

K-12 Educator + AI Survey

Teachers and administrators actively using AI reveal how they are using it to change student learning and improve school and district efficiency, shining a light on how classrooms are evolving.

AUGUST 2024

administrators are using AI to transform the classroom Cambium Learning Group surveyed

teachers and district administrators

Teachers and

across the U.S. who are actively using Al in K-12 schools to better understand how they are using Al and how it is already shaping the future of education.

or challenge; it is no longer a question of 'will we or won't we.' AI is not only here, but it is already being used in U.S. K-12 schools. Let's use it as a tool for good." **Ashley Andersen Zantop** Chairman and CEO, Cambium Learning Group

"We are at a pivotal moment in education. AI

has moved beyond a theoretical opportunity

AI is already changing how students are

learning and teachers are teaching.



47% proofreading

run their classrooms?

How do teachers use Al to

to help with lesson planning

56% to create personalized

How do teachers use AI to

support student learning?

52%

to provide real-time performance tracking and feedback

learning experiences

Teachers are

create new

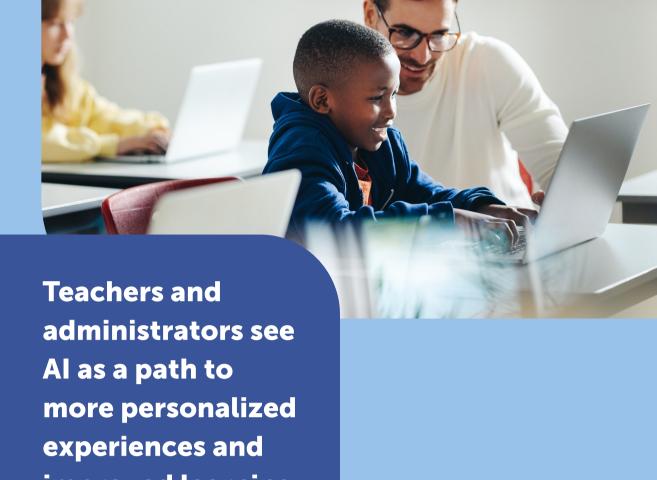
leveraging AI to

50%

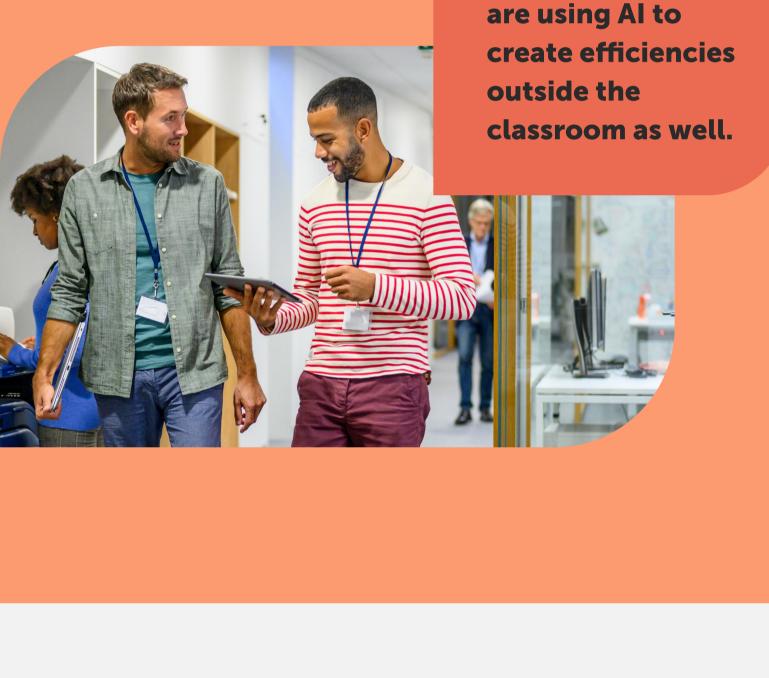
Administrators

to foster critical

thinking skills



improved learning for students.



56% to mana records to manage student

How do administrators use Al?

56% to manage production development

61%

to manage professional

interpret student data

to analyze and

Uncertainty About Insufficient Al the Effectiveness

Training

While the reported benefits are many...

AI does have challenges.

When ranking the top three barriers to Al adoption, teachers and

administrators identified the following:

Data Privacy

and Security

It's hard to be a teacher right now.

More than one-third (37%) of surveyed teachers said their job is more challenging post-pandemic, identifying student learning loss, school staffing shortages, and

of surveyed teachers plan

despite obstacles.

of Al in Improving

Student Outcomes

of surveyed teachers of surveyed teachers believe their job is more challenging to remain in the profession believe their job is easier post-pandemic.

insufficient mental health support as top reasons why. However, the same

percentage (37%) of surveyed teachers believe their job is easier post-pandemic,

citing the increased use of technology to streamline tasks (43%) and increased use

of technology to personalize student learning (40%) as top contributors.

post-pandemic.

technology in the classroom as a key way to attract more teachers to the profession.

training, and support to use technology effectively.

Both current and future teachers and administrators require skills,

• Education Data Analyst

ROLES To support increased EdTech and Al adoption, 20% of surveyed respondents said their schools/districts have created

Not just for current teachers...

teachers as well.

Technology is attracting future

72% of administrators see an increased use of

SKILLS

"The power of generative AI will continue to transform K-12 education as we know it. We must ensure we leverage it as a force multiplier for

80% of administrators believe

that a candidate's technical

skills are highly important in

More than half of administrators

and teachers are now required

to complete **EdTech and**

cybersecurity training.

the hiring process.

new job positions, such as:

Specialist

• Educational Technology

• Al Development Expert • Al Strategic Scientist • EdTech Consultant

• Technology Teacher • Al Education Researcher

good—empowering teachers, students, administrators and families to accelerate academic outcomes and close opportunity gaps."

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Ashley Andersen Zantop

Chairman and CEO, Cambium Learning Group

K-12 Educator + AI Survey | Prepared for Cambium Learning by Hanover Research

Cambium developed this report in coordination with Hanover Research. The survey was designed to understand the use of Al among K-12 administrators' and teachers' and their perceptions towards the evolving state of education and the role of Al inside and outside the classroom. The survey was fielded in January of 2024 and was cleaned and analyzed by Hanover Research. The study consisted of 482 qualified responses. To qualify for the survey, respondents had to be 18 years of age or older, work full-time or part-time in the United States as a teacher or administrator in K-12 education, be at least slightly familiar with the usage of AI at their school/district, and work at a school/district that is actively using AI in the classroom. The data was cut into cross tabs by role, tenure, school level, and school district size, among others. Hanover performed statistical analysis with a 95% confidence level using Z-test and p=less than 0.05 and a margin error of $\pm 1.4\%$ for the overall sample size.



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