

Artificial Intelligence (AI) in the Peninsula School District: Statement of Principles and Beliefs

The promise of Artificial Intelligence (AI) in the Peninsula School District is substantial, not in substituting human instructors but by augmenting and streamlining their endeavors. Our perspective on AI in education is comparable to using a GPS: it serves as a supportive guide while still leaving ultimate control with the user, whether the educator or the student.

Our unwavering commitment to Universal Design for Learning (UDL) shapes our belief that our use of AI should align with UDL's three core principles: diversified ways of representation, action/expression, and engagement. AI can facilitate presenting information in diverse formats, aligning with individual learners' needs. Similarly, AI can offer students various means of showcasing their knowledge and participating in learning activities. Additionally, AI can provide numerous ways to keep learners engaged, ensuring a dynamic learning environment receptive to their interests and motivations.

We advocate for AI to expand and facilitate meaningful, learner-centric personalization, celebrate individual differences, and nurture student independence. We aim to utilize AI to grant learners of all backgrounds equal access to educational opportunities, thereby reducing barriers to learning, as is the goal of UDL.

We view **AI as a tool that can intensify the human element in education**. AI can undertake routine tasks, freeing teachers to invest more time in direct, interpersonal interactions with students. Its potential for improving assessments, providing immediate, personalized student feedback, and delivering valuable, implementable data to teachers to improve instructional effectiveness is encouraging.

While we acknowledge the benefits of AI in education, we recognize our collective role as educators in avoiding potential pitfalls and challenges associated with AI, such as algorithmic bias. We are committed to ensuring equity and fairness in our use of AI and scrutinizing AI tools to guarantee they reflect these values. We must evaluate all AI tools and models to ensure that humans are at the center of all AI usage and that models use equitable, inclusive algorithms.

We are also mindful of the limitations of certain AI applications, notably AI detection tools. Given current technology, these tools have been shown to possess varying levels of accuracy and reliability. Therefore, they should not be depended upon to make critical decisions or form evaluations about student performance or behavior. Instead, we assert that these tools should only be used to support educators and provide supplemental information. We must ensure these tools do not replace the nuanced understanding and empathy of human educators, who possess a broader contextual understanding. This caution ensures we maintain a balance

between the human and the machine, recognizing that while AI can assist us, it cannot wholly understand the complexity of individual learners and the human element that shapes the learning experience.

We regard data privacy and security as fundamental aspects of ethical AI use. All staff in the Peninsula School District must be diligent custodians of student data, safeguarding the privacy and security of our learners as we incorporate AI into our classrooms.

Our inclusivity commitment extends to AI. AI-powered resources should be thoughtfully designed to support all students, including those with disabilities and multilingual learners. We are committed to nurturing appropriate trust in AI systems by supporting teachers, students, and their families/caregivers. We encourage educators to use professional judgment, even if it means questioning or overriding an AI tool's decisions.

Transparency in AI systems is essential to us. We must work to ensure that the AI models we use are understandable, open to scrutiny, and can be overridden when necessary. We champion the 'humans in the loop' concept, underscoring the critical, irreplaceable role in instruction and decision-making.

As AI advances and computer interactions become more human-like, we are dedicated to equipping students and teachers with the knowledge to navigate this evolving landscape safely and effectively. The focus remains on amplifying human capabilities rather than replacing them.

This philosophy resonates with broader societal conversations about responsible, human-centered AI use. It supports the 'augmented intelligence' model, a synergy of human and artificial intelligence, enhancing cognitive performance, learning, and decision-making.

In conclusion, AI is a potent tool that can dramatically improve education by offering personalized, inclusive, and compelling learning experiences when used responsibly and ethically. However, the essential value of human wisdom, judgment, and connection remains at the heart of our educational philosophy.

Example Classroom Policy:

In our class, I encourage you to use Artificial Intelligence (AI) tools such as ChatGPT, Google Bard, Claude, Canva, Midjourney, and others. Some of our activities and projects will even require these tools. Understanding and using AI is a new and essential skill, and I will provide lessons and help using these tools.

Some of our activities and projects will even require these tools. However, you must understand a few things about using AI, particularly generative tools like ChatGPT:

- Effort matters. If you don't take the time to think through and carefully write your prompts to the AI, you may not get excellent results. It will require practice and patience to get better results.
- Don't blindly trust the AI's responses if the AI gives you a fact or a number. Remember, you will be responsible for the accuracy of the information you use in your work, even if it comes from the AI.
- Always remember to acknowledge when you've used AI in your work. At the end of any project or assignment where you've used AI, include a short explanation about how and why you used it and what prompts you used. Not doing this could be considered as not being honest about your work.
- Lastly, use AI thoughtfully. It can be a great tool, but it's not always the right tool for the job. Consider whether it's the best choice for the task at hand.

Using AI tools in class can be a fun and exciting way to learn. I look forward to seeing how you use these tools in your work!

Resources:

"Why All Our Classes Suddenly Became AI Classes." *Harvard Business School*, 2022,
<https://hbsp.harvard.edu/inspiring-minds/why-all-our-classes-suddenly-became-ai-classes>

"Artificial Intelligence and the Future of Teaching and Learning" *US Department of Education*, 2023,
<https://tech.ed.gov/files/2023/05/ai-future-of-teaching-and-learning-report.pdf>

"Artificial Intelligence (AI) In K-12 - Spring 2023" *Consortium of School Networks / Microsoft*, 2023,
<https://www.cosn.org/wp-content/uploads/2023/03/CoSN-AI-Report-2023-1.pdf>

Citations:

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