**User Persona 1:**

Ms. Nguyen is a special education middle school teacher worried about AI bias. She is 43 years old and has been teaching at her current school in a suburban area of Texas for the past 8 years and has been a teacher for the past 12 years. Ms. Nguyen has a moderate technical digital comfort level. She uses digital tools (like learning management systems, assistive tech) regularly, but is cautious about newer AI platforms.

### **Personality**

* Empathetic, fiercely student-centered, detail-oriented.
* Thoughtful decision-maker — not against AI, but demands that it proves its value for her specific students.
* Values equity, dignity, and trust above all else in her classroom.

### **Goals**

* Ensure every student — especially those with IEPs (Individualized Education Plans) — is assessed fairly and individually.
* Use technology to *support*, not replace, personalized instruction.
* Protect students from invisible biases that could harm their learning or self-esteem.

**Scenario:**

Ms. Nguyen’s school district promotes the use of AI by their educators and many teachers rely heavily on AI. AI would also help with Ms. Nguyen’s students as they may be cognitively diverse by giving recommendations that acknowledge students’ specific accommodations and needs.

**Problem:**

As a special education teacher, she shares that AI tools seem harmful because when she has used chatbot’s in the past, they seem to generate responses that are more aligned with a typical classroom setting rather than considering the manner in which a teacher might use AI within a special education environment.

She worries that the AI-generated suggestions provided to her will not be applicable or relevant to the experiences she has within her classroom and may cause more harm to her students than support their learnings.

### **Fears around using AI**

* AI grading systems might misinterpret nontraditional ways of communicating (e.g., spelling mistakes due to dyslexia) as poor understanding.
* AI tools could embed systemic biases, penalizing students who already face educational inequities.
* Students and parents may lose trust in her if they believe she is "outsourcing" critical decisions to a machine.

### **Needs**

* Clear guidance on *how* and *when* to ethically use AI tools.
* Ways to audit AI outputs for bias and unfair patterns.
* Examples of AI being used transparently and collaboratively in special education settings.
* A support system (like an "ethics partner" tool) that offers reflection prompts, best practices, and real-world scenarios.

**User Persona 2:**

Mr. Johnson, a veteran history teacher skeptical of AI. He lives in Wisconsin and a small, rural area and teaches several history classes at a high school for students who come from primarily low-income families.

**Personality**: Thoughtful, principled, a little stubborn, deeply cares about students' growth as citizens and critical thinkers.

Scenario: The students in Mr. Johnson’s freshman history classes continue use AI tools and Mr. Johnson is concerned about how to encourage students to think critically and develop their own essays without the use of AI.

Problem: As a history teacher, Mr. Johnson tried using AI once asking about a specific historical fact and AI gave a made-up wrong answer, which now makes Mr. Johnson extremely wary of using AI in the classroom and he distrusts its ability to answer truthfully. He is especially concerned seeing his students use these tools when working on homework problems and writing essays.

**Needs**:

* An "ethics partner" tool that helps him think through questions like:
  + Is using AI here helping students learn better or just saving me time?
  + Could this AI output introduce bias or flatten important historical debates?
  + How can I be transparent with students about when AI is involved?
* Wants clear case studies and real-world examples showing when AI *enhances* learning versus when it undermines it.
* Needs language to explain to parents, colleagues, and students *why* he uses or rejects AI tools.

**Background**:

* Has seen many "education revolutions" come and go — smartboards, tablets, online learning — and knows that flashy tech often fades without meaningful results.
* Values human connection in the classroom: the subtle cues, the trust, the teachable moments that can't be measured by an algorithm.
* Worries that AI might replace important parts of learning with shortcuts and surface-level engagement.
* Believes history education is about wrestling with complexity, perspective, and bias — all things AI might struggle with.

**Attitudes Toward AI**:

* Skeptical but curious — willing to explore AI tools if they clearly support deeper learning without undermining student agency.
* Concerned about AI reinforcing historical bias or offering oversimplified narratives.
* Fears students might use AI to bypass critical thinking (e.g., asking ChatGPT to summarize the Civil War rather than grappling with different historical interpretations).
* Thinks AI could be helpful if used carefully — like to generate primary source questions or simulate debates — but insists it must *never* replace human judgment.