

Learning Systems

*The Landscape of Artificial Intelligence
in K-12 Education*

By Amy Chen Kulesa, Michelle Croft, Marisa Mission, Brian Robinson,
Linea Harding, Mary K. Wells, Andrew J. Rotherham, and John Bailey

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- What is AI?

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Introduction

Generative artificial intelligence (GenAI) advancements have prompted both excitement and concern about how AI could be used in education. From streamlining administrative tasks to personalized resources for students with learning differences to reimagining staffing models, AI offers a spectrum of possibilities. However, its integration requires careful consideration of both potential benefits and inherent risks.

This three-part series, developed through consultations with experts and practitioners, aims to take a holistic approach, analyzing the opportunities, risks, and considerations surrounding AI in education in the following ways:

Foundations

The Landscape of Artificial Intelligence in K-12 Education

An introductory guide exploring AI developments, capabilities, potential impacts, and current usage.

Considerations

Opportunities and Challenges of Artificial Intelligence-Enhanced Education

A deep dive into the broader ecosystem, including technology platforms, policy landscapes, and stakeholder experiences.

Applications

Artificial Intelligence Use Cases

An outline of how AI could potentially be used in education, detailing opportunities and risks for each use case.



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Insights From the Learning Systems Series

The education sector has an opportunity to shape its future as GenAI technology is developing. Proactive planning allows thoughtful integration of AI’s potential benefits to carefully address its challenges and prepare for emerging capabilities. To help education stakeholders navigate this complex and evolving landscape, Bellwether offers the following recommendations to build strong capacity, resilient infrastructure, and thoughtful design.

Building Strong Capacity

To safely and effectively incorporate AI, the education sector must invest in the development of knowledge, skills, and diversity of leaders and contributors. **Capacity-building effort is not just beneficial — it is critical.** While these efforts require a meaningful investment of time, talent, and resources, without them, the education sector faces barriers to progress. Even though capacity-building around AI may not rise to high urgency for individual organizations, funders and policymakers can and should incentivize the system so that there is meaningful progress over time.

1. Strengthening AI literacy.	Administrators, teachers, students, and families alike need to build understanding of AI’s capabilities, limitations, and implications so that communities can make informed decisions about AI and effectively choose where to (and not to) integrate AI into learning environments. AI literacy also extends into the thoughtful teaching of AI — what students should know and be able to do related to being prepared for the workforce of the 2030s.
2. Enabling the development of policies and guidelines.	Comprehensive and flexible policies and guidelines are essential to wider AI adoption but have been slow to develop, notably at the federal and state levels. As of August 2024, approximately half of states have yet to provide AI guidance. State and local education leaders would benefit from collaboration opportunities, including with industry leaders, as they develop and refine their policies.

Building Strong Capacity *(continued)*

3. Bridging educators, developers, and researchers.	Currently, there is a gap between teams building AI tools and education practitioners. Fostering strong partnerships, especially in development and design stages, can ensure AI tools are safe, effective, and relevant for education purposes, aligned with pedagogical principles, and grounded in research about how students learn. Partnerships will increase the likelihood of well-designed solutions, thereby enabling the realization of AI's transformative potential in education.
4. Expanding sectorwide capabilities.	The rapid advancement of AI in education has surfaced a significant gap between current capabilities and needed expertise. To bridge this chasm, the sector needs to expand capacity across the entire educational ecosystem, addressing needs such as data privacy, ethical implementation, procurement, and other challenges surfaced throughout this three-part series. This expansion can take multiple forms: Existing education organizations can develop AI competencies, AI experts from other sectors can be encouraged to apply their knowledge to educational contexts, and new organizations can be established to address emerging needs. Addressing these gaps in the education sector is crucial for developing comprehensive, education-specific AI solutions that incremental improvements in existing structures may not be able to achieve.
5. Diversifying voices at the table.	Degree attainment data suggest that the current AI field is not yet reflective of the diverse students and educators across the country. Diversification of voices involved in AI-related dialogues and decisions can promote more inclusive AI solutions that benefit all students. This includes conversations with and among AI developers, solution builders, and researchers as well as authentic engagement with diverse educators, students, and families who will be most impacted by decision-making processes.

Building Resilient Infrastructure

In the excitement of thinking about how AI can be used, there is the potential to overlook the importance of a robust, secure, and nimble infrastructure. **Strong data and research not only enhance the quality of AI outputs but also serve as a crucial safeguard, particularly in protecting sensitive student data.** Investing in resilient infrastructure is essential for realizing AI's benefits while mitigating its risks, ensuring that enthusiasm for innovation is matched by a commitment to security and quality.

6. Robust data infrastructure.	Implementing AI widely throughout a system or organization will require a secure, high-quality data infrastructure. This includes ensuring data quality and usability, system interoperability, robust security measures, well-planned change management processes, and reliable internet connectivity.
7. More quality datasets and new benchmarks.	To enhance the quality of AI outputs, there is an opportunity to develop more high-quality, education-specific datasets for fine-tuning AI models for tailored uses. Additionally, establishing education benchmarks for AI tools can incentivize and align the market around quality and effectiveness.
8. Continued research and learning.	Ongoing research is needed to understand what works and what does not work in AI-enhanced education. By continuously evaluating the impact of AI tools and methodologies and building from existing learning science research, developers can refine their approaches and ensure that AI enhances learning outcomes for all students.

Building Thoughtful Design

As developers create AI tools for education, it is important to prioritize purposeful design that considers the diverse needs of all students while maintaining the essential role of human interaction. **Thoughtful design goes beyond technological capabilities, focusing on clear educational objectives and research-based approaches.**

9. Purposeful, inclusive, and research-backed AI design.	As opposed to leading with the technology, AI tools must be designed with a clear purpose. From the early stages of product development, tools designed for widespread adoption should consider the needs of all students, inclusive of students with learning differences and multilingual learners. The lower barriers to entry to create AI tools also offer the opportunity to develop highly tailored tools that can focus on the unique needs of specific groups of students. Tools should also be grounded in learning sciences research to increase the likelihood they will improve student outcomes.
10. Intentional human-AI relationship.	It is important to recognize both the opportunities and limitations of AI and human cognition. While AI can be transformative, educators and students must also nurture human skills through deep learning experiences, opportunities for critical thinking, and authentic human interactions so that AI amplifies — not detracts from — meaningful learning experiences.

As stakeholders look to incorporate AI into education, they should leverage past insights for future innovation. While AI presents new opportunities in education, the valuable lessons from prior innovation attempts must not be overlooked. Innovation lies not just in the technology but notably in its change management, implementation, and long-term sustainability. This approach to AI integration in education demands significant effort and resources, but it is essential for creating an educational ecosystem that leverages AI’s potential while prioritizing student needs and learning outcomes.



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GenAI can create new content, such as text, images, videos, or code, based on patterns learned from training data and has rapidly evolved to near-human-level capabilities in numerous tasks while incorporating multimodal (e.g., audio and video) functionalities.

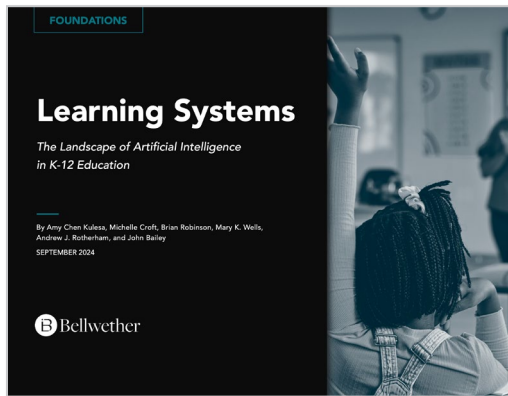
Given this growth in capabilities, AI is poised for rapid, global market growth, including in education.

With renewed interest in ed tech investments, there is now a proliferation of new and updated tools incorporating AI features.

Despite the market growth, the education sector has seen similarly low adoption rates, though some students are using AI. The low adoption is likely exacerbated by limited state and local guidance. **If left unattended, uneven incorporation of AI tools into the classroom leads to inequitable use of varied quality among students and educators.**

AI may meaningfully shift the skills employees need to be successful, compelling educational systems to adapt. Current trends highlight a growing disconnect between traditional education and evolving workforce demand, such that the education sector will need to adapt to ensure that students are taught the skills necessary for a changing workplace.

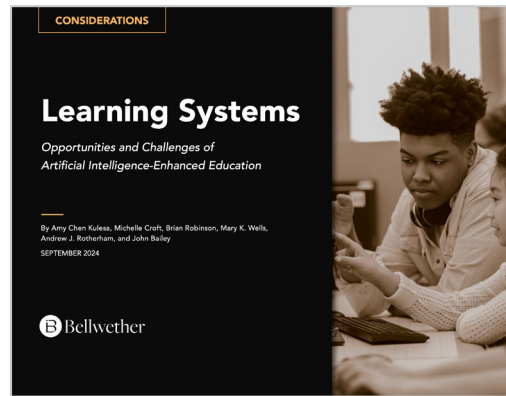
This report is part **one** in a series that looks holistically at AI's impact on learning systems in education.



Foundations

The Landscape of Artificial Intelligence in K-12 Education

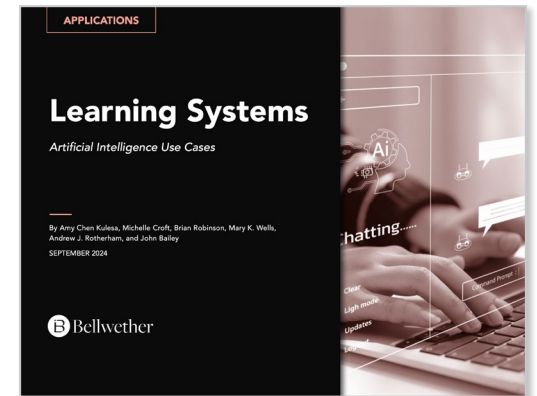
An introductory guide exploring AI developments, capabilities, potential impacts, and current usage.



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Applications

Artificial Intelligence Use Cases

An outline of how AI could potentially be used in education, detailing opportunities and risks for each use case.

What is artificial intelligence (AI)?

AI refers to the ability of machines or computer programs to perform tasks that normally require human intelligence, such as learning, problem-solving, decision-making, and perception. Two types of AI are commonly referenced:

This report is mostly focused here.

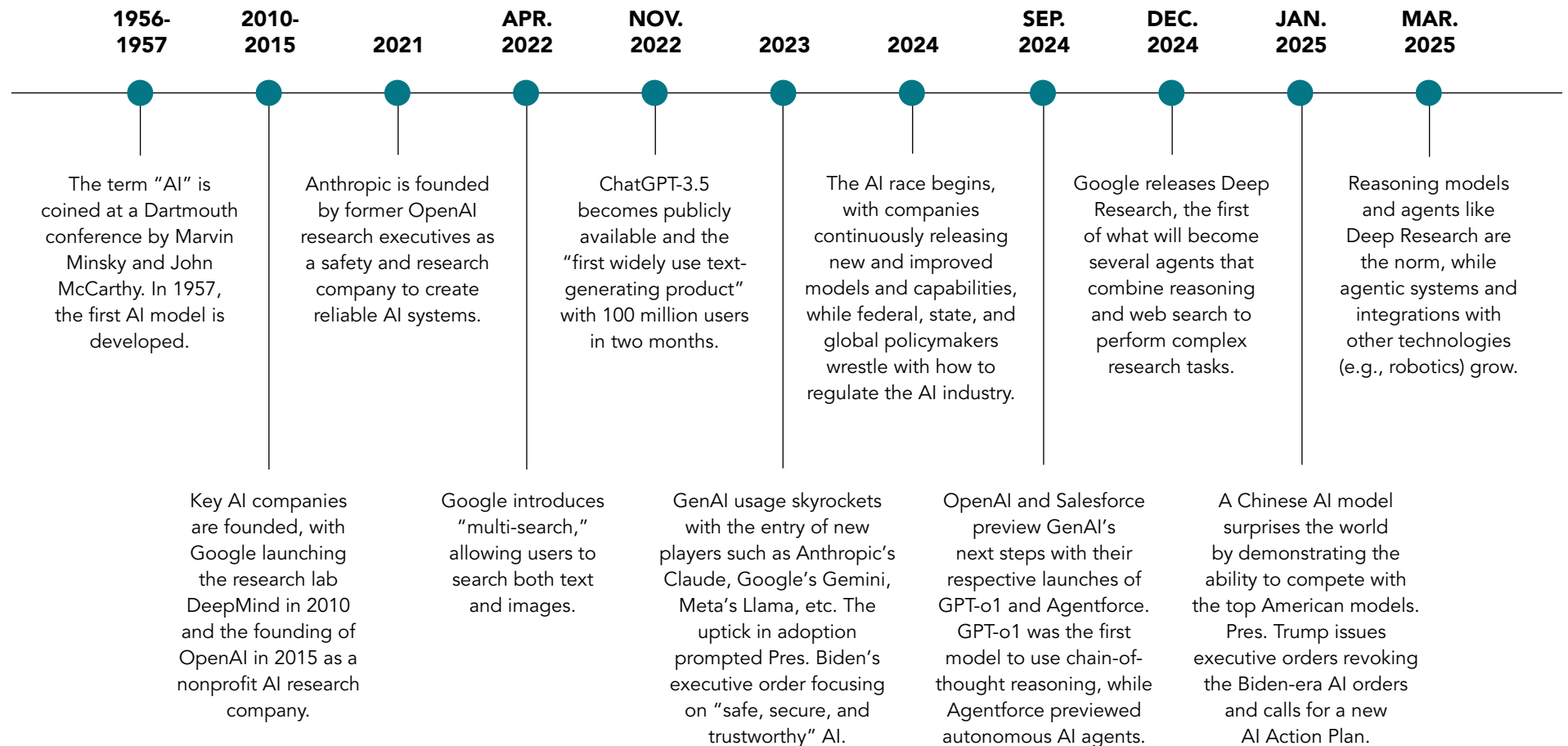
GenAI: A system capable of generating new text, images, or other media in response to prompts, based on data that exists.

Large Language Models (LLMs): A type of AI model that can perform natural language processing, which allows neural networks to both “understand” and respond in human language. LLMs form the basis of chatbots (e.g., ChatGPT, Claude, Gemini, Llama) and represent the key breakthrough that catapulted GenAI into the public eye.

Traditional/Classical AI: A system that focuses on performing a specific task intelligently. It responds to a set of inputs and has the capability to learn from data and make decisions or predictions based on that data. This AI has been the most prevalent for more than 60 years.

AI has evolved significantly since 1957, with recent increased investment and rapid changes led by big tech.

Timeline of AI Milestones and Its Rapid Acceleration



AI's capabilities extend beyond text production and can be applied across media modalities ...

Historically, AI was less accessible to the general public due to several factors:

1. Only a small number of programmers possessed the necessary skills to develop advanced AI algorithms.
2. The lack of user-friendly platforms made it challenging for nontechnical individuals to deploy AI capabilities, restricting access to a few large corporations.
3. AI tools were unreliable due to incomplete and poor datasets.

Today, AI capabilities are vast and much more accessible to the public.

Modalities and Nonexhaustive GenAI Applications

Audio

*Text-to-voice generation
Sound creation
Audio editing*

Code

*Code generation
Application prototype
Dataset generation*

Image

*Stock image generator
Image editor*

3D or Other

*3D object generation
Product design and
discovery*

Text

*Content writing
Chatbots or assistants
Analysis and synthesis
Search*

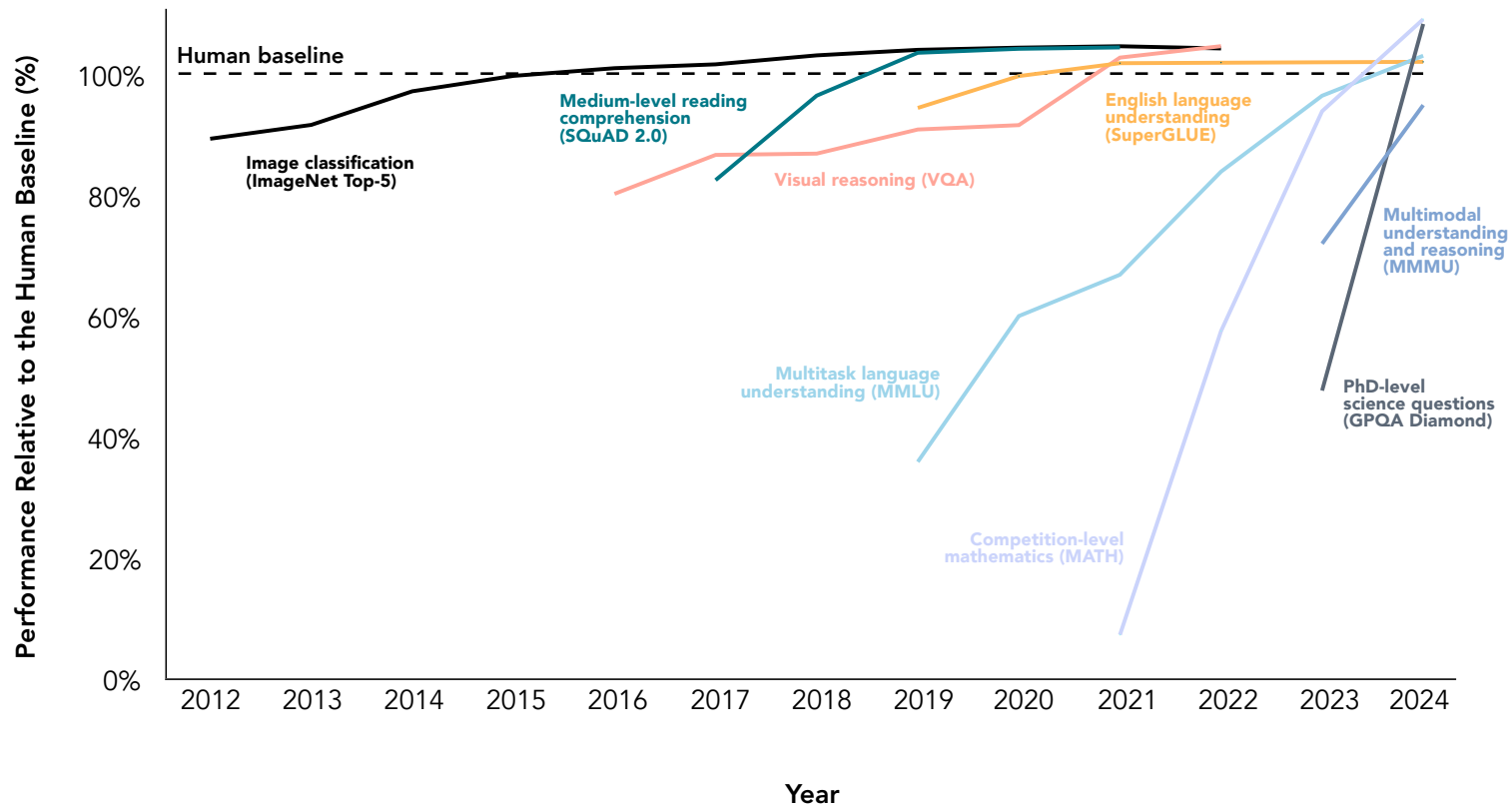
Video

*Video creation
Video editing
Voice translation
and adjustments
Face swaps and
adjustments*

AI use cases will have differing implications across functions and industries. Predictions suggest that AI can increase workforce productivity in supply chains, operations, marketing, and sales.

... And AI capabilities are approaching, sometimes exceeding, human performance.

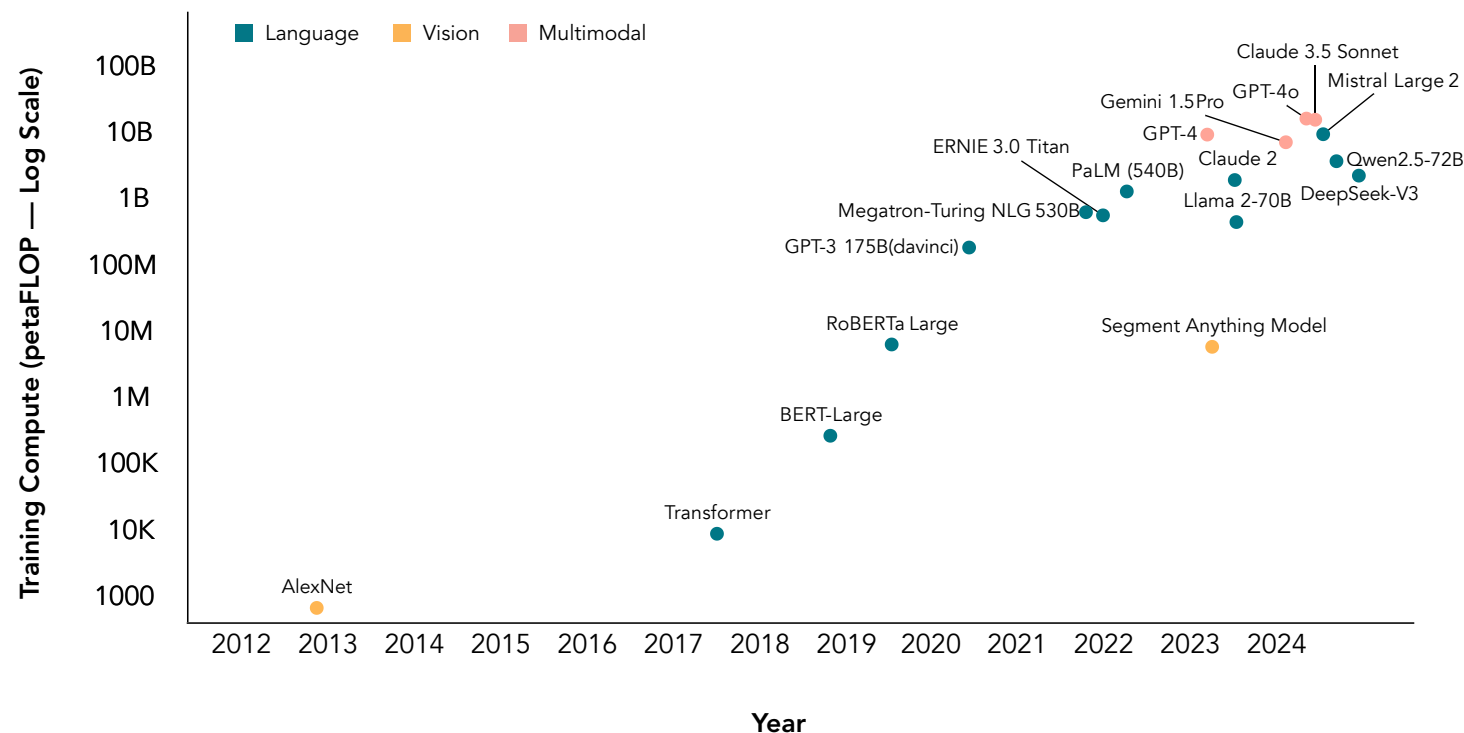
Select AI Index Technical Performance Benchmarks Versus Human Performance, 2012-2024



Roles with a high degree of human connection — such as early childhood and K-12 classroom teachers — are likely less at risk and/or slower to be impacted by AI relative to other industries such as health care, STEM, and business.

Training advanced models requires significant resources, limiting development to a few well-funded companies.

Training Compute of Notable Machine Learning Models by Domain, 2012-2024



Environmental Impact of AI

Early training of chatbots (e.g., GPT-3) required significant energy and natural resources, leading “to the production of 500 metric tons of greenhouse gas emissions — equivalent to about 1 million miles driven by a conventional gasoline-powered vehicle.”

Costs for training and operating models have decreased due to recent innovations in training approaches, but development of frontier models still requires hundreds of millions of dollars.

To mitigate cost challenges, major technology companies are creating parallel Small Language Models (SLMs).

In contrast to LLMs, SLMs are smaller and more compact versions of AI models that aim to provide similar capabilities to their larger counterparts but with reduced size, lower latency, and decreased computational requirements.

LLMs

- Generalist, more powerful functionality.
- Trained from vast amounts of data.
- Costly to train and run.
- Greater inherent risks.

Examples include: GPT-4o, Claude 3.5 Sonnet, Gemini, and Llama 3.1 405B.

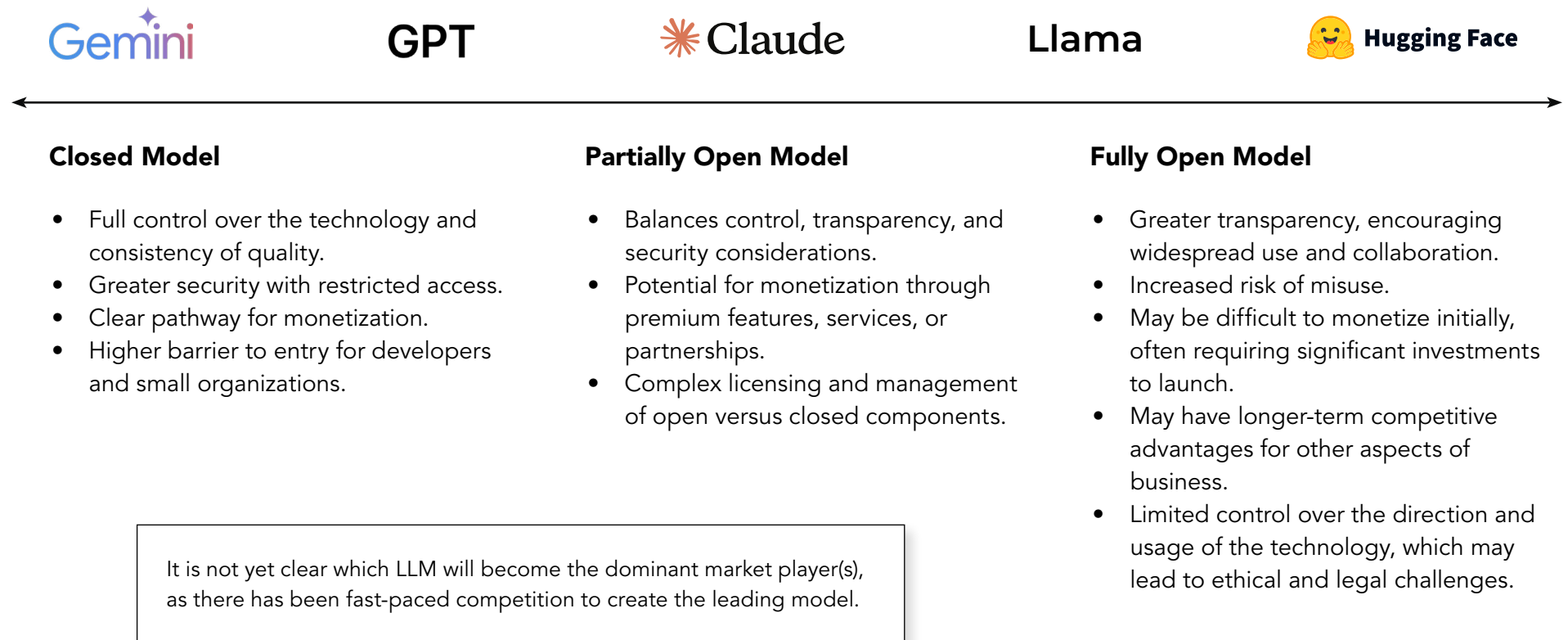
SLMs

- Specialized, more narrow functionality.
- Trained from a specific set of information.
- Cheaper, can run on local devices.
- Greater ability to limit misuse and errors.

Examples include: GPT-4o mini, Claude 3 Haiku, Gemma, and Llama 3.1 8B.

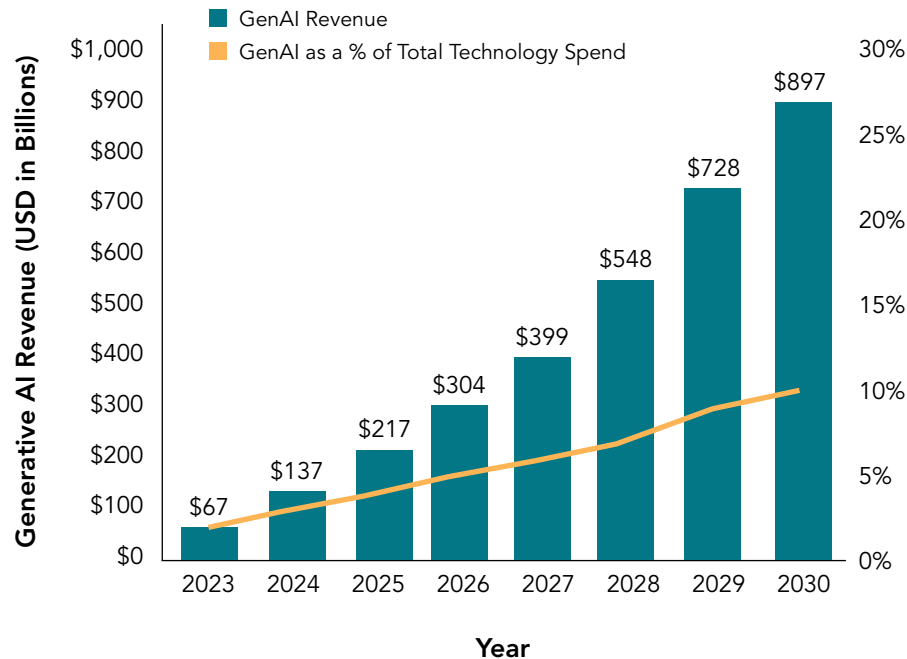
Of the LLM models and platforms, there is a range of openness, resulting in trade-offs for the broader ecosystem.

Range of Model Openness



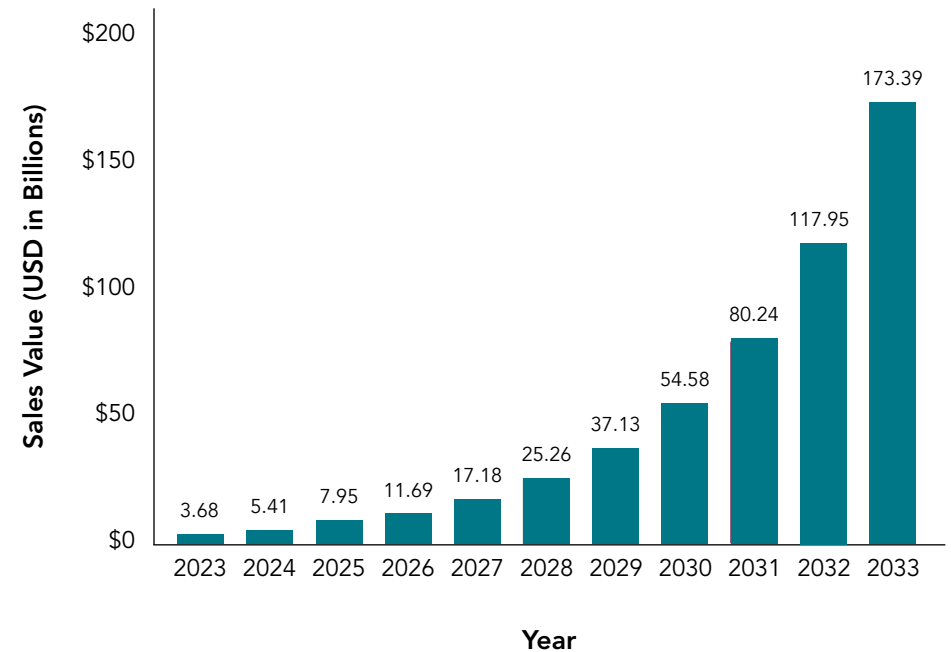
Globally, the GenAI market is poised for rapid growth in the coming years, including in education ...

Expected Growth of GenAI Revenue, 2023-2030



Bloomberg Intelligence predicts that the GenAI market will experience explosive growth; **projections reach a market size of \$1.3 trillion by 2032** (42% compound annual growth rate [CAGR]) from just \$40 billion in 2022. Consumer-facing generative AI programs like Google’s Bard and OpenAI’s ChatGPT are contributing to this growth.

Expected Annual Growth of Global AI Education Market, 2023-2033



Estimated projections of the current size of the AI Education market range. A widely reported estimate is that the market was worth **\$3.68 billion globally** in 2023 and “can be expected to grow to \$173.39 billion by 2033, a CAGR of 47%.” This projected growth underscores the need to understand efficacy and safety of AI tools.

... Which has cascading effects on the education sector with expected growth to the market and proliferation of tools.

Market size and investment are rapidly growing.

Hundreds (or more) education tools have been created.

Many products are free or low cost (for now).

AI in education market size:

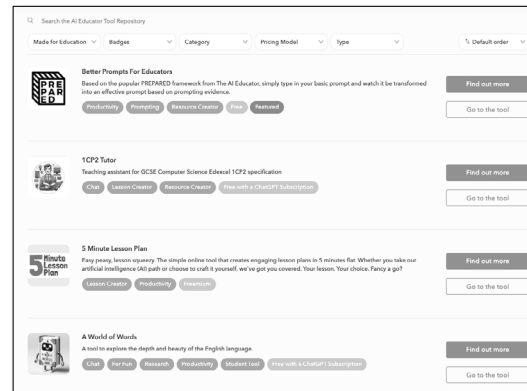
- 2023: \$3.7 billion
- 2033: \$173.4 billion (47% CAGR)

Grassroots efforts have begun to aggregate lists of tools:

- AI Educator Tools
- Edtech Insiders

“Although private investment in education has dropped steeply since 2021, the recent slew of AI-focused startups and renewed interest among investors is a portend of possible turnaround.”

—Robert Berkman, Simba Information



Current AI tools and applications span many aspects of schooling.



However, the way the underlying AI models are constructed contributes to concerns about their use.

Building Models

- **Data Bias:** AI models can inherit biases from training data; AI models trained in data inherit existing bias across racial, cultural, gender, language, political, and even pedagogical differences.
- **Over/Under-Fitting:** AI models may be too specialized or too generalized to address new, unknown situations.
- **Reproducibility Issues:** Hard to replicate AI model results.
- **Environmental Impact:** High energy costs are needed for training models.

Bad Actors

- **Misinformation (Intentional and Unintentional):** AI models can be used to generate convincing but fake content, including images, audio, and video “deepfakes.”
- **Spam/Bots:** Bad actors can use AI tools to develop a greater volume of malicious content or code that may also be higher quality.

Nature of Output

- **Opacity:** Most AI models are “black boxes” and provide no insight into how outputs are generated; even model developers do not fully understand why models act the way they do.
- **Accuracy:** AI models can provide inaccurate or misleading output, which are sometimes called “hallucinations.” The chance for errors increases when there is limited high-quality data on a topic.

Ownership of Work

- **Cheating:** AI models can facilitate academic dishonesty.
- **Copyright and Intellectual Property (IP) Violations:** There is undefined legal ground for when an AI model trained on copyrighted material or IP may violate laws or lead to confusion.
- **Worker Value-Add:** As more work is supported — or done — by AI tools, it may change how companies compensate or employ workers.

Bias — A Significant Concern in Education That Is Difficult to Address

Efforts to offset existing biases are building in a set of new counter-biases and it is difficult to predict how they will play out, given the opacity and complexity of AI models.

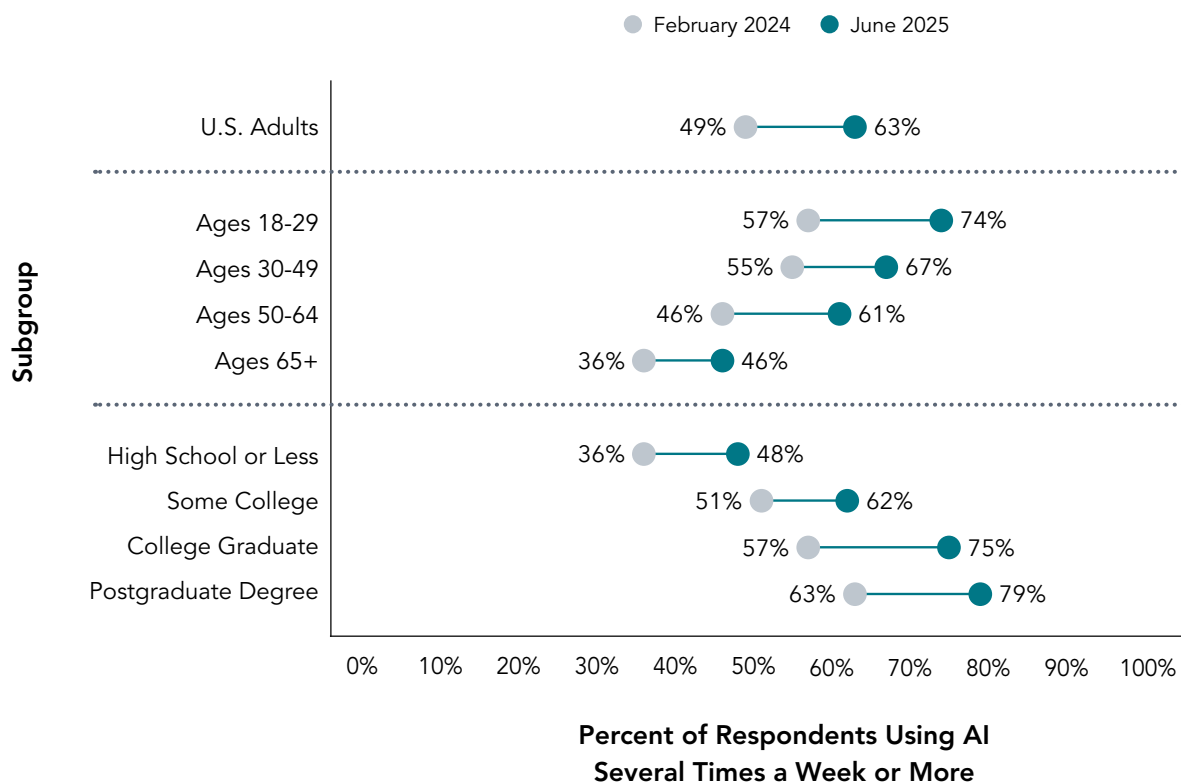
However, bias has long been present in education, with or without AI.

“The use of AI in decision-making can reduce human subjectivity, but it can also do the exact opposite when AI systems are powered by biased datasets and algorithms, producing discriminatory outcomes at scale and posing immense risks to businesses and societies.”

—UNESCO

AI is increasingly woven into daily life across age groups and educational attainment levels.

Change in AI Use Frequency, by Subgroup



Frequent AI use has surged, now reaching nearly two-thirds of American adults. In just 16 months, the share of Americans using AI several times a week or more jumped 14 points, from under half to nearly two-thirds.

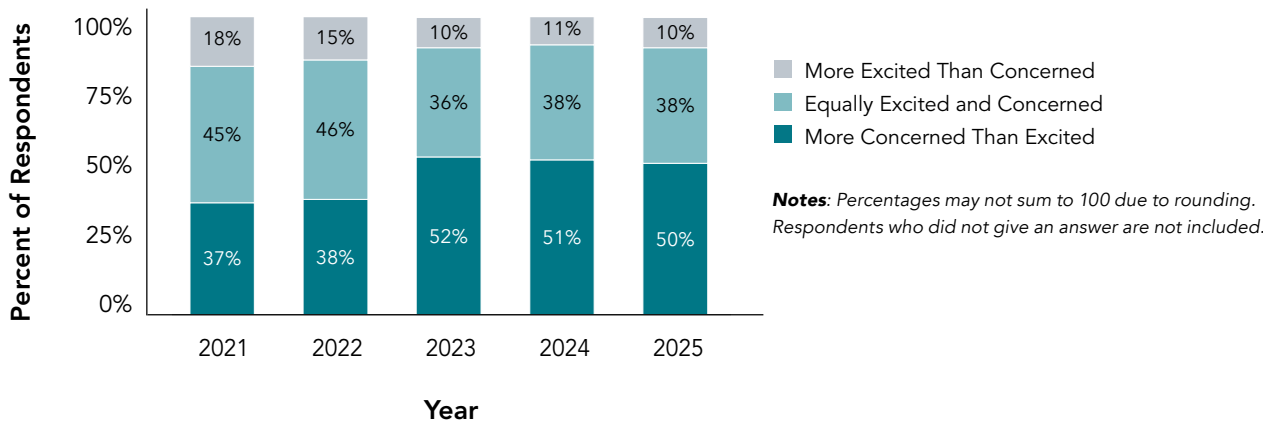
Though youth still lead, AI use has increased across every age group. AI use among young people has exploded, with 3 in 4 young adults now interacting with AI at least several times a week. But growth has been across the board: even among adults ages 65+, nearly half now use AI several times a week or more.

The education divide remains one of the starkest gaps in use. Nearly 4 in 5 postgraduate degree holders use AI at least several times a week, versus fewer than half of those with a high school education or less. That 31-point gap only widened over the past year, possibly reflecting the types of jobs and tasks each group does, what AI tools are well suited for, and whether their educational experience ever exposed them to those tools.

News media reports and public sentiment reflect rising concerns and declining attitudes regarding AI.

50% of Americans Are More Concerned Than Excited About AI

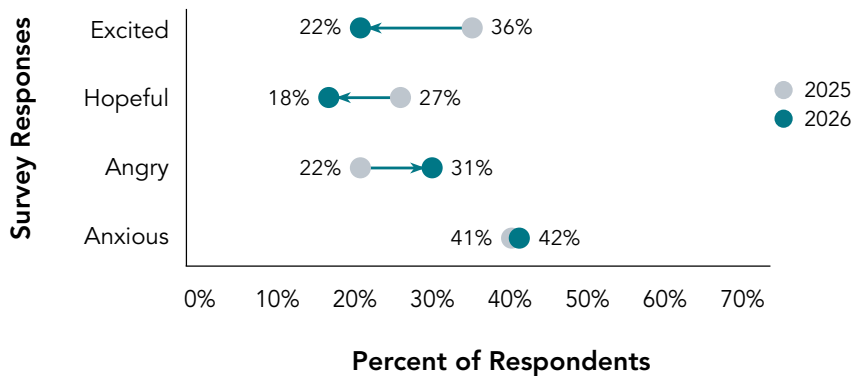
Percent of U.S. adults who say the increased use of AI in daily life makes them feel ...



Lawyers using AI keep citing fake cases in court. Judges aren't happy.

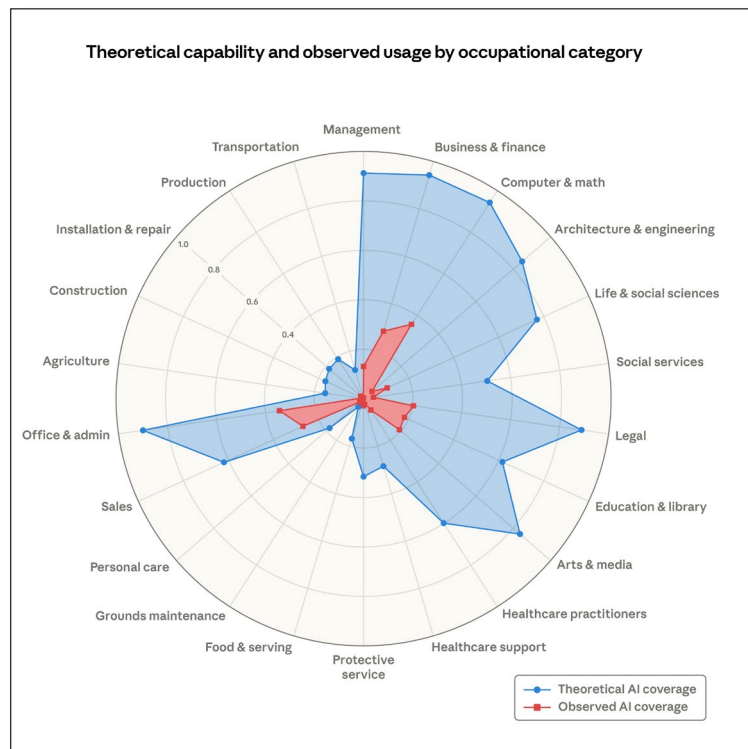
Generation Z-ers' Feelings About AI Have Worsened*

AI makes me ...



AI is expected to significantly impact the way companies do business and the skills employees will need.

AI is not limited to the technology sector. Its theoretical capabilities extend across most occupational categories, especially knowledge-heavy fields such as management, business and finance, computer and mathematics, legal, office and administrative work, and arts and media. However, current AI use is much smaller and more uneven than theoretical capabilities, meaning the workforce impact is still emerging.



Workforce Impact

In April 2026, the U.S. technology sector announced 33,361 job cuts, bringing the total job cuts to 85,411 for the year, a 33% increase from the same period last year.

Companies cited AI as a reason for the cuts, accounting for 16% of all job cut plans for 2026. However, particularly in the technology sector, analysts suggest that many larger-scale job cuts reflect a correction from overhiring during the COVID-19 pandemic.

Measuring how AI is used at work is also difficult given a lack of standardization and/or robust survey populations.

Anthropic's Economic Index

Anthropic's Economic Index mapped more than four million Claude.ai conversations to occupational tasks in the federal O*NET framework. The most common tasks were in:

1. Computer and Mathematics
2. Arts and Media Writing
3. Education and Library
4. Office and Administrative
5. Sciences
6. Business and Finance

Limitations: The "occupations" assigned in the analysis may or may not reflect users' *actual* occupations (if even employed), and Anthropic cannot determine to what extent users actually applied the AI outputs.

Harvard Business Review

Harvard Business Review published a piece that analyzed online forums to understand "How People Are Really Using GenAI in 2025," including for:

1. Personal and Professional Support
2. Learning and Education
3. Technical Assistance and Troubleshooting
4. Content Creation and Editing
5. Creativity and Recreation
6. Research, Analysis, and Decision-Making

Limitations: Online posts may or may not be representative of the national population and can have significant bias.

Pennsylvania and OpenAI

Pennsylvania and OpenAI ran a pilot program for state employees to opt-in to using ChatGPT. Participants often reported using AI for:

1. Writing and Drafting Assistance
2. Research, Idea Exploration, and Learning New Topics
3. Summarizing
4. Coding, Excel, etc.
5. Problem-Solving
6. Image Generation

Limitations: The focus on government employees makes it unclear how results might extrapolate to the broader workforce.

Impact on Education

Measuring how people are using AI in their careers is critical to ensuring K-12 and postsecondary education are properly preparing students; however, this blurry picture of AI usage in the workforce makes it difficult to predict how education should be adjusting.

Nonetheless, educators and students see the need for school systems to adapt to an AI-shaped workforce.

AI’s workforce effects remain uneven and difficult to predict, but students and teachers are already using AI and see it as relevant to future learning and work. The question for K-12 systems is not simply whether students should use AI, but how schools help them build the judgment, literacy, and human skills needed to use it well.

	Current Use	Future Readiness
Students	56% of Gen Z K-12 students report using AI at least weekly.	56% of Gen Z K-12 students agree they will have the necessary AI skills for daily life after graduation — a 12-point increase from 2025.
Teachers	85% of teachers used AI in the classroom during school year (SY) 2024-25.	74% of teachers believe AI has larger implications for education than the introduction of computers or the internet.

The data suggest that AI readiness is no longer a distant workforce issue. Schools will need to support students and teachers in developing AI literacy, critical thinking, and responsible use, while recognizing that the exact workforce implications are still emerging.

Some districts began embracing AI heading into SY23-24, though many stances remain unclear.

Early adopter districts illustrate a range of ways that AI can be incorporated into education. Examples include:

Creating New AI Courses and Standards

- **Baltimore County Public Schools** (Maryland) planned to launch an AI program at three high schools in SY23-24 focusing on on-the-job learning.
- **Several Florida school districts, including Tampa**, planned to launch AI and data science programs in SY23-24, in partnership with the University of Florida, as part of a broader initiative by the university to integrate AI into the state's K-12 curriculum.

Improving Communications and Operational Efficiency

- **The School District of Philadelphia** (Pennsylvania) launched a chatbot in 2023 to answer families' questions and track the status of concerns until they are resolved.
- **Los Angeles Unified School District** announced "Ed," a chatbot intended to provide families real-time access to student data, including grades, test results, and attendance. The project was paused due to vendor challenges.

Supporting Learning and Emotional Well-Being

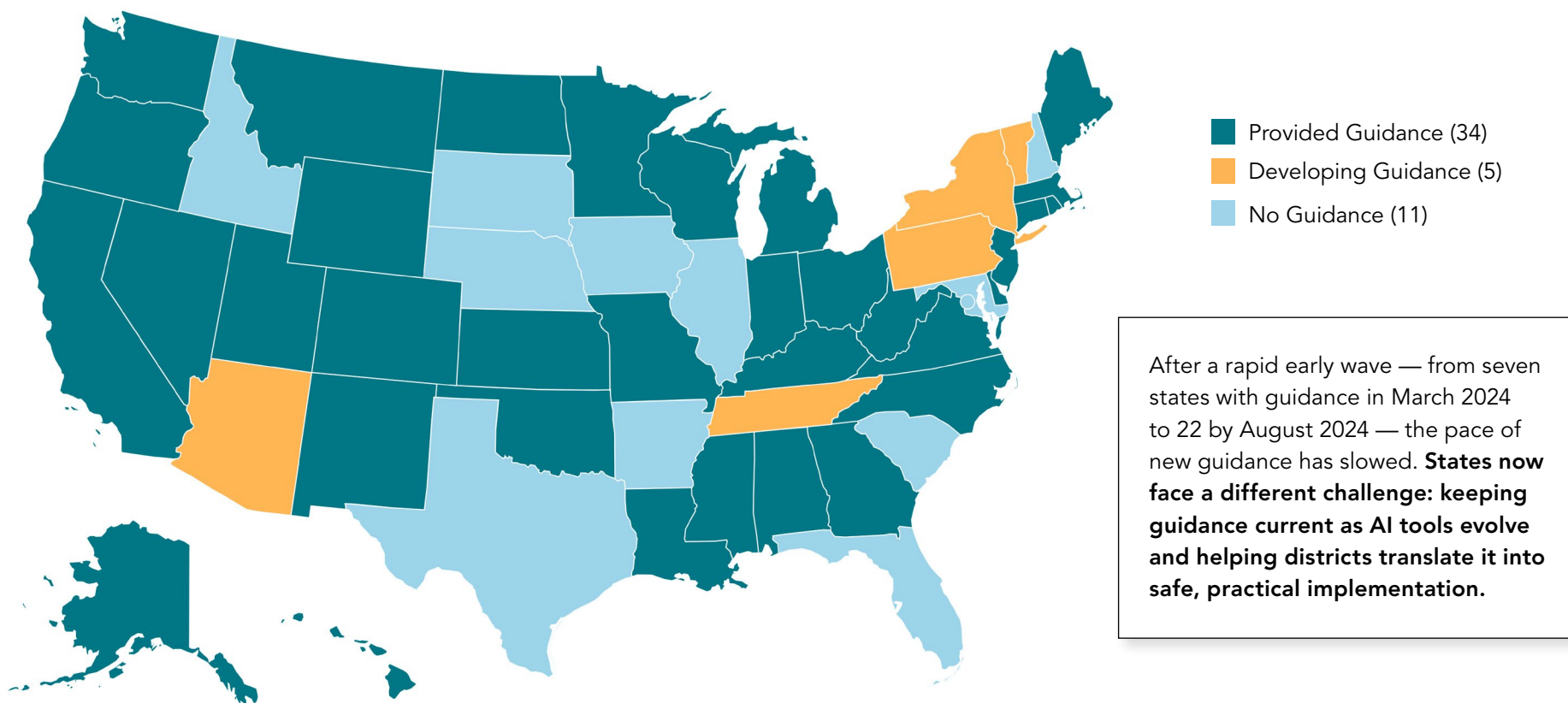
- **Mesa Public Schools** (Arizona) and **Austin Independent School District** (Texas) piloted an AI-enabled "early warning" system that monitors student academic performance and sends alerts if kids are in danger of failing a course.
- **Newark Public Schools** (New Jersey) piloted Khan Academy's AI-powered tutorbot, Khanmigo, to provide students personalized support across core subjects.

Supporting Teacher Development

- **Spokane Public Schools** (Washington), **St. Vrain Valley School District** (Colorado), and **Keller Independent School District** (Texas) piloted AI Coach by Edthena, a platform for instructional coaching.
- **Prince George's County Public Schools** (Maryland) trained teachers on how to incorporate AI into their lessons as part of a three-year agreement with aiEDU, beginning in summer 2023.

Nearly half of state education agencies have issued guidance for using GenAI tools in the classroom.

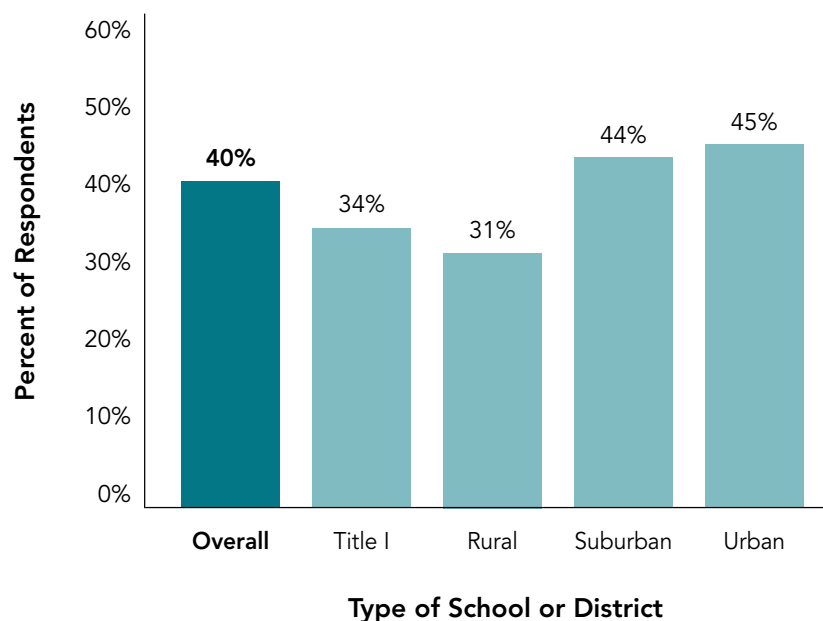
The Center on Reinventing Public Education (CRPE) and TeachAI are regularly tracking whether state departments of education are issuing guidance on the use of GenAI.



At the local level, despite many more K-12 schools establishing AI policies, the majority still lack policies or guidance.

- Carnegie Learning found that while the share of schools or districts that had AI policies doubled from 2024 (20% to 40%), the majority lacked any policies or guidance. Additionally, Title I and rural schools or districts were less likely to have policies or guidance than non-Title I, suburban, and urban schools or districts.
- As of spring 2025, 45% of principals said they had school or district policies or guidance on AI use.
- A December 2024 survey from the National Center for Education Statistics showed only 31% of public schools reported having a written AI policy.

Percent of K-12 Schools or Districts With an AI Policy



In an EdWeek survey, lack of a district policy was the third most common challenge (28%) preventing educators from adopting or using AI.

Teens and tweens are increasingly using AI in all aspects of their lives.

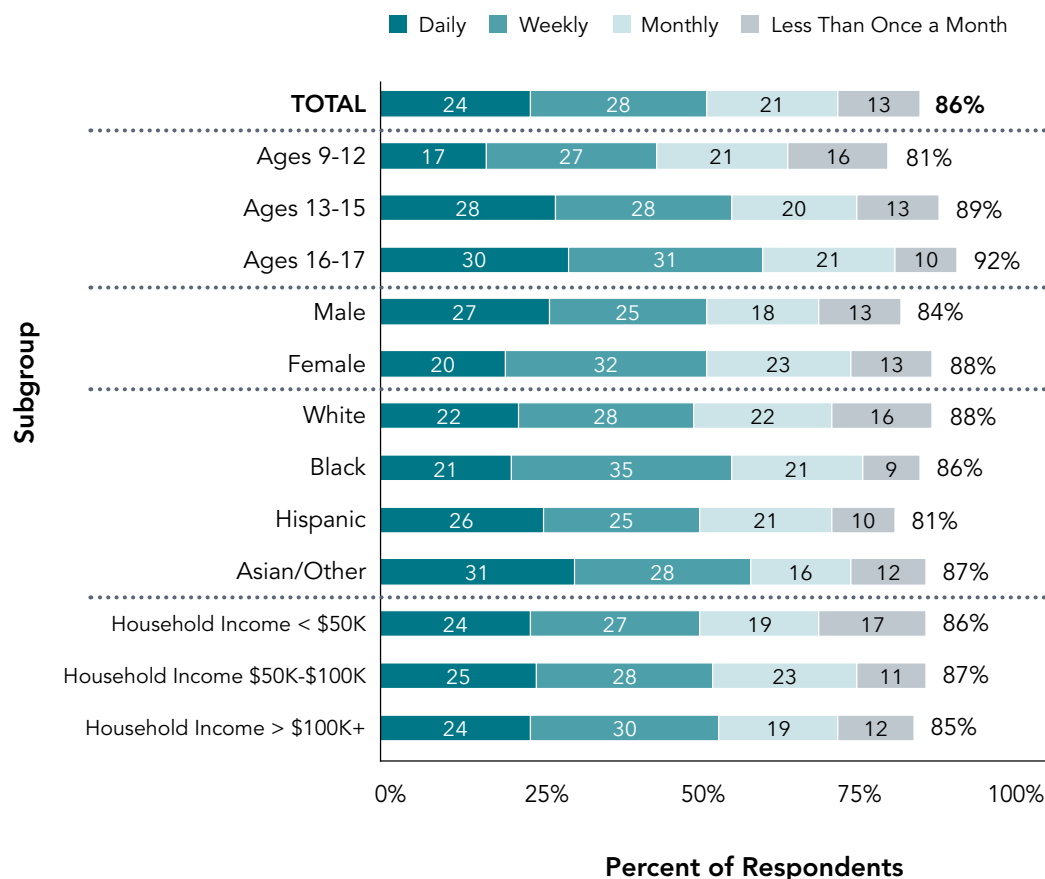
A recent survey by Common Sense Media found that the majority of teens and tweens are using AI. Unlike past surveys, it found similar rates of use across gender, race/ethnicity, and household income levels.

The survey also found that teens and tweens use AI for a variety of purposes, such as:

- Entertainment or just for fun (89%).
- Help with homework (85%).
- Creating images, videos, stories, music, or apps (75%).
- Getting information or advice about their health or body (57%).
- Practicing conversations or social skills (40%).
- Discussing feelings or personal problems (37%).

Rates of AI Use Among Tweens and Teens Ages 9-17, by Subgroup

How often, if ever, do you use or interact with any type of AI?



Notes: Percentages are subject to rounding. Daily includes "Almost constantly," "Several times a day," and "About once a day." Weekly includes "A few times per week" and "Once a week." Monthly includes "A few times per month" and "Once a month." The percentage who said "Never" is not shown in the chart. **Source:** Common Sense Media. (2026). *The Common Sense Media Census: AI Use by Tweens and Teens*. Figure 10.

Bellwether.org

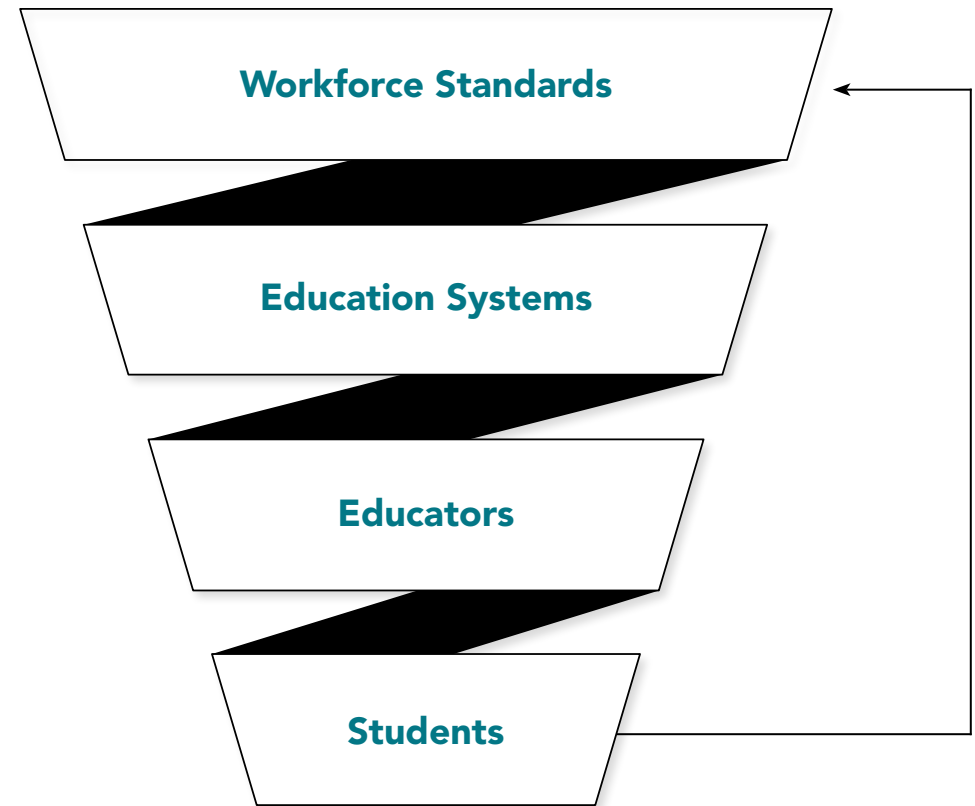
Changing workforce standards driven by AI are expected to have downstream and cyclical effects on education.

AI is changing what **skill sets, knowledge, and capabilities** will be needed in the future workforce.

Federal, state, and local education systems will need to **reconsider structures**, relational dynamics, and models for teaching and learning.

What is taught and how educators teach their students will need to adapt to evolving technology, employer needs, and new education standards.

As systems begin to shift, it will change **what and how students learn** to be ready for future careers.





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Conclusion

Given the pace of technological advancement, there is an opportunity for leaders across the education sector to proactively plan for an AI-integrated future. This foresight must extend beyond current AI tools, anticipating and preparing for emerging capabilities that may impact education in the coming years.

While the integration of AI in education presents certain risks, leaders should also consider the significant risks of failing to adopt a proactive approach, including exacerbating existing inequities. If AI becomes a key skill in the workforce, schools must be preparing students for future careers.

This is a unique point in time with the opportunity to shape the education system thoughtfully, mitigating potential pitfalls while harnessing AI's potential. **It is important to view AI neither as a passing fad nor a panacea, but as a potentially powerful tool that can support steady, long-term improvements toward a more equitable and efficient education system.**

Navigating the complex landscape of AI in education requires a holistic approach that addresses both its vast potential and inherent challenges. Stakeholders must carefully consider a wide array of factors spanning educational practices, technological applications, policy frameworks, and systemic changes. Capacity-building and change management will be significant challenges to overcome. ✨

For a deeper exploration of these aspects, refer to part two of the Learning Systems series — [Considerations: Opportunities and Challenges of Artificial Intelligence-Enhanced Education](#).



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About the Authors

About Bellwether

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Cognitive Resonance

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Bree Dusseault and Robin Lake
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ASU School of Ed

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Saga Education

Cameron White and Erin Stark
NewSchools

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Northeastern University

Dylan Kane
Five Twelve Thirteen Substack

Erin Mote
InnovateEDU

Jack Shaw
Comprendo.dev

Jennie Magiera and Kristal Ayres
Google, Education Impact

Jeremy Roschelle
Digital Promise

Jimmy Fisher
Seckinger High School

Josh Clark
Landmark School

Kim Smith
LearnerStudio

Kristen DiCerbo
Khan Academy

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Matthew Marino
University of Central Florida

Michelle Rojas-Soto
KIPP SoCal

Pat Yongpradit
Code.org

Rebecca Finlay
Partnership on AI

Rob Waldron
Curriculum Associates

Stacy Kane
Washington Leadership Academy

Sue Krause
Cognia

Yusuf Ahmad
Playlab.ai

About the Authors



AMY CHEN KULESA

Amy Chen Kulesa is a senior adviser at Bellwether. She can be reached at amy@luminosityadvising.com.



MICHELLE CROFT

Michelle Croft is an associate partner at Bellwether. She can be reached at michelle.croft@bellwether.org.



MARISA MISSION

Marisa Mission is a senior analyst at Bellwether. She can be reached at marisa.mission@bellwether.org.



BRIAN ROBINSON

Brian Robinson is an associate partner at Bellwether. He can be reached at brian.robinson@bellwether.org.



LINEA HARDING

Linea Harding is a senior analyst at Bellwether. She can be reached at linea.harding@bellwether.org.



MARY K. WELLS

Mary K. Wells is a co-founder and senior partner at Bellwether and leads the organization's work on nontraditional and out-of-school learning. She can be reached at mary@bellwether.org.



ANDREW J. ROTHERHAM

Andrew J. Rotherham is a co-founder and senior partner at Bellwether. He can be reached at andy@bellwether.org.



JOHN BAILEY

John Bailey is a nonresident senior fellow at American Enterprise Institute. He can be reached at john@vestigopartners.com.

About Bellwether

Bellwether is a national nonprofit that works to transform education to ensure young people — especially those furthest from opportunity — achieve outcomes that lead to fulfilling lives and flourishing communities. Founded in 2010, we help mission-driven partners accelerate their impact, inform and influence policy and program design, and bring leaders together to drive change on education's most pressing challenges. For more, visit bellwether.org.

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