Commonsense Guardrails for Using Advanced Technology in Schools

Our Mission

The **AFT** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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A Message from AFT President Randi Weingarten

It's a head-spinning time to be an educator in the United States. From the disruptions of the pandemic, to getting caught in the crosshairs of culture wars, to doing everything in their power to help students recover and thrive academically and emotionally—all while being underpaid, and often in inadequate learning and teaching conditions—teachers and school staff have gone from one challenge to the next.

Now, educators are confronting a juggernaut that is swiftly revolutionizing education and society: artificial intelligence (AI). And they are largely figuring it out without any guidance, even from their schools and districts. Given the potential benefits and risks of AI, educators and policymakers must work together to make sure it's used safely and responsibly; that we reduce—not expand—the digital divide; that users learn to identify misinformation, disinformation and deepfakes; and that we ensure these new technologies support teaching and learning, not control them.

As education moves into this new phase, we must use technology in service of creating classroom environments where students learn to think critically, they are engaged and joyful, and they have real-life hands-on learning experiences that emphasize the skills necessary to succeed in college, career, civic participation and life in a new tech-based world. Additionally, we must equip teachers to harness potential benefits of AI for their craft—such as tailoring instruction, reducing paperwork, and outsourcing grammar and spelling to AI for corrections, so teachers can use the human touch to evaluate students' arguments and analyses.

The following initial guardrails begin to explore the ways in which advanced technology can enhance the educational experience while also addressing the challenges and considerations that accompany its implementation. Drawing upon the expertise of classroom educators and school support personnel, we aim to provide a living framework to help navigate AI in our schools now and into the future.

Commonsense Guardrails for Using Advanced Technology in Schools

Advanced instructional technologies can be transformative, enhancing both teaching and learning. New and future technologies, exponentially more powerful than the programs and systems that preceded them, can fundamentally reshape our classrooms. Advanced technology, including artificial intelligence (AI) is now a part of everyday life and will impact all jobs, including those in schools and school systems. Technology will never, and should never, replace human interaction; nonetheless, we must adapt and integrate it into our work.

But just as these technologies bring unprecedented possibilities, they also carry unprecedented risks. We must be proactive in developing protocols for using these emerging technologies—for our educators, in our schools, and in our classrooms. Using strategies that align with the mission of schools, we can utilize technology to be more productive and to allow for creativity and engagement.

AFT's Ad Hoc Committee on Artificial Intelligence in the Classroom developed and refined these guardrails to support educators in adapting to the use of advanced technology. The AFT is providing the material below to help educators maximize the educational potential of instructional technologies while mitigating, to the greatest degree possible, their potential for harm. We appreciate the input from practitioners who have already started dealing with issues brought on by the use of advanced technology in schools, but it is only a start; we look forward to ongoing input from other educators as more tools are developed and their use becomes more commonplace.

Important Note: Given the complex and rapidly changing nature of artificial intelligence, it is impossible to create guardrails that cover all possible applications in educational settings. Although this report is an attempt to provide initial guidance to all education stakeholders, it will be updated periodically to reflect the evolving landscape of instructional technology.

The following material is not intended to supplant earlier guidance on technology. See previous documents for AFT positions on social media and student data privacy as well as preliminary guidance on artificial intelligence in schools as well as a resolution on social media, AI and generative AI and background to the resolution.

The guidelines and guardrails in this document rest on a few **core values**:

1. The first considerations when contemplating any technology must be to **maximize safety and privacy**; no pedagogical application should ever be allowed to jeopardize students or educators.

2. Schools must **promote human interaction and individuality** as the primary approaches to learning. Technology cannot be allowed to replace direct in-person interaction among students and educators.

3. **Empower educators to make educational decisions.** Certified professionals must decide when, whether and how to incorporate technology in pursuit of their larger educational priorities. Technologies and technology vendors must serve, not drive, those decisions and priorities.

4. Technologies must be deployed so that they **advance equity and fairness** in public education and cannot be adopted so that they widen, rather than help close, the digital divide and other inequities in our schools.

5. Schools must **advance democracy**. Technologies can be used to build young people's capacities for vigorous civic engagement. But technologies can also be used to promote misinformation, disinformation and radicalization. Schools must be incubators for healthy democracy and must instill in students the skills to use technologies accordingly.

6. Schools must **teach digital citizenship and balance**. Students must learn the rules and expectation for responsible use of technology and must develop balanced approaches to technology.

Advanced technologies—particularly AI and generative AI—are bound to become permanent fixtures in our schools, our economy, our society and our democracy. The AFT is committed to continually supporting educators and their students in our combined efforts to judiciously, effectively and ethically meld advanced technologies with our members' vision and values. Our next steps in this work are planned for August 2024. The AFT/Microsoft Symposium on AI in Education and Beyond will bring together educators and school staff from across the nation to shape the future of integrating artificial intelligence in America's classrooms. The symposium will engage approximately 150-200 diverse educators and school staff, top ed-tech developers, noted researchers in education and AI, and representatives from local student bodies and parent groups, ensuring a rich exchange of perspectives.

On page 14, you will find some examples of how AFT members are already using and teaching AI in their classrooms, as well as a link to our online professional development site to find more examples and to share your own. As we continue to update our guidance, we will also update our examples.

Core Value 1: Maximize Safety and Privacy

The first considerations when contemplating any technology must be the **safety and privacy** of all students and staff; no pedagogical application should ever be allowed to jeopardize students or educators. Students and educators should understand privacy rights and be trained to understand and advocate for their rights.

1. **Student Privacy and Safety Come First:** All stakeholders must prioritize student privacy and safety in all educational technology decisions. The well-being and data security of students, educators and parents must be paramount, even if it means sacrificing some potential educational opportunities. Schools and school systems must assess the potential risks of allowing technology to access personal data and understand the full implication of the decisions. Educators and all stakeholders should be taught safe and responsible internet browsing habits, avoiding inappropriate sites, and recognizing and thwarting potential threats like phishing and malware. Elected officials and community leaders must commit to actively safeguarding our students and mitigating the invasive potential embedded in instructional technologies.

2. **Shared Responsibility for Data Privacy and Protection:** All technology users must respect the privacy of others. Personal information, including login credentials, should never be shared or misused. School authorities should ensure that data collection and usage are compliant with all regulations and local policies and, in the event of a data breach, immediately follow policies and protocol to protect students, educators and parents. Regulatory authorities at the state and federal levels must mandate data privacy protections and must support these mandates with sufficient funding and proper training to ensure effective and timely implementation. Educators must inform students about the risks and permanence of the digital environment and the ramifications of not protecting their own privacy and the privacy of others.

Examples and Strategies:

- **Districts Must Review Material**

  - » **Initial and Ongoing Review by District:** Federal, state and local laws govern many aspects of data collection and internet privacy, especially for minors. Before allowing students access to a site or software, the school district tech department must review the material to determine if it complies with existing laws and policies. They must continually review the material to ensure ongoing compliance. Not all educators have a full understanding of technology issues, so the district must ensure there are staff to support educators and students not only on use but also on safety and compliance.

» **Review Sites with Students Before Use:** Educators or tech staff should review terms and conditions of new sites or software with students to help them develop an understanding of the products they will be using and to discuss safe use. This must include helping students understand how to keep their personal information private.

• **Formulate a Response Plan:** Districts, **in partnership with local unions,** should develop an incident response plan for students, educators, staff and other stakeholders. This plan should instruct them on the immediate steps to take in the event of a privacy breach or scam, including alerting all school buildings. This policy should be written, made available and continually emphasized as a resource in all schools.

• **Hold Parent Information Sessions:** Hold a parent/guardian information session on advanced technology and AI. The information can include existing policies, school guidelines and background from research and nonprofit organizations that are experts in this work. This session will set the guidelines for all stakeholders and give parents and students an opportunity to ask questions of the district leaders and tech staff.

• **Create Classroom Guidelines:** At the beginning of the year/semester, each teacher should include a technology statement in the class syllabus that clearly sets the guidelines for students and serves as an ongoing reminder of the rules and policies.

Core Value 2: Promote Human Interaction and Individuality

Schools must **promote human interaction and individuality** as the primary approaches to learning. Technology cannot be allowed to replace direct in-person interaction among students and educators.

1. **Balance Technology and Tradition:** Technology can help students and educators to understand complex concepts, create engaging content, provide resources and personalize learning. However, traditional goals for learning (critical thinking, problem-solving, literacy, numeracy, civic engagement, command of academic content) and traditional pedagogies (group and individual instruction, discussions, projects, performances) must remain. Technologies must be utilized so that synchronous, interpersonal learning in a shared physical space is not replaced by asynchronous, isolated learning in remote spaces.

2. **Nurture Essential skills:** Personalization and flexibility in learning do not obviate the need for communication, compromise and collaboration. These skills are necessary in the classroom, the workplace and in a democratic society. Although technology may help instruction and enhance curriculum, educators must also ensure that they are continuing to develop relationships to make sure students also develop those essential skills.

Examples and Strategies:

• **Support Different Learning Styles and Learning Needs**

» **Promote Accessibility and Inclusion:** Advanced technology can be used to support different learning needs (e.g., using the tools to convert text to speech for visually impaired students or translating text for students who speak different languages).

» **Support Different Learning Styles:** Students can use information from videos and education puzzles to work with their "style" of interaction, with the educator serving as a coach to help them work on the projects/concepts. The educator must help students to be active participants and to try new ideas rather than be passive viewers of what is on their screens.

- **Design for Active Learning:** Only technologies that require a high level of student interaction should be used in the classroom. Platforms or programs that force students to passively view screens, or require only a low-level of student interaction should not be used in schools.

Core Value 3: Empower Educators to Make Educational Decisions

Certified professionals must decide when, whether and how to incorporate technology in pursuit of their larger educational priorities. Districts and administrators must **empower educators to make educational decisions**, including the use of advanced technology by the educator, as well as use by, and rules for, students.

1. **Ensure Educator Autonomy:** Educators must have the autonomy to make professional decisions, including broad authority in their classrooms to decide the degree to which technologies will best support student learning.

2. **Educators Choose the Technology:** Prior to any purchase of educational technology, school leaders should ensure that practicing educators, who will use the tools in their classrooms, have an opportunity to thoroughly review and ultimately select the technologies. Schools and school tech teams should carefully review potential technology providers and prioritize technology and other educational tools that have been co-developed with educators. Schools and school tech teams should constantly review their agreements with outside partners to ensure the schools do not become overly dependent on one technology or one provider.

3. **Clarify the Role of Technology for Each Assignment:** Schools and grade levels that allow the use of advanced technology for assignments must establish guidelines for each one. As a baseline, the educator should introduce content prior to any use of advanced technology; the students need understanding of the material to gauge accuracy of material they access via technology. Next, the teacher should ensure students fully understand the rules for each assignment before the work begins:

   a. **Full use**—Students may use social media and/or advanced technology for any assignment or project if tech-generated work is fully credited, and the results are reviewed for accuracy. Educators must present citation format and requirements for all assignments.

   b. **Partial use**—Students may use social media and/or advanced technology for specific assignments and projects if all tech-generated work is fully credited and reviewed for accuracy.

   c. **No use**—Students are not allowed to use social media and/or advanced technology on any portion of the assignment or project. Using these tools would be considered an act of academic plagiarism.

4. **Ethical Use:** The use of technology and AI should always be ethical. It should not be used to cheat on assignments, tests, or to engage in any form of academic dishonesty. AI can provide valuable help in researching and understanding subjects. However, students should do their own thinking, reasoning and writing. Copying AI-generated content and presenting it as their own work is unethical and considered plagiarism. Any use of AI (if allowed) should be referenced, including AI-generated edits on students' own work.

5. **When Misuse of AI Is Identified:** After the role of technology has been clarified for each assignment, there must also be clear guidelines for cases when it has been used improperly. Educators should use a thoughtful approach that creates a teachable moment, especially as these tools are new and students are still learning how and when to use them. This way, a potentially difficult experience can be used to strengthen the education goals of both the teacher and the individual student.

6. **Assess Thoughtfully:** Technology brings real-time assessment to the classroom. When appropriate, educators and school systems can use technology to create and grade assessments, saving time and allowing im-

mediate feedback. However, educators should always make final judgments about student performance, and they must be encouraged to augment quantitative assessment with qualitative assessment.

7. **Train Continuously:** Technology accelerates constantly. Schools must prioritize continuous, high-quality professional learning so educators can adapt their teaching methods accordingly. Schools should offer paid time to develop pedagogy and curricula. Elected officials must ensure that funding for technology and training is readily at hand. Schools must allocate those funds in ways that prioritize student learning.

Examples and Strategies:

- **Form Collaborative Teams to Evaluate and Purchase Technologies:** Any team that makes decisions about adopting instructional or assessment technology should include educators alongside district staff. Unions must be given the authority to designate educators for those teams.

- **Show How to Attribute Properly:** Educators should teach students about plagiarism, copyright, fair use and attribution, including citations and bibliographies.

- **Strategies When Misuse of AI by Students Is Found:**

  » Familiarize yourself with your school's academic integrity policies and procedures.

  » Before talking with the student, make sure you are confident that the work is possibly tech generated. There are software tools available to help determine the use of AI. The AFT has partnered with NewsGuard and GPTZero, two AI identification platforms that can help educators identify AI-generated content. AFT members can receive free access to these tools.

  » Arrange a private meeting with the student to discuss the issue. This should be a safe space where the student can openly share their thoughts about the work and how it was developed.

  » Clearly present what you have identified, without making any accusations. Ask the student to explain the similarities between their work and the content that was identified as possibly AI-generated.

  » Give the student an opportunity to explain. Many times, there are circumstances or misunderstandings that must be shared and considered.

  » If the student improperly used social media or AI, use the situation to educate the student about academic integrity, the importance of doing original work, and how the proper use of educational tools is crucial to their success in the future.

  » In addition, if confirmed, take any additional steps as required by your school's policies.

- **Set Clear Guidelines for Measuring Student Learning:**

  » **Utilize different methods to demonstrate mastery:** With the existence of technology that gives students the ability to quickly search for and find answers to questions, educators must use different methods to demonstrate mastery, including project-based work, essays, speaking/interviews, discussion and art.

  » **Measure Essential skills:** Educators must design a method for measuring essential skills in the classroom. This could be through feedback cycles where students must offer feedback to their peers as part of the design process. Students working together on projects and assignments gives them opportunities to collaborate and compromise.

Core Value 4: Advance Equity and Fairness

Technologies must be deployed so that they **advance equity and fairness** in public education and cannot be adopted if they widen, rather than help close, inequities in our schools.

1. **Close the Digital Divide:** Schools should ensure all students have equal access to technology. The addition of technology to the classroom should never expand the digital divide. Use of instructional technologies is impeded by severe inequities in wealth and funding, especially access to hardware, software and high-speed internet. On a national/state level, funds should be provided to improve access at the school and district levels. Schools and educators should not require use of advanced technology in places and situations where all students do not have access.

2. **Maintain Differentiated Instruction:** Shared classroom technologies should not be pathways to homogenization and over-standardization. Technologies should emphasize the importance of diversity in learning and celebrate it rather than minimize it.

Examples and Strategies:

- **Engage Government:** Educators, educational leaders and unions must continually approach federal, state and local governments to secure funding for technology and training for all learners.

- **Support Different Learning Modalities:** Students with differing learning needs (e.g., special education students or English language learners) and differing learning styles can use technologies to adapt assignments. Educators can serve as coaches to help guide students toward appropriate technologies.

Core Value 5: Advance Democracy

Schools must **advance democracy**. Technologies can be used to build young people's capacity for vigorous civic engagement. But technologies can also be used to promote misinformation, disinformation and radicalization. Schools must be incubators for healthy democracy and must instill in students the skills to use technologies accordingly.

1. **Filter and Assess Information:** Schools must adopt effective filters to block inappropriate or misleading content. Just as important, educators must develop students' skills to identify misinformation and disinformation and must learn to be particularly cognizant of wrongful content generated by AI.

2. **Identifying Misinformation and Disinformation:** Although school systems have the primary responsibility to block misinformation and disinformation from their servers, these efforts are not foolproof. Educa-

tors who use or assign work that uses advanced technology, including AI, should learn how to spot it and report potentially dangerous content on the school's servers. We must train students to critically evaluate and use information gathered from computers and the internet to identify and discount disinformation and misinformation, such as deepfakes. Students will have the responsibility to ensure the accuracy of any content they retrieve or generate.

3. **Teach Students to Formulate Reasoned Judgments:** For democracies to flourish, young people must learn the importance of evidence-based claims that are reasoned rather than emotional and deliberative rather than reactive. With AI technologies, it's important to understand that it is common for models to have biases based on the prejudices found in human-created content. Discussions about AI fairness and bias should be continually encouraged throughout the school system to combat inequality that is perpetrated by technology.

Examples and Strategies:

- **Teach About Algorithms:** Students must be taught how algorithms generate user-specific content feeds designed to hold users' attention on advertisers and also how those feeds can isolate, mislead or radicalize users.

- **Teach Source Analysis:** Educators must normalize the expectation that all academic claims must be supported by credible evidence. They must also explicitly and consistently teach skills for source analysis so students learn to spot biases, deepfakes, misinformation and disinformation.

- **Teach Rules for Argument:** Students must learn how to gather credible information; formulate thesis statements and support thesis statements with robust, appropriately selected evidence.

- **Partner with External Organizations:** Schools can partner with AI ethics experts to deepen students' understanding of the risks and rewards of AI, especially with regard to American and global democracy.

Core Value 6: Teach Digital Citizenship and Balance

Schools must **teach digital citizenship and balance**. Student must learn the rules and expectation for responsible use of technology.

1. **Communicate Respectfully and Combat Bullying:** Students must be given clear guidelines and expectations regarding appropriate communications along with the consequences for not following the rules. The same guidelines should cover communication whether in person or via technology. Educators must directly teach about hate, bias and bullying online.

2. **Respect Boundaries:** Digital communication should respect the right of others to disengage and to maintain work- or school-life balance. Schools should develop clear policies that respect the right to disengage, outlining expected availability hours for educators and students and ensuring these boundaries are respected. Students and educators should have the right to disconnect from digital tools outside designated school hours or during breaks. Homework and communication should respect personal time.

3. **Practice Digital Citizenship:** Users should understand the norms of appropriate and responsible behavior regarding technology use, including understanding and respect for intellectual property, copyright and fair use. Users of technology and AI should value the work of the people who created the content that technology uses to enhance learning. This respect must be overt and never used without attribution. Schools may also consider creating requirements for middle school and high school students to complete media literacy or digital citizenship training as part of core school requirements.

4. **Teach Safe Browsing Habits:** Schools should train educators, students and other stakeholders on safe and responsible internet browsing habits, personal safety and privacy. Time should be set aside during school hours for student and educator training. This includes avoiding inappropriate sites and recognizing potential threats like phishing, malware or online predators. Schools must have safeguards and firewalls to protect students from accessing information that is not appropriate or safe.

5. **Mindful Use of Screen Time:** Schools should create a culture of mindful use of technology, where students and educators use digital tools purposefully, rather than habitually or as a response to boredom. Schools should encourage students to take regular breaks from screen time and engage in physical activities, social interactions or hobbies. Schools might consider implementing "digital detox" times when students (and educators) are encouraged to put away their devices and engage in nondigital activities. This can help establish healthier habits around technology use. Schools should create opportunities for students, educators and parents to learn how to disengage, especially when technology is not needed or creates unnecessary work. The right to disengage must be a fundamental right of students, educators, staff, parents and all other stakeholders.

6. **Mental Health Awareness:** Schools should promote awareness of the potential negative impacts that overusing technology can have on mental health. This includes stress, anxiety, sleep disorders and other related issues.

Examples and Strategies:

- **Limit Time Spent Using Technology**

  » **Schoolwide Technology Breaks:** An effective way to disconnect from technology is by implementing a designated day each week where the school community abstains from using technology, and instead engages in alternative activities such as browsing the library, playing board games and partaking in other nondigital pursuits. Additionally, educators can integrate unplugged activities into their lesson plans to foster critical thinking and problem-solving skills without relying on digital tools.

  » **Purposeful Use of Technology:** Reduce the number of days/time per day that students use computers. Be purposeful about when/why computers and technology are used in schools. Optimize instructional methods that do not use technology: outdoor instruction; handwritten assignments and assessments; seminars and discussions; creative projects; service projects; civic engagement projects.

  » **Limiting Technology Use Through Stations:** Rotating group activities can ensure all students get face-to-face interaction in cases where technology is used.

  » **Designated Times for Students and Staff to Disconnect:** Schools could establish a clear policy outlining specific hours during which homework and non-urgent communications are not expected. Additionally, they might provide resources or workshops for educators, students and parents on the importance of respecting the right to disconnect. Educators can offer "office hours" during which their students know they are available to respond to questions/messages. Schools might delineate specific circumstances where communication outside designated hours is acceptable, such as urgent announcements or time-sensitive collaborative projects. This ensures a balance between respecting personal time and meeting essential communication needs.

- **Create Buildingwide Policies**

  » **Purposeful Engagement Practices:** Schools can introduce a "Tech Purpose Challenge," where students are encouraged to set goals for each digital tool they use, specifying how it aligns with their learning objectives. This helps students develop a habit of purposeful engagement.

- » **Mindful Use Policies:** Schools might create a mindful use policy that outlines specific criteria, such as using technology for research, collaboration or creative projects. This provides a clear framework for evaluating whether technology use is aligned with educational goals.

- » **Mindfulness Practices:** Schools could integrate mindfulness practices into the curriculum, incorporating short mindfulness exercises at the beginning or end of classes. This helps students develop self-awareness and intentionality in their use of technology.

- **Examine Examples of Online Hate Speech:** Educators should select age-appropriate examples of actual online hate speech and cyberbullying so students can learn how to spot and report bias incidents and also learn their personal responsibilities for appropriate online conduct.

- **Empower Students and Educators to Report Harassment:** Schools must provide students and educators with safe and accessible ways to report any form of online harassment, bullying or disrespectful communication. These reports must be acted on and resolved quickly to ensure these types of behaviors do not corrode the efficacy of online communication.

- **Mental Health Support**

  - » **Mental Health Awareness Events:** Schools might organize mental health awareness weeks, community forums or workshops that focus specifically on the impacts of technology on mental health. These events could include expert speakers, panel discussions and interactive activities to engage students.

  - » **Integrate Mental Health Education into the Curriculum:** Incorporating mental health education into various subjects can be a valuable way for schools to raise awareness about the psychological impact of technology. By dedicating specific lessons or modules to this topic, mental health becomes integral to the overall learning experience. Additionally, schools can integrate lessons on emotional regulation and coping mechanisms into the curriculum while training educators to offer personalized support and encourage students to openly communicate their concerns regarding AI-generated feedback.

  - » **Educator Training:** Train educators to identify signs of technology-related stress and anxiety in students. Equip them with resources and strategies to navigate conversations and provide support to.

How Is AI used in Schools?

Embracing AI tools in education requires more than just technological know-how; it demands an under-standing of ethical implications and a commitment to student-centered learning. AFT's Share My Lesson offers free online professional development and resources on numerous education topics. SML has part-nered with AI Educator Brain to provide live and on-demand webinars and resources for educators seek-ing to navigate the challenges and opportunities presented by AI, ensuring that technology enhances rather than replaces human-centric educational practices. The AI Educator Brain provides tailored support to help educators make informed decisions about when and how to incorporate AI tools in a way that aligns with pedagogical goals and supports equitable, engaging and effective learning experiences.

Share My Lesson also has a new community with content on using AI in schools, which includes training webinars, blog posts, and a collection of lesson plans and resources for educators. Join the AI and Educa-tion Community for support on how you can use AI in your classroom: sharemylesson.com/ai.

You can share how you are using AI in your classroom and get ideas from other educators at https://share mylesson.com/community/400102/discussions. Here are some examples of how our members are already integrating AI into their schools:

- **Teacher-Led Professional Development:** Cranston Coaches Corner Newsletters are produced by an instructional coach coordinator to provide educators in Cranston, R.I., with tools to support their use of AI and other ed tech. Newsletters include links to blogs, articles, online tools and activities, as well as other supports.

- **Developing Individual Education Plans with Students:** Educators in Wichita, Kan., use Microsoft Co-pilot to support special education students by adapting lessons to the needs of individual learners. The AI tools help to develop lists of potential personalized accommodations and modifications based on students' individual needs. Including students in this process empowers them to have an informed voice in the development of their IEP.

- **Project-Based Learning in CTE Courses:** An educator in Rhode Island piloted the use of AI in a proj-ect-based learning environment with a small group of 11th- and 12th-graders. In learning about the event planning and tourism industry, students first viewed industry websites and then used the ChatGPT Incognito Mode to develop content for their own venue (hotel, event space, festival, car show, etc.). They used the teacher's Google Gemini and/or Microsoft Copilot accounts to generate text-to-image ideas to develop the visuals for their project. Finally, they used Canva to create a slide deck of all their materials (brochures, sample websites, videos, travel site descriptors) to present to the class. The tools they used did not collect data or save history, helping to ensure as much privacy as possible.

- **Student Privacy and Safety:** To ensure student privacy and safety, teachers use platforms like Securly to monitor student internet usage and ensure they are not accessing inappropriate content. They also teach students about safe internet browsing habits using resources like Common Sense Education's Digital Citizenship curriculum.

- **Advancing Democracy:** Teachers use technology to promote civic engagement by integrating plat-forms like iCivics into their curriculum. Students learn about democracy through interactive games and simulations, developing critical-thinking skills while exploring real-world civics issues.

- **Teach Digital Citizenship and Balance:** Teachers educate students about the responsible use of tech-nology by using platforms like Be Internet Awesome from Google. They also promote a balanced

approach to technology by incorporating mindfulness apps like Headspace into their daily routine to help students manage screen time and maintain mental well-being.

- **Teaching Students About Algorithms:** A New York City high school history teacher has created a series of classroom lesson or modules on AI literacy for his students. The modules include: What is an Algorithm? How to Write an Algorithm, and the Risks of Algorithms. In addition, he connects these modules to other lessons directly related to his curriculum.

Other Resources

The AFT is not alone in our effort to support educators with the use of advanced technology in schools. Here are some other organizations that have resources and communities to help you in this work:

- **TeachAI:** The AI Guidance for Schools Toolkit was created by TeachAI to help local, state and national education systems develop guidance on the responsible use of AI, ensure compliance with relevant policies, and build the capacity of all stakeholders to understand and use AI.

- **EDSAFE:** The EDSAFE AI Alliance center has a framework to establish a policy process road map for the essential issues in creating a safe AI system. The aim of the framework is to achieve equitable outcomes for students and improve working conditions for teachers.

- **ChatGPT for Teachers on Facebook:** The public Facebook group ChatGPT for Teachers is a community of over 450,000 educators interested in integrating ChatGPT into their teaching practices. The group includes a discussion section for people to ask questions, share resources and collaborate with peers. Users have uploaded files with general strategies and specific examples.

- **The AI Education Project:** The AI Education Project is a nonprofit organization that creates equitable learning experiences that excite and empower students with AI literacy. The site provides free curriculum for teachers to use to teach AI as well as professional learning and toolkits for educators to help them better understand how to use AI.

- **National Science Foundation:** The U.S. National Science Foundation posted an article about AI in education with examples of how some schools and teachers are using AI in their classrooms. The NSF has funded a project, AI4K12 to develop guidelines for AI education in K-12, online resources to facilitate AI instruction, and a community of practitioners and researchers.

- **Wharton Interactive:** The University of Pennsylvania's Wharton School offers resources on Teaching with AI. This site offers a variety of materials that includes research, trainings and interactive lessons for educators to use with their students.

Ad Hoc Committee Members

Kathryn Anderson—Chelsea Teachers Union

Brian Andreshak—Gary Teachers Union

Karen Arthmann—Rush-Henrietta Employees' Association

Sara Baldassar—Cleveland Teachers Union

Ebony Batiste—United Teachers Los Angeles

Kathleen Beckwith—Scranton Federation of Teachers

Justin Best—Oklahoma City AFT

Seth Blevans—AFT St. Louis

Daryl Boeckers—Anoka-Hennepin Education Minnesota

Sam Brunett—AFT Monongalia

Zeph Capo—Texas AFT

Sarah Chang—Boston Teachers Union

Melissa Cropper—Ohio Federation of Teachers

Margaret Dalton-Diakite—United Federation of Teachers

Christine Engelbrecht—Los Alamos Federation of School Employees

Carla Faile—Central Alabama AFT

Carlos Ferran—University Professionals of Illinois

Jeff Freitas—California Federation of Teachers

Mary-Kate French—Harlem Federation of Teachers

Jennifer Gallatin—Blackford Federation of Teachers

Nikolas Gonzales—Boston Teachers Union

Richard Haase—Half Hollow Hills Teachers Association

Angela Hankes—North Suburban Teachers Union

John Harrell—North Allegheny Federation of Teachers

Mike Harris—United Teachers of Wichita

Christel Hayes—Chicago Teachers Union

Nelly Henjes—Pinellas Educational Support Professionals Association

Nolan Higdon—University Council-AFT, Santa Cruz Chapter

Jan Hochadel—AFT Connecticut

John Holleran—United Federation of Teachers

Erika Hughes—Central Alabama AFT

Bernadette Jiron—AFT Colorado

Brooks Koolman—Norfolk Federation of Teachers

Jackie Lansdale—Red River United

Kallie Leyba—AFT Colorado

Gordan Longhofer—Palm Beach County Classroom Teachers Association

Matthew Lyon—Putnam County Federation of Teachers

Laquetta Mackey—Norfolk Federation of Teachers

Adam Marcoux—Nashua Techers Union

Dan Montgomery—Illinois Federation of Teachers

Shari Obrenski—Cleveland Teachers Union

Phil O'Conner—Lynn Teachers Union

Wil Page—United Teachers Los Angeles

Greg Perles—North Shore Schools Federated Employees

Nicholas Perry—Salinas Valley Federation of Teachers

Ben Pfeiffer—Oregon City Federation of Teachers

Jason Roberts—Kansas City Federation of Teachers and School-Related Personnel

Omar Salem—North Suburban Teachers Union

Briar Schrieber—Portland Community College Federation of Classified Employees

William Schwandt—Bloomington Federation of Paraprofessionals

Kris Schwarzkopf—Toledo Federation of Teachers

Sheridan Smith—Gary Teachers Union

Jennifer Smoller—North Allegheny Federation of Teachers

Hannah Telling—Butte Teachers Union

Jordan Thomas—Red River United

Sandra Thompson Wallace—TOTEM Association of Educational Support Personnel

Marsena Toney—Pittsburgh Federation of Teachers

Miriam Townsend—AFT St. Louis

Erinn VanderMeer—Petaluma Federation of Teachers

Christine Walker—Scranton Federation of Teachers

Justin Wewers—Anoka-Hennepin Education Minnesota

Carl Williams—Lawndale Federation of Classified Employees

Dan Williams—North Allegheny Federation of Teachers

Sarah Wofford—Oregon School Employees Association

Stacey Yakimowich Chavez—United Teachers Los Angeles