# ARTIFICIAL INTELLIGENCE TASK FORCE

## IMPACT REPORT AND RECOMMENDATIONS

### MAY 2025 PSEA HOUSE OF DELEGATES

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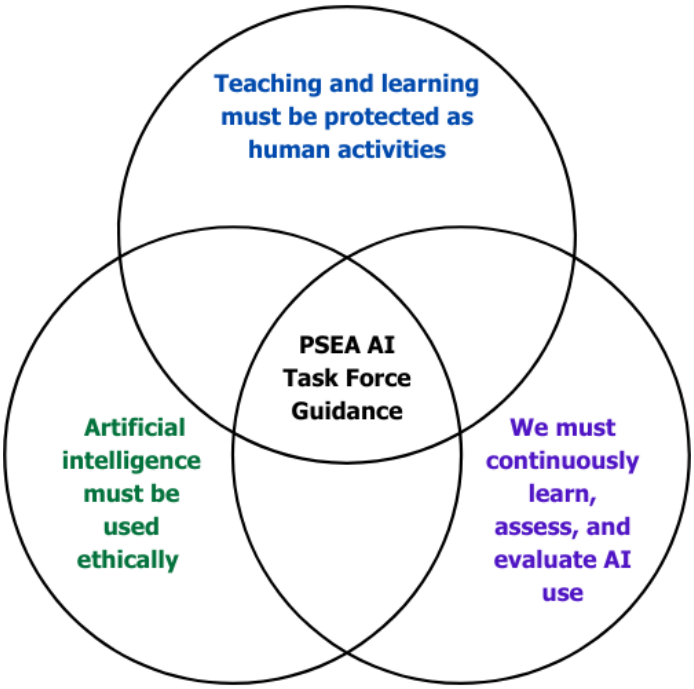
# Introduction

In May 2024, the PSEA House of Delegates passed New Business Item (NBI) 12, creating the Artificial Intelligence (AI) Task Force and directing the group to evaluate the impact of AI on educators, students, the educational system, and society.[1] The NBI also directed the Task Force to provide recommendations on the use of AI in Pennsylvania public schools and higher education institutions.

During five meetings over the past year, the Task Force has evaluated the information from a variety of sources to develop this guidance, including the Report of the National Education Association (NEA) Task Force on Artificial Intelligence, publications from several state and national governmental bodies, and guidance from non-profit organizations focused on the implementation of educational technology.[2]




Through that evaluation and with careful alignment to PSEA's Resolutions and the PSEA Mission, Vision, Values and Goals, the Task Force agreed that any guidance must be oriented to three principles:

- Teaching and learning must be protected as human activities
- AI must be used ethically
- We must continuously learn, assess, and evaluate the use of AI

The Task Force recognizes that AI is rapidly disrupting public education and society. As with other technological disruptions in history, this presents both threats and opportunities. The guidance in this preliminary report is not meant to be a comprehensive and final document, but rather information that can assist PSEA members as they advocate for policies and best practices that reflect our beliefs as an organization and our understanding of AI at this time.

[1] NBI 12 of May 2024: PSEA create a task force which will utilize applicable resources, including but not limited to PSEA resources and NEA information on artificial intelligence in education, to evaluate the impact of artificial intelligence on educators, students, the educational system, and society and provide recommendations regarding the use of artificial intelligence in education in Pennsylvania public schools and higher education institutions. The task force shall provide a report at the May 2025 House of Delegates.

[2] See Appendix B for resources.

# Guidance for Legislative and Legal Advocacy

Events in the past year have demonstrated the urgent need for legal protections against the unethical use of Artificial Intelligence in schools and from the utilization of AI systems as a cost-saving measure to replace human teachers. Two charter school companies have started schools in Texas, Florida, Arizona, and California that eliminate human teachers entirely and replace them with two hours of AI-driven instruction.[3] One of those companies applied for a charter in Pennsylvania but was denied by the Pennsylvania Department of Education in January.[4] Another of these companies applied for a charter with the School District of Lancaster. That application is pending at this time, but the district has asked its board to oppose the charter.[5] Due to the profitability of teacherless charter schools, it is likely these companies will continue to file applications unless prevented by law.[6]

Additionally, there have been significant censorship, propaganda, and data privacy issues that have arisen in recent months. This is due to both the launch of new Chinese AI models and practices within the United States government.[7] [8] Since the new United States presidential administration took office in January, we have seen an increase in alignment between technology companies and the administration.[9]

## Federal Laws Relevant to AI and Schools

**FERPA** - AI systems must protect student privacy and education records and must comply with parental consent requirements. Data must remain within direct control of the educational institution.

**COPPA** - AI systems and other technologies collecting personal information and user data on children under 13 must require parental consent.

**IDEA** - AI cannot be used in ways that deny disabled students equal access to education opportunities.

**CIPA** - Schools have a responsibility to ensure AI content filters align with CIPA protections against harmful content.

**Section 504** - The section of the Rehabilitation Act of 1973 requires that schools ensure that their digital content and technologies are accessible to students with disabilities in both physical and digital environments.

Source: TeachAI. (2023). AI Guidance for Schools Toolkit. https://www.teachai.org/toolkit

[3] *Where AI educators are replacing teachers - and how that'll work*. ZDNET. https://www.zdnet.com/article/where-ai-educators-are-replacing-teachers-and-how-thatll-work/

[4] *PSEA commends Shapiro administration's rejection of cyber charter school that would have replaced teachers with ai*. PSEA commends Shapiro administration's rejection of cyber charter school that would have replaced teachers with AI. https://www.psea.org/AICyberDecision

[5] Writer, A. S. | S. (2025, February 27). *School District of Lancaster recommends board reject AI-Driven Charter School Application*. LancasterOnline. https://lancasteronline.com/news/local/school-district-of-lancaster-recommends-board-reject-ai-driven-charter-school-application/article_90c6818c-f46e-11ef-ac06-ff8ee60829dd.html

[6] Greene, P. (2025, January 17). *Texas businesswoman wants to open AI-driven, teacherless cyber charter school in Pennsylvania*. Bucks County Beacon. https://buckscountybeacon.com/2025/01/texas-businesswoman-wants-to-open-ai-driven-teacherless-cyber-charter-school-in-pennsylvania/

[7] Mok, C. *Taking stock of the deepseek shock*. GDPi. https://cyber.fsi.stanford.edu/publication/taking-stock-deepseek-shock

[8] Venzke, C., & Akselrod, O. (2025, February 11). *Trump's efforts to dismantle AI protections, explained: ACLU*. American Civil Liberties Union. https://www.aclu.org/news/privacy-technology/trumps-efforts-to-dismantle-ai-protections-explained

[9] Olga Akselrod, C. V. (2025, February 11). *Trump's efforts to dismantle AI protections, explained: ACLU*. American Civil Liberties Union. https://www.aclu.org/news/privacy-technology/trumps-efforts-to-dismantle-ai-protections-explained

Recent executive orders relating to AI attempt to dictate "the appropriate integration of AI in education."[10] [11] The executive branch is using AI to reshape agencies, including the U.S. Department of Education, by purging employees and scrubbing government websites that include keywords such as "equal opportunity," "disability," "equity," and "Native American."[12] These attacks on the Department of Education and attempts to dictate AI integration in education expose our students and members to significant risk.[13] [14]

For these reasons and after consideration of existing AI-related laws and regulations in other U.S. jurisdictions,[15] we suggest it is critical to immediately work toward protections against harmful AI use in Pennsylvania. Actions by Pennsylvania elected officials lead us to believe there is opportunity to do this. These include the Governor calling for ethical AI use and protections for human creativity in an executive order and the newly formed Pennsylvania House Communications and Technology Committee demanding protections against creative sector job displacement from AI.[16] [17] Similarly, we believe a foundational principle of AI regulations should be to codify that education is safe and human centered.

## Legal/Legislative Recommendations

**Review existing laws in other jurisdictions and consider adapting legal protections for Pennsylvanians in the following areas:**

- **Protect education as a human activity led by qualified human teachers.**
- **Ensure professional educators and their unions are involved in the evaluation and implementation of AI.**
- **Require transparency of algorithms and data used to train AI systems used in Pennsylvania schools.**
- **Demand accountability from technology companies to existing laws.**
- **Ensure technology tool equity and accessibility for all students and communities.**
- **Create legal protections and security regulations for AI user data.**
- **Provide resources and guidance for ongoing educator professional development on AI.**
- **Align AI guidance for schools with Pennsylvania educational standards.**

[10] The United States Government. (2025, January 23). *Removing barriers to American leadership in Artificial Intelligence*. The White House. https://www.whitehouse.gov/presidential-actions/2025/01/removing-barriers-to-american-leadership-in-artificial-intelligence/

[11] The United States Government. (2025b, April 23). *Advancing Artificial Intelligence Education for American youth*. The White House. https://www.whitehouse.gov/presidential-actions/2025/04/advancing-artificial-intelligence-education-for-american-youth/

[12] Yourish, K., Daniel, A., Datar, S., White, I., & Gamio, L. (2025, March 7). *These words are disappearing in the new Trump administration*. The New York Times. https://www.nytimes.com/interactive/2025/03/07/us/trump-federal-agencies-websites-words-dei.html

[13] Prothero, A., & Langreo, L. (2025, March 10). *Is DOGE putting student and educator data at risk?*. Education Week. https://www.edweek.org/technology/is-doge-putting-student-and-educator-data-at-risk/2025/03

[14] Ricardo Mimbela, D. S. (2025, March 21). *Trump's attack on the Department of Education, explained: ACLU*. American Civil Liberties Union. https://www.aclu.org/news/racial-justice/trumps-attack-on-the-department-of-education-explained

[15] See Appendix B for Resources

[16] Executive order 2023-19 - Expanding and Governing the Use of Generative Artificial Intelligence Technologies within the Commonwealth of Pennsylvania . https://www.pa.gov/content/dam/copapwp-pagov/en/oa/documents/policies/eo/2023-19.pdf

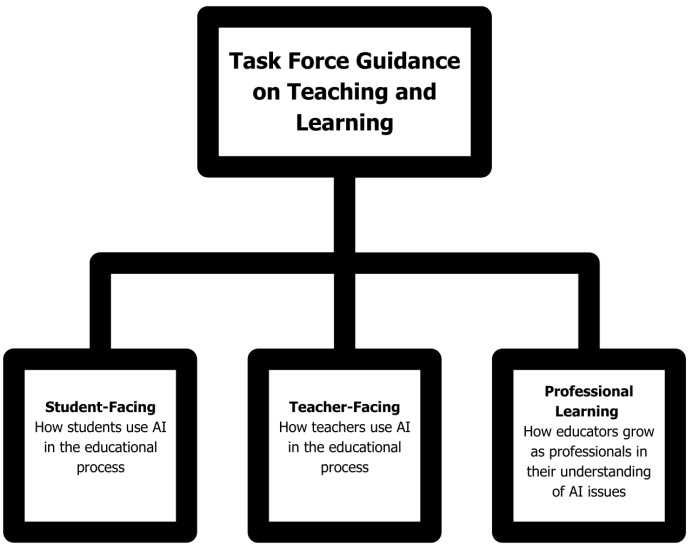
[17] Delegation, S. (2025, April 24). *PA House Communications & Technology Committee unanimously approves measure calling on Congress to protect creative sector workers against displacement by ai*. Pennsylvania House Democratic Caucus. https://www.pahouse.com/SouthEastDelegation/InTheNews/NewsRelease/?id=138304

# Guidance for Teaching and Learning

Artificial Intelligence systems have become interwoven into almost every aspect of our daily lives. For many years new machine learning systems, a subset of AI, have been developed to allow us to speak to our phones, filter email for spam, and flag potentially fraudulent charges on credit cards. Predictive AI was developed as a branch of machine learning. It uses large amounts of data to predict our behavior. This is what has been widely employed by social media companies, and the reason why they are able to customize advertisements and content to keep you engaged. We are still dealing with the consequences of under-regulated use of predictive AI in social media platforms and a lack of effective education to prepare our students for interaction with these technologies. The impacts on young adults include social media addiction, social isolation, deteriorating mental health, and increased chance of suicide.[18] [19]

Starting with the launch of ChatGPT in November 2022, a new wave of AI systems and Large Language Models (LLMs) became available for general use.[20] [21] These Generative AI (Gen AI) models use massive data sets to generate outputs like writing, graphics, and video previously only able to be created by humans. This caused almost immediate educational disruption as students explored how to use them to complete assignments and educators sought to decrease workloads. It is this disruption and questions over Gen AI use in schools that drove the Task Force to issue guidance for teaching and learning.

Since Gen AI is being widely and increasingly used within workplaces, we do not believe that ignoring it within our schools and higher education institutions is viable.[22] We believe our students must be educated on both how these models work and how to effectively use them if we are to prepare them as healthy individuals, engaged citizens, and contributors to the economic wellbeing of our communities. However, this education with and on Gen AI must be focused and intentional. This is the emphasis of these recommendations.




Our guidance for teaching and learning is broken into three areas: student-facing AI use (how students use AI), teacher-facing AI use (how teachers use AI), and professional learning (how educators grow as professionals).

[18] Office of the Surgeon General. (2025, February 19). *Social Media and Youth Mental Health*. HHS.gov. https://www.hhs.gov/surgeongeneral/reports-and-publications/youth-mental-health/social-media/index.html

[19] Goldman, A. B., Bai, A. N., & Hansen, A. A. J. (2024, May 9). *Addictive potential of social media, explained*. Scope. https://scopeblog.stanford.edu/2021/10/29/addictive-potential-of-social-media-explained/

[20] AI-Pro. (2024, October 21). *Navigate the AI revolution timeline: Key milestones of 2023-2024*. Navigating the AI Revolution Timeline of 2023-2024. https://ai-pro.org/learn-ai/articles/navigating-the-ai-revolution-timeline-of-2023-2024/

[21] See Appendix B for Resources

[22] Mayer, H., Yee, L., Chui, M., & Roberts, R. (2025b, January 28). *Superagency in the workplace: Empowering people to unlock AI's full potential*. McKinsey & Company. https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/superagency-in-the-workplace-empowering-people-to-unlock-ais-full-potential-at-work#/

## Recommendations for Student-Facing AI Use

Quality education relies on emotional connections between students, educators, and the content that is being learned. Qualified, professional educators are trained to facilitate these connections. Technology, including Gen AI, cannot replace the compassion and genuine personal attention that human educators provide to their students. Research shows that teachers have a greater impact on student achievement than any other aspect of schooling.[23] Educators should play a personal, guiding role in any learning process that incorporates Gen AI, focusing on connecting with and supporting each student individually. While AI tools may be adequate for personalizing learning content in narrow cases, the more fundamental personalization that educators facilitate by understanding students as unique individuals should never be outsourced to Gen AI tools. For these reasons, our suggestions for how students should interact with AI systems in schools and higher education institutions focus on how technology can support, rather than replace, effective teaching.

**Suggested Best Practices: Student Use of AI**

- Always begin with the question, "Does using AI in the way I intend lead to a better education for my students, or am I only using this because it's easier?" Avoid sacrificing quality for efficiency.
- Focus on using Gen AI tools equitably. This includes using tools specifically designed to assist students with disabilities and ensuring equal access to any Gen AI used.[24]
- Create classroom systems that help students understand when learning should happen without Gen AI tools, with support from these tools after gaining teacher permission, and with full student-directed support from these tools.[25]
- Incorporate AI literacy into lessons and curricula so that students are not only learning <u>with</u> Gen AI but also learning <u>about</u> AI. This instruction should include how AI systems work, awareness of biases in algorithms and the data used to train AI models, and ethical/responsible use.[26]
- Model asking critical questions and finding answers about Gen AI models for students. Examples might be, "Does this AI company have a financial incentive to provide biased information?" and "What perspectives that are hidden or underrepresented when I use this AI tool?"
- Engage in discussions of the benefits and detriments of using AI to assist with assignments when using online tools that incorporate AI (such as Canva, Grammarly, etc.).
- Help students to identify misinformation and fact-check information they receive from Gen AI to protect against AI hallucinations and bias. This requires specific instruction in these areas.
- Ensure that the development of critical thinking, social-emotional wellbeing, collaboration, and creativity is driven by educators and not outsourced to Gen AI tools.

[23] Opper, Isaac M., Teachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2019. https://www.rand.org/pubs/research_reports/RR4312.html.
[24] See Appendix B for resources
[25] A.J. Juliani. (2024a, July 10). *The traffic light protocol: A simple way to manage the AI classroom*. https://www.ajjuliani.com/blog/the-traffic-light-protocol-a-simple-way-to-manage-the-ai-classroom
[26] See Appendix B for resources

## Recommendations for Teacher-Facing AI Use

Similarly to how Gen AI can enhance or erode a student's education depending on its use, teacher AI use can either augment professional judgement or replace it with an impersonal algorithm. To protect students and the teaching profession, educators must be intentional when using AI tools for professional purposes. The time and workload pressures on Pennsylvania educators make Gen AI attractive for efficiency, but overreliance can degrade individual practice and lead others to undervalue the importance of human educators. We believe that AI should amplify educator practice and expertise and should never be used to replace educators.

**Suggested Best Practices: Educator Use of AI**

- Always begin with the question, "Does using AI in the way I intend lead to me being a more effective educator, or am I only using this because it's easier?" Avoid sacrificing quality for efficiency.
- Consider the biases and any conflicts-of-interest of AI tools used for professional purposes.
- Explore ways that Gen AI can help you differentiate your curricula to meet the diverse needs of your students, including students with disabilities and English Language Learners.[27]
- Carefully evaluate outputs from Gen AI systems and adapt them to meet the unique needs of your students. Do not abandon your professional discretion and oversight.
- Structure assignments and educational activities to reduce opportunities for plagiarism and Gen AI use. This may include asking for personal reflection from students or evaluating learning processes rather than just assessing a finished product.[28] AI detection tools are notoriously unreliable;[29] adapting lessons and assessments to new realities better prepares students for a world where Gen AI is ubiquitous.
- Check any information produced by Gen AI for accuracy, bias, and alignment to required standards before providing it to students. For example, if a teacher were to ask a tool to generate a 5th grade reading level passage on the U.S. Civil War for students to read, it would be important to verify the validity of that information for use in your setting before presenting it to students. Gen AI often presents false facts in a very convincing way.
- When using Gen AI to assist with student assessment or to give feedback to students, ensure the decisions on grades and evaluation remain the role of the teacher based on understanding of student progress. AI should not be the primary means of grading, and educators should always be transparent with students about when they use AI for these purposes.
- Be mindful of risks associated with student data privacy. Protect sensitive information and avoid uploading IEPs and other such confidential documents into AI systems unless the terms and conditions explicitly state that no imported data will be shared.

[27] See Appendix B for resources
[28] *Principles: Ai guidance for schools toolkit*. TeachAI. https://www.teachai.org/toolkit-principles
[29] *Why you should use caution with AI detectors*. Careful use of AI detectors | Center for Teaching Excellence. https://cte.ku.edu/careful-use-ai-detectors

## Recommendations for Professional Learning

None of the guidance on teacher or student use of AI on the previous pages is possible if educators are not educated on Gen AI systems and how to use them ethically and effectively. Motivating educators to want to learn about these topics is key. The Task Force believes that those who serve students in our public schools are already overwhelmed and overworked. Any recommendations for professional learning should not be seen as suggestions to add to existing educator workload or increase mandates tied to teacher certification.

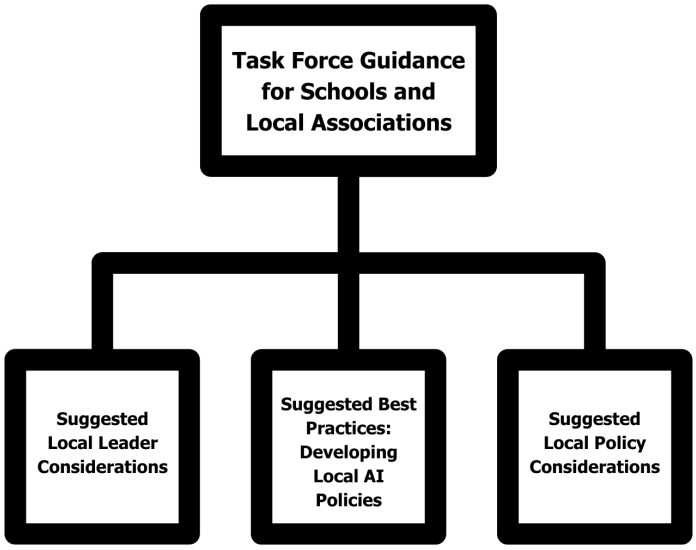
### Suggested Best Practices: Educator Professional Learning

- Offer opportunities for in-service educators to learn AI Literacy, including how AI systems work, awareness of biases in algorithms and the data used to train AI models, and ethical/responsible use.[30]
- Update pre-service teacher course curricula to include AI Literacy that covers the above topics.
- Incorporate educator guidance and feedback into the planning of professional learning opportunities on AI.
- Provide opportunities for educators to learn both proficiency with Gen AI tools and how to implement them effectively and ethically in the education process.
- Develop modules that help educators understand how to navigate Gen AI use in specific subject areas, various student age ranges, and with diverse learners.
- Include adequate planning time in schedules to allow teachers opportunity to effectively design quality instruction that incorporates AI and engage in collaborative lesson planning.
- Identify educators who are effectually using AI in lessons and provide the chance for them to provide peer-led workshops on those practices for others.
- Allow educators to visit nearby schools in which AI is being used well and to attend conferences that provide professional learning sessions on Gen AI.
- Model effective uses of Gen AI with educators rather than solely presenting through lecture and demonstration. Educators are more likely to be effective in using pedagogical models that they have experienced.

[30] See Appendix B for resources

# Guidance for Schools and Local Associations

Educator and student use of AI systems in Pennsylvania public schools, as well as the impact that use has on the working conditions of school employees, is heavily influenced by local policies and negotiated Collective Bargaining Agreements (CBAs). We believe local AI guidelines and policies should be driven by the expertise of educators to mitigate potential harmful unintended consequences. Any changes to CBA language should be carefully considered in consultation with a local association's Univserv representative.




The recommendations below are divided into three sections. The first section includes considerations for local association leaders as they look to protect members and the broader profession. The next sections are provided as best practices in schools to facilitate the above Guidance for Teaching and Learning. These include suggestions for developing processes to examine and create or update local policies related to AI and recommendations on content to consider including in those school policies.

## Suggested Local Association Leader Considerations

- Explore protections against AI being used to replace or devalue the role human educators in the educational process. This may include defining that AI systems in school be used at the professional discretion of educators and not as replacements for the important work they do.
- Ensure educators have agency in determining technologies available to them for planning, instructional, and other educational purposes and in any decisions made on how those tools will be used.
- Seek protection against AI tools being used in teacher evaluations, educator hiring decisions, and other personnel matters.
- Shield educators from increases in workload due to additional training requirements, inappropriate student use of AI, or monitoring student use of AI tools.
- Consider impact bargaining if necessitated by changes in school or district technology policies.
- Protect the privacy of bargaining unit member data when using AI tools for school purposes.
- Request that information on data privacy and security obtained by the school, district, or institution be shared with the association.
- Connect members to PSEA and NEA AI literacy professional learning modules and resources so they better understand how AI systems work, awareness of biases in algorithms and the data used to train AI models, and ethical/responsible use.
- Review LEA policies to ensure compliance with FERPA, COPPA, CIPA, IDEA, and Section 504 when Gen AI models are used.

## Suggested Local Association Leader Considerations (continued)

- Set limits on the collection and selling of data collected by LEA contractors and LEA approved technology tools.
- Advocate for professional learning on AI literacy and implementation that allows for educator choice and differentiation rather than standardized school/district mandates to which all are expected to conform.
- Defend educator autonomy by ensuring bargaining unit members can uphold academic integrity principles and regulate the use of Gen AI so it does not undermine the development of critical thinking skills.
- Ensure school/district policies reflect ethical AI implementation.

## Suggested Best Practices: Developing Local AI Policies

- Develop local review committees to regularly examine AI's impact on education and to update local policy. Educators and their unions should be integral to this process. Since educators serve at the intersection of where those policies meet practice, they are in the best position to provide feedback on effectiveness and flag unintended consequences of those policies.
- Review current Acceptable Use Policies (AUPs) to determine whether it is necessary to update existing policy to specifically cover AI use or whether an additional AI Acceptable Use Policy should be created to supplement the existing AUP.
- Protect critical thinking, social-emotional health, and interpersonal skills by centering human teaching and learning in policies. AI should be a tool that is brought into the education process by educators when deemed necessary, not the focus of teaching practices.
- Evaluate AI guidance from Pennsylvania governmental agencies such as the recently formed Joint State Government Commission Advisory Committee on AI,[31] other state agencies, and non-governmental organizations.[32]
- Provide opportunities for all involved on review committees to collaboratively develop AI Literacy and have thoughtful conversations about how local policy supports this literacy. Having administrators, education association members, education support professionals, students, and other stakeholders learning about AI and reflecting on school practices together allows for better understanding of different perspectives.
- Ensure the review committee includes diverse perspectives, especially from woman, people of color, and other groups who are underrepresented in Gen AI outputs and AI system coders.[33]
- Fairly compensate educators who serve on review committees for their time.

[31] *Bill Information (history) - house Resolution 170; regular session 2023-2024*. The official website for the Pennsylvania General Assembly. https://www.legis.state.pa.us/cfdocs/billInfo/bill_history.cfm?syear=2023&sind=0&body=H&type=R&bn=170

[32] See Appendix B for resources

[33] *Diversity is critical for the future of ai*. Knowledge at Wharton. https://knowledge.wharton.upenn.edu/article/diversity-is-critical-for-the-future-of-ai/

## Suggested Local Policy Considerations

- Establish school, district, and/or institution review boards to assess AI tools for fairness, accuracy, and compliance with both data privacy laws and state educational standards.
- Ensure education decisions remain driven by human expertise and are subject to human review. For example, grading, discipline decisions, teacher evaluations, and letters of recommendation, should be human-driven and not driven by AI systems.
- Schedule regular reviews of any AI tools used in the school, district, or institution for compliance with legal and ethical data protection standards.
- Define ethical use, including academic integrity standards, in AI Acceptable Use Policies.
- Prioritize student and educator safety, well-being, and mental health over technology. For example, put restrictions on replacing school counselors with Gen AI[34] and how much time students spend interacting with AI systems.
- Provide regular training for all educators, including administrators, on AI literacy, including how AI systems work, awareness of biases in algorithms and the data used to train AI models, and ethical/responsible use.[35]
- Incorporate professional learning for all staff, including administrators, recognizing misinformation, disinformation, and biased information when using digital technologies, including Gen AI.
- Require transparency reports that disclose how AI models function, what data is collected, how that data is shared to outside sources, what data was used to train the model, and potential output biases from any companies or vendors used in the school/district/institution.
- Include opportunities for parents and the community to become educated in AI literacy. This can help outside stakeholders understand local decisions better and create partners that can help students use AI more safely outside of school hours.
- Account for the additional time it takes for educators to learn AI literacy, review students' work for Gen AI influence, and effectively and ethically incorporate new technologies into teaching when developing educator schedules.
- Tailor policies to align with the different cognitive and emotional needs of various age groups.
- Pilot AI systems and seek feedback from educators and students before full adoption.
- Establish policies for equitable access to approved technologies. This includes access to AI tools themselves, devices, and adequate internet.
- Consider how to develop future Gen AI workforce skills while maintaining academic integrity.
- Designate those who are responsible for monitoring technological innovations that can assist those with disabilities or English Language Learners have equitable access to the curriculum.
- Protect educator autonomy by establishing that use of Gen AI in the learning process is determined by the professional discretion of educators.

[34] *When there's no school counselor, there's a bot*. Wall Street Journal. https://ground.news/article/when-theres-no-school-counselor-theres-a-bot
[35] See Appendix B for resources

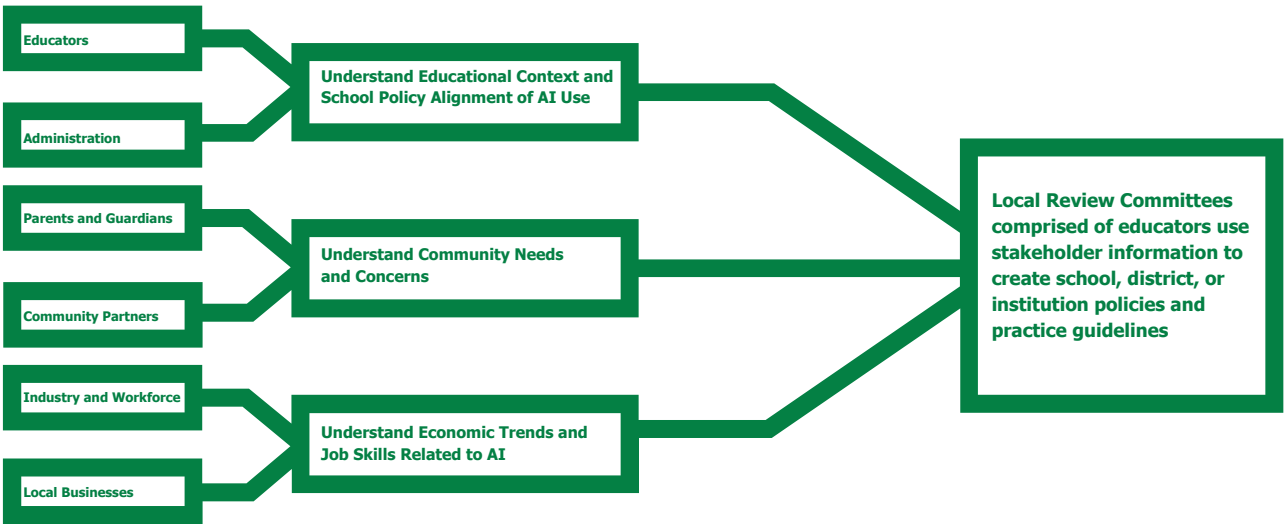
## Guidance for Communication with Community and Stakeholders

Successful initiatives in public schools and universities require community support. That support, especially regarding Gen AI, must be built with productive two-way communication between schools/districts/institutions and all internal and external stakeholders. This is a delicate balance. Overreliance on stakeholder feedback from inside the school, such as professors, teachers, support staff, and students can lead to a misalignment with workforce needs and unprepared graduates. However, the danger of overreliance on external stakeholders is even greater. Non-educators are not qualified to dictate what AI tools should be used in schools nor how they are used within the learning process. Feedback from parents, industry, non-profit organizations, and AI companies should be carefully considered, but on education matters, their feedback should not supersede the expertise of professional educators.

Finding a way to incorporate future job skills information from economic think tanks and AI implementation guidance from technology companies into local policy is complicated by the divergent goals of industry and public education. Gen AI has obvious benefits to companies looking to reduce labor costs by replacing workers. This does not match the aims of public education to develop the capacity of students as unique individuals who can lead happy, successful lives and contribute to society. Additionally, public education has a responsibility to properly prepare students to thrive in our future economy, which will likely be heavily intertwined with AI, as part of their civic contribution.

The Task Force's guidance on communication with community and stakeholders is designed to help schools, districts, and higher education institutions navigate these issues. These suggested best practices provide guidelines for developing a communication feedback loop with those outside our schools, whereby information from stakeholders is considered when implementing AI systems and all stakeholders have transparency into how schools, districts, and institutions apply that information.

### Gathering Information on AI Systems and Workforce Needs from Stakeholders



## Suggested Best Practices: Communication with External Stakeholders

- Partner with other education institutions, libraries, businesses, and non-profit organizations to provide community education on spotting misinformation and AI literacy, including how AI systems work, awareness of biases in algorithms and the data used to train AI models, and ethical/responsible use.[36] If possible, use existing technology infrastructure to give community members hands-on experience with the AI tools that students are using.
- Allow students who have learned to be proficient in the use of Gen AI tools the opportunity to teach local community members.
- Develop community advisory committees to discuss AI topics that include educators (within the context of CBAs), students, parents, local business leaders, and other external stakeholders. These committees might discuss local workforce needs, data privacy, ethical implications, academic integrity, or other issues related to Gen AI use. These groups would not set policy but could provide input and recommendations for those who do.
- Stay current on trends regarding the needs of the current and future workforce and evaluate programs, policies, and practices.[37] [38]
- Read research from universities and non-governmental agencies to understand the environmental impact of Gen AI usage, how that will affect your local community, and consider that information when determining local policies and practices.[39] [40]
- Invite former graduates who use Gen AI in their occupations to share their experiences with students and educators. This can be done in-person or via videoconferencing tools.
- Create mentorship programs for students in workplaces that have integrated AI systems. Provide opportunities for students who go through these mentorships to give feedback on how school/district/institution AI use aligns with their workforce experience.
- Keep parents and local community members informed about changes to statewide and federal legislation that impacts AI use in schools, as well as any changes to local policies.
- Engage with existing media outlets to promote innovative Gen AI integration and success stories.
- Communicate with other area educational institutions to share best practices and get feedback on AI implementation.
- Provide parents and guardians with guidelines for managing their children's use of Gen AI and social media outside of school.
- Ensure parents and guardians, as well as their students, fully understand school/district/institution AI Acceptable Use Policies and academic integrity standards.

[36] See Appendix B for resources
[37] *Future of jobs report 2025: The jobs of the future – and the skills you need to get them*. World Economic Forum. (2025a, January 8). https://www.weforum.org/stories/2025/01/future-of-jobs-report-2025-jobs-of-the-future-and-the-skills-you-need-to-get-them/
[38] *Future of work | OECD*. Future of Work. (n.d.). https://www.oecd.org/en/topics/policy-issues/future-of-work.html
[39] *AI has an environmental problem. Here's what the world can do about that.* United National Environment Programme. https://www.unep.org/news-and-stories/story/ai-has-environmental-problem-heres-what-world-can-do-about
[40] *Research guides: A guide to artificial intelligence (AI) for students: Environmental impacts*. Environmental Impacts - A Guide to Artificial Intelligence (AI) for Students - Research Guides at East Carolina University Libraries. https://libguides.ecu.edu/c.php?g=1395131&p=10318505

# Appendix A – Glossary of Terms

**Academic Integrity:** The ethical code and moral principles that govern academic institutions, ensuring honesty and fairness in education.

**Algorithmic Bias:** Systematic errors or prejudices in AI systems that can lead to unfair outcomes.

**Artificial Intelligence (AI):** The simulation of human intelligence processes by machines, especially computer systems. This includes learning, reasoning, and self-correction.

**AI Acceptable Use Policy (AUP):** Guidelines and rules set by an organization to regulate use of AI.

**AI Detection Tools:** Software designed to identify the use of AI-generated content, often used to detect plagiarism or verify the authenticity of student work.

**AI Hallucinations:** When AI systems generate false/misleading information that appears to be accurate.

**AI Literacy:** The knowledge and understanding of how AI systems work, including awareness of biases in algorithms and the ethical/responsible use of AI.

**CIPA (Children's Internet Protection Act):** A federal law that requires schools and libraries to implement internet safety policies to protect children from harmful online content.

**Collective Bargaining Agreement (CBA):** A contract between an employer and a union representing employees, outlining the terms of employment, working conditions, and other workplace rules.

**COPPA (Children's Online Privacy Protection Act):** A federal law that imposes certain requirements on operators of websites or online services directed to children under 13 years of age.

**Data Privacy:** The protection of personal information from unauthorized access and disclosure.

**Ethical AI:** The practice of developing and using AI systems in a manner that is morally sound, ensuring fairness, transparency, and accountability.

**FERPA (Family Educational Rights and Privacy Act):** A federal law protecting student education record privacy.

**Generative AI (Gen AI):** A subset of AI that uses large amounts of data to generate outputs such as text, images, and videos that were previously created by humans.

**IDEA (Individuals with Disabilities Education Act):** A federal law that ensures students with disabilities are provided with Free Appropriate Public Education that is tailored to their individual needs.

**Impact Bargaining:** Negotiations between employers and unions regarding changes in workplace conditions that affect employees.

**Large Language Models (LLMs):** AI programs trained on massive datasets to understand and generate human language.

**Machine Learning:** A type of AI that enables systems to learn and improve from experience without being explicitly programmed. It involves algorithms that can identify patterns and make decisions.

**Predictive AI:** A branch of machine learning that uses data to predict future behavior or outcomes. Commonly used in social media to customize content and advertisements.

**Section 504:** A part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability in programs and activities that receive federal money.

**Transparency Reports:** Documents that disclose how AI models function, what data is collected, how it is shared, and potential biases in the outputs.

# Appendix B – Curated Resources

The Task Force is sharing these by way of example and has not fully vetted these resources. The views and opinions expressed in any linked documents or articles are those of the respective authors and do not necessarily reflect the Task Force's positions.

## AI Guidance from Other Education Stakeholders and Government Agencies

| | |
|---|---|
| Pennsylvania Governor AI Pilot Program for State Employees | Pennsylvania Government AI pilot program launch |
| Pennsylvania Governor Executive Order 2023-19 on Expanding Use of AI within the Commonwealth of Pennsylvania | Pennsylvania executive order creating a generative AI governing board |
| Pennsylvania Governor Shapiro Administration's Framework for Ethical AI Use | Core principles for AI use in Commonwealth workplaces |
| Council of Chief State School Officers – AI Resource Hub | A curated list of guidance documents from various states and organizations |
| Teach AI - AI In Education Guidance and Policy Tracker | A curated list of guidance documents from states and countries |
| Gwinnett County Public Schools - Human Centered Artificial Intelligence | Georgia public K-12 school district's approach to human-centered AI use |
| National Education Association - Report of the NEA Task Force on Artificial Intelligence in Education | NEA Report on impact and use of AI in education |
| Education International – Unintended Consequences of Artificial Intelligence and Education | Overview of the international AI landscape related to education |
| National Education Policy Center - Time for a Pause | Recommendation for regulation and oversight of AI in schools |
| T20 Policy Brief: Fostering a Federated AI Commons Ecosystem | How AI can be redirected toward equitable, decentralized, and community-driven alternatives to big tech |
| Blueprint for an AI Bill of Rights in Education | Proposed safeguards for AI use in education by a University of Kansas professor |

## AI Large Language Models (LLMs)

| | |
|---|---|
| ChatGPT | Open AI's LLM |
| Claude | Anthropic's LLM |
| Copilot | Microsoft's LLM |
| Gemini | Google's LLM |
| Perplexity.ai | Perplexity's LLM |
| Pi.ai | Inflection's LLM designed to be friendly, supportive, and engaging |

## AI Literacy Resources

| | |
|---|---|
| AI Literacy Institute - Literacy Framework | Guides AI Skill-Building based on UNESCO's Digital Literacy Framework |
| AI for Education - Free Resources for School or Classroom | A collection of resources/tools/training materials/insights into implementing effective AI into educational settings |
| Georgia Tech University - AI Unplugged | Free, accessible activities/materials designed to teach fundamental artificial intelligence and machine learning concepts without requiring computers. |
| University of Adelaide - AI Literacy Framework | A Student AI Literacy Framework with essential skills for understanding, applying, evaluating, and ethically using artificial intelligence |
| UNESCO - AI competency framework for teachers | Approaches to developing AI literacy for teachers |
| University of Charlotte - Classroom Strategies to Promote Responsible Use of AI | Classroom Strategies to Promote Responsible Use of AI |
| Educause Review - Framework for AI Literacy | A four-tiered AI literacy framework for progressive skill development |
| POLITICO - Finland's grand AI experiment | Finland's national initiative to educate citizens on AI usage |
| Patterns Open Access Journal - "GPT detectors are biased against non-native English writers" | Peer reviewed study: Bias in AI detection tools against non-native English writers |
| ISTE - Grade Level AI and Digital Citizenship | Simple Starters for AI Literacy and Digital Citizenship Learning in K-12 |
| Coursera - AI Ethics | Basic AI ethics definitions and explanations of why they matter |
| American Psychological Association - Addressing Equity and Ethics in AI | Addresses equity and ethics in AI by recognizing shared human and algorithmic bias |
| Common Sense Education - Training Course: AI Basics for K–12 Teachers | A foundational course designed to understand the basics of AI and its impact on education |
| Common Sense Education - AI Literacy Lessons for Grades 6–12 | Nine lessons that will help students think critically about AI and its impact |
| Massachusetts Institute of Technology - AI + Ethics - middle school curriculum | Open-source lessons to teach middle school students about AI and ethics |
| Massachusetts Institute of Technology - AI Literacy Units | Open-source learning units for K12 AI Literacy available under Creative Commons licensing |

| | |
|---|---|
| Cornell University - Center for Teaching Innovation Committee | Proposes a flexible framework for instructors to *prohibit, to allow with attribution,* or *to encourage* Gen AI use |

## AI Literacy Resources (continued)

| | |
|---|---|
| Edutopia - Guiding Students to Develop AI Literacy | An article by Rachelle Dean Poth that discusses developing AI literacy skills for students, including through modeling and exploring |
| White House Office of Science and Technology Policy - Blueprint for an AI Bill of Rights | A framework outlining five core protections in AI systems |
| US Department of Defense - CDAO Releases Responsible AI (RAI) Toolkit for Ensuring Alignment with RAI Best Practices | Department of Defense guidelines for responsible AI design, deployment, and monitoring |
| Magic School AI - AI Literacy and Digital Citizenship for Students | Student learning opportunities on AI literacy and digital citizenship through questioning, researching, debating, and more |
| Teaching AI for K-12 Portal | UNESCO & Errcson AI learning/teaching portal |
| Stanford Graduate School of Education - Empowering Students through AI Literacy | A collection of co-designed, free AI Literacy resources about AI for high school teachers to help students explore, understand, question, and critique AI |
| National Artificial Intelligence Advisory Committee Recommendations: Enhancing AI Literacy for the United States of America | NAIAC on enhancing AI Literacy in Education |
| CyberAI4K12 - AI & Cybersecurity for teens | A curricular activity sequence integrating AI and cybersecurity for high school |

## AI Resources for Differentiating Learning (by purpose)

### General Differentiation

| | |
|---|---|
| SchoolAI | Free / premium versions for planning, activities, differentiation, assessments, and more |
| Magic School | Free / premium versions for planning, activities, differentiation, assessments, writing IEPs, communication, and more |
| Diffit | Free / premium versions for differentiation of grade level content |
| Colleague AI | Free / premium versions for planning, activities, differentiation, assessments, writing IEPs, communication, and more |

## AI Resources for Differentiating Learning (by purpose) (continued)

### General Differentiation

| | |
|---|---|
| Brisk Teaching | Free / premium AI Chrome Extension to help teachers with curriculum, feedback, differentiation, & more from apps and websites you're already using |
| Eduaide AI | Free / premium versions to simplify lesson planning, resource creation, and feedback |
| Quizizz AI | Free / premium versions to generate quizzes from topics/texts you input, allowing for differentiation and language variation |
| Khanmigo (Khan Academy AI Tutor) | Free / premium versions for individualized tutoring support at students' level, with an emphasis on scaffolding questions and rephrasing prompts for ELLs and students with disabilities |
| Canva for Education with Magic Design | Free resource for customized visual aids, graphic organizers, vocabulary cards, etc., differentiated by need and language |
| QuillBot | Free tool to strengthen writing and boost productivity without sacrificing authenticity |
| Smmry.com | Free / premium versions for summarizing long content into brief, clear insights |
| Read&Write for Google Chrome | Free / premium extension tool to make documents, web pages and common file types in Google Drive (including: Google Docs, PDF & ePub) more accessible |
| Rewordify.com | Free site that improves reading, learning, and teaching |
| Padlet Sandbox - Digital Canvas and Jamboard Alternative | Free / premium collaborative digital canvas with tools for drawing, writing, and adding media |

## AI Resources for Differentiating Learning (by purpose) (continued)

### Read Aloud

| | |
|---|---|
| Speechify | Free / premium website and Chrome Extension that turns any text into audio |
| Speakable | Free site that turns documents, vocabulary lists, questions, and more into interactive activities that provide students with instant feedback |

### Dyslexia, Dysgraphia, and/or Cognitive Disabilities

| | |
|---|---|
| Co:Writer | Free / premium predictive text AI that helps students with dyslexia, dysgraphia, or cognitive disabilities write more fluently |
| Grammarly | Free / premium language and writing assistant for dysgraphia and dyslexia |
| Goblin Tools | Free website that breaks down to-do lists into manageable tasks |

### Visual Impairment

| | |
|---|---|
| Be My AI™: The Next Evolution in Accessibility | Free app that brings state-of-the-art visual descriptions to people who are blind or have low vision |
| Seeing AI | Free app that narrates the world around you |

## Student-facing AI Tools

| | |
|---|---|
| Brisk | Free chrome extension that provides student free and paid specific tools |
| Magic School | Free and premium teacher tools to create personalized learning experiences for students |
| Book Creator | Free - students can create their own books with images, text, and voice |
| Khan Academy Khanmigo | Free safe and interactive, AI powered tutor tailored for young learners that integrates with math, reading, and science |
| Canva | Free and premium - Canva's AI tools help students create projects quickly and creatively |
| Elicit | Free for basic plan - helps with research projects, science fair work, or essay references |
| Wolfram Alpha | Free resource great for science, math and data analysis questions |
| Quizlet | Free study tool that uses AI to create flashcards, practice tests, and other study aids |
| School AI | Free for educators - homework help, writing assistance, study tools - create quizzes, generate ideas for projects, and adapts to the student's level and pace |
| Grammarly | Free and premium - helps students improve essays, emails, and assignments with grammar, tone, and clarity feedback |
| Revisely | Upload an image, take a picture, or provide a PDF, and let our AI make flashcards for you free with no account |
| Snorkl | Free and premium - gives instant feedback on student explanations prompting them to think deeper |
| Notebook LM | A powerful AI tool to summarize complex documents, answer specific questions about them, and transform them into briefings, study guides, or podcasts |

## Teacher-facing AI Tools

| | |
|---|---|
| AI for Education | A resource hub dedicated to helping educators responsibly integrate artificial intelligence into teaching, learning, and school leadership |
| Teachai.org | Toolkit designed to help school leaders and teachers create thoughtful guidance to help their communities with AI |
| ISTE (International Society for Technology in Education) | Classroom guides for teachers w/ innovative resources about teaching w/ AI |
| Magic School | AI Tool for teachers to help lesson plan, differentiate, write assessments, write IEPs, communicate, & more |
| Brisk | AI Chrome Extension to help teachers with curriculum, feedback, differentiation, & more from apps and websites you already use |
| School AI | AI platform designed for K12 Educators and students with built-in monitoring & controls |
| ChatGPT (Teaching with AI) | Guide for teachers & ChatGPT—includes suggested prompts, how ChatGPT works & limitations, & efficacy of AI detectors & bias |
| Curipod | AI tool to generate a ready-to-play, interactive lessons specifically for educators |
| Diffit | AI tool for differentiating instructional materials, saving time & helping students access grade level content |
| Goblin Tools | Collection of simple, single-task AI tools to help neurodivergent people with difficult tasks |
| Cult of Pedagogy - 6 Ed Tech Tools to try in 2025 | A collection of noteworthy AI tech tools in 2025 |
| aiEDU | Toolkit to help educators to understand, use, and shape AI through accessible education and hands-on learning experiences |
| Snorkl | AI tool to give students ability to record voice & visually represent thinking on whiteboard & get feedback |
| University of Sydney - Free AI for Educators Course | Resource designed for educators by educators, created to support the responsible use of generative AI in teaching and learning |
| Common Sense Education | Free research-based resources—including K–12 digital citizenship curriculum, edtech reviews, and professional development tools |
| Notebook LM | AI-powered research and writing assistant that works best with the sources you upload |

## PSEA Artificial Intelligence Task Force Members

| | |
|---|---|
| Michael Soskil, Chairperson | PSEA Board of Directors |
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| Adam Serfass | Eastern Region |
| Lee Speers | Mideastern Region |
| Jennifer Wahl | Central Region |
| Hollie Woodard | Mideastern Region |

## PSEA Artificial Intelligence Task Force Meeting Dates

October 4 and 5, 2024
December 6 and 7, 2024
January 11, 2025 (Virtual)
March 14 and 15, 2025
April 25 and 26, 2025