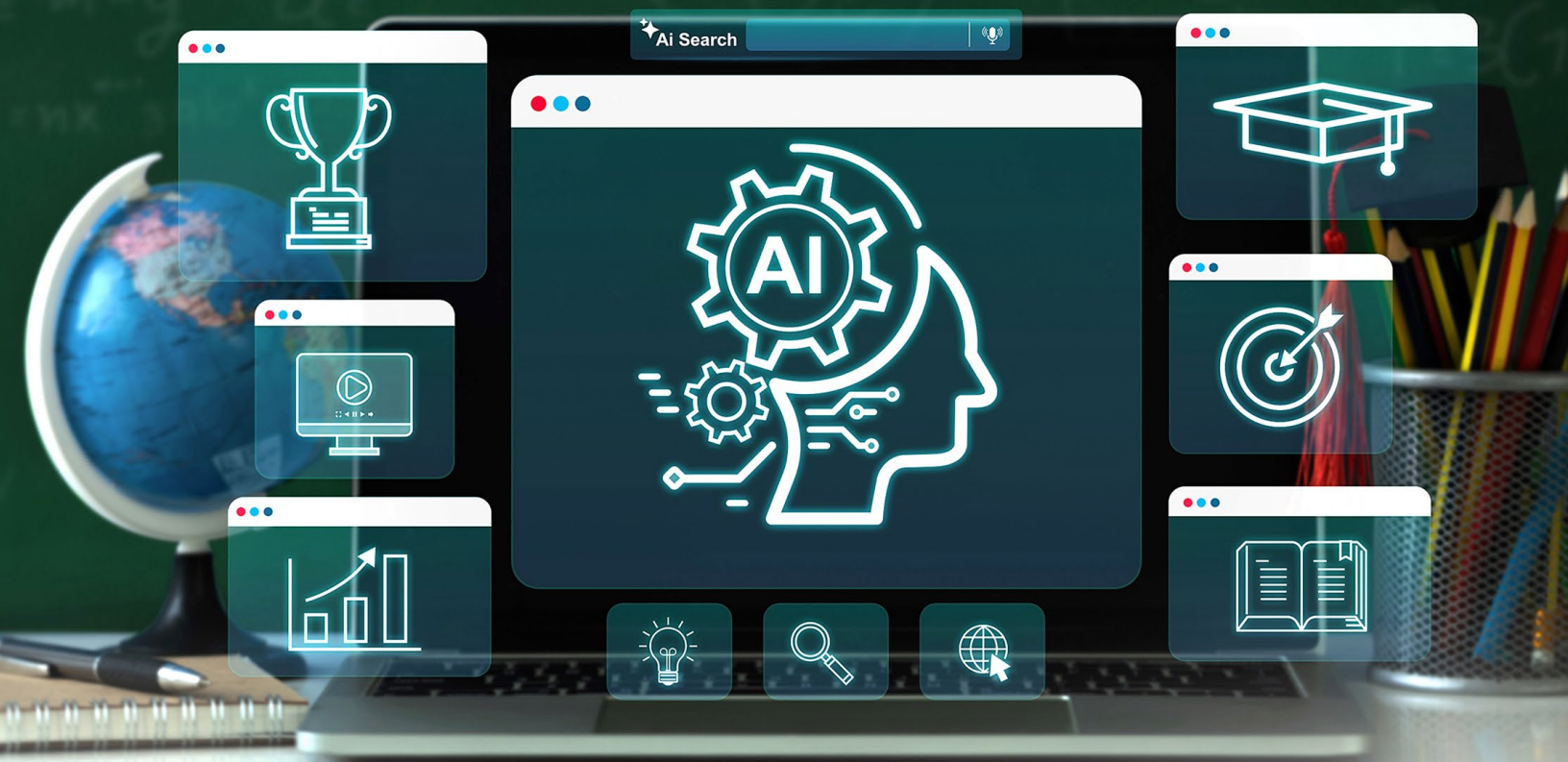


# Six Big Questions About AI and K-12 Education

| In Charts



This study  
produced with  
support from

**Chan  
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# About Editorial Projects in Education

Editorial Projects in Education (EPE) is a nonprofit, tax-exempt organization based in Bethesda, Md. Its primary mission is to help raise awareness and understanding among professionals and the public of important issues in American education. EPE covers local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education publishes Education Week, America's newspaper of record for precollegiate education, *EdWeek Market Brief*, and the Top School Jobs employment resource. It also produces periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators.

The EdWeek Research Center conducts surveys, collects data, and performs analyses that appear in Education Week and *EdWeek Market Brief*. The center also conducts independent research studies for external clients including for-profit and nonprofit organizations.

## About the Chan Zuckerberg Initiative

Chan  
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The [Chan Zuckerberg Initiative](#) supports Education Week's coverage of whole-child approaches to learning. CZI also provides general support for investments in Education Week's technology infrastructure. The Chan Zuckerberg Initiative is using technology to help solve some of our toughest challenges—from preventing and eradicating disease, to improving learning experiences for kids, to reforming the criminal justice system.

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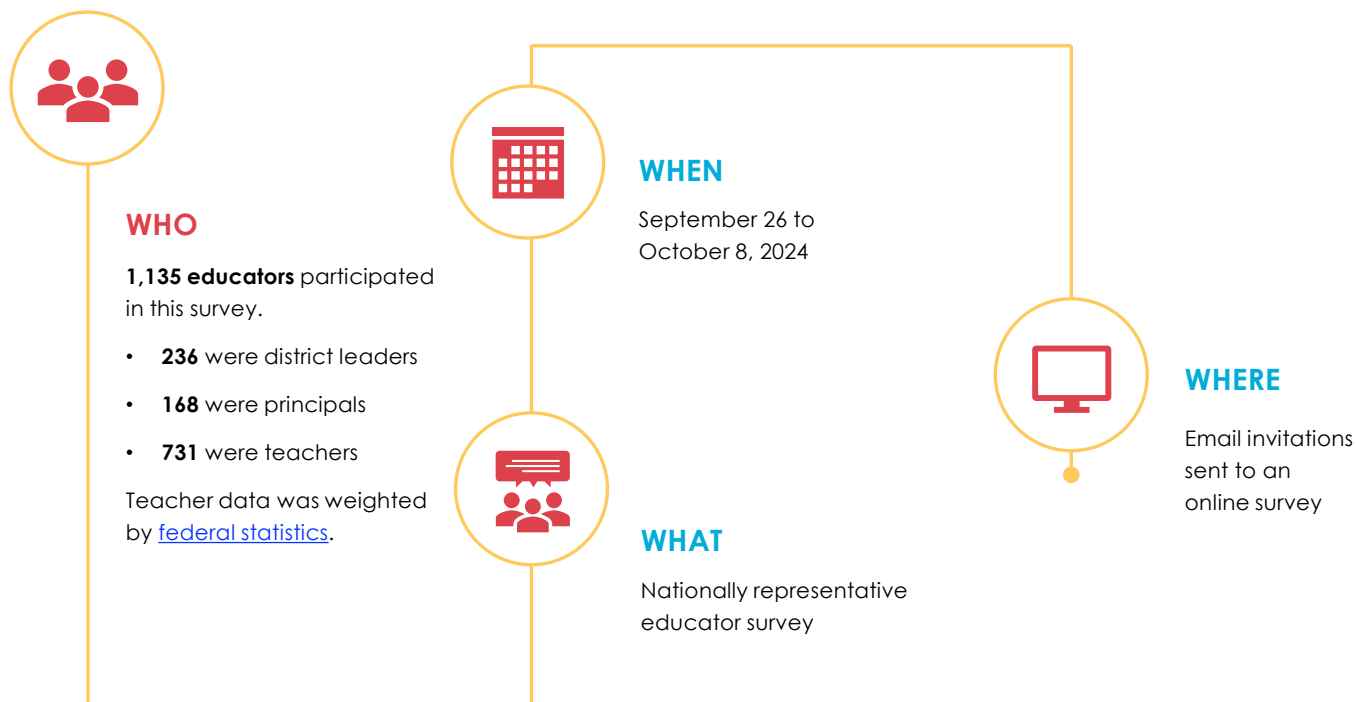
## Introduction

**A**rtificial intelligence is rapidly reshaping conversations about education, but actual implementation of AI in schools will require specific steps to put theory into action. The views and attitudes of educators will have a critical impact in that process. To better understand their perspectives, the EdWeek Research Center, with support from the Chan Zuckerberg Initiative, surveyed 1,135 teachers, principals, and district leaders from September 26 to October 8, 2024.

The results highlight both optimism and skepticism. For instance, most educators see promise in AI's potential to improve efficiency in school operations, such as mapping bus routes or logistics, but are less confident that it will improve standardized tests. As the field works through the early stages of AI adoption, it's also notable that only about one-fifth of educators said they have received good or excellent training to use the new technology for teaching.

This report examines six key questions about AI's impact in K-12 education. Survey results that provide insight into educators' perspectives on those questions are presented in six corresponding charts.

## ABOUT THE SURVEY



# 1. Will AI transform standardized testing?

Many educators express doubt that artificial intelligence will bring meaningful improvements to standardized testing. More than one out of three educators (36 percent) predict that standardized tests will actually decline in quality over the next five years as AI becomes more integrated into education. Their concerns could reflect anxieties that AI might reinforce existing inequities, create new biases in test design, or fail to capture the deeper skills students need to thrive. (Fig. 1)

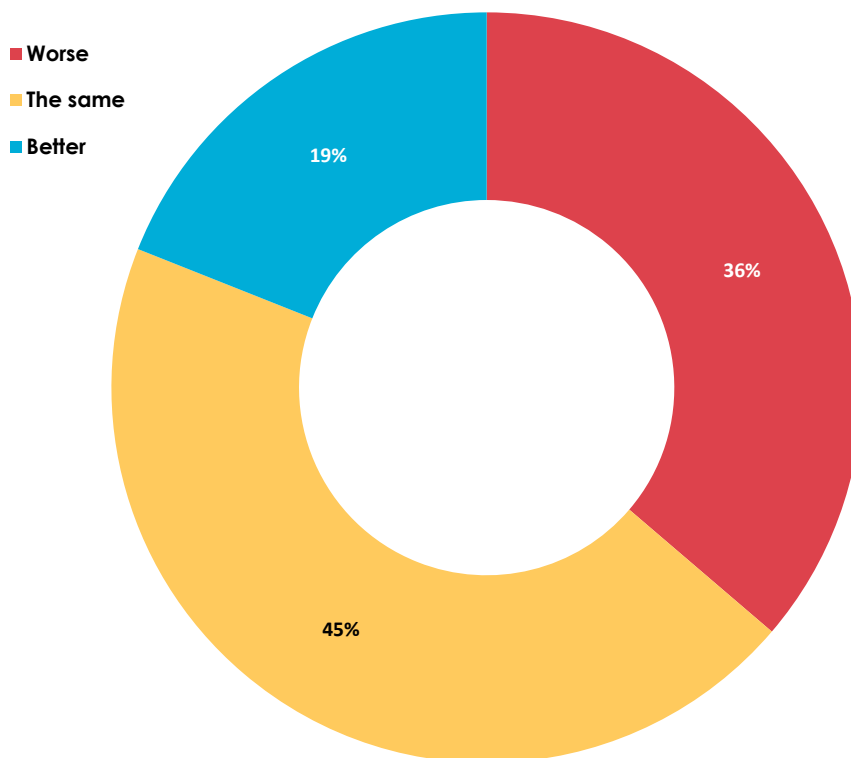
Educators most commonly (45 percent) say they don't

expect AI to make any real difference. This group of educators may see standardized testing as resistant to change so the introduction of AI would be unlikely to alter its fundamental structure.

Only 19 percent of those surveyed believe AI will improve standardized tests within five years. Supporters likely see potential for more personalized assessments, real-time feedback, and streamlined grading. Still, their optimism is limited compared with the majority of educators who foresee stagnation or decline.

Figure 1

As a result of AI, I believe that the standardized tests in use five years from now will be:



\*Results show responses from teachers, principals, and district leaders.

DATA SOURCE: EdWeek Research Center, October 2024

## 2. Do educators trust AI for school operations?

Educators are most comfortable with artificial intelligence when it helps schools run more smoothly in areas such as logistics and transportation.

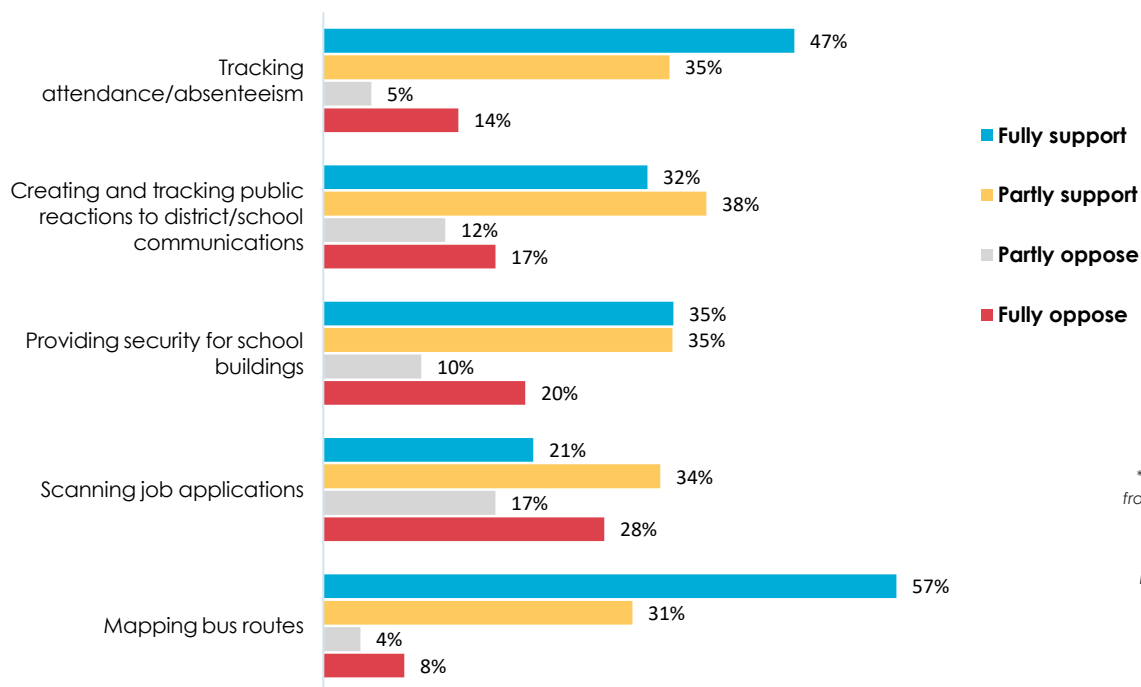
Nearly 9 in 10 teachers, principals, and district leaders said they partly or fully support using AI to map bus routes. Tracking attendance and absenteeism through AI also drew broad approval, with more than 8 in 10 backing the practice. (Fig. 2)

Opinions were slightly less positive on other uses of AI for operational purposes in schools or districts. Seven in 10 respondents supported AI for providing security in school buildings, but 3 in 10 opposed it, suggesting potential concerns over surveillance and privacy. A similar split emerged on monitoring public reactions to district communications, with about 70 percent supportive and nearly 30 percent resistant.

The sharpest divide emerged around the use of AI in hiring. Just over half of respondents said they support using AI to scan job applications, while 45 percent opposed the idea, which may reflect questions about fairness and bias in staffing decisions. The findings suggest educators largely welcome AI as a tool for logistical and administrative efficiency but remain cautious when it is applied to tasks they potentially view as requiring more judgement or consideration for privacy and equity concerns.

Figure 2

### What is your opinion of your district or school using AI for the following operational purposes?



\*Results show responses from teachers, principals, and district leaders.

Note: Percentages may not add up to 100 due to rounding.

DATA SOURCE: EdWeek Research Center, October 2024

### 3. Are educators being adequately trained to use AI in teaching?

Survey results suggest that educators need better training to fully and effectively integrate AI into instruction. When teachers, principals, and district leaders were asked to rate the quality of the training they have received on using AI tools for teaching, only 2 percent rated it “excellent” and 16 percent said it was “good.” By contrast, 23 percent called their training “mediocre” and 18 percent said it was “poor.” (Fig. 3)

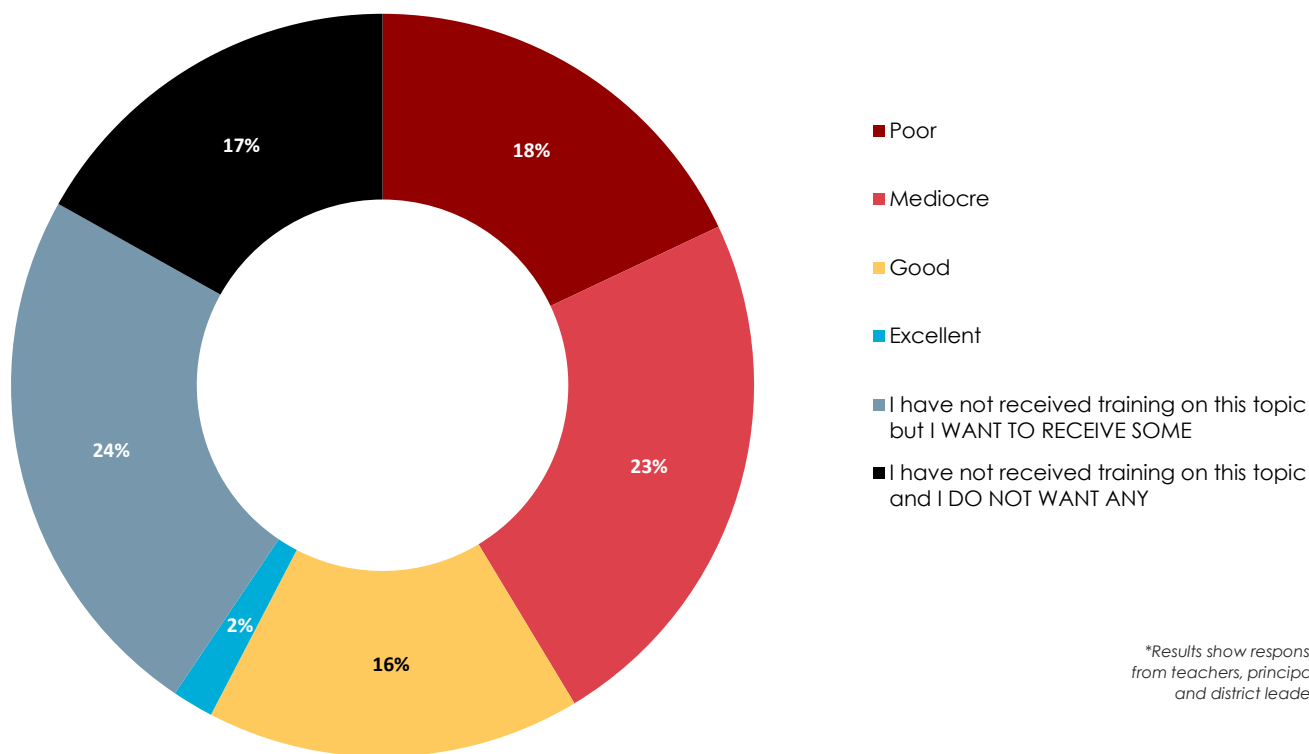
Twenty-four percent said they had not received

training but wanted it, while 17 percent said they had not received any and did not want it.

The results point to an education workforce that includes teachers or administrators eager to build AI skills despite limited opportunities to receive high-quality training and a substantial share of holdouts resistant to the new technology—but relatively few educators whose training has currently prepared them to use AI in their schools or districts.

Figure 3

How would you rate the quality of any training you have received on using AI tools for teaching?



DATA SOURCE: EdWeek Research Center, October 2024

## 4. Are schools prepared to handle deepfakes?

Most educators say they have had little or no training about AI-generated deepfakes—audio or video created or altered with AI and using a person’s voice or likeness without their approval.

When used to produce fake audio or video about students or employees, they can potentially damage the mental health and reputation of individuals in the school community. For that reason, [training on this topic](#) can be important for educators.

A quarter of teachers, principals, and district leaders rated the training they received as “poor,” while 11 percent called it “mediocre.” Only 8 percent said their training was “good” or “excellent.”

Many respondents said they had not received any training at all. Thirty-one percent reported that they had

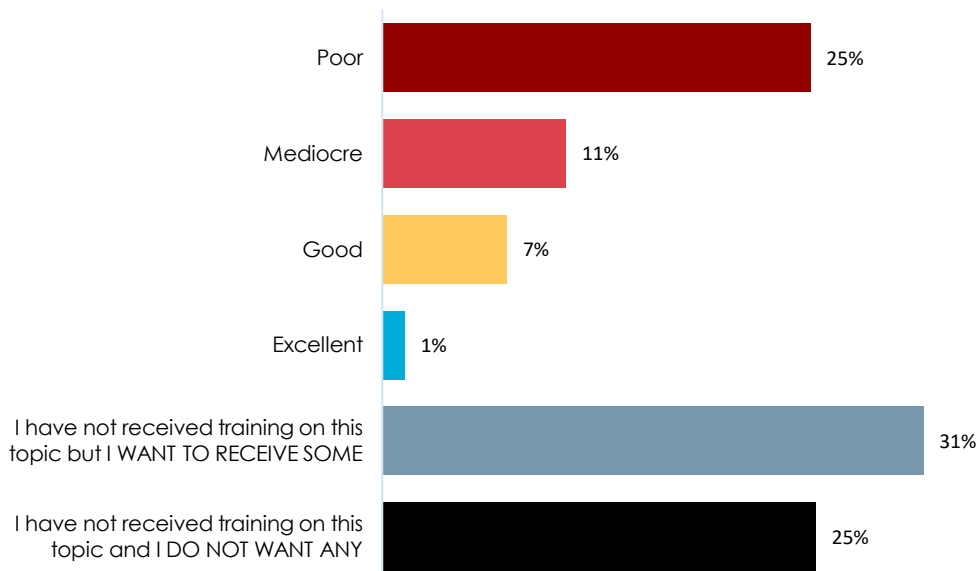
not received training but wanted it, while 25 percent said they had not received training and did not want any.

(Fig. 4)

These findings reveal a troubling disconnect. Risks from deepfakes in schools are likely to increase yet most staff members remain underprepared to respond. Without clearer guidance and more consistent professional development, schools may struggle to confront the challenges deepfakes pose to trust, safety, and digital literacy. Beyond just the need to protect students and employees or support those who have been personally affected, the negative effects of deepfakes could reduce overall enthusiasm for using AI in teaching if educators increasingly begin to see it as a largely harmful form of technology.

Figure 4

**How would you rate the quality of any training you have received on deepfakes created by AI?**



\*Results show responses from teachers, principals, and district leaders.

Note: Percentages may not add up to 100 due to rounding.

DATA SOURCE: EdWeek Research Center, October 2024

## 5. Is AI taking hold in special education?

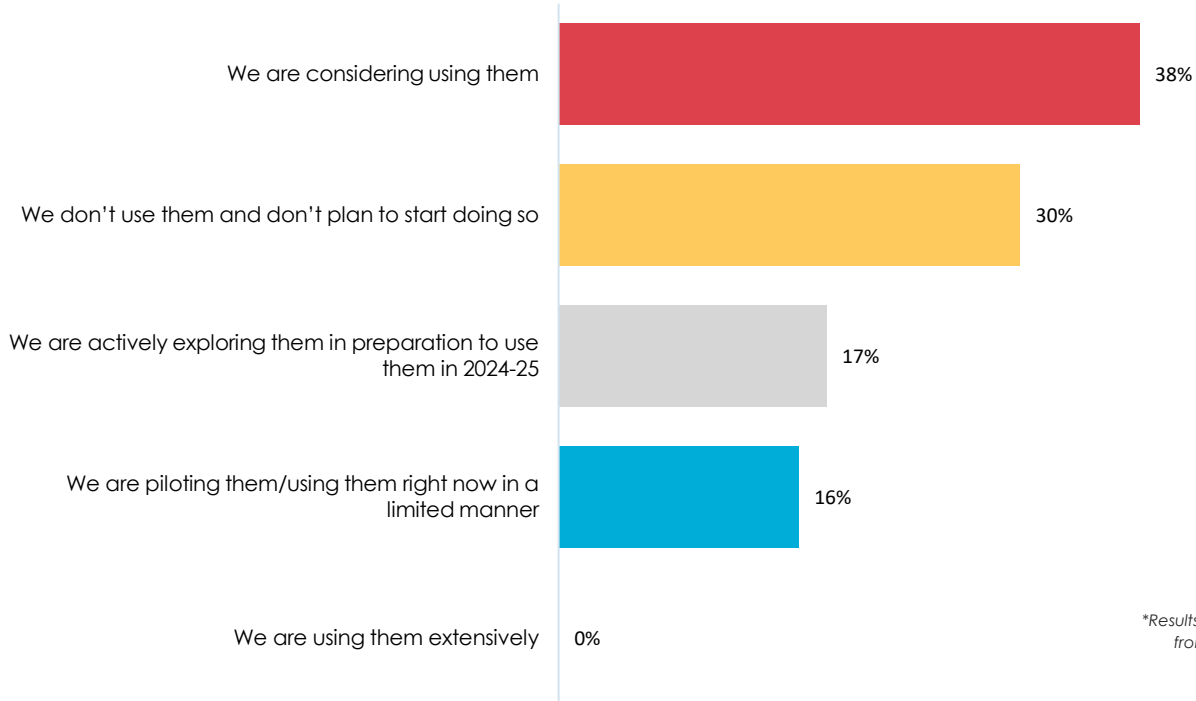
In a survey conducted in March and April 2024, nearly one-third of K-12 administrators said they did not use AI in special education programs and had no plans to start. Zero percent said they were using AI extensively for that purpose. The majority fell somewhere on the continuum between no use at all and extensive use.

Most principals and district leaders reported they were still considering the role that AI should have in special education programs or were in the early stages of implementing the new technology.

They most commonly (38 percent) said they were considering AI but had not yet adopted it. Seventeen percent said they were exploring AI with plans to adopt it in the 2024-25 school year and 16 percent said they were piloting the technology in a limited way. (Fig. 5)

Figure 5

### What is the status of artificial intelligence technologies in your special education programs?



DATA SOURCE: EdWeek Research Center, April 2024



## 6. Is AI being used to support multilingual learners?

Artificial intelligence is still rarely used in programs serving multilingual learners: 12 percent of school and district leaders said they did not use AI in these programs with no plans to start and 24 percent reported they were not using AI now but were considering it. Thirty-three percent said they were only using AI “a little.”

Smaller shares of district and school leaders reported more active adoption. Eleven percent said they had decided to adopt AI and were exploring how, while 5

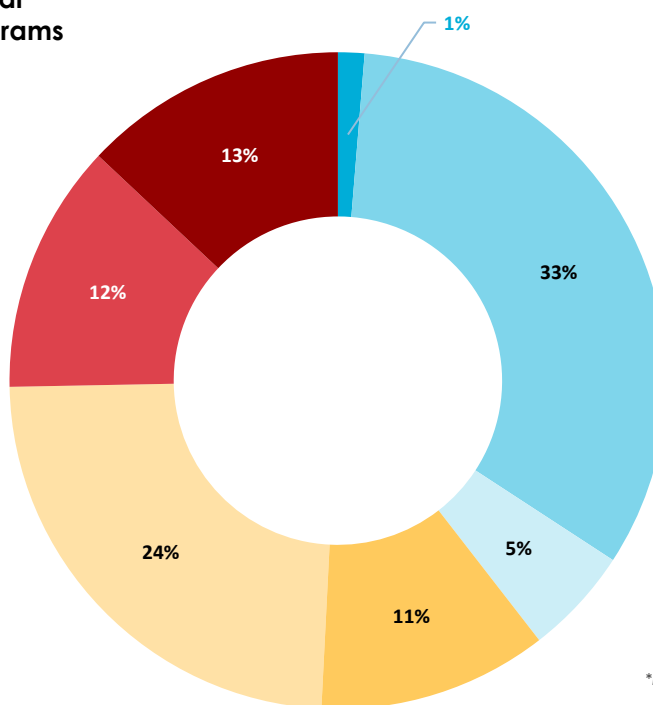
percent said they were piloting it. Just 1 percent reported using AI “a lot.” Another 13 percent said their districts do not serve multilingual learners. (Fig. 6)

Taken together, the survey findings discussed throughout this report point to a K-12 workforce that has some skepticism about AI. Some educators who have dipped their toes in the water still need high-quality training to take initial pilot projects and experimentation to the next level with more robust implementation.

Figure 6

**What is the status of your use of artificial intelligence technologies in your programs serving multilingual learners?**

- We are using them a lot
- We are using them a little
- We are piloting them
- We have decided to use them and are actively exploring them
- We don't use them but are considering doing so
- We don't use them and don't plan to start doing so
- N/A—we do not serve multilingual learners



\*Results show responses from principals and district leaders.

Note: Percentages may not add up to 100 due to rounding.

DATA SOURCE: EdWeek Research Center, October 2024