Georgia Professional Standards Commission

Educator Preparation Rule 505-3-.114

Artificial Intelligence for Educators Endorsement and Micro-Endorsement Guidance for Educator Preparation Providers

Version 1.0

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Introduction

The purpose of this document is to provide an overview of course content and guidance for educator preparation providers (EPPs) as they work toward earning and maintaining GaPSC approval to offer the Artificial Intelligence for Educators Endorsement and Micro-Endorsement. The Artificial Intelligence for Educators endorsement program is intended to provide educators with deep and broad knowledge to understand, plan, use, and model Artificial Intelligence in education and education adjacent settings. EPPs that deliver course content based upon the Georgia Artificial Intelligence for Educators Endorsement Standards will prepare educators who wish to effectively integrate Artificial Intelligence into their own field-based practice and to assist other educators in utilizing Artificial Intelligence for the improvement of AI integration in districts, schools, and classrooms as deemed appropriate by local, state, and federal guidelines.

As no national standards were recognized at the time of this development, the Georgia Artificial Intelligence for Educators Endorsement Standards were drawn from a combination of sources. Along with information from the Council for the Accreditation of Educator Preparation, the Office of Artificial Intelligence, and the GaPSC Ethical Considerations in the Appropriate Use of AI for Educators (June 2025), the standards were vetted through a cross-section of providers across the state of Georgia, including stakeholders from Regional Educational Service Agencies (RESAs), P-12 administrators and teachers, institutions of higher learning, and the Georgia Department of Education (GaDOE). Additionally, guidance was sought from a nationally recognized consultant in the field of Artificial Intelligence in education.

The following glossary is included in the GaPSC Educator Preparation Rule 505-3-.114 Artificial Intelligence for Educators Endorsement and is included here to support better understanding of content-specific terminology.

(a) **Artificial Intelligence (AI)** is defined as the capability of machines to perform tasks that typically require human intelligence, such as learning, reasoning, and problem-solving.

(b) **AI Literacy** refers to the knowledge and skills necessary for students and educators to effectively understand, evaluate, and use artificial intelligence technologies in a responsible and ethical manner.

(c) **AI System** is defined as a software application that uses generative models to produce new content such as text, images, audio, or video based on input data, supporting teaching and learning while requiring human oversight for accuracy, ethics, and alignment with educational goals.

(d) **AI Tools** are software applications that utilize artificial intelligence techniques to perform tasks that typically require human intelligence, enhancing productivity and creativity across fields.

(e) **Iterative Prompting** is the process of refining and improving AI responses through successive rounds of prompts, using each output to inform and adjust the next prompt until you achieve the desired result.

(f) **Micro-Endorsement** is a credential indicating a candidate has successfully demonstrated competence in a defined portion of endorsement program content standards.

(g) **Prompt Engineering** is defined as the practice of crafting and refining input instructions (prompts) to get AI systems to produce desired outputs.

(h) **Prompting** is the act of providing instructions, questions, or context to an AI system to guide it toward generating a specific response or completing a particular task.

The following guidelines are provided to assist in the development of content for an endorsement in Artificial Intelligence for Educators which may be implemented as a stand-alone endorsement, embedded in a program at the initial certification, Masters, Education Specialist, and/or Doctoral levels, or as a micro-credential for those interested in the Foundations of Artificial Intelligence in Education Micro-Endorsement. Guidelines are provided to clarify the content or content pedagogy for the implementation of Artificial Intelligence for Educators Endorsement programs.

There are multiple ways that an EPP may demonstrate that a candidate has mastered the required competencies for the standards aligned with the particular certification area. The suggestions here are certainly not exhaustive but merely provide examples of how standards might be met. While these are guidelines and not mandated, variances should be justifiable.

Guideline 1: Content and Content Pedagogy

Educators who obtain the Artificial Intelligence for Educators Endorsement are effectively able to integrate Artificial Intelligence in education intentionally and authentically through standards, assessments, lesson design, and instruction while maintaining ethical and legal considerations of AI use.

Based upon the requirements of GaPSC Educator Preparation Rule 505-3-.01 Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs, EPPs must be able to demonstrate that teachers and teacher candidates have mastered the competencies in the standards.

Examples of attainment of mastery of the competencies in the standards may include:

- Alignment of course content assignments with specific standards;
- Providing a matrix demonstrating alignment of a portfolio or other artifacts giving evidence of competencies as indicated in the standards; or
- Evidence provided from field experience or teaching evaluation forms/assessment.

Guideline 2: Stand Alone, Embedded, or Micro- Endorsement

This endorsement may be achieved through a stand-alone or embedded program. The stand-alone program is a planned sequence of courses and field experiences offered independently of another program that leads to a certified educator meeting all Georgia Artificial Intelligence for Educators Standards for certification. An embedded program is a planned sequence of courses and field experiences that lead to a candidate meeting all the Artificial Intelligence for Educators standards for certification while simultaneously enrolled in a degree-granting program. When an endorsement is embedded, there must be evidence of one of the following: Additional coursework or additional key assessment(s) [see Rule 505-3-.01, paragraph (3) (e) 4. (ix)]. Additionally, the Artificial Intelligence for Educators Micro-Endorsement can be offered provided that a candidate meets Standard One through Standard Four [see Rule 505-3-.114, (4) (b)].

Candidates not currently certified but employed or seeking employment in an education adjacent setting (i.e. state organization, curriculum company, etc.) may enroll in a program not resulting in endorsement. Candidates not currently certified and/or not seeking the endorsement do not need to be entered into TPMS.

Guideline 3: Essential Content Components

This guideline is intended to provide an overview of those content-specific areas which may be addressed in coursework. Effective teachers with the Artificial Intelligence for Educators Endorsement can plan for initial rollout and implement the use of Artificial Intelligence in education programs at the classroom, school, and district level while adhering to the ethical and legal considerations for using Artificial Intelligence in education. Candidates design and select learning activities, instructional settings, resources, and assessments to achieve those goals. Additionally, they are equipped with the knowledge to support the implementation of Artificial Intelligence in education within a classroom, school or district P-12.

Standard One: AI Foundational Concepts and Systems Thinking

The candidate demonstrates how AI systems work, their capabilities and limitations, and implications for educational practice.

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow candidates to demonstrate an understanding of the following:

- Candidates will demonstrate an understanding of core concepts of artificial intelligence, including machine learning, generative AI and automation, at a conceptual, non-technical level.

- Candidates will demonstrate knowledge of how AI systems are developed and trained, including the roles of data collection, labeling, algorithms, model design, and human decision-making.
- Candidates will demonstrate an understanding of the capabilities and limitations of AI systems, including issues of accuracy, hallucinations, bias, overgeneralization, context dependence, and uneven performance across learner populations.
- Candidates will demonstrate an understanding of the importance of educator judgment, verification, and accountability when interpreting, adapting, or applying AI-generated outputs.
- Candidates will demonstrate knowledge of how prompt design, context, and iterative refinement shape AI outputs, including the limits of prompting and the need for verification and disciplinary judgment.

Standard Two: Implementation and Sustained Use of AI

The candidate evaluates, selects, and implements AI tools using evidence-based criteria that prioritize pedagogy, privacy, and long-term viability.

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow candidates to demonstrate an understanding of the following:

- Candidates will demonstrate the ability to evaluate AI tools based on instructional purpose, alignment to learning goals, evidence of pedagogical value, and learner needs.
- Candidates will demonstrate the ability to plan for and implement criterion for selecting AI tools that prioritize age-appropriateness, accessibility, usability, privacy, data security, and transparency in vendor data practices.
- Candidates will demonstrate the use of varied strategies for integrating AI into instructional planning, assessment, communication, and school workflows in ways that are sustainable, supported, and periodically reviewed.

Standard Three: Responsible and Ethical Use of AI

The candidate understands responsible and ethical use of Artificial Intelligence in education.

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow candidates to demonstrate an understanding of the following:

- Candidates will demonstrate an understanding of current compliance with federal, state, and local regulations and policies regarding student data, privacy, consent, age restrictions, and AI use, including FERPA, COPPA, and CIPA.
- Candidates will demonstrate the importance of informed consent when AI tools are used with students, student data, families, or externally managed platforms, consistent with local, state, and federal guidelines.
- Candidates will demonstrate an understanding of the importance of transparency with students, families, colleagues, and administrators about when, why, and how AI tools are used in teaching, learning, assessment, and communication.
- Candidates will demonstrate an understanding for the ethical implications of delegating cognitive, instructional, or evaluative tasks to AI, including effects on learning, authorship, accountability, and student and educator agency.
- Candidates will demonstrate knowledge of the common sources of bias in AI systems and strategies for identifying, documenting, and mitigating potential harm.
- Candidates will demonstrate how to select and use AI tools using criteria that meets accessibility requirements for all learners.
- Candidates will demonstrate the ability to maintain legal and ethical data practices, including data minimization, de-identification, appropriate data entry, and avoidance of personally identifiable student information in unapproved tools.

Standard Four: Assessing AI Performance and Ensuring Quality

The candidate recognizes and responds to the evaluation and quality assurance of Artificial Intelligence output in education.

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow candidates to demonstrate an understanding of the following:

- Candidates will demonstrate the practice of educator review, including evaluating AI systems and outputs for transparency, reliability, bias, accuracy, fairness, appropriateness, cultural relevance, accessibility, and developmental appropriateness.
- Candidates will demonstrate how prompt engineering and iterative refinement can improve the usability of differentiated AI outputs while requiring independent verification of quality, accuracy, and instructional fit.
- Candidates will demonstrate how to identify limitations in AI outputs, including fabricated sources, unsupported claims, oversimplification, stereotyping, inappropriate level, and misalignment with learner needs.

- Candidates will demonstrate the ability to align the use of AI with instructional intent, assessment purpose, accessibility requirements, and learner needs.
- Candidates will demonstrate how to maintain accountability for the use of AI tools and their impacts on students, instruction, assessment, and communication.

Standard Five: AI for Planning and Differentiation

The candidate demonstrates the ability to use Artificial Intelligence for informed planning and differentiation of instruction aligned to the Georgia Standards of Excellence.

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow candidates to demonstrate an understanding of the following:

- Candidates will demonstrate the ability to apply AI tools to support lesson planning, instructional design, and resource creation aligned to Georgia Standards for Excellence.
- Candidates will demonstrate the ability to apply AI to create varied, accessible, and engaging learning materials across text, image, audio, and video formats while maintaining instructional quality, accessibility standards, and age-appropriateness.
- Candidates will demonstrate the ability to implement strategies for using AI to plan and differentiate instruction while maintaining educator judgment, verification, accountability, and accessibility for all learners.
- Candidates will demonstrate evidence of analyzing and applying the principles of aligning AI-supported planning with disciplinary thinking, such as scientific inquiry, mathematical reasoning, historical analysis, and writing processes, as well as content-specific practices, assessment expectations, and learner needs.
- Candidates will demonstrate the ability to evaluate and adapt AI-generated lesson materials to ensure accuracy, accessibility, cultural relevance, developmental appropriateness, and alignment with learner profiles.

Standard Six: Using AI for Assessment Design

The candidate applies academic integrity when evaluating assessment practices using Artificial Intelligence.

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow candidates to demonstrate an understanding of the following:

- Candidates will demonstrate the ability to design authentic assessments that account for permitted AI use, unequal access to AI tools, and the knowledge, skills, and processes students are expected to demonstrate.
- Candidates will demonstrate the ability to design authentic assessments that specify whether AI use is prohibited, limited, permitted, or required while prioritizing processes, reasoning, reflection, academic integrity, and evidence of learning.
- Candidates will demonstrate the ability to implement principles of academic integrity related to AI-supported assessment design, including clear expectations for permitted use, disclosure, attribution, authorship, and consequences for misuse.
- Candidates will demonstrate the ability to evaluate and apply appropriate uses of AI for rubric development and feedback generation, including educator review for accuracy, fairness, tone, alignment to criteria, usefulness for student learning, and clear distinction between AI-generated feedback and teacher-generated feedback.

Standard Seven: AI and Data Literacy

The candidate applies data literacy and ethical decision-making when using Artificial Intelligence to interpret data responsibly.

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow candidates to demonstrate an understanding of the following:

- Candidates will demonstrate the ability to analyze how AI tools can support instructional decision-making through data analysis while recognizing the limits of AI-generated summaries, patterns, predictions, and recommendations.
- Candidates will demonstrate the ability to apply the practice of validating AI-generated insights with professional judgment, student work, formative assessment, observation, contextual knowledge, and additional evidence.
- Candidates will demonstrate ability to analyze and explain the statistical limitations of AI-generated analyses, including when it is inappropriate to use AI for data analysis or to rely on AI-generated summaries, patterns, predictions, or recommendations.
- Candidates will demonstrate the ability to implement ethical data practices when using AI for educational data analysis, including data minimization, de-identification, appropriate data entry, and avoidance of personally identifiable student information in unapproved tools.

Standard Eight: Digital Citizenship and Learner Use of AI

The candidate implements age-appropriate use of AI (P-5, 6-8, and 9-12) when using Artificial Intelligence.

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow candidates to demonstrate an understanding of the following:

- Candidates will demonstrate the ability to apply developmentally appropriate expectations for AI use across grade bands, including supervision, permitted uses, disclosure, and alignment with learning goals.
- Candidates will demonstrate the ability to design and implement instructional approaches that teach students to use AI as a learning partner that supports inquiry, reasoning, revision, communication, reflection, authorship, and learning, rather than as a replacement for personal understanding or communication.
- Candidates will demonstrate the ability to design and implement instruction that teaches students to protect personal data, avoid entering sensitive information, recognize unsafe AI practices, and seek adult guidance when needed.
- Candidates will demonstrate the ability to design and implement strategies for teaching students to question AI outputs for accuracy, evidence, bias, fairness, missing context, and perspective.
- Candidates will demonstrate the ability to analyze and apply principles of copyright, intellectual property, authorship, disclosure, and attribution considerations related to AI-generated or AI-assisted content.

Standard Nine: Advocate and Model Ethical AI Practices

The candidate applies knowledge of collaboration, communication, and policy alignment when using Artificial Intelligence in Education.

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow candidates to demonstrate an understanding of the following:

- Candidates will demonstrate the ability to design and lead professional learning on responsible AI use, including instructional applications, privacy, accessibility, bias, academic integrity, and classroom implementation.

- Candidates will demonstrate how policies and guidelines inform approved tools, classroom routines, data privacy practices, communication, and responsible AI implementation.
- Candidates will demonstrate the ability to model and advocate for transparent and ethical AI use for students and colleagues, including disclosure, attribution, verification, and responsible handling of student data.
- Candidates will demonstrate the ability to construct and enact strategies for communicating and collaborating with colleagues, families, caregivers, and stakeholders about ethical and effective AI use, including instructional purposes, student privacy, approved tools, safeguards, and alignment with local, state, and federal guidelines.
- Candidates will demonstrate the ability to advocate for and contribute to school or district AI planning by communicating instructional needs, accessibility requirements, professional learning needs, and implementation risks in ways aligned with local, state, and federal guidelines.

Standard Ten: Professional Practice in AI Innovation

The candidate sustains professional growth by staying informed about emerging AI tools, research, limitations, and instructional implications, and by evaluating how these developments may enhance or challenge existing practices.

Examples of acceptable evidence may include assignments, portfolios, assessments, or field-based projects that allow candidates to demonstrate an understanding of the following:

- Candidates will demonstrate how to reflect on how AI tools support or influence professional practice while maintaining professional integrity in the field of education.
- Candidates will demonstrate the ability to synthesize information from emerging AI tools, research, policies, and educational guidance using credible, current, and relevant sources.
- Candidates will demonstrate the ability to critique and evaluate emerging AI tools for instructional value, privacy, accessibility, bias, accuracy, cost, sustainability, and alignment with school or district policies.
- Candidates will demonstrate the ability to synthesize and reflect on AI-supported practices using evidence from student learning, educator judgment, classroom context, and feedback from students, families, or colleagues.

- Candidates will demonstrate the ability to revise instructional practices as AI tools, privacy terms, accessibility features, district policies, and research findings change over time.
- Candidates will demonstrate the ability to advocate for and pursue AI innovation responsibly by protecting students, supporting fair access, maintaining professional integrity, preserving educator judgment, and aligning AI use with educational purposes.

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