TECHNOLOGY

The Teaching Underneath

A LEVER Framework white paper on skill formation, the digital divide, and appropriate use of technology in the AI era

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One gold line runs at the same height on every page. Above it sits what the public debate can see: devices, phones, policies, surveys. Below it sits what decides the outcome: the teaching. Every figure in this paper cuts through that line.

Contents

Every citation in this paper was checked against the publisher's record or the primary document in September 2026. Photographs of real people appear with credits on the closing page.

EXECUTIVE SUMMARY

American education has never implemented technology well, and the phone bans are the same mistake from the other side.

For twenty years we bought devices and software without changing the teaching underneath them, and the evidence says it made no difference. Now we are removing devices without changing the teaching underneath them, and the evidence so far says that will make little difference either. The variable was never the hardware. The variable is what teachers ask students to do.

The LEVER Framework is my answer to the teaching underneath. It is the pedagogy that decides whether any skills list produces a creator or a dependent, and it now carries a never-skilling safeguard: the learner's unaided attempt comes first, AI arrives as an adversary before it arrives as a collaborator, and the proof of learning is an artifact and a recorded walkthrough.

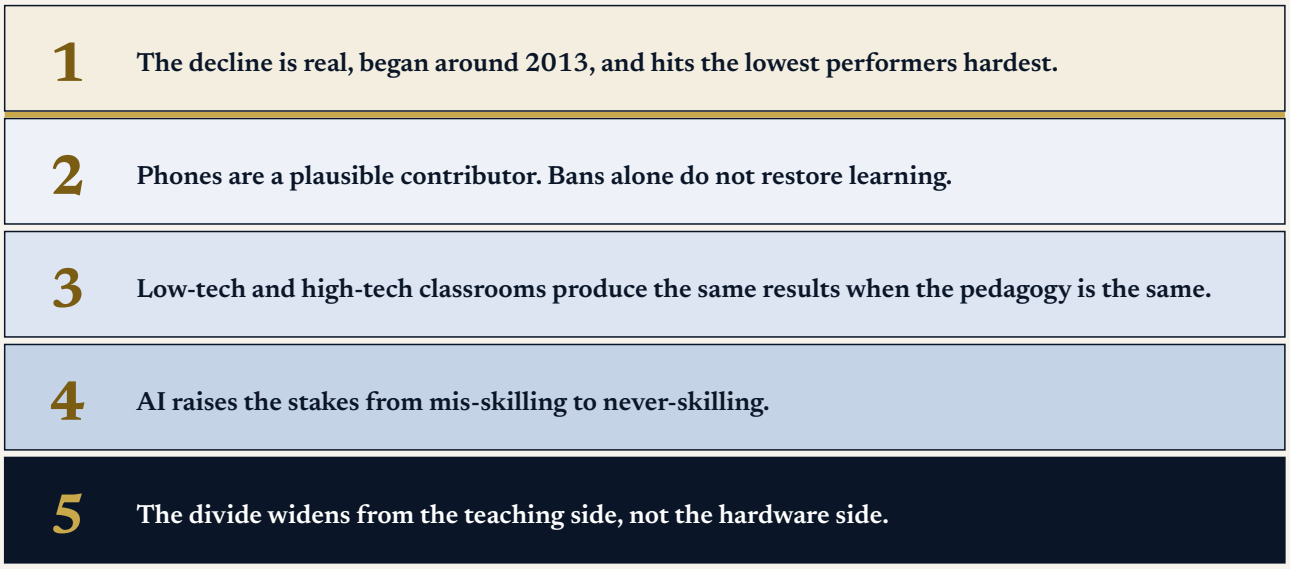


Figure 1 The five findings, from the visible decline at the surface to the teaching underneath at the base. Sources: National Assessment Governing Board 2025; Education Scorecard 2026; OECD 2015 and 2024; Ke et al. 2026; IES 2024.

SECTION 1

The moment we are in

The 2024 Nation's Report Card for twelfth grade, released September 9, 2025, is the lowest ever recorded in both mathematics and reading. Twenty-two percent of seniors reached Proficient in mathematics, down from 24 percent in 2019. Forty-five percent scored below Basic in mathematics, the highest share ever. Thirty-five percent reached Proficient in reading, down from 37, and 32 percent scored below Basic. Scores fell at every percentile except the ninetieth.

The May 2026 Education Scorecard, from Harvard's Center for Education Policy Research, Stanford's Educational Opportunity Project, and Dartmouth, compared roughly 35 million students in grades 3 through 8 across a decade. Reading is down in 83 percent of districts and mathematics in 70 percent. One district in three lost a full grade level in reading. The authors call the period since 2013 a learning recession and note that the annual loss in reading before the pandemic was as large as the loss during it.

Two events coincide with 2013: the easing of federal test-based accountability, and the arrival of smartphones and social media in children's lives. The long-term trend data released in June 2026 showed 13-year-olds reading no higher than in 1971, the first year the exam was given.

45%

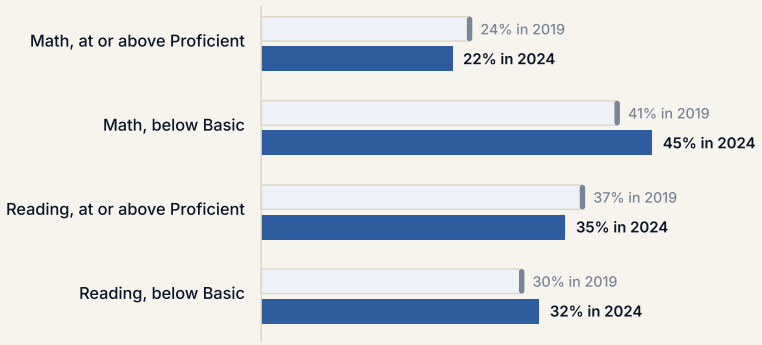
of twelfth graders below Basic in mathematics, 2024, the highest share ever recorded

83%

of districts read lower in 2025 than in 2015

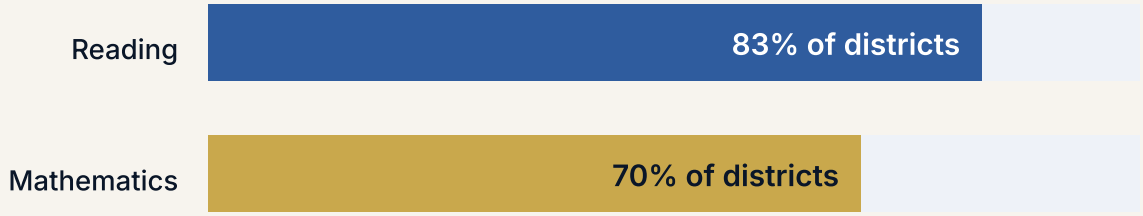
1971

the last time 13-year-olds read at today's level



Share of twelfth graders. Source: National Assessment Governing Board, September 9, 2025.

Figure 2 Twelfth grade, 2019 to 2024. Proficiency fell in both subjects and the share below Basic rose to the highest levels ever reported. Source: National Assessment Governing Board, September 2025.



Districts scoring lower in 2025 than in 2015, roughly 35 million students in grades 3 to 8. Source: Education Scorecard, May 2026.

Figure 3 Reading is down in 83 percent of districts and mathematics in 70 percent compared with 2015. Source: Education Scorecard, May 2026.

What the phone research says

The public story is that a Harvard study proved phones caused the decline. The evidence is a convergence, not a study. Jean Twenge's June 2025 congressional testimony documents that eighth-grade scores began declining after 2012. Martin West of Harvard, who co-leads the NAEP governing board, has said the timing raises questions and that research has yet to establish a direct link. Thomas Kane names social media alongside the end of accountability as the two events that coincide with 2013.

Skeptics point to a mismatch: the steepest declines came among the lowest achievers, disproportionately poor, Black, Hispanic, and male, while early smartphone and social media adoption concentrated among middle-class girls. The strongest causal evidence on bans comes from Spain, where Beneito and Vicente-Chirivella (2022) found reduced bullying in two regions that banned phones in 2015 and, in Galicia, PISA gains equal to most of a year of learning in mathematics and science.

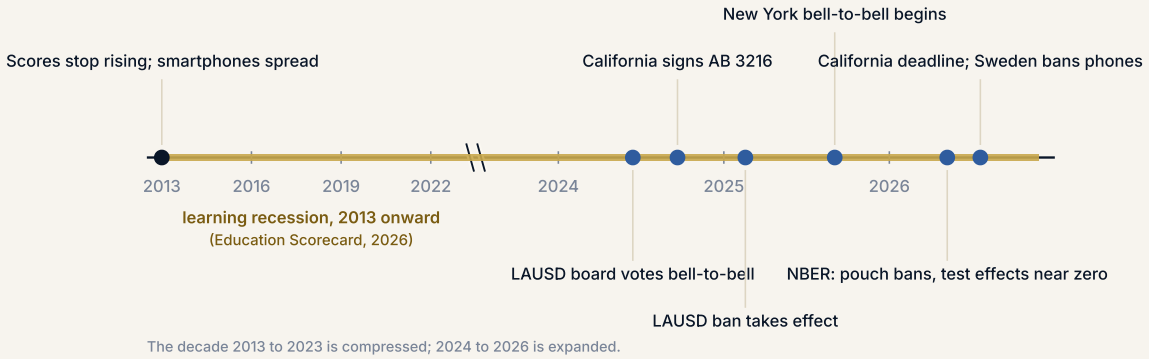


Figure 4 The ban wave arrived a decade after the decline began. The largest national study of pouch bans, from the National Bureau of Economic Research in 2026, finds average test-score effects near zero, modest gains in high school mathematics, and small losses in middle school.

Los Angeles. The board voted 5 to 2 in June 2024; the ban took effect February 18, 2025. At one year, teachers describe less distraction and more talk, uneven enforcement at lunch and passing periods, and no district-wide evaluation.

New York. Bell-to-bell from September 2025. The governor's June 2026 survey of 585 respondents reported 80 percent seeing positive results and 76 percent seeing better behavior, and the governor acknowledged there is no academic data yet. The state's largest teachers union now asks about the other screens, and about AI.

California. Every district adopted a policy by July 1, 2026 under the Phone-Free Schools Act. It covers personal phones, and what it means depends on the district. A statewide bell-to-bell bill was narrowed to exempt high schools and held in committee in August 2026.

The world. Sweden, once the model of the all-digital classroom, now guarantees printed textbooks by law and bans phones from July 2026. The pattern in every jurisdiction is the same: the policy is about the device, the surveys measure behavior, and nobody has measured whether what students do all day changed.

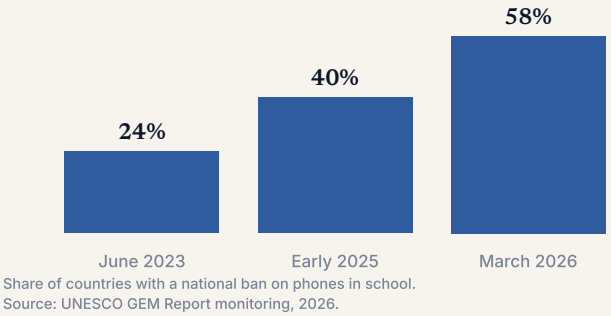


Figure 5 National phone bans spread from 24 percent of countries to 58 percent in under three years. Source: UNESCO GEM Report monitoring, 2026.

TRY THIS MONDAY

In the first week with phones locked away, list what students made. Then list what else changed in the room. If the second list is longer, the policy did its job and the teaching has not started yet.

SECTION 2

What the evidence says about technology and learning

> *Low-tech and high-tech classrooms produce the same results when the teaching is the same. The device is a multiplier. Multiply zero and you get zero, on paper or on glass.*

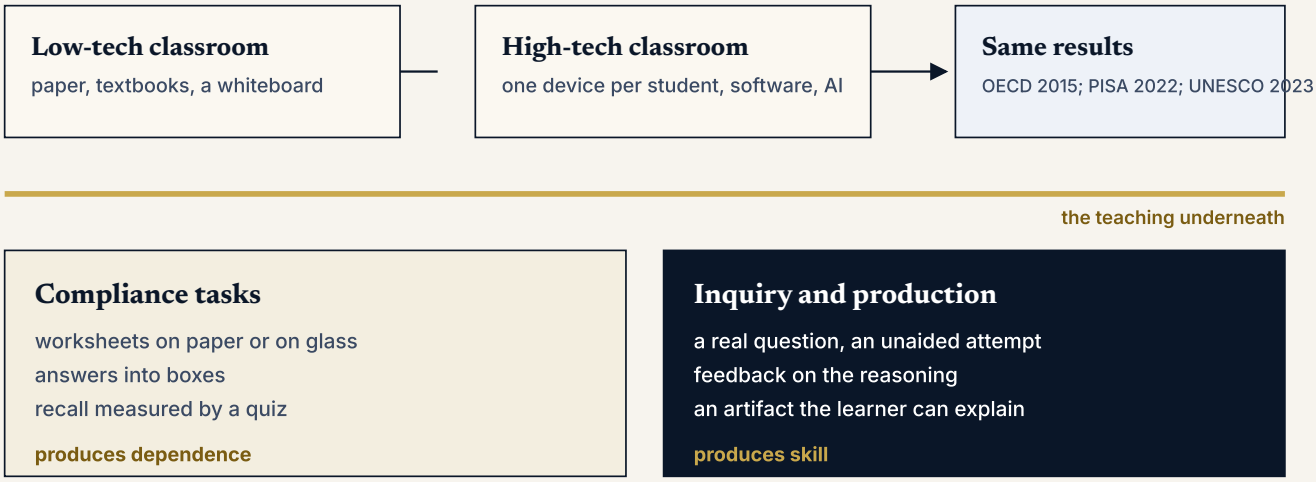
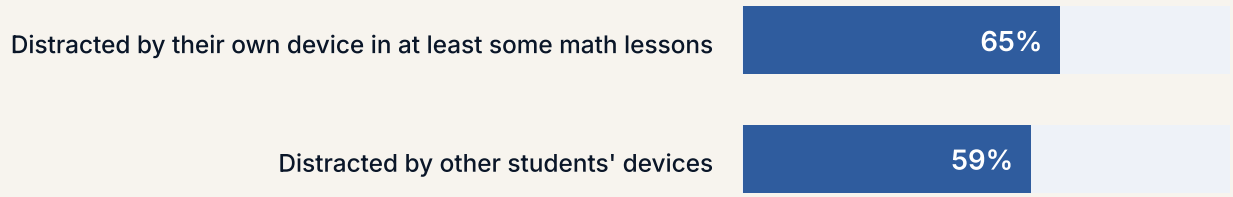


Figure 7 The same finding from three directions: the OECD in 2015 and again in PISA 2022, and UNESCO in 2023. Above the line the hardware differs; below the line the teaching decides.

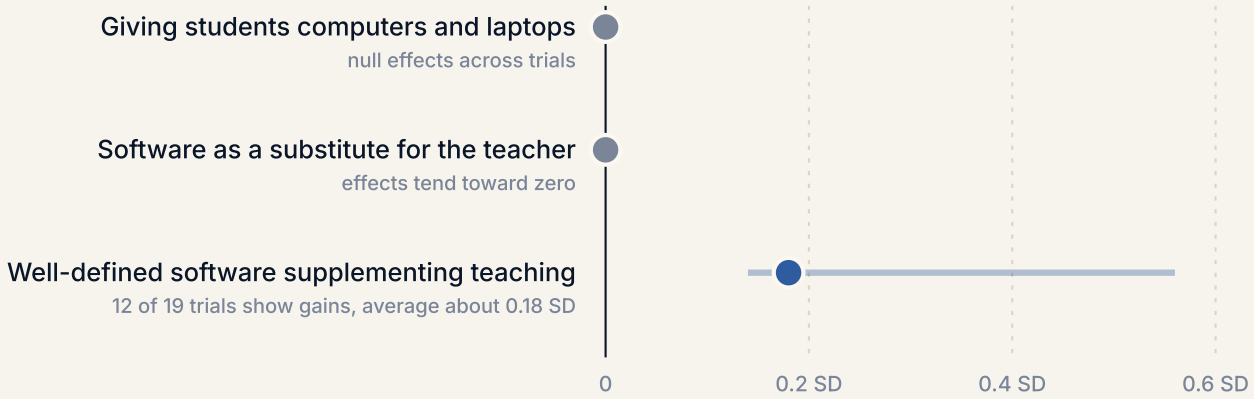
OECD (2015), Students, Computers and Learning. Students who use computers moderately at school do somewhat better than those who rarely use them; students who use them very frequently do much worse, even after controlling for background; and the countries that invested most heavily saw no appreciable improvement in reading, mathematics, or science. The report's own conclusion: exposure does not improve digital literacy, teaching does.

UNESCO (2023), Technology in Education: A Tool on Whose Terms? Across more than 200 systems, benefits disappear when technology is used in excess or without a qualified teacher. Distributing computers does not improve learning on its own. In the United States about two-thirds of software licenses went unused, and one analysis judged 85 percent of some 7,000 tools costing $13 billion a poor fit or badly implemented.



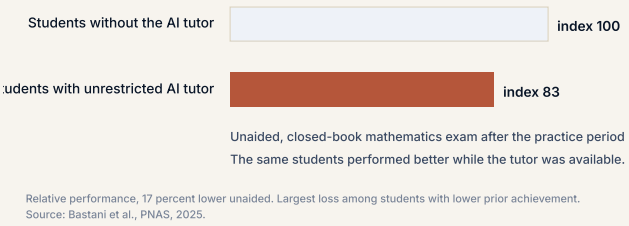
Fifteen-year-olds across OECD countries; the second group scored 15 points lower in mathematics. Source: OECD, PISA 2022.

Figure 8 Distraction is measurable, and so is the remedy: teachers with professional development in using technology for instruction reported fewer distracted rooms. Source: OECD, PISA 2022 and PISA in Focus 124.



Effect on test scores, experimental studies. Source: Escueta, Nickow, Oreopoulos and Quan, 2020.

Figure 9 The largest experimental review in developed countries. Handing out devices did nothing; well-structured software supplementing a teacher helped, chiefly in mathematics; software substituting for the teacher tended toward zero. Source: Escueta et al., 2020.



Relative performance, 17 percent lower unaided. Largest loss among students with lower prior achievement. Source: Bastani et al., PNAS, 2025.

Figure 10 The same tool, two designs. Unrestricted access produced better assisted practice and a 17 percent lower unaided exam score; a version with guardrails did not show the harm. Source: Bastani et al., PNAS, 2025.

Four decades of this pattern have a name. Cuban called it *Oversold and Underused* in 2001; Reich called it *Failure to Disrupt* in 2020. Toyama called technology an amplifier of whatever human capacity is already present. I used that thesis in my dissertation to explain why inquiry, not devices, is what students in marginalized schools are denied.

TRY THIS MONDAY

Take one screen task and one paper task from this week. Write the verb in each. If the verbs match, the device is decoration; redesign the task first.

SECTION 3

From mis-skilling to un-skilling to never-skilling

> *Never-skilling is what happens when a student who was never asked to think meets a machine that will do it for them.*

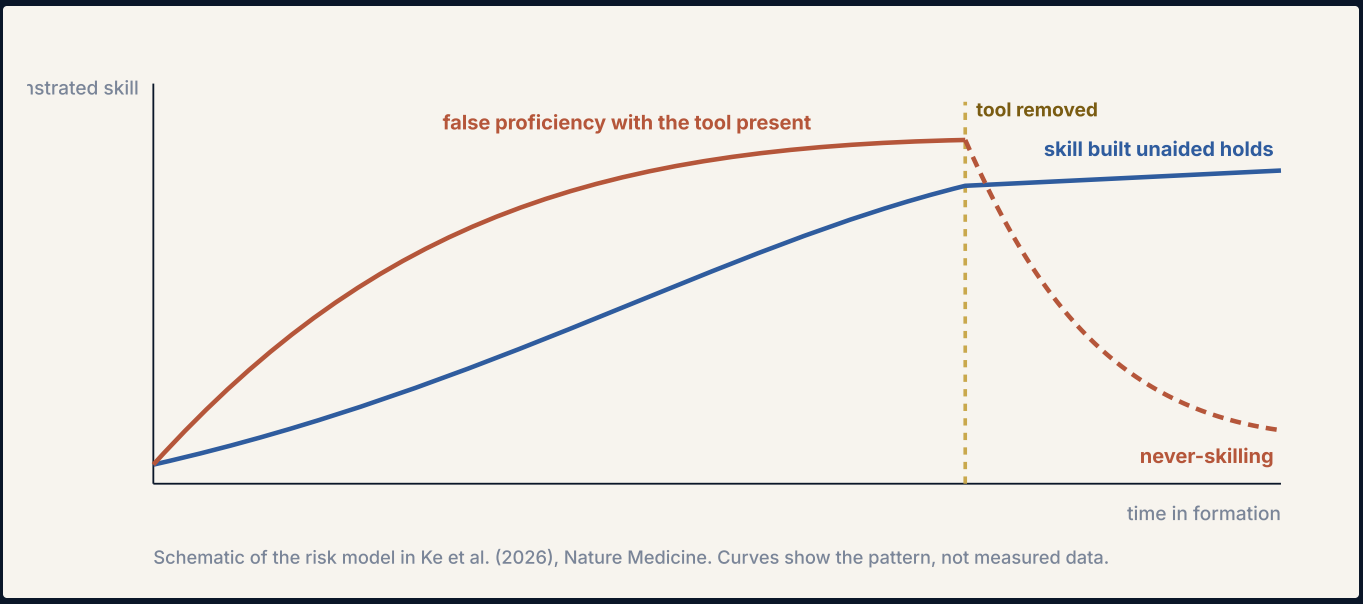


Figure 11 The risk model from Ke et al. (2026): performance propped by a tool in answer-delivery mode looks high while the tool is present and falls when it leaves. The authors call the high plateau false proficiency.

In May 2026, sixteen physicians and scientists from Duke-NUS, Harvard, University College London, King's College London, and Tsinghua published a perspective in *Nature Medicine* that gives education the vocabulary it has been missing. **Deskilling** is an established skill degrading from disuse. **Mis-skilling** is wrong or biased output accepted uncritically and absorbed into how the learner reasons. **Never-skilling** is the skill never being built, because the tool substituted for the effort that builds it.

The central distinction is between answer-delivery mode and learning mode. In their words, a copilot is only useful if trainees first learn how to be pilots. They are careful to present never-skilling as a risk model rather than an established phenomenon, because the longitudinal studies do not yet exist. The theory it stands on is settled: desirable difficulties, deliberate practice, cognitive load and schema construction, and productive failure.

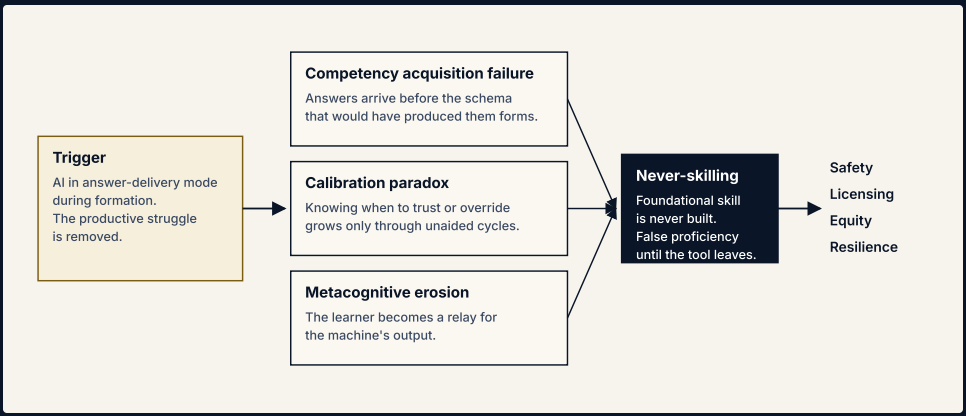


Figure 12 The proposed pathway: one trigger, three mechanisms, one outcome, four consequences. All three mechanisms are hypotheses the authors ask the field to test. After Ke et al., 2026, Figure 1.

Answer-delivery mode

risk of never-skilling

- **Delivers the conclusion** no explanation required
- **Removes cognitive effort** from the task
- **Looks adequate during use** independent performance impaired
- **Deployed in the workflow** the tool is the assistant

Learning mode

the mode that builds skill

- **Asks Socratic questions** the learner reasons
- **Adds deliberate friction** durable schemas form
- **Slower at first** stronger retention and transfer
- **Deployed in practice** simulation, cases, feedback

Figure 13 The risk is the mode, not the tool. Answer-delivery mode is appropriate in a clinical workflow and corrosive during formation. Learning mode is where skill forms. After Ke et al., 2026, Table 2.

Two things make AI different from the imaging, records, and calculators that raised earlier alarms. Those tools shifted the type of cognitive work and preserved its presence; AI can execute the entire reasoning chain, which is a substitution. And timing: earlier over-reliance was documented in trained clinicians, while AI is available from the first day of training, before any reasoning architecture exists.

Some dependencies are rational delegation. Surgeons trained after laparoscopy were never taught to operate without it. The question is which skills must be held independently, and the authors' provisional answer is anything foundational to safety in every setting, including the settings where the tool is absent or wrong.

The failure that came before AI

For a decade, technology in most American classrooms delivered the same worksheet on a screen. That is mis-skilling by design: students learned that a device is a place where answers are typed into boxes. COVID taught us the rest. Students proved fluent with media and helpless with the machines the workplace runs on. They live on mobile. They cannot manage a file system or compose in a spreadsheet.

That is where teachers moved from mis-skilling our students to un-skilling them. Not because teachers failed to adopt the newest technology. Because they were never teaching for this era in the first place. Inquiry is the skill of the era, and inquiry is what was withheld. I will say plainly what others say politely: a laziness settled over the system in the last several years, an acceptance of compliance in place of thinking, and the phone became a convenient thing to blame for a decline that started at the front of the room.

AI in answer-delivery mode completes the sequence.

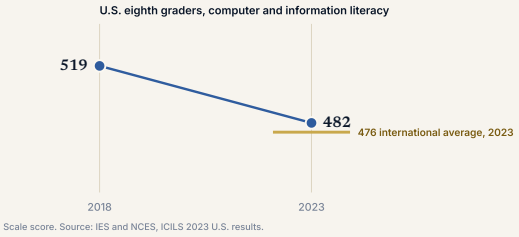


Figure 14 The digital natives assumption fails on measurement. American eighth graders' computer and information literacy fell 37 points between 2018 and 2023; only about half of eighth graders internationally reach the level that shows an understanding of computer basics. Source: IES, ICILS 2023.

TRY THIS MONDAY

Give one task unaided, then the same task with AI. Students mark every change the tool made and explain each one in a sentence. The explanations are the assessment.

SECTION 4

The digital divide, at every level

> *Equal access, equal tool, unequal formation.*
> *Never-skilling is a divide with a mechanism.*

Figure 15 The divide is a stack of gaps, and each one predicts what AI does next. Van Dijk's four access types, Hargittai's second level, van Deursen and Helsper's third level, and a candidate fourth: formation under AI.

Van Deursen and van Dijk's 2026 second edition, *Digital Skills: Key to the Smart Society*, names seven core skills for a world of platforms, agents, and smart devices: choosing, operating, and navigating the medium; locating and evaluating, communicating, creating, and applying content strategically. Strategic media choice comes first because skill now begins before use, in deciding which agent to bring to a goal.

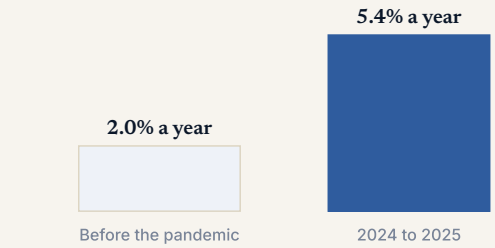
Never-skilling sits in the content skills, in the usage gap, and in the third-level outcome. Answer-delivery AI leaves the operational skill intact, so the student can drive the tool, and hollows the information and strategic skill, so the student cannot reason to the answer or judge the output. Bastani's finding that the lowest-baseline students lose the most is van Dijk's stratification thesis inside a single classroom. Van Laar and colleagues (2019) give the order of protection: information and communication skills come first, so they are protected hardest.

My prediction

The divide is going to widen, and not for the reason the ban advocates think. It will widen because most teachers are not teaching for this era, and no device policy changes that.

Three groups will win again: affluent public schools, where inquiry and project work survive because parents demand them; private schools, for the same reason and with smaller classes; and homeschooling families with the time to let children experiment with information and technology at a high level. Those children are being taught to use technology as creators, with an adult beside them.

Everyone else gets what they got before: compliance tasks, now with the phones locked up. The teachers who used technology for worksheets will go back to paper worksheets, because that is all they were doing with it. The creative teachers will still be creative, on any medium, and will still raise our students up. Low tech, high tech, same results. The teaching underneath accelerates or stifles.



Annual growth in homeschool enrollment; ten states at record highs. Source: Johns Hopkins Homeschool Hub, January 2026.

Figure 16 The fastest-growing sector in American education: homeschooling grew 5.4 percent in 2024 to 2025, nearly three times its pre-pandemic rate, with ten states at record enrollment. Source: Johns Hopkins Homeschool Hub, 2026.

TRY THIS MONDAY

Tally one class by access type, motivational, material, skills, usage, with no names on the page. Decide what the room protects first. That is the first line of your equity plan.

SECTION 5

The frameworks, local to international, and the rows they leave open

Every major body has now published a framework for digital or AI competence. They converge on what students should be able to do. None answers the question this paper is about: what the teacher does underneath.

ISTE Standards for Students

UNITED STATES, ALL 50 STATES

Seven roles since 2016, version 4.02 in 2024: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, Global Collaborator. In 2026 the renamed International Society for Transforming Education added a Profile of an AI-Ready Graduate with six roles.

The strongest teacher-facing standards in the field. Still a role list; nothing sequences when AI enters a learner's formation.

UNESCO AI Competency Frameworks

GLOBAL, 2024

Students: 12 competencies across human-centred mindset, ethics of AI, AI techniques and applications, and AI system design, at understand, apply, and create levels. Teachers: 15 blocks across five aspects including AI pedagogy. Only 15 countries had AI objectives in national curricula by 2022.

The only framework with an explicit AI pedagogy strand and a human-rights foundation. Silent on formation under substitution.

OECD and European Commission AILit

INTERNATIONAL, JUNE 2026

Four domains, Engage, Create, Manage, Shape, 19 competences, 57 learner expectations, 57 classroom scenarios in seven languages. Feeds the PISA 2029 innovative domain and the EU AI Act's literacy obligation.

The most complete student map available and the one most likely to be measured. Its sequence permits an AI-free foundation without requiring one.

UAE K-12 AI Curriculum

NATIONAL, 2025 TO 2026

AI as a subject for every public school student, kindergarten to grade 12, about 300,000 students, in seven areas from fundamental concepts to innovation and project design and policies and community engagement, taught inside the existing computing course by the same teachers, with a 22,000-teacher development program.

The only national curriculum at this scale, and the only one that budgeted teacher development at the same moment. Having worked inside Abu Dhabi's reform, I read it as the state doing what American districts ask individual teachers to do alone.

The American state and district policies in Section 1 are device policies, and none is a learning framework. New York's union is now asking the question a learning framework would have asked first: what about the other screens, and what about AI? Sweden is the one system that paired its device decision with a curriculum decision, in textbooks, staffed libraries, and analogue early years.

The skills evaluation

Every framework agrees on the list. The three rows at the bottom are nearly empty: what the teacher does underneath, when AI may enter a learner's formation, and how to prevent false proficiency. Those rows are the difference between a skilled graduate and a dependent one.

TRY THIS MONDAY

Open your district's AI framework and find the sentence that says when AI may enter a learner's formation. If it is missing, write it.

Skill or domain	van Deursen and van Dijk 2026	van Laar et al. 2017	ISTE Students 4.02	UNESCO Students 2024	OECD and EC AILit 2026	UAE 2025
Choosing whether and which tool to use	●		●	●	●	●
Operating and navigating the medium	●	●		●	●	●
Finding and judging information	●	●	●		●	●
Communicating and collaborating	●	●	●		●	●
Making something new	●	●	●	●	●	●
Applying to a real goal	●	●	●		●	●
Ethics, rights, and consequences	●	○	●	●	●	●
The divide mechanism and equity by design	●	●		○	○	○
THE THREE ROWS EVERY FRAMEWORK LEAVES OPEN						
What the teacher does underneath	○		○	○		○
When AI may enter a learner's formation	○				○	
Protection against false proficiency						

● names the skill ○ touches it ◌ open

The open rows are LEVER, Section 6

Figure 17 Six frameworks against eleven rows. Filled marks show where a framework names the skill; hollow marks where it touches it. The gold rows are the three questions every framework leaves open. Sources: van Deursen and van Dijk 2026; van Laar et al. 2017; ISTE 2024; UNESCO 2024; OECD and EC 2026; UAE 2025.

SECTION 6

LEVER: the teaching underneath

> *LEVER is a communal systems pedagogy. Better outcomes emerge from designed environments and networked feedback, and from what a teacher asks a student to do before any tool enters the room.*

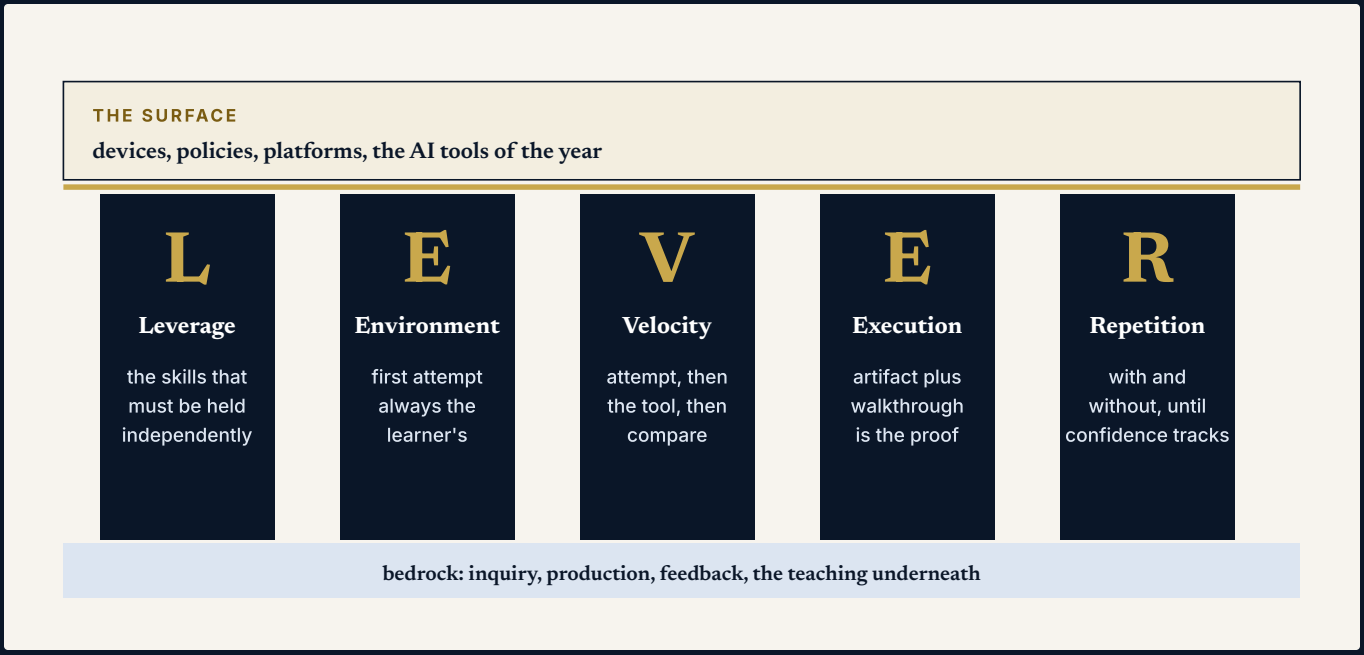
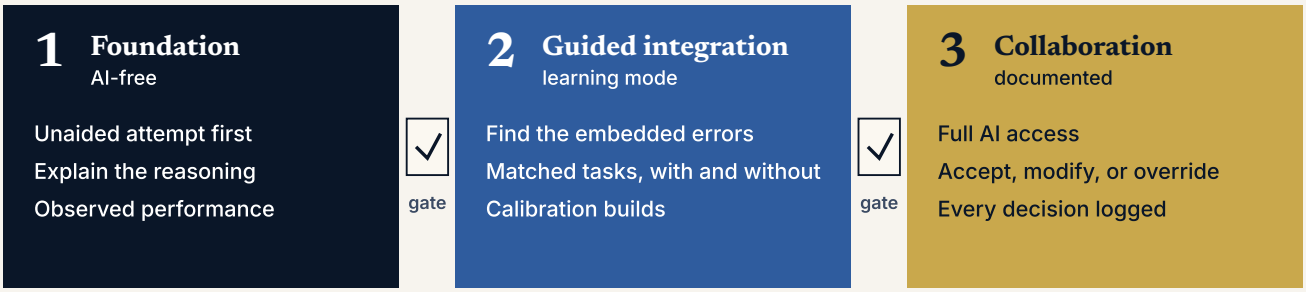


Figure 18 Five dimensions hold the surface. Leverage names the skills that must be held independently. Environment makes the first attempt the learner's. Velocity keeps the struggle inside the loop. Execution proves learning with an artifact and a walkthrough. Repetition builds calibration with and without the tool.

LEVER synthesizes systems thinking (Meadows), social learning (Bandura), experiential learning (Kolb), backward design (Wiggins and McTighe), and deliberate practice (Ericsson), the same deliberate-practice root that Ke and colleagues stand on. It is my framework, developed across twenty years in K-12, higher education, government, and corporate learning on three continents, and it is the property of Alexandria's Design and Doc Martins.

Equity is an environmental variable in LEVER, not a student deficit to remediate. Van Dijk's four access types become the diagnostic. The learners with the least prior access get the strongest protection, not the most shortcuts. A design that speeds the advantaged and hollows the rest has reproduced the divide with better graphics.



Progression requires documented competency at each gate. After Ke et al., 2026, Figure 2, as adopted in LEVER.

Figure 19 The never-skilling safeguard now built into every LEVER experience: foundation without AI, guided integration in learning mode, then documented collaboration, with a gate between each. After Ke et al., 2026, Figure 2.

Foundation, AI-free. The learner builds the position, model, plan, or draft first. AI may generate the case, play the stakeholder, or hold up a flawed argument. It never hands over the conclusion the learner is there to build. Competency is demonstrated by explaining the reasoning, observed and recorded.

Guided integration, learning mode. The learner receives AI output seeded with expert-validated errors and must find, explain, and correct them. Matched tasks with and without the tool are compared side by side. Calibration, the judgment of when to trust, question, or override, is built in this phase and in no other.

Collaboration, documented. The learner works with full AI access and logs every recommendation accepted, modified, or overridden, with the reason. The walkthrough carries the log.

SECTION 6

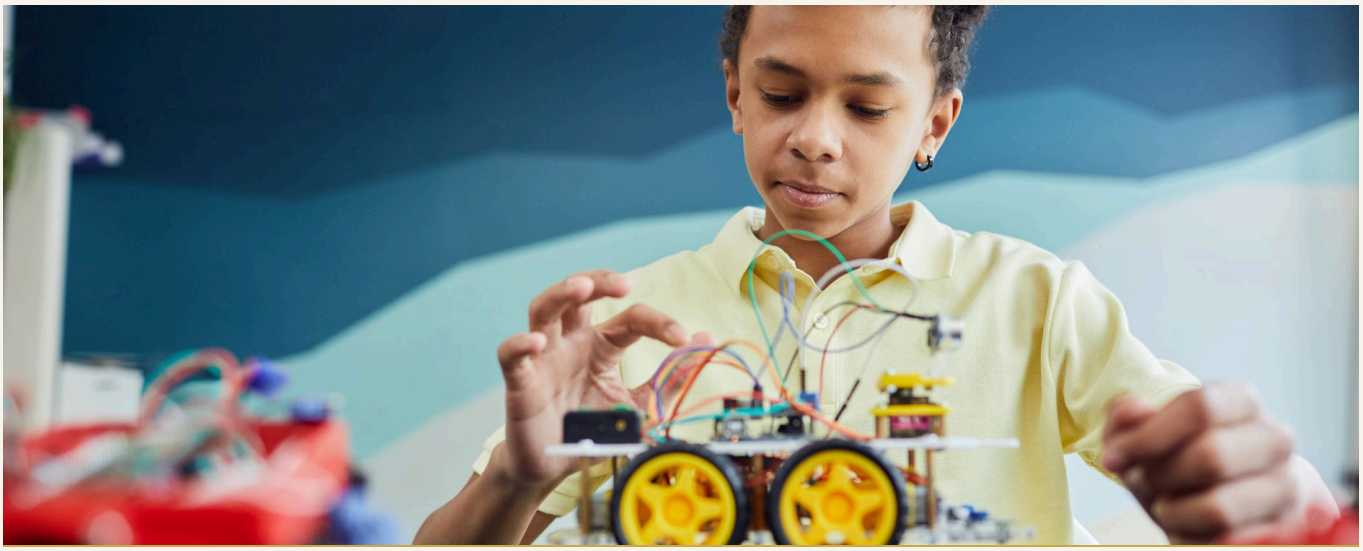
Monday's task: one unit, one page

Name the unit on the top line. Mark each row with a pen and write the one change you will make. Then record two minutes explaining your marks to a colleague. The page is a one-task pedagogy policy, and the recording is the walkthrough.

UNIT _____

Leverage	Which skills in this unit must students hold without any tool?	○ YES	○ PARTLY	○ NOT YET
Environment	Do students produce their own first attempt before any AI output is visible?	○ YES	○ PARTLY	○ NOT YET
Velocity	Do students compare an unaided attempt with a tool-assisted one and record the difference?	○ YES	○ PARTLY	○ NOT YET
Execution	How is learning proved in this unit? Mark where you are now and where the unit will be.	○ UNAIDED	○ REFERENCE ONLY	○ ADVEI
Repetition	Do students repeat matched tasks with and without the tool until confidence tracks unaided performance?	○ YES	○ PARTLY	○ NOT YET

Two or more marks in a right-hand column mean the unit is running in answer-delivery mode, whatever the technology plan says. Execution: mark where the unit is now and where it will be by the end of the term.



The third space

Gutiérrez (2008) describes a third space, a collective zone in which the everyday knowledge students bring and the academic knowledge schools value meet and produce something neither could alone. Duncan-Andrade (2009), a teacher and school leader in East Oakland, calls the disposition that sustains such spaces critical hope, and takes his image from Tupac Shakur's rose that grew from concrete: the tenacity to reach the sun through the crack.

Both are Northern California scholarship, and both describe what LEVER's Environment dimension is for. The third space is where a student becomes a creator within the technology rather than a consumer of it. It does not appear on a device policy. It has to be built.

> *We will rise from this concrete. Our students will find a way, because they always have. The question for leaders is whether the school will be the crack they grow through or the slab they grow around.*

TRY THIS MONDAY

Find the one room in your building where students already make things with technology beside an adult who can. Put it on the board agenda by name. Fund it where the divide is deepest, and give it hours after the last bell.

SECTION 7

What I am asking of leaders

Locally, the California policies are written and the 2026 to 2027 school year is the window to attach a pedagogy plan to each one before the next NAEP release in early 2027. Nationally, the governing board has asked for data on the academic effects of bans; districts should be ready to show what they taught, not only what they confiscated. Internationally, the OECD framework will be measured in PISA 2029, and systems that protect formation now will look different in that data.

1 Educate parents

Pair every phone policy letter with a plain statement of what students will be asked to do with their attention now that they have it back.

2 Educate teachers

Fund the teaching underneath. Inquiry-based, project-based, performance-assessed practice is a skill set, and most teachers were never taught it. The UAE budgeted 22,000 teachers at the moment it wrote its curriculum.

3 Build third spaces

After-school, in-school, community, and online spaces where students make things with technology beside adults who can. Fund them where the divide is deepest.

4 Pair every device policy with a pedagogy policy

A ban without a curriculum is a quieter room with the same worksheet. Match each restriction on personal devices with a statement of the inquiry and creation students will do on school devices.

5 Protect formation

Adopt the three-phase sequence in every grade band and write it into technology plans and procurement, so no tool reaches students in answer-delivery mode during initial skill formation.

6 Assess performance, not recall

Replace the quiz with the artifact and the walkthrough. A score earned with a tool available measures the tool. A student explaining how they built something measures the student.

7 Measure with performance tests, not surveys

New York's 80 percent is a survey of adults about their own policy. Measure students' unaided and assisted performance on the same tasks, the way digital skills have been measured for twenty years.

TRY THIS MONDAY

Add one paragraph to the phone letter that goes home: what students will do with their attention now that they have it back. Name the projects.

SECTION 8

What this paper claims, and what it does not yet know

> *The argument stands on verified records. Its limits are stated here so that a reader can weigh it, and so that the next study knows where to look.*

The phone question

There is no single Harvard study proving phones caused the decline, and the scholars closest to the data say the causal link is not established. This paper treats phones as a plausible contributor.

The ban surveys

The New York and Los Angeles results are self-reports from the adults who implemented the policies. No academic outcome data exists yet for either.

Never-skilling

Never-skilling is a risk model. The longitudinal studies that would confirm it in students have not been conducted. The Bastani trial is the strongest direct evidence, one study in one subject.

Same results

The same-results claim summarizes an inverted-U pattern in PISA data and null effects in experimental access studies. It is a well-supported generalization, and it is stated as one.

The prediction

My prediction about who wins is a prediction. I have named the mechanisms. Time will tell the size.

The companion

The question of who gets to become a pilot belongs beside my manuscript on techno-neoliberalism and AI governance. The two papers share a bibliography and a claim.

SECTION 8

Where this argument belongs

Candidate outlets, grouped by the conversation each one hosts.

Peer review, education and technology
Learning, Media and Technology; British Journal of Educational Technology; Computers & Education; TechTrends; Journal of Research on Technology in Education; New Media & Society; Educational Researcher.

Peer review, leadership and policy
Journal of Educational Leadership and Policy Studies; Educational Policy; Education Policy Analysis Archives; Journal of Educational Change; Teachers College Record.

Practitioner and leadership press
Phi Delta Kappan; Educational Leadership; School Administrator; Principal Leadership; The Learning Professional.

Policy commentary
Brookings Brown Center Chalkboard; Fordham Institute; Learning Policy Institute; Center on Reinventing Public Education; New America; The 74 and Chalkbeat opinion; EdSurge; Hechinger Report.

California
ACSA Leadership and EdCal; CSBA California Schools; CAAASA; EdSource commentary; California Department of Education AI guidance working groups.

International
OECD Education and Skills Today; UNESCO World Education Blog; Education World Forum; BETT; GESS Dubai and the UAE Ministry of Education's curriculum-sharing mechanism; WISE; Nordic Journal of Digital Literacy.

Conferences
ISTELive and ASCD Annual 2027; AERA 2027; SXSW EDU; ASU+GSV; CoSN; Learning Forward; CUE; CAAASA Summit; ACSA Leadership Summit.

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Bring the teaching underneath to your district.

Send us your device policy. We will read it with you and talk through the pedagogy plan that belongs beside it: inquiry-based, project-based, performance-assessed teacher practice; the three-phase AI sequence written into technology plans and procurement; the artifact and walkthrough in place of the quiz; third spaces where the divide is deepest.

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