Adopted but Unstructured

Findings of GenAI Use, Training, and Policy in K-12 Math and Science Education from a 2026 National Teacher Survey

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Authors:

Alex Liu[1], Zewei (Victor) Tian[1], Michael Xiao[1], Drew Nucci[2], Lief Esbenshade[1], Sarah Rainier[2], Zachary Zhang[3], Yulia Lapicus[3], Kevin He[3], Min Sun[1]

[1] University of Washington, [2] WestEd [3] Colleague AI

For questions or further information about this report, please contact amplifylearn@uw.edu.

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Executive Summary

Artificial intelligence is rapidly transforming the economy and the skills the workforce demands. By 2030, AI-embedded positions are projected to be among the fastest-growing jobs (World Economic Forum, 2025), and nearly half of typical U.S. job skills face deep transformation by generative AI (GenAI) (Indeed, 2026). Preparing students for this AI-transformed economy requires teachers who can use these tools well and model evaluative judgement, which places K-12 educational institutions at the center of the nation's workforce readiness challenge. How GenAI enters classrooms, through teachers' own practice, students' use, district guidance, and professional learning, will shape whether that preparation happens and for whom. Meeting this challenge requires a clear, current picture of what is actually happening in schools. This survey provides that picture, offering nationally representative evidence to inform policy and investment decisions at the district, state, and federal levels and to guide teachers' classroom instruction and professional practices in the digital era.

To build this evidence base, the AmplifyGAIN Center at the University of Washington College of Education, a national R&D center funded by Institute of Education Sciences (IES), contracted with the RAND Corporation to develop and field a national survey of K-12 public school math and science teachers through RAND's American Teacher Panel. Now in its second year, the survey tracks how teachers adopt and use GenAI, their views of student use, and the training and policy guidance available to them. The 2026 wave, fielded between April 27 and June 8, 2026, includes 1,011 teachers (352 secondary mathematics, 163 secondary science, and 464 elementary teachers who teach both subjects) and allows comparison with the 2025 wave of 979 teachers.

In this report we highlight key findings from the 2026 wave and describe how conditions changed over the past year. Our analysis is descriptive. We report what teachers said, and where differences between years or groups appear, we describe them without assigning causes. Readers should likewise treat the patterns reported here as a portrait of the landscape rather than evidence of what drives it.

Key Takeaways

- **A majority of math and science teachers now use GenAI in their teaching.** In 2026, 58% of surveyed math and science teachers reported using GenAI in their teaching, and 31% reported using it weekly or more. Both figures represent growth from 2025 (50% and 21%, respectively).
- **Teachers' use of GenAI is largely teacher-facing, centered on content creation.** The most common uses in 2026 were instructional planning (76% of users), creating assignments and assessments (58%), and adapting activities for different learners (57%), and teachers most often reported that GenAI helped them create better materials, ask better questions, connect and explain concepts, and develop better visual representations. Teachers were less likely to use GenAI to grade student work or to teach students how to use GenAI in their own learning.
- **Student use of GenAI remains limited, and teachers hold mixed views of its impact on students.** In 2026, 74% of teachers did not include student GenAI use in their classes, fewer than a quarter had held conversations with students about responsible AI use, and

10% reported monitoring or reviewing students' AI use on assignments. Teachers' views of impact vary by area. They rated GenAI most positively for conceptual understanding (31%) and research skills (29%) and most negatively for academic integrity (60%). Overall, 29% of teachers rated GenAI's impact on student learning positively and 32% negatively, and the most widely shared concern was that GenAI processes may replace human creativity (67%).

- **A majority of teachers report no formal GenAI training, and training accompanies adoption.** In 2026, 58% of teachers reported no formal GenAI training, and 48% cited insufficient training as a barrier to adoption, though both shares declined from 2025 (66% and 54%, respectively). Teachers' most requested professional learning topics were lesson planning and materials creation (73%), GenAI tool basics (68%), and differentiation techniques (67%). Training reach differs sharply by usage, as district-provided professional development was reported by 39% of frequent users but only 16% of non-users.
- **Most teachers report no formal district guidelines on GenAI, though districts are formalizing policy.** In 2026, 42% of teachers said their district had no GenAI guidelines, and 39% cited unclear district guidelines as a barrier to adoption. At the same time, 31% reported that formal guidelines were established or under development, up significantly from 18% in 2025. As with training, policy exposure accompanies adoption, with 32% of frequent users reporting no district policies compared with 54% of non-users.

About This Survey

This national survey is conducted by the AmplifyGAIN Center, a national R&D center funded by the IES and housed in the University of Washington College of Education, as part of its mission to generate evidence on how AI is entering K-12 teaching and learning. The Center contracted with the RAND Corporation, which fielded the survey to its American Teacher Panel between April 27, 2026 and June 8, 2026. To learn more information about the panels, visit https://www.rand.org/education-and-labor/survey-panels.html. The sample included public school teachers who teach math or science in grades K–12 (N = 1,011). In 2026 we surveyed 352 secondary mathematics teachers, 163 secondary science teachers, and 464 elementary teachers who teach both science and mathematics.

In this report we compare responses to the 2026 survey to the survey we administered in 2025 between April 30 and May 25. The 2025 sample consisted of 979 K-12 math and science educators. Both the 2026 and 2025 administrations are independent draws from the American Teacher Panel. Technical details on survey administration and analysis can be found at the end of this report.

How to Read This Report

- **The three usage-intensity groups.** Throughout the report, teachers are grouped by how frequently they use GenAI for instructional tasks. These groups are derived from self-reported frequency of GenAI use (Q1C): *Frequent users* use GenAI daily or weekly, *Occasional users* report using GenAI monthly or rarely, and all other teachers are *Non-users*.
- **Year Comparison.** On every year-over-year chart, an open grey circle marks 2025 and a filled purple circle marks 2026.
- **Who counts as a GenAI user.** While most questions were asked of all respondents, a subset of questions focused on specific uses of GenAI tools and were asked only of teachers who reported having tried GenAI tools in their teaching (Q1A). There were 588 "GenAI users" in the 2026 sample and 486 in the 2025 sample. The respondent sample, all teachers or GenAI users, is noted on every chart.
- **Weighted Percentages.** "Weighted %" on chart axes means estimates are computed with each year's survey weights, so they describe the national population of math and science teachers. The sample size Ns reported in chart captions are unweighted respondent counts.
- **Multi-select questions.** Where teachers could select every option that applies, percentages sum to more than 100%.

Adoption of GenAI

31% of Educators reported Frequent AI Use for Instruction in 2026, up from 21% in 2025

In 2026, 58% of math and science teachers report using GenAI for instructional tasks (planning, instruction, assessment, professional learning, and the other administrative tasks required of teachers), among which 31% were frequent users who reported engaging with the tools at least weekly.

The number of math and science teachers using GenAI rose to 58% from 50% in 2025, and frequent users are up to 31% from 21% in 2025. Throughout this report, teachers who use GenAI daily (8%) or weekly (23%) are grouped as *Frequent users*, those who use it monthly (14%) or rarely (12%) as *Occasional users*, and everyone else as *Non-users*.

Usage intensity groups, 2026 vs 2025

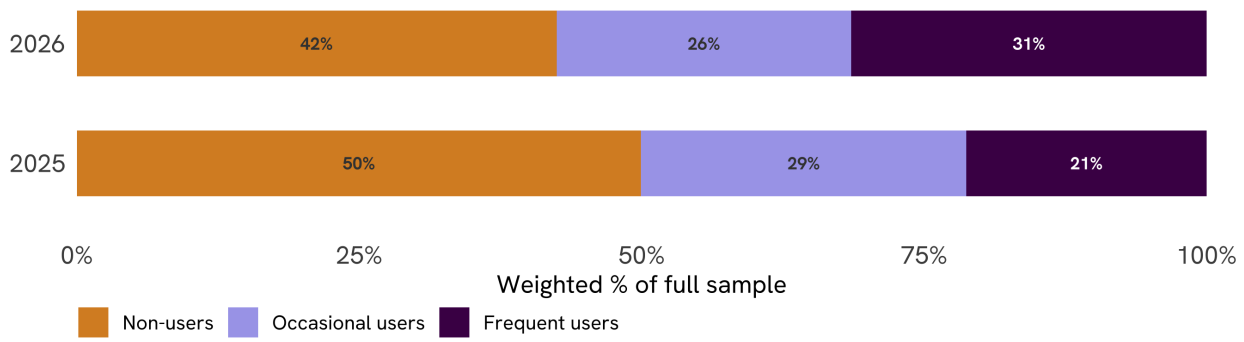

Figure 1: Survey question (Q1C): "On average, how frequently do you use GenAI tools for instructional tasks?" Intensity groups collapse the Q1C frequency scale: Frequent = daily/weekly, Occasional = monthly/rarely. Question responses are mutually exclusive; shares sum to 100% within each year shown. Full sample; 2025 N = 979, 2026 N = 1011.

Teachers are split roughly evenly between those who have actively integrated GenAI tools in their teaching practices (48%) compared to those who have not used or plan not to use GenAI tools (51%) in their instruction. Over a third of teachers (36%) plan to continue using GenAI tools in their teaching practices. There are still some teachers (11%) who have never heard of GenAI tools and an additional (17%) who have heard of them but not used them.

In addition to broadly characterizing teachers' current use of GenAI tools, the distribution of usage levels was largely unchanged over time, with only a couple notable shifts. Compared to 2025, there was a 7.5 point reduction in the share of teachers who reported having not yet tried GenAI tools, and a 4.2 point increase in the share reporting that they had tried GenAI tools, but did not intend to use them more; this group now sits at 9% of teachers.

Which best describes your current use of GenAI tools in teaching?

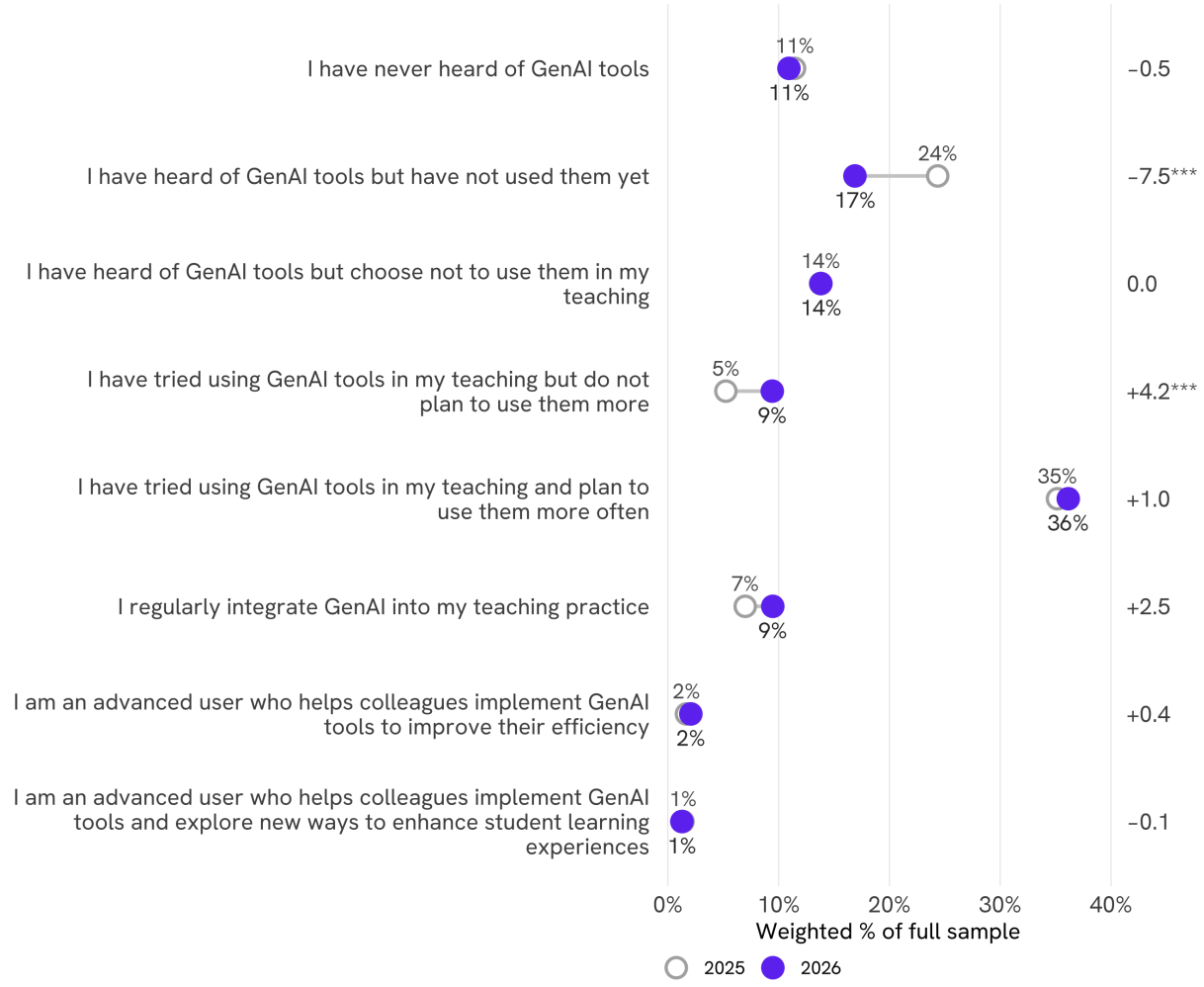

Figure 2: Question responses are mutually exclusive; shares sum to 100% within each year shown. Teachers answering the current-use question (Q1A); 2025 N = 979, 2026 N = 1008. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

Among teachers who reported the use of GenAI in teaching in 2026 in the previous question, about 34% of teachers have now worked with GenAI tools for a year or more, (combining those who used GenAI for 2 years and 1 or more years), 60% reported using GenAI for less than a year (combining the percentages of categories of 6 months to 1 year or less than 6 months), while 5% reported that they just started.

How long have you been using GenAI tools?

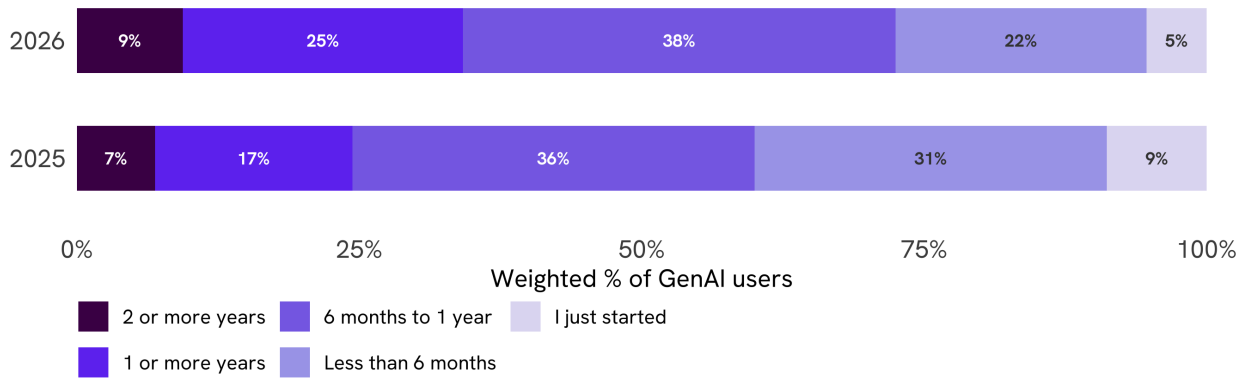

Figure 3: Question responses are mutually exclusive; shares sum to 100% within each year shown. GenAI users answering the usage-duration question (Q1D); 2025 N = 485, 2026 N = 588.

Among the same group of teachers who used GenAI in teaching in 2026, 65% of teachers reported using GenAI tools more frequently over the school year while only 3% reported using GenAI tools less frequently. 44% reported both more frequent use and for a wider range of tasks.

How has your use of GenAI tools changed over this school year?

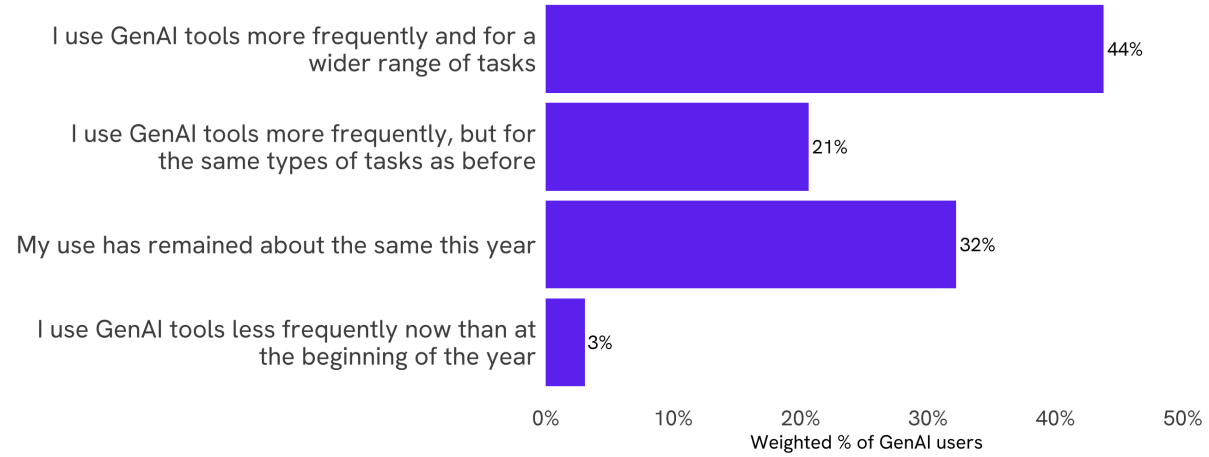

Figure 4: Question responses are mutually exclusive; shares sum to 100% within each year shown. GenAI users; 2026 N = 588.

ChatGPT Remains the Most Widely Used GenAI Tool for Teachers

Teachers are using multiple GenAI tools in their work. ChatGPT remains the most widely used GenAI tool (87% of users). Between 2025 and 2026, other tools' adoption rates remained relatively stable, with the exception of Gemini which grew from 22% to 44%.

Which GenAI tools have you used for instructional tasks?

Figure 5: Multiple responses allowed. Colleague AI is exempt from the 10-respondent suppression floor applied elsewhere; where its respondent count falls below 10, treat that row as indicative only. GenAI users; 2025 N = 486, 2026 N = 588. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

How Teachers Use GenAI Tools

76% of users report using GenAI for instructional planning

Instructional planning and preparation remained the most prevalent use of AI in instruction, reported by 76% of GenAI-using teachers. More than half of teachers used AI to create student assignments and assessments, adapt activities and practice problems for students at different levels and learning needs, or support classroom instruction during class. Teachers are much more likely to use AI to create content (assignments, assessments, etc.) but much less likely to use AI to grade students' work or teach students how to use AI in their own learning.

The pattern of use for teachers between 2025 and 2026 remained roughly the same.

For which instructional tasks have you used GenAI tools?

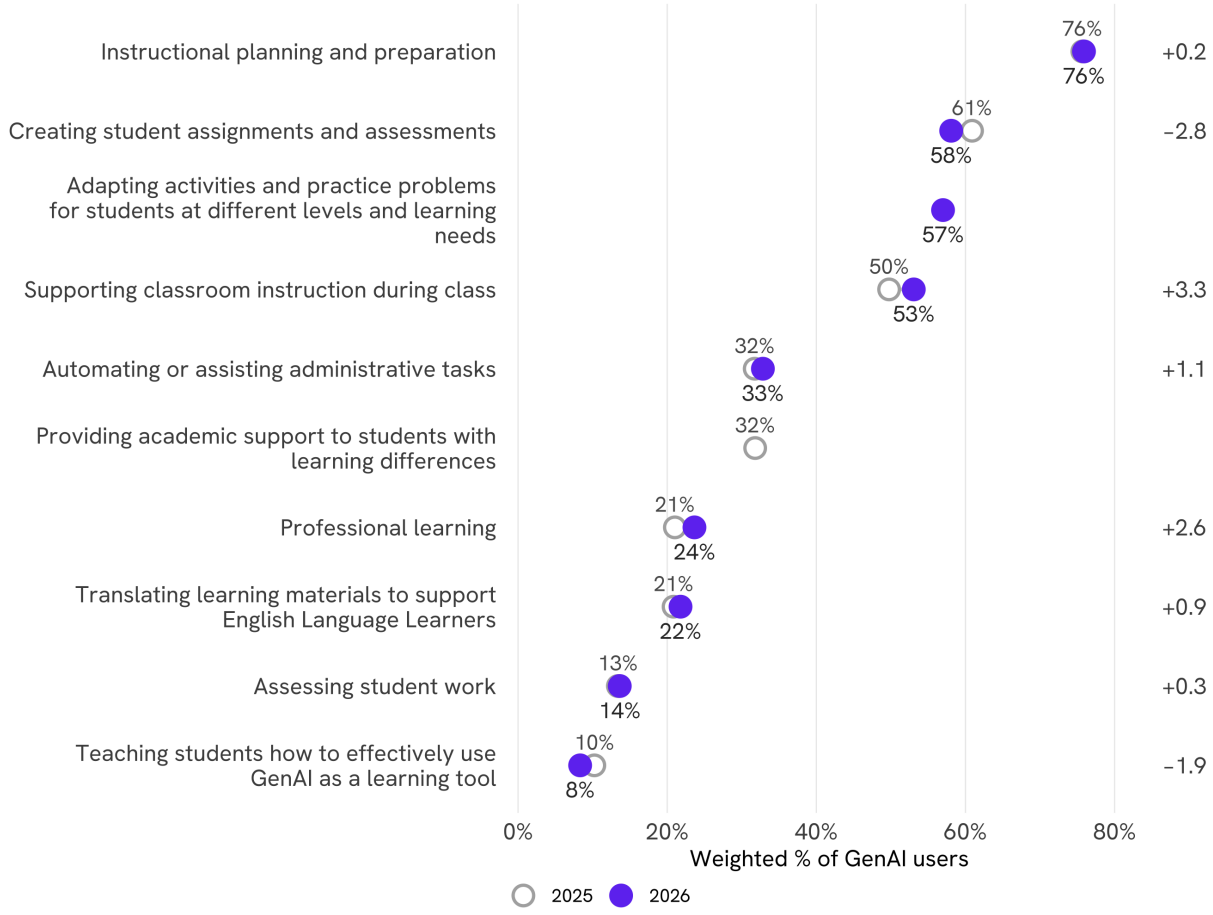

Figure 6: Multiple responses allowed. GenAI users; 2025 N = 486, 2026 N = 588. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

In 2026, teachers reported a wide range of GenAI impacts on classroom teaching. Teachers were more likely to report that GenAI helps them create better materials for students, provide better

questions, connect and explain concepts, and develop better visuals, while less likely to report that GenAI facilitates student problem solving and collaboration.

In particular, compared to 2025 use, there was a 6.9 percentage point increase in the share of teachers reporting that GenAI helped them create better visual representations of concepts and an 8.3 point decrease in the share reporting that GenAI helped them create better questions to ask their students.

How has your use of GenAI impacted your classroom teaching and approach to educational content?

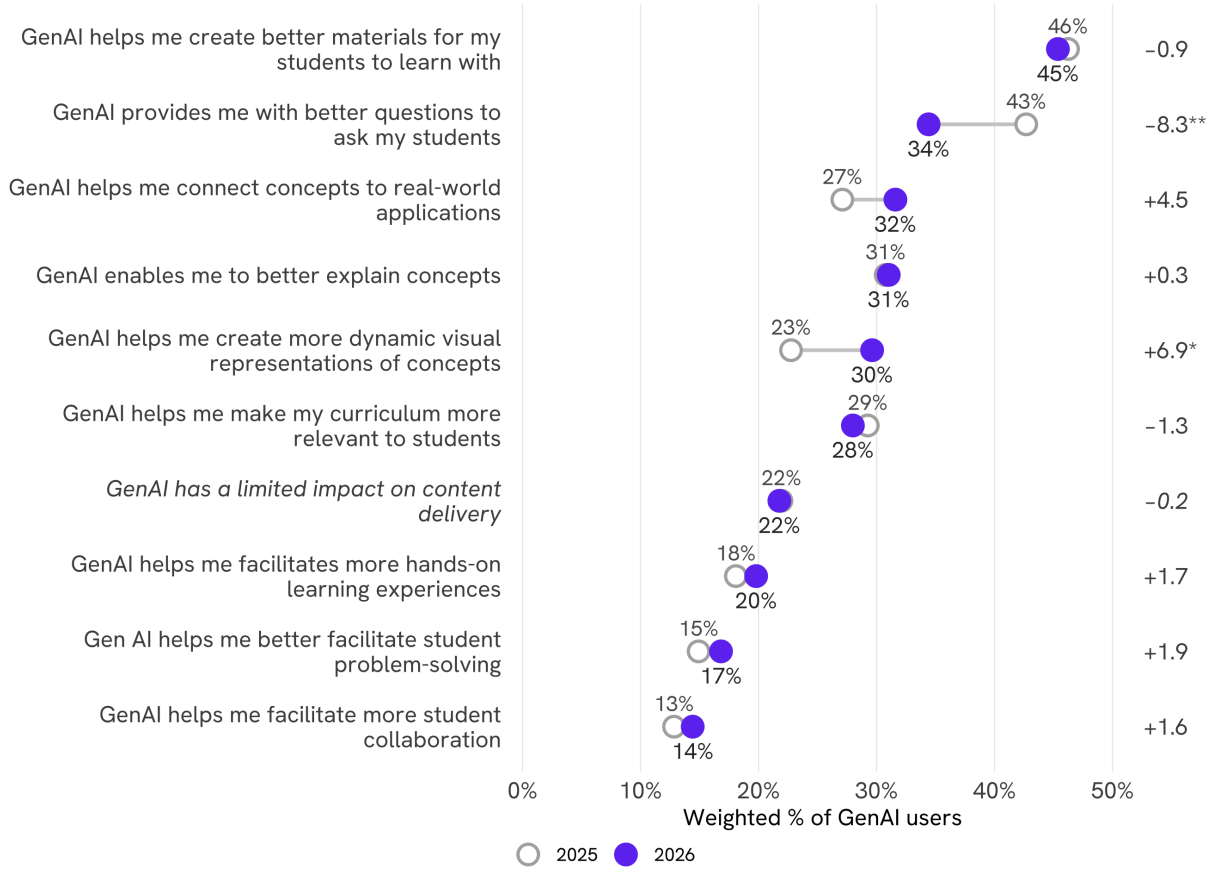

Figure 7: Multiple responses allowed. GenAI users; 2025 N = 486, 2026 N = 588. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

Asked where GenAI impacted their planning, teachers most often report impact on creating and improving instructional materials. These reports of impact were largely unchanged from 2025, with the exception of a 7.3 percentage point decrease in the share of teachers reporting that GenAI had any impact on their assessment practices.

To what extent have GenAI tools impacted your planning, teaching, assessment, and administrative tasks?

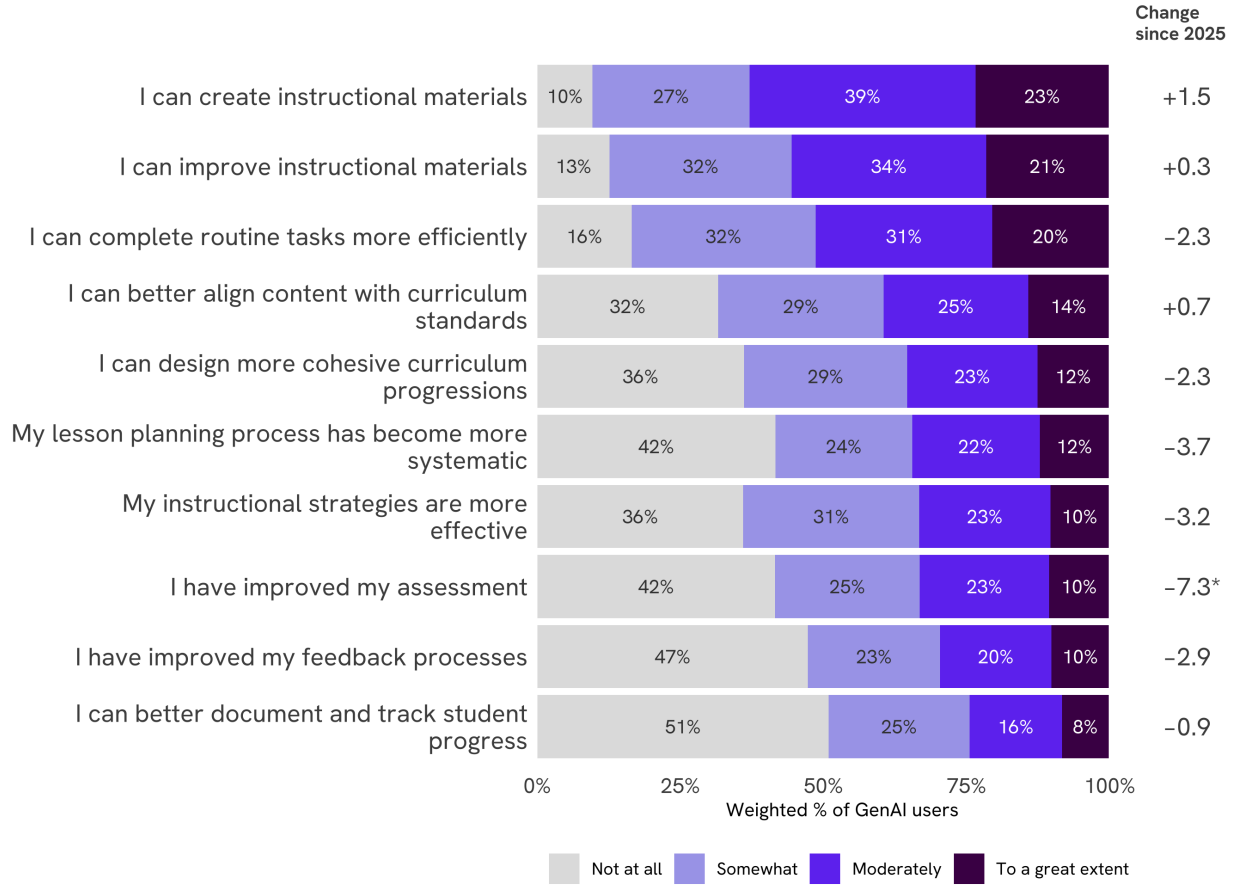

Figure 8: Bars show 2026. Right column shows change since 2025, in percentage points, in the % reporting any impact (Somewhat, Moderately, or To a great extent). GenAI users; 2025 N = 486, 2026 N = 588. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

Taken together, these results suggest that even as teachers use GenAI more often, what they use it for has not shifted. GenAI use remains teacher-facing and centered on planning and producing instructional materials, with year-over-year movement limited to modest shifts in which materials teachers turn to GenAI for. The exception is assessment, where teachers readily use GenAI to create assessments but rarely to evaluate student work. So, teachers report adopting GenAI as a preparation aid, not as a partner in evaluating student work.

Teacher Time Use and Teaching Practices

Frequent AI Users Report Spending More Time Planning Lessons

In the 2026 survey, we investigated how AI use relates to how much time teachers worked. Before asking any questions about AI use, we first asked teachers to describe how many hours they spent working in the past week.[1] Overall, we found that teachers reported working approximately 45 hours a week, with only small, non-significant differences by GenAI usage levels.

In total, how many hours did you work during the most recent full school week?

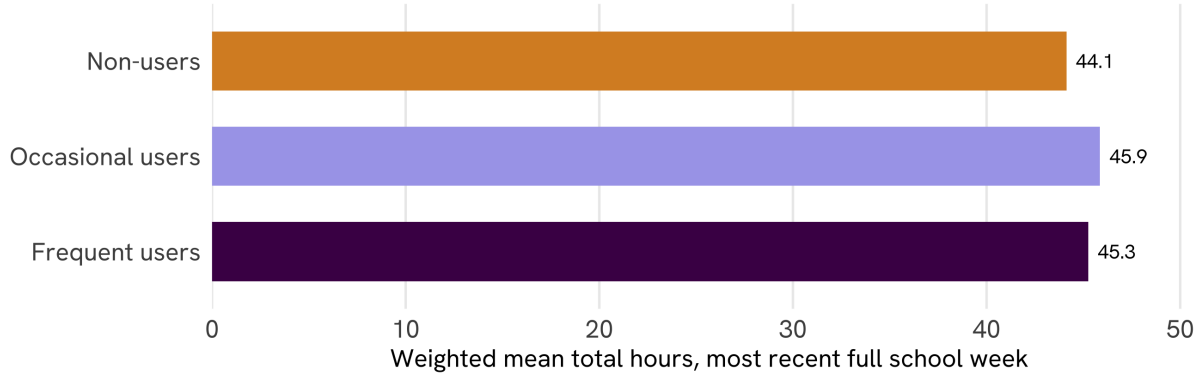

Figure 9: Full sample; 2026 N = 1011.

Teachers then reported how many hours they spent on specific tasks such as lesson planning, grading, and administrative work. Teachers who frequently use GenAI reported spending 7.3 hours in the last week planning and preparing lessons, 1.4 hours more than teachers who do not use GenAI. Differences in time spent on other tasks were small (less than half an hour) and not significant. More investigation will be necessary to understand the relationship between Generative AI use and specific tasks.

[1] We did not ask this in the 2025 survey.

How many hours did you spend on the following tasks during the most recent full school week?

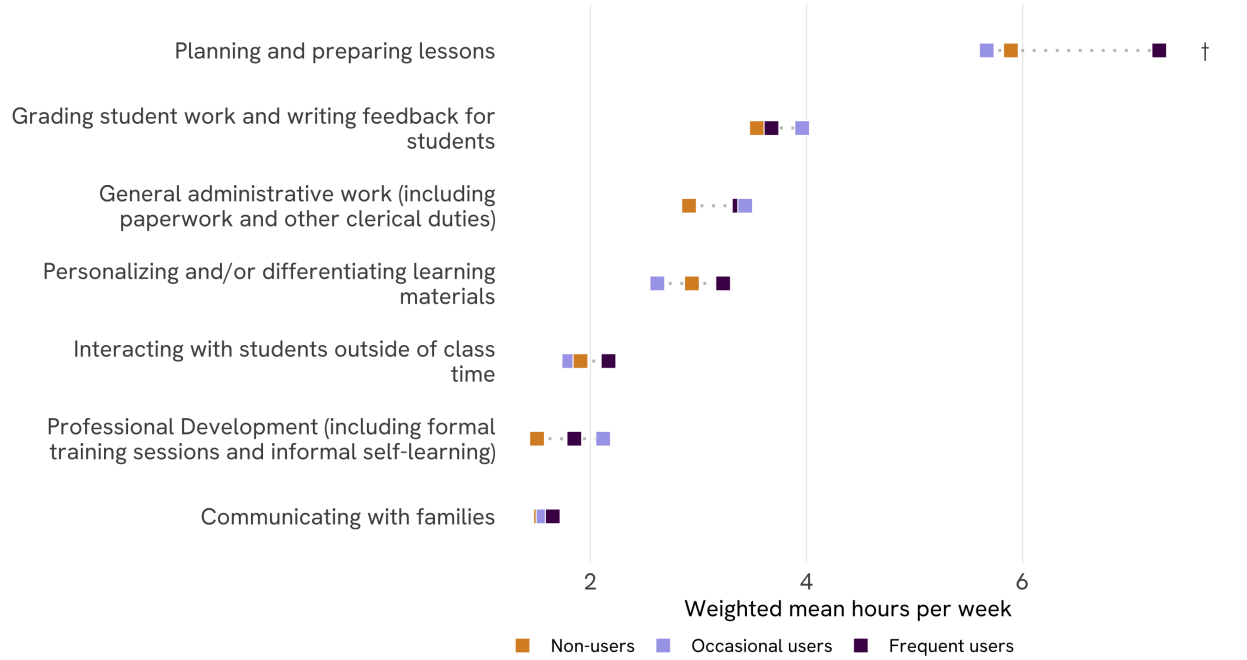

Figure 10: Full sample; 2026 N = 1011. Daggers mark rows where the usage groups differ in a design-effect-adjusted Welch ANOVA test: † p < .05, †† p < .01, ††† p < .001.

Teachers' Perceptions of Student AI Use

Teachers Have Varied Perceptions of GenAI's Impact on Student Learning

In 2026, 29% of teachers viewed GenAI's overall impact on student learning positively, while 32% rated it negatively. The number of teachers at the extreme values also increased from 2025 to 2026, up to 6% viewing AI on student learning very positively from 2% and up to 9% rating very negatively from 6%. Relative to 2025, the number of teachers who viewed AI neither positively nor negatively increased slightly, from 36% to 39%.

How negatively or positively do you think the use of GenAI has impacted students' learning overall?

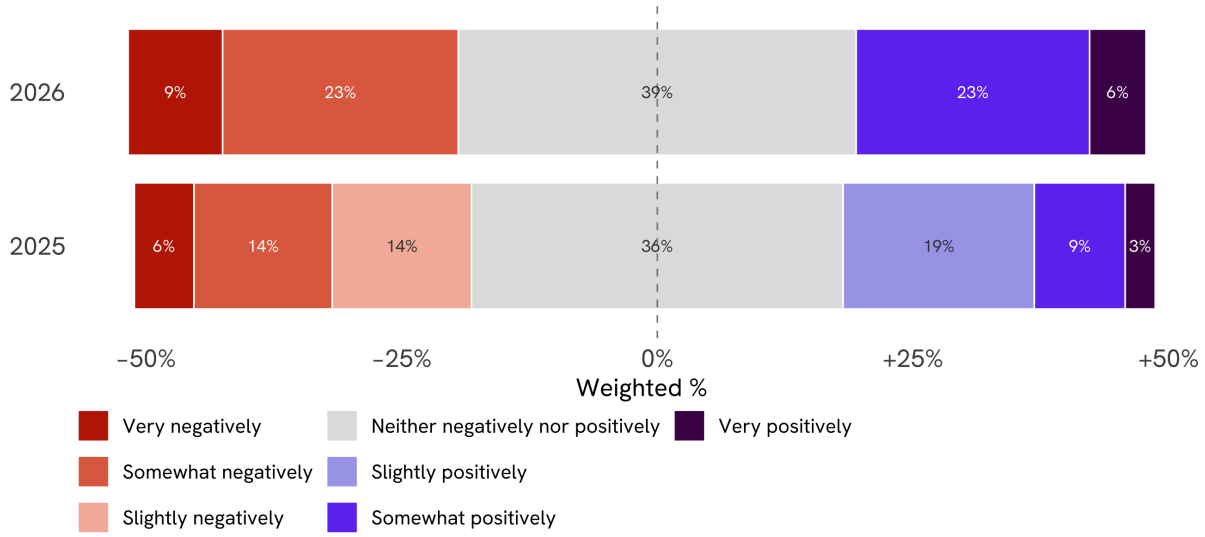

Figure 11: Question responses are mutually exclusive; shares sum to 100% within each year shown. Full sample; 2025 N = 979, 2026 N = 1011. 2025 used a 7-point scale; the 2026 instrument offered no 'Slightly' options.

In 2026 we asked teachers to rate the impact of GenAI on 7 questions related to student learning on a negative to positive scale. Teachers saw the most positive impact on conceptual understanding (31%) and research skills (29%), and the most negative impacts relating to academic integrity (60%). A significant percentage of teachers rated GenAI neither negatively nor positively in each area.

How negatively or positively do you think GenAI has impacted students in each of the following areas?

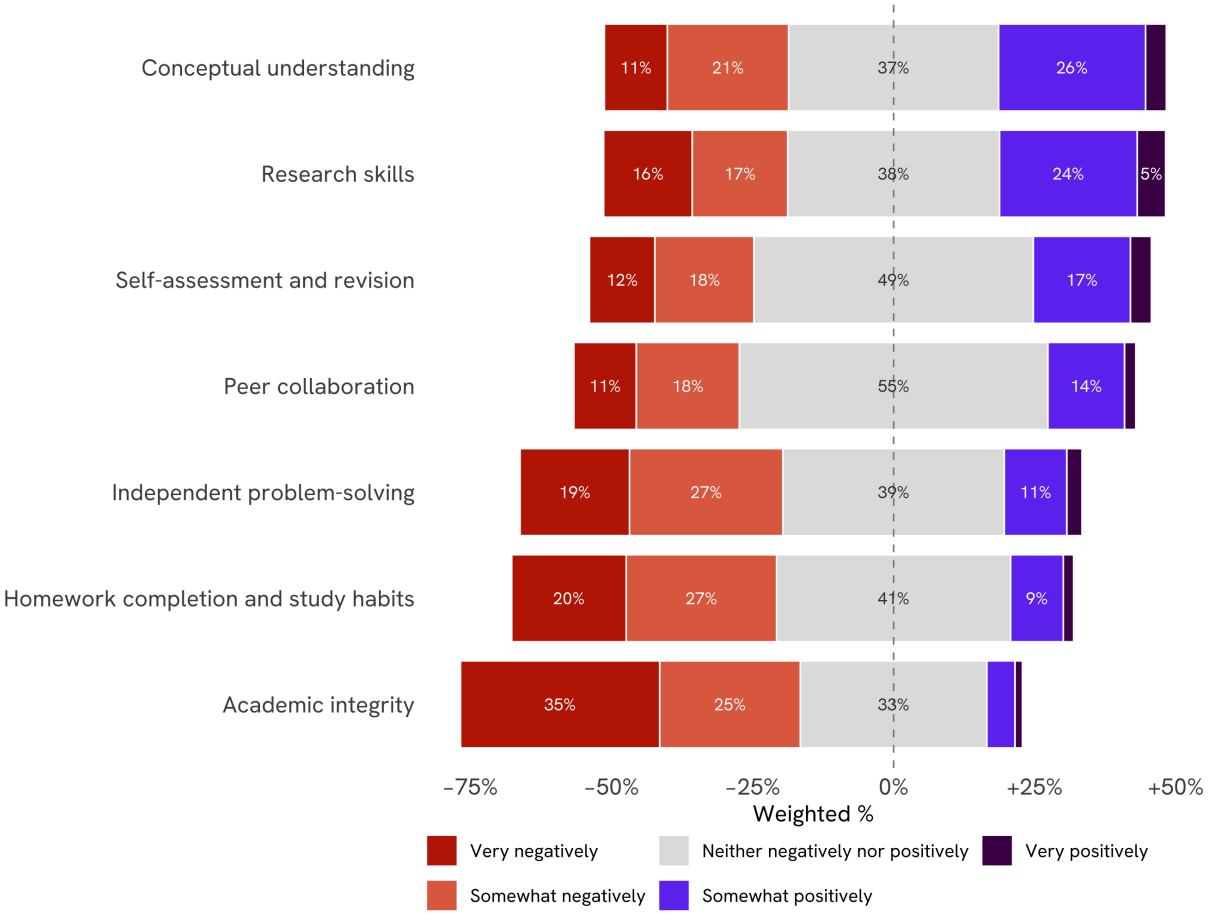

Figure 12: Full sample; 2026 N = 1011.

Over half of teachers (56%) who use GenAI frequently view its impact positively for students, and that share did not meaningfully change from 2025. Meanwhile, 41% of teachers who do not use GenAI view its impact on student learning negatively. This indicates perceptions of GenAI's impact on students is strongly related to whether teachers themselves use GenAI. Teachers who do not use AI frequently tend to rate AI less positively than teachers who responded to the survey last year. The share of non-users who viewed its impact positively fell from 16% in 2025 to just 8% in 2026. Similarly, the share of occasional GenAI-using teachers who view its impact on student learning positively fell from 37% to 28%.

Positive and negative ratings of GenAI's impact on students' learning, by usage intensity

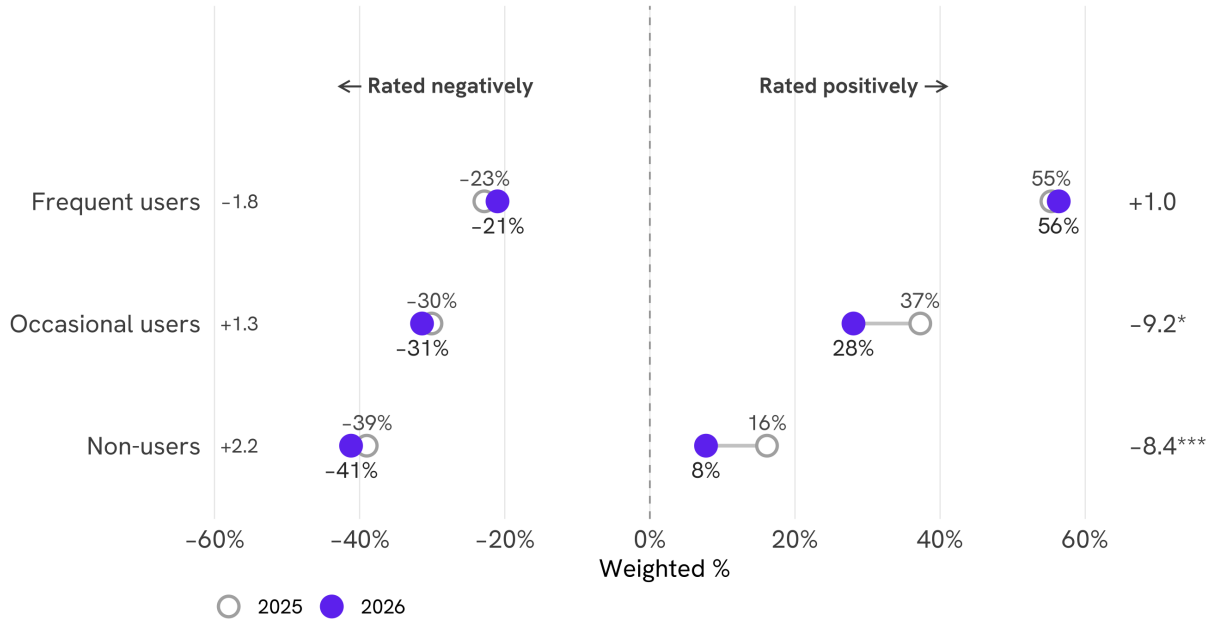

Figure 13: Positive/Negative = any rating on that side of 'Neither' (2025 included 'Slightly' options; 2026 did not). Intensity groups derived from usage frequency (Q1C); each year's sample grouped independently. Margin values are the 2025 to 2026 change in each share, in percentage points. Descriptive association, not causal: teachers are not randomly assigned to usage-intensity groups. Full sample; 2025 N = 979, 2026 N = 1011. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

74% of Teachers Are Not Using GenAI With Their Students

Across usage groups, most teachers do not include student GenAI use in their classroom. Overall, less than a quarter of teachers report having conversations with their students about ethical/responsible AI use, and less than 10% are teaching their students how to use GenAI tools. Even teachers who frequently use GenAI tools themselves are less likely to include student GenAI use in their classes; only 41% of frequent GenAI using teachers include student GenAI use.

Frequent users are much more likely to use GenAI with students than non-users. They are more likely to have conversations with students about responsible AI use, provide students with guidelines on acceptable AI use, monitor student AI use on assignments, allow students to use GenAI tools in class, and teach students how to use GenAI tools.

While academic integrity was viewed as the most negative impact of GenAI on student learning (see Figure 12), overall just 10% of teachers report monitoring or reviewing students' AI use on assignments.

How do you include student GenAI use in your classes?

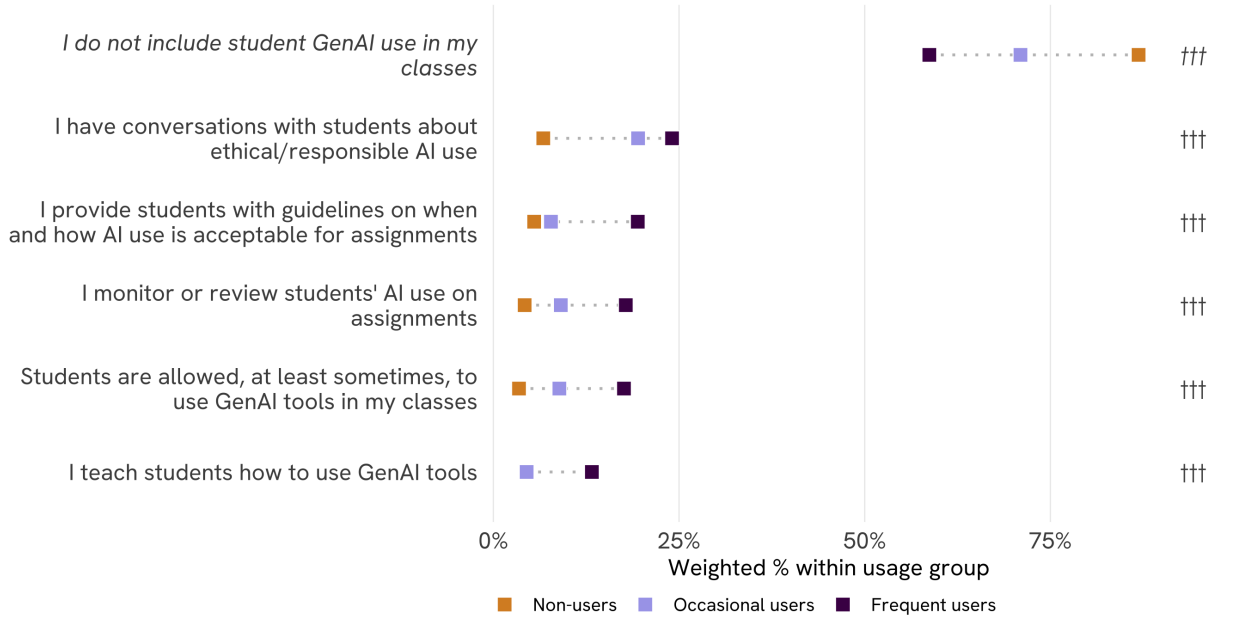

Figure 14: Multiple responses allowed. Full sample; 2026 N = 1011. Daggers mark rows where the usage groups differ in a design-effect-adjusted chi-square test: † p < .05, †† p < .01, ††† p < .001.

Concerns, Barriers, and Training

Teachers Have a Number of Concerns About Using GenAI in Their Teaching

Teachers expressed concerns on all the topics in the survey. Over 60% of the teachers surveyed are most concerned about GenAI replacing human creativity, student over-reliance on GenAI, content accuracy and reliability, and the ethical use of GenAI. More than half of the teachers also demonstrated concerns on data privacy and security, assessment authenticity, balancing GenAI with traditional teaching methods, as well as GenAI's effectiveness in education.

In 2025, we surveyed teachers about their concerns with GenAI. At that time, the top concerns included 61% of teachers concerned about student over-reliance on GenAI and 59% concerned about human creativity being replaced with GenAI. In 2026, those are still the top two concerns, and every issue we asked about saw a higher number of teachers indicating their concern. This rise occurred alongside growing teacher GenAI use. Greater use may give teachers a clearer picture of the tools' limitations, though other explanations are equally consistent with the data, and this descriptive survey cannot identify drivers or causal pathways.

To what extent do you find the following to be concerns when using or considering GenAI in your teaching?

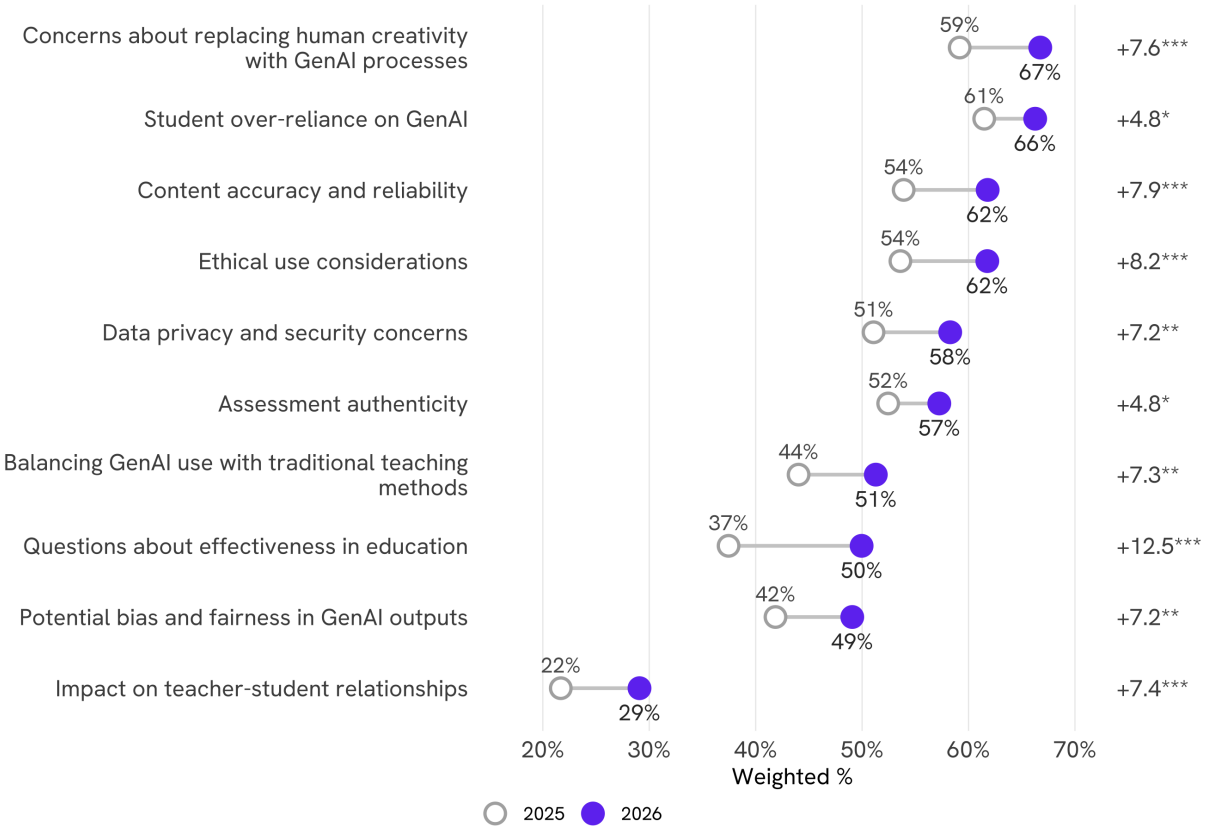

Figure 15: Percent selecting Moderately or To a great extent. Full sample; 2025 N = 979, 2026 N = 1011. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

Teachers Need Training & Policy Guidance

In 2026, the most significant challenge teachers face in adopting and implementing GenAI for instructional tasks is the time required to learn how to use the technology, cited by 61% of respondents. Insufficient training opportunities represent the second largest barrier, reported by 48% of educators. Other notable hurdles include difficulties integrating these tools with existing curricula (43%), unclear district guidelines or policies (39%), and limited professional development opportunities (37%). Additionally, one-fifth (20%) of teachers report that a lack of district-approved GenAI tools impedes their adoption.

Compared to the previous year, the data reveals improvements in structural support, even as the primary time constraint remains unchanged at 61%. Notably, the share of teachers citing insufficient training as a barrier declined by 5.9 percentage points, down from 54% in 2025. Furthermore, as school districts have begun approving more GenAI tools, the lack of district-approved tools fell significantly from 28% in 2025 to 20% in 2026. Teachers also reported a decrease in policy ambiguity, with unclear district guidelines dropping 6.0 percentage points from 45% the year prior.

What challenges do you face in adopting and implementing GenAI for instructional tasks?

Figure 16: Multiple responses allowed. Full sample; 2025 N = 979, 2026 N = 1011. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

58% of Teachers Report Receiving No Formal GenAI Training

In 2026, a majority of teachers (58%) report that they have received no formal training on using GenAI tools. Among educators who have received training, district-provided professional development is the most common source, cited by 30% of respondents. Other training sources remain less widespread, with 15% engaging in informal learning from colleagues or mentors, 10% participating through school-based professional learning communities, 7% completing self-paced online courses, 5% learning via social media, and 4% attending conferences or workshops hosted by national or local associations.

Compared to the teachers who took the survey in 2025, the share of teachers without formal training fell significantly by 7.4 percentage points, down from 66%. The proportion of educators receiving district-provided training increased by 8.3 percentage points.

Have you received any training on using GenAI tools?

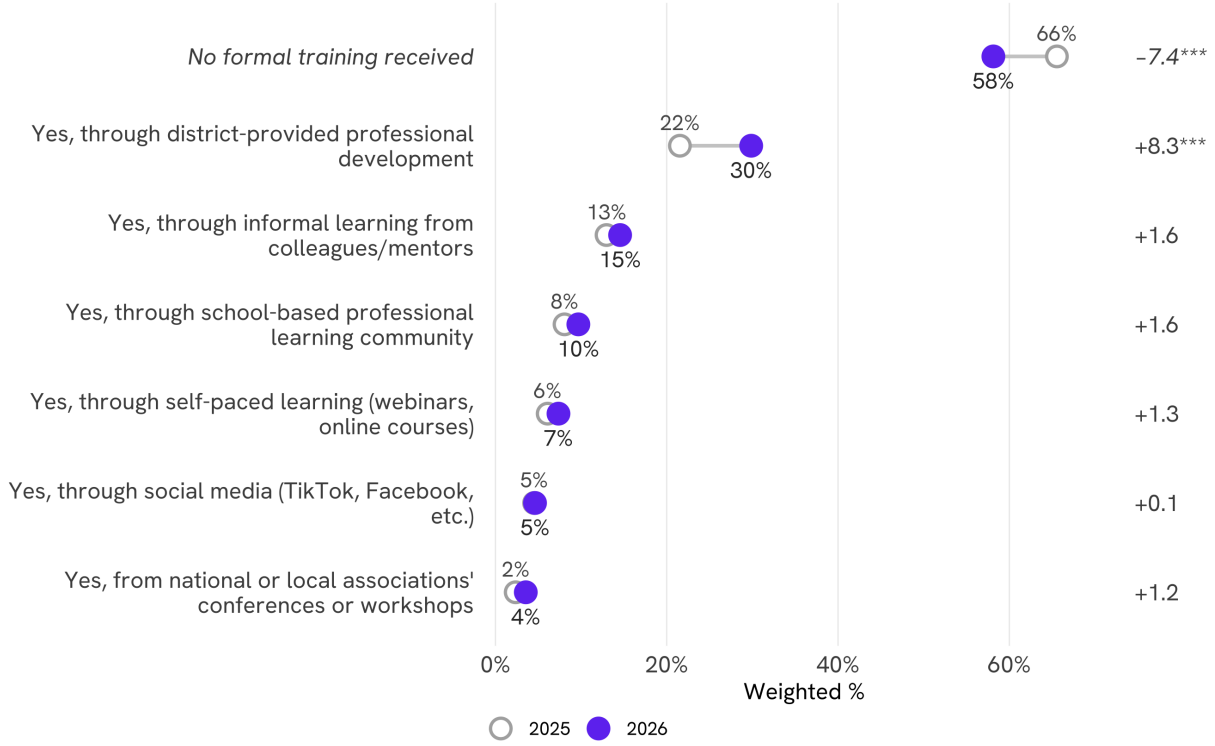

Figure 17: Multiple responses allowed. Full sample; 2025 N = 979, 2026 N = 1011. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

Lesson Planning Tops Among Training Requests

In 2026, when asked what types of professional training they would find helpful to receive, teachers most frequently requested training on lesson planning and materials creation, cited by 73% of respondents. GenAI tool basics and capabilities ranked second at 68%, closely followed by differentiation techniques at 67%. A majority of educators also indicated a need for training in student guidance and supervision (61%), integration with existing technology (61%), and assessment and feedback strategies (59%). Fewer teachers prioritized training for ethical use guidelines (49%), best practices for STEM instruction (45%), and data privacy and security (34%).

Interest in several training topics saw significant declines when compared with the teacher group from last year. Most notably, requests for training on GenAI tool basics and capabilities dropped by 7.3 percentage points from 75% in 2025. Similarly, the requests for training on assessment and feedback strategies and best practices for STEM instruction both saw significant decreases of 6.6 percentage points, falling from 66% and 52% respectively.

What types of professional training would you find helpful to receive?

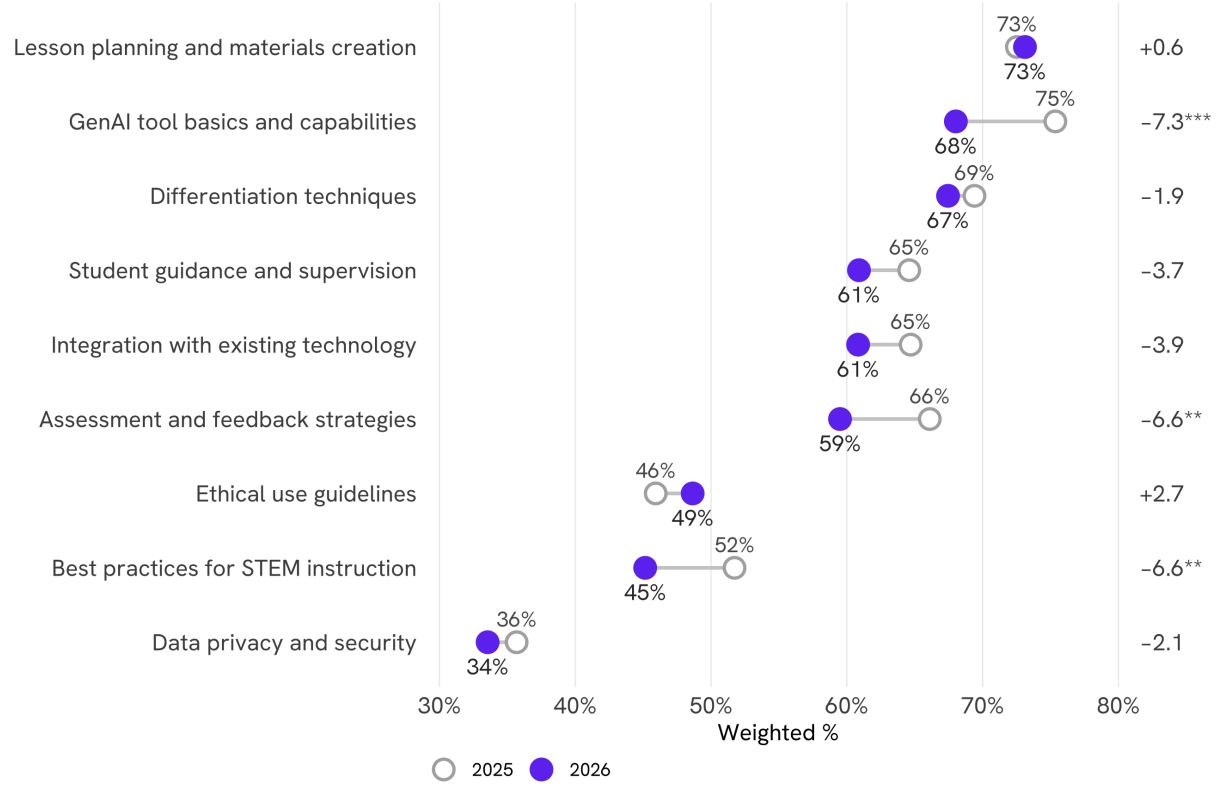

Figure 18: Multiple responses allowed. Full sample; 2025 N = 979, 2026 N = 1011. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

District Policy and Guidance

42% of Teachers Reported No Formal District Guideline

In 2026, 42% of teachers reported that no district guidelines currently exist, making this the most frequent response for the question regarding the district's current approach to GenAI use. Informal guidelines without a formal policy were reported by 27% of teachers, a formal policy under development by 20%, and established formal guidelines by 11%. Fewer than 1% selected the "Other" category.

From 2025 to 2026, the share of teachers reporting no guidelines declined by 6.6 percentage points, from 49% to 42%. Over the same period, reports of a formal policy under development increased by 6.6 points, from 13% to 20%, and reports of established formal guidelines increased by 5.8 points, from 5% to 11%. Reports of informal guidelines declined by 1.9 points, a change that was not statistically significant, and the "Other" category declined by 3.9 points.

What is your district's current approach to GenAI use in education?

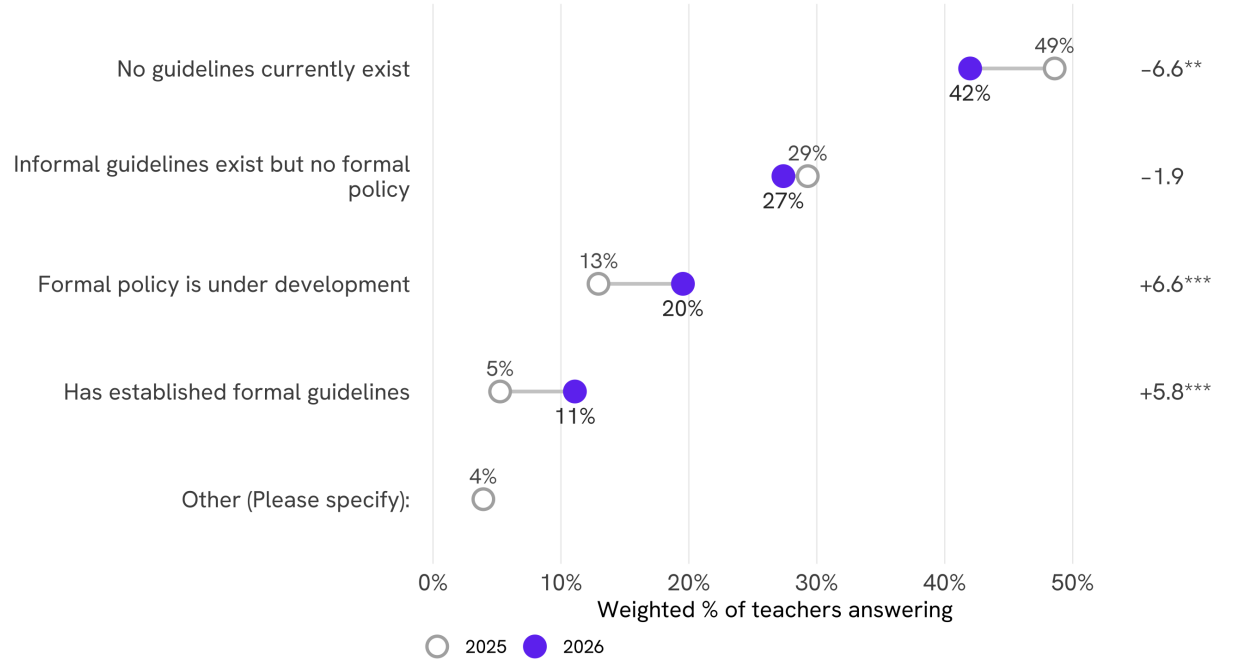

Figure 19: Question responses are mutually exclusive; shares sum to 100% within each year shown. Teachers answering the district-approach question (Q4A; blank responses excluded); 2025 N = 976, 2026 N = 955. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

87% of Teachers Reported That District Guidelines Permit GenAI Use with Specific Restrictions

The most commonly reported form of district guidance was allowing both teacher and student GenAI use with specific restrictions, cited by 45% of surveyed teachers in 2026. A further 25% reported that their district permits teacher use and allows student use only in specific subjects or grade levels, and 17% reported guidance permitting teacher use but not student use. Guidance fully encouraging GenAI integration across subjects was reported by 11% of teachers, while 1% reported that their district prohibits GenAI use entirely.

The share of teachers reporting guidance that fully encourages GenAI integration declined by 5.2 percentage points, from 17% to 11%, the only change reaching statistical significance between 2025 and 2026. The two categories permitting student use under conditions both increased, with restricted teacher and student use rising by 4.3 points (41% to 45%) and subject- or grade-limited student use rising by 3.2 points (22% to 25%). Reports of teacher-only guidance decreased by 1.4 points and reports of full prohibition decreased by 0.9 points; neither change was statistically significant.

Which of the following best describes your district's AI guidelines or policies?

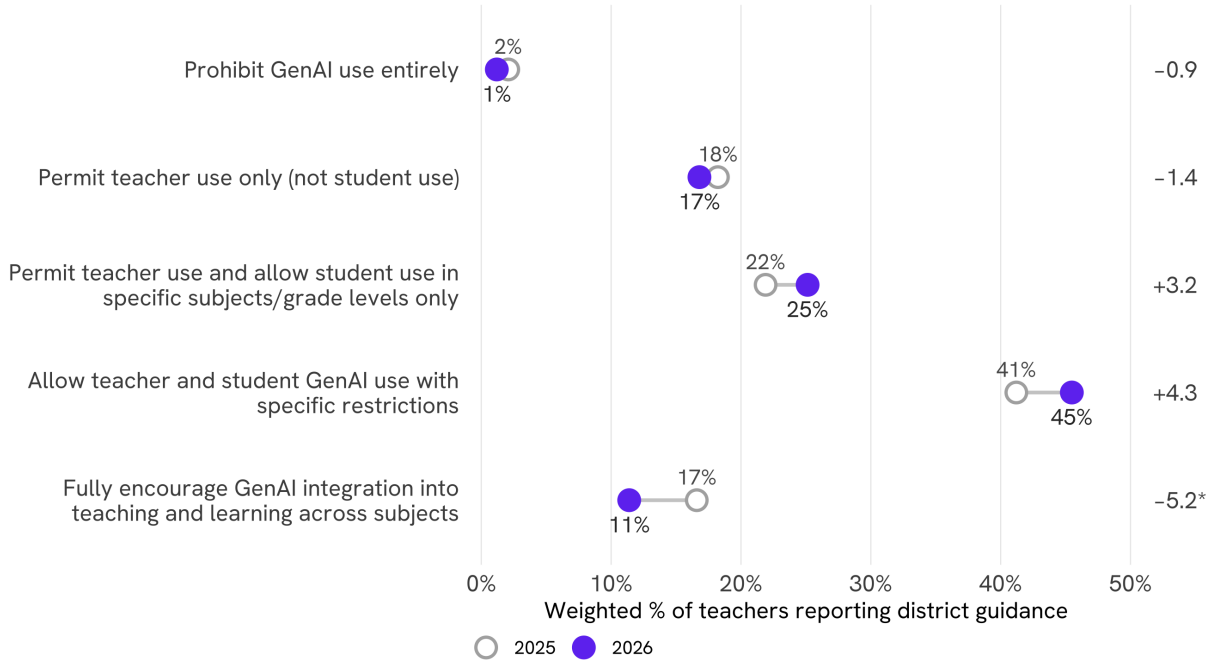

Figure 20: Question responses are mutually exclusive; shares sum to 100% within each year shown. "Prohibit GenAI use entirely" is exempt from the 10-respondent suppression floor applied elsewhere; where its respondent count falls below 10, treat that row as indicative only. Teachers reporting district GenAI guidance and answering the guidelines question (Q4B); 2025 N = 495, 2026 N = 555. Stars mark differences significant in a design-effect-adjusted two-proportion test: * p < .05, ** p < .01, *** p < .001.

Teachers with More GenAI Use Report More Policy Exposure and More Training

In 2026, district policy status varied with teachers' frequency of GenAI use. The absence of guidelines was most common among non-users, reported by 54%, compared with roughly a third of frequent users (32%) and occasional users (35%). Informal guidelines were reported at similar rates across the three groups, ranging from 25% to 30%. More formalized conditions were concentrated among users, with a policy in development reported by 20% of frequent users and 26% of occasional users versus 15% of non-users, and established formal guidelines reported by 18% of frequent users compared with 10% of occasional users and 6% of non-users.

District policy guidelines by GenAI usage intensity

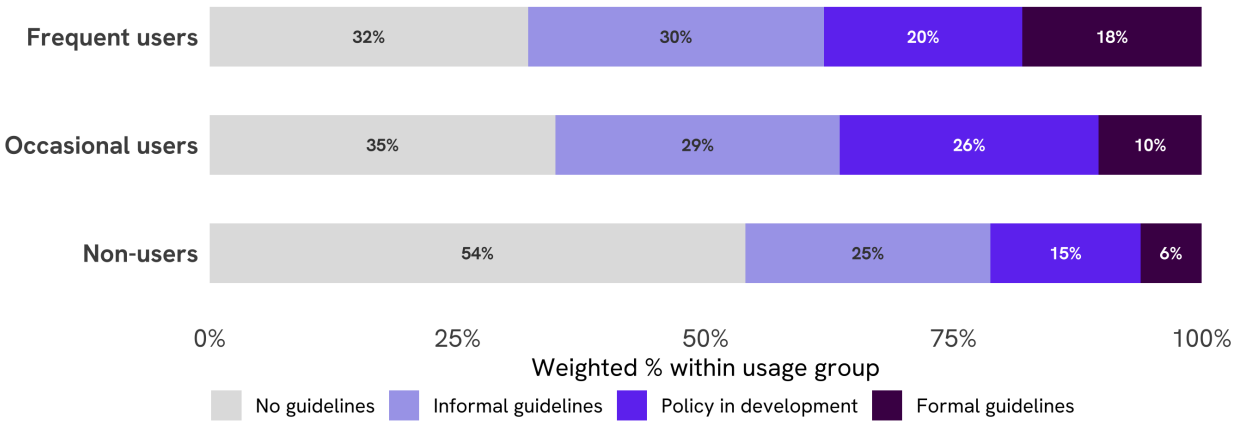

Figure 21: Teachers answering the district-approach question (Q4A; 'Other' and blank responses excluded); 2026 N = 955.

A similar pattern held for training. Reports of no training were more common among non-users, at 76%, than among frequent users (39%) or occasional users (42%), a gap of roughly 34 to 37 percentage points. District-provided professional development was reported at comparable rates by frequent users (39%) and occasional users (41%) but by only 16% of non-users. Training from sources other than the district was the least common condition in every group, reported by 22% of frequent users, 17% of occasional users, and 8% of non-users. The figure below presents a single year of data and includes no change comparison.

GenAI training by GenAI usage intensity

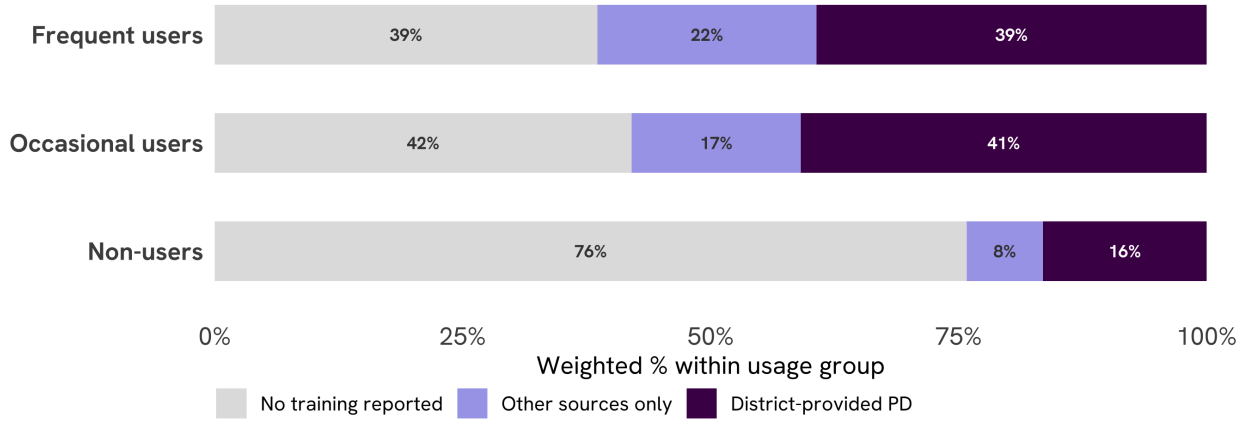

Figure 22: Teachers answering the training question (Q4C); 2026 N = 1005.

Implications

Training and Policy Still Very Much Needed

Is there an AI backlash? The 2026 data give little evidence of a broad turn against GenAI. A majority of math and science teachers now use GenAI in their teaching, adoption has continued to rise, and most users report using the tools more over the school year, not less. At the same time, teachers voice real concerns, most prominently student over-reliance and the replacement of human creativity, and 14 percent of teachers know of the tools but choose not to use them. Two readings are consistent with this combination of growing use and expressed concern, and our data cannot distinguish between them. As teachers use GenAI more and learn more about it, they may become better positioned to articulate concerns, so expressed concern may reflect familiarity. At the same time, sorting and self-selection are real, and teachers with reservations may be concentrated among those who tried the tools and stepped away, a group that stands at 9 percent in 2026. With only two years of data, we describe these patterns without concluding that teacher sentiment is settling in either direction. *What the 2026 landscape shows is a workforce that is adopting the technology while thinking critically about it. As a field, our task is to empower educators' responsible use by addressing the specific concerns this report identifies, such as over-reliance on GenAI, the risk to human creativity, and the need for clearer training and district guidance.*

Opportunities. In 2026, teachers' use of GenAI and their requests for support point to the same territory. Three quarters of GenAI users apply the tools to planning and preparation, 45 percent report that GenAI helps them create better learning materials, and the training teachers request most concerns these same tasks. The barriers teachers report complete this picture. The most commonly cited barrier is the time required to learn and experiment with the tools (61 percent), ahead of any institutional obstacle, which suggests that the main constraint on deeper adoption is not willingness but structured time to learn. Student-facing use remains rare but is no longer negligible, as one in four teachers now includes student GenAI use in class in some form, most often through conversations about responsible use or guidelines for acceptable use. Because teachers' strongest reservation about student use concerns academic integrity, guided and supervised forms of classroom use are the most plausible place for growth, and they are also where teachers say they need policy, professional learning, and support. If students are to enter an AI-transformed workforce prepared to use these tools well, this is the frontier where schools will need the most help.

What teachers need. In 2026, 58 percent of teachers report no formal GenAI training, and insufficient training opportunities stand as the leading institutional barrier to adoption (48 percent). The gap has narrowed, down from 66 percent without training a year earlier, with district-provided professional development accounting for most of the improvement, but a majority of the workforce remains untrained on a technology most of them now use. Teachers' requests are practical. Training on lesson planning and materials creation (73 percent) and on tool basics (68 percent) top the list, matching the tasks where they already apply the tools. The requests and the barriers describe the same problem from two directions. *Teachers demand structured time, with guidance, to learn the work GenAI already helps with, and most have not yet received it.*

What policymakers should prioritize. In 2026, four in ten teachers work without any district guidance on GenAI, and unclear district guidelines remain among the most frequently cited barriers

to adoption (39 percent). Districts are moving, as formal guidelines are now established or under development for 31 percent of teachers, roughly double the share a year earlier, but formalization has not yet reached most classrooms during the period when questions about student use are most pressing. Recent AmplifyLearn.AI Center research shows how clear policies, well-crafted professional learning, and intentional messaging about GenAI can support not only teacher adoption but transformative use that improves learning opportunities for students (Nucci et al., 2026). The resulting recommendations are clear. Policymakers can convert informal guidance into formal policy in partnership with teachers, students, and families, and can pair GenAI use policies with adopted tools backed by robust data protection agreements and professional development that is collaborative, ongoing, and grounded in application.

Technical Notes & References

- **Survey population.** The survey population is U.S. K–12 public school teachers who teach math or science, reached through RAND's American Teacher Panel. Teachers were sampled from panel records indicating a current math or science teaching assignment (panelists update these records the first time they respond to a survey each school year), and eligibility was confirmed by screening questions in the instrument itself: in 2026, 125 returned surveys were screened out, and one more was removed during cleaning because the respondent no longer held an eligible position.
- **Sampling and panel design.** Both waves were administered to members of the American Teacher Panel (ATP), a nationally representative sample of approximately 25,000 K–12 public school teachers in the U.S., recruited to the panel using probability-based sampling. The 2025 and 2026 samples are two independent draws from the panel; teachers who responded in both years appear in each year's sample as independent respondents. Year-over-year comparisons are between separately weighted cross-sections, not within tracked individuals.
- **Fielding and response.** The 2025 wave was fielded April 30 through May 25, 2025, and the 2026 wave April 27 through June 8, 2026. Both waves were administered online, in English, by email invitation to sampled panel members (2,223 teachers in 2025; 2,497 in 2026) with follow-up email reminders; the 2026 survey took approximately 10 minutes, and respondents received a $10 e-gift card on completion. Survey completion rates were 44.5% in 2025 and 42.6% in 2026 (AAPOR Response Rate Definition 6). After screening and data-quality exclusions, 979 respondents received weights in 2025 and 1,011 in 2026.
- **Weighting.** All reported percentages and means are weighted using the cross-sectional survey weights supplied by RAND with each year's data file; each year is weighted independently to national benchmarks. No combined 2025–2026 weight was produced, and the report presents no pooled two-year estimates. Ns shown on charts are unweighted respondent counts.
- **Precision.** The margin of error is ±3.2% for the 2026 sample and ±3.22% for the 2025 sample, at 95% confidence for a binary variable with a 50% proportion, adjusted for weighting.
- **Significance testing.** Where charts display significance stars, they mark year-over-year differences from two-proportion tests on the weighted shares, with sample sizes deflated by each year's design effect (* $p < .05$, ** $p < .01$, *** $p < .001$). Charts comparing usage-intensity groups instead use daggers († $p < .05$, †† $p < .01$, ††† $p < .001$) to mark rows where an omnibus chi-square test, computed on design-effect-adjusted effective Ns, rejects equality of the weighted share across the groups; pairwise magnitudes are quoted in the narrative. Where the compared quantity is a mean rather than a share (weekly hours, Likert-scale agreement), the daggers instead mark rows where a Welch one-way ANOVA — computed from the groups' weighted means and variances on the same design-effect-adjusted effective Ns — rejects equality of the group means. Tests are conducted per item with no multiple-comparison adjustment, consistent with the exploratory convention of comparable teacher-panel survey reports; across a many-item battery, roughly one in twenty comparisons is expected to reach $p < .05$ by chance alone.
- **Small groups.** Groups with fewer than 10 respondents are suppressed from charts. Two named rows are exempted so that a chart does not silently lose a category the narrative quotes: Colleague AI on the GenAI-tools chart, and "Prohibit GenAI use entirely" — the terminal rung of the district-guidelines scale — on the district-guidelines chart. Both charts flag the exemption in their captions; the exemption is a reporting choice only, and where the

underlying count is below 10 the estimate remains unstable.

- **GenAI definition.** Both years' instruments showed respondents the same definition before the survey questions: "Generative Artificial Intelligence (GenAI) tools leverage data to detect patterns, generate data, automate tasks, and support decision making. There are many types of GenAI tools that are currently in use to support classroom instruction, including chatbots (e.g., ChatGPT, Google Gemini, Anthropic Claude), intelligent assistant systems (e.g., Colleague AI, MagicSchool, Khanmigo, Education Copilot)."
- **GenAI-user subset.** "GenAI users" are teachers who report having at least tried GenAI tools in their teaching (Q1A). A small number of teachers who reported using generative AI tools in Q1A responded to Q1C with a frequency of "Never" (2025 N = 3, 2026 N = 7). These teachers are counted as Non-users in the usage-intensity grouping but remain in the GenAI-user base on user-denominated charts. Because adoption shifts between years, the 2025 and 2026 user subsets are not the same mix of teachers: on every chart denominated on GenAI users, year-over-year changes reflect both changed behavior among users and the changed composition of who uses GenAI.
- **Usage-intensity grouping.** *Frequent users* use GenAI daily or weekly (Q1C); *Occasional users* monthly or rarely; all other teachers are *Non-users*. ("Frequent" rather than "Regular" to avoid collision with the survey-anchored "Regular" level of the adoption question.)
- **Scale harmonization.** The 2026 instrument measures student impact on a 5-point scale; the 2025 survey used 7 points. For year-over-year comparisons, 2025 "Slightly negatively/positively" responses are combined with "Somewhat negatively/positively."
- **Item nonresponse.** Charts showing a question's full response distribution keep every teacher in the named base in the denominator; teachers who skipped the item are omitted as plotted categories, so stacked segments can sum to slightly less than 100%. Derived-share charts (e.g., the positive/negative impact ratings by usage intensity) and the district-policy charts instead exclude item nonrespondents before computing shares. In both cases the chart caption names the fielded base ("Full sample," "GenAI users"), whose unweighted N can slightly exceed the number of teachers answering a particular item; on multi-select items, an unchecked option counts as not selected.
- **"Other" responses.** Free-text "Other (please specify)" categories appear at the bottom of single-year charts and are excluded from year-over-year comparisons of multi-select items.
- **Item wording.** Chart headings and answer options reproduce the fielded instrument verbatim, including minor irregularities that were fielded in both years (e.g., "Gen AI"/"GenAI" spelling variation). The duration-of-use options "1 or more years" and "2 or more years" are likewise as fielded; they are not mutually exclusive as written, and we interpret them as "at least 1 but less than 2 years" and "2 or more years."
- **Item wording change.** In 2026, the item "providing academic support to students with learning differences" was reworded to "adapting activities [full 2026 wording]," after which endorsement rose from [X] to [Y] percent. We attribute this jump to the wording change rather than a shift in practice. The 2025 wording was ambiguous, and its response pattern did not load with conceptually related items in a Year 1 factor analysis. We therefore report the two years separately, and the difference should not be read as a trend.
- **Survey instrument.** The complete fielded questionnaires for both waves are published by RAND as the TAI0425T and TAI0426T survey instruments (full citations in the References below); the 2026 instrument is released under a CC BY license.
- **Weighting methodology.** Each year's analysis weight is the product of three components: a calibrated sampling-frame weight aligning ATP panelists to the national teacher population, a sample-selection weight (the inverse probability of selection into the survey sample), and

a survey-response weight (the inverse modeled probability of completing the survey). The composite weight is recalibrated to population totals and trimmed (at the 99th percentile in 2026, 95th in 2025). Calibration benchmarks come from NCES's Common Core of Data and National Teacher and Principal Survey and the EDGE School Neighborhood Poverty Estimates; calibration variables cover teacher gender, race/ethnicity, experience, and educational attainment, plus school level, locale, enrollment size, student racial/ethnic composition, and neighborhood poverty. Missing demographics are imputed (via MICE) for weighting only; the 2026 design effect after trimming is 1.08. Full details are in RAND's technical documents (TAI0425T, June 2025; TAI0426T, July 2026).

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For questions, collaboration, or further information, contact

amplifylearn@uw.edu