

**WORK SESSION**  
**APRIL 16-17, 2025**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>IRSA – ARTIFICIAL INTELLIGENCE IN TEACHER PREPARATION</b>	Information Item

**WORK SESSION**  
**APRIL 16-17, 2025**

**SUBJECT**

Work Session: Artificial Intelligence in Teacher Preparation

**REFERENCE**

February 2024	The Board held an initial work session on generative artificial intelligence to learn about and discuss basic principles of this emerging technology and its applications in educational contexts.
October 2024	The Board held a second work session on generative artificial intelligence to learn about the impacts of this emerging technology on teaching and learning in higher education.

**APPLICABLE STATUTE, RULE, OR POLICY**

Not applicable

**BACKGROUND/DISCUSSION**

Generative artificial intelligence (AI) has had an outsized impact on all aspects of education. Teaching and learning have been disrupted as AI models continued to rapidly evolve and tools became increasingly accessible. At the same time, the complex ethical considerations surrounding the use of AI platforms have led to ongoing discussions about the responsible and transparent use of this emergent technology in educational settings.

Generative AI is revolutionizing the way courses are designed and delivered and is impacting learning across the educational spectrum. Teachers can leverage new tools to create more personalized learning experiences, with adaptive learning platforms that adjust content difficulty based on individual student performance. AI-generated content is being used to supplement course materials, providing up-to-date examples and case studies. However, challenges remain around supporting deep learning, encouraging academic integrity, and ensuring original thinking and creativity. Educator preparation programs at Idaho's public institutions are integrating AI instruction into their programs in flexible, adaptable strategies. Within these educator preparation programs, faculty have developed a variety of approaches to ensure that future teachers are effectively and ethically engaging AI with AI tools as part of their pedagogical skill set, recognizing that AI literacy will be crucial in future classrooms.

**IMPACT**

As AI continues to evolve, it is crucial for educational institutions to embrace its potential while carefully navigating its challenges. This work session provides an opportunity for Board members to learn more about AI in educator preparation programs and raise questions for further consideration.

**ATTACHMENTS**

Attachment 1 – GenAI Presentation

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff are leading and supporting the Statewide AI Alliance. This group engages key stakeholders from each institution in sharing strategies and information. The purpose of this work session is to update the Board on the current capacities and uses of AI in educator preparation programs and through professional development for in-service educators.

**BOARD ACTION**

This item is for informational purposes.

# Artificial Intelligence in Teacher Preparation



Work Session  
April 16-17, 2025

## Work session focus

How are preservice and inservice teachers being prepared for AI's impacts on teaching and learning? What are the challenges and opportunities?

## **Educator Preparation Program examples**

CSI: integrate Khanmigo, an AI-powered teaching assistant, into key courses.

CEI: students use AI to refine their own work, create language accessible for different grades/ages, and for lesson plan ideas.

CWI: institution-wide exposure to Guardrailz AI, Educational Technology instructor is creating a guide for AI in the classroom

ISU: Integrate a number of AI platforms in a number of classes, both for use as preservice students and for instructional development.

CSI: AI use and ethics statement is integrated into every syllabus. AI instruction is embedded into educational technology course.

## Preservice Snapshot – Michelle Satterfield, Boise State

BSU & Idaho Workforce Development Council's \$262,671 grant provides professional development for In-service and Pre-service teachers:

Gen AI Tools for Educators teaches them:

- Foundations of generative artificial intelligence
- Responsible use & Digital literacy
- Use AI to increase productivity & creativity
- To meet the needs of all learners through individual lesson planning
- Introduces them to AI pedagogy to develop more engaging curriculum for all their students

## Inservice Overview — Leslie Younger, Idaho Department of Education

- Common questions, requests, and concerns from teachers and districts
- AI tools for schools and teachers presented at our Content and Curriculum Monthly Meetup in March 2025
- AI sessions for educators at statewide conferences for current teachers
  - Boise State Writing Project Educator Conference in CDA (Oct), Boise (March), Twin Falls, and Idaho Falls (June)
  - STEM Conference - July 30-Aug. 1 in Meridian
- Support for Digital Literacy



# Inservice Snapshot – Personalized Learning Experiences

## Sabrina Gary

### Character Chatbot

Chat with any historic figure, author, or recognizable character from a story.

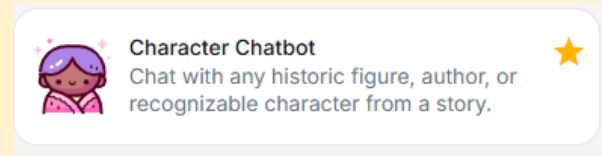
Grade level: \*

4th grade

Character, Author, or Historic Figure: \*

Meriwether Lewis

Generate



Greetings, young student! I am Meriwether Lewis, and I'm delighted to meet you. I served as Captain in the United States Army and am best known for leading the Lewis and Clark Expedition with my dear friend William Clark from 1804 to 1806. President Thomas Jefferson chose me to explore the lands west of the Mississippi River.

During our amazing journey, we mapped new territories, met Native American tribes, and discovered plants and animals that no one from the United States had ever seen before! We traveled by boat, on horseback, and on foot across rivers, mountains, and plains.

I'd be happy to tell you about our adventures, the challenges we faced, or the wonderful help we received from Sacagawea, our Native American guide. What would you like to know about our great expedition across America?

Remember, these were times before cars, phones, or even electricity - everything we did required courage, careful planning, and a lot of hard work!

What interests you most about our historic journey?

# Personalized Learning Experiences



## Character Chatbot

Chat with any historic figure, author, or recognizable character from a story.



What was the hardest part of your journey?



Ah, young friend, there were many difficult challenges during our expedition, but let me tell you about one of the toughest parts. Crossing the Rocky Mountains in September 1805 was truly a test of our strength and spirit!

The mountains were nothing like anything we'd seen before. Imagine climbing steep hills covered in snow, but these were much, much bigger! The air was so thin it made breathing difficult, and it was bitterly cold. Our horses could barely find places to step safely, and we had very little food. For days, we had to eat nothing but dried fish and a bit of dried meat, and some of our men even had to eat candles to survive!

The Shoshone Native Americans, including Sacagawea's own tribe, helped us tremendously during this time. They provided horses and showed us the best paths through the mountains. Without their help, I don't think we would have made it across.

We were used to traveling by boat on rivers, but in the mountains, we had to leave our boats behind and carry everything on our backs and horses. Some days we only traveled a few miles because the path was so difficult.

But do you know what kept us going? The thought that we were doing something important for our young country, mapping these lands so others could follow in our footsteps someday.

Would you like to hear about some of the amazing animals we discovered during our journey? Or perhaps about how we communicated with the Native American tribes we met?

# Adjusting Content Difficulty

NEWSLA



## Early British Colonies in America

By USHistory.org, adapted by Newsela staff on 03.28.17  
Word Count **648**



### Middle colonies

There were four middle colonies. These were Pennsylvania, New York, New Jersey and Delaware.

While New England was mostly settled by people from England, the middle colonies were different. People from England, Scotland, Ireland, Sweden, the Netherlands, Germany and France lived side by side. Algonquian and Iroquois Native Americans also lived in the middle colonies. So, too, did a large number of African slaves, at least during the early years.

Unlike New England, the middle colonies were home to many religious groups. Among them were Quakers, Mennonites, Lutherans, Dutch Reformed, Calvinists and Presbyterians.

New York and Philadelphia were the two main cities in the middle colonies. Both grew quickly in size. They gave rise to brilliant thinkers, such as Benjamin Franklin. An inventor and writer, Franklin became famous in both America and Europe.

In New England, the rocky soil made agriculture difficult. Things were different in the middle colonies where the soil was fertile. Many farms soon formed there. The wheat and corn they grew helped feed all the American colonies.

# Adjusting Content Difficulty



## Text Leveler

Take any text and adapt it for any grade level to fit a student's reading level / skills.



## Text Leveler

Take any text and adapt it for any grade level to fit a student's reading level / skills.

Grade level: \*

2nd grade



Original Text \*



Middle colonies



There were four middle colonies. These were Pennsylvania, New York, New Jersey, and Delaware. While New England was mostly settled by people from England, the middle colonies were different. People from England, Scotland, Ireland, Sweden, the Netherlands, Germany, and France lived together. Algonquian and Iroquois Native Americans also lived in the middle colonies. Many African slaves also lived there, especially in the early years. Unlike New England, the middle colonies had many different religious groups. Some of these groups were Quakers, Mennonites, Lutherans, Dutch Reformed, Calvinists, and Presbyterians. New York and Philadelphia were the two main cities in the middle colonies. Both cities grew quickly and became important places. They had great thinkers, like Benjamin Franklin. Franklin was an inventor and writer who became famous in America and Europe. In New England, the rocky soil made farming hard. But in the middle colonies, the soil was good for farming. Many farms were started there. The wheat and corn they grew helped feed all the American colonies.

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# Feedback for All Kinds of Learners

## Text Proofreader

Take any text and have it proofread, correcting grammar, spelling, punctuation and adding clarity.

### Original Text: \*



won day i go to the store to by some buttr i could nut find the buttr so i askd somewon to hep me the person  
shod me the butter i paid and i let the store



### Text Proofreader

Take any text and have it proofread,  
correcting grammar, spelling,...



### Changes Suggested:

#### 1. Spelling corrections:

- "won" should be "one"
- "buttr" should be "butter" (appears twice)
- "nut" should be "not"
- "askd" should be "asked"
- "somewon" should be "someone"
- "hep" should be "help"
- "shod" should be "showed"
- "let" should be "left"

#### 2. Grammar and Punctuation:

- Add a capital letter at the beginning of the sentence: "One"
- Add periods at the end of complete thoughts
- Add commas to separate ideas

### Here's a breakdown of the punctuation needed:

- Add period after "butter"
- Add period after "butter" in second instance
- Add period after "help me"
- Add period at the end of the text

#### 1. Word Choice:

- "by" should be "buy"

Discussion:

What questions do you have about AI instruction and professional development for preservice and inservice educators? What would you like to learn next?