



ADVANCING THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE PLATFORMS IN SCHOOLS

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OUR APPROACH

- Raise awareness
- Create a district-wide vision and position statement
- Build confidence and comfort
- Leverage internal experience to build capacity
- Encourage staff to learn and explore available platforms
- Create structures for delivering instruction on use of Generative AI to students
- Ensure compliance with existing data privacy requirements

RAISING AWARENESS

- While every district is different, there is a relatively common distribution of staff and student knowledge of, and confidence with, generative AI platforms which fall into one of three groups:
 - Some of our staff and students are quite proficient already with this technology and use it fairly regularly in their work
 - Another segment of staff and students are familiar with what generative AI is but have very only dabbled with it and have limited experience using them in their work
 - Finally, there is a group of staff, and a smaller subset of students, that either have not used generative AI for work (or at all) and/or are fearful of using generative AI platforms
- Supporting a raised awareness of what generative AI platforms are, and what thy are not, is the first step toward building a productive AI presence in our schools

DEVELOPING A DISTRICT AI POSITION STATEMENT

- After thoughtful discussion and debate a decision was made to craft a district artificial intelligence position statement rather than an artificial intelligence policy
- The rationale underlying this decision reflects an understanding that this field is subject to exponential growth and change and a policy could inadvertently restrict progress with impactful integration of generative artificial intelligence systems
- A call for participants on a committee charged with developing the position statement was issued to attempt to include as many constituent groups as possible in this work
- Through a series of three evening workshop sessions, a draft statement was developed that contained three components
 - An overarching position statement on artificial intelligence use
 - A set of appropriate educational uses for artificial intelligence platforms
 - A set of non-appropriate educational uses for artificial intelligence platforms
- The position statement was shared with the Board of Education and community at a public session and adopted

BUILDING CONFIDENCE AND COMFORT

- Along with the work developing a district position statement on artificial intelligence use in our schools and programs, we pursued the parallel task of building staff confidence and comfort with AI platforms
- The presentation by Dr. Daggett delivered to Curriculum Council in October was shared with the District administrative team and used to spark discussion of how AI might be incorporated into teacher and student work
- The district technology committee consisting of teachers, administrators, and the IT team identified pilot opportunities to explore AI use by teachers, including a pilot of Eduaide.ai
- Informal conversations took place to identify teachers in the district who had self-developed experience with, and regular use of, AI platforms in their instructional practices

LEVERAGING INTERNAL EXPERIENCE TO BUILD CAPACITY

- A scheduled March district conference day provided an opportunity to increase teacher familiarity with generative artificial intelligence platforms and build greater comfort with what these are, and what they are not
- Working with the understanding that teachers often learn best from instruction delivered by their peers/colleagues, those teachers who had self-identified as experienced with using artificial intelligence platforms in their instructional planning were offered the opportunity to share their experience
- Over the course of three 90 minute workshops, facilitating teachers started each session by sharing their experience with AI platforms and providing the remainder of the session supporting participants as they explored them
- Workshops were provided for each of the following seven sessions:
 - Using AI platforms to support teacher tasks in the primary grades
 - Using AI platforms to support teacher tasks in the intermediate grades
 - Using AI platforms to support teacher tasks in the secondary grades
 - How to train your AI
 - AI – Supporting impactful and effective student use
 - AI in the world languages classroom
 - Using AI to strengthen analytical and writing skills
- Feedback from those participating was very positive, with many of those who were fearful of this technology expressing greater comfort and understanding of them and interest in learning more about them

ENCOURAGING STAFF USE AND EXPLORATION OF AVAILABLE PLATFORMS

- While the potential clearly exists for misuse, our district has elected to embrace and support the appropriate use of generative artificial intelligence platforms by staff and students
- Teachers and administrators have been encouraged to use the remainder of this school year to explore available platforms and to share their experiences with them
- We consider generative artificial intelligence platforms, when used appropriately, to be tremendous time savers and a tool for increasing time spent on impactful delivery of instruction over time spent gathering and compiling/organizing information and resources
- Available professional development time has been allocated to support collaborative teacher exploration and sharing of AI related resources
- While incredibly limited at this time due to the rapid development of the field, the district has worked (and continues to work) to provide teachers with access to field expertise in support of this effort
- Most AI vendors have “free” entry level versions of their product and offer discounted district level licensing
- It is important for staff to understand the distinction between platforms that do not require Ed-Law 2-d compliance and those that do (creating and sharing out a list of those that do not can be helpful)

DELIVERING AI INSTRUCTION TO STUDENTS

- Starting with the 2024-2025 school year a new course, Digital Literacy, has been added to our high school program
- All entering high school students will be enrolled in this half credit course which will address the newly mandated Computer Science standards and instruction on impactful and appropriate use of generative AI platforms in school
- Instruction on AI use will focus on construction of meaningful and targeted prompts and on becoming proficient prompt editors
- Instruction on ethical use of available technology in general and generative AI platforms specifically is also planned to be a part of the course syllabus

COMPLIANCE WITH EXISTING DATA PRIVACY REQUIREMENTS

- As we all know, compliance with data privacy regulations including Ed-Law 2-d is front and center with any technology system acquisition
- Vetting each AI platform vendor to ensure they are Ed-Law 2-d compliant and willing to sign off on the required rider creates roadblocks and delays that need to be factored into the process
- Perplexity and Brisk appear to be willing to meet Ed-Law 2-d requirements, with others likely to move in this direction to be able to join this rapidly expanding market
- Even if not being used with students, staff need to understand that some platforms may still collect data that can be considered PII and therefore require Ed-Law 2-d compliance

HAVING THE GOAL IN MIND

- Our students will need to use generative AI platforms in their lives and in their workplaces
- It is incumbent upon us to make sure they have the tools necessary to productively and appropriately leverage these platforms
- Providing our staff the training and support to effectively support and streamline their own work, as well as the work of their students is not really an option
- The sooner we are able to implement plans and structures for incorporating AI platforms into our schools and programs the less daunting this task will become

Questions??

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