**My Goal Sheet:**

**To Build a Society that is Prepared for the Fourth Industrial Revolution: AI, Ethics, & Education**

**Central Issue:**

American society is reactive in nature. With short term politics, business practices, and social media, the culture breeds instant gratification. The onset of artificial intelligence (in the short term), climate change (in the mid-term), and resource depletion (in the long term), makes it imperative that America changes its culture to be more *proactive* than reactive. As a teacher, I have seen first hand the damage that this reactive tendency creates. Projections show that upwards of 20-30% of current jobs will be automated by 2030. With AI economic disruption only 5-10 years away, 7th grade and below students will be graduating high school within the midst of this technological revolution. But because of America’s reactive nature and its education system being deeply seniority based, the changes that need to occur to adapt to AI will take us, at minimum, 10-15 years to manifest. When I look at my 7th graders in the eyes I realize what my central focus has got to be. These changes need to happen much faster than that. If I can help speed that change up, even by just a few years, I know I will be helping students with being better suited for survival.

**Personal Needs:**

**Salary:** 48k w/benefits

**Location:** Commuting Distance From Denver (Exception - Washington DC)

**Peers:** Passionate Adults Driven to Create Systemic Change

**Work:** Public Speaking (2-3 Times Per Week), Presentation / Activity Creation, Autonomy, Team Building, Planning Meetings, Curriculum / Policy Creation

**Goals:** Raise Awareness, Spread Information, Prepare for AI, Coach Teachers to Teach AI & Ethics, Fix Archaic Education System (Grading, Testing), Improve Environmental Health (Inside & Out), Research Solutions, Run for Office

**K-12 Teaching Job Woes:**

My mentor teacher once said “you are largely a product of your environment.” He advised me to avoid the complainers that can sometimes plague the education industry and surround myself with positive people. I one hundred percent agreed with him and so I set out to do just that. But then we had a no drill shooting situation at Legacy High School and suddenly I started to see the education system itself as being an environment from which is unhealthy. Teachers and students compartmentalize this kind of trauma, I do not. I turn the trauma into a passion for wanting to help the system so that students and teachers of the future do not have to go through this and thus improve their environment. With a healthier environment we can create healthier people.

My observant nature causes me to feel frustration when seeing my peers (both the students and the teachers) in such heightened states of distress (instead of the productive counterpart that is eustress). I have grown a skill set that allows me to pinpoint the issues that are the cause of this. Standardized testing, minimal adaptation to the internet's effect on learning, unchanged grading systems, cultural treatment of educators, and mass shootings propagating anxiety, leads to a passionate drive in me to want to make positive change happen.

My love for kids has evolved into a frustration with the tedious nature of maintaining their attention, preventing them from acting out, and recognizing the time and energy required to manage a class of kids. I have not changed my love of kids, I have only recognized that the child care component of my job is not something I want to invest anymore of my valuable time. My time is valuable and I want to maximize that time towards accomplishing systemic change. I have also recognized that my impact, though profound on roughly 120 kids per year, does little to help other educators or other citizens of Colorado / US.

I am also an employee that has to follow state mandated rules to prepare students for the very testing system I would like to change. This is another thing teachers will compartmentalize in the 21st century so that they can keep their jobs. When I ask them what they think about this they reply with such a resounding conviction *against* the testing system. Yet they continue to go about their day, doing their job, and just accepting it as being something that will not change anytime soon. This was not the case in the 20th century, this is a 21st century phenomenon.

I know I can forge teams, work well with adults, and achieve my goals. It is time to move on and find a profession that allows me to fix these problems. I believe that a good place to start is with Artificial Intelligence and Ethics curriculum construction or advocacy. I know this because AI will propagate through the education system and can help solve many of the issues I have mentioned. With AI’s influence the system will be forced to change, I would simply like our students to get a head start. To change our society from a reactive society to a proactive one.

**Primary Goal #1: Incorporate K-12 AI Curriculum into Standards**

Silicon Valley experts have begun to voice their excitement & concerns over the rising prevalence and impact of Artificial Intelligence. When I started my career as a teacher, only two years ago, AI was not something that I considered would make a major impact on my passion for this job. But over the course of the last year I have researched the impact this technology has had and what it is capable of within only a matter of a decade (by 2030). Suddenly, when looking at my middle school students, I saw adults graduating high school in 2024-25. This led me to pursue a passion to educate students on Artificial Intelligence. Students from K-12 need to learn the fundamentals of AI as well as its impacts in order to prepare them for the fourth industrial revolution. Therefore my goal is to help build this curriculum, raise awareness about it, and advocate for why it must be incorporated into the national standards.

**Primary Goal #2: Reform Grading & Testing Format of Education**

For the last two years I have pursued an education in what it takes to be a teacher. The first year I was a student teacher, the second year I was in the trenches. I have observed well oiled, strongly funded, top scoring schools such as Fairview High School, and chaotic, unstructured, low scoring schools such as Lotus School for Excellence. Along the way I have become increasingly frustrated with education policy that works to put teachers / students in a choke hold. The archaic grading and testing system, whether through the traditional A-F system, or through the standards based “below-basic to Advanced” system, is not amply preparing students for the 21st century. The testing format does nothing to prepare students for the real world and the “cram-regurgitate-forget” problem is as real today as it has ever been.

I learned from my mother that to really understand something, you have to be able to teach content to someone else who does not understand. Yet when it comes to how students learn in schools today this practice is restricted largely to tutors or to the rare kid who *wants* to help his fellow students learn. The rest are stuck with proving they know what they know by tests. Testing creates a mentality of “cram-regurgitate-forget.” Students place tremendous value on getting good grades and thus they focus with heavy intent on doing well on tests. But once the test is done, the value disappears. This is a major problem that can be solved by transforming education from Kindergarten-High School into a place where teachers teach kids to teach each other and themselves. Self directed learning paths that are mediated by the teacher are then proven to work when the students stand up and teach their class.

Project based learning has begun to take off in schools across the nation. This movement could be seen as an attempt to solve the issues I mention above. However, these projects are often heavily premeditated by the teacher. The directions are lockstep and if a student deviates from the path too much they can be penalized. Students need to be able to be *uniquely* creative, engaging, and exciting. They must learn to *engage* their audience just like a teacher is told to do. My goal is to roll out and pioneer this concept across K-12 (especially important to start at K)

**Secondary Goal #1: Improve Quality of Life for Educators**

I have also witnessed teachers, whom work with such passion and care, face a society that undervalues their mission. This leads to high turnover and inhumane perceptions of a teachers ability level. My goal is to pursue a position within an organization or governmental role that will allow me to help solve these problems. I have an understanding of the “hidden agenda” of schools that I know more policy makers need to be educated on in order to make updated decisions for the modern day.

**Secondary Goal #2: Mediate Politicians at the State or Federal Level**

This is a long term goal of mine. I would like, either as a politician myself, or as a staff member within a capitol or state legislature building to be a mediator for political conversation. I recognize a problem within our political system of sharp polarization amongst the two parties. I would like to do everything I can to help bridge the gap and stabilize our government. We could create a governmental role that pulls together politicians and puts them into a classroom. I would then create activities, debates, and lessons for my “students” (the politicians) so they can eventually come to some agreement upon what needs to be done. I would like to create the same open environment that exists within schools but do so within the capitol. I believe there is a need to be met in this avenue yet am unaware of such a role existing.

[**Great Resource for Organizations with Jobs**](https://www.co-case.org/page/PeriodicTable_Orgs)

**Education Policy Initiatives I Would Like to Work On**

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| **Cultural / Political Problem** | **Policy Initiative /**  **Solution** | **Personal Level of Understanding / Jobs?** |
| **Archaic Grading System:** -Only Values Understanding of Rudimentary Content  -Separates student body into “smarts” and “dumbs”  -Does not value organization, team building, management, teaching skills | -Abolish letter and standards based grading system  **-Reform to focus on individual students strengths and weaknesses.** -Student content understanding is only a small part of the whole picture.  -Adapt to student needs  Coined:  **“Individualized & Adaptive Growth Mindset”** | Level of Understanding: |
| **Archaic Testing System:**  -The testing format of education has been around for 100s of years. During the industrial revolution it made sense to socially reproduce robotic citizens who could follow directions and respect authority (army, factory, office)  -Today students need to learn to become self sufficient, self driven learners. AI will demand that kids expand their creative capacities in order to become 21st century critical thinkers | -Abolish the standardized testing format of education  -Personalized AI learning algorithms can help students drive their own learning paths  -Students should be taught **how to teach themselves and their peers**  -Progress should be shown by students' ability to be **creative, engaging, and exciting**. Social jobs have the lowest likelihood of being automated  Coined:  “**The Three Pillars: How to Compete With AI**” | Level of Understanding: |
| **Project Based Learning:**  -Project based learning is put into a choke hold by the standardized testing format.  -Students gain deep knowledge of some subjects, and thus perform poorly on broadened, thin, tests | -Free students from the burden of testing and plunge our efforts entirely into projects. **Each student/group of students can then teach their findings to the class for 2-3 days at a time**  Coined:  “**Projects for a Purpose**” | Level of Understanding: |
| **Artificial Intelligence Projected to Replace 20-30% of American jobs by 2030:**  -Schools are not properly preparing students for this revolution  -Little to no schools in the entire nation have rolled out K-12 AI curriculum to help with this problem | -Foreign Language classes can be switched from mandatory to elective as AI translation tools become as common as glasses  -Environmental Science reduced to one semester to make room for AI class  -Computer science classes merge with social science classes to co-teach AI  Coined:  “**Aggressive Rollout of AI4K12 Curriculum**” | Level of Understanding: |
| **Spiritual Dilemma of Schooling:**  -Religious schools devote a great deal of time towards producing moral members of society. Public schools devote a great deal of time producing *effective* members of society  -Both systems are flawed and are in need of reform. Religious institutions indoctrinate a traditional set of values. Public schools lack hardly any set values |  |  |

**General Political Policy Initiatives I Would Like to Work On**

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| **Cultural / Political Problem** | **Policy Initiative /**  **Solution** | **Personal Level of Understanding / Jobs?** |
| **Abortion:**  - | [Link to good article](https://rewire.news/article/2019/05/20/four-ways-to-destigmatize-abortion-in-everyday-conversations/)  “One way to combat this is for health-care providers and sexual health educators to include abortion in discussions about reproductive and sexual health care.”  WeTestify |  |
| **Male / Female Wage Gap:**  - |  |  |
| **Toxic Social Media Exposure to Youth:**  - |  |  |
| **Data As a Right:**  - | -**Use copyright laws like intellectual property laws** that already exist for out personal data.  -We own the copyright to our data. We should be able to sell this information. |  |
| **Media Glorifies Harmful Material:**  - |  |  |