Testimony on the Use of Artificial Intelligence in K–12 Education

Introduction

Chairperson, Ranking Member, and Members of the Subcommittee, thank you for the opportunity to speak with you today about the use of Artificial Intelligence (AI) in K–12 education. My name is Chris Chism, and I serve as the Superintendent of Pearl Public School District in Mississippi. I have dedicated 29 years to public education as a classroom teacher, a principal at the middle and high school levels, and now as a superintendent. I also have a background teaching mathematics, science, and technology courses. Over the past year, I have conducted more than 150 AI training sessions for educators and administrators and participated in national conversations about AI in schools. I come before you not only as a school leader but as a lifelong educator who has seen firsthand the transformative potential of AI in our classrooms and offices. My testimony will outline the promise and potential of AI for personalized learning, student engagement, and efficiency; how AI improves administrative functions across various school roles; real examples of AI implementation in my district; the pros and cons of classroom AI use; concerns regarding equity, teacher training, over-reliance, and student data privacy; and recommendations for federal policymakers to support the responsible and equitable integration of AI in K–12 education.

The Promise and Potential of AI in Education

Personalized Learning and Student Engagement: AI holds extraordinary promise to tailor education to each student's needs in ways we could only dream of in the past. Instead of a one-size-fits-all approach, AI can help expedite learning by giving students an individualized path to proficiency. For example, modern AI tutoring systems act as always-available digital tutors that never sleep, offering examples and adapting to a learner's needs in real time. We now have tantalizing glimpses of this potential becoming reality through tools like Khan Academy's AI assistant, which can guide a student through a math problem step-by-step or provide personalized feedback on their writing. These systems can increase student engagement by making learning more interactive and relevant. Many students find AI tools novel and motivating—for instance, an English class used AI to translate Shakespeare into modern language, freeing class time to dive deeper into discussion of themes and meaning. When educators harness AI in these ways, students become more engaged and active in their own learning, because it is customized to the individual. Using these AI tools will allow educators to close gaps in student progress faster than ever before.

AI in classrooms can take many forms, from adaptive learning software to AI-assisted tutoring. When implemented thoughtfully, these technologies promise to engage students by providing interactive, personalized learning experiences. An AI-powered platform might present each student with practice questions at just the right level of difficulty, offering hints or adjusting the lesson based on the student's responses. Students can also receive instant feedback from AI tutors—essentially a "teaching machine" that is responsive to their individual needs. Such personalized support keeps learners motivated and allows teachers to spend more time on higher-level instruction and one-on-one mentoring, rather than delivering broad lectures.

Efficiency and Teacher Support: The potential of AI is not just about student learning—it is also about empowering teachers and making their workload more sustainable. AI can automate or accelerate many of the routine tasks that fill a teacher's day, from drafting lesson plans to developing quizzes and assessments. For example, with the help of a generative AI tool, a teacher can generate a first draft of a lesson plan or a set of discussion questions in seconds, when it might have taken hours otherwise. One recent analysis found that using AI, like ChatGPT, can significantly reduce the number of minutes a teacher wastes by automating the first draft of time-consuming tasks. In my district, teachers have used AI to brainstorm creative project ideas, adapt reading materials for different reading levels, change languages of texts, run data analyses, and generate sample quiz questions for quick assessment. By handling initial drafts of instructional materials or parent communications, AI tools allow educators to focus on refining and personalizing the material, rather than starting from scratch. This is the key to efficiency. Used responsibly, ChatGPT and similar AI can be a powerful time-saver for teachers, helping them find resources to supplement lessons or summarize reports they must submit to administrators. This efficiency means teachers can redirect their energy toward engaging with students and planning more meaningful learning experiences. In short, the promise of AI in education is a classroom where each student gets more individualized attention and each teacher has more time to do what humans do best – inspire, mentor, and innovate.

AI for Administrative Efficiency in Schools

Beyond direct classroom instruction, AI is also transforming the administrative and operational side of education. In a school district, every role – teachers, principals, IT staff, counselors, and even the Chief Financial Officer – can benefit from AI-driven efficiency improvements:

- **Teachers:** AI assists teachers with planning, grading, and communication. Educators are using AI to generate unit outlines aligned with standards, create slide presentations with built-in quiz questions, and even devise creative instructional approaches on demand. All of these items are customizable to our district's standards and requirements. Routine tasks like drafting homework instructions or writing parent newsletter updates can be handled in moments by AI. For example, instead of writing a lengthy email response to a common parent question, a teacher can ask an AI assistant for a professional draft, then quickly customize it to add a personal touch. Teachers in my district have also leveraged AI to differentiate instruction – one teacher had AI instantly produce a simplified version of an article on current events for a student who was an English language learner, helping that student participate fully in class. By taking care of these repetitive tasks and providing on-demand resources, AI frees up teachers' time and reduces burnout, allowing them to concentrate on student interaction and creative teaching.
- **Principals and School Leaders:** School administrators juggle a wide range of responsibilities, from analyzing data to communicating with stakeholders. AI can help principals quickly analyze attendance and behavior data to spot trends, or compile and summarize stakeholder feedback from surveys. In Pearl Public School District, our principals and assistant principals have used AI to draft school improvement plan outlines and even to get a head start on writing complex reports. As one of our high school assistant principals noted, AI can build a rough draft of a document "within seconds" – a draft that might have taken days to compile manually – which the leadership team can

then refine together. This speeds up strategic planning and decision-making. Additionally, AI tools can assist in writing routine announcements or creating schedules. For instance, if a principal needs to craft an emergency weather closure message or a detailed orientation guide for new families, AI can generate a well-structured draft in moments. The administrator can then edit for accuracy and tone, ensuring the final communication is both timely and appropriate. These efficiencies mean school leaders spend less time behind a computer screen and more time supporting teachers and students directly.

- **District Administration (Operations, Finance, and HR):** AI is proving invaluable in the central office as well. One innovative use we are exploring in-house is optimizing bus routes and finding cost savings in transportation – a complex puzzle that AI can analyze faster than any human. By training an AI model on our routing data, we can identify more efficient bus routes, saving fuel and reducing student travel time without compromising safety. Our Chief Financial Officer (CFO) can use AI tools to analyze budget spreadsheets for anomalies or to project future costs under different scenarios. AI can sift through years of purchasing data to suggest where we might negotiate better deals or even examine energy usage data from our schools to recommend conservation strategies. In human resources, AI can assist with scanning teacher applications to quickly highlight candidates who meet our criteria or even draft a first version of job descriptions and interview questions. While these administrative tasks happen behind the scenes, making them more efficient has a direct impact on students: dollars saved through AI-identified efficiencies can be reinvested in classrooms, and time saved means administrators can devote more attention to educational quality. In essence, AI is becoming an on-demand assistant that every administrator needs – crunching numbers, compiling information, and generating useful insights on demand.

Real-World Examples from Pearl Public School District

Theory and potential are important, but I'd also like to share real examples from my own district where AI is already making a difference. Pearl Public School District has not only embraced AI in concept – we have actively put it into practice in ways that benefit our educators and students, all while safeguarding privacy. Here are a few key examples:

Teachers Developing New Ideas with AI

When I first introduced AI tools like ChatGPT to our staff, there was understandable caution – one staff member even asked if the AI was "going to replace me". But that hesitation quickly gave way to excitement as teachers discovered that AI is a *partner*, not a threat. Erin Jostes, our behavior specialist who works with grades 9–12, described AI as being like a "best friend" to bounce ideas off of. In her role, she often faces challenging student behavior cases and must come up with interventions. Now, she can input details of a difficult situation into an AI assistant and immediately get a list of possible strategies and interventions. She told me that the AI will suggest a wide range of approaches – she can check off the ones she's already tried and often find a new idea in the list that she hadn't considered, saying "Hey, we haven't done this… maybe this is something we should try". This has rejuvenated our approach to student behavior support by injecting fresh ideas and evidence-based practices.

Teachers in our district are also using AI to invigorate their lesson plans. A math teacher might ask AI for a creative way to teach algebraic concepts and receive a suggestion like a real-world project or a fun analogy that makes the concept click. An English teacher can use AI to generate a bank of journal prompts or discussion questions tailored to a novel her class is reading. These ideas spur the teacher's own creativity. At the elementary level, our teachers have turned AI into the actual authors of different works so students can have a Q&A session. Importantly, the teacher remains in control in every aspect of use – they review AI's suggestions and choose what best fits their students. By serving as a brainstorming partner and instant resource library, AI has helped our teachers expand their instructional toolkit.

Custom GPTs to Save Time and Share Knowledge

One innovation we have pursued in Pearl is the creation of custom GPT-powered agents for specific tasks. Using readily available technology, one can actually build a specialized AI agent (a "custom GPT") that is preloaded with a defined knowledge base or given specific instructions. That created agent could then be shared with others in the district or abroad. We have experimented with this concept by creating a custom AI assistant trained on our district's curriculum standards and teaching resources. This means a teacher can ask our custom AI, "Give me an idea for a 5th grade science lesson about the water cycle aligned to our state standards," and get a useful answer that aligns with our local curriculum priorities. Another custom GPT we built contains our school board policies and procedures. Our administrators can query this AI for quick answers instead of flipping through policy manuals – for example, "What is the policy number and summary for student use of technology?" – *saving time when minutes matter*. Essentially, we are creating **"mini brains"** in the form of AI agents that serve as on-demand experts for our district employees. This not only saves time but also democratizes knowledge across the district: a new teacher can ask the AI questions that they might have been hesitant to ask a busy colleague and get accurate answers instantly. We believe this approach holds great promise for scaling expertise in areas like special education legal compliance, emergency procedures, and even IT support, by encapsulating the knowledge base into an AI that any staff member can consult 24/7.

Let me give you one last example. This fall, I had one of my English II teachers call me. She has been doing this for 29 years. She told me she was tired and was ready to retire. I asked her to come meet with me about this decision. I asked what I could do to change her mind. She relayed to me that she has a high school student in band now, and she just does not have the time to grade papers for hours each night. We spent the next 2 hours creating a GPT (mini brain) for her to use with her students. We uploaded the state writing rubric, and we spent a lot of time defining what good writing looks like in her classroom. She can now take this GPT into the classroom with her and share it with students. They now receive instant feedback using this GPT instead of waiting 7-10 days for that feedback from the teacher. Our English teacher can now spend time with each student on individual writing styles in class, and she never has to grade a paper at home. Our kids now write 3X as much each week, because feedback is given immediately. Most importantly, our English teacher is staying. This is just another example of the power AI can give to both students and teachers within a classroom.

In-House AI Infrastructure to Protect Privacy (FERPA Compliance)

One of our proudest initiatives – and something quite cutting-edge for a K–12 district – is that we have created our own **in-house AI server** that can run multiple AI languages. The reason is simple: we wanted to harness AI's power without compromising student privacy. Public AI platforms like the free version of ChatGPT pose a risk because if you accidentally input student names or other identifying information, that data goes to an external server, potentially violating privacy laws like FERPA. We needed a solution that keeps our data within our control. By building an in-house AI system, essentially a private server for AI, we no longer have those limitations. Our server is not connected to the open Internet; it's a closed system available only to our district. We can safely train models on our own data – for example, feeding in anonymized student performance data or curriculum materials – and use AI analysis internally. This means we could ask the AI questions that involve sensitive data (like an internal analysis of which students might benefit from additional reading support) and be confident that no outside entity can access that information. We believe we are one of the first school districts to do this, and it is drawing interest from others.

With our local AI server, the possibilities are expanding. We plan to use it for operational efficiencies that directly impact our budget and services. As mentioned, one use case is analyzing transportation routes; our internal AI can crunch the numbers on bus routes, bell schedules, and neighborhood data to suggest more efficient bus routes and potential cost savings, something we expect to refine our operations. We're also exploring using AI to help with data-heavy tasks like budgeting projections and inventory management for supplies. All of this is done with strict adherence to student data privacy – because the AI is housed on our own server, it operates under FERPA compliance by design. For districts like ours, this approach offers a promising path to leverage AI's strengths while upholding our legal and ethical responsibility to protect student information. I would encourage federal support for initiatives that help more districts develop secure, privacy-preserving AI infrastructures similar to ours.

Pros and Cons of AI Use in the Classroom

AI is a powerful tool, but like any tool it comes with both advantages and potential drawbacks in the classroom context. It is important to weigh these pros and cons as AI is integrated into teaching and learning:

Key Pros:

- **Personalized Learning:** AI can adapt to each student's needs, providing tailored instruction and practice. An AI tutor can give immediate feedback and adjust rigor in real-time, helping advanced students move ahead and allowing struggling students to learn at their own pace with extra support. This personalization was once an unattainable ideal in a busy classroom, but AI makes it feasible to give every student more individual attention.
- **Increased Student Engagement:** The novelty and interactivity of AI-based activities can boost engagement. Students are excited to use tools like ChatGPT to create something fun and thus become more invested in the material. Teachers report that students are highly motivated when asked to fact-check or critique AI-generated answers, turning a potential cheating tool into a lesson in critical thinking; in fact, some teachers said their

students “have never been so engaged in writing” as when they had to critique an essay written by AI.

- **Teacher Efficiency and Effectiveness:** AI can take over routine tasks and reduce teacher workload. It can rapidly grade objective assessments, draft lesson outlines, or produce a summary of a text for teachers, saving hours of time. This allows teachers to spend more time on lesson refinement, student mentorship, and professional learning. AI can also serve as a “second pair of eyes,” helping teachers check for errors or bias in their materials and suggesting improvements. For example, one of our specialists uses AI to double-check her behavior intervention plans, helping “take the human error or emotion out” and ensure strategies are evidence-based.
- **Data-Driven Insights:** AI systems can analyze mountains of educational data far faster than a human counterpart. This analysis can help identify patterns, such as which skills a class is struggling with, enabling timely interventions. It can also support individualized recommendations – for instance, an AI might analyze a student’s performance and recommend specific resources or activities to help with a concept he has not mastered. These insights help educators make informed decisions backed by data.
- **Future-Ready Skills:** Allowing students to work with AI in guided ways prepares them for a future where AI will be ubiquitous. Just as we teach students how to use search engines or spreadsheets, using AI tools in class (under supervision) helps them develop digital literacy and critical thinking about technology. In our district, we explicitly train older students (10^{th}-12^{th} grades) on ethical and effective AI use, recognizing this will likely be integral to their future jobs. This gives students a leg up in college and the workforce, where AI competencies are increasingly in demand. Currently, there are careers and jobs in our local area that will not hire a new employee without these advanced skills. The reality is this: AI is coming like a speeding train down the tracks. It will be a part of everything we know and do in the next few years. It is incumbent on all of us to lead this charge to make sure our students are prepared for what is to come.

Key Cons and Challenges:

- **Cheating and Academic Integrity:** Perhaps the most immediate concern with AI in classrooms is the ease with which students might use it to cheat or plagiarize. AI can produce essays, solve math problems, or do homework at the click of a button, which tempts students to submit AI-generated work as their own. We have seen reactions ranging from suspicion to outright bans of AI tools in some schools across the state and country. If assignments are not designed with AI in mind, it can undermine the learning process. Educators must adapt by focusing more on in-class work, oral presentations, and process-oriented assessments, as we have done in Pearl. For example, we place greater weight on in-class writing now, knowing take-home essays could be altered by AI.
- **Inaccurate or Biased Content:** AI systems like ChatGPT can sometimes produce incorrect or misleading information. These systems are only as good as the data and algorithms programmed into them. If a student or teacher relies on an AI’s answer without verification, it could propagate errors. Moreover, AI models have been shown to exhibit biases – for instance, they might reflect societal or historical biases present in their training data. Without careful oversight, there is a risk of AI inadvertently reinforcing stereotypes or providing one-sided perspectives. This means teachers must

fact-check AI outputs and teach students to critically evaluate AI-provided information. We stress that AI's answers are a starting point, not an ultimate authority. A key point to remember is with most publicly available AI systems, there are ways to customize preferences for outputs that alleviate biases and also fact-check the information provided.

- **Over-Reliance and Erosion of Skills:** There is a concern that both educators and students could become over-reliant on AI, to the detriment of fundamental skills. For teachers, if one leans too heavily on AI to plan lessons or solve problems, one might skip developing a deeper understanding of pedagogy or content that comes from manual creation. As one education expert warned, technology should not drive teaching; rather, sound teaching practice must drive how we use the technology. For students, if they turn to AI for every answer, they may not develop critical thinking, writing, or problem-solving skills as fully. We must ensure AI is used to supplement learning, not replace it. Maintaining a healthy balance is key; students should still struggle productively and learn to think for themselves, while using AI as a support tool, not a crutch.
- **Privacy and Data Security:** AI technologies often require data to function well, and in education this means student data – from personal information to academic work – could be involved. Using external AI services raises serious privacy issues, since sharing student data with a third-party service can violate confidentiality or laws like FERPA. Even prompts that seem harmless might include context that identifies a student or teacher. Additionally, AI systems might store or learn from the data entered, creating long-term privacy concerns. Our district addressed this by developing an in-house AI system, but most districts do not have that capability. Without strong safeguards, the use of AI could put sensitive student information at risk. This is a con that needs to be managed with clear policies, possibly regulation, and technological solutions (like encryption or on-premises options). Some companies are now making a concerted effort to take care of these privacy issues. OpenAI has recently released an "education" version of ChatGPT that addresses these privacy concerns.
- **Equity Gaps:** To many, there is the concern AI in education could exacerbate inequities if not handled carefully. However, I am a firm believer that AI can and will help students and school districts bridge the divide that can sometimes be caused by inequality in funding. Cost-effective AI can take the place of many very expensive programs. Many of these AI programs are free to users, and the paid versions of these programs have very little cost to the end user. As we move forward with this technology, I see these costs dropping even further.
- **Teacher Training and Readiness:** Introducing AI into education without proper teacher training is a recipe for frustration and uneven results. Many teachers are understandably not familiar with how AI works or how to integrate it into their teaching. Without professional development and support, some may misuse AI or avoid it altogether out of fear. There is also the concern mentioned earlier: focusing on training teachers to use AI tools without strengthening their underlying foundational skills. We must train teachers both in the technology itself and in the instructional strategies to use that technology effectively. This takes time and resources. In my district, we have invested time and continuous coaching for our staff on AI, but we are fortunate to have leadership support and some technical capacity within the district. Many school systems will need help to bring their educators along so that AI's benefits can be utilized widely and consistently.

In summary, the pros of AI in the classroom – personalization, engagement, efficiency, data insights, and future skills – are exciting and substantial. The cons – cheating, inaccuracies, over-reliance, privacy risks, and training needs – are real challenges we must address head-on. The goal is to maximize the benefits while mitigating the risks, through thoughtful implementation and support.

Recommendations for Federal Policymakers

AI's transformative potential in education will only be realized if we act intentionally to support and guide its implementation. I respectfully offer the following recommendations to Congress and federal education policymakers to help schools like mine navigate this new era. These recommendations focus on funding, privacy, equitable access, and professional development:

1. **Please DO NOT Regulate this Out of K-12 Education:** In most of the places I present, the first question I am asked is this: "What policies do you have in place?" We do not currently have any policies on using AI. Why? I do not want to stifle creativity and innovation. We will put a policy in place when we need one – not just to say we have one. Everything currently falls under our Acceptable Use Policy, and if students get caught cheating, it falls under our discipline policy. We have no current need for a policy. Some states have already "regulated" this out for all state employees on all state computers – this includes students and teachers. A federal policy that limits AI usage would be detrimental to students and educators moving forward. The need for regulation should be centered around the misuse of the technology – such as "deep fakes".
2. **Potentially Shift Funding to AI Infrastructure and Research in Education:** Provide opportunities for dedicated funding streams to help K–12 schools acquire and implement AI tools and the necessary technology infrastructure. Many promising AI applications (from adaptive learning platforms to internal data analytics tools) require high-speed internet, modern devices, and sometimes expensive software or computing power. Federal programs (similar to how E-Rate helped schools get internet access) could ensure even high-poverty and rural schools can afford AI innovations. This includes state and local agency support as well. Additionally, investigate pilot programs and research to identify what AI-driven approaches improve student outcomes. Congress should also consider supporting the development of open-source AI tools for education to reduce long-term costs and dependency on big vendors. In short, strategic leadership can accelerate AI benefits while ensuring they reach all corners of the country, not just those who can afford them.
3. **Modernize Student Data Privacy Laws and Guidance:** Update and strengthen laws and regulations to address the unique privacy challenges of AI. FERPA, which was written long before AI, may need clarifications or amendments to cover scenarios like cloud-based AI services handling student information. Clear federal guidelines should define how educational data can be used to train AI models, and what safeguards must be in place. I urge support for efforts such as establishing privacy and ethics standards for AI in education. This could involve certification of AI products that meet stringent privacy criteria, giving districts confidence in choosing approved tools. Consider legislation that requires AI companies to allow schools to opt-out of data collection or to provide local hosting options. The recently issued Executive Order on AI in Mississippi is a step in the

right direction, and education should be a key component of its implementation. We need robust enforcement of privacy protections so as AI usage grows, student rights are never compromised. Federal leadership in privacy will help create a trust framework, so educators and families feel safe using AI for learning.

4. **Promote Equitable Access to AI Tools and Close the Digital Divide:** During the COVID years, funding was made available for technology and infrastructure. This funding was a great start on the road to access for all. As you all are aware, those needs are recurring since computers do not last forever. Continuing to fund Title programs will be paramount to bridge this divide for students. Also, rewriting or amending guidance on federal spending for these AI programs would be very helpful in many districts. Districts will need more freedoms to select vendors and to spend Title funding for AI programs and equipment.
5. **Professional Development and Teacher Training for AI:** Federal, state, and local education agencies need to invest the time and resources needed to push ahead with this technology. This could take the form of grants to provide AI-focused professional development workshops, coaching programs, and the creation of instructional materials. Universities and teacher prep programs need support in adding AI-in-education to their curriculum for new teachers. A federally supported clearinghouse of best practices – perhaps an "AI in Education Resource Center" – could collect and disseminate successful lesson plans, policy guidelines, and instructional strategies, so each district isn't reinventing the wheel. We also need to update certification and ongoing education requirements to include technology competence, including AI literacy for educators. Another idea is a National AI Fellows program for K–12 teachers: identify master teachers who are doing great work with AI in their classrooms and provide mentoring opportunities to other teachers locally or even nationwide (through webinars or an online community of practice). These teacher leaders can accelerate peer-to-peer learning. Additionally, consider investing time and resources into research-practice partnerships where schools work with researchers to develop AI tools in real classrooms – this builds capacity among staff and yields practical insights. At the policy level, integrating AI training into existing federal programs like Title II (which funds professional development) would ensure sustainability. The bottom line is that without well-prepared educators, AI tools by themselves accomplish little. By investing in our teachers and leaders, we ensure that AI is used wisely, creatively, and with pedagogical purpose. This will maximize positive outcomes for students and minimize misuse or unintended consequences. Teachers are eager to learn when given the chance – I have seen the lightbulb come on for veteran educators in my trainings, when they realize AI could save them time or help a student in a new way. Let's empower our 3 million teachers and 90,000 principals nationwide to be confident, knowledgeable users of AI. It will pay dividends in student learning and system efficiency.

In addition to these five areas, I also suggest Congress encourages the development of ethical guidelines and research around AI in education. For instance, support for ongoing evaluation of AI impacts on student learning, critical thinking, and mental health will be important. Setting up an advisory panel or task force on AI in education could help coordinate efforts across federal agencies and keep focus on the issue.

Conclusion

In conclusion, artificial intelligence represents a profound opportunity to advance K–12 education if we approach it with wisdom, care, and urgency. In my district, we often say that AI is "coming like a freight train" – its advance is rapid and cannot be ignored. We have chosen to embrace it and "run with it," in the words I have shared with my team. Because we believe with the right guardrails, AI can help us achieve our mission of educating every child to his highest potential. Through personalized learning experiences, greater student engagement, and streamlined operations, AI has already started to lighten the load on our educators and enrich the learning environment for our students. At the same time, we remain clear-eyed about the risks and challenges: we have proactively adjusted our practices to prevent misuse, invested in training our people, and built systems to protect privacy. We are not alone in this journey – schools across America are experimenting with AI, and teachers and students are finding both pitfalls and promise. It is incumbent on us as leaders and policymakers to support them.

Education has weathered many technological waves – from the introduction of calculators to the advent of the internet – and each time we learned success lies in empowering educators, safeguarding our values, and ensuring all students benefit. AI is no different. It will not replace teachers, but teachers who use AI may well replace those who do not. We want our teachers to use it, and use it well, which means they need our support and trust. We want our students to use AI in a thoughtful and responsible way, as well.

My voice today is that of a seasoned educator who has seen what works in the real world. What we need from federal policymakers is a partnership in this endeavor; help us by providing the resources, the policies, and the leadership to integrate AI in a way that upholds our highest ideals of education. This includes funding the infrastructure and research, updating privacy protections, making sure no school is left behind due to cost or access issues, and training our educators at scale. With these supports, districts like mine can focus on innovating in pedagogy and curriculum with AI as an aid. Without the foundations listed above, we risk a patchwork of haphazard adoptions, inequitable outcomes, and legitimate fears taking root.

I firmly believe if we get this right, AI can be a great equalizer and accelerator in education. It can free teachers from the tyranny of paperwork and allow them to be the creative, compassionate professionals they signed up to be. AI can provide students with personalized mentorship and practice that supplements the guidance of their teachers. It can help administrators make smarter decisions that channel more resources to students. Most importantly, it can prepare a generation of young people who are not only consumers of AI technology but also shapers of its future.

Thank you again for the opportunity to testify. I am hopeful about what we can achieve by working together on this new frontier. I look forward to answering any questions you may have and to continuing the conversation on how we can harness AI's potential securely, ethically, and effectively for our nation's schools.