WRITTEN TESTIMONY
OF
ADEEL KHAN
Founder and Chief Executive Officer, MagicSchool AI

BEFORE THE
U.S. HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION AND WORKFORCE

Hearing: "Building an AI-ready America"

January 14, 2026

Chairman Walberg, Ranking Member Scott, and Members of the Committee:

Thank you for the opportunity to testify about artificial intelligence (AI) and its impact on K-12 education. It is an honor to be with you all this morning.

My name is Adeel Khan, and I am the Founder and Chief Executive Officer of MagicSchool AI, the leading education-focused AI platform built for teachers and school leaders. In under three years, I'm grateful to say our organization has grown to serve over 7 million educators and has users in nearly every school district in the nation and over 160 countries worldwide.

Before founding MagicSchool, I've been a lifelong public school teacher. I taught special education, history, and English on the middle and high school level. I eventually became an assistant principal, then was able to pursue my dream of founding my own public high school as principal in Denver, Colorado - which became the top performing public high school in the city. I served as a district level administrator overseeing several schools. I've held nearly every job in a public school district.

This testimony draws on MagicSchool's direct, daily experience with educators and school systems navigating the early stages of AI adoption in K-12 education. My hope is to offer an education-first perspective on both the promise and the risks of AI, and to suggest practical principles that can help state and local leaders ensure responsible use that protects students and families, supports educators, and prepares young people for an AI-enabled world.

I. Background & Context

AI is already influencing K-12 education, often informally. Educators and families encounter AI through search engines, websites, social media applications, and other everyday experiences. In many districts, teachers are experimenting in practical ways: drafting lesson plans, generating discussion questions, writing a parent message in clearer language, or translating a note for caregivers. Their intent is straightforward: to save time on routine tasks, personalize instruction, and spend more time on the parts of teaching that require human judgment and relationships.

This reality is not, by itself, a problem. The challenge is the lack of shared standards and safe tools for responsible use in K-12 education. In the absence of clear frameworks, educators often rely on general-purpose tools not designed for classrooms, while districts struggle to evaluate outcomes or learn from early adoption.

This leaves responsibility fragmented and limits the field's ability to identify what works. This hearing is especially timely because norms are still forming, and there is a critical opportunity to establish responsible use as the default, supporting educators with safe, purpose-built tools while protecting students and their families.

II. The Power of AI in K-12

The most promising early uses of AI in K–12 education are educator-facing, not because they automate or replace teaching, but because they amplify the ability for teachers to lean into their intentions to serve the varied needs of their students. AI delivers the most value when it strengthens, not shortcuts, teacher judgment.

In classrooms today, AI works best as a thought partner. It helps educators move faster through prep while keeping instructional decisions firmly in their hands.

Other common use cases include:

- *Planning and preparation:* generating ideas for lesson plans, examples, and practice activities aligned to a grade level and learning objective.
    - Teachers can personalize a students' level in seconds - creating additional challenges for students ahead and creating re-teach lessons for students behind. Students experience classrooms where they are not bored if they're ahead or lost if they're behind.
    - Teachers can relate classroom topics to real world events and their daily lives. Students experience a regular answer to the question "Why are we learning this in class today?" when it's relevant and contextualized for them.
    - They can also create whole new engaging project based experiences for students where they once had ideas but time was a constraint. Students get the hands-on experiences that teachers have always wanted to plan and are excited to come to class again.
- *Timely Feedback for Students:* giving students timely feedback has always been a challenge for teachers with their growing list of responsibilities.
    - Teachers can assign AI feedback tools to students that are informed by the rubric that they'll eventually be graded on as feedback tools for students. They can then test iterate on the tools to ensure the kind of feedback the AI tool is given is the kind they would give to students.
    - These tools don't write the essay for students, but rather give them aligned feedback on the essays they've written completely on their own. Areas of strength, areas for growth, and suggested next steps - immediately after they finish writing when it is most impactful instead of weeks later. Something that would have been impossible for me to accomplish in my former life as a high school English teacher for my 140+ students.
    - The students, after receiving their feedback, can continue to ask questions to the AI about how they can further improve their work. This is the behavior we see - students are endlessly curious and motivated to do excellent work when they have the right resources.
- *School to Home Connection:* AI can help in drafting and translating messages to families, reducing repetitive writing and formatting work that pulls educators away from instruction. Teachers are now more likely to communicate with frequency and families are now served in their native language and better able to support their children in their academics.

Importantly, responsible use in K-12 also creates an opportunity to build AI literacy for both educators and students.

Ask yourself the question, would you rather the first interaction a child has with AI be under the guidance of their teacher or on their favorite social media tool? In the classroom, their teacher shares with them how the technology works, its risks and benefits, and how to be conscious consumers. In social media, they see "My AI" and are caught in an algorithm that has the intent to keep them addicted to a screen and "more time" on their platform to increase their advertising revenue.

Parents, educators, and our children deserve technology education that leads to responsible usage in their personal lives - not one that's addicted to screens, but one that is rich with relationships and real world experiences.

For educators, this creates both an opportunity and a responsibility: to help students learn how to use AI thoughtfully, ethically, and with purpose. Teaching responsible AI is a critical part of preparing students for the world they're growing into. Teachers need support to understand where AI is helpful, where it can fail, and how to supervise its use effectively.

We're entering a moment where using AI will become a foundational skill, much like sending an email, searching the internet, or working on a computer. AI is already shaping how work gets done, and students will encounter it in nearly every field they enter. Today, students will greatly benefit from guided, age-appropriate exposure that teaches them how to question outputs, verify information, and use AI as a tool rather than a shortcut.

This approach reinforces a clear principle: AI should be introduced in schools as a supervised instructional tool, not an unsupervised replacement for thinking or learning.

This is *not* about replacing or reducing the role of teachers. It is about equipping and supporting educators with better tools so they can focus on the human work of classroom teaching, rooted in relationships, motivation, connection, and real-time judgment, while helping students develop the much needed skills to navigate an AI-enabled economy responsibly.

III. Committing to Higher Standards

K-12 education presents distinct considerations. Students (in most cases) are minors, schools hold sensitive data, and instructional materials heavily influence learning outcomes. As a result, AI use in K-12 carries risks that differ from other settings.

These include student data privacy, bias in instructional materials, inaccurate or misleading outputs, age-appropriate safety, academic integrity, and unequal access to safe tools. In particular, AI systems can generate confident but incorrect information, making human review and verification essential when AI is used with students.

These challenges do not argue against AI use in schools. And while these risks are real, they are not insurmountable. The central issue is not whether AI is used, but how it is introduced. Ongoing learning and development and having a trusted partner as technology and policies involve is critical to sustaining healthy, long-term use.

They highlight the importance of adopting AI deliberately and consistently, with clear safety and privacy guardrails, training, and school oversight.

Districts that adopt purpose-built AI with intentional design, training, and oversight can reduce risk and improve outcomes. Where those supports are absent, adoption often happens through tools that were not built for school environments and therefore often lack the safety and privacy standards that are essential with this powerful technology.

IV. What Responsible Use of AI Looks Like in K-12

Based on my experience working with educators and students, I recommend a practical, education-first approach built on four pillars: (1) purpose-built tools, (2) human oversight, (3) student protections, and (4) transparency and accountability.

A. Purpose-built for Education, Not Retrofitted from General Consumer Tools

General-purpose AI tools can be powerful, but K-12 settings require additional constraints: alignment to instructional pedagogy, federal and state standards, age-appropriate content, and school oversight. Tools designed for education can incorporate guardrails that are difficult to add later.

B. Humans Stay in the Loop

In schools, AI should be treated as a thought partner, not an authority. The teacher or school leader remains responsible for what is delivered to students. That means policy and practice should emphasize verification, clear attribution of AI-generated content, and professional judgment. In training, we encourage educators to ask: “Is this accurate, appropriate, and aligned to my students’ needs?”

C. Student Protections by Design

K-12 tools should minimize exposure risk and reduce incentives for misuse. One design choice that can help is limiting direct student access to certain functionality, especially outside supervised contexts, depending on district policies and age groups. In our platform, student access is intentionally constrained, and district administrators control how and when AI features are used. In addition, schools need strong default privacy protections, including clear data minimization, limits on secondary use of data, and contracts that prohibit selling or repurposing student information, in addition to ensuring compliance with other state and federal child protection standards.

D. Transparency and Accountability

Schools and parents deserve clarity. At a minimum, districts should be able to understand and clearly articulate what data is collected, how it is used, whether it is used to train models, what safety measures are in place, and what controls administrators and teachers have. Independent evaluation, third-party audits, robust disclosures, and clear reporting channels can help build trust, especially as AI becomes more embedded in school operations.

V. Considerations for Policymakers

I want to be clear: education policy is primarily state and local. Therefore, the most constructive federal role is to support capacity building and set clear expectations for student protections, while giving districts flexibility in implementation.

Based on what we are seeing in the classroom, policymakers should prioritize the following considerations:

- *AI literacy and workforce readiness:* encourage AI literacy for students and educators so that young people understand how AI works, where it fails, and how to use it responsibly.
- *Educator training:* support professional development and training that helps teachers integrate AI appropriately and identify risks such as bias or misinformation.
- *Evidence-building:* invest in research and evaluation on what works in AI-enabled instruction, where it is effective, and where it may cause harm.
- *Procurement and implementation guidance:* help districts ask the right questions about privacy, safety, and effectiveness, especially smaller districts without dedicated technology staff.
- *Baseline protections for children:* clarify expectations around student data privacy and security in AI contexts and encourage transparency so families understand how AI is used in schools.

These ideas do not require Congress to pick winners or mandate a single approach. They focus on the enabling conditions that help state and local leaders adopt purpose-built AI safely and effectively for use in the classroom.

VI. Closing

In K-12, the question is not whether AI will show up in schools, but whether we will guide its use towards outcomes we want: stronger teaching, safer learning environments, and students prepared to thrive in an ever-changing workforce.

I'll close with a story from this year that illustrates how students can author their own future when it comes to AI when it is used thoughtfully in schools.

A few months ago, I was spending time with a friend and his daughter in the tenth grade. As we caught up (she'd known me from my former life as a teacher and principal), she found out about my new work at MagicSchool and excitedly said, "I use that in school!"

She went on to share with me that her History class teacher uses the writing feedback tool with them. She gets personalized, rubric-aligned feedback on her essays before turning them in. Even as a high school student, she was able to so clearly articulate the value of the feedback and how, without the AI tool, it would have been nearly impossible for her teacher to give that much feedback to each individual child before the essay was due.

Naturally, I inquired more - "What do you think of AI in general? How are you and your friends using it?" She shared an eloquent, nuanced answer - both acknowledging that some use it to cheat, but said she's made the choice to use it sparingly. She explained she knew she could use it as a shortcut, but didn't want to because she didn't want to offload too much of her thinking. Of course, her brain is still in a really important development phase, and she'd be tested anyway without AI, so, "What's the point?"

The conversation was inspiring. Not only did she clearly know the value - but just as importantly, she knew the risks and made a choice with the agency about how she would use AI. The first thought I had was, "Wow, what a thoughtful, intelligent, and savvy young lady, I was nowhere near this thoughtful as a tenth grader!" The second was, "Wow, she must have a great teacher who helped her learn about the risks and benefits of AI to make the right choices."

Every child deserves a teacher and a school like this.

If we stay focused on an education-first approach, supporting teachers, protecting children, and grounding adoption in evidence, we will capture the incredible benefits of AI while reducing its inevitable risks.

Thank you for studying this timely subject and for the opportunity to testify. I look forward to your questions.