K-12. Providing spaces for open dialogue to occur will be increasingly critical to finding practical solutions and opportunities related to GenAI.

Model GenAI Skills for Teacher Candidates

EPP candidates need the opportunity to gain critical GenAI skills throughout their experience in their EPP program. There are two categories of skills that all teacher candidates should deepen throughout their EPP experience.

The first is a solid understanding of how to use AI to make their work more efficient and effective. This includes skills such as using AI to help with idea generation, content creation, and task automation. In using AI, future teachers need to ensure that they are applying it to support effective learning strategies. Unfortunately, if used incorrectly, AI can efficiently perpetuate ineffective pedagogical practices just as easily as it can accelerate effective ones (Luckin and Cuckurova, 2019, p. 2824; Tuomi, 2018, p. 4). Therefore, it is important to model for preservice educators not only how to use AI tools, but also how these tools can be leveraged for the greatest pedagogical value (duBoulay, 2023, p. 251).

The second skill category is ensuring that EPP candidates are prepared to explicitly teach their future students critical concepts of AI use to help them thrive as learners in an AI world. These AI literacy skills include "undestanding how AI works, using AI responsibly, and recognizing its social and ethical impacts … understanding AI's potential benefits and risks, and how to mitigate the risks" (Teach AI, 2024). Gwinnett County Public Schools in Georgia is an example of a district that has clearly defined the skills required to becoming AI Ready.

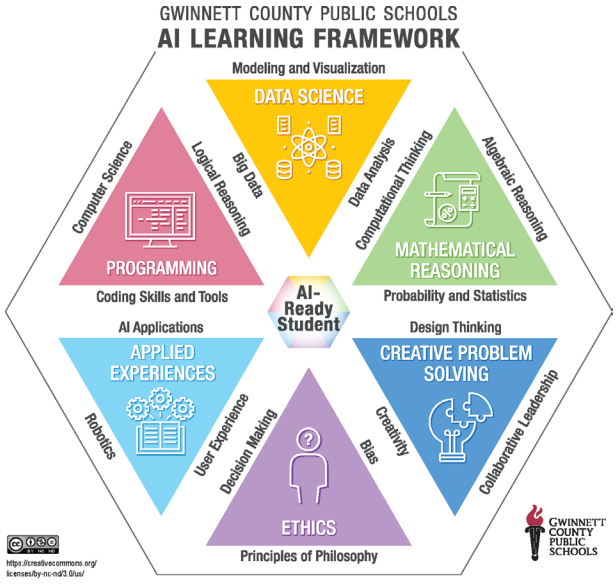

Image: Gwinnett County Public Schools AI Learning Framework

LEWIS UNIVERSITY AND THE UNIVERSITY OF MICHIGAN-DEARBORN

Two Approaches to Lesson Planning With GenAI

Rather than having her students create lesson plans from scratch, Seung Kim, Ed.D., at Lewis University asks preservice teachers to generate multiple lesson plans using AI, evaluate the quality of those lessons according to best practices, and then use that information to develop a final lesson plan. Similarly, Stein Brunvand, Ph.D., at the University of Michigan-Dearborn has found that faculty in his EPP have helped their students use GenAI "as a mentor or a guide … to augment a lesson plan that they may already have" to better meet the specific needs of students. In doing so, they have used GenAI to improve lesson planning – an assessment approach commonly used in EPP coursework. EPPs will better prepare their students if they revamp their assessments to consider how GenAI can be used to focus on effective learning design.

Key Actions to Take:

- Identify common tasks that AI can significantly accelerate to save teachers time.
- Explicitly model and give opportunities for educator candidates to practice using AI in ways that support their teaching responsibilities and align with a clear vision for effective teaching and learning.
- Identify key concepts that EPP candidates will need to model and discuss with their future students.

Key Questions to Ask:

- What educator tasks can be handed off to GenAI to provide teachers with time for critical human tasks?
- In what key ways can GenAI be used to accelerate student learning?
- What are uniquely human skills that should never be handed off to GenAI?
- What are the skills that students should be taught when it comes to AI use?

Mitigate Risks and Address Ethical Concerns

While GenAI holds immense promise for teaching and learning, EPPs must also be prepared to address risks and ethical considerations that accompany this powerful technology. Problematic aspects of GenAI include potential discrimination and bias, the spread of misinformation,

accuracy issues, privacy and security risks, and ethical application concerns, among others.

GenAI tools require substantial amounts of training data. Most AI algorithms learn from this data to develop machine learning models for decision-making (Liao, 2020, p. 3). When engineers' personal biases combine with training data that lacks accuracy or diversity, the resulting programs can perpetuate inequalities (Jackson, 2021, p. 309). GenAI can create convincing text, images, audio, and video that are difficult to distinguish from human-generated content. When used maliciously, this can contribute to the rapid spread of misinformation. Additionally, the accuracy issues of chat-based GenAI tools are well-documented, presenting challenges for administrators, faculty, and students as users may unwittingly rely on and propagate false information and, without clear citations and references, have difficulty verifying the accuracy and credibility of content. Additionally, the terms of use of many AI tools allow providers to collect user input to generate future responses, introducing security and privacy risks.

As a result, EPPs must actively examine the accuracy and diversity of suppliers' training data and decision-making processes, embed education on media and information literacy in GenAI training, and encourage candidates to understand the ethical use of GenAI as a research tool. This pivotal moment in technological innovation also requires educators to rethink assessment and grading practices to increase their overall effectiveness, while also mitigating unethical use. EPPs must clearly communcate to students and faculty what specific data will be collected when using these tools, how their data will be used, how to opt out, and the implications for faculty and students.

Finally it is important to determine how AI-generated media can and should be used as part of faculty- and student-created work. This leads to some difficult questions. For example, if an image was generated with AI through dozens of carefully constructed, iterative user prompts and revisions until it meets a student's goal, should it be considered a unique creation of the student? Or, if a student has used AI to improve the grammar of a paper they've written, is that substantially different from having gone to a campus writing center and having another student correct their grammar mistakes? These are the types of ethical questions that need to be discussed and addressed in order to provide clarity for students on the contexts of appropriate GenAI use.

Key Actions to Take:

- Develop shared visions for safe, responsible, and equitable use in relation to GenAI within your institution.
- Review current policies and practices (e.g. academic integrity policy) to determine what changes need to be made in an AI environment.
- Reconsider assessment and grading practices to incorporate the ethical use of GenAI tools.
- Require ongoing testing of AI systems for safety and security, and develop organizational policies for risk prevention and mitigation.
- Determine the costs of implementation of these steps and complete a cost-benefit analysis of the actual value of GenAI in this context.

Key Questions to Ask:

- What is considered uniquely student work? What makes an artifact (text, image, etc.) a unique work, and can artifacts that are created with digital tools be considered unique works?
- What specific risks may arise from EPP candidates using AI tools, and how can these risks be mitigated?
- How can AI tools be evaluated to understand what data is being collected about students and faculty, how is it being used and stored? What privacy and security measures are necessary to safe-guard user data when using GenAI tools?

LEWIS UNIVERSITY

Guiding Faculty and Staff in GenAI Use

Lewis University recognizes the significant effort required to become GenAI ready. Elizabeth Sturm, Ed.D., co-chair of the Education Department, shared, "I don't think that we will ever be fully AI ready because AI is changing so rapidly." As a result, she set a goal to be "AI alert" instead.

Following a series of academic dishonesty cases, Sturm, the leadership team, and several faculty have worked to better support students by developing and providing an "Ethical Decision Tree" to guide students and faculty thinking in determining when it would be appropriate to use AI, and then help them evaluate the AI-generated material for accurcy and bias. While still in its infancy and subject to more revisions as faculty deepen their understanding, Sturm is confident this decision tree will lead to the more ethical use of GenAI and help to facilitate meaningful conversations with students regarding their personal use of GenAI.

- What mechanisms are in place to evaluate the training data used for GenAI tools for accuracy, diversity, and bias?
- How can we effectively educate candidates and faculty about the ethical implications and responsible use of GenAI tools?

SUPPORT

Develop Ongoing Governence Structures

It is essential for EPPs to establish a governance group and model that addresses accountability mechanisms, transparency, application, ethics, and impact assessment, among other aspects. These cross-functional, cross-departmental, and diverse teams should meet regularly and include staff, faculty, administration, and students, as well as the perspectives of partner schools. Governance groups should create a framework to evaluate current and new tools, focusing on their purposes, impacts, and metrics. They should also work toward developing a strategic AI adoption plan, including updates to current policies, professional development needs, and oversight mechanisms. A clear ethical foundation for decision-making is crucial, emphasizing principles like fairness, accountability, social welfare, predictability, and respect. These principles should prioritize people and human rights, equity, freedom of expression, and personal empowerment.

Taking action to make and keep an EPP "GenAI ready" isn't a task EPP leaders should take on alone. Through shared decision-making, an EPP can better understand the challenges and benefits of GenAI across content areas and identify models that best leverage the power of GenAI, while limiting its drawbacks. Shared decision-making is founded on the belief that (a) instructors have the insights and contextual knowledge necessary to make the best decisions regarding their students' education, (b) primary stakeholders should be empowered in determining policy, and (c) lasting change is most likely when those tasked with changing their practice feel a sense of ownership (Liontos, 1994). While shared decision-making activities (i.e. facilitating discussions, administering stakeholder surveys, establishing open forums, providing choice in implementation) take time, it can be critical to high-quality, sustained efforts related to GenAI.

One of the key responsibilities of governance groups is to ensure a level of consistency for the teacher candidates participating in the program. When individual faculty members have AI preferences that are diametrically opposed, it can be jarring and confusing for teacher candidates (e.g. one faculty member that requires the use of AI for completing an assignment and another who considers any use of AI a violation of academic integrity policies). Governance groups may also want to discuss the process for ensuring AI skills are appropriately integrated throughout the EPP curriculum and assess data on whether newly graduated educators feel their program adequately prepared them to be successful in using AI in their classrooms. These conversations will help inform an AI road map and milestones, including phased implementation, training, curriculum integration, professional development, and change-management efforts.

Key Actions to Take:

- Create an interdisciplinary GenAI governance group that represents a variety of voices and includes faculty and teacher candidates.
- Develop evaluation matrices that address areas of ethics, accountability, transparency, risk management and security, intended impacts, and efficacy metrics.

Key Questions to Ask:

- How can we ensure that the governance group remains inclusive and representative of all relevant perspectives, including those of partner schools?
- What criteria should be used to evaluate the ethical implications and potential impacts of new and existing GenAI tools?
- What measures will be used to evaluate the success and impact of GenAI initiatives?

Build Partnerships Beyond the School of Education

As an EPP, be sure that you are taking advantage of the knowledge, experience, and capacities offered by the larger institution when it comes to applying GenAI effectively in teaching and learning. Community building and collaboration can bolster AI initiatives and aid organizations in transitioning to advanced GenAI applications. For instance, some higher education institutions have created campus AI centers, such as the UMBC Center for AI, and Center for Equitable AI and Machine Learning Systems at Morgan State University, and GAITAR at Carnegie Mellon University that serve as resource hubs, fostering ongoing communities of practice, modeling, and knowledge-sharing. These centers support staff and faculty training, address challenges such as security and assessment practices, share best practices for curriculum delivery, promote innovation in teaching, and coordinate

across disciplines to maximize the impact of AI technology. Other institutions have worked to provide broad access to GenAI tools. Arizona State University (ASU) partnered with OpenAI to provide the ASU community access to ChatGPT. The University of Michigan developed and provided its faculty and students its own large language model (LLM), U-M GPT, to address privacy, accessibility, and affordability concerns with industry-developed GenAI. While your institution may not engage in this level of comprehensive cross-campus collaboration, reaching out across departments and disciplines, and investing in shared approaches, can ultimately accelerate and enhance your work and lead to more centralized support over time.

Partnering with the schools where your EPP places students for teaching practicums is also crucial. Engaging these partner schools in the AI integration process can create a more cohesive and supportive learning environment for student teachers. By collaborating on AI initiatives, sharing resources, and aligning goals, both the EPP and partner schools can benefit from enhanced instructional practices and improved outcomes for students. This partnership can provide practical, real-world applications for GenAI, offering invaluable hands-on experience for future educators and fostering a community of practice that extends beyond the campus.

Regional, national, and international organizations also provide diverse perspectives that can lead to more innovative solutions and practices. For instance, ISTE, in partnership with the U.S. Department of Education, hosts the EPPs for Digital Equity and Transformation Pledge community. Programs who sign the pledge become a member of a large network of EPPs with shared visions and goals, at no cost.

Key Actions to Take:

- Develop centralized support structures such as interdepartmental working groups within your program or institution to facilitate knowledge-sharing open dialogue, modeling, and ongoing training.
- Establish formal partnerships with schools where teacher candidates are placed, involving them in the AI integration process and aligning goals.
- Organize workshops and seminars that bring together educators from both the EPP and partner schools to discuss AI integration and share experiences.
- Leverage external partnerships with regional, national, and international organizations to stay updated on the latest AI developments and gain access to diverse resources.

UNIVERSITY OF MICHIGAN-DEARBORN

Community Building and Collaboration

Stein Brunvand, Ph.D., associate dean of the College of Education, Health, and Human Services at the University of Michigan-Dearborn, has helped to lead the AI-readiness efforts for his EPP. One challenge has been that the EPP is relatively small, with only 15 faculty members, only two of whom have learning technologies backgrounds.

Brunvand recognized that to better "provide some professional learning opportunities for discussion and thought around GenAI with the immediate faculty in the education program," he needed to be an active participant in larger efforts and conversations. His participation as his college's representative on the university's GenAI Task Force allows him to better understand the nuances, challenges, and perspectives of GenAI across disciplines. He has also been an active participant in a group that brings together all EPPs across the state four times a year. In fact, he presented to the group an "example of a lesson plan using GenAI as a tool to help augment lesson planning." His presentation led to other conversations and opportunities, including an additional presentation to the University of Michigan system. Additionally, his participation as an ISTE AI-Explorations fellow broadened his understanding and view of AI use, and equipped him with the knowledge and resources to more effectively advocate for its integration in his programs.

As an associate dean, Brunvand's time is limited. He explained that he has to be strategic when considering which opportunities to take on: "Finding ways to push in and finding more room on my plate to do that more intentionally is a focus of mine." In doing so, he is taking the long view, understanding that GenAI "is not something that's just going to disappear in a couple of months and be replaced by something else." Rather, it is an "ongoing process," one that requires a continued effort to understand, communicate, refine, and share out the nuances and best-use cases in his specific region.

Key Questions to Ask:

- What professional development needs exist, based upon knowledge gathered from understanding your institution's environment and transformative AI vision?
- What barriers to integrating GenAI are educators facing that can be addressed through coordination and collaboration?
- How can partnerships with partner schools be structured to ensure mutual benefit and effective AI integration?
- How can we measure the impact of AI initiatives on teaching and learning outcomes across both the institution and partner schools?

CONCLUSION

The rise of GenAI marks a shift in how we approach teaching and learning. There is no going back to "before generative AI." EPPs must remain agile and responsive to the rapid advancements in AI technology. This requires a commitment to continuous learning, collaboration, and innovation.

By proactively addressing the challenges and opportunities presented by GenAI, EPPs can position themselves as leaders in preparing future educators for the AI-integrated world. With a clear vision, strategic implementation, and robust support, EPPs can create a culture of experimentation and growth, enabling faculty and teacher candidates to explore the full potential of AI in education, while mitigating the risks. The recommendations and examples provided here aim to equip EPPs with the foundational understanding and practical steps necessary for effective GenAI integration to prepare teacher candidates, and ultimately students, for success in a rapidly changing landscape.

ISTE + ASCD remains dedicated to providing resources and thought leadership on the impact of GenAI on learning at all levels. For more information about ISTE + ASCD resources, including professional learning opportunities and guides for incorporating AI in education, please visit iste.org/ai.

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Contributors: Jered Borup, Ph.D., Pierrette Renée Dagg, Ph.D., Joseph South, Ph.D., Tara Nattrass, Ed.D., and Nick Pinder

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Additional Resources:

Australian Framework for Generative Artificial Intelligence in Schools

Components of an Ethical Framework for Artificial Intelligence in Education as Informed by Stoic Philosophy

Council of the Great City Schools & CoSN Launch K-12 Generative Artificial Intelligence (Gen AI) Readiness Checklist

CoSN and Council of Great City Schools K-12 Gen AI Maturity Tool

Ed SafeAI Alliance SAFE Benchmarks Framework

ISTE Bringing AI to School: Tips for School Leaders

Kapor Foundation Responsible AI and Tech Justice: A Guide for K-12 Education

OECD: Artificial Intelligence

Office of Educational Technology: Artificial Intelligence and the Future of Teaching and Learning

SIIA Education Technology Industry's Principles for the Future of AI in Education

Bletchley Declaration

Teach AI Guidance Toolkit and Foundational Policy Ideas

Torrey Trust GenAI & Ethics: Investigating ChatGPT, Gemini, & Copilot