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Educator and Student Perspectives From the Silicon Valley Artificial Intelligence Project (SVAIP) Study

Krause Center for Innovation

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Executive Summary

WestEd conducted an evaluation of the Krause Center for Innovation's Artificial Intelligence (AI) Capstone, a professional learning program for TK–12 educators. The evaluation included examination of how a subset of these educators' high school students reported using AI for schoolwork in spring 2026. Data included a pre-/post- survey of 44 educators who completed the AI Capstone; post-Capstone semi-structured interviews with a subset of six educators; a post-Capstone survey of 286 of their high school students; and six semi-structured focus groups with a subset of 6–8 students per group. Findings revealed measurable shifts in educator knowledge and practice following the Capstone and provided a detailed picture of how and why high school students used AI for schoolwork.

Key Findings

Structured professional learning through the AI Capstone measurably built educator AI competence, particularly in the applied skills that educators were less confident about prior to the program.

Educators showed statistically significant pre-/post-Capstone gains across nearly every domain measured (24 items spanning six subscales), with the largest gains in the areas in which they were weakest at the beginning, namely, in assessment design and in ethics and responsible-use practices such as protecting student and exam data. Gains were smaller for skills that educators had prior to the Capstone, such as general content creation, suggesting that the Capstone added the most value by building conceptual understanding, tool-selection judgment, and applied classroom skills rather than by reinforcing existing comfort with AI.

Educators who completed the AI Capstone became multipliers of this learning, extending their knowledge into school- and district-level policy and training of others.

Beyond their own classrooms, several educators went on to facilitate professional development for colleagues, join district AI policy committees, and translate their new understanding of privacy and responsible-use risks (e.g., FERPA, data confidentiality) directly into sitewide training materials. This suggests that the Capstone's impact extends beyond individual classrooms and that it can help build broader institutional capacity for responsible AI use.

High school students' AI use for schoolwork was widespread and mostly unmonitored.

Three quarters of surveyed students reported using AI for schoolwork, most often on personal, unmonitored devices rather than school-issued technology. Most students reported that they use AI primarily to understand material, prepare for tests, or get unstuck rather than to complete assignments outright. These student-reported rates likely understate true exposure; some students commented that it can be hard to recognize passive AI use such as consulting AI-generated search summaries.

Students explored their understanding of ethical AI use, but they navigated this largely without adult guidance.

Many students draw personal lines at using AI for essays or career-relevant coursework and describe turning to it mainly as a tutor when they miss class or lack an understanding of material or an assignment. Despite these ethical boundaries, survey data show that only one third of AI users felt proud of AI-assisted work. A common feeling of guilt, rather than of pride or relief, was also expressed in student focus groups. This finding highlights a gap between recognizing AI's value and feeling ownership over the resulting work.

Educator guidance on AI use was inconsistent and sometimes perceived as hypocritical when students detected educators' own AI use, undermining student trust in school policy.

Although most students said that they know their school's AI policies, focus groups revealed that actual guidance varies widely by subject and teacher, is commonly communicated verbally rather than in writing, and in some cases only becomes explicit after a student is suspected of misuse. Students also pointed to a perceived double standard of teachers using AI themselves while restricting student use and to AI detection tools that students say produce unfair false positives.

Implications and Considerations

Professional learning like the AI Capstone is a lever that policymakers and district leaders can use to build educator capacity and shift classroom AI practice, but classroom-level training alone does not appear sufficient to close the gap in student guidance. Closing this gap may require pairing continued investment in structured educator professional development with clear, written, subject-consistent AI policies such that the guidance that students receive is perceived as fair, informed, and empowering.

Background

The rapid emergence of generative artificial intelligence (AI) tools has reshaped the landscape of TK–12 education, presenting both significant opportunities and urgent challenges for educators, students, and school systems. Since the widespread public release of these tools, schools across the country have grappled with how to prepare teachers to use AI thoughtfully in their instruction; how to guide students toward responsible and effective use; and how to develop policies that address issues of academic integrity, data privacy, equity, and the broader societal implications of these technologies. Many districts, however, have lacked structured, sustained professional learning to help their staff navigate this shift, leaving individual teachers and school sites to develop ad hoc approaches with little formal guidance or support.

In response to this need, the Krause Center for Innovation (KCI) developed an AI Capstone program for TK–12 educators in partnering districts across Silicon Valley. Founded in 2000 as part of the Foothill-De Anza Community College District, KCI provides transformative professional learning and technology integration programs designed specifically for TK–12 educators. Guided by a mission to foster innovative and equitable learning environments, KCI empowers teachers to inspire students in engaging, future-ready classrooms. The AI Capstone is a six-unit course that blends foundational knowledge with practical, hands-on experience, equipping educators with the skills to implement AI tools effectively and responsibly in the classroom. Beyond individual skill building, the Capstone is designed to build lasting, districtwide capacity: Graduates are encouraged to help disseminate their learning by facilitating professional development (PD) for colleagues at their school sites, and many have gone on to participate in district-level AI policy development work.

To better understand potential impacts of this program, WestEd conducted an evaluation of the Silicon Valley Artificial Intelligence Project (SVAIP), a mixed-methods evaluation examining changes in educator knowledge, attitudes, and classroom practice following completion of the AI Capstone, as well as students' patterns of AI use and attitudes toward AI in their schoolwork. This report presents findings, drawing on pre-/post- surveys completed by educators who participated in the Capstone, semi-structured interviews with a subset of those educators, and a post-program survey and semi-structured focus groups with students in those educators' classrooms. These findings represent the Capstone's impact and are intended to inform both ongoing program refinement and the design of subsequent phases of this evaluation as the program expands to additional districts and cohorts.

Approach

Educators

Educator Survey

We assessed changes in educator knowledge, attitudes, and self-efficacy related to AI integration in the classroom using a pre-/post- survey administered via Qualtrics. The pre-survey was open to all educators participating in the AI Capstone and was completed by 70 educators. Following completion of each cohort's Capstone, educators were invited to complete a post- survey, and 44 of 70 respondents (63%) completed the post- survey, enabling paired comparisons.

The survey included 24 Likert-scale items (5-point scale: "Strongly disagree" to "Strongly agree") organized into six subscales assessing educators' self-reported competencies: AI Knowledge, AI Pedagogy, AI-Based Assessment, AI Ethics, Human/Societal Considerations, and AI Professional Development (four items each). The pre- survey also included items about institutional support and demographics (district, school, grade level, subject area, and teaching credentials), which were used for sample characterization but not included in pre-/post-comparisons. See Appendix A for survey items.

Likert responses were recoded to numeric values for analysis (1 = "Strongly disagree" to 5 = "Strongly agree"). For each item and each subscale composite (mean of constituent items), we calculated descriptive statistics (*n*, mean pre-, mean post-, mean difference) and tested for significant change using paired-samples *t*-tests and Wilcoxon signed-rank tests (to confirm robustness given the ordinal nature of Likert data). Changes in educator pre-/post- survey responses were evaluated for statistical significance using a threshold of 5 percent ($p < .05$). Effect sizes were calculated using Cohen's *d* for paired samples.

Educator Interviews

We conducted semi-structured interviews with a subset of six educators who completed the AI Capstone in one participating district to gather in-depth qualitative data on changes in AI knowledge, confidence, and classroom practice following the AI Capstone. These educators also helped facilitate the student survey and focus groups with students in the district.

The referenced district is a large, urban public school district in the San Francisco Bay Area. Its student body is predominantly Hispanic/Latino and Asian, with a majority qualifying for free or

reduced-price lunch. This should be kept in mind when considering how findings might generalize to districts with different demographic or economic profiles.

Each educator participated in a 30-minute, one-on-one interview conducted by a WestEd researcher guided by a semi-structured protocol covering four areas: (a) baseline familiarity with and prior use of AI before the Capstone; (b) changes in AI understanding, confidence, classroom use, and student impact following the Capstone; (c) assessment of the Capstone experience, including comparison to other PD; and (d) anything else teachers would like to share. Interviews were audio-recorded with participant consent and transcribed. See Appendix B for the interview protocol.

We used a large language model (LLM) to extract major themes across the interview transcripts. Interviewers then reviewed the LLM-generated output against the original transcripts to confirm accuracy and ensure that themes were appropriately grounded in participants' responses.

Students

Student Survey

We assessed student attitudes about and use of AI for schoolwork with a survey administered via Qualtrics. Respondents included students of the six educators who completed the AI Capstone and opted in to additional data collection. Each educator administered the survey in class to two of their class sections. Families received information about the study in advance and were given the opportunity to opt out; students whose families opted out did not complete the survey. The survey was completed by 286 high school students.

The survey included 16 items assessing students' frequency and patterns of AI use for schoolwork, attitudes toward AI use in school, and perceptions of benefits and challenges of using AI for schoolwork. Several items were displayed conditionally. Students who reported never using AI for schoolwork skipped past items specific to AI users. See Appendix C for the survey items.

We calculated descriptive statistics for all items. Because this survey was administered only post-program to a single cross-sectional sample, no inferential comparisons were conducted. Open-ended responses were coded manually. A researcher reviewed all responses, developed a set of common themes, and then reread each response to assign one or more themes to the response. Coded themes were then summarized with descriptive statistics.

Student Focus Groups

We conducted semi-structured focus groups with students to gather in-depth qualitative data on the ways students use AI for schoolwork and their attitudes toward that use. Six focus groups of 6–8 students each were conducted with students from the same class sections that completed the student survey. Educators were asked to invite a representative sample of students.

A WestEd researcher conducted focus groups during the school day, and lunch was provided for participating students. A semi-structured discussion protocol covered students' AI use for schoolwork, decision-making around when to use AI, evaluation of AI output quality, school/teacher guidance on AI use, peer norms, and students' sense of ownership and effort when using AI. See Appendix D for the focus group protocol. Sessions were audio-recorded with participant consent and transcribed.

We used an LLM to extract major themes across the focus group transcripts. Researchers then reviewed the LLM-generated output against the original transcripts to confirm accuracy and ensure themes were appropriately grounded in participants' responses.

Educator Findings

Baseline Knowledge and Practice

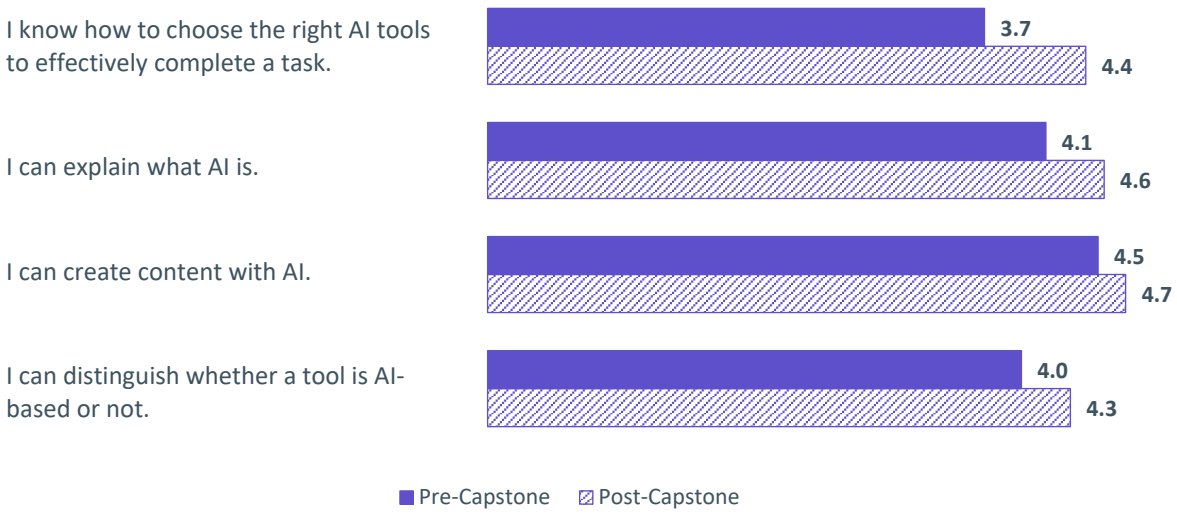
Educators entered the AI Capstone from varying starting points. On the pre-Capstone survey, educators already rated themselves relatively confident at creating content with AI (M = 4.52 on a 5-point scale), while ratings for more applied skills, like designing AI-based assessments (M = 3.25) or teaching lessons that combine subject matter with AI (M = 3.75), were weaker. Several interviewees described entering with little to no formal AI knowledge; for example, one educator was only familiar with AI chatbots, while another had read a book on AI but found it impractical for classroom application. Others were already comfortable users—for example, using AI for simple tasks like writing emails or organizing classroom spreadsheets.

Interviewees also reported that formal district training outside of the AI Capstone was minimal. The most common prior exposure was a brief, informal how-to session on an available tool. Most educators reported receiving no structured AI guidance before enrolling in the Capstone.

Deepening AI Knowledge

Consistent with these low-confidence starting points in more applied skills, survey results showed one of the larger knowledge gains on knowing how to choose the right AI tool for a task (pre- $M = 3.68$, post- $M = 4.43$, $d = 0.89$, $p < .001$) and a significant gain in educators' ability to explain what AI is (pre- $M = 4.14$, post- $M = 4.57$, $d = 0.59$, $p = .006$) (see Exhibit 1). Three educators noted that they learned advanced prompting techniques and the reasons why purposeful prompting matters. Two educators shared that the course provided foundational knowledge on AI, such as why AI produces errors. By contrast, the item on creating content with AI, already the highest rated item pre-Capstone, showed the smallest, nonsignificant gain ($d = 0.31$, $p = .12$), suggesting that the Capstone moved the needle most on conceptual and tool-selection knowledge rather than creation of content—a skill educators already had.

Exhibit 1. Pre– to Post–AI Capstone Changes in Educators' AI Knowledge, 2026



Note. Author's analysis of survey data collected from educators who completed the AI Capstone, 2026. Denominator includes all respondents who completed both the pre- and post-Capstone survey ($N = 44$). Ratings reflect mean responses on a 5-point scale, where 1 = strongly disagree and 5 = strongly agree. All items shown reflect statistically significant increases at $p < .05$ (adjusted for multiple comparisons) except for "I can create content with AI," which did not show significant change; see Appendix E for item-level test statistics and effect sizes.

Pedagogical Integration in the Classroom

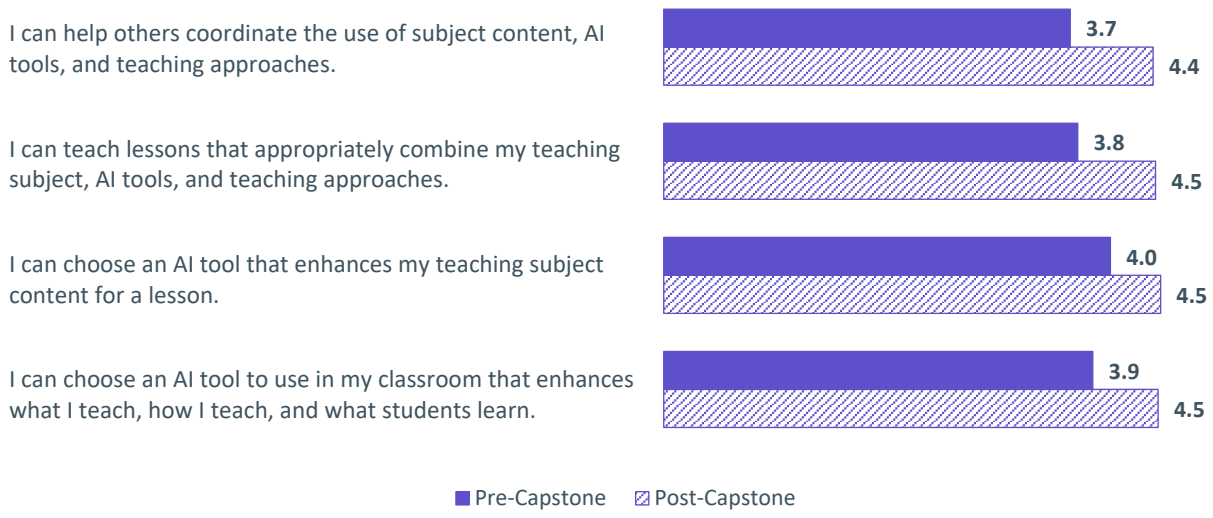
Survey results showed significant gains across all four pedagogy items, with the largest improvements in teaching lessons that combine subject matter, AI tools, and teaching approach (pre- $M = 3.75$, post- $M = 4.45$, $d = 0.81$, $p < .001$) and helping colleagues coordinate subject content, AI, and pedagogy (pre- $M = 3.68$, post- $M = 4.43$, $d = 0.79$, $p < .001$) (see Exhibit 2). Interviewees reported a wide range of classroom applications for AI that strengthened

pedagogical practices and saved time. Educators described using AI to identify or generate content. Two examples are displayed below:

- An educator facilitated a game show–style station activity in which students had to rank conflict scenarios by how easy or hard they would be to forgive and then discuss and justify their choices in small rotating groups. The educator used AI to write those scenarios, which was "immensely quicker" than the teacher writing the scenarios themself.
- An educator built an entire 1960s multimedia English unit in collaboration with an AI chatbot, using it to help curate texts and plan out the weeks and curate multimedia pieces, such as pairing James Baldwin's "Sonny's Blues" with Langston Hughes's "The Weary Blues."

Educators also used AI to scaffold and differentiate instruction. For example, educators used AI to identify words to include in vocabulary instruction, create graphic organizers, and develop writing scaffolds for English language development students.

Exhibit 2. Pre– to Post–AI Capstone Changes in Educators' AI Pedagogy, 2026



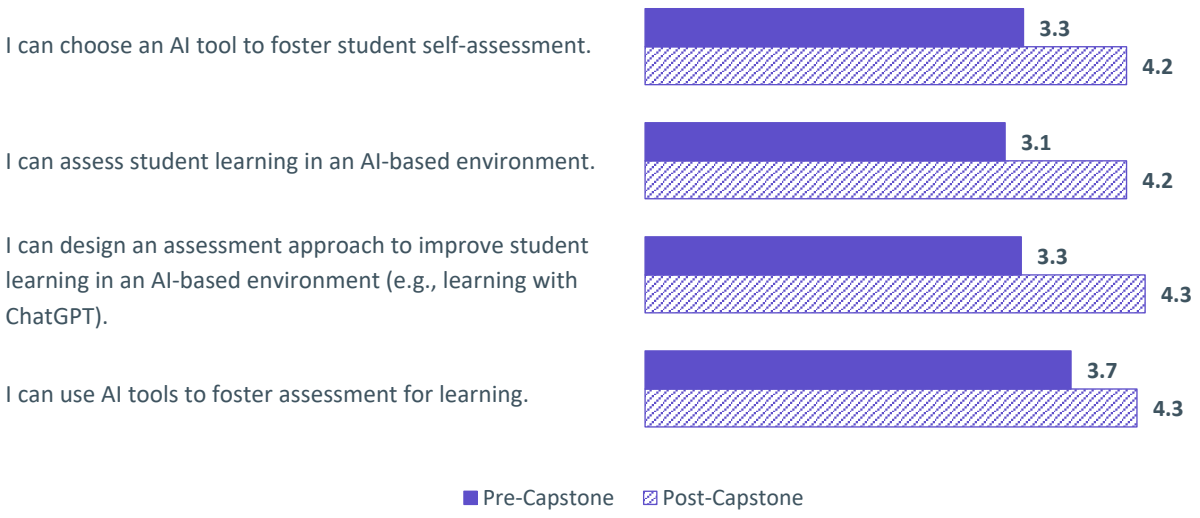
Note. Author's analysis of survey data collected from educators who completed the AI Capstone, 2026. Denominator includes all respondents who completed both the pre- and post-Capstone survey ($N = 44$). Ratings reflect mean responses on a 5-point scale, where 1 = strongly disagree and 5 = strongly agree. All items shown reflect statistically significant increases at $p < .05$ (adjusted for multiple comparisons); see Appendix E for item-level test statistics and effect sizes.

Rethinking Assessment

The assessment domain saw the largest gains of any construct in the survey. Every item improved significantly, and the item on designing an assessment approach for an AI-based

environment showed the single largest effect size in the entire survey (pre- $M = 3.25$, post- $M = 4.32$, $d = 1.12$, $p < .001$), followed closely by assessing student learning in an AI-based environment ($d = 1.09$) and using AI to foster student self-assessment ($d = 0.98$) (see Exhibit 3). In their interview, one educator reported the most significant assessment changes of the group, adding rubric language about originality and authenticity; reinstating "voice" as a grading criterion; and moving to lockdown-browser, in-class essay writing to reduce AI-assisted cheating. This educator explicitly avoided acting as "AI police," preferring to redesign assignments rather than pursue detection, citing the unreliability of AI checkers and a desire to maintain students' trust. Another educator described using AI to score AP Language and Composition essays, resulting in the educator saving time and not having to grade on the weekends.

Exhibit 3. Pre– to Post–AI Capstone Changes in Educators' AI Assessment, 2026



Note. Author's analysis of survey data collected from educators who completed the AI Capstone, 2026. Denominator includes all respondents who completed both the pre- and post-Capstone survey ($N = 44$). Ratings reflect mean responses on a 5-point scale, where 1 = strongly disagree and 5 = strongly agree. All items shown reflect statistically significant increases at $p < .05$ (adjusted for multiple comparisons); see Appendix E for item-level test statistics and effect sizes.

Ethics, Privacy, and Responsible Use

Survey data showed ethics gains on teaching students to behave safely and responsibly with AI (pre- $M = 3.66$, post- $M = 4.50$, $d = 0.93$, $p < .001$) and protecting sensitive content from AI tools, such as exams and student data (pre- $M = 3.73$, post- $M = 4.55$, $d = 0.79$, $p < .001$) (see Exhibit 4). This latter item maps directly onto educator interview feedback that the course introduced data privacy considerations, such as the Family Educational Rights and Privacy Act (FERPA), that they had not previously thought about:

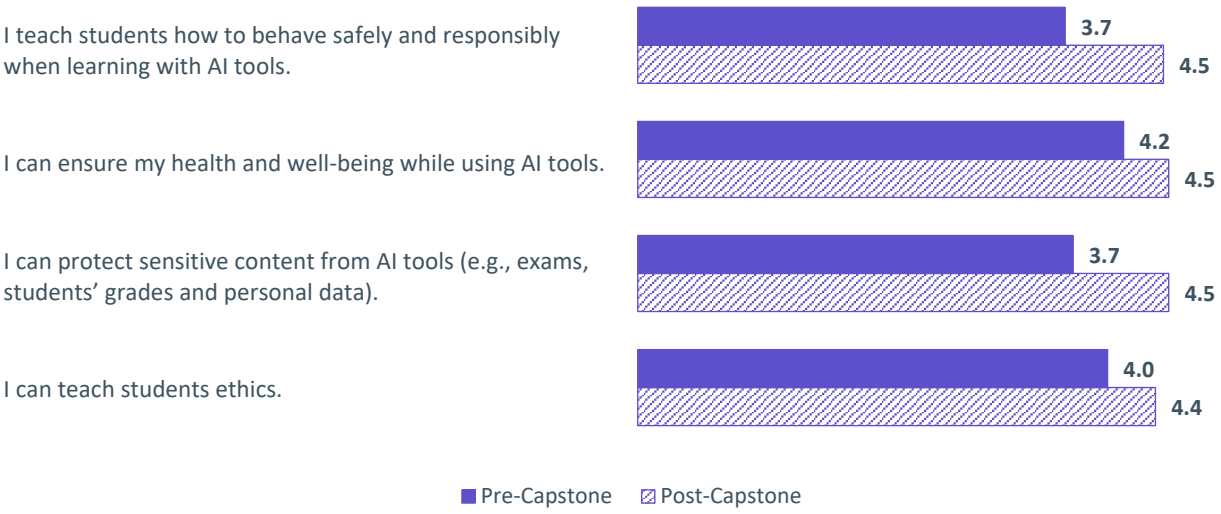
> *"The course really opened my eyes on things like FERPA…, data usage, [and] confidentiality. … I definitely [used] AI without considering those things before taking the course."*

Teachers also raised concerns about the environmental ethics of using AI. One educator's experience regarding environmental ethics is described below.

The educator reported limited awareness of AI's environmental footprint prior to the Capstone, which introduced the topic through content on data centers and their resource use. That content became immediately relevant when the teacher learned of two data centers recently approved for construction near where several of their students live. In response, one of their 12th grade students connected this development to a preexisting environmental justice concern in the same neighborhood, referencing a legacy IBM plant associated with elevated local cancer rates and linking it to the new data center construction as its contemporary equivalent. The teacher noted this framing as a particularly resonant moment from their students' response to the discussion.

Some educators translated this into direct instruction, teaching AI literacy through economics and government units, including having students evaluate the costs of AI services along with their environmental and governmental impacts.

Exhibit 4. Pre– to Post–AI Capstone Changes in Educators' AI Ethics, 2026



Note. Author's analysis of survey data collected from educators who completed the AI Capstone, 2026. Denominator includes all respondents who completed both the pre- and post-Capstone survey (N = 44). Ratings reflect mean responses on a 5-point scale, where 1 = strongly disagree and 5 = strongly agree. All items shown reflect statistically significant increases at $p < .05$ (adjusted for multiple comparisons); see Appendix E for item-level test statistics and effect sizes.

Understanding AI's Societal and Human Impact

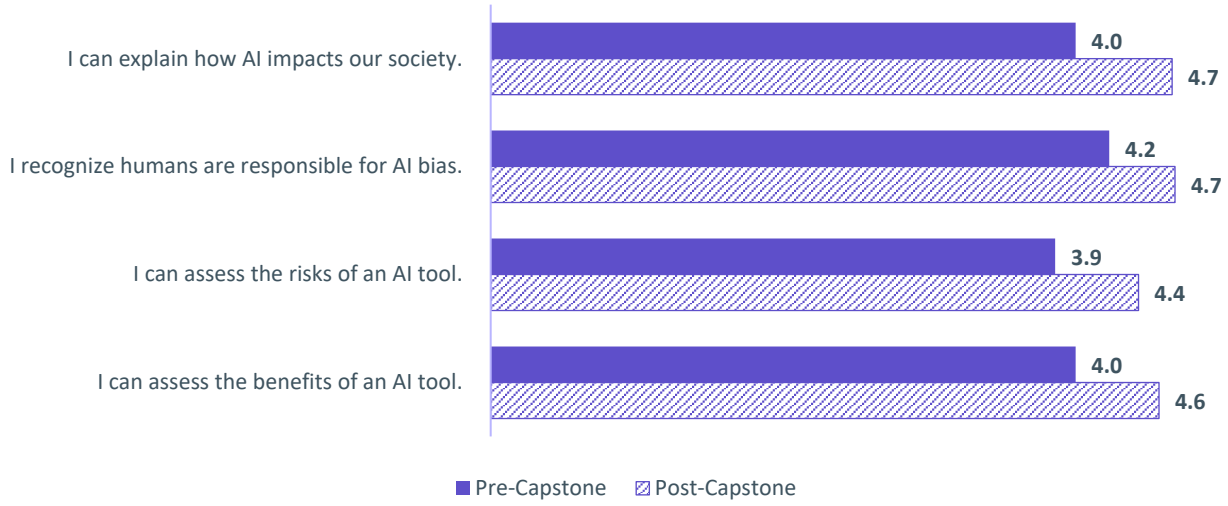
Before participating in the AI Capstone, educators rated themselves relatively confident at recognizing that humans are responsible for AI bias (pre- M = 4.23), but there was still a significant gain post-Capstone (d = 0.60, p = .026) (see Exhibit 5). The largest gain in this domain, though, was in explaining how AI impacts society (pre- M = 4.00, post- M = 4.66, d = 0.94, $p < .001$). Across the educators interviewed, understanding of AI's societal dimensions deepened substantially through the program, moving beyond a narrow classroom-management framing ("How do you stop your kids from cheating?") toward a broader view of AI's real-world implications. One teacher noted that a highlight of the Capstone was examining AI "from a global lens ... [to explore] universal implications of AI or societal implications of AI."

Regarding AI bias, teachers described new awareness of representational bias in AI outputs as a direct result of Capstone content. One teacher described discussing how a prompt like "list the top 10 scientists" could list people who "might all be White" and identified this as an area they still need to build out further in their own teaching practice. Educators also raised broader equity concerns regarding which students can access and benefit from AI tools outside of class, including unequal home internet/device access and specific concern for students experiencing homelessness.

On assessing risks and benefits, one educator described risk awareness as the single most valuable and durable takeaway from the entire Capstone. They described the course teaching

them to "identify what may not be responsible AI use," including the dangers of uploading confidential information, and said this understanding is now the basis for sitewide trainings that they are helping to build for their district. Another educator framed their key takeaway in a similar way, saying the Capstone helped them "formulate my own philosophy ... and just, like, moral code ... around AI." A third teacher described a related, more practical risk-mitigation habit picked up from the course: cross-checking one AI tool's output against another to fact-check results.

Exhibit 5. Pre– to Post–AI Capstone Changes in Educators' AI Human–Computer Dynamics, 2026



Note. Author's analysis of survey data collected from educators who completed the AI Capstone, 2026. Denominator includes all respondents who completed both the pre- and post-Capstone survey (N = 44). Ratings reflect mean responses on a 5-point scale, where 1 = strongly disagree and 5 = strongly agree. All items shown reflect statistically significant increases at $p < .05$ (adjusted for multiple comparisons); see Appendix E for item-level test statistics and effect sizes.

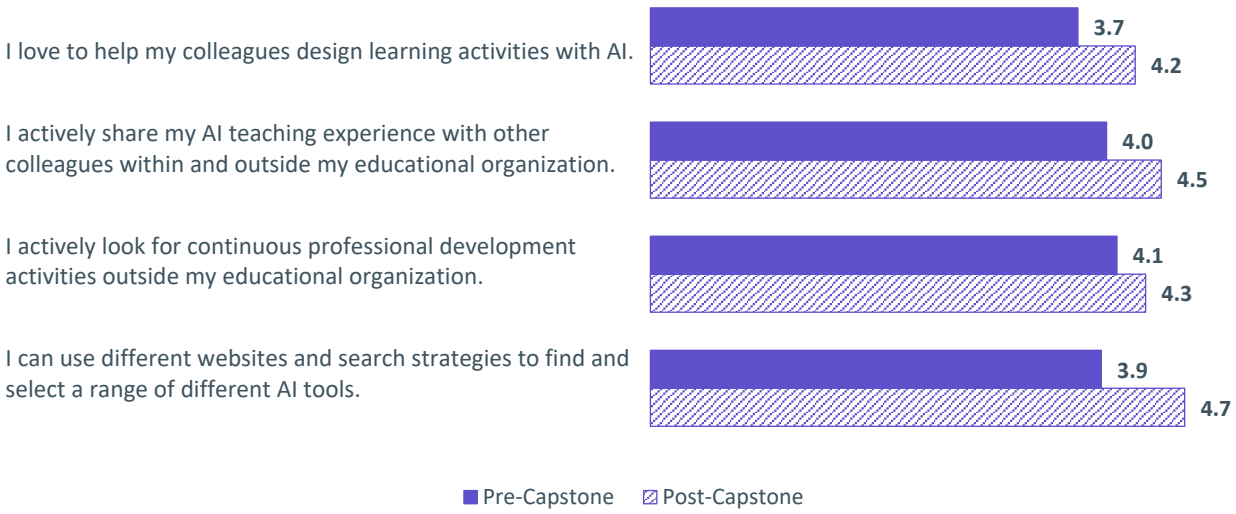
Professional Growth and Peer Learning

Survey results showed a large professional-domain gain on using websites and search strategies to find and select AI tools (pre- M = 3.93, post- M = 4.66, d = 0.91, $p < .001$) and a significant gain in actively sharing AI teaching experience with colleagues (pre- M = 3.98, post- M = 4.45, d = 0.55, p = .006) (see Exhibit 6). Notably, the item on actively seeking PD outside one's own school or district did not reach significance (d = 0.26, p = .12), suggesting that the Capstone strengthened educators' ability to find tools and share their own practice internally more than it drove searches for external PD offerings.

Several Capstone teachers are directly involved in shaping their districts' emerging AI policies, often serving as the primary drivers of that work rather than passive recipients of top-down guidance. This policy involvement is closely tied to hands-on professional learning that these

same teachers are facilitating for their colleagues. One teacher facilitated four workshops at their school over the course of the year, which mirrored the content of the Capstone. Another teacher is translating their AI work group's policy conversations directly into training material—using their new understanding of AI's risks and responsible-use practices, including the dangers of uploading confidential information, as the basis for sitewide trainings they are helping build for their district, with their work group also discussing a video- or quiz-based lesson that could roll out districtwide the following year. A third teacher, newly placed on their district's AI policy committee, is set to help lead an upcoming districtwide training session.

Exhibit 6. Pre– to Post–AI Capstone Changes in Educators' AI Professional Activities, 2026



Note. Author's analysis of survey data collected from educators who completed the AI Capstone, 2026. Denominator includes all respondents who completed both the pre- and post-Capstone survey (N = 44). Ratings reflect mean responses on a 5-point scale, where 1 = strongly disagree and 5 = strongly agree. All items shown reflect statistically significant increases at $p < .05$ (adjusted for multiple comparisons) other than "I actively look for continuous professional development […]," which did not show significant change; see Appendix E for item-level test statistics and effect sizes.

Overall Feedback on AI Capstone

Educators reported consistently high perceived value in the Capstone. Four teachers were asked if they would recommend the Capstone to colleagues, and three of the four said they would highly recommend the Capstone to colleagues and have already referred others. The fourth teacher noted that they would recommend the course to colleagues who are novice users but not to those who are advanced users.

Instructor quality was singled out as a strength. Educators praised the instructor's expertise and responsiveness. Educators appreciated that the instructor built in scaffolding so that educators with varied levels of AI knowledge and proficiency could access content. Educators noted that

the most valuable aspects of the course were learning about prompting and learning from colleagues about how to leverage AI to enhance pedagogical practices.

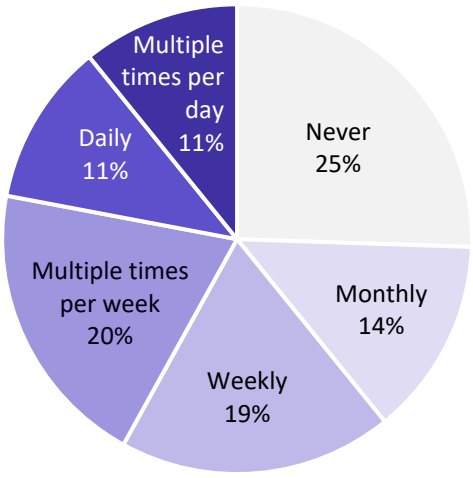
In terms of how the course could be improved, feedback centered on pacing and depth rather than content quality. One teacher suggested that the introductory modules could be tightened: "I think the first couple of modules ... they could be shorter ... or combined." Educators suggested providing more time to collaborate with teachers—specifically on lesson planning. One educator wanted more structured, collaborative critique built into the course itself: "I would have loved a little bit more time for us to critically work as a group."

Student Findings

Frequency and Patterns of Student AI Use

Roughly three quarters (75%) of student survey respondents reported using AI for schoolwork, and more than half (61%) of students reported using AI for schoolwork at least weekly (see Exhibit 7). In focus groups, several students noted using AI passively, without fully recognizing it as AI (e.g., interacting with search result summaries), which suggests that the survey's self-reported usage rates may understate actual exposure.

Exhibit 7. Student Responses to the Question, "How Often Do You Use AI for Schoolwork?"



Note. Author's analysis of data collected from high school students, 2026. Denominator includes all survey respondents (*N* = 286).

Of the 213 students who reported using AI for schoolwork at any frequency (henceforth, "AI users"), most survey respondents (82%) reported doing so at least weekly, and 30 percent

reported at least daily use. When asked the percentage of their schoolwork completed with the help of AI, the average user indicated over one third (35%) (*SD* = 24%). Five percent of AI users reported using AI for help with nearly all of their schoolwork (90% or more).

On the question about the devices on which students typically used AI for schoolwork, fewer than half of AI users (47%) reported using a school-appointed laptop or tablet (see Exhibit 8). A similar proportion (45%) reported using a personal laptop or tablet, and the most commonly used device was a personal phone (61%). This indicates that students typically completed schoolwork using AI models that were not regulated or monitored by the school.

Exhibit 8. Student AI User Responses to the Question, "On What Device(s) Do You Typically Use AI for Schoolwork?"

Response	Number	Percentage
Personal phone	129	60.6
School laptop or tablet	99	46.5
Personal laptop or tablet	96	45.1
Other	2	0.9

Note. Author's analysis of data collected from high school students, 2026. Denominator includes all AI users (*N* = 213). Percentages sum to more than 100, as students could select multiple options.

The survey also asked about the involvement of parents or guardians in students' use of AI for schoolwork. Nearly two thirds of students (62%) had a parent or guardian that was aware of their use of AI for schoolwork, and 21 percent of students reported having a parent or guardian who was able to help them leverage AI for schoolwork. A small percentage of students (14%) specified that no parent or guardian was aware of their use of AI for schoolwork.

Focus groups also surfaced how students learned to use AI. Students indicated that friends and social media were primary on-ramps, and a smaller number of students had AI use introduced by parents or teachers. Most students described learning organically—for example, watching peers get good results and trying it themselves—though one teacher was noted as having specifically taught students how to ask AI for sources and verify information.

Deciding When and When Not to Use AI

When asked at what point students tended to turn to AI for help with schoolwork, a similarly small portion of AI users surveyed (8%) said right away for most problems (see Exhibit 9).

Conversely, over half of AI users (54%) reported using AI only when getting stuck. Roughly one quarter (26%) reported no consistent pattern of AI use with schoolwork.

Exhibit 9. Student AI User Responses to the Question, "At What Point Do You Typically Use AI for Schoolwork?"

Response	Number	Percentage
Right away for most problems	17	8.1
Only to check my work	26	12.4
Only when I get stuck	112	53.6
I don't have a consistent pattern for AI use with schoolwork	54	25.8
Total	**209**	**100.0**

Note. Author's analysis of data collected from high school students, 2026. Denominator includes all AI users who responded to this question (*N* = 209). Percentages may not sum to 100.0 due to rounding.

Aligned with the survey finding that most students decide to use AI when they get stuck, focus group participants generally described using AI as a last resort—for example, when a teacher did not explain something clearly, the student had been absent, or the workload was too large to manage. One student shared the following:

> *The teacher does not … fully help [me] understand the material. So I have to go to [a chatbot] to … actually understand what the formulas do and the functions do if I [want to] … do the work."*

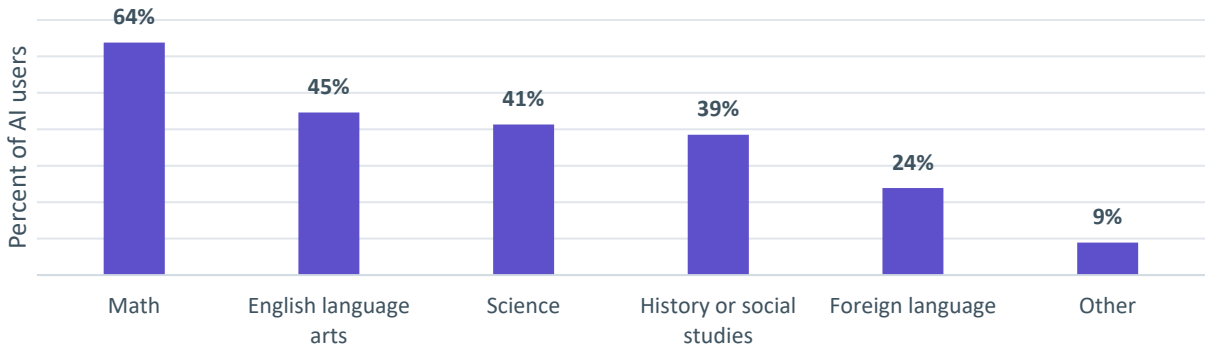
Many articulated an ethical framework guiding their decisions. Multiple students described not using AI to write essays as a firm line and similarly avoided it for art or coursework relevant to their intended future careers; students elaborated that using AI to create art devalues human work and that it is worthwhile to learn content if it will help them be successful in their future careers. For math, students felt comfortable using AI to understand steps but recognized the risk of not learning the material well enough for assessments. A recurring theme across focus groups was an emphasis on volume and pace. Students described feeling overwhelmed by their

workloads, and in many cases, AI served as a coping tool for managing that load rather than a learning tool.

Tasks and Subjects: What Students Use AI For

The most common school subject for which students reported using AI was math, endorsed by just under two thirds (64%) of AI users (see Exhibit 10). Similar endorsement was reported for English language arts, science, and history or social studies (39%–45%). About one quarter of AI users (24%) reported using AI for foreign language coursework. A small percentage of students who selected "other" wrote in computer science, economics, and chemistry.

Exhibit 10. Student AI User Responses to the Question, "What Subject(s) Do You Use AI for?"



Note. Author's analysis of data collected from high school students, 2026. Denominator includes all AI users (*N* = 213). Percentages sum to more than 100, as students could select multiple options.

As seen in Exhibit 11, the most commonly reported schoolwork task for which students used AI was searching for information, at nearly three in four AI users (74%). Other common tasks included helping prepare for tests (55%); summarizing an article, book, or video (47%); solving math and science problems (45%; often including walking through solution steps, checking answers, and explaining formulas); explaining directions in simpler language (39%); and organizing notes (36%).

Exhibit 11. Student AI User Responses to the Question, "How Are You Using AI for Schoolwork?"

Response	Number	Percentage
Search for information	157	73.7
Help prepare for tests	116	54.5
Summarize an article, book, or video	100	46.9
Solve math and science problems	95	44.6
Explain directions in simpler language	84	39.4
Organize notes	77	36.2
Translate between languages	41	19.2
Complete writing tasks	40	18.8
Create or edit images or videos	38	17.8
Practice conversations or language skills	24	11.3
Create presentations	24	11.3
Help with coding	22	10.3
Other	11	5.2

Note. Author's analysis of data collected from high school students, 2026. Denominator includes all AI users (*N* = 213). Percentages sum to more than 100, as students could select multiple options.

When asked to respond in their own words about how AI has been most helpful, the most common theme among students (49%) was support for understanding course material, followed by test preparation (13%) and answer checking (12%) (see Exhibit 12).

Exhibit 12. Themes Extracted From Student AI User Responses to the Question, "In What Ways Has AI Been Most Helpful for You in Your Schoolwork?"

Coded theme	Code description	Number of students	Percent of students
Understanding	Help develop my understanding or mastery of a subject or process	97	49%
Test Prep	Develop example test questions, generate practice quizzes, or create study guides	25	13%
Check Answers	Review assignments for quality or check answers for accuracy	24	12%
Do It for Me	Do the assignment itself, save me time, do the work when I'm short on time	21	11%
Get Unstuck	Help me with next steps when I'm stuck or have tried on my own a number of times	21	11%
Search	Replace my previous search engine	16	8%
Notes and Organization	Take or organize notes, lay out steps that I need to take to complete an assignment	15	8%
Teacher	Step into a teacher role when my actual teacher was not able to fulfill that need	12	6%
Summarizing	Summarize articles, movies, or books, especially if access is lacking	10	5%
Writing Support	Draft outlines, check grammar, or suggest improvements to writing	9	5%
Menial Work	Complete interim tasks that are perceived as less important or menial	7	4%

Note. Author's analysis of data collected from high school students, 2026. Denominator includes all AI users who responded to this question (*N* = 200). Percentages sum to more than 100 as more than one code could be applied.

In focus groups, students reported using AI in the following ways:

- **academic support or the filling of instructional gaps**
  - using AI to understand computer science formulas and functions that the teacher's own instruction did not clarify
  - asking AI to explain course material after a teacher was absent and a substitute teacher covered the class
  - getting help with forensic science terminology
  - using it as a fallback only after trying to solve the issue independently, checking YouTube, or asking a friend/teacher first
- **study practices and self-quizzes**
  - condensing a 150-page notebook into digestible topic summaries ahead of a test
  - having AI quiz on matching/vocabulary before a history test
  - generating a practice test on a specific math topic
  - using AI as a study aid at a teacher's explicit encouragement, including before a makeup test
  - verifying/redoing math computations step by step, checking answers against AI and correcting until they match
- **translation and language support**
  - translating Vietnamese-to-English vocabulary for a Vietnamese class
  - translating a Spanish word
  - using AI generally to translate and "formulate words" to help construct sentences
  - translating in English class more generally, described briefly
- **writing and professional communication**
  - rephrasing an email to a teacher to sound more professional
  - brainstorming for an English essay
- **creative or project use**
  - generating images for a combined geography/English assignment, at the teacher's suggestion
- **convenience or workload relief**
  - noting that it is just generally "easy and quick" for schoolwork
  - turning to AI more readily under heavy workload pressure

Evaluating AI Quality

On the question about problems or challenges with AI use, 40 percent of students' open-text responses referenced inaccuracy, and 32 percent reported no challenges at all (see Exhibit 13).

Exhibit 13. Themes Extracted From Student AI User Responses to the Question, "Have You Ever Run Into Any Problems or Challenges From Using AI? When Has AI Not Been Helpful?"

Coded theme	Code description	Number of students	Percent of students
Inaccurate	Mentions that AI can make mistakes or provide information that is incorrect or misleading	79	40%
No Challenges	States that they have not run into any problems or challenges when using AI	64	32%
Misunderstands	Mentions that AI can misunderstand the question, assignment, or task	24	12%
Poorly Explains	Mentions that AI can do a poor job of explaining a concept or its findings	16	8%
Unexplained Yes	Provides a "yes" response without describing what problems or challenges occurred	6	3%
Limits Learning	Mentions that by doing tasks for the user, AI can limit student learning	6	3%
Lacks Creativity	Mentions that AI is not helpful for tasks requiring creativity or human voice	6	3%
Method Mismatch	Mentions that AI may go about solving a [typically math] problem in a way incompatible with what is taught	6	3%
Strategic Prompting	Mentions an understanding that the user needs to be purposeful in their prompting to achieve the desired outcome	5	3%

Note. Author's analysis of data collected from high school students, 2026. Denominator includes all AI users who responded to this question (N = 198). Percentages sum to more than 100 as more than one code could be applied.

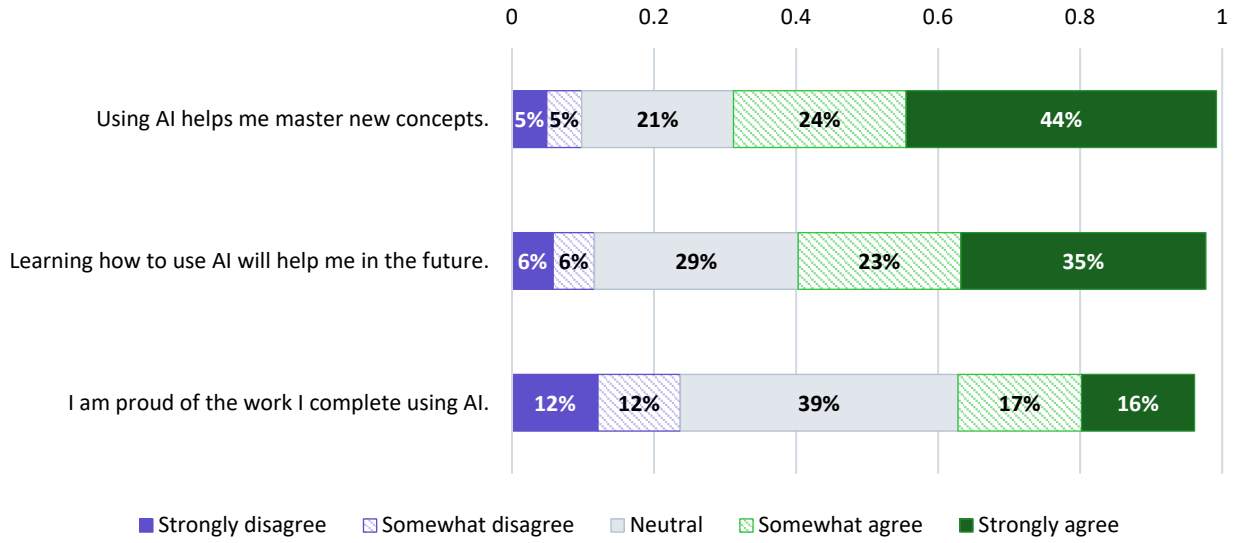
Many focus group participants described checking AI outputs against their own knowledge or the textbook or via a separate search engine. Noted weaknesses included visual and diagram-based math problems, current events and real-time information, nuanced language tasks (one student flagged AI's mishandling of Vietnamese pronouns as a concrete example), and broad or open-ended writing tasks for which AI responses tended to be generic. Students often reported switching tools or rephrasing their prompts after getting a wrong answer.

Emotional Experience and Ethical Considerations

Across nearly all six groups, students commonly described feelings of guilt around AI use rather than feelings of pride or relief. This aligns with survey data showing that only 33 percent of AI users agreed that they felt proud of the work they completed using AI, notably lower than the 68 percent who agreed that AI helps them master new concepts and the 58 percent who agreed that learning AI would help them in the future (see Exhibit 14). This gap suggests that students may recognize AI's learning value while still not feeling full ownership over the resulting work, consistent with the ambivalence focus group participants described.

Still, focus group students acknowledged they knew they were not fully learning when they outsourced work to AI rather than used it as a support tool. In addition to students feeling guilty when they used AI to complete assignments, several connected this to real consequences, referencing friends who used AI for all their homework and then failed tests. One group noted that stopping AI use forced them to confront that they had a time-management problem, which they described as a valuable realization. There's a notable gap between how often students raised concerns about AI 'limiting learning' in writing versus in conversation: only 3 percent mentioned it in the survey's open-text responses (Exhibit 13), while this guilt and self-awareness theme surfaced repeatedly in focus groups. This suggests students may be more willing to admit this concern aloud than to put it in writing. Conversely, one student shared how AI has brought them a sense of relief: "I do feel relieved when I can finally understand … a math problem or stuff like that."

Exhibit 14. Student AI User Agreement With the Statements, "Using AI Helps Me Master New Concepts," "Learning How to Use AI Will Help Me in the Future," and "I Am Proud of the Work I Complete Using AI"

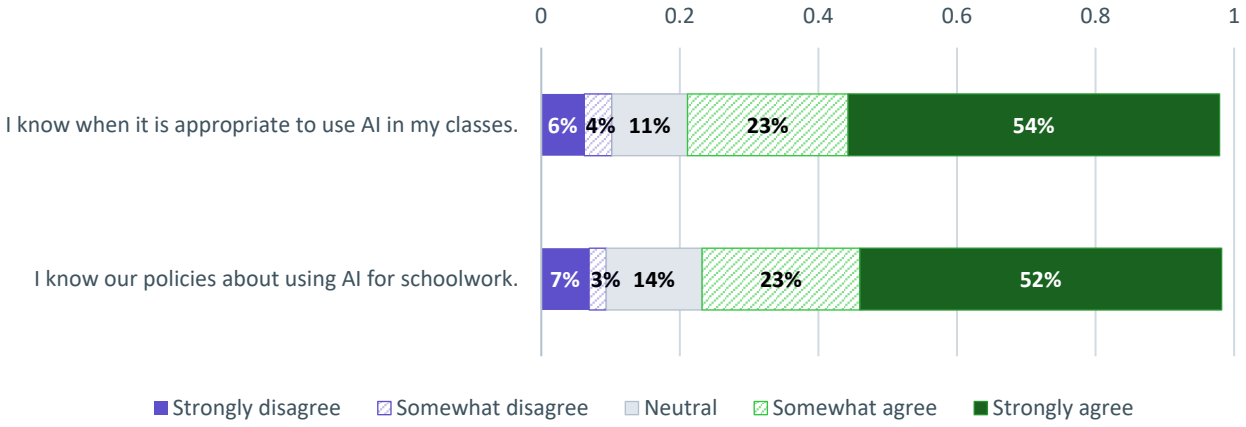


Note. Author's analysis of data collected from high school students, 2026. Denominators for first and third items include all AI users who responded to this question (*N* = 206–207 per statement). Denominator for second item includes all students who responded to this question (*N* = 275). Percentages may not sum to 100 due to rounding and the exclusion of a small proportion of respondents who selected "Not applicable."

Teacher Guidance and School Policy

Roughly three quarters of students agreed that they know their school or district policies about using AI (75%) and when it is appropriate to use AI in class (77%) (see Exhibit 15). Focus groups painted a more nuanced picture. Most teachers communicated a "don't cheat" message but provided little guidance on how to use AI well, and this guidance varied by subject. Students commented that English teachers, for example, were most likely to prohibit AI use entirely, while computer science and history teachers in some classrooms actively encouraged it. Students were typically aware of policies communicated through speaking rather than in writing, and in some cases, policies only appeared in a syllabus after a student had already been caught using AI inappropriately. Students reported not disclosing their AI use to teachers for fear of disciplinary consequences, such as referrals or calls home. Several also expressed frustrations at a perceived double standard of teachers using AI to generate lesson plans and assignments while penalizing students for their own AI use. AI detection tools used by some teachers were noted by students to produce false positives, which students found unfair.

Exhibit 15. Student Agreement With the Statements, "I Know When It Is Appropriate to Use AI in My Classes," and "I Know Our Policies About Using AI for Schoolwork"



Note. Author's analysis of data collected from high school students, 2026. Denominator includes all students who responded to this question (*N* = 275–276 per statement). Percentages may not sum to 100 due to rounding and the exclusion of a small proportion of respondents who selected "Not applicable."

What Students Want Adults to Know

Across focus groups, students consistently reported wanting educators and administrators to better understand the role of AI in their academic lives. First and foremost, students emphasized that AI is everywhere and nearly universally used, often passively and even through everyday tools like search engines. They stressed that students can and do use AI responsibly as a learning tool, not solely as a means of cheating, and argued that educators should focus on teaching students how to use AI well rather than simply prohibiting it outright. Many students also pointed to a sense of hypocrisy when educators use AI to generate assignments while banning students from using it themselves. Additionally, students identified heavy workloads as a key driver of AI dependence, suggesting that restriction alone is not a sufficient solution to the underlying issue. Finally, as previously mentioned, they raised concerns that AI detection tools are imperfect and can unfairly penalize students who did not actually use AI.

Limitations

Some limitations related to the sample and measurement may inform interpretation of these findings and direct future inquiry. Regarding the sample, this evaluation drew mainly on one partnering district; future research spanning more geographic, demographic, and resource contexts could support wider generalizability. The educator sample was self-selected, and only 63 percent of pre- survey respondents (44 of 70) completed the post- survey, so the paired sample may not represent the full range of participants. The evaluation also relied on six interviewed educators who facilitated the student survey and focus groups in their own classrooms, which may have shaped how teachers framed the study for their students. Because the student sample was drawn from opted-in classes taught by educators who completed the Capstone, findings may better reflect students of relatively AI-engaged teachers than a broader population. The cross-sectional, post-program design also means change over time could not be captured; a longitudinal design with broader sampling could address this in future work. It is possible that some of the observed gains reflect broader trends, such as growing general familiarity with AI. Future research could incorporate a comparison cohort to help isolate program-specific effects. Finally, because all measures relied on self-reporting, student-reported AI use was not independently verified; pairing self-reporting with observational data in future studies could offer a fuller picture.

Conclusion

These findings suggest that the AI Capstone succeeded in its core aim: moving educators from ad hoc, individually improvised AI use toward more intentional, ethically grounded practice. Educators emerged more confident and more engaged as multipliers of that knowledge—shaping district policy, facilitating school-site trainings, and translating Capstone content into safeguards around data privacy and academic integrity. At the same time, the student data point to a gap that classroom-level training alone may not close. Students are using AI pervasively, often on personal, unmonitored devices and for tasks well beyond what teachers may assume, and they are navigating this use with a self-imposed ethical framework—avoiding AI for essays or career-relevant work, treating it as a last resort—that developed largely without adult guidance. The disconnect between the "don't cheat" messaging students report receiving and the more nuanced, permissive, or even encouraging norms in certain subjects suggests that current school policies are inconsistently communicated and enforced, leaving students to independently reconcile mixed signals. Perhaps most notably, the self-awareness that dominated student focus groups indicates that students are grappling with real questions about ownership, learning, and effort that adults are not yet fully addressing. Together, these findings point to a clear next step for the Capstone and similar initiatives: extending professional learning to include structured, transparent, and subject-consistent classroom policies, along with continued support for educators as they translate their growing AI fluency into guidance that meets students where they already are. As the program expands to additional districts and cohorts, future phases of this evaluation will be positioned well to examine whether these more consistent policies and practices translate into measurable improvements in student learning outcomes and reported well-being.

Appendices

Appendix A. Educator Survey Items

AI Knowledge

1. I can distinguish whether a tool is AI-based or not.
2. I can create content with AI.
3. I can explain what AI is.
4. I know how to choose the right AI tools to effectively complete a task.

AI Integration in Teaching

5. I can choose an AI tool to use in my classroom that enhances what I teach, how I teach, and what students learn.
6. I can choose an AI tool that enhances my teaching subject content for a lesson.
7. I can teach lessons that appropriately combine my teaching subject, AI tools, and teaching approaches.
8. I can help others coordinate the use of subject content, AI tools, and teaching approaches.

Assessment

9. I can use AI tools to foster assessment for learning.
10. I can design an assessment approach to improve student learning in an AI-based environment.
11. I can assess student learning in an AI-based environment.
12. I can choose an AI tool to foster student self-assessment.

Ethics, Safety, and Well-Being

13. I can teach students ethical use of AI.
14. I can protect sensitive content from AI tools (e.g., exams, students' grades and personal data).
15. I can ensure my health and well-being while using AI tools.
16. I teach students how to behave safely and responsibly when learning with AI tools.

AI Awareness and Impact

17. I can assess the benefits of an AI tool.
18. I can assess the risks of an AI tool.
19. I recognize humans are responsible for AI bias.
20. I am comfortable engaging in a conversation about AI's impacts on society.

Professional Growth

21. I can use different websites and search strategies to find and select a range of different AI tools.
22. I actively look for continuous AI professional development activities outside my educational organization.
23. I actively share my AI teaching experience with other colleagues within and outside my educational organization.
24. I help my colleagues design learning activities with AI.

Appendix B. Educator Interview Protocol

Baseline & Context

1. Before taking the AI Capstone course, how would you describe your familiarity with AI?
    a. Were you using AI in your teaching before the Capstone? In what ways?
    b. Did your district offer any AI training or guidance prior to the Capstone?
2. Have you participated in any other AI-related professional development or training?
    a. Please describe the professional development or training you participated in.
    b. What was the format of the professional development or training?

What Changed After the Capstone

3. In what ways has your understanding of AI changed since completing the Capstone?
    a. How, if at all, has your confidence in using AI shifted?
    b. How, if at all, has your thinking around AI safety or ethics shifted?
4. How has your use of AI in the classroom changed since the Capstone?
    a. Please describe a recent lesson or activity where you used AI.
    b. Please describe a recent lesson where your students used AI. What guidance did you provide?
    c. How, if at all, have you changed how you assign student work in light of AI?
    d. How, if at all, have you changed how you assess student work in light of AI?
5. Have you used AI to help tutor or personalize instruction for students?
    a. In what other ways does AI help you respond to students' unique needs?
6. How has the Capstone affected how you use AI outside of direct classroom instruction; for example, in lesson planning, grading, or managing your workload?
    a. How, if at all, has the Capstone saved you time anywhere?
    b. Has the Capstone had any effect on your work-life balance? How so?
7. How have your students benefited from your Capstone work?
    a. In what ways do you see students successfully leveraging AI tools?
    b. Has participation in the AI Capstone made you feel more confident in preparing students for college and/or career?

Program Assessment & Comparison

8. Thinking back on the Capstone experience itself, what was most valuable about it?
    a. Were there specific sessions, activities, or formats that were particularly helpful?

9. Is there anything that you would change about the Capstone?
    a. What would have made it even more directly applicable to your teaching?
10. [If the teacher indicated prior professional development related to AI] How did the Capstone compare to other AI professional development you've experienced, in terms of format, depth, or takeaways?
    a. What content did the Capstone offer that other training didn't?
    b. What about the format or delivery helped you retain or apply the information?
11. On a scale of 1–10, how likely would you be to recommend the Capstone to a fellow teacher?
    a. What is your reason for choosing that number?
    b. What would it take to move that number higher?
12. What is the single most important thing the Capstone gave you that you use in your day-to-day life as a teacher?

Closing

13. Is there anything else you would like to share about your experience with AI in teaching, or with the Capstone, that we haven't covered?

Appendix C. Student Survey Items

1. How often do you use AI for your schoolwork? (Multiple choice)
    a. Multiple times per day
    b. Daily
    c. Multiple times per week
    d. Weekly
    e. Monthly
    f. Never
2. Which subject(s) do you use AI for? (Checkboxes)
    a. English Language Arts
    b. History/Social Studies
    c. Math
    d. Science
    e. Foreign Language
    f. Other (fill in)
3. Which device(s) do you typically use AI for schoolwork?
    a. School laptop or tablet
    b. Personal laptop or tablet
    c. Personal phone
    d. I never use AI
    e. Other (fill in)
4. Does a parent or guardian know that you use AI for schoolwork?
    a. Yes, and they help me use it
    b. Yes, but they don't know much about it
    c. No
    d. I'm not sure
    e. I never use AI
5. How are you using AI for schoolwork? (Checkboxes)
    a. Search for information
    b. Organize notes
    c. Summarize an article, book, or video
    d. Create or edit images or videos
    e. Explain directions in simpler language
    f. Complete writing tasks
    g. Solve math and science problems
    h. Help prepare for tests
    i. Translate between languages
    j. Practice conversation or language skills
    k. Create presentations
    l. Help with coding

   m. Other (fill in)
6. [If 'completing writing tasks' was selected]
   a. Brainstorm or idea generation
   b. Create an outline
   c. Generate first drafts
   d. Improve clarity and organization
   e. Generate citations
7. [If 'solve math and science problems' was selected]
   a. Walk through solution steps
   b. Check answers
   c. Explain formulas
8. What percentage of your schoolwork do you do with the help of AI? (Slider: 0%–100%)
9. At what point do you typically use AI for schoolwork? (Multiple choice)
   a. Right away for most problems
   b. Only when I get stuck
   c. Only to check my work
   d. I don't have a consistent pattern for AI use with schoolwork
10. Please indicate how much you agree with the following statement: I know my school's and teachers' policies about using AI for schoolwork.
    a. Strongly agree
    b. Somewhat agree
    c. Neither agree nor disagree
    d. Somewhat disagree
    e. Strongly disagree
    f. Not applicable
11. Please indicate how much you agree with the following statement: I know when it is appropriate to use AI in my classes.
    a. Strongly agree
    b. Somewhat agree
    c. Neither agree nor disagree
    d. Somewhat disagree
    e. Strongly disagree
    f. Not applicable
12. Please indicate how much you agree with the following statement: Using AI helps me master new concepts.
    a. Strongly agree
    b. Somewhat agree
    c. Neither agree nor disagree

   d. Somewhat disagree
   e. Strongly disagree
   f. Not applicable

13. Please indicate how much you agree with the following statement: Learning how to use AI will help me in the future.
    a. Strongly agree
    b. Somewhat agree
    c. Neither agree nor disagree
    d. Somewhat disagree
    e. Strongly disagree
    f. Not applicable
14. Please indicate how much you agree with the following statement: I am proud of the work I complete using AI.
    a. Strongly agree
    b. Somewhat agree
    c. Neither agree nor disagree
    d. Somewhat disagree
    e. Strongly disagree
    f. Not applicable
15. In what ways has AI been most helpful for you in your schoolwork? (Open-ended):
16. Have you ever run into any problems or challenges from using AI? When has AI not been helpful? (Open-ended):

Appendix D. Student Focus Group Protocol

1. Please describe a time you have used AI for schoolwork in the last week.
2. How did you learn how to use AI for your schoolwork?
3. What is your thought process when deciding whether or not to use AI? In what types of situations would you use AI and when would you not use AI?
4. How do you evaluate the quality of AI outputs? Can you describe a specific time AI gave you wrong or misleading information?
5. What guidance has your school or teachers given for using AI for schoolwork?
6. How does AI use differ among your peers? Why?
7. What would happen if you didn't disclose that you used AI in your work? Have you ever experienced a consequence for using AI?
8. When you use AI, do you still feel like the work is "yours"? Why or why not?
9. How do you feel when you use AI for schoolwork—proud, guilty, relieved, something else? Does it depend on the situation?
10. Do you think you put in as much effort into schoolwork when you use AI compared to when you don't? Why or why not?
11. Is there anything about how students actually use AI that you wish teachers or your school knew or understood better?

Appendix E. Educator Survey Findings

Construct	Item	Pre Mean	Post Mean	Mean Diff	*t*(*df*)	*P* (adj.)	Cohen's *d*
Assessment	I can use AI tools to foster assessment for learning.	3.68	4.25	0.57	3.22(43)	**.021**	0.65
Assessment	I can design an assessment approach to improve student learning in an AI-based environment.	3.25	4.32	1.07	6.79(43)	**<.001**	1.12
Assessment	I can assess student learning in an AI-based environment.	3.11	4.16	1.05	6.19(43)	**<.001**	1.09
Assessment	I can choose an AI tool to foster student self-assessment.	3.27	4.16	0.89	5.43(43)	**<.001**	0.98
Ethics	I can teach students ethics.	4.02	4.43	0.41	3.02(43)	**.025**	0.54
Ethics	I can protect sensitive content from AI tools (e.g., exams, students' grades and personal data).	3.73	4.55	0.82	4.57(43)	**<.001**	0.79
Ethics	I can ensure my health and well-being while using AI tools.	4.16	4.55	0.39	2.52(43)	**.046**	0.45
Ethics	I teach students how to behave safely and responsibly when learning with AI tools.	3.66	4.50	0.84	4.44(43)	**<.001**	0.93

Construct	Item	Pre Mean	Post Mean	Mean Diff	*t*(*df*)	*P* (adj.)	Cohen's *d*
Human–Computer	I can assess the benefits of an AI tool.	4.00	4.57	0.57	3.97(43)	**.004**	0.77
Human–Computer	I can assess the risks of an AI tool.	3.86	4.43	0.57	3.28(43)	**.021**	0.70
Human–Computer	I recognize humans are responsible for AI bias.	4.23	4.68	0.45	2.95(43)	**.026**	0.60
Human–Computer	I can explain how AI impacts our society.	4.00	4.66	0.66	4.66(43)	**<.001**	0.94
Knowledge	I can distinguish whether a tool is AI-based or not.	3.95	4.32	0.36	2.88(43)	**.026**	0.48
Knowledge	I can create content with AI.	4.52	4.73	0.20	1.77(43)	.124	0.31
Knowledge	I can explain what AI is.	4.14	4.57	0.43	3.77(43)	**.006**	0.59
Knowledge	I know how to choose the right AI tools to effectively complete a task.	3.68	4.43	0.75	4.80(43)	**<.001**	0.89
Pedagogy	I can choose an AI tool to use in my classroom that enhances what I teach, how I teach, and what students learn.	3.89	4.48	0.59	4.98(43)	**<.001**	0.71

Construct	Item	Pre Mean	Post Mean	Mean Diff	*t*(*df*)	*P* (adj.)	Cohen's *d*
Pedagogy	I can choose an AI tool that enhances my teaching subject content for a lesson.	4.05	4.50	0.45	3.25(43)	**.021**	0.55
Pedagogy	I can teach lessons that appropriately combine my teaching subject, AI tools, and teaching approaches.	3.75	4.45	0.70	5.17(43)	**<.001**	0.81
Pedagogy	I can help others coordinate the use of subject content, AI tools, and teaching approaches.	3.68	4.43	0.75	4.90(43)	**<.001**	0.79
Professional	I can use different websites and search strategies to find and select a range of different AI tools.	3.93	4.66	0.73	5.22(43)	**<.001**	0.91
Professional	I actively look for continuous professional development activities outside my educational organization.	4.07	4.32	0.25	1.91(43)	.124	0.26
Professional	I actively share my AI teaching experience with other colleagues within and outside my educational organization.	3.98	4.45	0.48	3.73(43)	**.006**	0.55
Professional	I love to help my colleagues design learning activities with AI.	3.73	4.23	0.50	3.17(43)	**.021**	0.51

Note. *N* = 44 educators responded to both the pre– and post–AI Capstone surveys.