



A Human-Centered Approach to AI

Presentation by

Dr. Jon Ram Mishra

Asst. Supt. Elementary, Early Learning, and Federal Programs, OSPI

Key Takeaways ⁿ

- **Exploring responsible use**
- **Addressing concerns**
- **Empowering decision making**
- **Learning from each other**
- **Walking away with a better understanding of AI and its impact**



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Tribal Land Acknowledgement

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted.


Wenatchee Valley College Foundation respectfully acknowledges that the campus resides on traditional, ancestral territories. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. The WVC Wenatchee campus is on the ancestral lands of the 12 bands of the Colville Confederated Tribes specifically the lands of the Wenatchi, Entiat, Chelan and Yakama peoples.

We pay respects to their elders past and present and recognize the many legacies, inspiring and challenging, that bring us together today and every day.

Adapted from the U.S. Department of Art and Culture



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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

- Develop equity-based policies to **empower educators**
- Focus on the Whole Child
- **Collaboration** and service
- Examine policies and practices that result in disparate outcomes
- Understand historical contexts
- **Engage learners**
- Ensure ALL students have access to the instruction and support they need to succeed.



Credibility Disclaimer

Who I am

- I have been a School Superintendent.
- Overall, I 34 years of experience working K-12 at all levels in various positions on the L/T side and the operations side in differing demographic district e.g., Bethel and Waitsburg.
- My interest as a superintendent-prevent issues from being the front-page story/media marquee

Who I am not

- I am not the Artificial Intelligence Expert

*The work I am sharing with you took a lot of hands and minds to create
Special thanks to Bre Urness-Straight and Zac Murphy, OSPI teammates, for assisting
in the creation of this presentation and other OSPI advisory group members.*



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Who Is In The Room

- Name, District, Position (include expanded business card duties)
- On your provided post-it note answer:
 - What excites you most about AI?
 - What makes you stay up at night about AI?
 - Place post-it notes on the Big post-it note after you share



“Artificial Intelligence (AI) is a powerful tool, but it only enhances learning if students and educators embrace an “H->AI->H” approach. Start with human inquiry, see what AI produces, and always close with human reflection, human edits, and human understanding of what was produced. It is imperative that we empower our teachers to utilize AI as a responsible and transformative tool that can nurture our students' critical thinking.”

[Watch the video at: https://ospi.k12.wa.us/ai](https://ospi.k12.wa.us/ai)

State Superintendent Chris Reykdal



OSPI AI Advisory Group

Introduce the Superintendent's AI Advisory Group

Consists of researchers, educators, OSPI staff, partners, ed-tech staff, student.



AI Advisory Group

OSPI's AI Advisory Group consists of diverse and experienced stakeholders with strong insights into using AI in education.

- Adam Aguilera, Teacher at Evergreen Public Schools
- Cindy Cromwell, Principal in Kelso School District
- Dr. Trevor Greene, Superintendent of Yakima School District
- Kris Hagel, Executive Director of Digital Learning for Peninsula School District
- Travis Rush, Educational Technology Lead for the Association of Educational Service Districts (AESD)
- Dr. Min Sun, Associate Professor at the University of Washington's College of Education
- Shahan Ali Memon, PhD student at the Information School at the University of Washington
- A student representative from the Bainbridge Island School District

OSPI Staff

- Mikhail Cherniske, Senior Policy Analyst
- Terron Ishihara, Computer Science Program Supervisor
- Holli Kalaleh, Business and Marketing Program Supervisor
- Dr. Jon Ram Mishra, Assistant Superintendent of Elementary, Early Learning, and Federal Programs
- Susan Lathrop, Assistant Superintendent of Educator Growth and Development
- Zac Murphy, Director of Multimedia and Information Strategy
- Bre Urness-Straight, Director of Educational Technology
- Rebecca Wallace, Assistant Superintendent of Secondary Education and Postsecondary Pathways

OSPI also extends recognition to Tammie Schrader and Jeff Utecht for their contributions as facilitators.

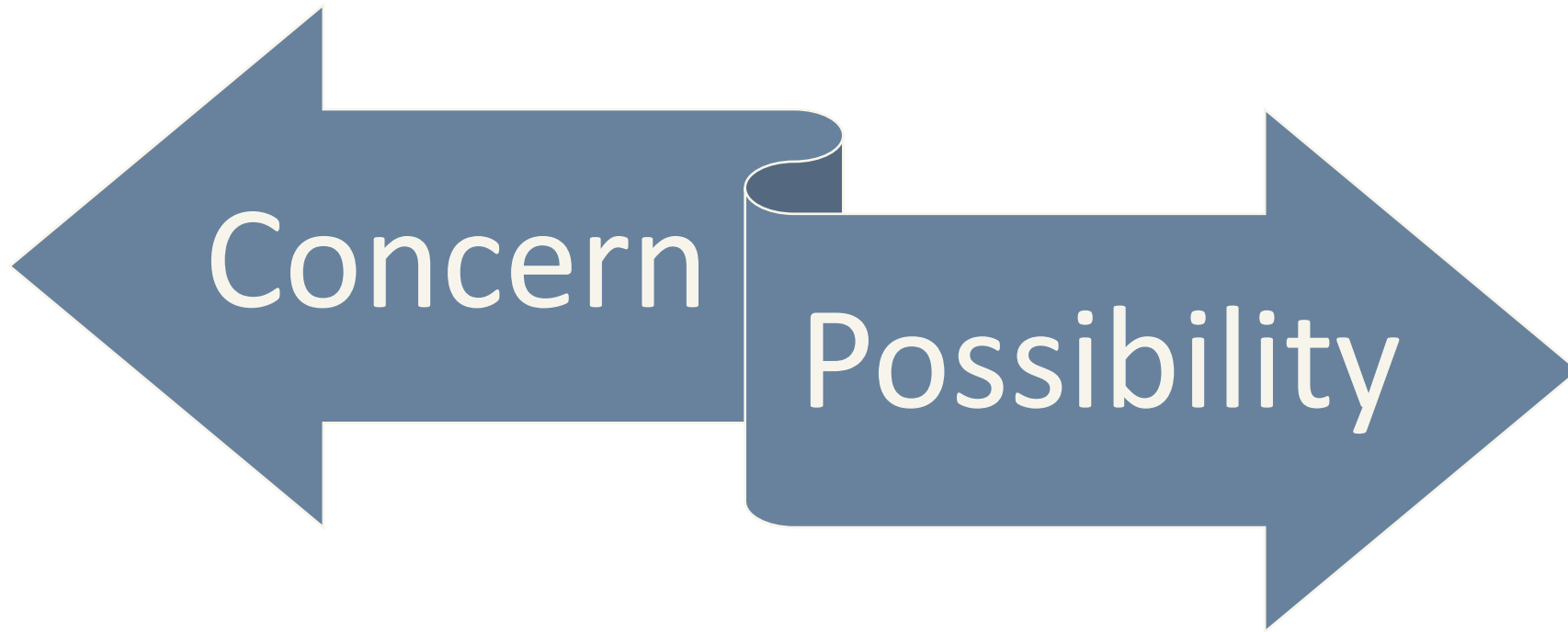
AI Not Human, It Is Artificial

- Distinguishing between AI and human intelligence is that right now. AI is not producing like new knowledge. It's not generating new knowledge; it is pulling together knowledge that already exists and human beings have created.
- What we're really talking about and trying to decipher through and understand is the mashup of human data and the AI output.
- It's presenting new information combined and assembled in a new way, but that doesn't mean it's new knowledge.

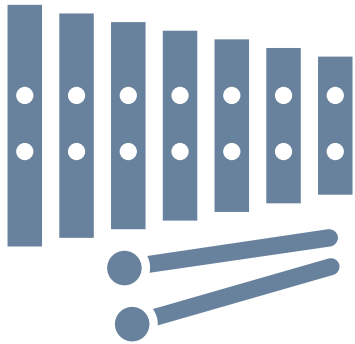


AI is impacting every subject area uniquely

For every measure of concern there is an equal measure of possibility



AI is impacting every subject uniquely



Arts



English



Math

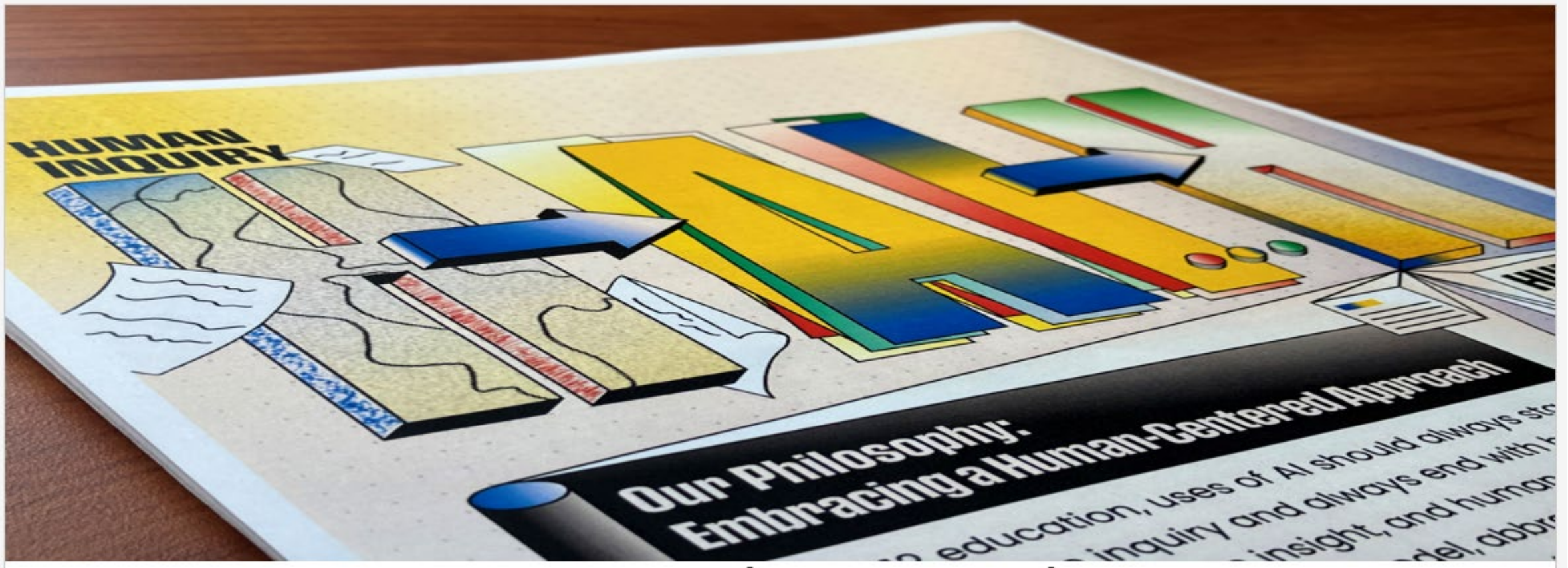


Science



Independent Time

- I will give you a copy of [OSPI's Human-Centered AI Guidance for K-12 Public Schools](#)
- You will have 25-minutes to read through the document independently.



- Your Guiding Questions (You will receive a handout)
 - What makes sense?
 - What are areas of confusion?
 - What wonderings do you have?
 - What are implications for staff use?
 - What are implications for student use?
 - How will AI enhance educational practice?
 - How will AI promote equity and inclusiveness?
 - Policy consideration? Refer to pages 30-31
 - What steps does your district have in place?
 - Where are there gaps?
 - How will you address the gaps?



Independent Time Synthesis/Table Groups

- **Table Groups (20 Minutes)**

- Choose a Recorder, Reporter, Facilitator
- Discussion questions on next slide/on your hand-out
 - You can discuss all of the questions, or choose some of them
- Write your comments on Big Post-It Note
- Reporter will report out



- Your questions (Handout)
 - What makes sense?
 - What are areas of confusion?
 - What wonderings do you have?
 - What are implications for staff use?
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Image by [Gerd Altmann](#) from [Pixabay](#)



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Gallery Walk

- Now that we have heard from each group, we will do a gallery walk.
- Start at your poster
- Add comments/make changes, affirmed what you heard
- We will spend 1-2 minutes at each poster, then rotate and you will add comments using post-it notes
- After your group has reviewed each poster, you will return to your own poster
- What changes did you see?
- How will what you learned from each other influence your next steps?

Key Takeaways

- **Exploring responsible use**
- **Addressing concerns**
- **Empowering decision making**
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V2 of the Guidance



V2 of the guidance includes:

- LEA Checklist
- Terms
- FAQ's
- Practical considerations for implementation
- Resources
- General guidance
- Policy recommendations

V3 of the guidance will include:

- Accessible version
- Ethical considerations and ethics of use





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