imagine learning

Research Report

# The 2024 Educator AI Report:

## Perceptions, Practices, and Potential

Research Conducted by Michael Hallowell, Market Research Manager
May 2024

#SALMANQADIR

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# Contents





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# Study Details

## Primary Objectives

- Assess educators' perceptions of AI use in the classroom
- Understand approaches to AI integration in education

## Method

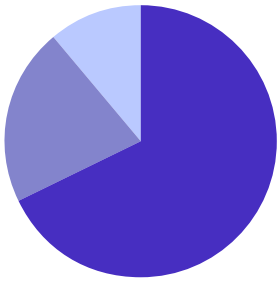
Web-based quantitative survey, approximately 7 minutes in length

## Sample

Sample sourced from Imagine Learning's educator community, The Teachers' Lounge

## Response

**157**
total participants




## Incentive

$10 gift card for all qualified participants who completed the survey

## Fielding

April 24–May 6, 2024



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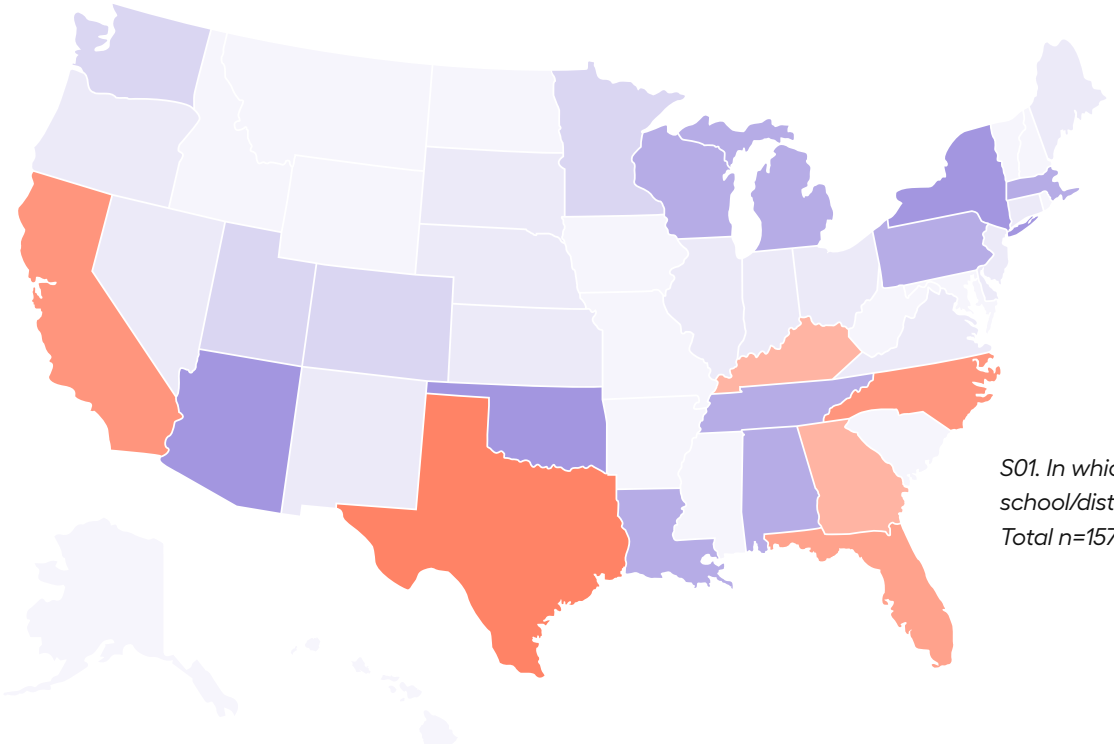
# Demographic Overview:

## Geographic Distribution

Participants are distributed across various states, with notable representation from Texas (13%), North Carolina (8%), California (7%), Florida (6%), and Georgia (5%).



*S01. In which state is your school/district located? Total n=157*

| | | | |
|---|---|---|---|
| Texas | 13% | Minnesota | 2% |
| North Carolina | 8% | Utah | 2% |
| California | 8% | Washington | 2% |
| Florida | 6% | Indiana | 1% |
| Georgia | 5% | Kansas | 1% |
| Kentucky | 5% | Nevada | 1% |
| Arizona | 4% | New Jersey | 1% |
| New York | 4% | New Mexico | 1% |
| Oklahoma | 4% | Virginia | 1% |
| Massachusetts | 3% | Connecticut | 1% |
| Michigan | 3% | Delaware | 1% |
| Pennsylvania | 3% | Illinois | 1% |
| Wisconsin | 3% | Maine | 1% |
| Alabama | 3% | Nebraska | 1% |
| Louisiana | 3% | Ohio | 1% |
| Tennessee | 3% | Oregon | 1% |
| Colorado | 2% | South Dakota | 1% |



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# Executive Summary

## AI Overview:

- 86% of participants are familiar with AI in education, a significant increase from 75% in Fall 2023.
- Participants are most experienced with tools for language processing and automatic grading.
- 50% report increased AI usage among teachers and students since Fall 2023.
    - This increase is especially seen among high school students.
- Satisfaction with AI implementation is low at 38%. Major sources of dissatisfaction include insufficient training, lack of policies/guidelines, student misuse, lack of approaches for addressing ethical concerns, and lack of tools.
- Participants emphasize the need for professional development, clearer policies, and a strategic approach to AI integration in schools.

## Use of Generative AI in the Classroom:

- Participants who use generative AI are most likely to use it for creating instructional materials, creating lesson plans, and assessment creation.
- High school participants are more likely to use generative AI for tutoring, while elementary school participants are less likely.
- Participants are much more likely to have access to the necessary technology compared to Fall 2023. However, a lack of familiarity (56%) and concerns about preparedness to use generative AI in classrooms (31% not at all prepared) remain significant barriers.
- 55% of participants see generative AI as having the potential to positively impact the classroom, though high school participants are much less likely to agree.
- Training sessions are the most valuable support for facilitating the adoption of generative AI tools, especially among middle school participants.



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## Educator and Parent/Community Perception of Generative AI:

- Participants report mixed perceptions of generative AI, with 50% noting it eases their workload, while concerns about plagiarism (84%) and its impact on students' developing skills (~70%) are prevalent.
- Compared to Fall 2023 results, participants are more likely to express concern regarding an increase in cheating and misinterpretation of results.
- Only 15% believe generative AI will attract teachers back to the profession, and there is uncertainty about its impact on diversity, equity, and inclusion (DEI).
- High school participants are much more likely to believe AI will have no positive impact on bringing teachers back.
- Regarding parents and the community, only 15% of participants perceive strong support for generative AI, with major concerns centered on cheating (68%) and decreased student engagement (56%).
- Participants suggest enhancing AI knowledge among parents and educators, maintaining clear communication, developing policies, and implementing safeguards to address these concerns.



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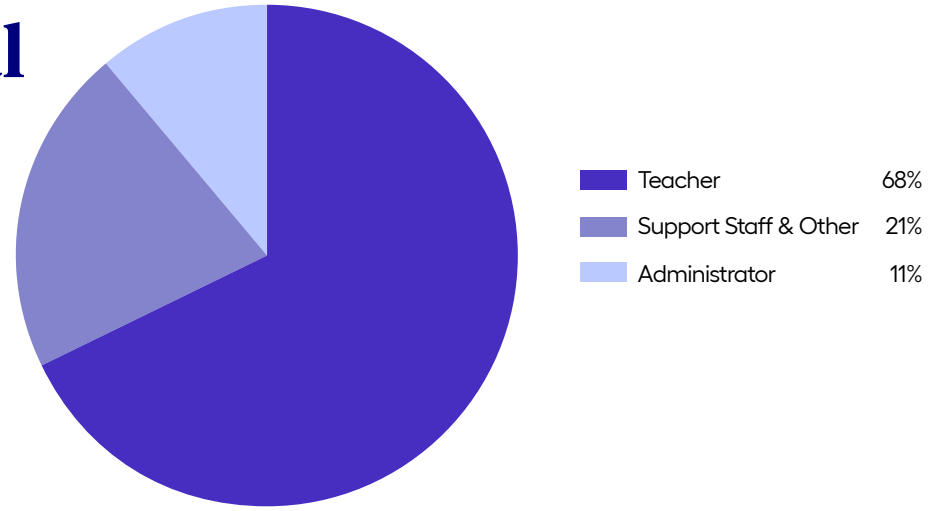
# Demographic Overview

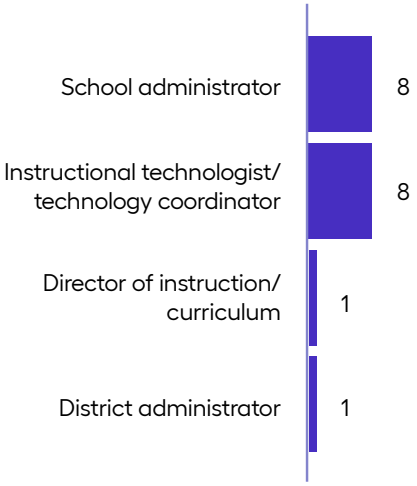
## Role by Counts

### Total

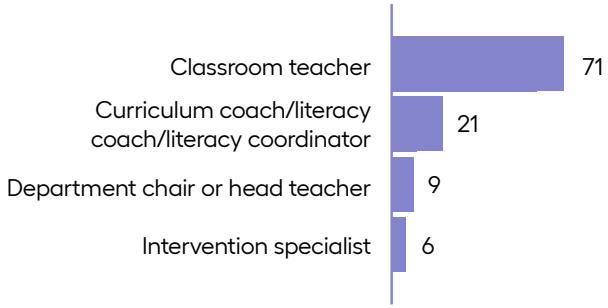
n=157



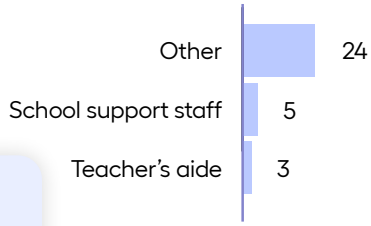

**ADMINISTRATOR ROLES (N=18)**




**TEACHER ROLES (N=107)**




**OTHER STAFF (N=32)**




**Top "Other" mentions include:**

ESOL teacher/coordinator

Virtual teacher/coordinator

*S02. Which position best describes your current position or your primary responsibilities? Total n=157*



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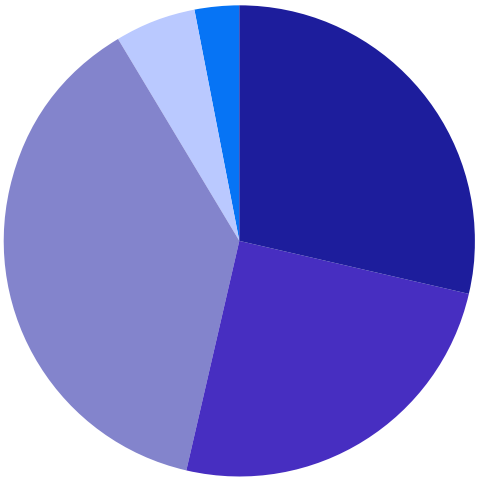
## Grade Responsibility

# Total

n=157



| | |
|---|---|
| Elementary | 41% |
| Middle school | 36% |
| High school | 54% |
| Administration | 8% |
| Other | 4% |

**Top "Other" mentions include:**

PreK

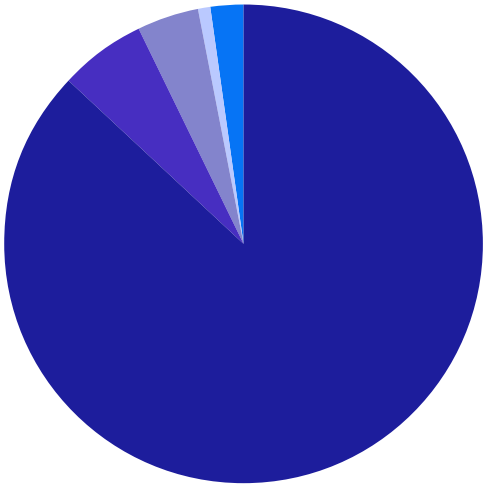
Adult

*S03. Which grade levels are you responsible for providing or overseeing instruction? (Please select all that apply.) Total n=157*

## School Type

# Total

n=157



| | |
|---|---|
| Public school | 87% |
| Charter school | 6% |
| Virtual school | 4% |
| Private school | 1% |
| Other | 2% |

*S04. Which of the following best describes your school or district?*



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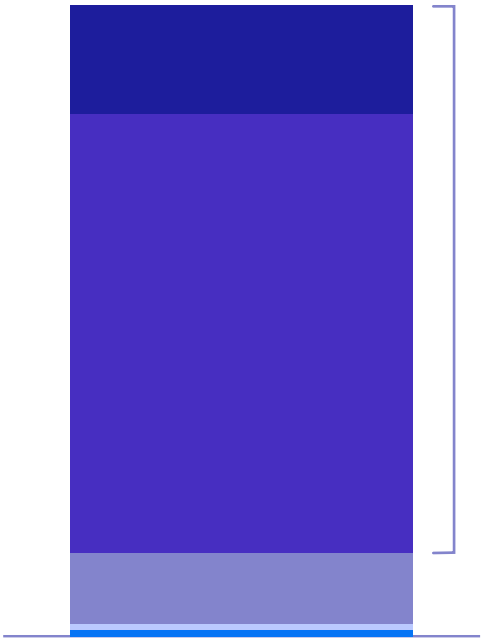
# Detailed Survey Results

## AI Overview

**86% of participants are familiar with AI, with a much higher familiarity compared to those surveyed in Fall 2023.**

### Familiarity with AI in General Education



**86%**

*of those surveyed are very familiar/familiar with AI.*

| | |
|---|---|
| Very familiar | 17% |
| Familiar | 69% |
| I have only heard the term AI | 11% |
| I am not at all familiar with AI | 1% |
| Not sure | 1% |

*Q1. First off, how familiar are you with the use of artificial intelligence (AI) in general education? Total n=157*

**General education AI was defined as follows:**
Artificial intelligence (AI) refers to the simulation of human intelligence processes by computer systems. AI is being used in education in various ways, from chatbots that provide 24/7 student support to personalized learning algorithms that adapt to each student's needs. AI-powered tools are also being used to automate administrative tasks, such as grading assignments and providing feedback. Additionally, AI is being used to analyze large amounts of data to identify patterns and insights that can inform the development of new educational strategies and policies.



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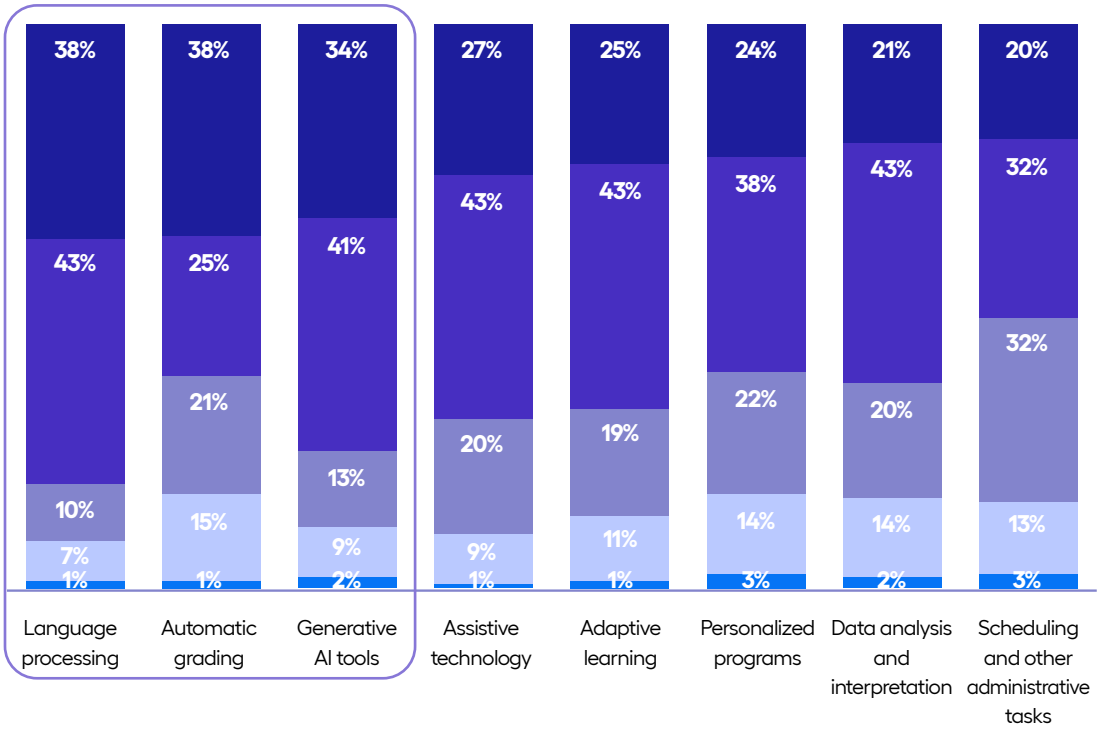
## Participants were most familiar with language processing, automatic grading, and generative AI tools.

### Familiarity with AI Classroom Tools




*Q2. Thinking more specifically, how familiar are you with the following tools/materials that make use of artificial intelligence (AI) in the classroom? Total n=157*



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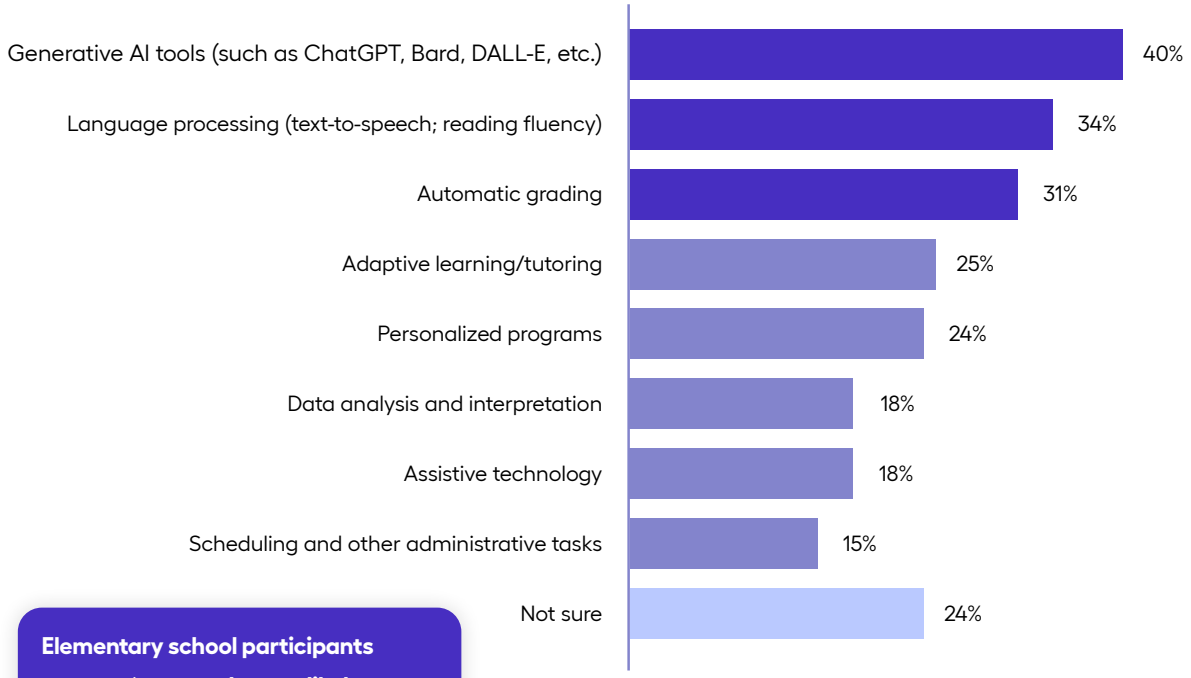
## Participants are most likely to have been trained on generative AI tools, language processing, and automatic grading during the 2023–2024 school year.

### AI Tools Trained On in 2023–2024 School Year

New Question




**Elementary school participants** surveyed are **much more likely** to be trained on AI tools for **adaptive learning/tutoring**.

*Q3. Which of the following ways have you used generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom? Please select all that apply. Teachers who have used AI in the classroom n=68*



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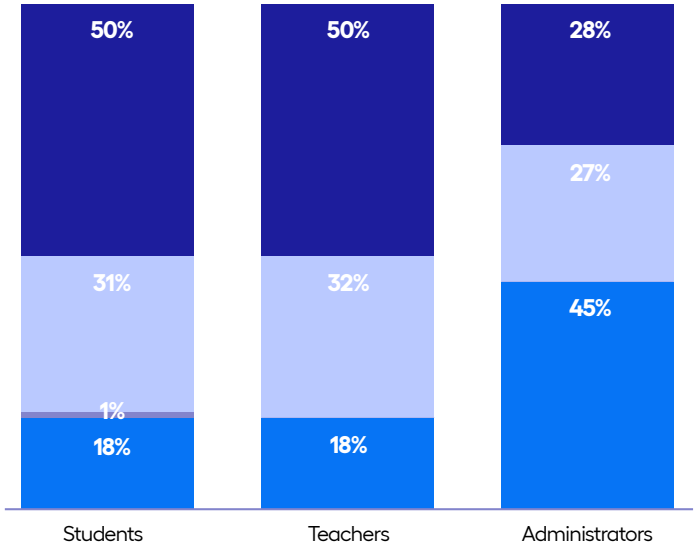
## Half of participants report an increase in AI usage among students and teachers since the fall of this school year.

### Change in Use of AI Since the Fall of 2023

New Question




- Use of AI has increased
- No change in AI use
- Use of AI has decreased
- Not sure

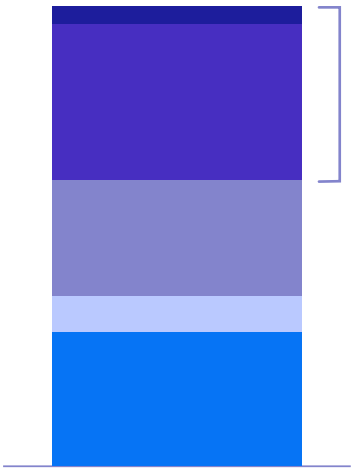
**High school participants** surveyed are **much more likely** to report an **increase in AI usage among students**.

*Q4. How has the use of artificial intelligence (AI) in your school/district changed since the fall of this school year? Total n=157*

## Only 38% of participants are satisfied with the current level of AI implementation within their school/district.

### Satisfaction with Current Level of AI Implementation

New Question



**38%**

*of those surveyed are very/somewhat satisfied with their current level of AI implementation.*

| | |
|---|---|
| Very satisfied | 4% |
| Somewhat satisfied | 34% |
| Somewhat dissatisfied | 25% |
| Very dissatisfied | 8% |
| Not sure | 29% |

*Q5. How satisfied are you with the current level of artificial intelligence (AI) implementation in your school/district?*



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# Reasons for Satisfaction with AI Implementation

New Question

**Ease of Use and Efficiency:**

- AI helps streamline tasks and make work easier for educators.
- AI simplifies administrative work, saving time and effort.
- The use of AI improves correspondence with students and families.

**Support for Teaching and Learning:**

- AI tools are beneficial for creating lesson plans and enhancing instruction.
- AI allows for better student engagement and interaction with lessons.
- AI tools assist in developing students' digital literacy and critical thinking skills.

**Variety of AI Tools and Options:**

- Availability of a range of AI options for teachers and students.
- AI tools are versatile for performing a variety of of tasks.

**Training and Professional Development:**

- Professional development and training opportunities on AI usage are available.

**Exploring Phase:**

- Districts are exploring how AI can be used to support students.
- AI is being used in exploratory ways.
- Teachers and administrators are open to learning more about AI's potential.

**Balance and Control:**

- Educators are satisfied with how they balance AI use with other tools.
- AI is used on a teacher-by-teacher basis, allowing for flexibility.
- AI can be used to supplement curriculum without becoming over-reliant on it.

These answers are an AI-generated categorization

*Q6. Why? Please be as detailed as possible. Those who are satisfied with AI implementation n=60*



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# Reasons for Dissatisfaction with AI Implementation

New Question

**Lack of District-Level Strategy:**

- Absence of a comprehensive plan or strategy for AI implementation.
- No clear direction or leadership from the district regarding AI use.
- Reactive rather than proactive approach to AI integration.

**Lack of Training, Support, and Policy/Guidelines:**

- Insufficient professional development and training on AI use.
- Lack of established policies and guidelines for AI use in schools.
- Absence of district support and resources to facilitate AI integration.

**Resistance and Skepticism:**

- Hesitation or opposition to AI implementation by some participants.
- Teachers feeling apprehensive or uninformed about AI.
- Concerns about AI's impact on students' ability to think critically.

**Ethical and Practical Concerns:**

- Worries about AI's influence on students' learning and writing abilities.
- Concerns about maintaining academic integrity and preventing plagiarism.
- Ethical considerations around AI use in education.

**Misuse and Cheating:**

- Students using AI to cheat on assignments, essays, and assessments.
- Concerns about students relying too heavily on AI for their work.

**Lack of Data and Tools:**

- AI tools are not being used effectively to analyze data or provide insights.
- Limited access to data-driven decision-making and AI tools.

**Need for Cultural Change:**

- Challenge of changing attitudes toward AI across a large district.
- Struggles with buy-in from staff, students, and community members.
- Resistance to using AI due to existing preferences for traditional methods.

These answers are an AI-generated categorization

*Q6. Why? Please be as detailed as possible. Those who are dissatisfied with AI implementation n=52*



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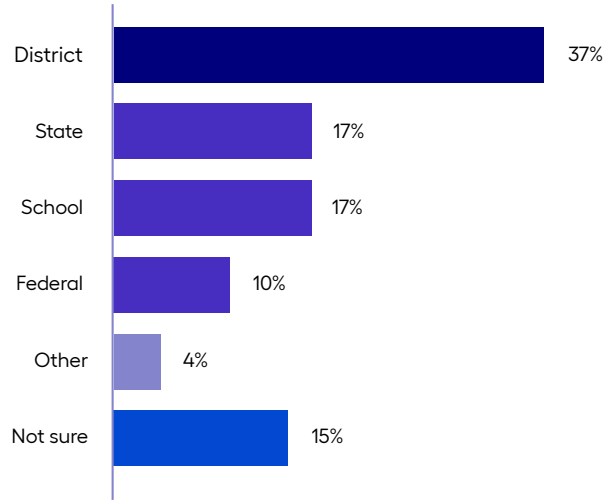
## Over one-third of participants agree that district policies would be most effective in establishing best practices for using AI.

### Preferences for AI Policies for Classroom Use

New Question




**Middle school participants** surveyed are **much less likely** to think best practices for AI should be handled at the **school level**.

*Q7. Which type of policy would be most effective in establishing best practices for the use of artificial intelligence (AI) in the classroom? Total n=157*



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# Use of Generative AI in the Classroom

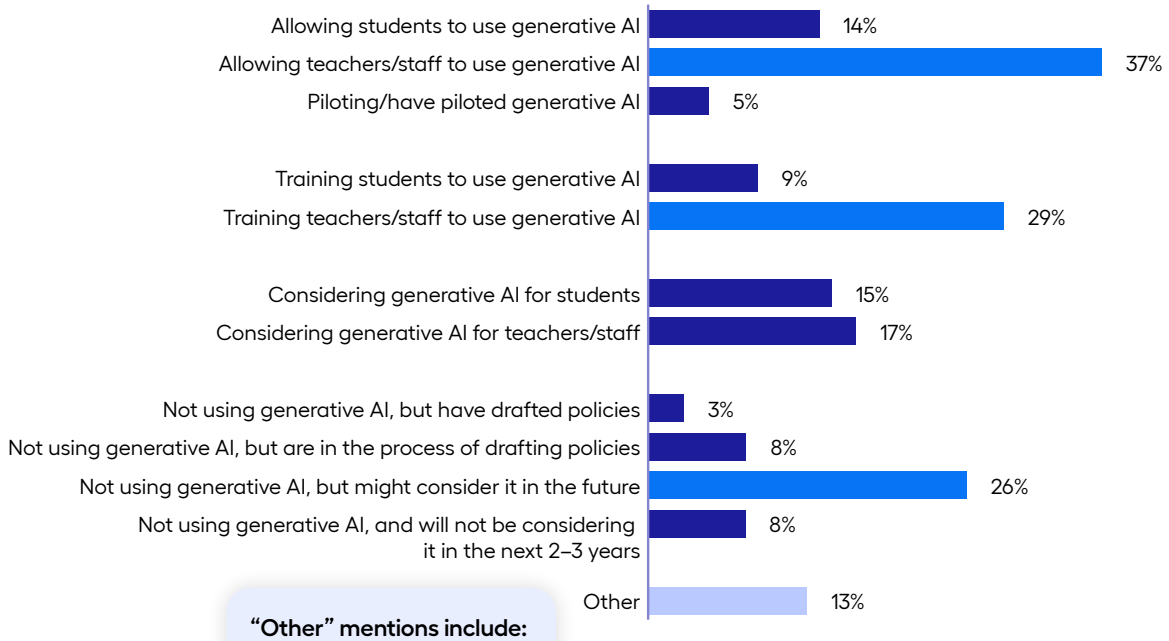
**Generative AI was defined as follows:**
Generative AI (such as Chat GPT, Bard, DALL-E, etc.) is a type of artificial intelligence technology that broadly describes machine learning systems capable of generating text, images, code, or other types of content, often in response to a prompt entered by a user.

Generative AI models are increasingly being incorporated into online tools and chatbots that allow users to type questions or instructions into an input field, upon which the AI model will generate a human-like response.

## Teachers and staff are most likely to be allowed and trained to use generative AI — 26% of those not using it might consider it in the future.

### Level of Generative AI Use in District

New Question




**"Other" mentions include:**
Not sure

*Q8. To the best of your knowledge, which level of using generative AI is true for your district? Please select all that apply. We are... Total n=157*



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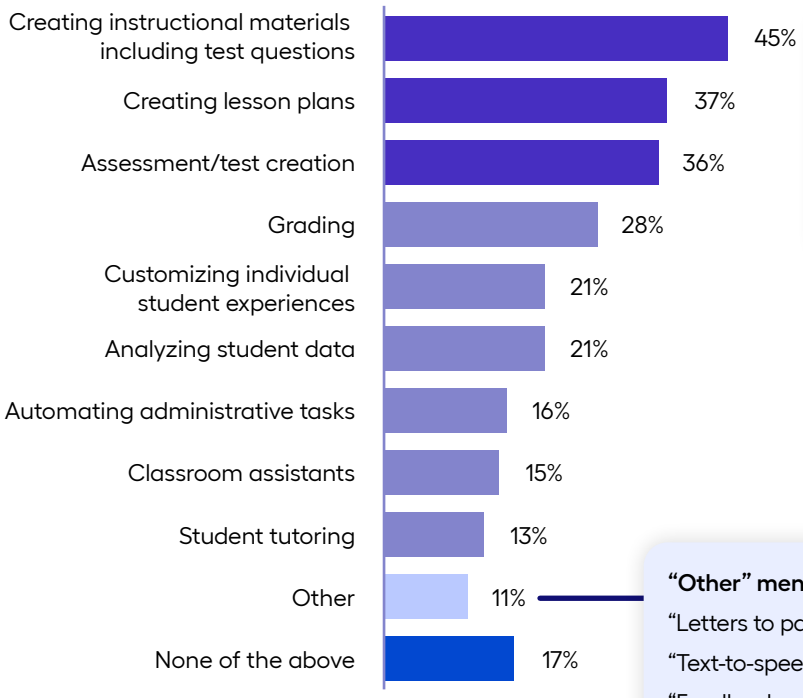
## Participants are most likely to use generative AI for lesson planning, assessment creation, and instructional content development.

### Current Generative AI Uses

Teachers Only




High school participants are **much more likely to use AI for tutoring**, while elementary school participants are **much less likely**.

**"Other" mentions include:**

"Letters to parents"
"Text-to-speech"
"Feedback generation"
"Only to check to see if the students' essays are AI generated"
"Reading programs"
"Writing IEP goals"
"Creating syllabus"
"To create messages and emails to my students. To create recommendation letters."

*Q9. How have you used generative AI tools (such as ChatGPT, Bard, DALL-E, etc.) in the classroom? Please select all that apply. Teachers who have used AI in the classroom n=75*



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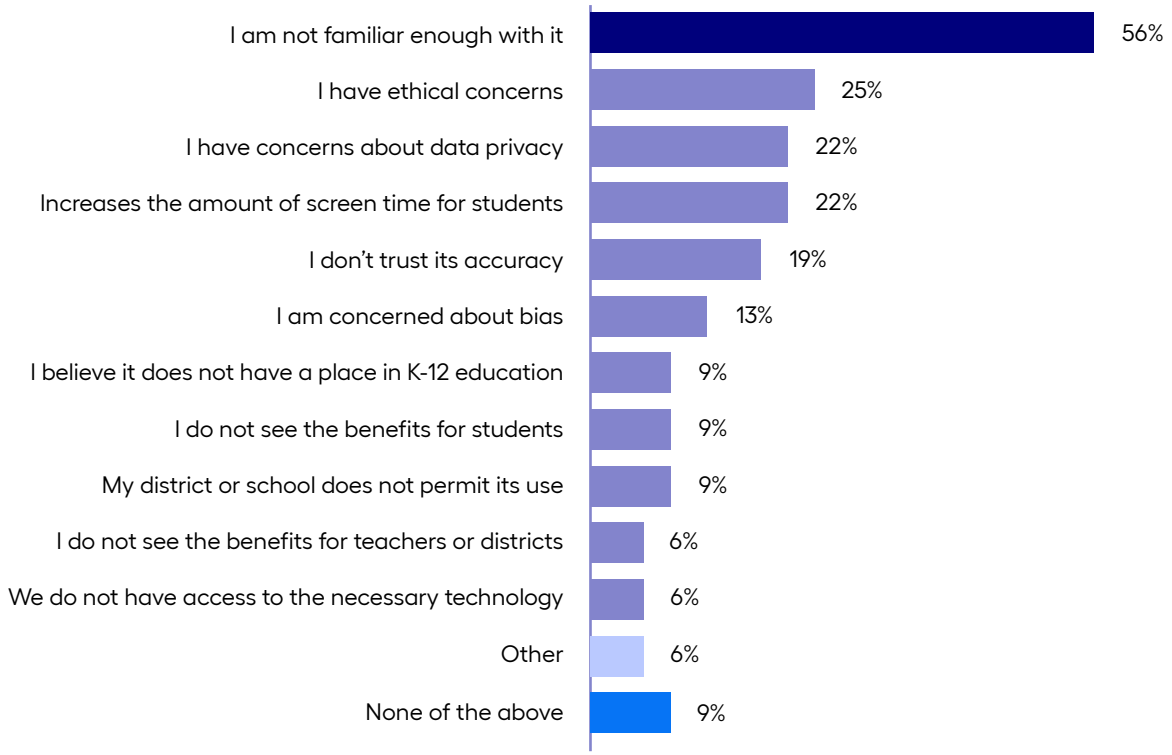
## 56% of participants report that they are not familiar enough with generative AI to use it.

### Current Barriers to Use of Generative AI

Teachers Only




*Q10. Why have you not used generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom? Please select all that apply. Teachers who have NOT used AI in the classroom n=32*



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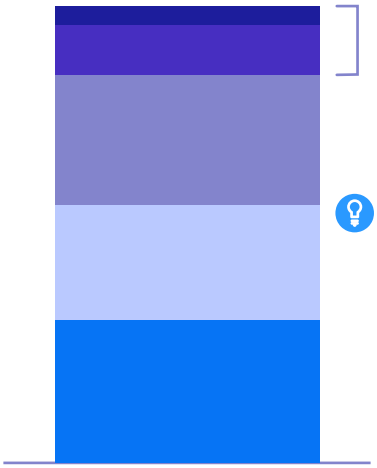
## 31% of participants believe they are NOT prepared to use or oversee generative AI in the classroom — half that amount indicate they are slightly/somewhat prepared.

### Preparedness to Oversee Generative AI Use in the Classroom



**15%**
*of those surveyed are very/prepared to oversee generative AI in the classroom.*

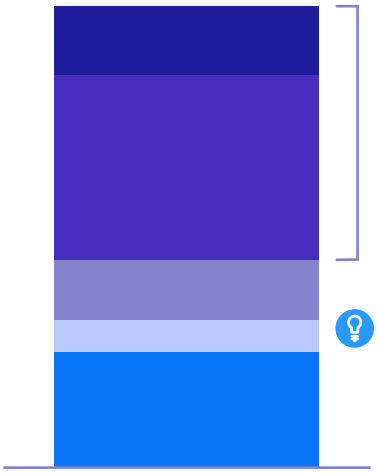
*This number did not change from Fall to Spring*

| | |
|---|---|
| Very prepared | 4% |
| Prepared | 11% |
| Somewhat prepared | 28% |
| Slightly prepared | 25% |
| Not at all prepared | 31% |

*Q11. In your opinion, how prepared are you or those you oversee to use generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom? Total n=157*

## 55% see generative AI as having the potential for a positive impact in the classroom.

### Impact of Generative AI in the Classroom



**55%**
of those surveyed see the overall impact of generative AI in the classroom as very/somewhat positive.

This is an increase over Fall's survey

| | |
|---|---|
| Very positive | 15% |
| Somewhat positive | 40% |
| Somewhat negative | 13% |
| Very negative | 7% |
| Not sure | 25% |

**High school participants** are **much less likely to agree** that generative AI has a **positive impact in the classroom**.

*Q12. In your opinion, what impact do you think generative AI tools (such as ChatGPT, Bard, Dall-E, etc.) will have in the classroom? Total n=157*



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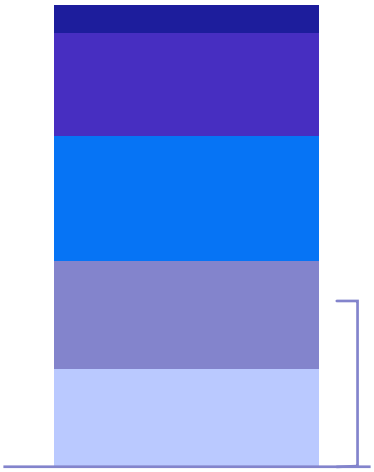
## Almost half of participants do not think they have the necessary tools or support to address issues when implementing generative AI.

### Ability to Address Generative AI Implementation Issues



| | |
|---|---|
| Strongly agree | 6% |
| Somewhat agree | 22% |
| Neither agree nor disagree | 27% |
| Somewhat disagree | 23% |
| Strongly disagree | 21% |

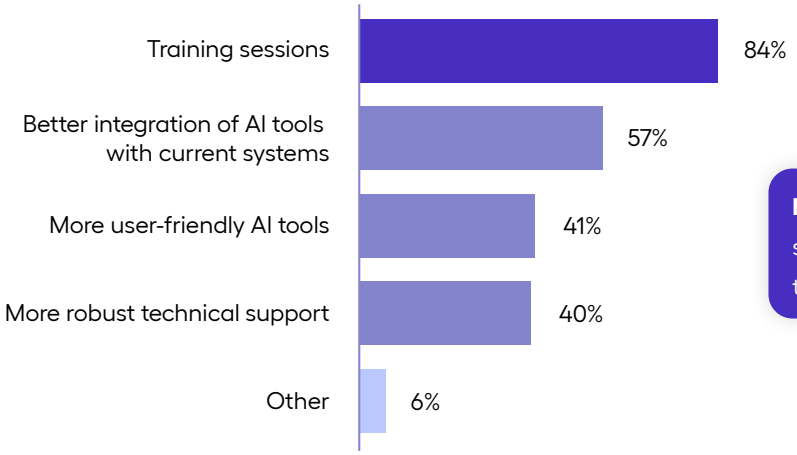
**44%**

*of those surveyed strongly/somewhat disagree they have the necessary tools and support.*

*Q13. And how much do you agree or disagree that you or those you oversee, have the tools and support necessary to address any issues (such as data and security) with the implementation of generative AI tools (such as Chat GPT, Bard, DALL-E, etc.)? Total n=157*

## Participants view training sessions as most valuable in supporting generative AI implementation (84%) — over half mention better system integration.

### Most Useful Tools to Support Generative AI Implementation




**Middle school participants** surveyed are **much more likely** to value **training sessions**.

*Q14. Which types of support would be most helpful in providing a smoother transition towards using more or new generative AI tools (such as ChatGPT, Bard, DALL-E, etc.) in classrooms? Please select all that apply. Total n=157*



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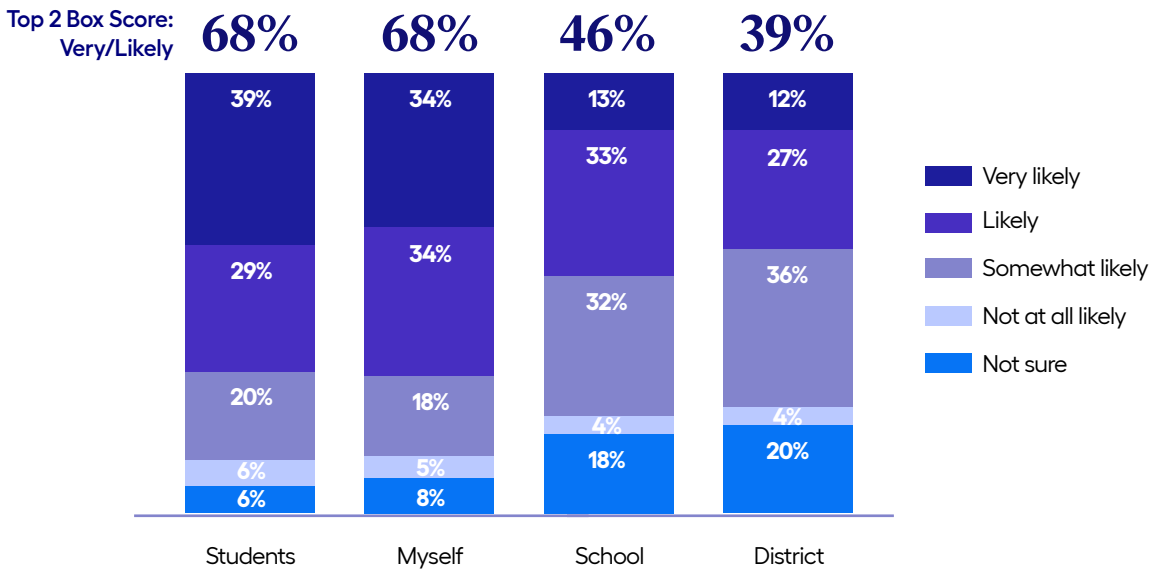
## Participants indicate that students and teachers are most likely to use generative AI in the classroom.

### Likelihood to Use New Generative AI in the Classroom




*Q15. How likely are the following to use/adopt new generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom in the future? Total n=157*



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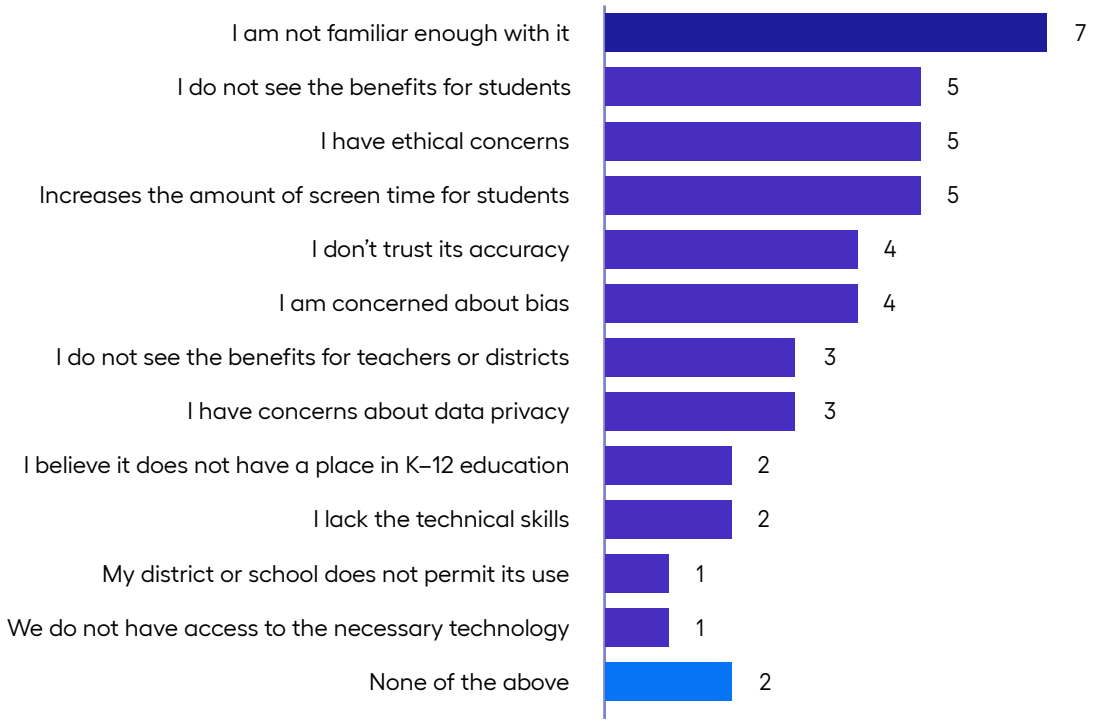
## While on the decline, lack of familiarity is still the primary obstacle to the use of generative AI in classrooms.

### Future Barriers to Use of Generative AI*
**(Counts reported due to low base size)**

Teachers Only




*Base size less than 30; interpret results with caution

*Q17. Why do you think you will not use generative AI tools (such as Chat GPT, Bard, DALL-E, etc.), in the classroom in the future? Please select all that apply. *Teachers who are NOT likely to use generative AI in the classroom n=13*



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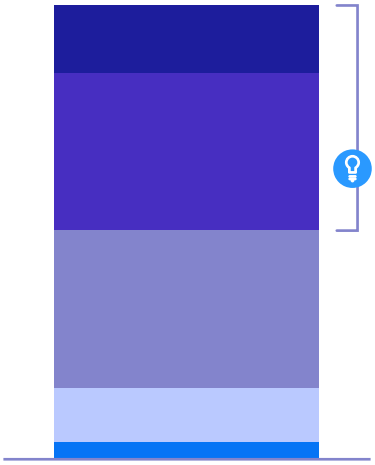
# Educator Perceptions of Generative AI

## Half of participants who use/have yet to use generative AI in the classroom think it does/will make their job easier.

### Current Impact on Job from Use of Generative AI

Teachers Only



**50%**
*A lot/somewhat easier*

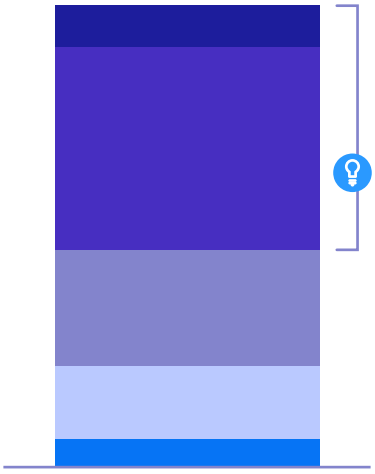
*Compared to 44% at the Fall survey*

| | |
|---|---|
| A lot easier | 15% |
| Somewhat easier | 35% |
| Neither easier nor harder | 35% |
| Somewhat harder | 12% |
| A lot harder | 4% |

*Q18a. How has the use of generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom impacted your job? AI has made my job ...; Q19. Why? Please be as detailed as possible. Teachers who have used AI in the classroom n=75*

### Perceived Impact of Generative AI on Job

Teachers Only



**53%**
A lot/somewhat easier

Compared to 40% at the Fall survey

| | |
|---|---|
| A lot easier | 9% |
| Somewhat easier | 44% |
| Neither easier nor harder | 25% |
| Somewhat harder | 16% |
| A lot harder | 6% |

*Q18b. How do you think the use of generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom will impact your job? AI will make my job ...; Q19. Why? Please be as detailed as possible. Teachers who have not used AI in the classroom n=32*



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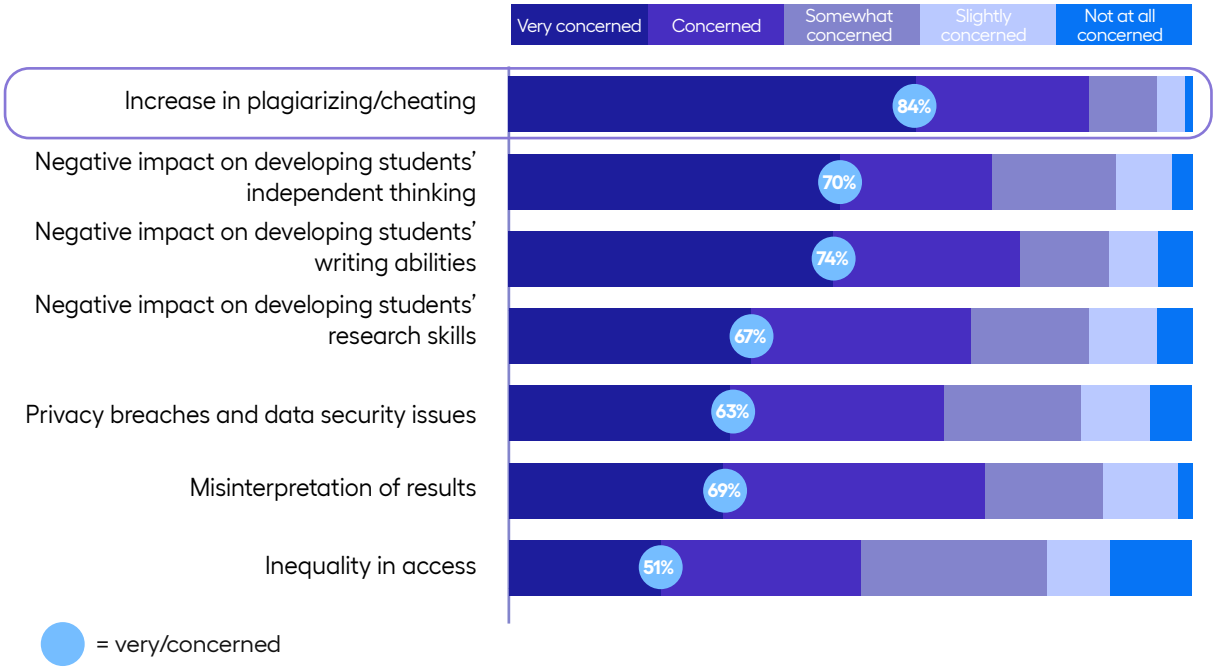
## Top concern among participants is an increase in plagiarizing/ cheating due to generative AI — however, participants are also concerned with the negative impact it might have on developing students' skills.

### Generative AI Outcome Concerns (Ranked by very concerned)




*Q20. Please rate your level of concern with each potential outcome of students using generative AI tools (such as ChatGPT, Bard, DALL-E, etc.), in the classroom? Total n=157*



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## Almost half of participants do not think generative AI will help bring teachers back to the classroom.

### Impact of Generative AI on Bringing Back Teachers

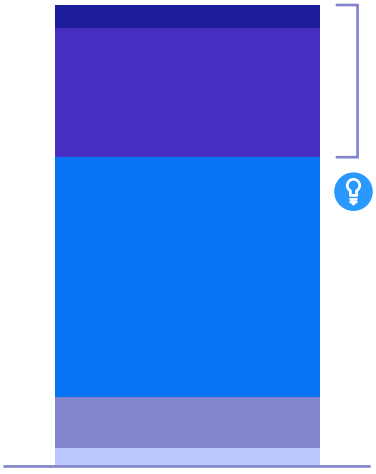
| | |
|---|---|
| Yes | 15% |
| No | 45% |
| Not sure | 39% |

*Q21. Do you think the use of generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom can help bring teachers back to the profession? Total n=157*

Only 15% believe generative AI will bring teachers back to the profession, and there is **uncertainty about its impact on DEI.**

## The majority of participants are uncertain as to the impact of generative AI on DEI.

### Impact of Generative AI on DEI



**33%**
*Very/somewhat positive*

*Compared to 38% at Fall survey*

| | |
|---|---|
| Very positive | 5% |
| Somewhat positive | 28% |
| Neutral | 52% |
| Somewhat negative | 11% |
| Very negative | 4% |

*Q22. What do you think generative AI tools' (such as ChatGPT, Bard, DALL-E, etc.) impact on DEI (diversity, equity, and inclusion) might be? Total n=157*



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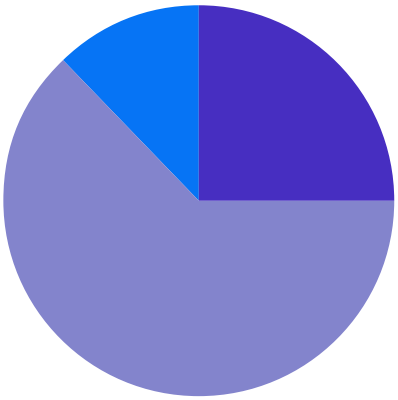
## A significant majority of participants think generative AI will make education more accessible.

### Impact of Generative AI on Accessibility



| | |
|---|---|
| Yes, much more accessible | 25% |
| Yes, somewhat more accessible | 63% |
| No impact on accessibility | 12% |

88% believe generative AI **will make education more accessible** for students with special needs.

*Q23. Do you think generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) have the potential to make education more accessible for students with special needs? Total n=157*



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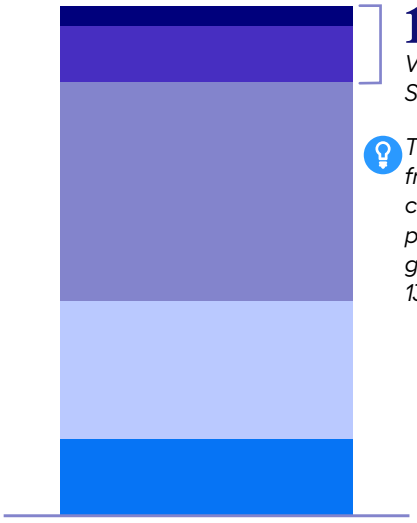
# Parent & Community Perceptions of Generative AI

## Few participants perceive strong support from parents/community regarding the use of generative AI in the classroom.

### Parent/Community Support for Generative AI Use in the Classroom



**15%**
*Very/ Supportive*

*The support from parent/ community perceptions is growing, from 13% to 15%*

| | |
|---|---|
| Very supportive | 4% |
| Supportive | 11% |
| Somewhat supportive | 43% |
| Slightly supportive | 27% |
| Not at all supportive | 15% |

*Q24. Thinking about parents and the community, how supportive are they of the use of generative AI tools (such as ChatGPT, Bard, DALL-E, etc.), both at home and in school? Total n=157*



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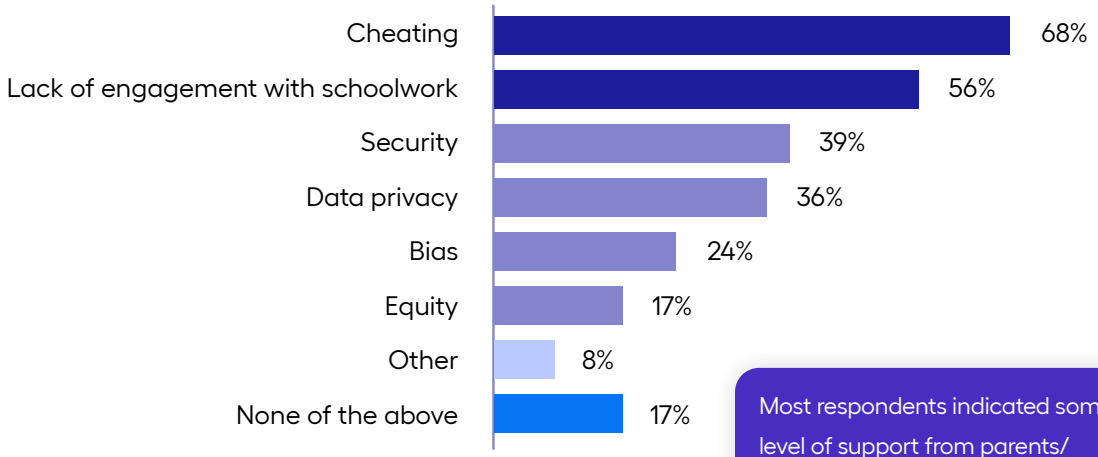
## Top concerns among parents/community are the use of generative AI for cheating and the negative impact it will have on schoolwork engagement.

### Parent/Community Concerns with Generative AI




Most respondents indicated some level of support from parents/ community, though there are major concerns about cheating (68%).

*Q25. What concerns, if any, have parents or the community raised regarding the use of generative AI tools (such as Chat GPT, Bard, DALL-E, etc.)? Please select all that apply. Total n=157*



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## Recommendations to Address Parents' Concerns

These answers are an AI-generated categorization

**Training and Information for Parents:**

- Provide parent workshops, informational sessions, and training on AI.
- Show parents how AI can be used in the classroom and its potential benefits and limitations.
- Offer resources and demonstrations to help parents understand AI's uses.

**Training and Information for Educators:**

- Educate teachers and school staff on AI technology.
- Provide professional development and training to educators on how to use AI effectively and responsibly.
- Enable educators to address parent concerns with informed insights.

**Communication and Transparency:**

- Maintain open lines of communication with parents about AI use.
- Keep parents informed through newsletters, meetings, and updates on AI policies and practices.
- Explain the safeguards in place and how AI will be used in the classroom.

**Policy Development and Guidelines:**

- Develop clear guidelines and policies for AI use in schools and districts.
- Include policies in student handbooks and communicate them to parents and students.
- Work with all stakeholders to develop comprehensive AI policies.

**Addressing Concerns and Fostering Discussion:**

- Hold discussions and forums to address parent concerns about AI.
- Allow parents and students to ask questions and express concerns.
- Ensure that concerns such as cheating, privacy, and academic integrity are thoroughly addressed.



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**Balance Benefits and Limitations:**

- Emphasize the positive aspects of AI, such as personalized learning and support for students.
- Discuss potential risks, such as cheating and lack of critical thinking, and how to mitigate them.
- Promote the responsible use of AI as a tool rather than a replacement for essential skills.

**Monitoring and Safeguards:**

- Implement measures to monitor AI usage and detect potential abuse or misuse.
- Address concerns about student data privacy and security.

Recommendations to address concerns include enhancing AI knowledge, maintaining clear communication, and **developing policies**.



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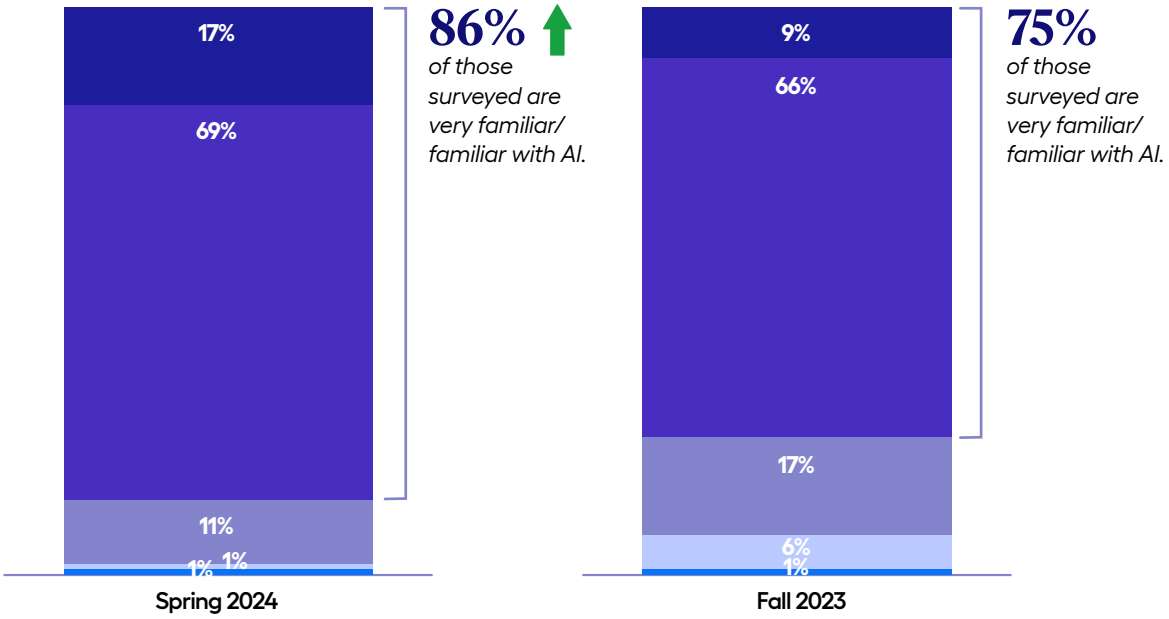
# Trending: Spring 2024 vs. Fall 2023

**Familiarity with AI has significantly increased (86% in Spring 2024 vs. 75% in Fall 2023).**

## Familiarity with AI in General Education




*Q1. First off, how familiar are you with the use of artificial intelligence (AI) in general education? Total Spring 2024 n=157; Total Fall 2023 n=161*



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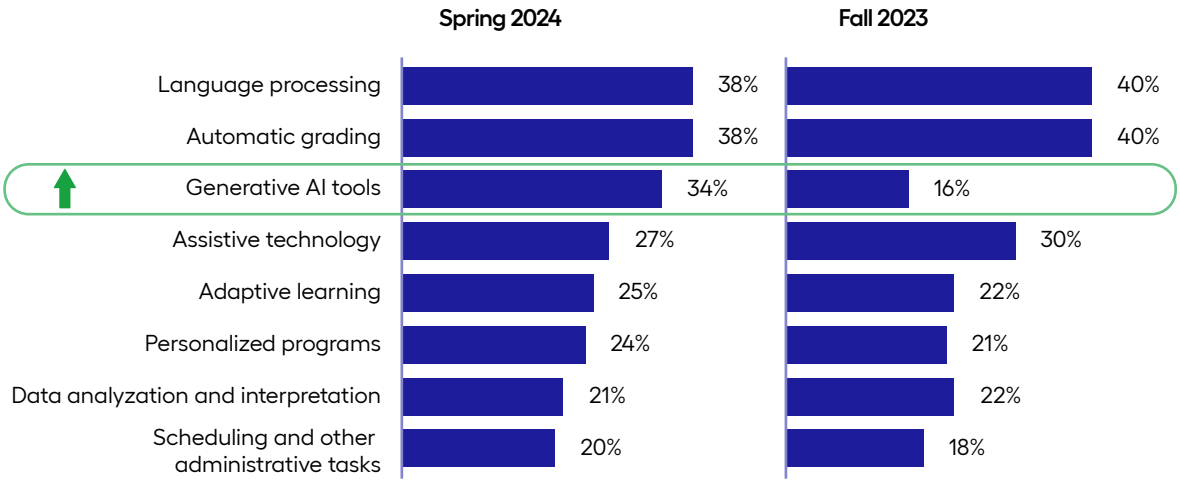
## Familiarity with generative AI tools increased significantly (18%) in Spring 2024.

### Familiarity with AI Classroom Tools (Ranked by Spring)




*Q2. Thinking more specifically, how familiar are you with the following tools/materials that make use of artificial intelligence (AI) in the classroom? Total Spring 2024 n=157; Total Fall 2023 n=161*

= significantly higher or lower than Fall 2023 at a 95% confidence level



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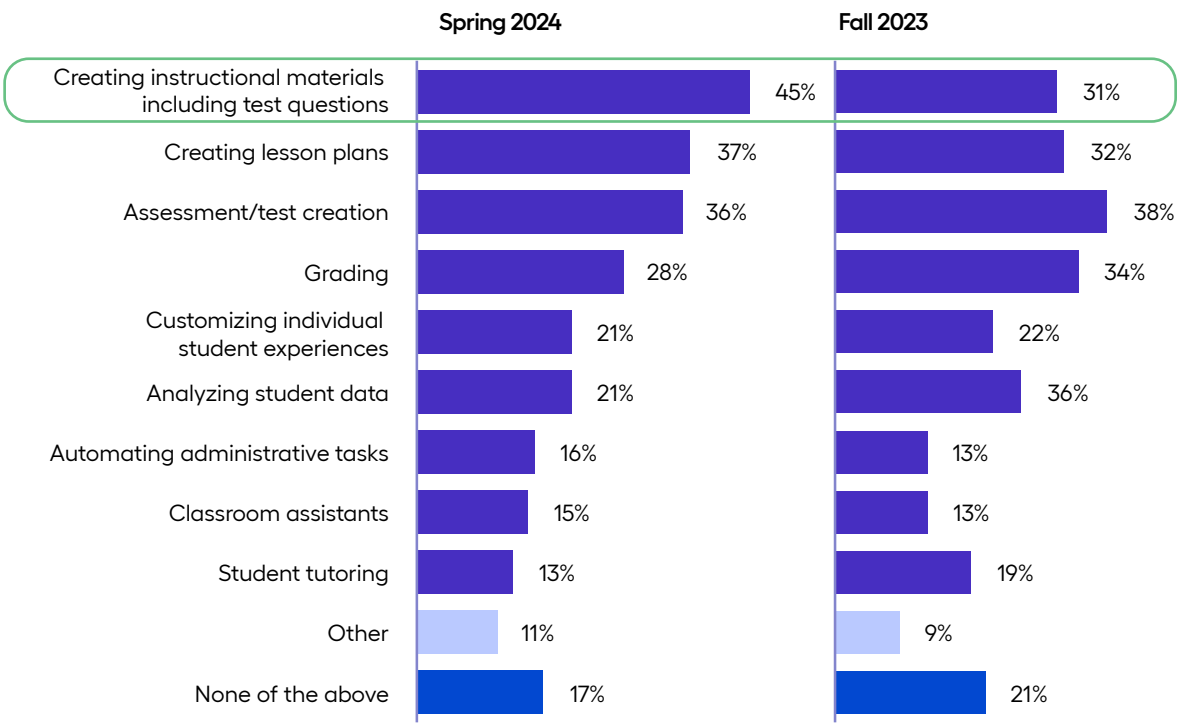
## Participants report a 14% increase in using generative AI to create instructional materials.

### Current Generative AI Uses (Ranked by Spring)

Teachers Only




*Q9/Q3. How have you used generative AI tools (such as ChatGPT, Bard, DALL-E, etc.) in the classroom? Please select all that apply. Spring 2024 Teachers who have used AI in the classroom n=75; Fall 2023 Teachers who have used AI in the classroom n=68*



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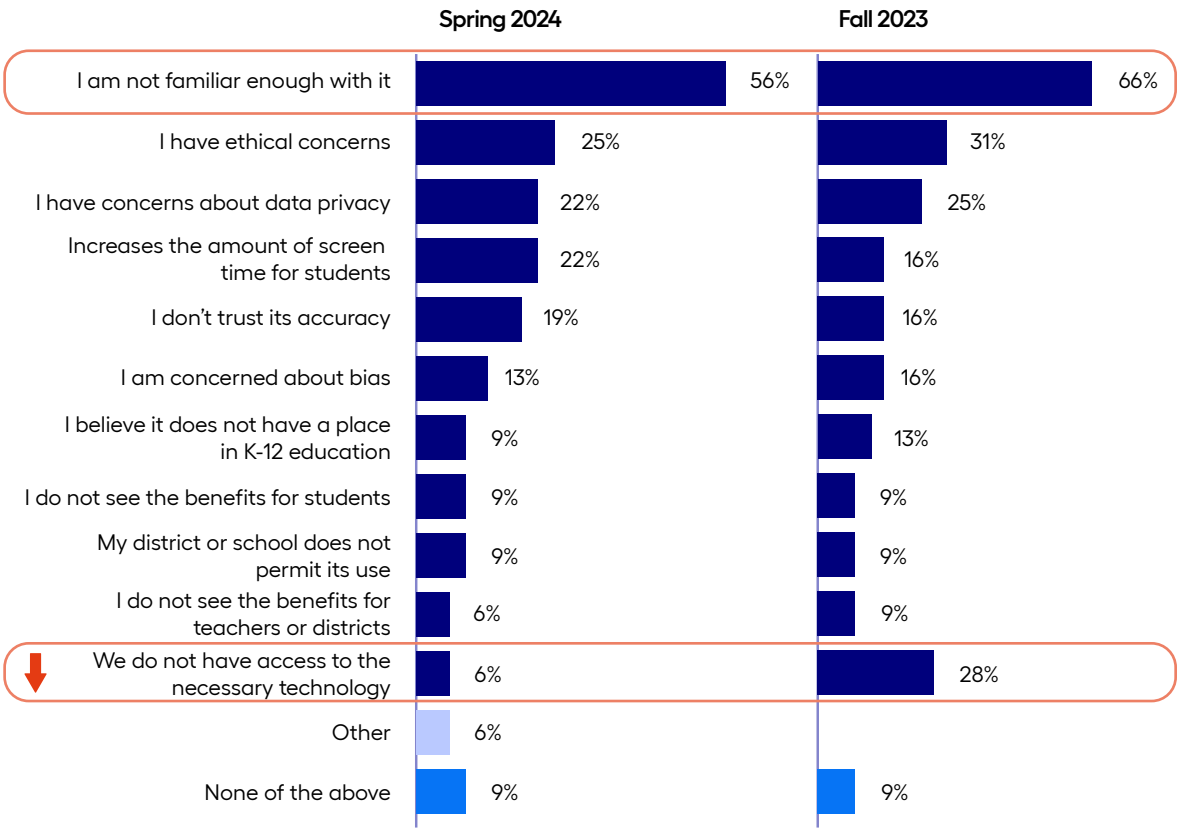
## Fewer Spring 2024 participants who have not used generative AI indicate they are not familiar with it and don't have access to the necessary technology.

### Current Barriers to Use of AI (Ranked by Spring)

Teachers Only




*Q10/Q4. Why have you not used generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom? Please select all that apply. Spring 2024 Teachers who have NOT used AI in the classroom n=32; Fall 2023 Teachers who have NOT used AI in the classroom n=32*

= significantly higher or lower than Fall 2023 at a 95% confidence level



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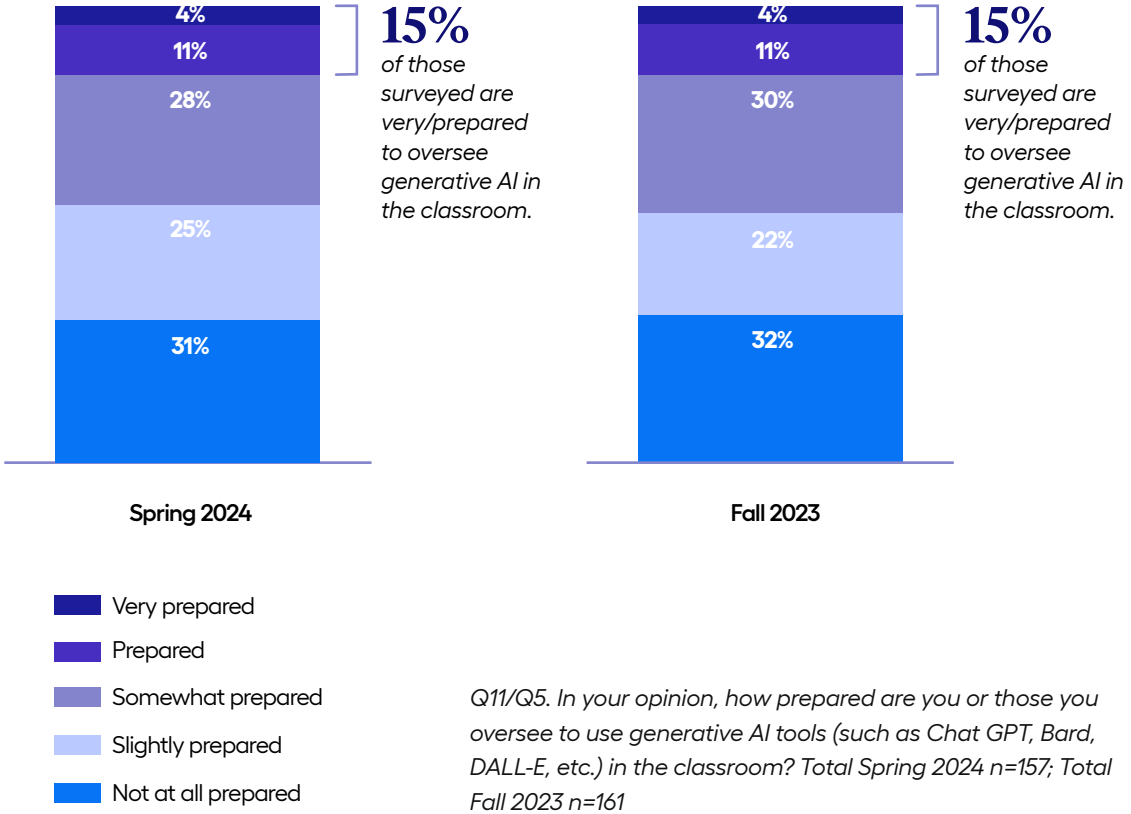
## Continued lack of preparedness to oversee generative AI use (15% in both Spring 2024 and Fall 2023).

### Preparedness to Oversee Generative AI Use in the Classroom




*Q11/Q5. In your opinion, how prepared are you or those you oversee to use generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom? Total Spring 2024 n=157; Total Fall 2023 n=161*



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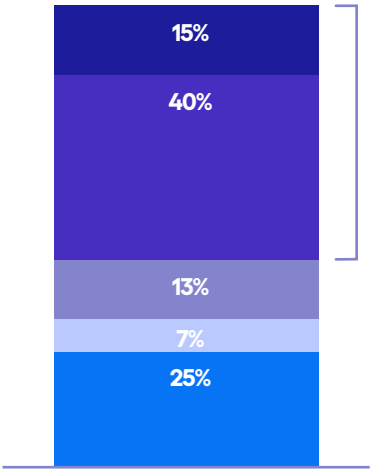
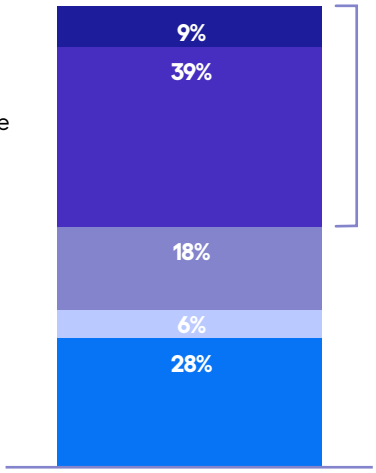
## Spring 2024 participants are more optimistic that generative AI will have a positive impact in the classroom.

### Impact of Generative AI in the Classroom




**55%** of those surveyed see the overall impact of generative AI in the classroom as very/somewhat positive.




**48%** of those surveyed see the overall impact of generative AI in the classroom as very/somewhat positive.

**Spring 2024** **Fall 2023**

- Very positive
- Somewhat positive
- Somewhat negative
- Very negative
- Not sure

**Increased optimism** about AI's positive impact (55% in Spring 2024 vs. 48% in Fall 2023).

*Q12/Q6. In your opinion, what impact do you think generative AI tools (such as ChatGPT, Bard, Dall-E, etc.) will have in the classroom? Total Spring 2024 n=157; Total Fall 2023 n=161*



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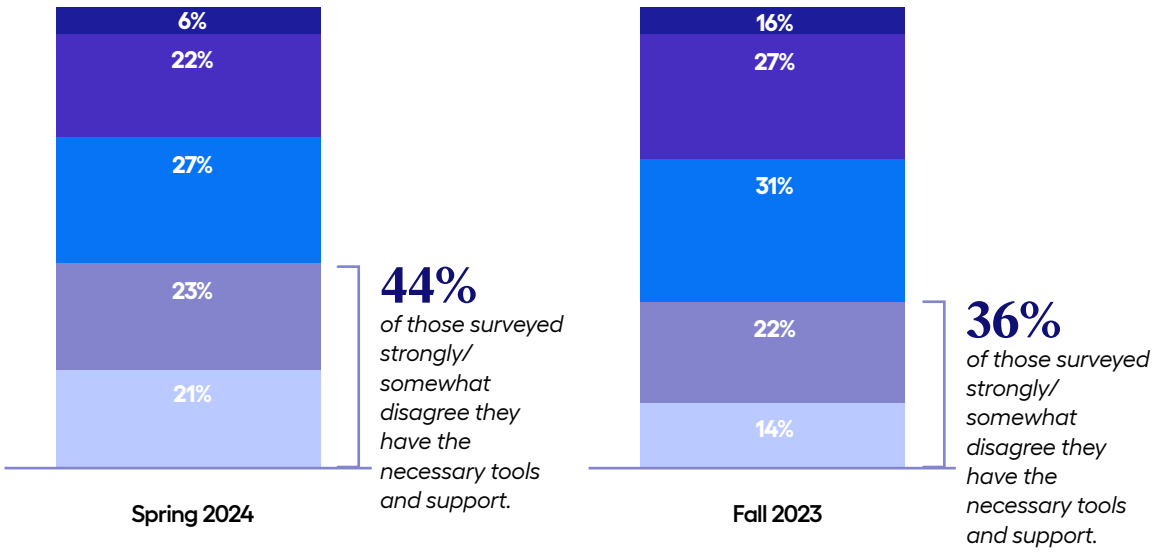
## Since Fall 2023, participants are more likely to disagree that they have the resources they need to address potential implementation issues of generative AI.

### Ability to Address Generative AI Implementation Issues




*Q13/Q7. And how much do you agree or disagree that you or those you oversee have the tools and support necessary to address any issues (such as data and security) with the implementation of generative AI tools (such as Chat GPT, Bard, DALL-E, etc.)? Total Spring 2024 n=157; Total Fall 2023 n=161*



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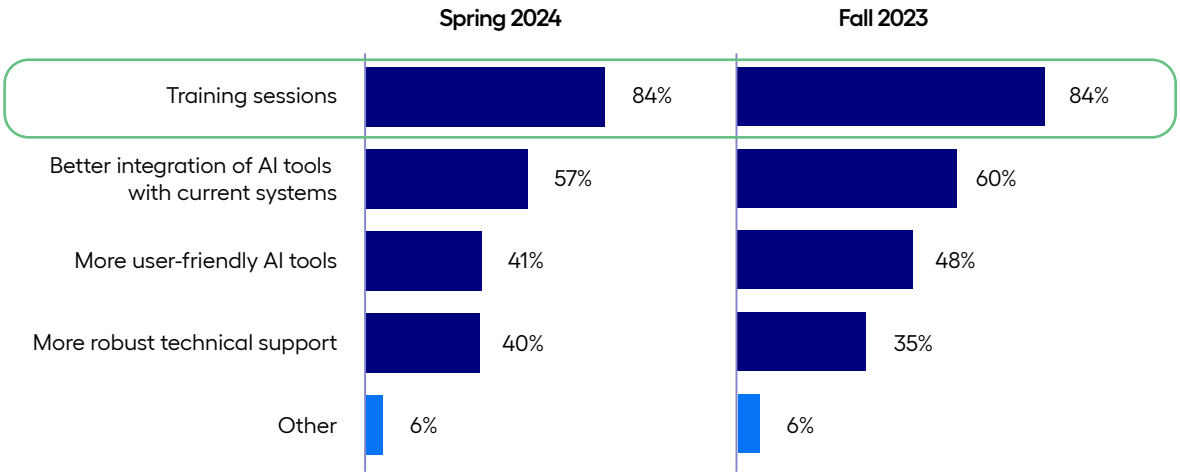
## Training sessions continue to be most useful for supporting the implementation of generative AI.

### Most Useful Tools to Support Generative AI Implementation (Ranked by Spring)




*Q14/Q8. Which types of support would be most helpful in providing a smoother transition towards using more or new generative AI tools (such as ChatGPT, Bard, DALL-E, etc.) in classrooms? Please select all that apply. Total Spring 2024 n=157; Total Fall 2023 n=161*



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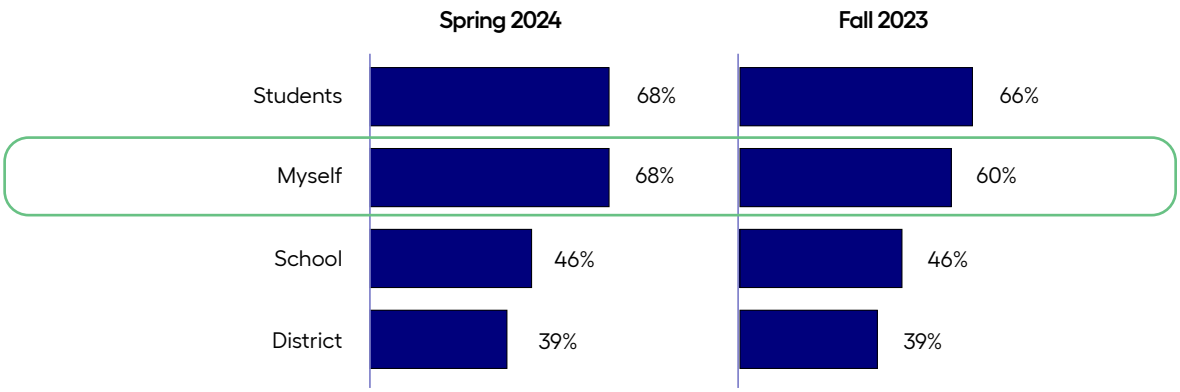
## Spring 2024 participants indicate an increased willingness to use new generative AI tools in the future.

### Likely to Use New Generative AI in the Classroom (Ranked by Spring)




*Q15/Q9. How likely are the following to use/adopt new generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom in the future? Total Spring 2024 n=157; Total Fall 2023 n=161*



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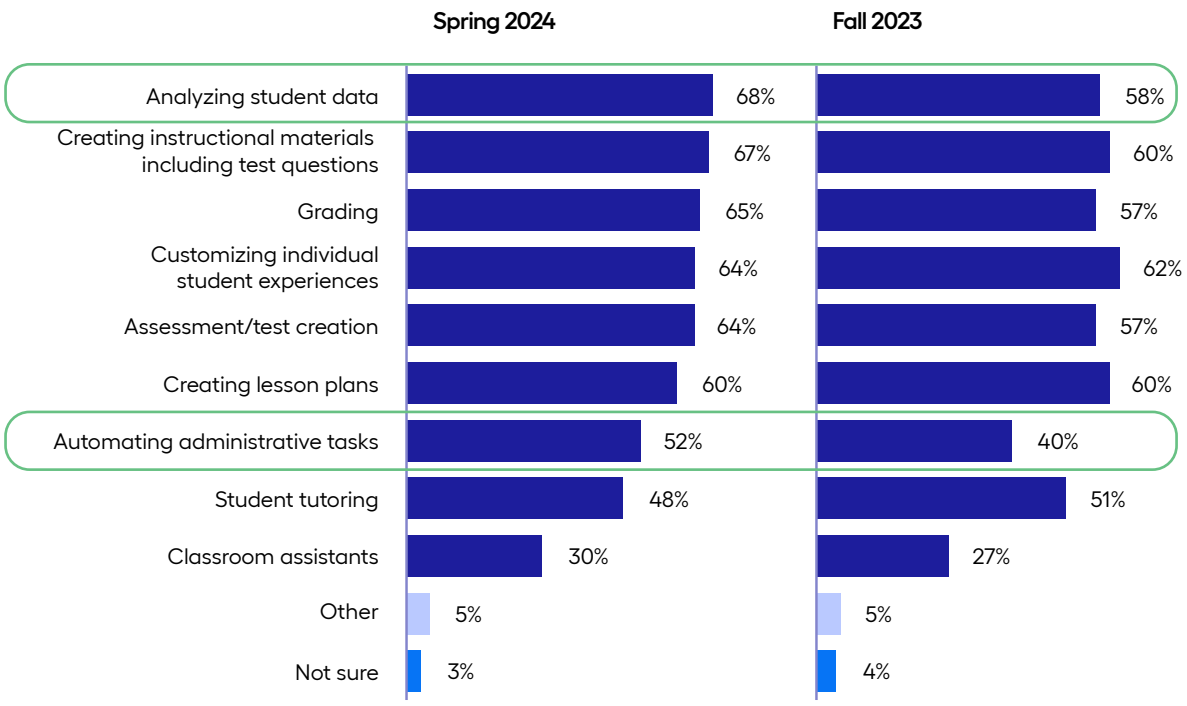
## Overall, more Spring participants indicate they expect to use generative AI across most areas — especially for analyzing student data and automating administrative tasks.

### Future Generative AI Uses (Ranked by Spring)

Teachers Only




*Q16/Q10. How do you think you will use generative AI tools (such as ChatGPT, Bard, DALL-E, etc.) in the classroom in the future? Please select all that apply. Spring 2024 Teachers who are likely to use generative AI in the classroom n=94; Fall 2023 Teachers who are likely to use generative AI in the classroom n=77*



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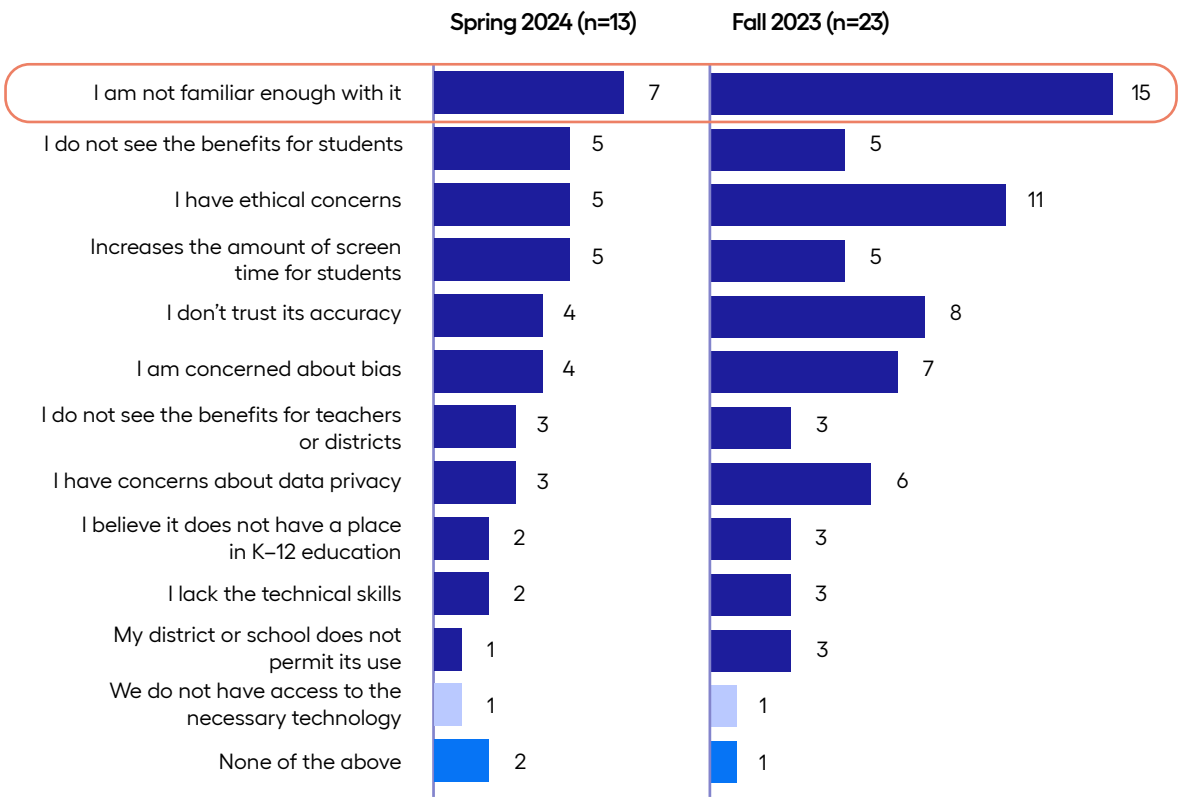
## For those not currently using generative AI, lack of familiarity remains the primary obstacle to future use.

### Future Barriers to Use of Generative AI*
**(Ranked by Spring; counts reported due to low base sizes)**

Teachers Only




*Base size less than 30; interpret results with caution

*Q17/Q11. Why do you think you will not use generative AI tools (such as Chat GPT, Bard, DALL-E, etc.), in the classroom in the future? Please select all that apply. *Spring 2024 Teachers who are NOT likely to use generative AI in the classroom n=13; *Spring 2024 Teachers who are NOT likely to use generative AI in the classroom n=23*



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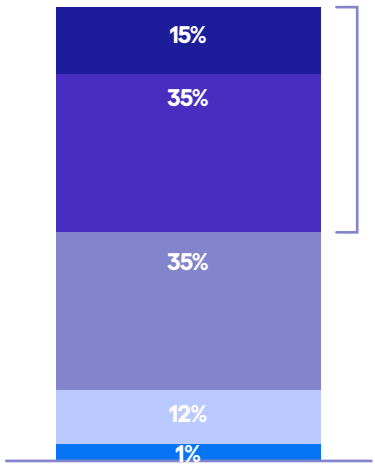
## Spring 2024 participants are more likely to agree that generative AI has made their job easier.

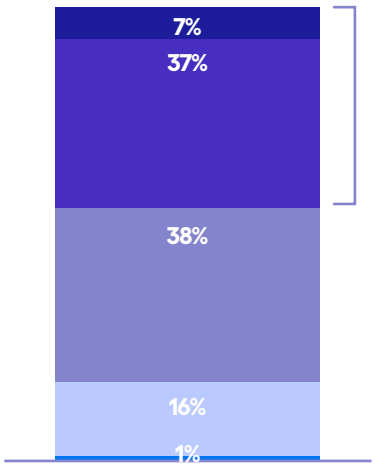
### Current Impact on Job from Use of Generative AI

Teachers Only




**50%**
*A lot/somewhat easier*

Spring 2024




**44%**
*A lot/somewhat easier*

Fall 2023

- A lot easier
- Somewhat easier
- Neither easier nor harder
- Somewhat harder
- A lot harder

*Q18a/Q12a. How has the use of generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) impacted your job? AI has made my job ... Spring 2024 Teachers who have used AI in the classroom n=75; Fall 2023 Teachers who have used AI in the classroom n=68*



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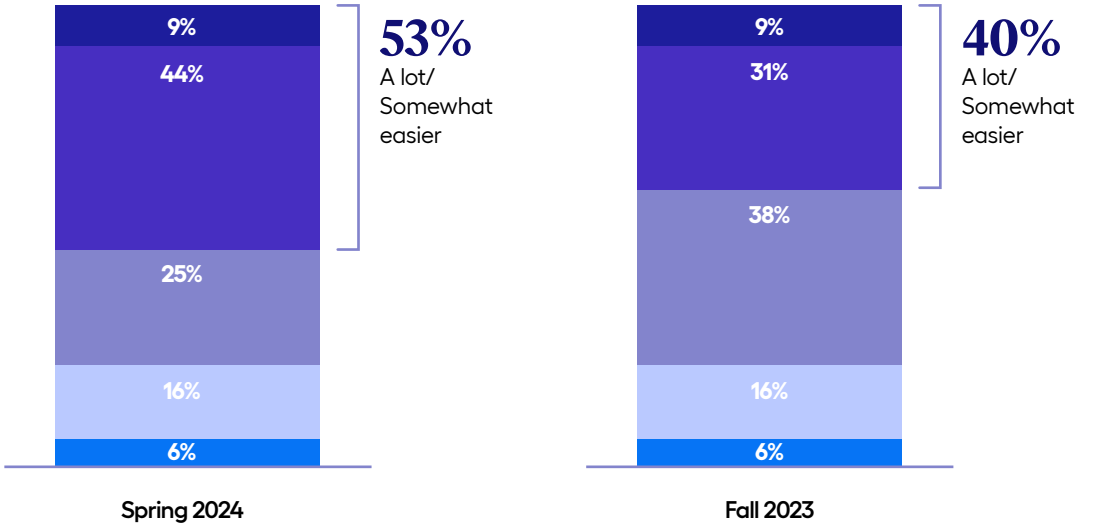
## Spring 2024 participants who have not used generative AI are much more likely to agree that it will make their jobs easier.

### Perceived Impact of Generative AI on Job

Teachers Only




*Q18b/Q12b. How do you think the use of generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom will impact your job? AI will make my job … Spring 2024 Teachers who have not used AI in the classroom n=32; Fall 2023 Teachers who have not used AI in the classroom n=32*



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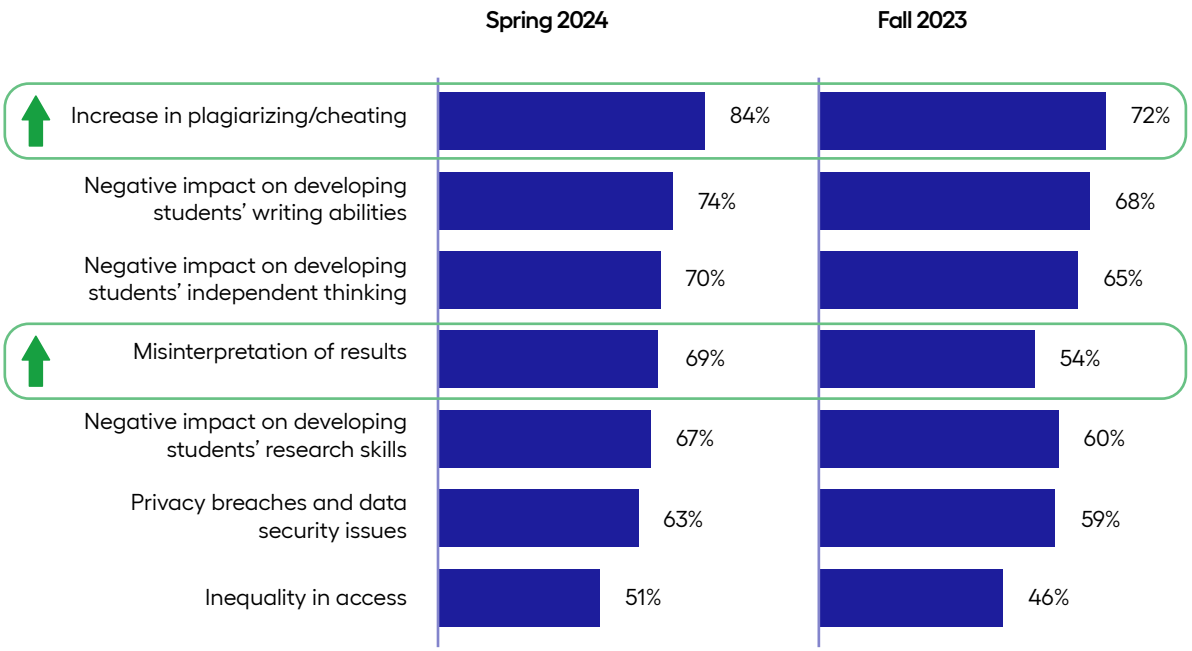
## Since first reported in Fall 2023, participants voice more concern with the outcomes of students' use of generative AI — especially regarding cheating and misinterpretation of results.

### Very/Concerned with Student Outcomes Using Generative AI (Ranked by Spring)




*Q20/Q14. Please rate your level of concern with each potential outcome of students using generative AI tools (such as ChatGPT, Bard, DALL-E, etc.) in the classroom? Total Spring 2024 n=157; Total Fall 2023 n=161*

= significantly higher or lower than Fall 2023 at a 95% confidence level



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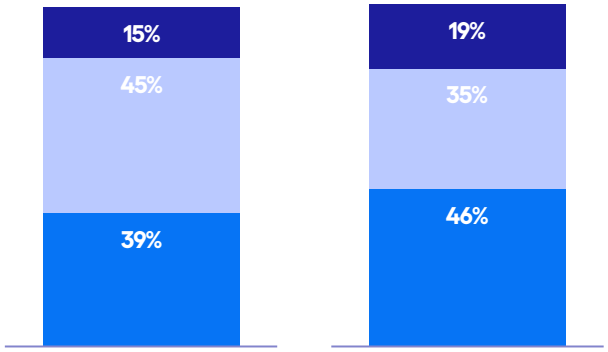
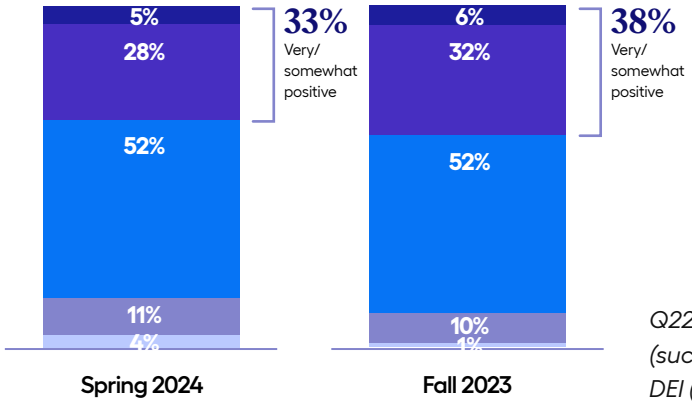
## Views on the impact of generative AI on bringing back teachers and accessibility are consistent over time, with fewer educators positive about the impact on DEI.

### Impact of Generative AI on Bringing Back Teachers



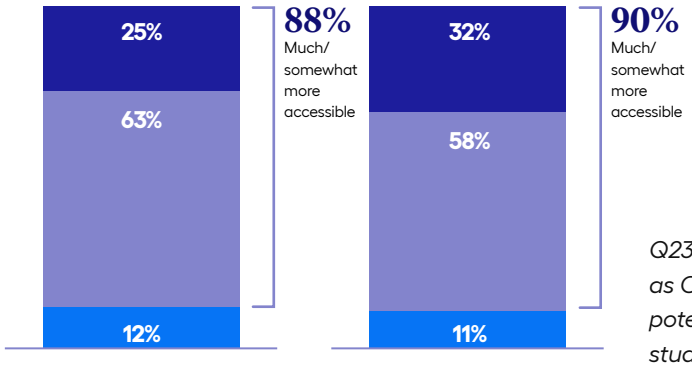

*Q21/Q15. Do you think the use of generative AI tools (such as Chat GPT, Bard, DALL-E, etc.), in the classroom, can help bring teachers back to the profession?*

### Impact of Generative AI on DEI




*Q22/Q16. What do you think generative AI tools' (such as ChatGPT, Bard, DALL-E, etc.) impact on DEI (diversity, equity, and inclusion) might be?*

### Impact of Generative AI on Accessibility




*Q23/Q17. Do you think generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) have the potential to make education more accessible for students with special needs? Total Spring 2024 n=157; Total Fall 2023 n=161*



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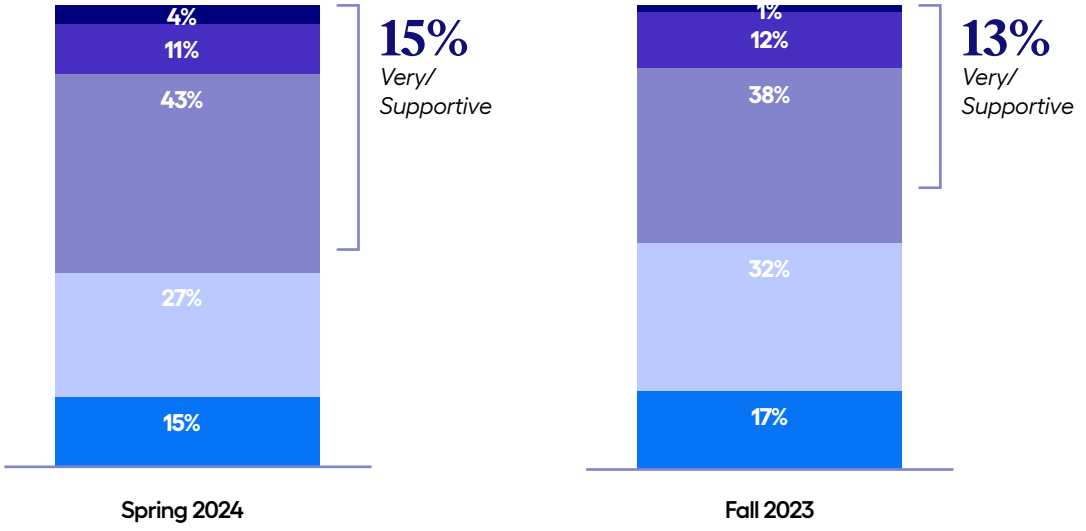
## Parent/community support for generative AI in the classroom remains relatively unchanged since Fall 2023.

### Parent/Community Support for Generative AI Use in the Classroom




*Q24/Q18. Thinking about parents and the community, how supportive are they of the use of generative AI tools (such as ChatGPT, Bard, DALL-E, etc.), both at home and in school? Total Spring 2024 n=157; Total Fall 2023 n=161*



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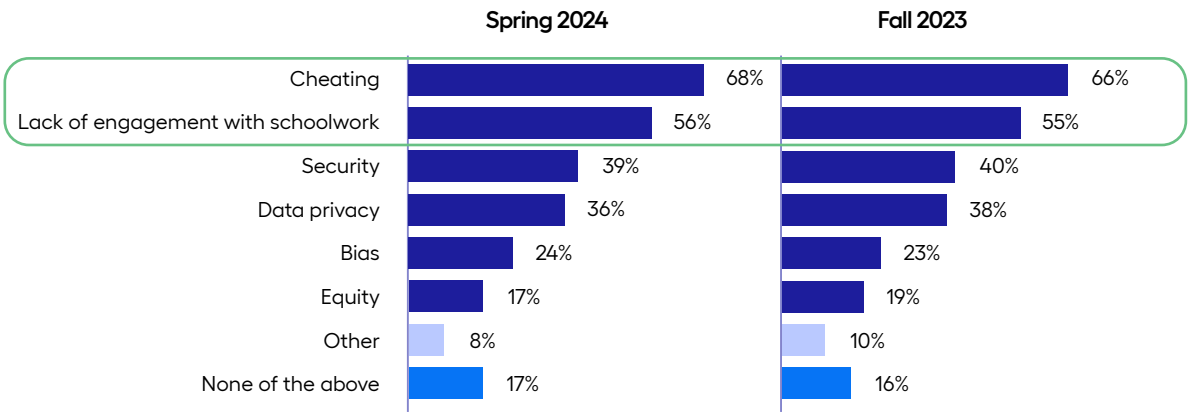
## Top concerns raised among parents/community regarding generative AI continue to be cheating and lack of engagement.

### Parent/Community Concerns with Generative AI (Ranked by Spring)




*Q25. What concerns, if any, have parents or the community raised regarding the use of generative AI tools (such as Chat GPT, Bard, DALL-E, etc.)? Please select all that apply. Total Spring 2024 n=157; Total Fall 2023 n=161*

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