



Educator Preparation AI Confidence Scale (EPAIC)

Purpose:

This short survey helps understand how confident educator preparation professionals feel about using artificial intelligence (AI) tools to plan, teach, and improve their programs.

Response Scale:

1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree 4 = Somewhat Agree 5 = Agree 6 = Strongly Agree

1. I am confident in my ability to integrate AI tools into my professional practice / instruction.
2. My district/university/institution currently has guidelines or recommendations regarding responsible AI use.
3. I am confident in my ability to contribute practice insights into my district/university/institution's guidelines or recommendations.
4. I can use AI tools to help design coursework, syllabi, or assignments that align with program standards and learning outcomes.
5. I am able to use AI to generate alternate explanations, examples, or instructional resources when candidates need additional support.
6. I am confident in using AI to personalize or differentiate learning experiences for teacher candidates with diverse needs or teaching contexts.
7. I can use AI analytics or feedback tools to evaluate candidate learning and adjust program content accordingly.
8. I can use AI to create authentic performance assessments or simulations that mirror real-world teaching challenges.
9. I am confident in using AI to design or redesign components of our program for greater equity, access, and innovation.
10. I can establish clear expectations and guidelines for ethical and appropriate use of AI among faculty, mentors, and candidates.
11. I am confident in my ability to identify and mitigate potential bias or inaccuracy in AI-generated materials.
12. I can model responsible and transparent AI use for candidates and colleagues.
13. I can guide others in protecting privacy and data when using AI tools in coursework or field placements.



14. I feel confident integrating AI tools into existing systems (e.g., LMS, data dashboards, candidate observation tools) without compromising integrity.
15. I can communicate my expectations clearly about how and when AI tools should be used in program activities.
16. I can collaborate with colleagues to co-design or pilot AI-supported program components (e.g., observation rubrics, advising systems, recruitment tools).
17. I can help faculty, mentors, supervisors, or teacher candidates strengthen their AI literacy and comfort with AI tools.
18. I am able to work jointly with institutional partners (IHEs, LEAs, or agencies) to identify AI tools that enhance clinical practice design.
19. I am confident in communicating with program leadership and accreditors about responsible AI adoption.
20. I can help stakeholders (e.g., cooperating teachers, mentor coaches, district partners) feel comfortable engaging with AI-enhanced program tools.
21. I can collaborate with other professionals (e.g., IT, data analysts, instructional designers) to ensure AI use aligns with program goals.
22. I am confident in informing colleagues about ethical, legal, and policy considerations related to AI in educator preparation.
23. I am confident in using AI to analyze program data (e.g., candidate outcomes, feedback, placement data) to guide program improvement and decision-making.

Note: Participants rate their level of agreement on a six-point Likert-type scale (1 = strongly disagree, 2 = disagree, 3 = disagree somewhat, 4 = agree somewhat, 5 = agree, 6 = strongly agree). Higher scores indicate greater self-efficacy in applying AI to teacher preparation program design, implementation, collaboration, and improvement.