TEACH PLUS

ILLINOIS DIGITAL EDUCATORS alliance

From *Rules and Tools* to Schools

What Illinois Educators Want from AI Guidance

By TEACH PLUS ILLINOIS and the ILLINOIS DIGITAL EDUCATORS ALLIANCE

With partnership and assistance from:

Illinois Learning Technology Center • AI4K12: The Artificial Intelligence for K-12 Initiative

Illinois State Teachers of the Year • Association of Illinois School Library Educators

LEAP Innovations • EdSystems Center, Northern Illinois University

Illinois Council of Teachers of Mathematics • Illinois Science Teaching Association

Illinois School Counselor Association • Illinois Association of Teachers of English

Illinois Association of School Social Workers • Common Sense Education

Lanier Learning • Illinois Association for Supervision and Curriculum Development

INTRODUCTION

In the fall of 2024, Teach Plus and the Illinois Digital Educators Alliance published *Rules and Tools*, which found that too many educators lacked sufficient training, guidance, or clear policies for using artificial intelligence (AI) in schools—one educator described the situation as the "Wild West." Since then, AI has rapidly become an everyday reality in most Illinois classrooms. AI-powered tools are already shaping how students write, research, problem-solve, and create. Teachers are increasingly using AI to enhance lesson planning, provide faster feedback, and manage administrative tasks.

States across the country have begun responding to the rapid emergence of AI in education by issuing guidance documents and policy recommendations to help schools harness its potential while addressing risks to teaching, student learning, privacy, and equity. Yet many teachers still report that they are navigating these changes largely on their own.

Illinois now has an opportunity to lead in this arena. In 2025, Teach Plus Illinois teacher leaders drew on the recommendations in their earlier report to develop and pass Senate Bill 1920, which directs the Illinois State Board of Education (ISBE) to develop statewide guidance on the use of AI in schools by July 1, 2026.[1] This presents an important opportunity for Illinois to proactively support educators and students, while also raising critical questions. What guidance do educators need to use AI responsibly? What questions do educators want policy to address? How can Illinois protect student learning and safety while encouraging innovative, equitable teaching practices?

To get a current pulse on the AI landscape, we followed up with a new statewide survey to capture educators' current experiences and perspectives on AI in schools and see what shifts are already happening. By centering educator voice at this critical moment, we aim to inform the development of AI guidance so that it is grounded in current classroom realities and responsive to educator concerns.

METHODOLOGY

To better understand educators' experiences with AI, our ad-hoc coalition of educational organizations conducted a digital survey of Illinois educators from September to October 2025. Surveys were distributed through a variety of means according to the capacities of our coalition partner organizations. 126 educators participated in the survey, with the following demographic characteristics:

- 65 percent of respondents were classroom teachers, with administrators, technology specialists, school librarians, and other support personnel also represented.[2]
- The sample included educators from pre-K to higher education, with about half working in a high school setting.[3]
- The majority of respondents (64 percent) had more than 10 years of experience in education.[4]
- Most respondents (89 percent) work in a public school setting.[5]
- Of the educators who responded, 24 percent identified themselves as teachers of color and 76 percent as white or Caucasian, roughly proportional to the Illinois educator workforce as a whole.[6]

The survey included both multiple-choice and open-ended questions asking educators about their opinions on AI in general, AI in the classroom, and the policy implications of AI. For descriptive answers, Teach Plus Policy Fellows and staff coded and analyzed the responses to generate findings reflective of educator voices.

FINDINGS

1. Many educators are finding effective ways to use AI to enhance their work.

Educators can use AI to design more engaging and creative learning experiences.

Teachers are already integrating AI tools into core aspects of instructional planning—58 percent of respondents described using AI to develop lesson plans or instructional content.[7] Across survey responses, educators shared using AI to generate new project ideas, create more interactive learning experiences, align lessons more closely to standards, and present material in ways that feel more relevant and engaging to students. These responses suggest that teachers are not using AI simply to save time, but to build on their own expertise to rethink and improve instructional design.

In open responses, several teachers shared concrete examples of using AI to make learning more interactive and imaginative. One teacher explained: ***"I've used AI extensively with students by creating Chatbots that mimic historical figures. I've paired these SchoolAI chatbots with artifacts and primary sources from local museums to help students better understand and write about the artifacts and primary sources. The depth of knowledge and understanding about sources has increased with these AI tools."***[8] Another educator described using AI as a creative planning partner: ***"I have used AI to generate new ideas for a new version of a project. I asked ChatGPT to come up with ideas for an engaging and culturally relevant project for my Geometry class on transformations. From this idea, we made a pirate treasure map, where students had to follow a path of transformations to find the treasure."***[9]

Other responses point to similar patterns. One teacher described using AI to create a game-based lesson using classroom materials already on hand, while another used AI to generate diary entries from teenagers living through major events in World War II so that students could follow individual perspectives over time.[10] These examples illustrate how educators are using AI to make learning more engaging, authentic, and connected to students' lives. AI can help teachers translate academic standards into richer, more personalized learning experiences than textbook examples can provide. For state leaders, this points to an opportunity to highlight how AI can support effective instructional design that asks students to apply standards in meaningful ways.

Educators can adapt content and materials to meet student needs.

Survey responses indicate that many teachers are using AI to make content more accessible for students with diverse learning profiles. Nearly half of respondents (49 percent) reported using AI to create differentiated or individualized content for students.[11] More specifically, 34 percent of respondents identified using AI for multilingual learners/emergent bilingual students, while 31 percent of respondents reported using it for students with disabilities, including those with 504 plans or Individualized Education Programs.[12] Across open responses, educators described using AI to translate directions, generate vocabulary supports, create sentence frames, adapt texts, and increase readability so that students could participate more fully in the class and access instructional content.[13]

The open responses suggest that this is one of the clearest practical uses of AI in classrooms: teachers are using AI to create entry points into content more quickly, especially when they are trying to respond to a wide range of language, literacy, and learning needs. One teacher of multilingual students explained, ***"My ELL [English language learner] students can copy and paste assignments into ChatGPT to translate the language… ELL students can now participate in class discussions, whereas before they were completely unengaged due to a lack of understanding."***[14] Other teachers describe using AI to ***"simplify a document,"*** provide ***"vocab tables,"*** develop ***"sentence frames and vocabulary lists,"*** and ***"increase the readability"*** of materials for multilingual learners and students with disabilities.[15] AI can efficiently create accommodations and modifications to instruction, remove barriers to participation, and make grade-level learning more accessible in the short term.

At the same time, educators also surfaced an important tension as they described using AI to adapt texts to lower reading levels for struggling readers, multilingual learners, and students with disabilities.[16] This can be a useful instructional move when it functions as a scaffold. The key question, however, is whether AI-generated modifications are being used as a bridge to grade-level content or as a replacement for it. While AI-modified texts and translated materials may support access in the short term, students must also be supported over time in building the language, literacy, and academic skills needed to engage with grade-level texts more independently.

We also noted some responses that suggested educators are turning to AI to differentiate material to compensate for a lack of multilingual staff, specialized support, or planning time required to meet student needs. For instance, one educator wrote, ***"I think AI is something teachers of multilingual kids use because there aren't enough multilingual workers hired by schools, nor enough prep time for teachers to support all students. AI is a symptom of a sick system, not a solution."***[17] The effectiveness of AI strategies as a replacement for other kinds of support like these is beyond the scope of our research.

Despite the real promise of AI as a tool to differentiate materials and support diverse learners, teachers emphasized that its use always requires human judgment and review. One teacher noted, ***"AI has become an excellent starting point and resource, as long as you use common sense and review everything before actually using it. Nothing replaces the human brain—checking for accuracy and appropriateness."***[18]

Educators can use AI to provide more frequent and timely feedback.

One quarter of respondents (25 percent) reported using AI to support grading or provide feedback to students.[19] Teachers often described using these tools to give students quicker feedback on practice assignments, and especially on writing tasks. One teacher shared, ***"I use Class Companion AI for grading and feedback on essays for my AP classes...it is a great tool for immediate feedback on practice assignments. It is not 100 percent, so I still hand-grade anything that goes in the gradebook, but for practice, it helps students get timely feedback way better and faster than I can."***[20]

Another reported, ***"I utilized MagicSchool to assist students in the creation/editing of a cover letter and resume for a high school Consumer Education class. AI provided instant feedback and allowed users to provide input on outcomes. Student outcomes and scores based on the rubric were substantially better than in previous years."***[21] These examples point to one clear potential benefit of AI for instruction: timely feedback can help students revise while their thinking is fresh, make practice more responsive, and reduce delays that limit the effectiveness of feedback.

At the same time, educators also raised important concerns about what kind of learning this feedback actually supports. Student work that becomes more polished after AI feedback does not necessarily reflect stronger independent writing skills. One educator asked: ***"How do we train and motivate our students to use AI responsibly, ethically, and in a way that doesn't short-circuit their learning PROCESS when it's easy for them to have AI create a mere product they can pass off as their own?"***[22] Without clear guardrails, AI-generated feedback may push students toward simply complying with chatbot suggestions rather than developing the judgment and revision habits that meaningful writing practice is meant to build.

There is a second concern here as well: caring feedback is not only a tool for improving student work, but also an important part of the human relationship between teachers and students. When student work is fed into AI for evaluation, and students revise in response to AI-generated suggestions, there is a risk that the feedback cycle becomes completely impersonal and detached from human teachers.

Educators can use AI to streamline administrative tasks.

Many teachers see AI as a useful tool for managing work outside of direct classroom instruction, such as parent communication, letters of recommendation, and evaluation paperwork. 84 percent of respondents reported that AI can be very or somewhat helpful for managing teacher tasks outside of classroom instruction.[23] Of our sample, 32 percent of educators reported using AI to communicate with parents and 23 percent reported using it for data analysis.[24]

Teachers' examples here show the potential for AI to reduce the time required to draft and refine routine written communication. One respondent explained, ***"...I have used it to create and edit emails for parents. It takes my bulleted list of thoughts to write a positive and professional email."***[25] Another respondent shared, ***"I have used non-student-facing AI to help with letters of recommendation…to create a draft after I enter in what I want the letter to focus on. From there, I edit the letter to make it my words and thoughts on the student."***[26] In both cases, educators describe AI as a drafting support that helps reduce workload while keeping the educator in control over the final message.

Some respondents also described using AI in more consequential professional tasks. One school leader shared:

> ***"One of my jobs is to assist teachers with their annual evaluations. With AI, I can now voice record a class on my phone, upload it to an AI personal assistant, strip out student identifiers, leaving only teacher actions, and then evaluate that against all of the descriptors in the Danielson Framework…These resources have saved me HOURS of work to support teachers and have improved evaluation practices extensively."***[27]

This response shows that AI may help school leaders streamline teacher evaluations, but it also raises a more difficult question: when does AI support professional judgement and when does it begin to replace it? In high-stakes use cases that call for human judgement, like teacher evaluations or student grades, efficiency is not the only consideration. This tension is already beginning to surface in Illinois policy discussions. Senate Bill 1677, introduced in 2025, would amend the School Code to "prohibit an evaluator from using artificial intelligence tools to perform teacher evaluation tasks."[28]

The pattern that emerged from the survey data is the belief that AI may be most appropriate for supporting low-stakes drafting, editing, and organizational tasks, but that concerns surfaced around the use of AI in high-stakes work that affects important decisions about teachers and students.

2. AI is changing schools faster than schools are developing guidance around using it well.

Educators are receiving very different levels of support as AI enters schools.

Even in districts where AI is permitted, educators describe a wide range of opinions on AI, including significant skepticism toward AI among staff, administrators, families, and students. One teacher noted,

> ***"The biggest challenge I've had using AI in schools and classrooms is honestly the comfort level of other educators…Many teachers are absolutely opposed to its use in the classroom."***[29]

For many teachers, AI adoption is shaped not only by formal policy but also by school culture and colleagues' opinions on it.

Some educators are experimenting with AI tools, even as they navigate uncertainty and resistance. As another teacher explained, ***"My district has only recently updated our handbook policy to allow for AI use, but has not fleshed out a vision for responsible use outside of allowing it to be used. Furthermore, students and teachers still hold a mentality that AI is 'cheating,' and in pushing my students to develop as AI learners, I am often combating this mentality."***[30] As this response indicates, there is an important gap between allowing AI use and meaningfully supporting it. Simply permitting AI does not give educators the tools or professional learning needed to integrate it thoughtfully. In many schools, teachers who want to explore AI are still left to navigate both implementation and resistance on their own.

At the same time, other educators describe schools and districts that are systematically moving toward active adoption through teacher training and district investment. One educator reported, ***"My district purchased Magic School AI this year. I have been training teachers on using Magic School Teacher and Magic School Student."***[31] Another shared, ***"Our district [uses] Magic School AI. I love that it pays for us to have an account and link it through their Canvas [Learning Management System]."***[32] Others have noted the use of AI resources as part of their existing school accounts. ***"All students and staff have access to Microsoft Copilot through their school Microsoft account."***[33] These responses suggest that in some communities, AI is already seen as a resource worthy of coordinated investment, professional learning, and district-level implementation.

Taken together, these responses point to an uneven landscape across the state. In some communities, AI use is still shaped largely by individual teacher initiative (or skepticism). In others, districts and schools are providing the training, investment, and shared direction that can make experimentation more coherent.

Educators are asking for guardrails that protect authentic student learning.

Teachers report that inappropriate student use of AI, particularly to generate answers or completed products, can reduce meaningful practice, critical thinking, and engagement, creating the appearance of learning without actual learning. Although 26 percent of teachers reported using AI frequently in their work, and 50 percent responded that they sometimes use AI in their work, many negative perceptions of its usefulness were reported in the open responses.[34]

Several teachers described AI as a tool that can shortcut the student learning process, especially when used without structure or guardrails. One teacher explained, ***"Students have used AI to answer questions given to them to practice specific skills. As a result, their brains didn't actually get the practice—they were able to produce a product that suggested learning without actual learning."***[35] Another teacher noted, ***"Students try to let AI do all their work for them. This is not a new phenomenon, just a new way of doing it."***[36] Similar to traditional "cheating," educators are concerned that AI can undermine the productive struggle, repeated practice, and critical thinking that student learning requires.

These concerns are shaping how some educators think about assessment and instructional design. One teacher explained, ***"Teachers are having to adjust the entire assignment for the student. I think the bigger thing happening is that education as a whole will need to shift more toward the learning journey rather than solely evaluating the final product."***[37] Overall, our survey indicated a growing recognition amongst educators that thoughtful AI implementation is needed to push schools towards more rigorous measures of learning rather than weaker ones. As teachers work to protect authentic learning, many are slowing or resisting the use of AI until they have clear guidance on how to use AI in ways that preserve rigor, support critical thinking, and keep student learning safe.

Some schools have banned AI, limiting opportunities for instructional innovation.

In some communities, concerns about rigor and authentic learning have already led schools to tighter restrictions or outright prohibition. While our survey did not quantify the number of districts that formally ban AI use, some educators reported working in schools where AI tools are prohibited. As one teacher shared, ***"AI is not permitted in our school because teachers do not see evidence that it enhances learning of academic skills."***[38] Other educators described schools where AI is not available to students because policies remain undefined. One teacher explained, "***We have not made it accessible on student devices on the district Wi-Fi due to uncertainties and policies that needed to be streamlined and defined."***[39]

These responses suggest that uncertainty about AI's instructional value has led some schools to respond with restriction rather than guided exploration. While this may reduce some immediate concerns about misuse, it also narrows opportunities for educators and students to learn what responsible, academically meaningful AI use looks like in practice. In the absence of structured opportunities to test tools, build shared norms, and evaluate instructional value, schools may find themselves reacting to AI primarily as a threat rather than developing the capacity to use it thoughtfully to support student learning.

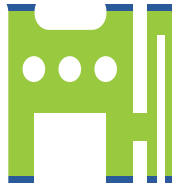
Because students are already encountering AI beyond schools, blanket bans may ultimately leave students with less guidance and lead to more improper AI use. State guidance can play an important role by helping schools move beyond a binary choice between banning AI and allowing it without direction. Without clear guidance, districts without in-house AI expertise or the resources to develop it quickly risk one of two problematic extremes: either retreating from AI altogether or embracing it without proper caution, in ways that prioritize efficiency over meaningful learning.

Training and professional development in AI vary widely across Illinois.

While more districts are offering some form of AI-related professional development than they were in 2024, access to training for teachers remains uneven across Illinois. In our survey, 55 percent of respondents reported that their districts offered internal AI workshops, up from 33 percent in 2024.[40] This increase suggests that districts are beginning to respond to the growing presence of AI in schools. However, access is still far from universal: 25 percent of respondents reported no district AI training or professional development opportunities, and 24 percent reported not using AI at all in their work.[41] The comparison between 2024 and 2025 indicates that while AI adoption and training opportunities are increasing, implementation across the state remains inconsistent and dependent on local district capacity rather than a cohesive statewide strategy.

It is clear that some educators are receiving comprehensive support and resources to explore AI, while others have little or none. This uneven access matters because professional learning can determine whether AI is implemented thoughtfully to enhance teaching and learning—or adopted reactively in ways that create new risks. Over time, these differences in preparation will deepen inequities across Illinois if not addressed, leaving some districts far better equipped than others to support students and protect learning. In addition to providing clear state-wide guidance, Illinois may need to help districts build local capacity through investment in technology infrastructure and professional learning to ensure that responsible AI learning and use does not depend on local resources or individual initiative, and that differences in district capacity do not become differences in student learning and protection.

RECOMMENDATIONS



1. ISBE guidance should provide concrete examples of best practices and inappropriate use.

As AI has become more prevalent in schools, educators have identified both promising uses and serious risks, both of which have been highlighted in this report. State guidance must respond to both realities by helping educators understand not only where AI can add value, but also where its use may undermine learning. In addition, guidance should help educators distinguish between learning experiences that AI merely makes more polished or appealing and those that genuinely deepen student understanding and support academic growth.

Teachers have plenty on their plate, so in order for guidance to be useful and actionable for teachers, it must include concrete examples of benefits and risks. Instead of vague theoretical principles, educators are asking for specific examples of what responsible, instructionally sound AI use looks like in practice in Illinois classrooms to give them an entry point from which to build. Some examples should highlight instructional approaches that make student thinking and learning more visible, such as project-based learning, collaborative problem-solving, in-class writing and revision, and other authentic demonstrations of learning. Additionally, the guidance should provide examples of appropriate uses of AI to support teacher planning and student access, including generating draft lesson materials, developing scaffolds for multilingual learners and students with disabilities, or creating differentiated entry points into grade-level content. Examples should be supported with commentary that makes it clear that these supports still require teacher review and should remain bridges to independent mastery of grade-level student learning rather than substitutes for it.

Just as importantly, state guidance must explicitly caution against instructional practices that weaken rigor, reduce meaningful practice, become substitutes for student thinking, or create new equity concerns. As an example, ISBE should identify types of assessments that, when significant portions are completed using AI, no longer function as valid measures of student understanding. Additionally, examples of inappropriate use—like teachers using AI to simplify materials without scaffolding to grade-level work—should be included with explanations of why they lower the cognitive load for students, reduce academic rigor, and fail to serve students in the long run. State guidance should contrast these with appropriate examples of redesigning assessment and instruction in ways that make student thinking more visible, raise academic rigor, and preserve the integrity of the learning process.

Teachers are action-oriented, and want real solutions that they can use to help their students beyond the classroom. Without practicable and concrete examples of the benefits and risks of AI, teachers will instead waste time grappling with abstract theoretical concepts—or worse, ignore the guidance because they don't have the time to make sense of it. If so, these delays will mean inequitable access to cutting-edge instruction.

2. ISBE should leverage teacher leaders to support effective AI implementation.

Survey responses indicate that educators' comfort with AI varies widely and is often shaped by school culture, leadership attitudes, and informal norms rather than formal policy. In many schools, teachers who want to explore AI responsibly are still left to navigate both implementation and resistance on their own, or learn from trusted peers. Educators described skepticism from colleagues, administrators, families, and students. These findings suggest that written guidance alone will not be enough to support responsible AI implementation. Without capable instructional leadership at the school level, AI-related questions are often handled inconsistently or avoided altogether.

One promising approach is to develop AI leaders, such as instructional coaches, teacher leaders, or librarians, who can interpret guidance and support implementation in their own school contexts. These roles are essential because effective AI integration requires sustained, job-embedded support from colleagues who understand the school culture and district expectations for AI use. Leveraging trusted peers who've received in-depth training in AI leadership will help teachers overcome the uncertainty that comes with unfamiliar technology. A trained teacher leader can help staff apply AI guidance to actual lessons and student supports in a way that one-time auditorium-style professional development sessions fail to do. By translating guidance into practice, expert teacher leaders will help ensure AI strengthens instruction and protects students while remaining anchored to district and school priorities.

Importantly, these leadership roles should not be limited to technical troubleshooting or the promotion of AI tools. These leaders should receive training in the forthcoming state AI guidance that centers on instructional quality, equity, student well-being, and the responsible use of AI in teaching and learning. ISBE guidance can support this work by recognizing these roles and offering models schools can implement. After guidance is published, ISBE can also provide the resources needed for teacher leaders to become effective implementers in their schools and districts.

3. ISBE guidance should establish a statewide framework for vetting AI tools.

Survey responses reveal significant uncertainty among educators about which AI tools are safe and instructionally appropriate. They also express concerns about student privacy, Family Educational Rights and Privacy Act compliance, and using AI tools to interact with student information. In the absence of a shared vetting process, these decisions are often left to individual districts or schools with very different levels of expertise or capacity. While districts are doing their best to evaluate tools, and the state provides technical assistance through the Learning Technology Center, teachers still report inconsistent access, uneven safeguards, and confusion.

To address this, ISBE should provide a shared framework that districts can use to review AI tools before adoption to support more consistent, informed, and transparent decision-making. At a minimum, this framework should guide districts to evaluate the instructional purpose and evidence of instructional value, student data privacy and legal compliance, bias and transparency, age-appropriateness, and data collection, storage, and use. It should also require ongoing review, recognizing that AI tools change quickly over time.

A state-supported framework would help ensure that all schools, regardless of size or technical capacity, are selecting and adopting tools grounded in instructional value, student safety, privacy, and equity—not just cost, convenience, or marketing claims.

4. ISBE guidance should position AI as a tool to support—not replace—human connection.

Relationships are critical to human development. Dialogue, collaboration, and care are foundational to strong school communities, and state guidance should make clear that authentic human interaction remains central to teaching and learning.

For educators, AI can be a useful support for tasks such as lesson planning, organizing materials, and responding to student needs; however, it may also reduce collaboration among staff if teachers rely on AI instead of working with colleagues. Similarly, AI can assist with generating quick feedback on student work, but overreliance may reduce meaningful dialogue between teachers and students when feedback is no longer personal or relationship-based. Guidance should therefore reinforce that AI is a tool to support human work, not a substitute for the relationships and communication that define effective schools.

More broadly, guidance should distinguish between low-stakes uses of AI that improve efficiency and high-stakes responsibilities that require human judgment, care, and professional expertise. For example, AI may help draft routine communications or organize notes, but responsibilities such as teacher evaluations, disciplinary decisions, and high-stakes communication with families should remain firmly human-led. Without clear guardrails around this distinction, schools risk adopting uses of AI that appear efficient on the surface but gradually weaken the collaboration, trust, and personal connection that are essential to healthy school communities.

Finally, there is a growing risk among young people who don't understand the psychological dangers associated with misuse of AI, such as maintaining "relationships" with AI chatbots, or turning to AI on topics they may not be comfortable discussing with a human, like sexual or mental health. State guidance should explicitly address student misuses of AI that threaten healthy development and human connection, and offer ways schools can support students.

CONCLUSION

Artificial intelligence is here to stay, and it will transform the lives of today's students in ways we cannot yet predict. This can feel exhausting—many of today's teachers have already lived through several life-altering advances, like the internet, smartphones, and social media.

But this revolution can also be empowering. If educators are a part of the ongoing policymaking process, supported by policy guardrails that protect students, and equipped with training and tools to accelerate and enhance student learning, Illinois can position itself as a global leader in AI implementation and prepare its students not just to use, but design the next-generation technology that will shape their future.

We call on Illinois policymakers to act urgently to make this exciting future a reality.

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ABOUT TEACH PLUS

Teach Plus is dedicated to the mission of empowering excellent, experienced, and diverse teachers to take leadership over key policy and practice issues that advance equity, opportunity, and student success. Since 2009, Teach Plus has developed thousands of teacher leaders across the country to exercise their leadership in shaping education policy and improving teaching and learning for students

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ENDNOTES

1 https://www.ilga.gov/Legislation/BillStatus/FullText?GAID=18&DocNum=1920&DocTypeID=SB&LegId=161222&SessionID=114

2 Prompt: "What is your current role?" Response (n=126): Teachers (65.1%), Librarian (14.3%), Administrator (7.9%), School support personnel (5.6%)

3 Prompt: "What grade level(s) do you work with? (select all that apply)" Response (n=126): PreK (8.7%), Kindergarten (15.1%), 1st grade (15.1%), 2nd grade (15.1%), 3rd grade (15.1%), 4th grade (15.9%), 5th grade (16.7%) 6th grade (25.4%), 7th grade (27%), 8th grade (24.6%), 9th grade (42.9%), 10th grade (45.2%), 11th grade (52.4%), 12th grade (49.2%), Other (4%)

4 Prompt: "Including the 2025-26 school year, how many years of teaching experience do you have?" Response (n=126): Less than 5 years (15.1%), 5-10 years (20.6%), 11-20 years (33.3%), More than 20 years (31%)

5 Prompt: "Which of the following best describes your current school setting?" Response (n=126): Public school (88.9%), Charter school (2.4%), Private school (3.2%), Other (5.6%)

6 Prompt: "What is your racial or ethnic identity?" Response (n=126): Asian or Pacific Islander (1.6%), Black or African American (5.6%), Hispanic or Latinx/Latine (8.7%), Middle Easter or North African (0.8%), White or Caucasian (76.2%), More than one race (3.2%), Prefer not to disclose (4%)

7 Prompt: "What ways have you used AI tools as a classroom teacher? (Check all that apply)" Response (n=126): Developing differentiated or individualized content for students (49.2%), Developing lesson plans or content for your instruction (57.9%), To help with grading or providing feedback to students (25.4%), Educational games (27%), Data analysis (23%), Personalized learning platforms (14.3%), Chatbots (26.2%), Designing assessments (37.3%), Language learning apps/language translation (26.2%), To help communicate with parents (31.7%), to identify plagiarism in student work (30.2%), None of the above (16.7%), Other (8.7%)

8 Prompt: "Please share a time you or your students used AI resources in a way that improved student learning"

9 Ibid.

10 Ibid.

11 Prompt: "What ways have you used AI tools as a classroom teacher? (Check all that apply)" Response (n=126): Developing differentiated or individualized content for students (49.2%), Developing lesson plans or content for your instruction (57.9%), To help with grading or providing feedback to students (25.4%), Educational games (27%), Data analysis (23%), Personalized learning platforms (14.3%), Chatbots (26.2%), Designing assessments (37.3%), Language learning apps/language translation (26.2%), To help communicate with parents (31.7%), to identify plagiarism in student work (30.2%), None of the above (16.7%), Other (8.7%)

12 Prompt: 'State guidance will include best practices for using AI technology to support specific student groups. Please select the student groups that you have used AI to support in some way. Select all that apply.' Response (n=126): English learners / emergent bilingual students (34.2%), Students with disabilities (with or without a 504/IEP) (30.8%), Gifted students / advanced learners (28.3%), Students behind grade level needing remedial support (22.5%), I haven't used AI with any of these groups (44.2%)

13 Prompt: "Please share a time you or your students used AI resources in a way that improved student learning"

14 Prompt: "Please share a time you or your EL/emergent bilingual students used AI resources in a way that improved student learning, whether before, during, or after instruction."

15 Ibid.

16 Ibid.

17 Ibid.

18 Prompt: "Please share a time you used AI resources outside of student instruction and/or student interactions to change your workflow"

19 Prompt: "What ways have you used AI tools as a classroom teacher? (Check all that apply)" Response (n=126): Developing differentiated or individualized content for students (49.2%), Developing lesson plans or content for your instruction (57.9%), To help with grading or providing feedback to students (25.4%), Educational games (27%), Data analysis (23%), Personalized learning platforms (14.3%), Chatbots (26.2%), Designing assessments (37.3%), Language learning apps/language translation (26.2%), To help communicate with parents (31.7%), to identify plagiarism in student work (30.2%), None of the above (16.7%), Other (8.7%)

20 Prompt: "Please share a time you or your students used AI resources in a way that improved student learning."

21 Ibid.

22 Ibid.

23 Prompt: "How helpful do you think AI can be as a tool to help manage teacher tasks outside of classroom instruction, such as lesson planning, grading, etc.?" Response (n=126): Very helpful (45.2%), Somewhat helpful (38.9%), Not very helpful (8.7%), Not helpful at all (7.1%)

24 Prompt: "What ways have you used AI tools as a classroom teacher? (Check all that apply)" Response (n=126): Developing differentiated or individualized content for students (49.2%), Developing lesson plans or content for your instruction (57.9%), To help with grading or providing feedback to students (25.4%), Educational games (27%), Data analysis (23%), Personalized learning platforms (14.3%), Chatbots (26.2%), Designing assessments (37.3%), Language learning apps/language translation (26.2%), To help communicate with parents (31.7%), to identify plagiarism in student work (30.2%), None of the above (16.7%), Other (8.7%)

25 Prompt: "Please share a time you used AI resources outside of student instruction and/or student interactions to change your workflow"

26 Ibid.

27 Prompt: Please share a time you used AI resources outside of student instruction and/or student interactions to change your workflow"

28 https://ilga.gov/Legislation/BillStatus/FullText?GAID=18&DocNum=1677&DocTypeID=SB&LegId=160585&SessionID=114

29 Prompt: "What questions or challenges would you like the state guidance to help resolve about the use of AI in schools and classrooms?"

30 Prompt: "What challenges have you encountered or what attempts have had a negative impact when you have tried using AI to enhance student learning? Please describe what you tried, what issues or consequences you experienced, and what lessons you would share with others attempting similar approaches."

31 Prompt: "State guidance will include recommendations for equitable access to AI technology. How have you, your school, or your district made artificial intelligence applications available and accessible to all students?"

32 Ibid.

33 Ibid.

34 Prompt: "How would you describe your current use of artificial intelligence as a teacher(AI)?" Response (n=126): I frequently use AI in my work as a teacher (26.2%), I sometimes use AI in my work as a teacher (50%), I do not use AI in my work as a teacher (23.8%)

35 Prompt: "What challenges have you encountered or what attempts have had a negative impact when you have tried using AI to enhance student learning? Please describe what you tried, what issues or consequences you experienced, and what lessons you would share with others attempting similar approaches."

36 Ibid.

37 Prompt: "What challenges have you encountered or what attempts have had a negative impact when you have tried using AI to enhance student learning? Please describe what you tried, what issues or consequences you experienced, and what lessons you would share with others attempting similar approaches."

38 Prompt: "What promising approaches have you tried to promote responsible and ethical student use of AI technology? What evidence have you seen that these efforts have positively impacted the ways students have used AI?"

39 Prompt: "State guidance will include recommendations for equitable access to AI technology. How have you, your school, or your district made artificial intelligence applications available and accessible to all students?"

40 Prompt: "What types of AI training or professional development opportunities does your district currently offer? (Check all that apply)" Response (n=126): Internal workshops (54.8%), Access to external training outside of your district (23%), Access to instructional materials on AI (29.4%), None of the above (24.6%), Other (11.9%)

41 Prompt: "How would you describe your current use of artificial intelligence as a teacher(AI)?" Response (n=126): I frequently use AI in my work as a teacher (26.2%), I sometimes use AI in my work as a teacher (50%), I do not use AI in my work as a teacher (23.8%)