SVAIP

SILICON VALLEY ARTIFICAL INTELLIGENCE PROJECT

SILICON VALLEY ARTIFICIAL INTELLIGENCE PROJECT

KCI

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.

KCI

KRAUSE CENTER
for **INNOVATION**
FOOTHILL COLLEGE

TABLE OF CONTENTS

EXECUTIVE SUMMARY

The rapid rise of Artificial Intelligence (AI) is reshaping every aspect of our world, yet its potential in education remains largely untapped. At the Krause Center for Innovation (KCI), we've spent the past year engaging with teachers, school leaders, and community members across the Bay Area and beyond to uncover this pressing issue. While educators recognize AI's transformative power, they're often left in the dark about effectively integrating it into their classrooms.

KRAUSE CENTER FOR INNOVATION

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

This gap is creating a significant barrier—teachers know AI could free up time for personalized instruction, providing a greater impact on student learning. Still, they lack the tools and guidance to make that a reality. Educators are the key to our future; they shape the minds of the next generations of citizens and workers who will drive our state and country forward. These students must understand how to leverage AI for the greater good, starting with empowering their teachers. In response, KCI is launching the Silicon Valley Artificial Intelligence Project (SVAIP), a bold five-year initiative to bridge this gap and equip educators to harness AI, ensuring that students are prepared to thrive in a rapidly evolving world.

SVAIP is built on three key pillars:
- Pillar 1—Summits and Events, providing hands-on experiences and networking opportunities for educators;
- Pillar 2—Content Library, offering a curated collection of AI resources and tools;
- Pillar 3—CA Certificate AI Educator course, delivering a comprehensive certification program that empowers teachers to integrate AI into their classrooms effectively.
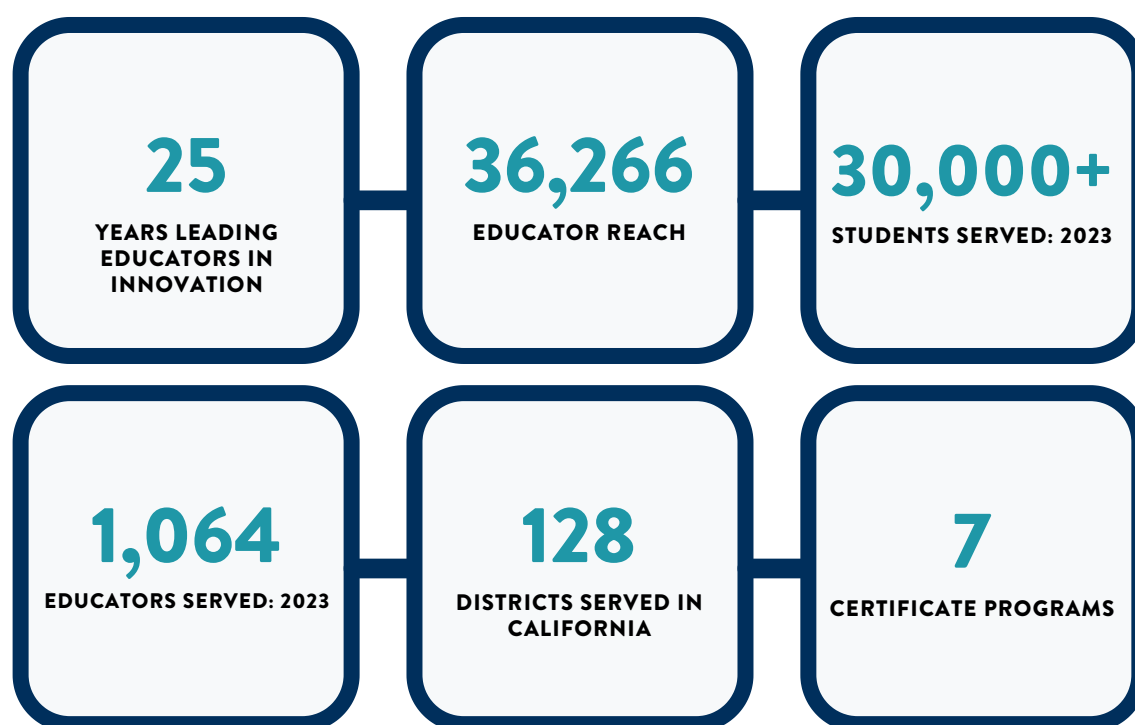
Together, these pillars will enable educators to confidently utilize AI, paving the way for a brighter future for their students.

INTRODUCTION

Artificial Intelligence is an omnipresent topic in almost every school and district. The effects of the technology will be profound regardless of opinion. In 2023, spending on AI technologies in education was $3.6 Billion, and by 2033, in less than a decade, spending will increase by over 20x to $73.7 Billion.* It will not slow down, and advances in AI will continue to evolve exponentially. Schools and districts cannot afford to approach it as they dealt with the advancement of the Internet in the late 90's and early 2000's. They can't work in silos, but rather, they need to work together with community nonprofit and for-profit organizations to set up systems that will ensure student safety while also assuring that learning, creativity, and problem-solving happen above current levels.

ABOUT THE KCI

With over 25 years of trusted leadership in educational innovation, KCI has earned unmatched credibility with educators, reaching over 36,000 monthly in our communications. Our commitment to protecting educators and delivering high-integrity offerings has made us the go-to resource for cutting-edge professional development. Serving over 26,000 educators through our programs and workshops, KCI's extensive network offers unparalleled reach and engagement for partners.

25 YEARS LEADING EDUCATORS IN INNOVATION	**36,266** EDUCATOR REACH	**30,000+** STUDENTS SERVED: 2023
1,064 EDUCATORS SERVED: 2023	**128** DISTRICTS SERVED IN CALIFORNIA	**7** CERTIFICATE PROGRAMS

*Pangarkar, T. (2024, July 3). AI in the education market will hit USD 73.7 Billion by 2033. Market.us Scoop. https://scoop.market.us/ai-in-education-market-news/`

Over the next five years, KCI is committed to focusing on 30+ districts in several counties in the Bay Area to hold crucial conversations at summits and meetings for district and county leaders. Additionally, we will be bringing high-quality professional learning experiences in AI Literacy and best practices to hundreds of teachers.

The KCI has been actively involved for the last 25 years, helping schools and districts tackle the most pressing needs as it pertains to technology and innovation impacting over 26,000 educators and hundreds of thousands of students. Since the early 2000's s, KCI has helped Bay Area and California educators navigate the educational technology landscape by providing professional learning programs such as its Making Education Relevant through Innovative Teaching (MERIT) and its Online and Blended Instruction (OBI) programs. A participant in the makerSPACE program wrote:

> *I learned so much about integrating technology in a meaningful and impactful way that is still relevant to my career. This program shifted my professional trajectory and my learning from the program still impacts those around me.*
> *-MERIT Participant*

Now, the KCI commits to bringing its expertise and legacy as an innovation center in education technology to the world of AI.

WHY IS AI IMPORTANT TO BAY AREA EDUCATION?

- The Bay Area knows AI. Most of Its K-12 students and teachers don't

- K-12 students are the future workforce and citizens who need to understand how to ethically use AI

- K-12 educators are the vehicle to model best AI use practices

- AI has the potential to provide equitable access to all students, narrowing the digital divide

> **"** 88% of parents believe that knowledge of AI will be crucial in their child's future education and career **"**

Samsung U.S. Newsroom. (2024, September 18). 88% of U.S. Parents of Gen Alpha & Gen Z Students Say AI Will Be Crucial to Their Child's Future Success. Samsung.com; Samsung U.S. Newsroom. https://news.samsung.com/us/88-percent-us-parents-gen-alpha-gen-z-students-say-ai-crucial-to-childs-future-success-samsung-solve-for-tomorrow/

RESEARCH

Over the last five months (April 2024 to August 2024), the KCI has been collecting data to better understand what is happening and what the needs are at the school and district level through quantitative survey data and qualitative interview data. The major findings for over 100 California teachers surveyed are below:

Quantitative Survey Data Highlights (See Appendix A for full results.)

AI USAGE IS HIT OR MISS

50% of teachers felt that AI use wasn't important to their work.

28% of teachers felt that AI use was important to their work.

BETTER COMMUNICATION

55% of teachers didn't know if their districts are actively pursuing an AI strategy while 76% felt that it was important or very important to do so.

PROFESSIONAL DEVELOPMENT

66% of teachers feel like PD on AI would be important and useful.

> **"** *At the end of the day, teachers want to teach. If AI made teachers' jobs more efficient, the top two activities that they would spend that extra time on are providing more one-on-one or small group instruction and passion projects for work. - 5th Grade Teacher* **"**

THE ROLE OF AI IN EDUCATION: INSIGHTS FROM EDUCATORS

TOPIC	AI	INSIGHT

AI: A TOOL FOR EFFICIENCY & INNOVATION IN EDUCATION

Educators are increasingly incorporating AI to streamline tasks, create personalized learning, and save time.

TRANSFORMING TEACHING METHODS

AI improves differentiation, creates personalized learning tools, & simplifies tasks like phonics passages, report cards, with an emphasis on inclusivity for special education.

BOOSTING EFFICIENCY IN THE CLASSROOM

AI assists teachers with student feedback freeing time for student interaction, though some seek more impactful applications beyond administrative tasks.

STREAMLINING ADMINISTRATIVE TASKS

AI aids with lesson planning, and assessments, but some educators seek more meaningful uses beyond basic tasks.

AI IN STUDENT LEARNING

AI supports student learning through creative projects, personalized expression, and proper ethical use.

ADDRESSING PRIVACY CONCERNS

Clear AI policies are essential, with teachers responsible for protecting student data amid concerns about privacy and equity.

AI'S FUTURE IN EDUCATION

AI will guide students toward deeper learning, target struggles, and reward progress, making education more engaging, effective, and equitable and preparing students for college/career readiness.

BIAS & FEEDBACK

Educators highlight concerns about AI bias, emphasizing awareness of diversity issues, cultural bias, and ethical considerations like data mining. They urge careful use of AI to avoid misinformation, discrimination, & ethical violations.

PREPARING TEACHERS FOR AI INTEGRATION

Teachers seek more professional development and a district-wide strategy to effectively implement AI in education.

SILCON VALLEY ARTIFICIAL INTELLIGENCE PROJECT (SVAIP)

VISION

BAY AREA YOUTH UNDERSTAND AND UTILIZE AI TO LEARN AND THRIVE

MISSION

PREPARE, EQUIP, LEAD

The Silicon Valley Artificial Intelligence Project (SVAIP) focuses on Preparing, Equipping, and Leading educators and districts leveraging AI to prepare students for college and workforce readiness. By providing the necessary tools, resources, and professional learning, SVAIP ensures ethical AI practices are adopted to benefit all students and teachers. Additionally, the project prepares leadership to implement effective, results-driven AI strategies and policies.

KCI'S SILICON VALLEY ARTIFICIAL INTELLIGENCE PROJECT

Educators have a profound responsibility to educate students and inspire them to be the leaders of tomorrow. On average, they spend 54 hours per week fulfilling their teaching duties, and only 46% of their time is spent teaching.* This means the majority of their time is spent on tasks that are important such as grading and lesson planning; however, that time isn't working directly with students. AI can change this.

Teachers spend, on average, 54 hours per week fulfilling their teaching duties, and only 46% of their time is spent teaching.

KCI is committed to demonstrating the substantial impact and vast potential of integrating AI into educational frameworks, thereby driving a future where technology and education converge to foster more engaging and effective learning environments. Through our five-year initiative, we will focus on:

1. POLICY AND VISION LEADERSHIP

2. HANDS-ON EXPLORATION OF AI TECHNOLOGIES

3. CLASSROOM BEST PRACTICES

4. COMMUNITY SUPPORT

5. STAKEHOLDER ENGAGEMENT THROUGH RESOURCE SHARING

*Kurtz, H. (2022). (rep.) 1st Annual Merrimack College Teacher Survey: 2022 Results. Retrieved May 13, 2024, from https://www.edweek.org/research-center/reports/teaching-profession-in-crisis-national-teacher-survey.

SVAIP INVESTS IN EDUCATION

- Student outcomes are what matter most in education. Helping students grow is paramount for our region and nation.
- Translating the benefits of AI--and providing the guard rails to use it properly --are crucial for the future of the Bay Area's students and community.
- SVAIP is teacher-focused because our educators are leaders of our youth. If we reach and teach them, we impact and prepare them for the workforce and citizenship.

> **"I think AI has the potential to help make teachers' jobs easier and more streamlined. I think it has the potential to help teachers with classroom organization, lesson planning, creation of small group lessons, and differentiation/scaffolding of lessons. That would give teachers back their personal time and time to focus on more important things in the classroom, like the actual, teaching, assessing, and community building with students."**
> **- Administrator**

KCI's theory of change is that educators who understand how to effectively use Artificial Intelligence to become more efficient in teaching will spend more time with their students, particularly those who are struggling, to assist with one-on-one or small group instruction, and that is confirmed by the interview and survey data above. Most teachers get into the profession to help students, and that's what they care about most. So if a tool can reduce the amount of time spent on grading, lesson planning, and other administrative responsibilities, then that extra time can be spent on what they care about most.

> The National Skills Coalition said in 2023, 92 percent of jobs required digital literacy, but just 66 percent of workers had those skills.

Stanish, E. (2024, August 9). Experts say AI may widen the digital divide in education. Here's why. Cbsnews.com; CBS Pittsburgh. https://www.cbsnews.com/pittsburgh/news/ai-digital-divide/

SVAIP'S 5 YEAR PLAN

KCI has created a five-year initiative called the Silicon Valley Artificial Intelligence Project (SVAIP). If done to its full potential, it will create the most advanced teaching workforce in the country. There are five parts.

5 YEAR PLAN

1 — 2 WORKING SESSIONS PER YEAR

Two AI working sessions per year for school and district leaders provide a space to cross-collaborate and prepare for the challenges that AI will bring.

2 — ARTIFICIAL INTELLIGENCE CALIFORNIA CERTIFICATE

An Artificial Intelligence California Certificate program that will result in up to 60 Bay Area and California educators per year (one teacher impacts 20 to over hundreds of students per year) receiving a certificate from the California Chancellor's Office that focuses on best practices with using AI in teaching and with their students.
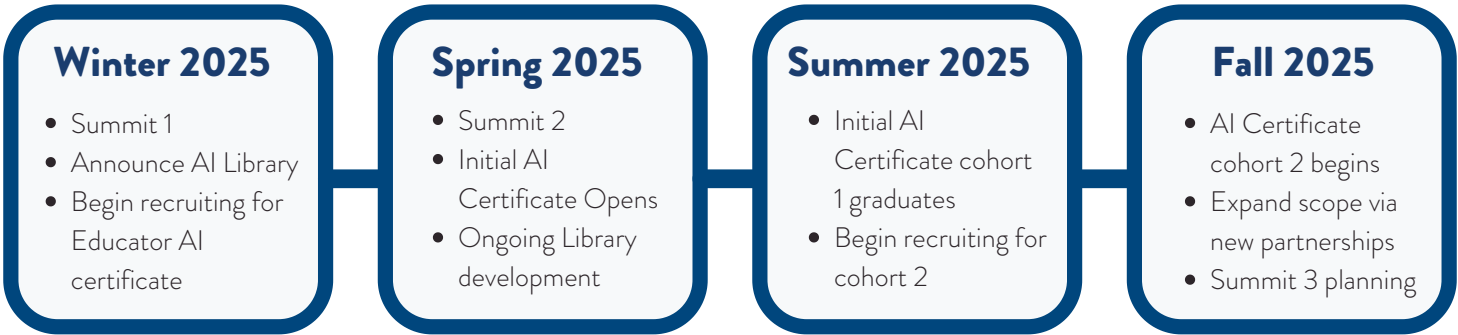
3 — PROFESSIONAL DEVELOPMENT

District professional development for Bay Area school district leaders and their teachers around the responsible use of AI, teaching foundations of applying AI to learning and real-world problems.

4 — CONFERENCES & EVENTS

Artificial Intelligence conferences and events for all Bay Area educators where they can cross-collaborate with each other to share and learn best practices.

5 — COMMUNITY

There will be an online, monthly community that focuses on bringing the most pertinent questions facing educators around AI to the forefront and the creation of a resource library to rapidly scale best practices.

In year one, SVAIP will look to partner with five districts and two county offices that will be involved in the project, particularly as it pertains to parts 1-3. They will send district teams to the two AI summits, and their educators will get priority if they apply to the AI program. In year 2, SVAIP will triple the number of district partners, and by the end of year 5, SVAIP's goal is to work with 80+ districts in the Bay Area and provide meaningful AI professional learning to thousands of educators.
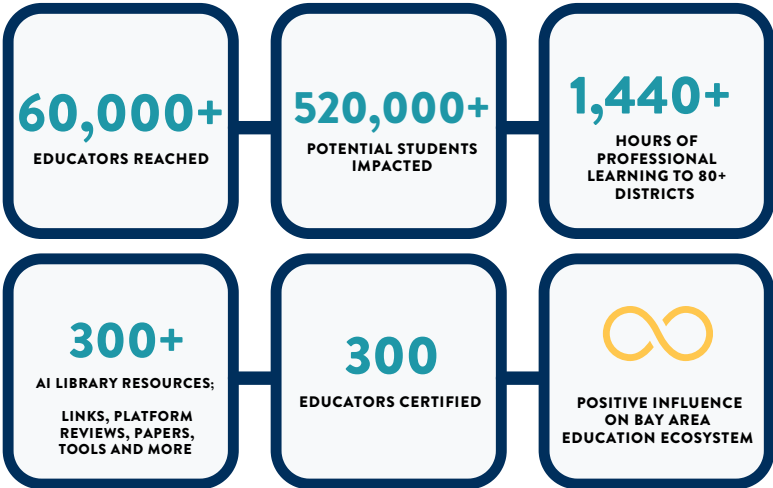
TIMELINE

Winter 2025
- Summit 1
- Announce AI Library
- Begin recruiting for Educator AI certificate

Spring 2025
- Summit 2
- Initial AI Certificate Opens
- Ongoing Library development

Summer 2025
- Initial AI Certificate cohort 1 graduates
- Begin recruiting for cohort 2

Fall 2025
- AI Certificate cohort 2 begins
- Expand scope via new partnerships
- Summit 3 planning

AI will place a large burden on districts in providing professional development for their staff. In a recent EducationWeek survey, 71% of teachers say they have not received any formal training on the use of AI.* There are many opportunities, free and paid, to take part in professional development, but it is up to the educator to take the initiative. There are also many competing priorities such as social-emotional learning, math and ELA scores, Newcomer programs, and teacher retention.

It is imperative that corporations and individual donors "meet the moment," especially when it comes to local AI initiatives. California will have a $38 Billion shortfall for the 2024-2025 fiscal year, which means there are fewer financial resources to tackle challenges like AI in schools.** Over five years, the goal of SVAIP is to raise $10 Million to support Bay Area school districts and their AI initiatives.

SVAIP 5 YEAR POTENTIAL IMPACT

60,000+
EDUCATORS REACHED

520,000+
POTENTIAL STUDENTS IMPACTED

1,440+
HOURS OF PROFESSIONAL LEARNING TO 80+ DISTRICTS

300+
AI LIBRARY RESOURCES: LINKS, PLATFORM REVIEWS, PAPERS, TOOLS AND MORE

300
EDUCATORS CERTIFIED

∞
POSITIVE INFLUENCE ON BAY AREA EDUCATION ECOSYSTEM

*Langreo, L. (2024, March 27). Teachers desperately need AI training. How many are getting it? Education Week. https://www.edweek.org/leadership/teachers-desperately-need-ai-training-how-many-are-getting-it/2024/03
** First look: Understanding the governor's 2024-25 state budget proposal. California Budget and Policy Center. (2024, May 16). https://calbudgetcenter.org/resources/first-look-understanding-the-governors-2024-25-state-budget-proposal/

CHALLENGES AND RISKS

With any major undertaking, there will be risks and rewards; however, if nothing is done, the risks will far outweigh any rewards. If educators do not get the professional development they need, their students will be behind. The opportunity gap will widen, and the most vulnerable students will continue falling behind. Equity and access have to play an important role, and if companies want to have a diverse workforce, they need to invest in helping teachers learn how to use AI technology so that those best practices are passed down to their students.

Another challenge is funding. While Silicon Valley boasts one of the wealthiest per-capita areas in the United States as well as being a hub for AI innovation, it will be important to demonstrate why the Silicon Valley Artificial Intelligence Project is a worthwhile investment for private donors and corporations. Several donations have been made to assist with AI Literacy; however, there hasn't been a significant investment in helping teachers to better understand the technology.

> *I know it is a huge challenge to train teaching staff to change their ways and approach to education, yet I believe AI is a revolutionary change that should be understood and adopted to modernize education. A lot of thought has been put into ethics and fairness with AI, which is important. The real truth that AI is an equalizer in education seems to be not stressed enough.*
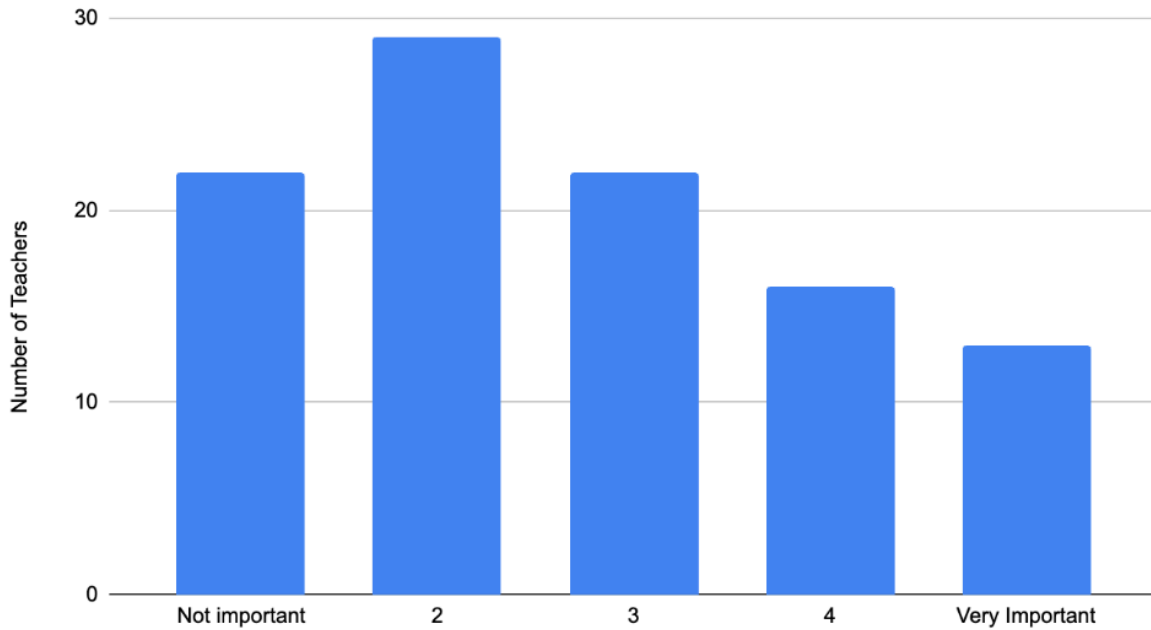> *- 4th Grade Teacher*

CONCLUSION

Teachers impact students' lives in more ways than can be counted. They inspire, mentor, help, provide advice, and so much more than "teach." It could be argued that the largest investment in AI should be in education so that they can know how to model its best use and transform education to prepare students for a world where AI is as ubiquitous as the Internet is today. The Krause Center for Innovation is at the intersection of technology and leadership in education, and its experience and expertise in helping teachers tackle the technologies of today and tomorrow is unprecedented in the Bay Area. Artificial Intelligence is a technology that has been around for decades, and over the last few years, it has become a normal part of life. No one knows what the future holds; however, if the recent past can be a measure of how rapidly AI technology will advance, the time is now to invest in educators to model the best practices of using it with the users and developers of the future.

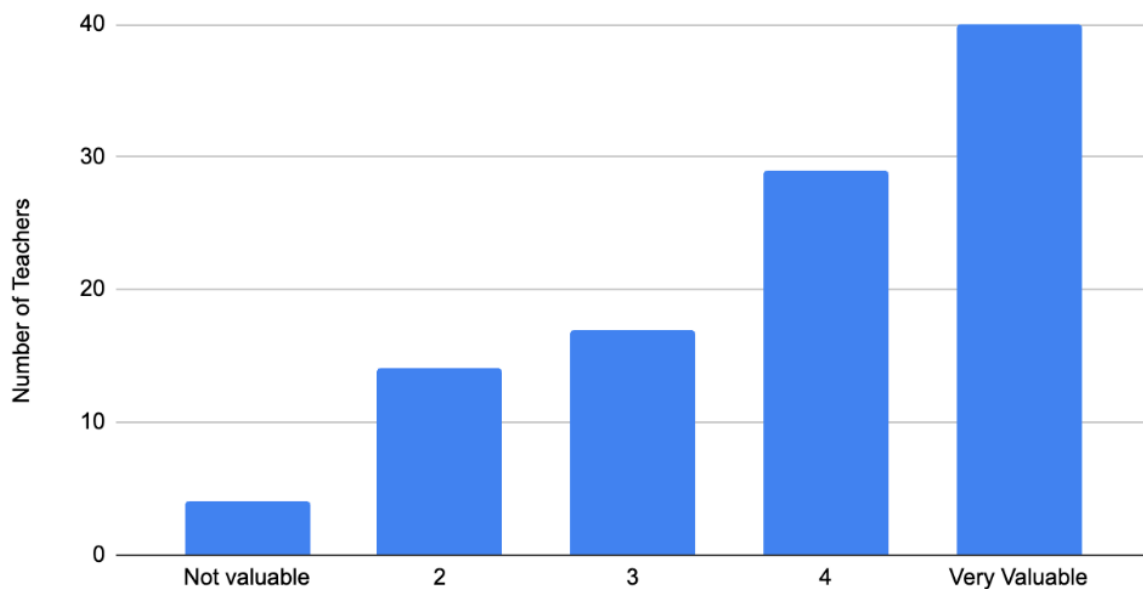# APPENDIX A - QUESTIONS & ANSWERS

The KCI surveyed over 150 California educators with the following questions:

Teacher-specific data (combined survey results) N=104

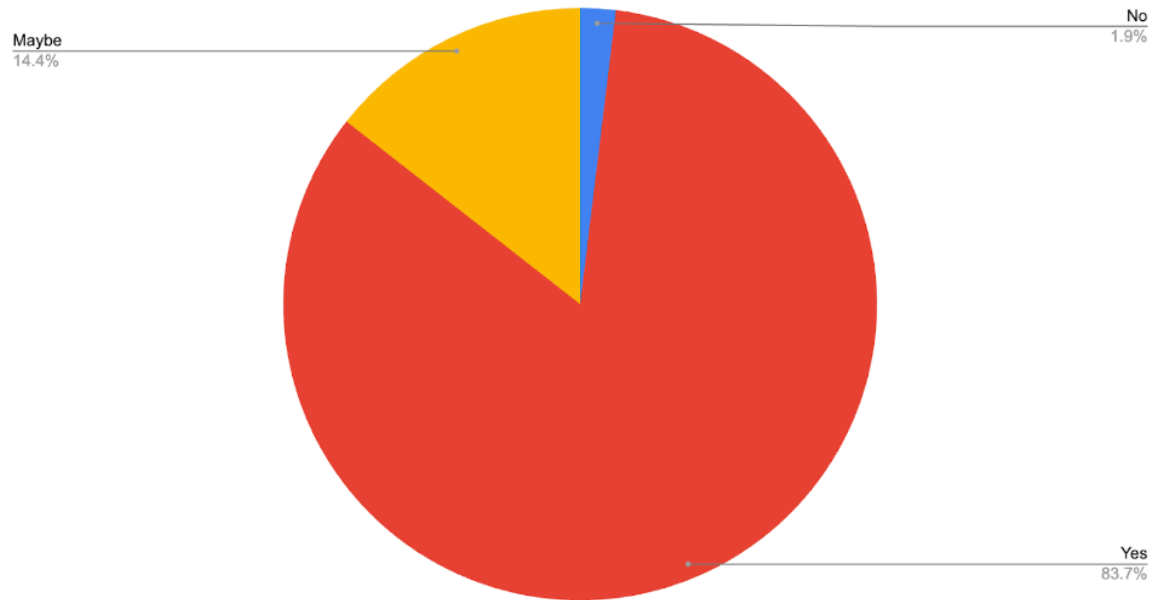## How important is the use of AI in your current role?

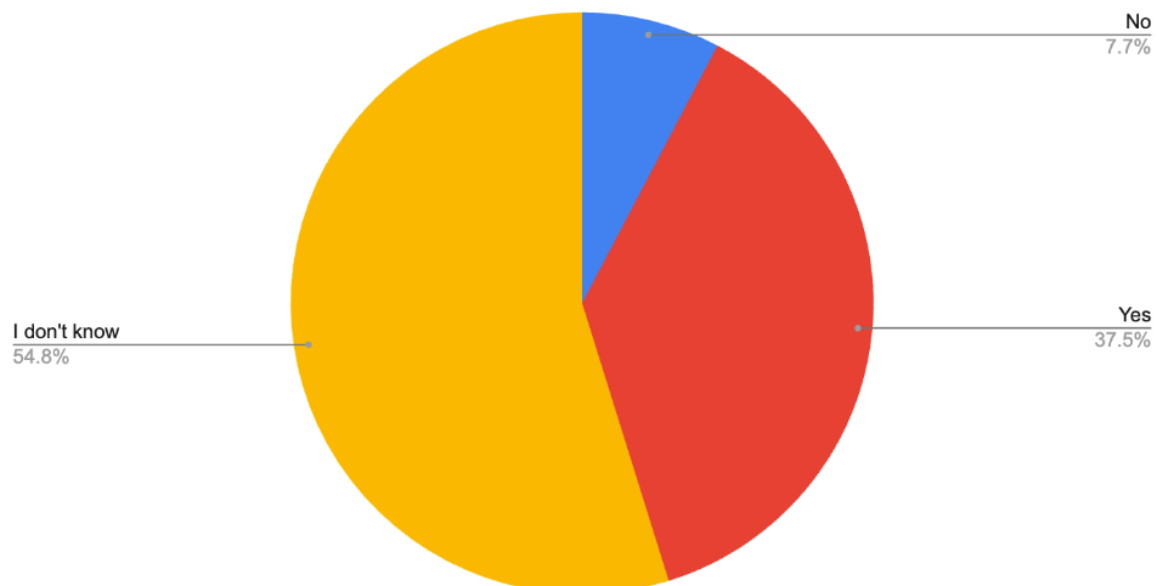## How valuable do you see AI professional development to your current role?

APPENDIX A - QUESTIONS & ANSWERS

If a professional development program was developed to build confidence in using AI and how it can make your current role more efficient, would you be interested?
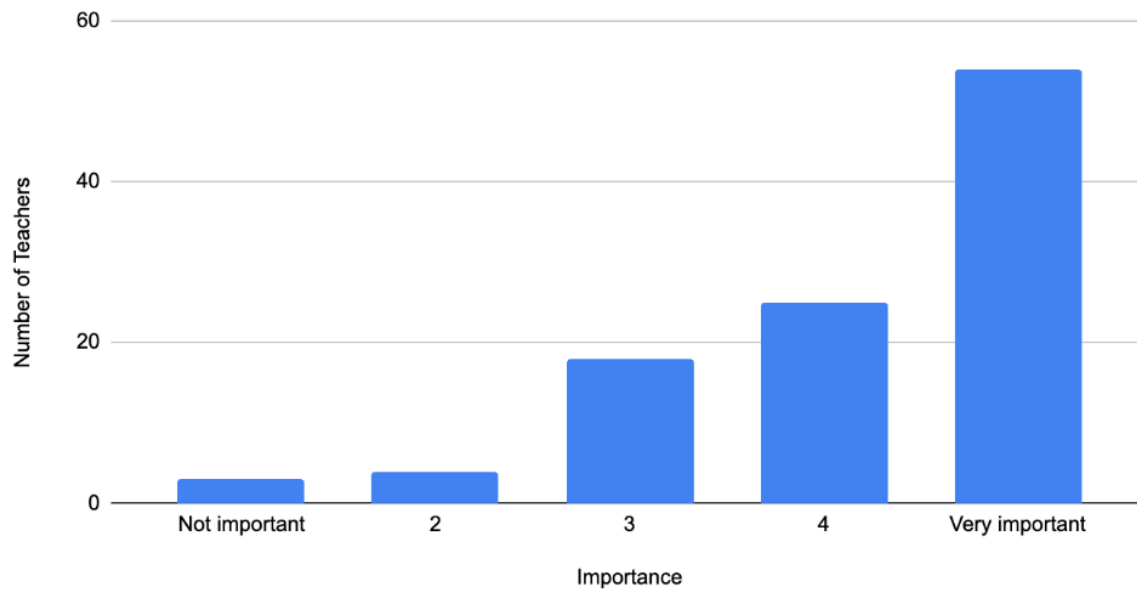

No
1.9%

Maybe
14.4%

Yes
83.7%

Is your organization currently and/or interested in investing time in exploring AI?

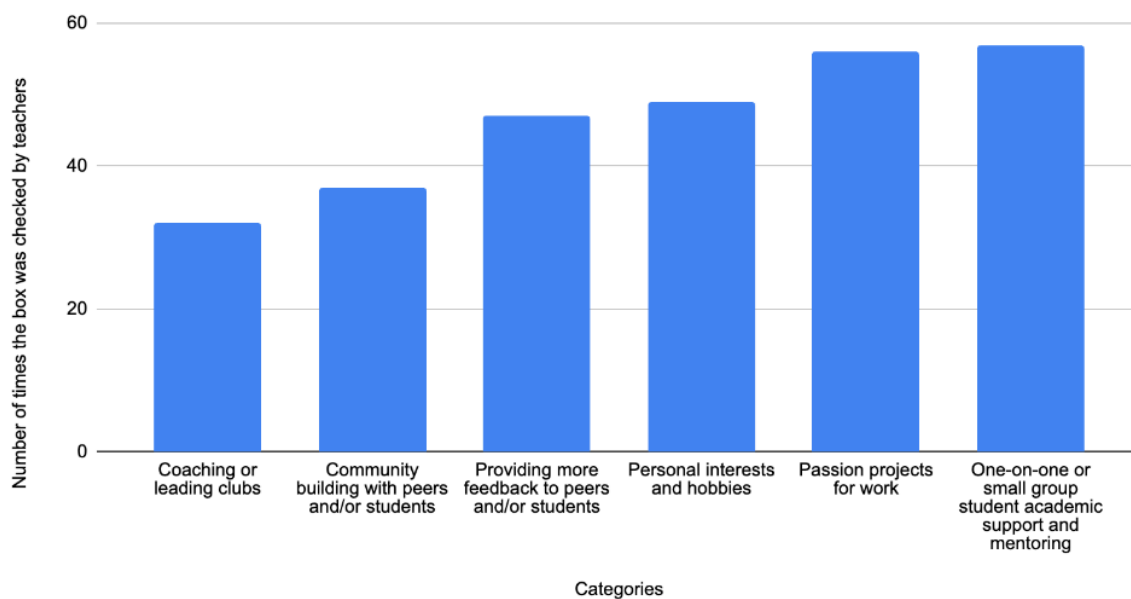
No
7.7%

I don't know
54.8%

Yes
37.5%

APPENDIX A - QUESTIONS & ANSWERS

How important is it to have a district or organization strategy around the use of AI?

If Artificial Intelligence could make your current role more efficient, how would you spend that extra time? Check all that apply.

APPENDIX A - SUMMARY

Overall Engagement
The responses generally indicate a high level of engagement across different summit sessions. Keynotes, panel discussions, and breakout rooms received very positive feedback, particularly in areas discussing AI ethics, policies, future implications, and practical applications.

Positive Feedback

Unexpected Gains
Many participants appreciated the community feel, the opportunity for hands-on discussions, and the practical insights into AI's potential in education. This indicates a strong base of support and a receptive audience for future AI-related events.

High Value
Many attendees felt their time was well-spent and expressed satisfaction with the organization and content quality.

Areas for Improvement

- Content Depth and Diversity: Some respondents desired more depth in discussions, particularly regarding the representation of diverse voices and a more comprehensive exploration of AI tools and policies.
- Accessibility and Inclusivity: There were mentions of the need for accessibility adjustments, such as accommodating color blindness and providing more tailored events for specific roles like teachers.
- Structural Enhancements: Suggestions for longer sessions, more time for Q&A, and separate events for different educational roles indicate a need for structural tweaks to maximize engagement and effectiveness.

Future Interests and Initiatives
- Continued Engagement: Almost all respondents expressed interest in attending similar future events, showing a strong ongoing interest in AI topics within educational leadership.
- Educational Development: High interest was shown in learning more about partnerships like the KCI and AI Playground, as well as district-specific AI offerings. This suggests a fertile ground for developing more targeted professional development programs and certificate courses focused on AI in education.

Potential Action Items
1. Develop Targeted AI Professional Development Courses: Leverage the high engagement and interest levels to create tailored professional development courses that address specific needs and gaps identified during the summit.
2. Expand Certificate Programs: Introduce a certificate program that aligns with California educational standards and focuses on integrating AI into educational practices and policies. This could cater to the expressed need for deeper knowledge and practical applications.
3. Enhance Event Structure: Plan future events with longer durations or more focused sessions to allow deeper exploration of topics. Consider accessibility improvements and more interactive formats to boost engagement.
4. Promote Diversity and Inclusion: Actively incorporate more diverse voices and perspectives into event programming to address the feedback for more representation and inclusivity.
5. Communication and Feedback Loop: Establish a regular communication channel for feedback and updates post-event to maintain engagement and refine future offerings based on attendee input.

APPENDIX B - INTERVIEWS

KCI interviewed educators to learn firsthand how educators were impacted by AI and using AI. Additionally, we wanted to learn more about the needs and concerns around AI. Educator interview questions and answers below highlight the insights we learned from our interviews.

1. General Impact:

- How do you think AI is currently impacting education?
  - *6th Grade Teacher: "AI should be looked at as a possible technology to help teachers do their jobs, potential 1:1 support for students, and should also be taught how to use responsibly/how to be detected by teachers weary of plagiarism. There should be clear, relevant policies for these."*
  - *Special Education Teacher: "Teachers spend less time doing tasks that are repetitive. I have them write templates for me for emails, I can quickly use these and it saves me hours of time. It helps me create a curriculum where students need differentiation. I can give AI the goal of word problems and have it create a story with SuperMario characters for a student who is motivated by this. Lesson planning can give me something with a place to start. I have been using Adobe Express, ChatGPT, and Grammarly."*
  - *5th Grade Teacher: "I let my students use AI for one task. I don't trust AI to write for me and I don't want to train my students to find workarounds to learning the basic skills."*

2. Teaching Methods:

- How has AI influenced your teaching methods and strategies?
  - *Paraeducator: "I hope that when using AI in an educational setting that it is inclusive for Special Education Dept. especially for ParaEducators like myself."*
  - *Special Education Teacher: "I think it has enhanced and influenced my teaching. I have found easier ways to do things…like differentiation for students and making things more accessible for a wide-range of students. It has influenced me to create more. It has been fabulous. The only thing I have to do is edit and make sure all the facts are correct. I encourage teachers to use it. I have used it with an IEP with strengths and preferences and it allowed me to write the goals easier"*
  - *2nd Grade Teacher: "I think AI can create great supplemental work for students, but that's only helpful if teachers have the creative freedom to teach off curriculum. I have used Claude to create short phonics passages for my second graders where the words in the story have current spelling patterns that we are learning about. It's great! I've also used AI to help create report card comments and email templates, which has been so handy. I have not discovered a ton of ways to use it directly with my younger students, but I am certainly open to learning more about how to implement AI in my classroom."*

3. Efficiency:

- *In what ways has AI helped you save time in your daily work tasks?*
  - *Middle School Teacher: "I see a lot of middle school teachers using AI to give feedback, plan lessons, etc. I'm curious to find out how K-2 teachers can use AI to make lessons more engaging and to work/teach more efficiently."*
  - *3rd Grade Teacher: "It would be useful to get more resources using AI and have it do the assessments so I can work more with students."*

APPENDIX B - INTERVIEWS

- *Middle School Teacher: "Resources, purposeful content that can augment the lessons, and less redundant tasks like lengthy assessments/uploading data can be delegated to AI."*
- *Music Teacher: "I don't use it much because I'm not sure how I can use it to make my job more efficient as an elementary general music teacher. I do use it for emails when I'm stuck and I have used it for seating charts, but I wish there was a more meaningful way for me to use it."*
- *6th Grade Teacher: "Providing written feedback to essays is a game changer by connecting back to rubrics."*

4. Administrative Tasks:

- How has AI impacted the time you spend on administrative tasks like grading and lesson planning?
  - *Administrator: "I think AI has the potential to help make teachers' jobs easier and more streamlined. I think it has the potential to help teachers with classroom organization, lesson planning, creation of small group lessons, and differentiation/scaffolding of lessons. That would give teachers back their personal time and time to focus on more important things in the classroom, like the actual, teaching, assessing, and community building with students."*
  - *Middle School Teacher: "I see a lot of middle school teachers using AI to give feedback, plan lessons, etc. I'm curious to find out how K-2 teachers can use AI to make lessons more engaging and to work/teach more efficiently."*

5. Student Interaction with AI:

- How are students using AI tools in your classroom?
  - *High School Teacher: "I'm all up in AI right now and looking forward to STEAM so I can dive in even deeper and work on a passion project with an AI focus with my students !"*
  - *Middle School Teacher: "Teachers right now are worried about cheating in writing. We have to be able to help them solve that problem (how to turn a Chromebook temporarily into a word processor anyone????) before we can begin to sell them on how AI could improve their practice."*
  - *Special Education Teacher: "I am having students using Adobe Express. It is an awesome artist platform that allows students in my class to use it for communication…goals, favorite things in a visual form."*
  - *4th Grade Teacher: "I think it has the potential to make instruction more personalized and I am excited to see what this field brings."*
  - *2nd Grade Teacher: "I'd like to use AI more to provide recommendations for behavior and reading strategies parents can use with their children at home"*
- Have you noticed any changes in student engagement or performance with the use of AI?
  - *Special Education Teacher: "Certainly it is new. I haven't used it so far to meet education goals. I hope to do that. The worksheets I create absolutely help them meet their goals. AI helps me help them meet their goals. I haven't found ways yet for them to use it for their goals. There are some tools that are coming out."*

APPENDIX B - INTERVIEWS

6. Skill Development:

- Are there specific AI applications that you believe are particularly effective for student learning?
  - *Math Specialist: "Math adaptive programs are important in providing feedback to students based on their responses and answers. Students increasingly use online tools to get help on homework and that change is inevitable. So the more prepared teachers are in learning how to embrace that change to develop new teaching methods, or ways to engage students the better."*
  - *Special Education Teacher: "AI actually helps them in some respects because it learns with the students. It learns what they are not getting right. Duo Lingo is a perfect example. It helps me practice what I don't know. They use a program to help them at school. Makes it specific for each student."*

7. Privacy Concerns::

- *What are your main concerns regarding data privacy when it comes to using AI in education?*
  - *5th Grade Teacher: "Every district needs an AI policy when to use it. how to use it, etc."*
  - *Middle School Teacher: "slight distrust in privacy and equity by AI creators and companies."*
  - *Special Education Teacher: "There is a lot of data to suggest that children, especially girls, are becoming depressed due primarily to social media. The platforms find out their preferences and serve it up. There is no way we can protect them their entire lives. We don't want them to be targeted. Even a simple search does this. Children have enough difficulty feeling comfortable. AI has videos that show people as perfect."*
  - *Middle School Teacher: "I let my students use AI for one task. I don't trust AI to write for me and I don't want to train my students to find workarounds to learning the basic skills."*
- *How do you ensure that student data is protected while using AI tools?*
  - *6th Grade Teacher: "With the new Bill passed about digital wellness being taught in schools, AI must be talked about Mydigital TAT2 had started this talk and noticed how important it is for kids and parents to be aware of its influence on both at function and psychological levels. "*
  - *Special Education Teacher: "The Surgeon General has proposed warning labels on things. That is a great start. I think there should be more of a push. My district uses Google. They just introduced a two-step verification process. All the special education info is Drive. Kids know how to circumvent whatever protections are put in place. It is up to the teachers to be really diligent. Be aware of what you are doing. We used to have a digital district day with courses on this but not now. It is up to the admin at the school to spend some of the budget on this."*

APPENDIX B - INTERVIEWS

8. Compliance:
- Are the AI tools you use compliant with relevant data privacy regulations (e.g., FERPA)?
  - *Special Education Teacher: "Yes, they are. Adobe Express has been authorized by the district. We can't use programs that are not authorized by the district on hardware."*
- How do you verify the data privacy practices of the AI tools you implement?
  - *Special Education Teacher: "Educators don't do this. The district is the one who does. If I look for an add-on, I check to see that it is allowed."*

9. Bias and Fairness:
- How do you address potential biases in AI tools used in your classroom?
  - *4th Grade Teacher: "Students are taught awareness of the lack of diversity and culture in AI images and content."*
  - *Special Education Teacher: "There is certainly cultural bias. There could be things that are in AI that don't address students and could influence the way they are learning. It may keep them ignorant about certain things. I am concerned that some of the elements will take over. We already have corporations dictating how the algorithms sell to us. I am concerned that those algorithms will point towards incorrect ideology. Students are very susceptible to what they see. Education needs to be rooted in facts."*
  - *Art Teacher: "I'm a creative arts teacher (drama) and I am worried about how we are being pushed to embrace AI without talking about the ethical implications of data mining without consent...especially of art and artists."*

10. Future Prospects:
- *What do you envision for the future of AI in education?*
  - *4th Grade Teacher: "It seems education apps are incorporating AI and students will be far more advanced in use, capability, and prompting, than teachers and admins soon. It is almost like teachers can be on the side and let the students run with it. However, the most significant impact in my mind is the ability for teachers to guide student-AI interaction in a way that promotes the discovery and learning process and discourages using AI to "get the answer" (somewhat like Khan Academy's Khanmigo dashboard)."*
- *Are there any emerging AI technologies that you are excited about?*
  - *Special Education Teacher: "I am excited about the potential of kids being able to work together with teachers to create whole new ways of producing curriculum together. Platforms are learning what kids know, what their patterns are, and accommodations for their learning. I like the rewards that can be incorporated into the learning. It encourages students to work harder and do more. It can target better what they don't understand. It would make the teacher's job a lot easier."*

APPENDIX B - INTERVIEWS

11. Professional Development:

- What kind of professional development or training would help you better integrate AI into your teaching practice?
    - *3rd Grade Teacher: "I am new to AI. I was hesitant to jump on the AI train but I know how beneficial it is and I know AI is going to help shape education and want PD to help me learn how to implement it."*
    - *2nd Grade Teacher: "I have not explored how AI can be applied or relevant to education. It is so new to me and I am curious to learn more and desire informational professional development."*
    - *Special Education Teacher: "The tools would be helpful to understand with integrated platforms and pull them into one place. What are the integrations that are out there? Ways that students can get differentiated learning and that the output of what they are learning is easier to understand for teachers and parents. I am interested in workshops and the certificate program. The time constraints are the big issue. I look for things that are asynchronous. The idea of entering a program "at any time" with a timeframe to complete is ideal for most teachers."*
    - *4th Grade Teacher: "I know it is a huge challenge to train teaching staff to change their ways and approach to education, yet I believe AI is a revolutionary change that should be understood and adopted to modernize education. A lot of thought has been put into ethics and fairness with AI, which is important. The real truth that AI is an equalizer in education seems to be not stressed enough. Good luck in your endeavors."*
    - *TOSA: "We definitely need a strategy. My district is behind on developing any kind of guidance or policy around AI (coming in the fall with guidance by December), but still lacks a strategy for ongoing professional development or coaching for teachers. I am unsure how much AI is being used by others so I have turned myself into a power user in hopes of being a leader in this space. "*
    - *Administrator: "While AI has empowered students, teachers need to be knowledgeable enough on this topic to be able to provide guidance and direction."*
    - *High School Teacher: "I am grateful the district is reaching out to train educators as we may be the only adult guide in students' lives in teaching how AI can be used ethically and effectively to complement their goals of lifelong learning. From the teacher's perspective, I'm noticing some subjects are feeling "harder hit" and feeling quite negative (for example: students cheating on English essays), vs. some subjects being a bit more open to figuring out how this global shift changes our society as a whole and will inevitably impact our profession in both positive and negative."*
    - *High School Teacher: "I am very interested in AI policy and implementation in education. However, I am extremely skeptical of the practical benefits of AI to everyday people. I think AI education should be heavily focused on ethical implications and questioning who benefits from these technologies. I also think understanding machine learning models that run generative AI tools is an important piece of modern computer science education, i.e., understanding how tools like Chat GPT work under the hood, rather than simply knowing how to use them to write a 5-paragraph essay."*
    - *4th Grade Teacher: "I am curious how to use AI to improve math understanding and help students develop math retention."*
    - *Kindergarten Teacher: "I think a focus on the early grades would be helpful to teachers. As a kindergarten teacher, I didn't think AI applied to me and then I discovered it could write texts for my students that they could read on nonfiction subjects we were exploring!"*
    - *College Administrator: "It is vital that schools provide professional development opportunities focusing on AI in education. Faculty and staff of each school also need to engage in discussions about AI proper usage and expectations."*

CONTACT INFORMATION

📞 +650-949-7720

✉ jsewell@krauseinnovationcenter.org

📍 12345 El Monte Rd, Los Altos Hills, CA

🌐 www.krauseinnovationcenter.org