

Teacher Perceptions of Artificial Intelligence and Academic Integrity Survey (AI²-TPS)

Understanding Teachers' Perceptions of Artificial Intelligence and Academic Integrity

The widespread availability of generative AI tools has created challenges and opportunities for educational leaders, teachers, and students. These tools have the capacity to streamline teacher workflows and provide students with individualized opportunities to learn. Yet they can also be used in ways that undermine teacher expertise, inhibit students' learning, and violate expectations for academic integrity.

Drawing on research from the book *AI with Intention: Principles and Action Steps for Teachers and School Leaders* (2025), this survey explores teachers' beliefs and practices related to AI tools, academic integrity, and student learning.

The results from this survey can inform the development of policies, guidelines, and implementation plans related to staff and student use of AI tools, as well as policies and guidelines that support academic integrity and deter cheating.

Gain Insights by Measuring Key Factors

Part 1: Perceptions and Practices Related to Artificial Intelligence

Part one of the survey gathers important information about contextual factors related to teachers' beliefs about artificial intelligence. These include:

- AI Usage & Familiarity
- Perceptions of AI's Educational Value & Risks
- Knowledge of the Basic Form & Function of AI Tools
- AI Optimism/Pessimism

Part II: Perceptions and Practices Related to Academic Integrity

Part two of the survey gathers important information about contextual factors related to teachers' perceptions of how students are using – or misusing – AI tools. These include:

- Perceptions of Cheating & Academic Integrity
- Strategies to Support Academic Integrity
- Awareness & Support of Existing Academic Integrity Policies
- Detecting and Monitoring Cheating
- Perceptions of What Constitutes Cheating

Part III: Teacher Comments and Questions

Part three of the survey gives teachers the opportunity to provide open-ended responses related to:

- Effective practices or concerns about AI use
- Effective practices or concerns about academic integrity
- Questions about policy or professional development



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Survey Administration

The survey is designed to be administered to teachers in grades 5-12, and includes 34 Likert items, 15 brief scenarios related to academic integrity, and 3 open-ended items. The survey is administered through a password-protected online survey tool. Average response time for the entire survey is approximately 9 minutes.

What information will you gain from the survey and accompanying reports?

The reports provide school and district leaders with insights about staff members' perceptions, concerns, and professional learning needs as related to artificial intelligence and academic integrity. The results can inform the development of policies, guidelines, or implementation plans related to staff and/or student use of AI tools and strategies that support academic integrity and deter cheating.

How are the reports structured?

This report has been structured to provide:

- (1) Percentage of teachers responding to each Likert item for each survey question.
- (2) An overall summary of results for each of the nine contextual factors.
- (3) Comparative summaries (across schools, levels, and academic departments) of the percentage of teachers "Agreeing" or "Strongly Agreeing" on each item.
- (4) Qualitative analysis of the patterns and themes identified in the open-ended responses.
- (5) A summary of school-specific recommendations related to policy development or professional learning related to intentional uses of artificial intelligence that support effective teaching and learning.
- (6) A summary of school-specific recommendations related to policy development or professional learning to support academic integrity.

Pricing

Fee: \$1,500 per school

Optional Services: 1 Hour Webinar to review survey results; \$250 per school per administration of the survey.

Annual administrations to monitor changes in staff perceptions are available at a reduced rate.



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