



SILICON VALLEY ARTIFICIAL INTELLIGENCE PROJECT ROUNDTABLE LISTEN & LEARN

The Krause Center for Innovation is launching the Silicon Valley Artificial Intelligence Project (SVAIP), a five-year initiative to equip educators with the tools and guidance needed to effectively integrate AI into classrooms, ensuring students are prepared for a rapidly evolving world.



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EXECUTIVE SUMMARY

Based at Foothill College, the Krause Center for Innovation (KCI) recently launched the [Silicon Valley Artificial Intelligence Project \(SVAIP\)](#) with a roundtable listening session.

This inaugural event brought together visionary district leaders, teachers, and community college representatives. It marked a crucial step in shaping the future of education in Silicon Valley by exploring the role of Artificial Intelligence (AI) in K-12 settings. The session fostered deep discussions about how AI can transform and support educational environments. Key stakeholders shared insights on AI's opportunities to create more inclusive, equitable, and compelling learning experiences while expressing concerns about job security and the ethical implications of AI adoption. Topics ranged from district-level policy frameworks to practical challenges such as teacher support, equitable access, and ensuring inclusivity in AI-enhanced classrooms.

Participants expressed a shared vision: AI must be implemented with care, guided by ethical considerations, and committed to closing the equity gap. Best practices were highlighted, including strategies to ensure that AI tools serve all students equitably and that educators are empowered to act as facilitators in an AI-driven future.

This kickoff event underscored the need for ongoing dialogue, with participants strongly advocating for creating a dedicated community of practice. This initiative will ensure continuous learning, collaboration, and responsible AI integration across educational landscapes. The SVAIP is poised to lead these conversations, preparing Silicon Valley's educators and students to harness AI's full potential in an ethical, inclusive, and future-focused way.

In this report, you will learn:

- Ideas and recommendations for building an AI-ready education infrastructure that is inclusive, scalable, and adaptable to evolving technology, ensuring both students and teachers can benefit from AI-driven tools.
- Strategies for balancing external AI resources with internal expertise, helping schools decide when to leverage third-party AI tools and when to develop customized solutions in-house.
- How do you prepare your school or district for the future of AI in education, navigate challenges, and embrace the opportunities AI brings to enhance learning experiences while maintaining ethical and responsible practices?
- What are others thinking about and doing in their organizations?



The Krause Center for Innovation is located on the Foothill College campus located in Los Altos Hills, CA.

DISTRICT FOCUS ON AI POLICIES AND FRAMEWORKS

District leaders shared various approaches to integrating AI into schools, with a central focus on equity and teacher support. A primary concern was ensuring all students, regardless of background, have access to AI tools while simultaneously providing teachers with the resources and training they need to succeed. Many districts are intentionally avoiding rigid, top-down AI policies, instead choosing to embed AI within existing frameworks like digital citizenship and student conduct policies, allowing for flexibility and organic growth.

“We are taking a more organic approach. AI fits into policies we already have.”

— CURRICULUM DIRECTOR

Participants discussed a wide range of goals related to AI in education. Some district leaders were eager to learn about best practices for AI implementation and explore how different tools could enhance student learning outcomes. Others focused on fostering a safe and collaborative environment for discussing AI adoption, with an emphasis on understanding AI’s long-term impact on students and evaluating its effectiveness. Several attendees sought to learn from other districts’ frameworks and practices, aiming to gather insights on how best to support all stakeholders—teachers, students, and parents—throughout the transition to AI-enhanced learning. Additionally, one district leader highlighted the importance of connecting with other schools to exchange strategies and insights, underscoring the collaborative spirit of the conversation.

We learned that districts across Silicon Valley are at different stages of AI adoption. Some are piloting AI tools in classrooms, prioritizing equitable access and responsible implementation. These districts have begun training teachers and ensuring that all students can benefit from AI resources. However, concerns remain about job security and the challenges of adopting new technology, especially among teachers who fear the potential for AI to displace their roles. To address these concerns, some districts are taking a gradual approach, incorporating AI into existing policies instead of creating entirely new frameworks.

A significant focus has been on teacher professional development. Districts are offering workshops and sharing information on how AI can streamline tasks, improve efficiency, and support learning without increasing teachers’ workloads. While AI has the potential to free up time for educators to focus on critical thinking and student facilitation, leaders recognize the importance of addressing fears around AI widening existing equity gaps. Inclusivity is a top priority, with AI tools being used to adapt content for students with diverse learning needs. One area of need is professional development for classified employees, administrators, and other stakeholders in schools and districts. Much of the current professional learning is focused on teachers.

“Teachers can’t just be Pez candy dispensers anymore.”

— DISTRICT LEADER

DISTRICT FOCUS ON AI POLICIES AND FRAMEWORKS

Districts are working to strike a balance between adopting AI and managing teachers' existing responsibilities. Many leaders are focused on gradual implementation, refining strategies, and avoiding adding additional burdens to teachers while continuing to assess AI's role in improving student outcomes. They do not want to put another thing on teachers' plates, but at the same time, they know AI is not something that can be ignored. It is a delicate balance.

Key Discussion Points:

- Begin with the policies we have: Organizations can begin by reviewing their existing policies—such as privacy, digital citizenship, and student conduct—to identify where AI integration naturally fits.
- Equity & Access: Ensuring all students, regardless of socioeconomic background, have access to AI tools.
- Teacher Professional Development: Providing training to help educators integrate AI effectively without increasing their workload.
- Fear & Resistance: Addressing teacher concerns about job loss or the difficulty of learning new technologies.
- Inclusivity: Using AI to support diverse learning needs, such as adapting content for students with different abilities.

“Our goal has been to ensure that AI tools are integrated responsibly, with a primary focus on student outcomes.”

— DISTRICT LEADER

The session also touched on privacy concerns, particularly the need to ensure that parents and communities understand how AI tools are used and how vendors handle data privacy. Participants agreed that while AI itself is neutral, its value lies in how it is used. Therefore, it's critical to focus on developing human-centered skills—like critical thinking, collaboration, and problem-solving—that AI cannot replace.

Participants were proceeding with measured optimism about AI but emphasized that its successful implementation requires thoughtful planning. AI can enhance efficiency, but its integration must not overwhelm teachers. Districts are focusing on empowering teachers to use AI as a tool to facilitate learning rather than as a replacement for core teaching responsibilities.

EDUCATOR FOCUS: TEACHERS AND AI IN THE CLASSROOM

Educators shared their experiences using AI tools for lesson planning, personalized learning, and administrative tasks. The general sentiment was that AI offers significant potential to enhance education, but many teachers are still in the early stages of integrating it into their teaching practices. In one district, they purchased licenses for an AI tool for every teacher. While many teachers are activating their subscriptions, far fewer teachers are actually using it, which indicates that there is significant hesitation in using AI for teaching purposes. Many of the teachers who are using AI are using the free versions. Free versions tend to have less functionality, but that might mean that teachers aren't ready for the full suite of options. It is overwhelming. This conversation led to the focus group emphasizing the importance of a community of practice where educators can highlight the work they're doing as well as the issues they are seeing with students and their colleagues.

"AI is being used as a thought partner for teachers, but there's still hesitation on how deeply to trust it."

— TEACHER

When districts create their policies around AI, they are not trying to over-policy it for their teachers. One of the district's directors of technology said, "How are you going to write a policy around the Internet?" The point is that AI is going to be used in a lot of different ways, and to write a policy that will provide meaningful and specific objectives is too difficult. Right now, the most important policy that districts are taking with educator usage is on what a district considers to be cheating. Many teachers are understandably concerned about cheating, and it's a high priority.

When it comes to instruction in the classroom, the consensus of the room is that the way education has worked in the past is not going to suffice in the future. One participant said, "What are you finding value in student outcomes that is now something that their phones can answer?" In the traditional classroom, the teacher is the conduit for relaying information and/or facilitating the intake of that information. Now, times have changed. The futuristic classroom will need to include learning experiences where students can be creative and innovative while learning unbiased information.

AI Literacy for educators isn't necessarily teaching the tools; rather, it should be teaching how to help their students navigate the world of AI. That is everything from understanding the power of the tools they are using to knowing when AI is being used to influence their thinking. It focuses on the frameworks that bring educators into AI conversations. One participant, a current high school teacher, described a program that she has started with the support of the school district. For a healthy stipend, teachers will participate in an AI fellowship program where they will tinker, experiment, and learn about generative AI at a deeper level. The importance of investing in teachers is essential.

EDUCATOR FOCUS: TEACHERS AND AI IN THE CLASSROOM

In the past, industry has understood the importance of quality education and has been helpful in funding many of the initiatives that have helped bring technology to the classroom; however, they have not been as involved on the ground floor with policy, decision-making, future planning, and training. Generative AI has changed that. As the industry continues to create more advanced features, they need to help schools and districts adapt. Providing additional funding isn't good enough.

The final topic of discussion was the educator. An educator isn't just someone who teaches in the classroom. An educator is anyone who works for a school district. Everyone from the transportation department to human resources is considered an educator. Right now, a lot of professional development is specifically for teachers; however, there is a need for AI professional development for district office staff and administrators. The market is oversaturated with professional learning opportunities for teachers, and there isn't enough focus on the personnel who work behind the scenes to make sure students are learning to their full potential.

Key Discussion Points:

- Student Agency: Ensuring that students, especially those from underserved communities, have the drive and skills to use AI effectively.
- AI as a Learning Partner: AI is being used to provide feedback and help students with tasks like math problems and essay writing, but there is concern over reliance on AI for simple answers.
- Assessment & Self-Evaluation: AI is helping to shift the focus from traditional assessments to more personalized feedback and self-assessment.

"We like KahnMigo because it uses the Socratic method, encouraging students to engage critically."

— ADMINISTRATOR

STUDENT FOCUS: AI AND EQUITY IN THE CLASSROOM

The discussions on students centered around AI's potential to close equity gaps in education, but with caution. While AI can enhance personalized learning, it cannot address the deeper issues of student agency, motivation, and foundational skills.

California ranks lowest in literacy rates in the country, yet it has the fourth largest economy in the World. One reason is that library funding is small relative to other initiatives. The library should be a central hub where students go for information. As a result, the librarian/digital media specialist should play a central role in helping students understand AI literacy.

One of the big topics discussed was creating a system of norms to be implemented in the classroom. A resource that was brought to attention is the [Artificial Intelligence Assessment Scale](#), developed by Leon Furze. It shows how to systematically introduce AI to students in an ethical way that promotes openness and transparency in using AI to support learning. While some classrooms are helping students understand the use of AI, many are not and are looking at it as a threat instead of a tool.

"We are still not teaching students agency. AI is just another tool; students need to learn enduring skills."

— COUNTY OFFICE SPEAKER

One district has been developing policy usage around AI and is actively engaging teachers to help them understand how to implement AI in the classroom. By doing so, they've been able to create committees where they are getting consistent and constructive feedback on the use of AI with students and in the classroom. In one instance, a teacher was shocked at how open a student was when using AI to help with an assignment. The student didn't understand that the teacher was caught off guard by the blatant disregard of ethics when the fact is that the student was only saying it because they saw it as a tool and not an act of cheating.

Concerns about cheating extend beyond plagiarism. How does a student cite AI that has been curated from a lot of unknown sources by the technology? The credit should be given to the original author and not the AI tool that's used. It is another ethical dilemma that teachers are facing because the student, for the most part, doesn't know any better. In a few instances, students who use AI to complete assignments use it because they are bored rather than need it to help with an assignment. The digital divide only grows larger as students who have the resources to use it well and those who do not have the resources either don't use it or don't understand how to use it.

It's going to be important that AI use is taught at an early age when they are beginning to work with computers. Right now, one district discourages technology use until the second grade. It will be important that when technology is introduced, they also introduce AI use norms simultaneously. That same school district also has steering committees on the use of AI that are run by students at their two high schools. Students must be a part of the policy building because they are the end-users in most cases.

STUDENT FOCUS: AI AND EQUITY IN THE CLASSROOM

Finally, students need to feel confident with their work when they produce something for a teacher to assess. Students, particularly those from underrepresented populations, English Language Learners, and low-income areas will see that an AI tool can create a more succinct version of what they are able to create. It's important that teachers teach those students that the process is just as, if not more important, than the result.

A study was done in Chile, where students were asked about cheating before and after generative AI, and the percentage of students who had cheated on an assignment didn't change. Cheating has been happening for a long time, and now is the time to rethink education.

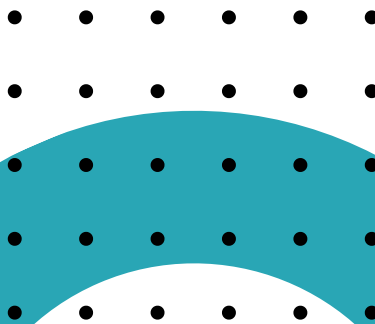
Key Discussion Points

- Student Agency: Ensuring that students, especially those from underserved communities, have the drive and skills to use AI effectively.
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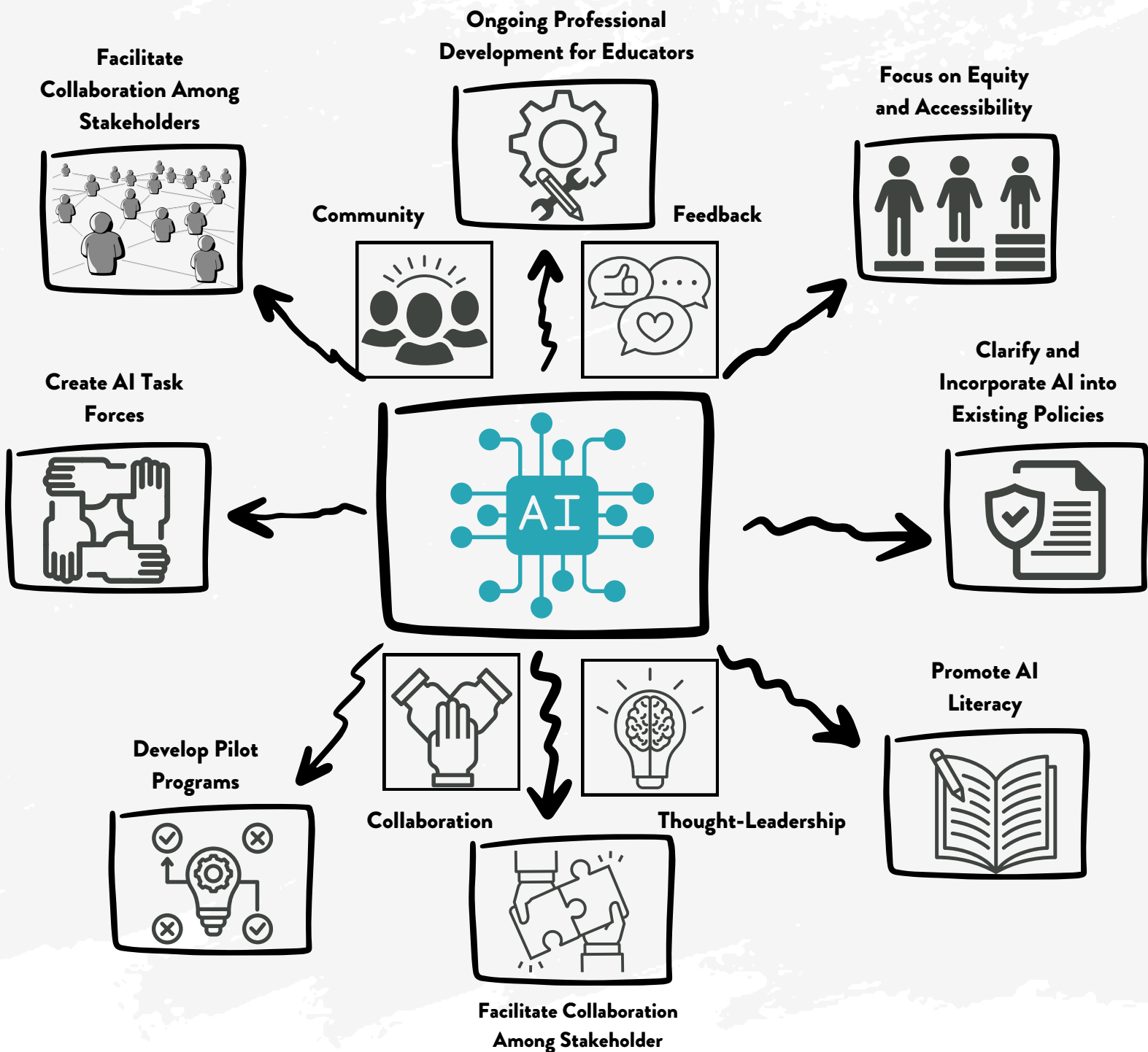
"AI can facilitate learning, but the teacher remains the key facilitator, personalizing education."

— DISTRICT LEADER

While AI can potentially narrow the achievement gap, more is needed. Educators need to focus on teaching students foundational skills, such as critical thinking and self-advocacy, to ensure they can use AI tools effectively. AI cannot replace the role of a teacher in fostering deeper learning and student engagement.



RECOMMENDATIONS AND NEXT STEPS



AI can be a powerful tool, but the focus must remain on developing critical thinking, collaboration, and problem-solving skills—qualities that no AI can replace.

RECOMMENDATIONS AND NEXT STEPS

From our roundtable discussions, we've gathered valuable insights to help guide the thoughtful and effective integration of AI into education. Here are some key takeaways and steps that organizations can take to move forward:

- **Ongoing Professional Development for Educators:**

- Expand AI training to help teachers understand how AI can enhance their work without adding to their workload. This should include both technical aspects and pedagogical strategies, ensuring that teachers use AI effectively and thoughtfully in classrooms.
- Provide practical, hands-on workshops** where educators can learn to integrate AI tools into their lesson plans and administrative tasks.

- **Focus on Equity and Accessibility:**

- Ensure that AI tools are accessible to all students, including those from underserved communities, by addressing both technical access (devices, internet) and usage training. AI should help close the equity gap, not widen it.
- Continue piloting adaptive AI tools that personalize learning for students with diverse needs and gather feedback from students on what is most effective.

- **Clarify and Incorporate AI into Existing Policies:**

- Avoid rigid, top-down AI policies that could stifle innovation. Instead, districts should be allowed to use existing policies (like digital citizenship) to address AI while providing frameworks for responsible use.
- Develop guidelines for AI-related ethical issues (e.g., plagiarism, student privacy, data usage) to ensure that teachers and students use AI tools responsibly and transparently.

- **Promote AI Literacy:**

- Encourage the development of AI literacy among educators and students, helping them understand AI's limitations and potential. This includes teaching students foundational skills like critical thinking, problem-solving, and self-advocacy, which AI cannot replace.
- Provide resources for self-assessment and continuous improvement to help students learn to use AI as a tool to enhance their learning rather than solely rely on it for answers.

- **Facilitate Collaboration Among Stakeholders:**

- Create more opportunities for collaboration between district leaders, teachers, and community college representatives to share best practices, challenges, and solutions regarding AI implementation. Regular dialogue will help align strategies and promote a collective learning environment.
- Engage with AI vendors to better understand the capabilities, limitations, and privacy concerns surrounding their tools, allowing districts to make informed decisions on what to adopt.

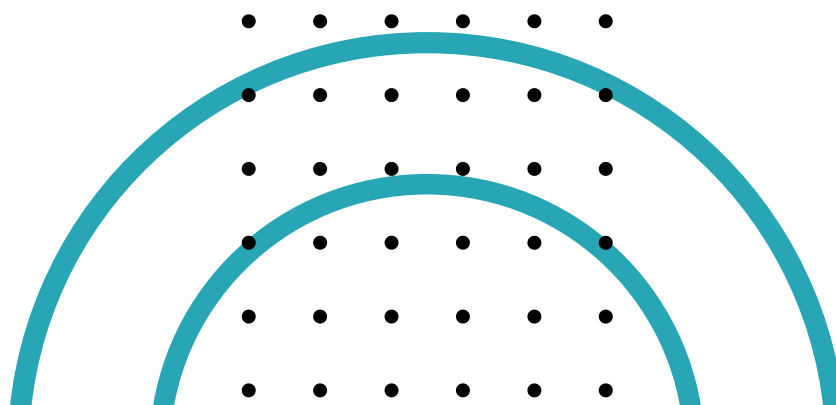
RECOMMENDATIONS AND NEXT STEPS

Potential Next Steps

- **Develop Pilot Programs:**
 - Implement pilot AI programs in select schools and districts, particularly focusing on how AI can improve classroom learning, teacher efficiency, and student engagement. Monitor outcomes and gather data to inform broader implementation.
- **Create AI Task Forces:**
 - Establish AI-focused task forces in schools and districts comprised of teachers, administrators, and IT staff. These task forces can oversee AI integration, ensuring it aligns with educational goals and addresses staff concerns.
- **Host Community AI Information Sessions:**
 - Educate parents and the community on how AI is being used in classrooms to dispel fears, promote transparency, and build support. This can include showcasing AI tools in practical, non-educational contexts (as seen in the birthday planning example) to demonstrate their potential as supportive resources.
 - Provide “play” sessions to help stakeholders learn more about AI.
- **Provide Ongoing Feedback Mechanisms:**
 - Develop channels for continuous feedback from teachers and students on the effectiveness of AI tools. This can include surveys, roundtable discussions, and classroom observations, allowing districts to adapt strategies as AI technologies evolve.
- **Support Cross-District Collaboration:**
 - Encourage cross-district collaboration, where leaders and educators can learn from each other’s experiences with AI tools and implementation strategies, fostering a learning network that will improve outcomes across multiple regions.

CONCLUSION

The integration of AI in K-12 education is still in its early stages, with both excitement and caution from district leaders, educators, and students. While AI presents opportunities for more personalized learning and operational efficiency, the success of these efforts hinges on thoughtful implementation, comprehensive educator professional development, and ensuring equity in access and student outcomes. AI can be a powerful tool, but the focus must remain on developing critical thinking, collaboration, and problem-solving skills—qualities that no AI can replace.



APPENDIX

Below you will see the posters provided for each group. Participants voted on topics that were the biggest priority for them.

District Focus

Vision and Goals

- Have you created a vision for AI and AI Literacy in your district? If not, are you actively working on that vision now?
- What are your district goals as it pertains to AI and AI Literacy?

Current Policies and Frameworks

- What existing policies guide the use of AI in your school or district? Why did you choose that policy guide?
- How have you addressed issues of equity, accessibility, and inclusivity with AI?

Implementation Strategies

- What strategies are in place for training teachers and staff on AI tools?
- How does the school/district plan to support teachers in selecting appropriate AI resources?

Evaluation and Assessment

- What metrics are used to evaluate the effectiveness of AI tools in enhancing learning outcomes?
- How frequently do you assess the impact of AI integration, and who is involved in that process?

Collaboration and Communication

- How does the district facilitate collaboration among schools regarding AI use and best practices?
- What channels exist for communication about AI initiatives among educators, administrators, and the community?

Student and Community Involvement

- How are students and parents involved in discussions about AI integration in education? Where do you see them?
- What steps are taken to educate families about AI tools being used in the classroom?

Ethical Considerations and Governance

- What guidelines are in place to address ethical concerns related to AI, such as privacy and data security?
- How does the district ensure transparency in the use of AI technologies?

Future Planning

- What future initiatives or strategies are being considered for expanding AI use in your school/district?
- What partnerships (with tech companies, higher education institutions, etc.) are you exploring to enhance AI integration?

APPENDIX

Teacher Focus

General Experience

- What initial thoughts did you have about using AI in teaching?
- How are teachers in your district using AI, and what are school or district policies?

Impact on Teaching

- Has AI influenced teaching methods or strategies in your district?
- In what ways has AI helped personalize learning for students from a teaching perspective?
- Since incorporating AI, has AI been used to increase student engagement? Can you provide examples? Is this something you're actively looking into?

Student Outcomes

- Can AI assist educators in improving student outcomes? Have you seen evidence of this? How did they do it?
- What critical thinking skills or problem-solving skills can be influenced by using AI in the classroom? Are there specific examples of this happening?
- How do you want to see AI used in measuring student outcomes? Are there tools that you're specifically using?

Professional Development

- How have you engaged your teachers in professional development with AI? How do you see external partners assisting?
- Do you see a need for professional development in AI? Are there resources that you're currently using to do this?
- In a certificate program, what are the three most important concepts or considerations you would like to see?

Collaboration and Feedback

- Has AI been used to facilitate collaboration among teachers? Are there concerted efforts at your schools to use AI to increase community engagement?
- Has AI been used at an administrative level to communicate with teachers? Is there encouragement to do so?

Ethical Considerations

- What concerns do you have about using AI in the classroom, particularly regarding equity and access?
- How do you address privacy and data security when using AI tools?

APPENDIX

Student Focus

Student Engagement and Motivation

- How do you want students to feel about using AI tools in their learning?
- How do you want students to be motivated by the use of AI?
- Are there any AI tools that have significantly increased student interest in specific subjects?

Learning Outcomes

- In what ways can AI contribute to improved understanding of the material?
- Can you provide examples of where AI has helped students achieve specific academic goals?
- How has AI influenced students' ability to apply concepts in real-world scenarios?

Skill Development

- What skills at different grade levels should students have as it pertains to AI? Do you agree with the frameworks provided?
- How has AI impacted students' critical thinking and problem-solving abilities?
- What specific competencies (e.g., digital literacy, collaboration) have improved with AI integration, or could you foresee being impacted by AI integration?

Personalization and Differentiation

- Do you want AI to support personalized learning for students? Is it something that you're actively working on?
- Are there noticeable differences in outcomes for students with varying learning needs when using AI?
- How should students perceive the relevance of AI-driven recommendations for their individual learning paths?

Collaboration and Communication

- Is AI being used to facilitate collaboration among students? Is that something that you would like your teachers to know how to do?
- What role can AI play in improving communication between students and teachers?
- Have students found AI tools helpful for peer feedback? If so, how?

Assessment and Feedback

- How should AI affect the assessment process for students? Do you have a process to do this, or would you like something developed?
- Do students receive more timely and constructive feedback through AI tools?
- What are students' perceptions of AI-generated assessments versus traditional methods?
- Are you concerned about students cheating with AI? If so, how are you mitigating that?

Challenges and Concerns

- What are the biggest challenges that your students encounter while using AI in their studies?
- Have students raised any ethical concerns or issues related to AI?
- How are you tackling AI Literacy with your students? Are there any gaps that you need support with?

Future Aspirations

- What skills do you want students to possess by the time they exit your school system as it pertains to AI?
- How important is it that they understand the future workforce and the expected understanding of AI used in it? What would you like students to know?
- What support do you want students to have so they can make the most of AI in their education?

Overall Impact

- What overall impact do students believe AI has had on their learning experience?
- Can you share any personal success stories about AI use in your learning journey?
- What suggestions do students have for improving AI tools in the classroom?

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