Smart Self-Studies: AI Tools for EPP Self-Study Success

This resource was developed with the assistance of AI tools, which were used to generate content, streamline the writing process, and enhance the clarity and coherence of the material. Specifically, Claude.AI and ChatGPT4.0 were used to generate and refine content.

Artificial Intelligence (AI) tools can offer valuable support for Educator Preparation Programs (EPPs) working on self-study reports. These tools can significantly enhance efficiency by accelerating initial drafting, automating routine documentation, and streamlining data analysis.

When using AI to assist in developing self-study reports, it is essential to provide specific context about your program and the standard or competency being addressed. Without this context, the unique voice and perspective of the EPP can become lost or obscured. AI can serve as a valuable tool for generating initial drafts or ideas, but it is crucial to review and refine any AI-generated content to ensure it fully aligns with CAEP expectations and is tailored to your program's specific needs and context. This process of refinement ensures that the final report accurately reflects the distinct goals, values, and characteristics of the EPP, maintaining the integrity of the program's self-study.

Each of the sections below outlines specific use cases for how an EPP can leverage AI tools to enhance and streamline its data-driven quality assurance system. These use cases provide detailed examples of how AI can be applied to analyze and document continuous improvement efforts, ensuring that the program’s decisions are based on reliable data, aligned with standards, and responsive to stakeholder feedback. By incorporating AI in these areas, an EPP can effectively monitor its progress, identify key areas for growth, and document an ongoing cycle of improvement that is transparent, data-driven, and aligned with accreditation requirements.

EPPs must carefully navigate several ethical considerations when implementing AI tools (see pp 15-17). Data privacy and security stand paramount. An entire section of this guide will examine the ethical questions around using AI to support EPP work in drafting the self-study, including discussion of account management, proper de-identification of student information, FERPA compliance, and systematically deleting sensitive data from AI systems after use.

Finally, academic integrity requires using AI as a supportive tool rather than a replacement for professional expertise. EPPs must maintain their authentic voice and institutional context while ensuring proper attribution of any external sources. The final self-study should reflect the program's unique characteristics and quality initiatives rather than AI-generated generalizations.

By thoughtfully addressing these considerations while leveraging AI's benefits, EPPs can enhance their self-study process while maintaining integrity and quality.

Getting Started: Understanding Account Limitations and Privacy Considerations

Before diving into using Generative AI (GenAI) tools for your EPP self-study work, it's crucial to understand how different account types affect your experience and capabilities:

Account Tiers and Limitations

	Free accounts	Paid Accounts
General Access	• Limited context windows (how much text the AI can process at once) • Slower response times • Usage caps or cooldown periods • Basic privacy controls	• Larger context windows for processing more documentation • Priority access and faster responses • No usage limits • Enhanced privacy features and data controls
Privacy and Data Control	• May retain conversation history • Limited ability to delete data • May use conversations for model training	• Options to disable conversation history • Enhanced data deletion capabilities • Stricter privacy guarantees • Data processing agreements for institutional use

Critical Set-up Steps

Account Selection

- Review your institution's policies on AI tool usage
- Consider your data volume and privacy requirements
- Evaluate the cost-benefit of paid accounts based on your needs
- Check if your institution has existing enterprise agreements
- Review all current, available AI options for best fit for your institution

Privacy Setup

- Configure privacy settings before beginning any work
    - Disable conversation history if available (e.g., in ChatGPT, go to Settings > Data Controls > Turn off "Chat History & Training")
    - Enable automatic conversation deletion after completion if offered
    - Set up an institutional email-based account rather than personal account
    - Check for and enable any available enterprise privacy features
    - Review and opt out of data sharing programs if available
    - Set up secure access protocols (e.g., two-factor authentication)

- Review AI platform data retention policies
    - Check how long the service stores conversations
    - Understand what data is retained even after deletion
    - Verify if and how data is used for model training
- Understand how to properly delete sensitive information
    - Learn how to immediately delete individual messages
    - Know how to delete entire conversation threads
    - Understand permanent deletion vs. soft deletion
    - Set up regular data purging schedules
- Document your privacy measures for institutional compliance

Articulating Your EPP Context

To ensure your GenAI tool provides relevant, standards-aligned responses for EPP work, use an initial prompt (like this): I am an administrator in an educator preparation program (EPP) responsible for assessment, accreditation, and continuous improvement. Please analyze and frame all responses based on these attached documents that guide our work: [Attach the any/all following files as relevant to your work.]

- CAEP Workbook
- InTASC Standards
- NAEYC Higher Education Standards
- NELP Standards
- State Standards
- Program-specific style guides
- Institutional assessment guides
- Recent meeting minutes or reports

Best Practices for Document Uploads

- Convert all documents to PDF or DOC format for optimal processing
- Ensure documents are text-searchable (OCR processed if needed)
- Break large documents into smaller sections if hitting context limits
- Include clear titles and dates on all documents
- Verify all documents are current versions

Before proceeding—

- Identify any missing critical documents
- Be alert to any formatting issues or unreadable content
- Ask AI to frame its understanding of the EPP context based on these materials

Tell AI that for all subsequent interactions, please—

- Ground responses in these standards and guidelines
- Flag any responses that may conflict with or lack support from our framework
- Identify relevant sections of our documentation that support or relate to each response

Verifying Setup Success

After initial setup, test the system with a simple prompt like: Please review the attached meeting minutes and identify any discussions or outcomes that demonstrate alignment with [Standard X].

For each instance, provide—

- The date and context of the discussion
- Relevant quotes or summaries
- Specific standard components addressed
- Suggestions for incorporating this evidence into our self-study

This test will help confirm that—

- All documents are properly loaded and accessible
- The AI understands your institutional context
- Responses align with your standards framework

Troubleshooting Common Setup Issues

- If responses lack standard-specific details, verify standard documents are properly uploaded
- If context seems missing, check document formatting and readability
- If privacy concerns arise, review and adjust privacy settings
- If responses seem generic, refine your initial context-setting prompt

Remember to maintain a log of your setup process and any adjustments made for future reference and institutional documentation.

Using AI to Understand CAEP Standards and Evidence

Artificial Intelligence tools can serve as invaluable assistants in interpreting and organizing CAEP accreditation requirements. By framing clear, specific prompts, EPPs can leverage AI to break down complex standards into manageable components, identify potential evidence sources, and understand the interconnections between different standards.

Key Considerations:

1. Standards Interpretation: AI can parse accreditation language into clearer explanations, helping teams understand expectations more thoroughly. For example, asking AI to "explain Standard R1.1 as if teaching a new faculty member" can reveal core concepts

and requirements that might be obscured by technical language. This approach is particularly valuable for new team members or when seeking fresh perspectives on familiar standards.

2. Evidence Mapping: Beyond basic interpretation, AI can help identify potential evidence sources by analyzing the specific language and requirements within each standard. By providing AI with your EPP's context and available data sources, it can suggest tailored evidence options that align with your program's unique characteristics. This process helps ensure comprehensive coverage while avoiding overlooked opportunities for demonstrating compliance.
3. Cross-Standard Analysis: One of AI's strengths is its ability to quickly analyze relationships between different standards and components. By prompting AI to examine connections between standards, EPPs can identify opportunities to use evidence efficiently across multiple standards and ensure their self-study narrative demonstrates cohesive program quality rather than disconnected compliance points.

Example Prompts:

- Summarize the key concepts and guiding questions for CAEP Standard R1.1 in simple terms, as if explaining to someone new to the accreditation process.
- What pieces of evidence can I provide to demonstrate alignment with CAEP Standard RA1.1? Provide examples for each type of evidence.
- Compare and contrast the expectations of CAEP Standard R1.1 and R1.2.
- Generate a checklist of criteria that an EPP should meet to fully satisfy CAEP Standard R3.1 based on the workbook.
- Explain how CAEP Standard 5.1 connects to other standards in the workbook. How might evidence for this standard overlap with or support other standards?

Planning

AI can serve as a powerful project management assistant by helping EPPs develop comprehensive timelines and action plans for their self-study process. The key is to provide specific parameters about your program's context and submission timeline when prompting the AI and providing context.

Key Considerations:

1. For timeline development, start by creating an 18-month timeline working backward from the submission date, identifying key milestones and deadlines. Next, break down each milestone into specific tasks and suggest time allocations. Refine the timeline by identifying potential bottlenecks or critical dependencies that may arise during the process.
2. For resource allocation, begin by listing essential team roles and responsibilities for completing the self-study report. Then, create a RACI matrix to clearly define who is Responsible, Accountable, Consulted, and Informed for each major component of the

self-study. Finally, suggest meeting schedules and check-in points for different team members to ensure consistent progress and communication.

3. In terms of data management planning, start by creating a schedule for data collection cycles, identifying which evidence needs to be gathered at specific points in the timeline. Develop a tracking system to monitor progress on evidence collection and ensure all necessary materials are gathered on time. Add a quality control checklist for reviewing evidence before its inclusion to guarantee that only valid and relevant data is considered in the self-study report.

Example Prompts:

- Create a flowchart showing the key phases of preparing a CAEP self-study report, from initial planning to submission.
- What are the critical milestones in the CAEP self-study timeline? Please present them in a linear timeline format.
- Generate a step-by-step guide to follow when preparing a CAEP self-study, including approximate time frames for each step.
- Can you create a visual representation of the CAEP self-study process, showing how different activities (like data collection, analysis, and writing) overlap or connect?
- Outline a project management timeline for completing a CAEP self-study, including major tasks and suggested deadlines working backwards from the submission date.

Identifying and Evaluating Evidence

To create a comprehensive list of evidence using AI, start by asking AI to identify different types of evidence, including quantitative and qualitative, for a complete view of the EPP's performance. Also, ask AI to consider evidence from various stakeholders, such as faculty, students, and employers, to provide diverse perspectives. Lastly, have AI explore cross-standard evidence opportunities by identifying evidence that meets multiple standards, simplifying the data collection process while staying aligned with the CAEP self-study.

Key Considerations:

1. Begin by identifying all potential evidence sources for each standard, such as Standard R1.2, and categorize them into four key areas: direct measures of candidate performance, indirect measures and perceptions, process documentation, and quality assurance data.
2. Focus on gathering evidence specific to key stakeholders to demonstrate compliance with standards such as Standard R3.1. This involves identifying and collecting data from candidates, faculty, school partners, and employers. Each group provides unique insights and evidence that can help reflect the program's alignment with CAEP standards, offering a diverse range of perspectives on the program's effectiveness and areas for improvement.
3. After reviewing the current evidence for a standard, such as Standard R4.1, conduct a gap analysis to assess where there may be underrepresented aspects. Ask AI to consider which

additional evidence types could strengthen the EPP's case and identify any missing stakeholder perspectives.

Example Prompts:

- For CAEP Standard R2.3, list 5 possible sources of evidence an EPP might use to demonstrate alignment. Include both quantitative and qualitative data sources.
- Generate a matrix of potential evidence sources for CAEP Standard 5.1, categorizing them by type (e.g., surveys, assessments, documents) and stakeholder group (e.g., candidates, faculty, school partners).
- Considering the key concepts in CAEP Standard 3.3, what existing data or documents might an EPP already have that could serve as evidence? Include items that may not be obvious at first glance.
- If an EPP were struggling to find sufficient evidence for CAEP Standard 5.2, what new data collection methods or tools could they implement to gather relevant information? Provide specific examples and explain how each aligns with the standard.

Designing Quality Assessments and Surveys

AI can significantly enhance the process of designing assessments and surveys, helping EPPs collect meaningful and high-quality data. By using AI to create surveys, interview guides, rubrics, and observation protocols, EPPs can ensure efficient and precise data collection aligned with research goals and national, program, and accreditation standards and identify gaps in assessing relative to those standards. AI can assist in refining the language of the assessments to be clear, unbiased, and effective at capturing the intended information.

Key Considerations:

1. AI can support EPP work by ensuring that assessments and surveys are directly aligned with the specific standards, questions, or objectives of the self-study.
2. AI can help refine the language of assessments to be clear, neutral, and free from bias, ensuring that the questions are easily understood and don't lead respondents in a particular direction.
3. AI can assist in structuring assessments to improve their validity, ensuring that they measure what they intend to measure, and their reliability, producing consistent results to ensure the data collected is trustworthy.
4. AI can generate customized surveys or interview guides for different stakeholder groups, such as candidates, faculty, or employers, capturing a wide range of perspectives and ensuring comprehensive data collection.

Example Prompts:

- Design a semi-structured focus group interview protocol with 10 questions to explore candidate satisfaction with the program's mentorship practices.

- Create a 10-question survey to assess candidates' understanding of supporting diverse students, ensuring alignment with both the EPP mission and CAEP Standard 2.
- Develop an observation protocol for studying student engagement during classroom discussions in a secondary education setting.
- Generate a technology integration rubric aligned with the CAEP criteria
- Develop a rubric for evaluating student performance during clinical practice that aligns with both program-specific outcomes and national accreditation standards.
- Outline validity establishment steps for a new rubric
- Describe reliability types and verification methods our EPP might use with this new assessment
- Detail pilot testing procedures and analysis approaches for a newly developed mentor survey

Analyzing Quantitative Data

AI can be a powerful tool for analyzing quantitative data within an EPP's self-study process. By leveraging AI, programs can quickly identify strengths, areas for improvement, and trends over time within candidate performance data. AI can assist with the analysis of complex datasets, detecting patterns, and generating insights that may be difficult to spot manually. It can also facilitate a more systematic and objective analysis of data, leading to more informed decision-making about program effectiveness, areas for enhancement, and alignment with accreditation standards.

Key Considerations:

1. Ensure that the data being analyzed is accurate, complete, and free of errors before feeding it into AI tools.
2. Provide AI with enough context to understand the variables in the data, ensuring that the analysis is relevant and meaningful to the program's goals.
3. Use AI to identify trends over time, which can help track program progress and highlight areas needing attention.
4. Be mindful of the statistical tests used by AI to ensure they are appropriate for the research questions and data being analyzed.

Example Prompts:

- Analyze this table of 3 years of candidate performance data on one key assessment to identify trends and differences between programs.
- Summarize this table showing completer and employer satisfaction results by program, highlighting key findings, areas of strength, and potential concerns.
- Analyze candidate diversity and retention rates over the past five years for trends, disparities, and areas that require further investigation.

- Compare candidates' licensure exam pass rates with state averages, identifying any key differences or trends.
- Here's data on graduates' impact on P-12 student learning by program and year. Can you identify which programs show the strongest impact and where improvement is needed?
- Can you recommend appropriate statistical tests to analyze the relationship between [variable A] and [variable B]?

Analyzing Qualitative Data

When analyzing qualitative data, EPPs can leverage AI tools to identify key themes, patterns, and trends from large volumes of unstructured data, such as transcripts, surveys, and open-ended feedback. AI-assisted coding can quickly process these data sets, identify recurring themes, and provide insights that would be time-consuming to extract manually. Using AI in qualitative analysis can help EPPs gain a deeper understanding of stakeholder perspectives, track changes over time, and ensure that data is aligned with program goals and standards.

Key Considerations:

1. Ensure AI tools are properly trained to recognize the relevant themes and categories within the data, maintaining alignment with the program's research questions and standards. Start by explicitly outlining your program's research questions, goals, and the relevant standards (e.g., CAEP standards) that the analysis must address.
2. Choose AI tools or software that are specifically designed for qualitative data analysis (e.g., NVivo, Dedoose). If the AI tool allows, use a dataset that includes a small sample of manually coded data as training input to train the AI to understand how to recognize similar themes in the broader dataset.
3. Provide sufficient context for AI to correctly interpret the data, ensuring that the themes identified are meaningful and aligned with the specific goals of the analysis.
4. Be cautious of potential biases in AI-assisted coding, ensuring the results reflect a neutral interpretation of the data and don't overlook minority perspectives or nuances.
5. While AI can identify patterns, human validation is essential to interpret the findings within the context of the program's goals and ensure that AI-generated themes are valid and actionable.

Example prompts:

- I have transcripts from three focus groups on employer satisfaction. Can you identify the main themes, especially those related to CAEP Standard R4.2?
- Here are open-ended responses from our completer survey about clinical practices. Can you categorize them and summarize the key points?
- Here is feedback from P-12 partners about our candidates' clinical performance. Can you analyze it to identify strengths and areas for improvement?

- I have exit survey data from candidates over the last three years. Can you identify trends in their readiness to teach diverse learners?
- Here are three years of advisory board meeting minutes. Can you create a list of innovations for continuous improvement we have discussed with stakeholders?

Interpreting and Visualizing Data

AI can assist EPPs in interpreting and visualizing data to better understand their program's performance. By utilizing AI, programs can gain insights into how their data aligns with program goals, CAEP standards, and areas for improvement or innovation. AI tools can provide guidance in creating meaningful visual representations of data, help interpret statistical results within the context of specific standards and identify potential alternative explanations for findings. With AI's assistance, EPPs can ensure their data analysis is thorough and aligned with continuous improvement objectives.

Key Considerations:

1. Ensure that AI interpretations align with the specific goals of the program and relevant standards, such as CAEP expectations, to ensure actionable insights.
2. AI can suggest and generate visual representations like graphs, charts, or infographics to help stakeholders understand complex data.
3. AI can be used to explore potential reasons for unexpected findings and consider variables that might not have been initially considered.
4. AI can assess how the data aligns with the program's ongoing improvement goals, highlighting areas of strength or where changes might be needed.

Example Prompts:

- Suggest 3-5 data visualization techniques to represent the findings from this study.
- Interpret these statistical results in the context of the CAEP expectations for RA1.1.
- Identify potential alternative explanations for these findings.
- Discuss how these results contribute to or challenge our EPP continuous improvement goals.
- How do these assessment results compare to past data, and what changes can we make to improve future outcomes?
- Create a summary of key takeaways from this data, highlighting the implications for meeting CAEP Standard R3.3 on candidate quality

Documenting Continuous Improvement

EPPs can leverage AI to assess and document its continuous improvement efforts. AI can assist in analyzing performance data, identifying areas of success and opportunities for growth, and ensuring that ongoing changes align with program goals and standards.

Key Considerations

1. AI can process data from various sources, such as candidate performance, faculty evaluations, and employer feedback, to identify trends and assess the effectiveness of continuous improvement initiatives. This helps ensure that improvement efforts are grounded in solid, actionable data.
2. AI can identify recurring patterns or gaps in performance over time, enabling the EPP to focus on areas that need more attention while continuing to build on strengths. This helps in setting realistic goals and tracking progress.
3. AI can help document the ongoing improvement process by generating reports that align with standards and goals, ensuring that all key performance indicators and adjustments are clearly described. This aids in creating a comprehensive self-study.
4. AI can synthesize stakeholder feedback—gathered from candidates, faculty, and employers—to understand their perspectives on the program's continuous improvement efforts. This feedback can be compared across different stakeholder groups to determine whether improvements are meeting the needs of all parties involved.

Example Prompts

- Analyze our candidate performance data over the last three years and identify any patterns that suggest areas of improvement or success based on our recent technology integration curriculum revision.
- Review our annual stakeholder feedback survey and summarize the key themes related to our program's strengths and areas for further development.
- Based on the committee minutes provided, create a report documenting how our EPP has used data to adjust curriculum, clinical practices, or faculty development programs over the last five years.
- Based on this evidence, identify any gaps between our continuous improvement goals and actual outcomes. Suggest specific actions we can take to close these gaps.
- Provide a summary of how feedback from employers has influenced changes in our program's content or delivery methods, particularly regarding student readiness for the classroom.

Writing the Self-Study

AI can serve as a powerful resource for developing and refining an Educator Preparation Program's (EPP) self-study by enhancing clarity, coherence, and alignment with accreditation standards. Using AI, programs can efficiently identify connections across standards, refine language to reduce ambiguity, and ensure that narratives are logically structured and well-supported by evidence. This helps produce a comprehensive, cohesive self-study that accurately reflects the program's strengths and areas for improvement.

One effective application of generative AI (GenAI) involves blending input from multiple contributors. For example, in a collaborative process, faculty members can be assigned specific questions to review and asked to leave notes or responses in the form of phrases or sentences. They may also tag colleagues to contribute additional details, creating a collaborative and iterative workflow within a shared platform such as Google Docs. Once all contributions are compiled, AI can be utilized to synthesize the collected notes into cohesive and integrated paragraphs. This approach streamlines the writing process and ensures a unified, consistent voice throughout the self-study.

Key Considerations

1. AI can help identify and emphasize connections between standards, ensuring that the self-study reflects a holistic approach and is not fragmented. AI can assist in reviewing the self-study to highlight where different standards or sections are related to each other. For example, an EPP might have evidence or data that supports multiple standards, but these connections may not always be explicitly made in the narrative.
2. AI can analyze and refine the narrative to ensure that the language is clear, concise, and easily understood by an external audience, such as accreditation reviewers or stakeholders who may not be familiar with the specific terminology of the EPP. It can identify and suggest revisions for jargon, complex language, and institution-specific terms that could create confusion or hinder comprehension.
3. AI can identify gaps in the narrative structure by analyzing the overall organization and flow of ideas within the self-study. It can assess whether the narrative progresses logically from one section to the next, ensuring a coherent connection between key points. Additionally, AI can examine each claim or assertion within the self-study to ensure that it is properly supported with relevant evidence, whether it be data, examples, or references to standards.

Example Prompts

- Revise my draft for Standard R1.1 to improve clarity and alignment with the CAEP criteria. Ensure the language is concise, the flow of ideas is logical, and the evidence is effectively integrated. Highlight any sections that need further development.
- Review the following question and relevant notes contributed by faculty, then draft a two-paragraph cohesive and integrated response
- Review our R1.1 narrative and evidence and identify data or practices relevant to R3.2 and R5.1.
- Analyze our self-study for recurring themes across standards.
- Identify data collection/use for R1-R4 we should reference in R5.
- Highlight connections from R2 to R3.2 and R4.1.
- Analyze stakeholder involvement across standards. Write 3 paragraphs describing stakeholder involvement.

- Tell me if this narrative uses any confusing language (e.g., jargon, EPP specific terms).
- Write 2 paragraphs describing our technology integration practices based on where it appears across standards.
- Review our candidate support systems. Identify how they span R2, R3, and R5, and propose concise cross-references.
- Here is my narrative for RA3.2. How might this content be unclear or confusing to someone unfamiliar with our EPP? Please suggest ways to clarify these sections.
- Review this narrative for R2.1 and highlight any jargon, acronyms, or institution-specific terms that may need explanation or context for an external reader.
- Analyze the flow and structure of this narrative for R3.2. Identify logical gaps or abrupt transitions and suggest improvements (or rewrite).
- Read the narrative for R5.4 and identify any claims or statements that lack sufficient explanation or evidence from an outsider's perspective. Suggest additional details or evidence we might include to support these points.

Ethics

The ethical implications of using artificial intelligence (AI) tools in academic research (including self-study reports), particularly for educator preparation programs (EPPs), require careful consideration and clear guidelines. As AI technology becomes increasingly integrated into academic work, researchers and institutions must balance the benefits of enhanced efficiency and analytical capabilities with fundamental principles of research integrity, privacy protection, and equitable access. Understanding and addressing these ethical considerations helps ensure AI tools support rather than compromise the quality and credibility of academic research. The following framework outlines key ethical principles and considerations for incorporating AI into research practices while maintaining rigorous academic standards and professional responsibility.

It is important to note that GenAI may produce varying results or impose different limitations depending on whether an account is paid or free. Subscription levels also influence the degree of privacy available to users and the extent of control over data.

Transparency and Disclosure

When developing self-study reports for EPPs using AI tools, transparency and disclosure are essential for maintaining ethical standards. EPPs should clearly document when and how AI tools were utilized, specifying the platforms or models employed (e.g., ChatGPT, Claude, or others). This documentation should include a detailed explanation of AI's role in various tasks, such as data analysis, drafting, or editing. Transparent reporting ensures the integrity of the self-study process, enabling reviewers to accurately assess the report and understand how AI contributed to its development. It is also important for EPPs to develop guidelines for disclosing AI us, ensuring compliance with existing research integrity policies. By establishing clear

guidelines on AI use in research, EPPs can maintain ethical standards and provide a comprehensive self-study.

Incorporating AI tools into self-study reports also requires careful attention to intellectual property and plagiarism considerations. EPPs must ensure that AI-generated content is not misrepresented as original human work, clearly distinguishing between human-authored and AI-assisted contributions. To uphold academic integrity, faculty should develop and adhere to clear guidelines for properly attributing AI-assisted work, including citing the specific tools used and describing their contributions to the final product. By doing so, EPPs ensure that AI is used responsibly, while maintaining the originality and authenticity of their research outputs.

Data privacy and security

When using AI tools to support the development of self-study reports, safeguarding data privacy and security is critical. Best practices recommend analyzing only de-identified information to protect the confidentiality of faculty and candidate data. Before sharing content to an AI platform, all individual identifying details should be removed. Programs with low enrollment should be excluded to prevent inadvertent identification. Additionally, all inputs and outputs should be deleted promptly after the task is completed.

To further enhance security, EPPs should use institutional accounts or accounts tied to institutional log-ins, ensuring alignment with organizational data policies. Faculty must also be aware of the data retention policies of AI providers and carefully consider the implications of inputting any human subject data into AI systems, as such actions could pose privacy risks or violate ethical standards.

Bias and fairness

When utilizing AI tools in self-study report development, addressing bias and fairness is essential to ensure accurate and equitable outputs. AI models are trained on existing datasets, which may reflect inherent biases that can influence the results. Faculty should critically evaluate AI-generated content, identifying and mitigating any potential biases that could impact the report's quality or inclusivity. To foster fairness, it is important to incorporate diverse perspectives beyond those embedded in the AI's training data, ensuring that the self-study reflects the varied experiences and voices within the program. By remaining vigilant about bias, EPPs can uphold the integrity and inclusiveness of their reports.

Accuracy and verification

Accuracy and verification are critical when using AI tools in the creation of self-study reports. EPPs must fact-check and verify all AI-generated information to ensure its correctness and relevance to the research. AI should be viewed as a tool to augment analysis, not as the sole source of information. It is essential to cross-check AI outputs with trusted, authoritative sources

to maintain the integrity of the work. Throughout the research process, human oversight and critical thinking should remain at the forefront, allowing faculty to assess the context, validity, and appropriateness of AI-generated content, ensuring that the final report is both accurate and reliable.

Equity and access

AI tools can offer significant benefits to smaller Educator Preparation Programs (EPPs) that may face limitations in resources, time, and staffing to fully engage in the self-study process. While AI can help streamline tasks and provide valuable insights, it is important to consider how its use might either advantage or disadvantage certain institutions. For smaller programs, AI can level the playing field by offering access to advanced analytical tools that would otherwise be out of reach, allowing them to conduct thorough self-studies with fewer resources. By thoughtfully integrating AI, smaller programs can enhance their ability to engage in comprehensive and effective self-study, ultimately promoting fairness and equity in their evaluation and reporting processes.

However, it is critical to acknowledge that AI itself may carry inherent biases based on the data it was trained on. This reinforces the importance of retaining human oversight throughout the process, ensuring that EPP voices remain at the center of the self-study. Human judgment is essential for identifying and mitigating any biases in AI-generated content.

Additional Resources

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3. Mollick, E. (2024). *One Useful Thing.* https://www.oneusefulthing.org/