

Introduction

Artificial Intelligence (AI) has increasingly been in the news, social media, television, streaming platforms, and a topic of discussion since the launch of Chat GPT in November 2022. AI is interwoven in our lives (whether we know it or not) from grammar and text suggestions when we type, a help chatbot on a website, Siri and Alexa digital assistants, facial recognition software, smart home devices, and self-driving cars. Preparing our students for success in an AI-driven future means equipping them with the ability to use AI tools effectively.



**Note Images generated using Adobe Firefly with prompts “Teacher in school using AI Technology, symbols“ and “Teachers and students using AI technology in a school, scientific symbols, math symbols.”*

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Purpose

Artificial Intelligence is rapidly changing the way we learn and work. Many teachers and students are exploring AI tools to see how they can be beneficial. Schools need to prepare students with the skills to critically evaluate information in an AI-infused world. Students also need to learn how to use AI ethically and responsibly. While we acknowledge there are concerns and questions regarding AI in education, we also recognize its potential to enhance teaching and learning. This guide is a resource for staff as they explore ways to use AI. The district is committed to staying up-to-date on the latest developments in Artificial Intelligence in Education and will update this guide as needed.

What is Artificial Intelligence?

Artificial Intelligence is computing that simulates human reasoning based on data and prior learning. There are 3 main types of Artificial Intelligence (see Figure 1) Reactive, Predictive, and Generative. These guidelines will focus primarily on Generative AI, which has received the most attention since the fall of 2022. Generative AI begins with a huge dataset of text, web pages, images, and prior learning. This data trains a computer algorithm known as a Large Language Model to identify and predict patterns in language. With user prompts containing specific directions AI tools quickly generate content that can portray the presence of “intelligence” including text, images, music, and videos.

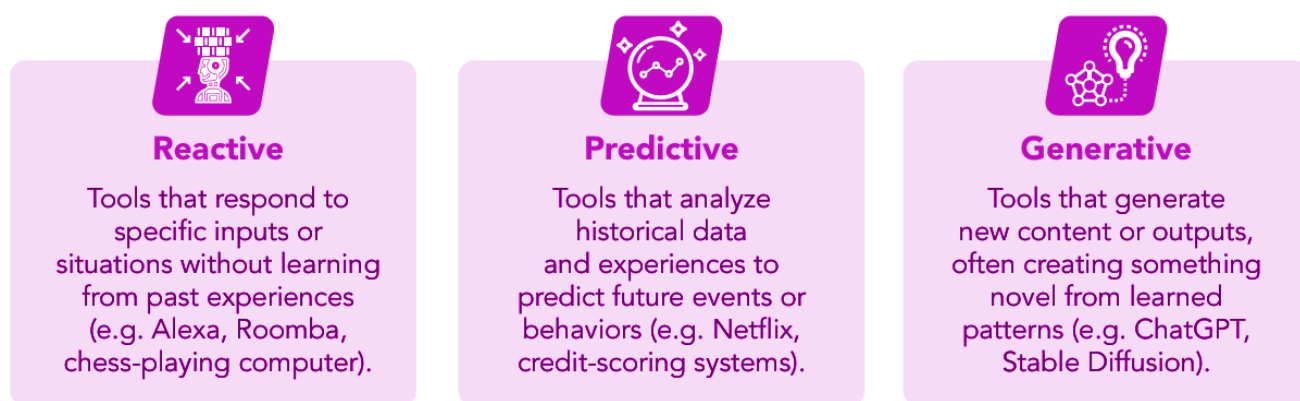


Figure 1: Bringing AI to School: Tips for School Leaders. International Society for Technology in Education. (2023, July). https://craftcms-live-95s-media.iste.org/Bringing_AI_to_School-2023_07.pdf.

Opportunities

Generative AI tools in an educational setting can be a powerful tool. As explained in the report on [Artificial Intelligence \(AI\) in K-12 by the Consortium for School Networking \(CoSN\)](#),

“the real potential for education lies in how AI augments what teachers and leaders do in schools, allowing them to be more adaptive to the needs of their students and less consumed by routine, repetitive tasks. If adopted with the idea of augmentation in mind, AI could help to solve administrative problems, automate certain tasks, afford teachers the time to construct more meaningful face-to-face learning opportunities and realize that promise of personalization at scale through the implementation of adaptive assessments, intelligent tutoring systems, and platforms that support adaptive learning.” Here are some examples of the possibilities AI tools offer teachers and students.

Potential Opportunities:

- **Learning Design**
 - developing lesson plans
 - hands-on activities
 - differentiate instructional materials
 - enhance the quality and diversity of learning materials and resources
 - foster inquiry, creativity, and critical thinking skills
 - unpack standards and the WIDA CAN-DO Descriptors
 - increase the efficiency of student and staff workflow
- **Student Accommodations**
 - assistive technology
 - streamlining content
 - scaffolding learning materials
 - language translation
- **Assessment**
 - rubrics
 - extensions through a variety of lenses and for varying grade and reading levels
 - quick quizzes with YouTube or Slides links
 - feedback for the individual needs of each student
 - create student exemplars

The district looks forward to establishing a safe and collaborative environment for teachers to explore and share the beneficial uses of AI tools they discover.

Challenges and Concerns

While AI can greatly enhance efficiency and personalize learning it is not human intelligence; it does not possess emotions, consciousness, or inherent ethical judgment. The more we understand the limitations and challenges of using AI, the better we can use it for constructive purposes and guide students to be critical users and content creators.

- **Data privacy: The sharing of any student's personally identifiable information including teacher use with an AI generator such as Gemini, Chat GPT, or other tools is explicitly prohibited.** The technology team will review potential AI tools used to collect, process, or analyze student data to ensure they adhere to the privacy and security standards outlined in the [Student Online Personal Privacy Act of Illinois and the Children's Online Privacy and Protection Act](#). Students under the age of 13 are restricted from direct use of many AI tools as outlined in their Terms of Service. However, the district is monitoring potential AI solutions designed for students.
- **Bias:** The source of information AI systems are trained on can contain biased data and AI systems are created by humans who have biases. These biases can be gender, racial, or cultural. Without real-world experiences, AI can misunderstand prompts or cultural references and produce insensitive or inaccurate information.
- **Cheating/ethical awareness:** Students may try to represent AI-generated content as their own. At this time, AI detection tools are not necessarily reliable. As part of the [District 62 Acceptable User Policy](#) and [Digital Citizenship Agreement](#), responsible online behavior (which includes using AI), means avoiding cheating and plagiarism and respecting copyright and intellectual property. See the next section for suggestions on addressing cheating.
- **Inaccurate or inappropriate information:** AI tools learn from the large amounts of data it is trained on including false data that exists in the world. In addition, AI prioritizes finding patterns in data to predict what kind of information you're looking for. While this can be useful, it doesn't guarantee accuracy. Sometimes, AI can invent information to fill in the gaps or sound more convincing. This is what's called "AI hallucinations." It is important to be aware of these limitations and double-check information from AI sources with reliable ones.

Best Practices for Staff

Teachers are encouraged to begin exploring AI tools (at their own pace). The district is committed to supporting responsible and equitable access to AI tools while identifying opportunities for teachers and students.

Guidelines for Effective Use of AI:

1. Explore AI tools: Explore how tools like Gemini and Magic School can help you. Don't worry about having all the answers, making mistakes, and learning as you go.
2. AI as a co-teacher, not replacement: AI can help you get started, enhance your work, and make tasks more efficient, but it does not do your work for you. When using AI-generated content, make sure it reflects your original ideas and intended purposes.
3. Make decisions and value judgments: AI does not think, it uses predictive algorithms based on its dataset to generate content. AI cannot replace your creative thoughts, judgments, or thinking. Make decisions based on your principles, experiences, and guiding beliefs.
4. Check for bias and accuracy: AI can produce inaccurate and biased content. Always proofread and edit any results you plan to incorporate into your work.
5. Edit and revise AI-generated writing: Make sure your voice continues to be reflected in your writing. Always edit, revise, and “make it yours” when using AI-generated text.
6. Know the limits: Remember AI content may have mistakes and be inaccurate. In addition, the data set used for an AI tool may not yet reflect current or recent events.
7. Protect privacy: Avoid using personal and identifiable student information unless **there is a [SOPPA Agreement](#) with the company and the data is part of the application.**
8. Teachers assign grades: While AI can be a helpful tool, assigning grades is a complex task best left to teachers' expertise. AI can analyze student work and provide feedback or suggest areas for improvement, but the final grade should come from the teacher.
9. Model proper use: Teachers should model proper use of AI tools and cite their sources when generating content that is being published or shared. This might include newsletters, presentations, and subject content shared and/or translated for students.
10. Cheating considerations: Students may already be using AI tools. Teachers should consider if submitted student work reflects their demonstrated level of knowledge. Find opportunities to evaluate the learning process, the “how” and “why” instead of just the “what.” Have students reflect on what they learned, offer opinions or interpretations, and demonstrate their learning process. The incorporation of AI tools into learning opportunities can limit cheating. Consider using the “[AI Resistant Assignment Feature](#)” in Magic Schools for ways to leverage AI in your classroom assignments.

Student Use

While AI tools are quickly being developed, many are not designed for students under 13 years of age. However, existing programs will be embedded with AI tools (such as Google Workspace and Zoom). Teachers should always check with the District Technology Department by completing the [D62 iPad App/Digital Resource Request](#) **before having students use any AI tools**. Currently, [MagicSchool AI](#), [Canva for Education](#), and [Google Gemini for Education](#) are approved for teacher-directed student activities.

Knowing students may still access AI tools independently, it is important to begin discussing and modeling AI usage with students. The district will assist teachers with these discussions as we learn more about AI. When students start to use AI tools in their work, it will be important to guide them in safe, ethical, and responsible usage. Teachers should remind students to cite their sources when publishing work and structure learning opportunities that make it harder for students to cheat. Here is one resource for citing work:

<https://style.mla.org/citing-generative-ai/>

How to Learn More

The district will be enlisting the support of staff who embrace using AI tools and can serve as ambassadors to help guide teachers forward. In addition, ways to meaningfully embed AI resources and opportunities in all curricular areas will be identified. The next section of this guide will provide a few resources to start exploring AI tools. Finally, the district will continue to share information as new developments and opportunities with AI are discovered.

AI Resources

Teachers may want to begin their journey into AI with [Gemini](#), [Magic School](#), or [Canva](#). These applications can be accessed with a District 62 Google account (staff only at this time). Magic School is a powerful tool for teachers with many useful and time-saving features. Gemini will eventually be embedded into the Google Suite and can complete quick language translations, image generation, and other tasks within a working Google document.

To learn more about Gemini and Magic School consider these resources:

- Introduction to Magic School ([2 minute video](#) & [5 minute video](#))
- Introduction to Gemini ([5:15 minute video](#))
- Magic School [Certification Courses](#) and [Professional Development](#)

- Gemini online self-paced training [Generative AI for Educators](#)

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