Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of Learning

Ethical Considerations in the Appropriate Use of AI for Educators
6/16/25

I. Introduction

The Georgia Professional Standards Commission (GaPSC) is highly committed to an ethical educator workforce. Given the speed with which Artificial Intelligence (AI) is developing and the complex issues it presents, educators face rapidly shifting ethical challenges regarding its use in P-12 classrooms.

With the increasing, varied, and ever-evolving use of AI, it is important for GaPSC to provide guidance to educators on ethical considerations in using AI, aimed at achieving positive professional practice while avoiding educator missteps. GaPSC's *Ethical Considerations in the Appropriate Use of AI for Educators* is designed to provide a clear set of ethical principles, standards, and guiding questions regarding the use of AI. Proactive application of ethical standards can help educators anticipate and address concerns before harm occurs, and ongoing professional development can minimize the risks arising from AI's use and misuse. This advisory document is designed to complement the Georgia Code of Ethics for Educators (COE).

GaPSC's *AI Ethical Guidance Position Statement* further clarifies the context of these *Ethical Considerations in the Appropriate Use of AI for Educators*. Forthcoming will be a variety of AI Ethical Guidance Resources including definitions, instructional videos, district policy/guidance exemplars, and more. This Guidance is a living document to be regularly updated as knowledge and practice evolves. Future revisions will, in part, be driven by the feedback survey accessible at the end of the Guidance document. Users are strongly encouraged to complete the survey to help continuously improve this Guidance.

To collaboratively produce these *Ethical Considerations in the Appropriate Use of AI for Educators*, GaPSC assembled a representative development committee from P-12 school districts and schools, educator preparation providers (EPPs), RESAs, state agencies, educational organizations, and others.

Purpose
This document is intended to serve as voluntary statewide guidance for Georgia P-12 educators, administrators, and staff regarding the use of AI in schools and classrooms. School districts, individual schools, and educator preparation providers (EPPs) may adopt or adapt it for local use. The goal is to empower educators and students to use AI as a supplement to, not a substitute for, core human-centered teaching and learning.

Definition

For the purposes of this document, the term "AI" refers to algorithms and software programs capable of producing new content—such as text, images, code, or audio—based on user prompts and training data. In the P-12 educational settings, these tools may include chatbots, content generators, lesson planners, or other ed-tech tools powered by machine learning or large language models.

Audience

The Guidance is intended for pre-service and in-service administrators, educators, and staff to inform their work with P-12 students, colleagues, parents, the community, and other educational stakeholders. GaPSC offers these suggested guidelines to proactively guide administrators, educators, and staff toward appropriate and ethical use of AI.

Guidance Structure:

The draft Guidance is comprised of seven principles, with each principle having its own standards and guiding questions. Accompanying the guidance are resources that will be regularly updated by the GaPSC.

What the Guidance Is and What It Is Not

This AI Ethical Guidance is about the responsible use of a powerful and rapidly-evolving technology. This Guidance is not intended to provide pedagogical strategies in using AI, nor is it intended to dictate specific policies, guidance, or procedures that are appropriate for your district or EPP. Instead, it is intended to spur thoughtful conversations among Georgia educational professionals and staff about the risks and ethical responsibilities associated with the use of AI in all aspects of P-12 education.

Important Understandings About This Guidance:

1. These guiding standards reinforce our belief AI is not a primary source, meaning this technology should not take the place of the teacher, professional pedagogical practices, and other human-centered aspects of P-12 education. At the end of the day, AI should be viewed as a tool to facilitate instruction and learning.
2. Educators, administrators, and school staff are encouraged to cultivate a shared culture of curiosity and ongoing learning with respect to AI—actively exploring its capabilities, risks, and ethical dimensions together, and supporting one another in understanding its impact across all areas of education.
3. This Guidance supports the district/school developing an approved list of AI-acceptable tools. Most of these standards within the Guidance relate to that.
4. Given the rapidly changing capabilities and uses of AI, these standards are predicated on the idea that districts and individual educators will engage in ongoing review of how this technology is deployed in their districts. In particular, these standards should make clear that effective professional development regarding AI cannot be accomplished in single, standalone sessions; a more holistic and persistent approach is required.
5. It is particularly important for all members of the Georgia educational community to remember that AI is still an emerging and occasionally flawed technology. Since AI systems have been and continue to be trained on human-created content, the output of AI

must regularly be evaluated using the same standards applied to legacy sources - Is the output biased in some way? Is it attempting to manipulate the user? Is it factually accurate? The quality of AI outputs is a product of the data on which it is trained and the user inputs.

6. Some concepts and principles are repeated or restated in this Guidance. That is purposeful, as some concepts are relevant to multiple standards.
7. School districts and schools are encouraged to work closely with their EPP partners as they navigate the appropriate use of AI.

Implementation

It is understood and anticipated that implementation of these guidelines should be differentiated according to the size, capacity, and other contextual variables of each district. When adapting these guidelines to local use, however, districts should align their local policies and standards regarding AI with Georgia's Guidelines for the Ethical Use of AI for Educators. Effective implementation requires clear reporting lines for misuse of AI, particularly with respect to data privacy breaches and malicious misuse.

Ways to Use This Guidance

First and foremost, this Guidance should be used to inform and spark conversations in each educational setting regarding the appropriate use of AI and the concomitant risks of doing so.

Second, this Guidance should suggest topics for possible review and revision of the polices, frameworks, acceptable use guidelines, etc., which we strongly encourage. If a district or EPP does not have applicable policies or acceptable use guidelines, this Guidance may illuminate why they should be adopted.

Third, this Guidance can provide insight into the types of professional development and ongoing training that may be useful to educators and staff, so that they can better understand AI, consider the boundaries of its appropriate use, and avoid ethical missteps.

II. Ethical Considerations in the Appropriate Use of AI for Educators

Ethical Principle #1:

When AI tools are used in the classroom, educators and/or staff have an obligation to ensure they are being used responsibly and ethically.

Applicable Standards:

1. Educators should only use district-approved AI tools.
2. Use AI tools only when they enhance instructional effectiveness, student engagement, and/or learning outcomes.
3. Align AI use with developmental appropriateness across grade levels, curriculum goals and standards, learning objectives, district strategic plans, etc.
4. When AI is used for administrative or clerical purposes, administrators and/or staff have a continuing obligation to ensure it is used responsibly and transparently.
5. Humans should always review and take responsibility for the output of AI tools when they are used to make decisions about student performance, placement, and/or discipline.
6. If and when AI is used for student assessment and feedback, there should be transparency with respect to its use.
7. [For Administrators] Determine and implement a schedule to regularly evaluate AI tools for their educational value, accessibility, and impact on student learning.

Guiding Questions

1. Is the AI tool enhancing the learning experience consistent with the evaluative processes of the district/building?
2. Does the AI tool align with curricular goals and standards?
3. What impact do AI tools have on the broader educational goals and strategic priorities of the district?

Ethical Principle #2:

Administrators, educators, and staff have a responsibility to model and teach the ethical, responsible use of AI and to mitigate the risk of misuse that undermines academic integrity or threatens the well-being of students and staff.

Applicable Standards:

1. Provide grade-level guidance on acceptable use of AI.
2. Aid students in understanding AI should be used as a tool and not a replacement for learning.
3. Develop classroom policies that clearly outline academic integrity expectations when AI is used in assignments.

4. Educators should not direct students to use AI tools that are age-restricted without verifying district approval and obtaining necessary parental consent where required by federal or state law.
5. Respect the intellectual property rights of others by reviewing and confirming that any AI-generated content used in assignments, classroom materials, or publications does not reproduce or misappropriate protected works.
6. Require users to practice transparency by citing the use of AI-generated or AI-assisted content appropriately.

Guiding Questions:

1. Have I provided clear guidelines on acceptable AI use for students?
2. Are students aware of how and when to cite AI-assisted work appropriately?
3. Are age-appropriate acceptable use standards in place to guide the use and mitigate the risk of misuse of AI?
4. Am I ensuring that content generated using AI tools does not violate copyright protections or improperly replicate existing works?
5. Have I taught students how to distinguish between original work and generative output, and how to properly cite AI-assisted content when used?
6. Do classroom policies clearly define when and how generative content may be incorporated into student work in a way that respects intellectual property laws?
7. Have I consulted district policies and/or guidance when developing classroom expectations for AI use?

Ethical Principle #3:

When using AI, educators, administrators, and staff have a responsibility to proactively protect the personally identifiable information entrusted to them.

Applicable Standards:

1. Only district-approved AI applications should be used.
2. Promptly and effectively notify appropriate personnel and any affected members of the school community of any unauthorized access or loss of staff and student data, in accordance with local district and educator preparation provider (EPP) policies, guidance, practices, and training.
3. [For Administrators] Proactively evaluate the use of staff and student data by third-party software, determining what data are being collected and for what purpose.
   a. Verify AI tools comply with federal and state laws and regulations, as well as district policies, regarding the handling of student personally identifiable information.
   b. Implement parental consent procedures when required by federal or state law for the use of AI tools by students under the age of 18, or when student data may be used or generated.
   c. Avoid AI platforms that lack clear data use, storage, and ownership policies.

d. Establish clear and understandable policies, regulations, rules, and other guidance regarding the collection and use of student data by third-party software, and effectively communicate those policies to the school community.

Guiding Questions:

1. Is the application or software approved for use by the district?
2. Does the AI tool I am using transmit, store, or generate any personally identifiable student information?
3. Have I or my students included any personally identifiable data in uploads or prompts?
4. Am I adhering to applicable legal requirements regarding student privacy (FERPA, COPPA, HIPAA, etc.) when using AI tools?
5. What data is the AI tool collecting, and how is it stored?
6. Do we have policies and procedures for responding to breaches of student privacy or misuse of student data?

Ethical Principle #4:

Administrators, educators, and staff should apply professional practice in evaluating, selecting, and using AI tools, aligned with all relevant laws, regulations, policies, and guidelines.

Applicable Standards:

1. When educators choose to use AI to augment their work and inform their thinking, they should not allow it to replace their professional expertise or responsibility.
2. Educators should critically review the potential output of AI before incorporating that output into instruction and/or for public use, modifying results where needed.
3. Building leaders and educators should follow acceptable use policies and agreements to mitigate harm and protect students from potential harm arising from the use of AI while under the school's supervision.
4. Administrators, educators, and staff should review and take responsibility for the output of AI tools to make decisions, particularly when making decisions about student performance, placement, or discipline.

Guiding Questions:

1. Who is responsible for decisions made with AI assistance?
2. What processes are in place for addressing issues arising from AI use or misuse?
3. Are AI-users receiving ongoing information about the ethical implications of AI use, including, but not limited to, intellectual property rights, safety, fairness, and respect?
4. Have educators reviewed AI tool outputs for accuracy and alignment with instructional goals before using them in the classroom?

Ethical Principle #5:

Educators, administrators, and staff have a responsibility to clearly and transparently communicate the use of AI in instructional and administrative practices.

Applicable Standards:

1. Provide timely, accessible, and clear information to students, parents, and guardians about when, how, and why AI tools are being used in classrooms or school operations.
2. District leadership should actively seek stakeholders' input regarding AI policies, guidance, practices, and implementation.
3. District leadership has an ongoing obligation to regularly review policies, agreements, regulations, and handbooks to ensure they provide clear guidance regarding the potential use and misuse of AI.

Guiding Questions

1. Have we communicated how AI tools are used in teaching, learning, and/or school operations, and why they were selected?
2. Are we offering meaningful opportunities for parents and community members to provide feedback or raise concerns about AI use?
3. Do our communications about AI accommodate different languages, access needs, and levels of digital fluency in our community?
4. Are educators, staff, and students clear on what is considered acceptable and prohibited use of AI?
5. What steps are being taken to ensure all members of the educational community are aware of the district's policies, procedures, and guidance regarding the use of AI?

Ethical Principle #6:

Educators, administrators, and staff have a shared responsibility to use best practices to understand and help mitigate bias in AI tools and potential results.

Applicable Standards:

1. Only approved AI tools should be used.
2. Implement AI tools in ways that support meaningful student growth and do not exacerbate disparities.
3. Choose AI vendors that document their bias-mitigation methods and whose development teams include representative perspectives.
4. Routinely evaluate the output of AI for potential bias or exclusion.

Guiding Questions:

1. Have I evaluated this AI tool for potential bias in its output?

2. Does the AI tool serve all student populations fairly?
3. Do all students have equal access to the districts/schools' AI tools?
4. Are student grades or assessments influenced by the extent to which students have access to AI tools?

Principle #7:

Due to the rapid pace of AI development, educators, administrators, and school staff have a responsibility to stay informed about the capabilities, risks, and ethical considerations of AI, and to effectively communicate any concerns

Applicable Standards:

1. Educators and school staff should stay informed about evolving AI capabilities and ethical considerations.
2. It is crucial school and district leaders provide accessible, timely, role-appropriate professional development and training for responsible and ethical use of AI.
3. Educators and staff using AI in any capacity should participate in training and professional development to ensure the most effective and ethical use.
4. [For administrators] Establish or clarify guidelines for communicating concerns regarding the use of AI, specific AI tools, and/or other issues.

Guiding Questions:

1. Do I know where to find reliable resources and district-approved guidance to continue learning about AI?
2. [For educators] Have I received adequate training on the AI tools I use? If not, am I an advocate for the necessary professional development?
3. [For educators and administrators] Have I provided adequate guidance to students to use AI ethically and safely?
4. [For administrators] Have I provided adequate opportunity for educators and staff in my building to obtain the professional development they need to use AI tools safely and ethically?

Please complete the survey available at https://www.surveymonkey.com/r/SHZM67R to provide feedback, suggestions, and edits to the *Ethical Considerations in the Appropriate Use of AI for Educators.*