



AI TASK FORCE CALL TO ACTION

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Introduction

The ramifications of Artificial Intelligence (AI) within the educational system are far-reaching.

The CFT AI Task Force has been charged with identifying the following information and recommendations for our members and organization. This report is our initial document on the subject, and it will be updated as our position and policies regarding AI, particularly generative AI, continue to evolve.

We have covered four of the most pressing categories in supporting educational professionals and their students in learning about and using AI: combatting inequity and bias, contract language, professional development, and potential legislation.

As educators, we know the ever-expanding opportunities and challenges that generative AI brings to the education landscape. We must organize with thought and efficiency to make integrating these tools safe, equitable, human-centered, and academically advantageous with the least amount of increased workload to educational professionals. We must also encourage the development of provisions for union participation in consultation with any and future introduction of so-called technological pedagogy tools.

As union leaders, we have a unique opportunity to help members drive decisions on AI use in our educational settings while demanding that decisions are made with democratic and educationally sound ethics that reflect labor justice representation.

The California education system is already overburdened by a lack of appropriate funding, leading to overcrowded classrooms, increased student discipline issues, under-resourced administrative offices, and an ongoing teacher shortage. Education professionals have shouldered the burden of continual new initiatives that have made mastering the profession unreasonably difficult. The addition of generative AI and its impact on the learning process have only accelerated since digital tools have been introduced.

Issues that are of immediate concern include lowered academic honesty standards due to the use of AI-generated writing without citation, lack of ability to identify AI-generated work definitively, inability to schedule paid time to become proficient in knowing what AI is and how to use it, lack of Computer Science curriculum at the TK-12 levels, the use of AI in a manner that causes displacement of human workers, and increased pressure on educators to “get with the program” without the appropriate support, time and remuneration to do so. Adding another level of tech fluency to achieve is indeed daunting. Educators are already overburdened, under-compensated, and challenged in many ways. Assuming or insisting they accept further workload, including training and administrative tasks, is indeed unreasonable.

The following points are key concepts our locals will need support from CFT to share with our membership.

Contract Updates to Add Language Regarding Generative AI Tools

Recommendations to develop sample contract language for collective bargaining regarding the use of generative AI in classrooms.

Uphold Academic Freedom

- **Autonomy of use:** educator-driven choice around AI use in the classroom.
- Memorialize **shared decision-making** on any AI tools procured for class use.
- Require **professional human oversight** on all grading and assessment tools.
- Require **transparency** of any use in assessment and grading.
- The **right of refusal** of use without reprisals.

Identify and Quantify the Workload

- Add language that **defines generative AI and its acceptable use** in the contract.
- **Identify any historic and pending workload increases or decreases** due to generative AI use.
- Clearly **define and delineate** between contractual hours and professional development.

Health & Safety

- New technology risk assessments shall be performed before the introduction of any new technology in the workplace.
 - New technology risk assessments should include:
 - Any potential impacts on the mental health of the employee.
 - Any potential impacts to employees with physical disabilities.

Responsible Classroom Use of Generative AI:

- **Support for positive learning growth:** To support generative AI tools that can personalize learning, provide differentiated instruction, and offer students opportunities for creative exploration.
 - Recommend added language around (if not already explicitly stated):
 - Non-start if not **accessible** to all students.
 - **Safeguarding creativity and originality:** The bargaining position will emphasize that generative AI will not replace traditional methods that foster critical thinking, independent research, and student-generated content.
 - Respect for **intellectual property**.
 - **Joint development of AI integration plan via local AI Committee or Task Force:** Educators will have shared decision-making in developing a plan for integrating AI tools into the classroom, ensuring they complement existing curriculum and pedagogy.

- **Support around academic integrity** and the responsible use of AI-generated materials.
- **Assessment and feedback:** Leveraging AI for real-life assessment, collective feedback, public audit, and institutional responses.

Professional Development

- **Paid professional development** for education professionals on responsible and honest use of generative AI tools in the classroom, as well as beneficial inclusion in pedagogy.
- **Paid professional training** for education professionals on responsible and ethical use of generative AI tools in workplace administrative tasks.
- **Paid professional development opportunities** for paraeducators, including how it will be used equitably and with accessibility when working with students and how to impart AI skills to students they serve.
- **Paid professional development opportunities** for our classified staff in how to navigate new and emerging technology as well as how and when it's appropriate to use AI in the workplace and the handling of staff and student data.

Ownership of Instructional Materials and Likeness/Voice

- **Educator ownership of instructional materials** created for classrooms.
- **Sole ownership of likeness and voice:** education professionals retain rights in any future reproductions of instructional materials, class materials, or marketing materials created by the school district.

Data Privacy

- **Transparency of AI Use:** The employer will notify education professionals in writing when AI tools are used in:
 - **Educational settings:** This includes tools for grading, sorting, leveling, personalized learning, or student support.
 - **Human Resources:** This includes tools for recruitment, performance evaluation, or decision-making.
 - **Student Records:** Admissions, Transcripts and Discipline.
 - **Virtual Meetings:** Including the right to opt out of the use of AI tools in video meetings such as AI generated summaries or transcripts or attendance.
- **Data Access and Control:** Education professionals shall have the right to:
 - **View and access** any data collected about them through AI tools.
 - **Request correction or deletion** of inaccurate or incomplete personal data.
- **Data Security and Breaches:** The educational agency or institution will:
 - Implement and maintain reasonable security measures to protect the confidentiality and security of teacher data.
 - Notify teachers promptly in the event of a data breach that compromises their personal information.

- Outline a clear and timely process for teachers to report suspected data breaches.
- **Remedies for Data Breaches:** In the event of a data breach, the educational agency or institution will:
 - Investigate and take steps to prevent future occurrences.
 - Offer identity theft protection or other appropriate remedies to affected teachers.
- **Protection from Retaliation:**
 - Education professionals who report suspected AI surveillance or opt out of such practices will be protected from retaliation. Any adverse action against a teacher for exercising their rights under this policy will be subject to disciplinary measures against the responsible parties.
- **Educator over AI:**
 - Humans will oversee everything in the classroom, including grading and assessment.
 - Memorialize human experience and expertise to oversee technology.
 - AI should never replace a worker

Professional Development Needs Identified for Our Members

Understanding AI Basics

- **What is Generative AI?** Basic understanding of AI concepts, including machine learning, natural language processing, and computer vision.
- **How AI works:** A simplified explanation of AI algorithms and models.
- **AI tools and applications:** Explore various AI tools available for education.
- **Political education** regarding AI and intellectual self-defense. Include basic research, analysis, and curricular recommendations on LLM, AI, community, and corporate interests in the context of civics education.

Responsible Use of Generative AI Tools

- **Be aware** of the potential benefits and drawbacks of using generative AI tools.
- **Develop and implement strategies** to detect the use of generative AI tools in student work (e.g., random prompts and oral presentations).
- **Support how to handle suspected cases of plagiarism** arising from generative AI tools to the appropriate school official.
- **Support around academic integrity** and the responsible use of technology in the curriculum.
- **Support around using AI responsibly - another platform, phone number, or interactive tool?** For Internet searches and research (not using generated text, but clicking on the source material to decide its relevance to the individual's research and using relevant material no differently than with current research methods).

Ethical Considerations and Bias

- **AI ethics:** Discuss the ethical implications of AI in education, including privacy, bias, and equity, and how to maintain it going forward.
- **Academic Integrity:** Identify best practices for ensuring mastery of subject matter.
- **Identify bias:** Recognize potential biases in AI algorithms and data.
- **Mitigate bias:** Strategies to address and mitigate bias in AI systems.
- **Empowerment** to challenge and resist bias.
- **Academic Freedom:** Education professionals' choices regarding the selection and use of AI are their professional decisions. Leadership development and support on how to institute this process are imperative.
- **Academic Freedom:** Introduce institutional and organizational critiques of LLMs.

Integration of AI into Pedagogy

- **AI as a tool:** Exploring how AI can diminish teaching, distract students, and directly/indirectly point toward devaluing classroom instruction, ultimately replacing teachers and increasing class sizes.
- **Personalized learning:** Using AI to tailor instruction to individual student needs.
- **Assessment and feedback:** Leveraging AI for real-life evaluation, collective feedback, public audit, and institutional responses.
- **Creativity and critical thinking:** Fostering these skills in the age of AI.

AI Literacy for Students

- **Teaching about AI via Computer Science:** Developing a curriculum and lessons to teach students about AI and the difference between human thought vs how machines work.
- **Critical thinking and evaluation:** Empowering students to identify and critically evaluate AI-generated information, especially around how to support civics, arts, and cultural education.
- **AI for problem-solving:** Using AI as a tool for problem-solving.

Practical Applications

- **Real-world examples:** Sharing successful AI implementation stories from other educators.
- **Real-world examples:** Sharing failed or harmful stories from analysts, scholars, labor activists, elected officials.
- **Hands-on experience:** Providing opportunities to experiment with AI tools.
- **Troubleshooting and support:** Offering resources for addressing challenges and questions

Legislative Needs

- **Accountability mechanisms:** State review boards that will oversee data collected from educational use and report trends and any abuse using quantitative metrics for fairness and equity.
- **Protection from deep fakes and disinformation:** Provide digital resources that are certified free of disinformation.
- **Age-appropriate guidelines:** Set clear guidelines on what types of digital technology and software are developmentally appropriate by age groups based on current research.
- **Requirement of human oversight:** Education professionals' approval on procurement and inclusion of technology use with students.
- **Protection against impersonation:** Make it a crime to impersonate or malign educators and education staff online.
- **Compliance of use agency**
- **Ethics Board:** Create a statewide ethics board to oversee AI use in educational settings with goals to address bias, misuse, and ethical dilemmas.
- **Transparency of AI-generated materials:** complete with provenance for any student/district access. All AI-generated documents and images are required to be watermarked or easily identified.
- **Freedom from surveillance and audits:** Educational agencies, as well as businesses, must be prohibited from surveillance due to the use of educationally provided tools.
- **Accessibility audits:** All tech services must be ADA accessible.
- **Commission a study** to provide scientific **research** on the effects both positive and negative, of generative AI in education settings.

Conclusion

After reviewing the aforementioned information, we offer the following recommendations --

It is essential to establish strong oversight structures, including a statewide ethics board dedicated to overseeing AI use in educational settings. This board should coordinate with leadership at various levels to provide clear guidance and maintain transparency.

Educators must retain the authority to make all final decisions regarding the selection of educational tools, exercising classroom implementation, and the planning and evaluation of student work. Transparency should be a cornerstone of generative AI use. Mandatory notification, such as a watermark whenever AI products are utilized in professional educational environments or classrooms should be required. This collective effort will help ensure that AI is used ethically and effectively, especially when combating bias. In addition, AI companies should be transparent with the data collected from educators and students.

Currently, training for education professionals is up to each organization to plan and execute, which creates a vast amount of extra hours and overlapping effort. We recommend the CFT put its resources toward lesson planning, designing, and producing training modules for its members. Our members have the skills and knowledge to do this right, and education professionals are far more interested in hearing from other members than company salespeople.

There are claims that use of generative AI can decrease workload, yet we have experienced the additional workload that any emerging digital platform brings. We recommend conducting a study to formally examine and document the effects of generative AI human workload.

Finally, we recommend a statewide educational technology tools approval process be established. This union-run approval process would be focused on vetting products marketed toward education to ensure they are safe, combat any bias, and are educationally sound and based on scientific study. This union-approved system will provide a much-needed service to educational agencies.

Going forward, we must organize a campaign to share this information with our members through their local leadership. We propose that the AI Task Force continue in a new configuration representing each constituency (Classified, TK-12, Higher Ed). Each of these representative groups is to work on informational campaigns to provide education and support on issues raised in this document.