Garland ISD Artificial Intelligence (AI) Staff Guidelines & Best Practices

Information within this Document:

AI within Garland ISD

Garland ISD recognizes the pivotal role that Artificial Intelligence (AI) will play in shaping the future of education and our students' futures. In doing so, it is Garland ISD's belief that the transformative power of AI offers the opportunity to: open new pathways for personalized learning, foster stronger critical thinking, and equip students with the skills needed for a rapidly evolving workforce. However, with these ever evolving opportunities come significant challenges. These Guidelines aim to maximize the beneficial applications of AI in our educational environment while minimizing potential misuses. We believe that a thoughtful and proactive approach to using AI empowers our educators and students to become not just consumers, but also innovators with this new technology.

Artificial Intelligence (AI) refers to the simulation of human intelligence in machines that are programmed to think and learn like humans. These systems can perform tasks that typically require human intelligence, such as visual perception, speech recognition, decision-making, and language translation. AI encompasses a variety of technologies, including machine learning, natural language processing, and robotics. AI is transforming education by providing innovative tools and methods to enhance teaching and learning experiences. This can be seen within GISD from our educators by:

- Personalization of learning experiences by tailoring content to meet the individual needs of students
- Analyzing data to provide insights into student performance and learning patterns
- Streamlining administrative tasks such as scheduling, resource allocation, and communication
- Enhancing accessibility to create an inclusive learning environment for all GISD students

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AI Use in Teaching & Learning

Artificial Intelligence should enhance, not replace, human intelligence and interactions and should be used to minimize misinformation, bias, and overdependence. In the academic process, AI should be viewed as a supportive tool that enhances the teacher's capacity to utilize resources and tailor learning experiences, thereby implementing best instructional practices to meet the diverse needs of all students through personalized education.

AI should be permitted and acknowledged as a valid resource of today's society. Therefore, it should be actively utilized at staff discretion with the approved or recommended tools and expectations, with approved platforms and clear expectations set and agreed upon by stakeholders.

Expectations for AI Use by GISD Educators
1. Interact with AI tools using respectful and courteous language and ensure the tone and context of any output information aligns with District policy, such as stating professional use compared to casual, everyday use. 2. Ensure that any data shared is appropriate, secure, and protected. 3. Analyze and fact-check information, such as text, images, and any other possible content, generated by AI before presenting to all stakeholders, as well as cite appropriate sources when used. 4. Integrate AI tools while utilizing the district-provided curriculum in their teaching practices to ensure consistency and alignment with the state standards (TEKS). 5. Understand that bias may exist in AI generated responses and how to identify as well as address these issues. 6. Ensure students are made aware of how AI can or cannot be used with each assignment or task.

Academic Integrity & Intellectual Property

Staff have access to and may independently use AI tools to enhance or supplement their instructional resources and model responsible use. Staff must respect intellectual property and exercise judgment related to AI tools and copyright laws. Staff use of AI-generated content without proper attribution or acknowledgment is considered plagiarism and is strictly prohibited.

AI tools should never be used as a standalone means to assess student work. They should be used in alignment and conjunction with the District-approved curriculum that has already been created.

Data Privacy & Security with AI Tools in GISD

Garland ISD prioritizes keeping students and data safe. Staff should be aware of data privacy concerns, as well as when it is appropriate to provide personal information online.

Users should never include personal information, including names, phone numbers, addresses, social security numbers, grades, license plate number, birthdates, or anything else that may be used to identify an individual. Generative AI learns, in part, from data provided in prompts and could potentially share personally identifiable information with other users under certain circumstances. This also includes student work as this could be used to help build language models for the AI platform.

Best Practices for Educator AI Use

Incorporating Artificial Intelligence (AI) into the educational environment offers immense potential to enhance teaching and learning. However, to fully realize these benefits, it is crucial for educators to adopt best practices. GISD educators should model appropriate digital citizenship related to AI tools and acknowledge AI use by:

1. **Provide explicit directions on AI use for all assignments to ensure students understand what is acceptable, how to effectively use AI, and the ethical implications.**
    - Teachers should be able to answer the following questions before assigning task to students:
        a. Are there clear guidelines and expectations for using an AI tool on this assignment?
        b. Are AI tool(s) approved for student use in GISD, accessible, and equitable for all students?
        c. Does the AI tool align with the learning objective(s)?
2. **Utilize and teach prompt engineering to empower students to communicate clearly and precisely with AI systems, maximizing their effectiveness and relevance of these tools.**
    - GISD Educators are encouraged to use and teach the **RISEN** AI prompt writing protocol:
        - **R**ole - Give AI a role to play
        - **I**nstructions - Be specific with your instructions
        - **S**teps - Talk to AI as if it were a human, give it steps to follow
        - **E**nd Goal - Give AI a desired outcome
        - **N**arrowing - Provide constraints
3. **Recognize and highlight the bias and false information that can exist from AI responses to foster critical thinking and ensure that AI applications are used fairly, responsibly and accurately.**
    - Information received from AI tools should be verified and compared with reliable sources.
    - Use a variety of tools to ensure outputs are diverse and multiple perspectives are used.

    - Be aware that AI tools will occasionally “hallucinate” by creating facts and citations that are non-existent.
4. **AI tools utilized to enhance student learning should be directly aligned with Texas Essential Knowledge and Skills (TEKS) and specific learning objectives.**
    - With most AI tools utilizing grade level and nationally recognized standards, ensure TEKS are added to the prompt when an AI tool is used to support lesson planning or differentiation.
    - Any formative assessment questions created by an AI tool should directly align to the TEKS to measure progress towards the learning objectives.
    - AI tools should never replace state standards. The TEKS must remain the foundation of all educational activities. AI tools should be used to support and enhance the delivery of these standards, ensuring that all instructional content and assessments are firmly rooted in TEKS.
5. **Personal information (student or educator) should never be shared when using an AI platform.**
    - Utilize the GISD Approved AI tools to meet the data privacy requirements.
    - Please view the Data Privacy & Security with AI Tools in GISD section above to note all items that should not be included within AI platforms.
    - Students should not be required or encouraged to use an AI tool in the classroom that is not approved or provided by Garland ISD.

Resources

Definitions related to Artificial Intelligence models:

Algorithmic Bias: The systematic and repeatable errors in a computer system that create unfair outcomes, such as privileging one arbitrary group of users over others. Recognizing and mitigating algorithmic bias is critical in the deployment of AI in education.

Automated Decision-Making: The use of AI systems to make decisions without human intervention. In education, this could include automated grading, admissions processes, or resource allocation.

Data Privacy: The protection of personal information and data from unauthorized access. In the context of AI in education, data privacy involves ensuring that student data used by AI systems is secure and used ethically.

Digital Equity: Ensuring all students have access to the technology and internet connectivity needed to benefit from digital learning tools, including AI. Digital equity addresses the disparities in technology access among different student populations.

Ethical AI: The practice of developing and using AI in ways that are fair, transparent, and accountable. In education, ethical AI involves ensuring that AI applications do not harm students and are used to enhance, rather than hinder, educational outcomes.

Hallucination: A response generated by AI that creates false or misleading information presented as fact. Hallucinations happen in LLMs by embedding plausible-sounding random falsehoods within their generated content.

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Intelligent Tutoring Systems (ITS): AI-driven systems designed to provide immediate and customized instruction or feedback to learners, often without the intervention of a human teacher. These systems can adapt to the learning pace and style of each student.

Interoperability: The ability of different AI systems and software applications to communicate, exchange data, and use the information that has been exchanged. Interoperability is essential for integrating AI tools into existing educational infrastructures.

Language Learning Model (LLM): Often referred to as a Large Language Model, it is a type of artificial intelligence that is trained to understand, generate, and interpret human language.

Learning Analytics: The collection, analysis, and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs. AI can enhance learning analytics by providing deeper insights and predictive analytics.

Machine Learning (ML): A subset of AI that involves the use of algorithms and statistical models to enable computers to improve their performance on tasks over time with data. ML is particularly relevant in educational settings for personalized learning and predictive analytics.

Natural Language Processing (NLP): A branch of AI that focuses on the interaction between computers and humans through natural language. In education, NLP can be used for automated grading, language learning, and providing feedback on student writing.

Personalized Learning: An educational approach that uses AI to tailor learning experiences to individual students' needs, preferences, and learning styles. This can involve adaptive learning technologies that adjust the difficulty of tasks based on student performance.

Sources and Supporting Documents:

Learning With AI, Learning About AI - CDE
- AI Resource Kit

GCPS Human-Centered Artificial Intelligence (AI) - Gwinnett County Public Schools
Common Sense AI Initiative
Designing for Education with Artificial Intelligence: An Essential Guide for Developers

→ Please see the Garland ISD Artificial Intelligence (AI) Student Guidelines for further guidance on Student AI use.

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