



Position Statement on AI in TCS

Educational systems and institutions are increasingly attending to the role of Artificial Intelligence (AI) in the activities of employees and students. AI broadly encompasses tools that draw upon data sets to detect patterns, create models, and generate new content and outputs. There is an ongoing explosion in the creation and application of AI technologies across all dimensions of modern life, including education. The purpose of this document is to clarify the role of AI in the Tuscaloosa City Schools and the overlap with existing policy. This document is intended to be a living document that will be modified as our experience and understanding of the role of AI in education evolves.

Position

- Tuscaloosa City Schools employees and students can use tools, applications, and resources that incorporate AI for instructional, learning, logistical, and operational activities where such tools meet our standards for data privacy, security, and quality practice.
- Tuscaloosa City Schools employees and students will provide proper acknowledgement of the contribution of AI to the creation of learning, instructional, communication, and other products.
- Tuscaloosa City Schools employees and students will adhere to existing academic honesty policies and procedures as outlined in the Code of Conduct.

Existing Use

AI is embedded in many tools currently used in TCS. Here are a few examples:

- Digital learning resources that leverage AI for the creation of learning paths and prioritizing access to content at appropriate reading levels.
- Spelling and grammar correction features in email and word processing platforms.
- Bus routing software that optimizes district resources and the unique needs of schools and families.
- Online applications that provide translation services for students and families.

Benefits

The strategic use of AI in education can provide significant benefits. Here are a few examples:

- Student experiences and skill development that prepares them for college and careers, especially in STEM fields that are leading the way in AI development.
- Improved efficiency and accuracy that can reduce logistical, administrative, and clerical labor, paving the way for deeper practice.
- Personalized and/or differentiated learning experiences for students.

Concerns

The expansion of AI in education has prompted concerns that TCS must acknowledge and attend to, including:

- Outputs of generative AI may include erroneous information, enhance biases, lack fairness, or exclude essential components.
- New ways for students to represent others' work as their own.
- Over reliance on AI resources in instructional decision making and student learning experiences.
- Threats to data privacy and infrastructure security.
- Increased reliance on and contribution to systems that collect and leverage personal data, including demographic, personality, and biometric data.

Limitations

In TCS,

- AI tools will be blocked if they do not meet our standards for security and data privacy, and/or they violate [FERPA](#), [CIPA](#), [COPPA](#), and [IDEA](#).
- Educational professionals are expected to engage their pedagogical content knowledge to selectively draw upon a variety of resources to best meet the needs of their learners on the path to mastery.

Best Practice

As teachers use AI tools for planning and instruction, they will implement the TCS Instructional Tights with a focus on:

- Balancing the use of AI in order to ensure deep learning and high quality practice.
- Engaging pedagogical content knowledge to selectively draw upon a variety of resources to best meet the needs of learners on the path to mastery.
- Learning experiences that are active, open, complex, and creative.
- Providing students with scaffolded experiences using AI tools in order to help students gain exposure and experience.
- Providing clear boundaries and expectations for student use of AI tools in the course syllabus.

Next Steps

- Share with the TCS Board of Education as an informational item (complete 05/07/2024).
- Determine the best filtering/firewall settings that match our position statement.
- Provide professional learning opportunities for teachers and administrators about AI in education.
- Review current resource vetting processes and revise as needed to ensure proper evaluation of data privacy, security, and quality practice components.

Resources

- International Society for Technology in Education (2023). AI exploration for educators: Putting educators and students in the driver's seat. <https://www.iste.org/areas-of-focus/AI-in-education>
- International Society for Technology in Education (2023). Bringing AI to school: Tips for school leaders. https://cdn.iste.org/www-root/2023-07/Bringing_AI_to_School-2023_07.pdf
- Office of Educational Technology. (2023). Artificial intelligence and the future of teaching and learning: Insights and recommendations. U.S. Department of Education. <https://www2.ed.gov/documents/ai-report/ai-report.pdf>
- Consortium for School Networking (CoSN). (2023). Artificial intelligence & generative AI: Empowering a deeper conversation. EmpowerED Superintendent. <https://www.cosn.org/wp-content/uploads/2023/04/EmpSupAI.pdf>
- Holland, B. (2023). Artificial Intelligence (AI) in K-12, Version 1.1. Consortium for School Networking (CoSN). <https://www.cosn.org/wp-content/uploads/2023/03/CoSN-AI-Report-2023-1.pdf>