



Teacher Perceptions of GenAI in AP[®] Course Redesign

How AP Teacher Feedback Informed Updates to AP Computer Science Principles and AP Seminar

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Executive Summary

With Generative Artificial Intelligence (GenAI) use on the rise, more research is needed to understand how teachers are navigating decisions about GenAI in their classrooms. From April 2025 through June 2026, College Board Research gathered AP teacher input through multiple surveys and focus groups, reaching thousands of Advanced Placement (AP) teachers nationwide. This effort included additional data collection with two courses facing significant GenAI impact: AP Computer Science Principles (CSP), given computing's increasing reliance on GenAI-related skills, and AP Seminar, given GenAI's potential impact on writing and research. AP teacher reactions varied considerably, ranging from enthusiasm to caution to outright opposition.

At the end of the 2024-25 school year, AP teachers generally saw potential GenAI benefits for students and teachers, though views on classroom use varied widely: 10% of AP teachers already actively encouraged appropriate GenAI use, while 16% believed it should not be used in educational settings at all. The rest fell somewhere in between as they explored tools and made decisions about classroom use.

AP teachers' own reported AI use tended toward preparation, not student assessment. By September 2025, nearly two-thirds of AP teachers reported using GenAI to create or revise teaching materials, and over half used it to detect plagiarism or develop lesson plans. But fewer than 1 in 5 used GenAI to give student feedback or grade assessments. More than 80% of AP teachers said they had never used it for either.

THREE THEMES INFORMED THE AP CSP AND AP SEMINAR REDESIGNS

Three themes from this research directly informed redesigns of AP CSP and AP Seminar, both launching in the 2027-28 school year:

- *GenAI integration works best when aligned to the discipline's learning needs.*
- *Teachers support guardrails enforceable at the point of assessment and scoring authentic student work.*
- *Teachers who are building their own GenAI fluency at the same time they're expected to teach it need real, sustained support.*

The challenges identified throughout this brief aren't uniquely AP challenges. The same tensions are showing up in national polling of K-12 teachers and students alike. The redesigns and teacher supports developed with AP teachers are broadly relevant to a moment the whole field is still working through, with the potential to influence students in AP and beyond.



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Generative AI is in Classrooms

With Generative AI (GenAI) use on the rise, and evolving policies regarding when and how GenAI tools can be incorporated into teaching, learning, and assessment, more research is needed to understand how teachers are navigating these decisions in their classrooms. College Board's ongoing [research series](#) contributes to the knowledge base around GenAI use and perceptions. Notably, this prior research suggests that most high schools and districts are leaving GenAI policy decisions up to individual teachers or departments (Adair et al., 2025). In this research brief, we seek to understand how Advanced Placement (AP) teachers are determining whether and how GenAI tools should be incorporated into their AP classrooms, informing future redesigns of some AP courses.

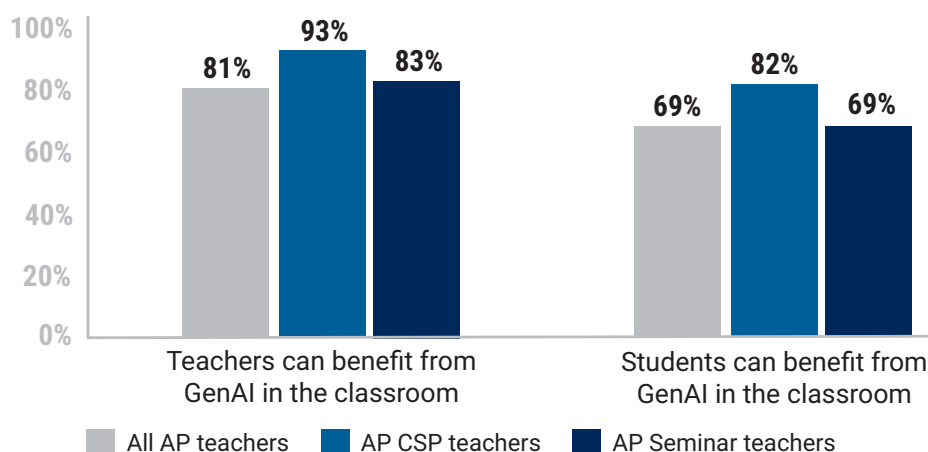
From April 2025 through June 2026, College Board Research gathered AP teacher input on GenAI through multiple surveys and focus groups, reaching thousands of AP teachers nationwide. In this work, we also collected feedback explicitly from teachers in two courses facing particularly large impacts of GenAI: 1) AP Computer Science Principles (CSP), given computing increasingly depends on skills tied to GenAI, and 2) AP Seminar, given the potential impact of GenAI on writing and research. **The data capture AP teacher perceptions as these teachers face a rapid GenAI-driven transition.** In this evolving landscape, teachers face decisions about use of GenAI with their students, as they also navigate GenAI use in their own work. What emerged across these perspectives was a nuanced view into what teachers are seeing in their classrooms, what they believe students need, and what support they require to move forward responsibly.

In this brief, we explore how the AP teacher community overall is responding to expanding access to GenAI tools, and we focus explicitly on teachers in AP CSP and AP Seminar as they prepare for course updates in the 2027-28 school year that reflect the future of education in the era of GenAI.

AP Teacher Perspectives: GenAI use in school years 2024-25 and 2025-26.

At the end of the 2024-25 school year, AP teachers surveyed generally believed there were potential benefits of GenAI in the classroom for students and teachers.

Figure 1: AP teacher perceptions of benefits of GenAI use, End-of-Year 2025

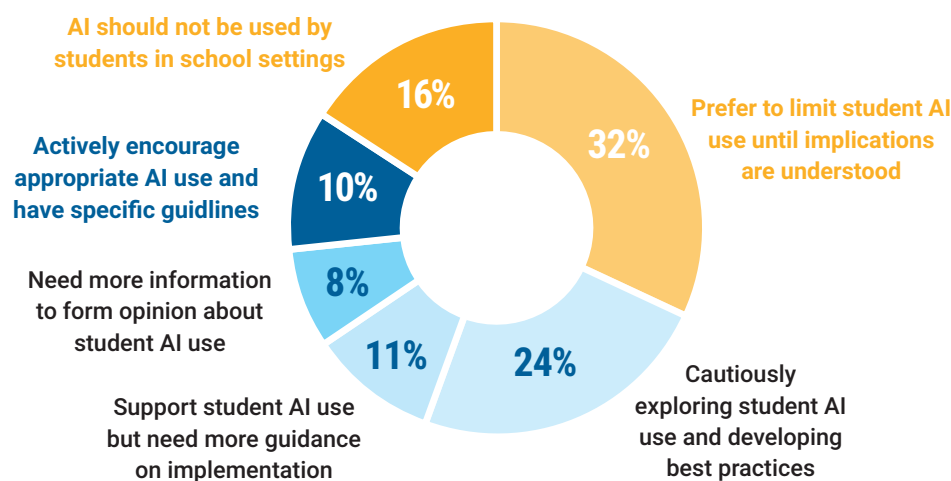


NOTE: Survey question asks, "To what extent do you agree with the following statements?" Bolded percentages at the top of each bar reflect combined "Completely Agree" and "Somewhat Agree" responses.

Perhaps unsurprisingly, Figure 1 shows that AP CSP teachers were more positive than AP teachers overall when it came to benefits for students and teachers. AP Seminar teachers tracked closely with the broader AP teacher population. It's worth noting that these patterns aren't unique to AP classrooms. College Board Research's own broader look at high school GenAI attitudes found the same disciplinary divide nationally: English, history, and social science teachers were consistently more skeptical of GenAI's instructional benefits than teachers in math, science, or computer science. Even the most favorable teachers are split on whether GenAI helps students become better writers. Forty-three percent of veteran teachers agree versus 54% of teachers with four years of experience or less (Adair et al., 2025).

When we asked AP teachers about their current stance toward student use of GenAI in their own classrooms, their responses varied considerably. Figure 2 shows most AP teachers surveyed were at a stage where they were building their own understanding and exploring implications before incorporating GenAI. However, we also saw clusters, in a somewhat similar proportion, of AP teachers falling on either end of the GenAI-use spectrum: 10% of all AP teachers already actively encouraged appropriate GenAI use, while 16% believed GenAI should not be used at all in education settings.¹

Figure 2: AP teacher perceptions of student use of GenAI tools, April 2025



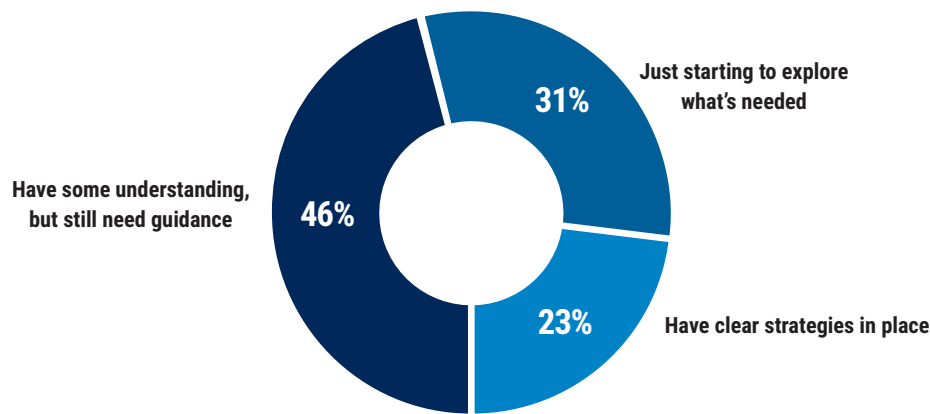
NOTE: Survey question asks, "Which statement best describes your current stance on student use of generative AI tools?"

Less than six months later, at the beginning of the 2025-26 school year, more widespread GenAI adoption in the classroom was evident: Nearly one-quarter of AP teachers (23%) indicated they were very confident with guiding student use of GenAI, with specific strategies in place. Figure 3 also shows another one-third of teachers (31%) were starting to explore what it would take to guide student use of GenAI in their classroom.²

¹ Source: April 2025 AP Tracking Survey

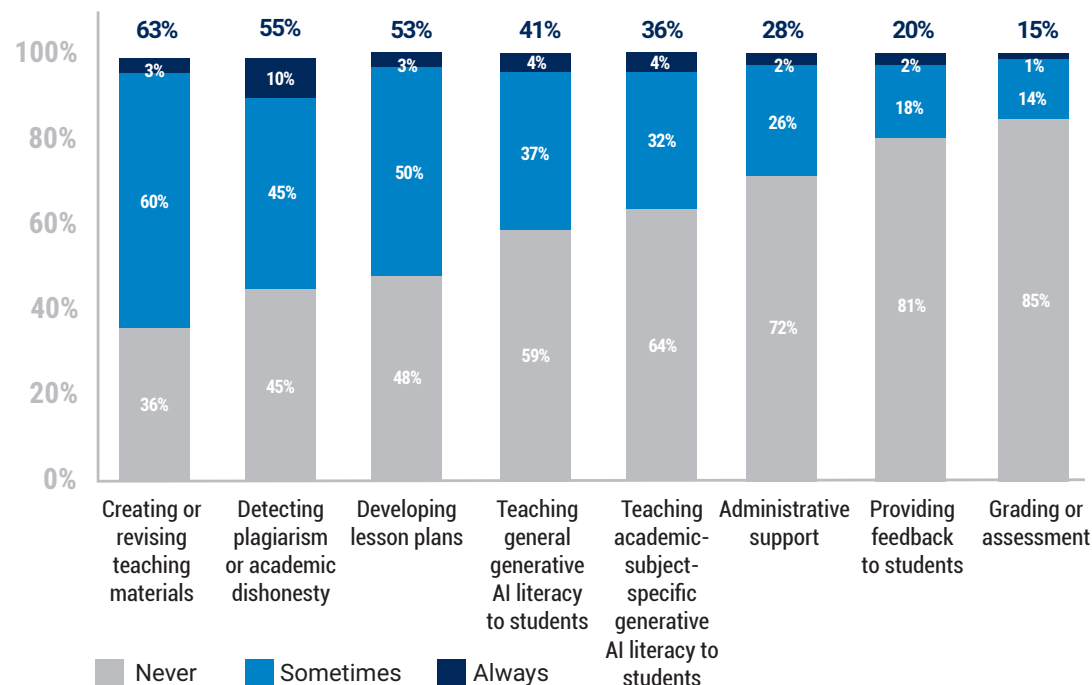
² Source: September 2025 AP Tracking Survey

Figure 3: AP teacher incorporation of GenAI tools, September 2025



AP teachers who were using GenAI with students also provided insight into how they were incorporating GenAI in their classrooms. Figure 4 shows that fewer than 1 in 5 AP teachers reported using GenAI to offer feedback to students or for grading assessments; more than 80% of AP teachers never used GenAI in these activities. However, nearly two-thirds of AP teachers reported using GenAI to create or revise teaching materials, and over half used GenAI tools to detect plagiarism and develop lesson plans. That said, even when teachers reported using GenAI in these ways, frequent use was uncommon.³

Figure 4: AP teacher use of GenAI in AP courses, September 2025



NOTE: Survey question asks, "To what extent have you used generative AI in the following ways as part of your work?" Bolded percentages at the top of each bar reflect combined "Sometimes" and "Always" responses.

³ Source: Ibid.

AP Course Redesigns: AP Computer Science Principles and Seminar

With this broad landscape in mind, in 2025, the AP Program began a process to explore opportunities in both AP Computer Science Principles (CSP) and AP Seminar to strengthen the courses in the context of GenAI.

Three themes from our research on AP teacher perceptions of and experiences with GenAI directly informed a course redesign of AP CSP and AP Seminar, which will be available beginning in school year 2027-28. These themes were:

1. GenAI integration when appropriate to learning
2. Guardrails for responsible student use of GenAI in classrooms
3. Teachers need support for incorporating new topics and building their own GenAI knowledge and skills

Teacher feedback proved critical to this redesign effort by ensuring that the design choices best supported teachers and student learning. For AP CSP, this led to exploring ways to deepen GenAI integration throughout the course. For AP Seminar, teacher feedback suggested protecting the authenticity of the student writing tasks that are graded, with guardrails on GenAI use in classrooms. This teacher feedback, explored in more detail below, proved particularly informative in contributing to and shaping these aspects of the course redesigns.

THEME 1 | GenAI integration when appropriate to learning

Teachers in both AP CSP and AP Seminar consistently reflected that GenAI should not be treated simply as a supplement to existing course content, but rather should be embedded as a competency when appropriately aligned to expectations for learning in these existing courses. These perspectives are likely driven by the impact of GenAI use AP teachers are already seeing in their courses.

83%

of AP CSP teachers were open to appropriate student use of AI

68%

of AP Seminar teachers said it would be helpful for students to learn responsible considerations for AI use

89%

of AP CSP teachers said AI has already changed how students approach assignments

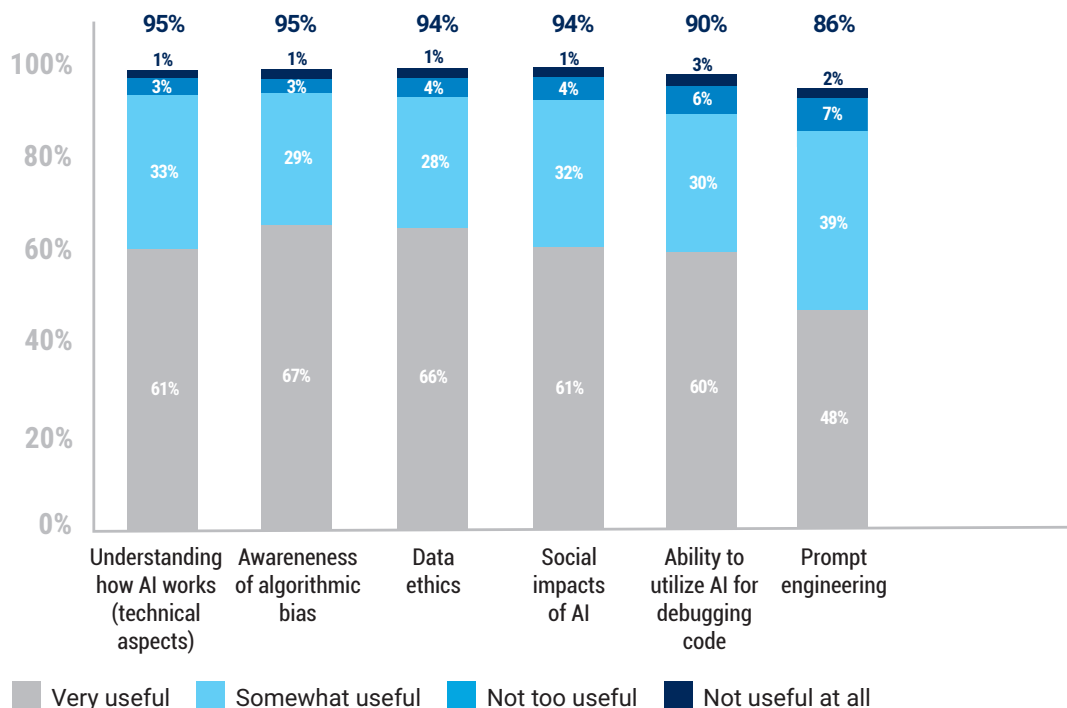
65%

of AP Seminar teachers said AI has already had an impact on student approaches to their assignments

Source: AP CS End-of-Year Teacher Survey, June 2026 and AP Seminar Teacher Survey, April 2025

Perhaps not surprisingly given national trends, the data also revealed important disciplinary distinctions in what it means to integrate responsible GenAI use into each of these courses. For AP CSP, explicit GenAI content knowledge and use is deeply aligned with foundational course content: how models work, where they fail, and what they mean for computing. AP CSP teachers, whose course already covers computing systems, expressed strong interest in teaching GenAI content and concepts directly. In May 2025, teacher interest in an GenAI-focused AP CSP course was already strong, across teacher experience levels and geographic regions. More than 80% of teachers indicated they were “very” or “somewhat” interested in this course content.⁴ Figure 5 shows that AP CSP teachers overwhelmingly find proposed GenAI-related topics useful for their students.

Figure 5: AP CSP teacher perceptions of usefulness of specific GenAI-related topics



NOTE: Survey question asks, “How useful would you say each of the following AI-related topics would be to a student on a computer science-related pathway both now and after leaving high school?” Bolded percentages at the top of each bar reflect combined “Very useful” and “Somewhat useful” responses. “Not sure” responses aren’t included, so results may not add to 100%.

The AP CSP redesign (2027-28) will respond to teacher interest directly by embedding GenAI across core AP CSP course units through a variety of concepts: GenAI and human decision making, machine learning, algorithm development, data ethics, and the societal impacts of GenAI. This update will position GenAI as a fundamental lens for computing.⁴

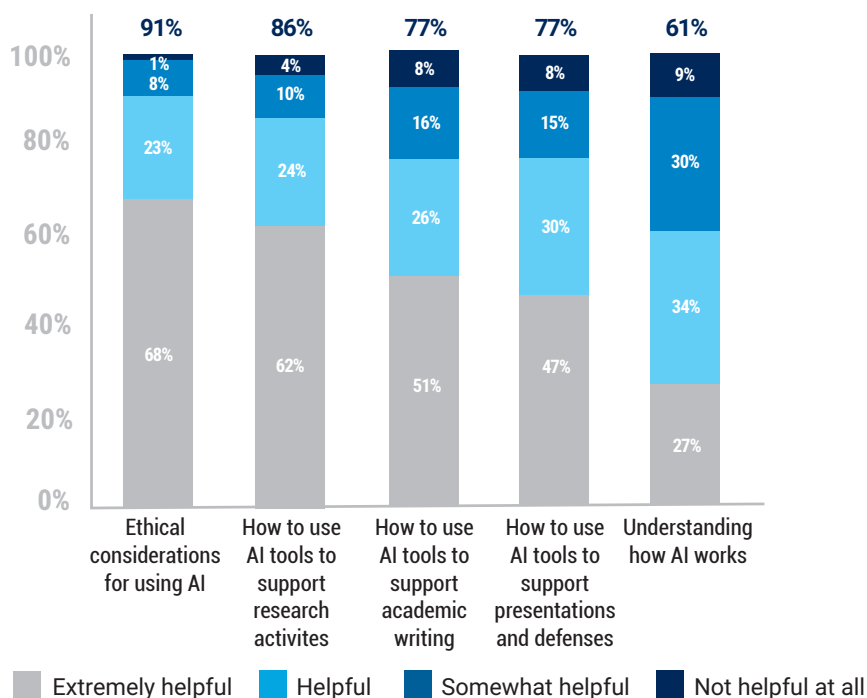
Figure 6 shows that AP Seminar teachers, whose course centers on research, argumentation, and writing, saw the role of GenAI differently than AP CSP teachers. Asked how helpful it would be for students to engage with specific GenAI-related topics, AP Seminar teachers ranked ethical considerations highest (68% extremely helpful), followed by using GenAI to support research (62%). Using GenAI to support academic writing itself rated notably lower (51%), and understanding how GenAI works technically rated lower still (27%).⁵

Aligned with these perspectives, responsible GenAI use will be embedded in the updated Seminar course framework in process standards, rather than the final assessment, empowering teachers to teach GenAI-related skills alongside course skills in responsible research more broadly.

"We do a lot of the work in class ... I'm able to sit there and listen to them and go back and forth as to what they're reading and how they're doing it...actually have that conversation with them about what the AI spit back at them and say, 'OK, is this realistic? Is this what you want?'... I don't want to take out that critical thinking, because they have to research and figure it out. 'Is this thing really giving me a good answer?'"

– AP Seminar Teacher (Spring 2025 Focus Group)

Figure 6: AP Seminar teacher perceptions of helpfulness of specific GenAI-related topics



NOTE: Survey question asks, "How helpful would it be for your students to learn about the following AI-related topics in AP Seminar? Please rate each topic based on what you believe would be most useful to students now and after they leave high school." Bolded percentages at the top of each bar reflect combined "Extremely helpful" and "Helpful" responses.

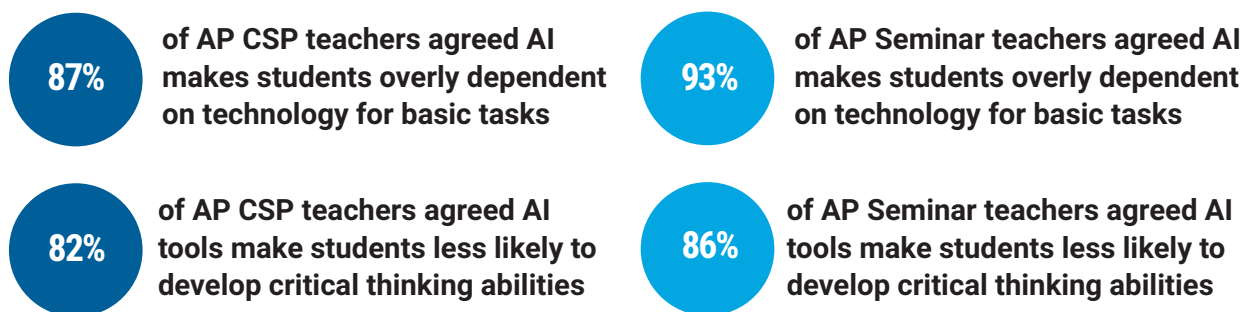
THEME 2 | Guardrails for responsible student use of GenAI in classrooms

While many AP teachers expressed openness to potential benefits of GenAI use, they weren't without reservations. Across all AP teachers, 92% expressed concern that GenAI will leave students overly dependent on technology for basic tasks, and 90% worry that students will be less likely to develop critical thinking skills in the wake of GenAI.⁶

"Many students will automatically turn to AI, even when the assignments are not difficult. I think because it was not introduced under controlled conditions, students have very quickly become reliant on AI to do thinking for them instead of using it as an aid. There needs to be so much more support and guidance on using AI to enhance learning rather than replacing it."

– AP Seminar Teacher (Spring 2025 Focus Group)

Teachers across both courses shared these concerns about student overreliance on GenAI.



Source. 2025 AP End-of-Year Teacher Survey

For context, these concerns aren't specific to AP. Nationally, more than 80% of high school teachers agree GenAI tools make students overly dependent on technology and less able to develop critical thinking, and there's almost no variation by years of experience (Adair et al., 2025). An Ipsos/NPR poll of K-12 teachers found 55% see GenAI mostly as a shortcut for students to avoid doing more work, and 59% say it's eroding trust between students and teachers (Ipsos/NPR, 2026). Within the group of AP Seminar teachers we surveyed, 10% believed GenAI should not be used in educational settings at all, and this group felt strongly about this. One teacher shared, "...[W]e should be providing students with the skills they need in case AI one day no longer exists. We still teach math even though we have calculators, so why not writing?" The concerns of AP teachers reflect the same concerns the field is grappling with everywhere: Not necessarily whether GenAI can be useful, but whether a teacher can still tell if a student actually learned to do the thinking on their own.

At the same time, most AP teachers recognized that prohibiting GenAI entirely is neither realistic nor productive. Instead, most called for structured, scaffolded integration that protects authentic skill development while building critical thinking skills students need to evaluate, question, and responsibly use GenAI outputs.

Another teacher compared the moment to teaching with calculators: *"AI can be extremely useful when used ethically as a tool,"* she said, describing how she mixed handwritten drafting in class with typed revision at home to keep students engaged in their own thinking.⁷ Another teacher built her own informal GenAI tool, downloading students' annotated bibliographies and asking GenAI to flag discrepancies with the final paper, then using any gaps as a conversation starter rather than an accusation. Yet another described using GenAI *"side by side for a couple of my students that were really struggling just to get their ideas put together. And then we discussed it. And I think it helps to be involved in the process."*⁸

However, teachers were clear that GenAI use wasn't their sole concern. They also worried guardrails alone didn't truly address their concerns related to scored student work. Teachers said, repeatedly and specifically, that the tools meant to enforce those guardrails weren't effective. *"AI is terrible at detecting AI,"* said one teacher, describing hours spent trying to prove misuse that a detector couldn't reliably confirm.⁹ Another teacher shared, via open-ended comment, a personal classroom experience in which she stopped relying on a commercial plagiarism detector entirely after it began flagging independent student work, describing a student who had written an essay without GenAI, only for the detector to report that the essay was *"estimated 40% AI generated."*¹⁰ Yet another teacher described a student using browser extensions that mimic human keystroke patterns to feed GenAI-generated text into a document undetected by keystroke-monitoring tools, defeating the safeguard by imitating the very behavior it was designed to catch.

And students also knew what was happening. One teacher recounted that high-achieving students who'd seen peers get reported for GenAI use and still receive good scores concluded there was little real incentive to stop relying on GenAI.¹¹ This student perspective echoes national research: McClain et al. (2026) found 35% of teens have used chatbots to edit something they wrote, and most teens believe GenAI-assisted cheating happens at their school at least sometimes.

These teacher concerns, while centered in developing useful guidelines, also touched on *enforceability* of these guidelines for scored work. For example, several AP Seminar teachers

⁷ Source: Spring 2025 AP Seminar Teacher Focus Group

⁸ Source: Ibid.

⁹ Source: Ibid.

¹⁰ Source: 2026 AP Teacher End-of-Year Survey

¹¹ Source: Spring 2025 AP Seminar Teacher Focus Group

specifically praised the existing [GenAI Acceptable Use Policy](#), which indicates the types of GenAI tools that are, and are *not*, permitted at each stage of the writing process across AP Capstone™. Teachers described these guidelines as “*clear and usable*.” One teacher noted in focus groups that they had worked to have these guidelines adopted as a schoolwide policy for English and science.¹²

Based on this teacher feedback around guardrails applied to authentic student work produced for assessments, both redesigned AP courses will retain performance tasks that require students to demonstrate independent thinking. However, the two courses will apply those restrictions in different ways to protect authentic student work that’s reflective of the specific discipline.

In AP CSP, the course will include structured integration of GenAI across tasks through hands-on AI lab work, which preserves teacher flexibility in GenAI tool selection. Required GenAI lab work and the GenAI-infused Connect Tasks embedded in each unit will be formative, not separately scored, allowing students to build GenAI fluency without that fluency being graded. The course’s new culminating performance task, the AI Create Project, will present students with a new opportunity to demonstrate their knowledge and skills. Students will apply what they learn about AI in the course to create their own AI application.

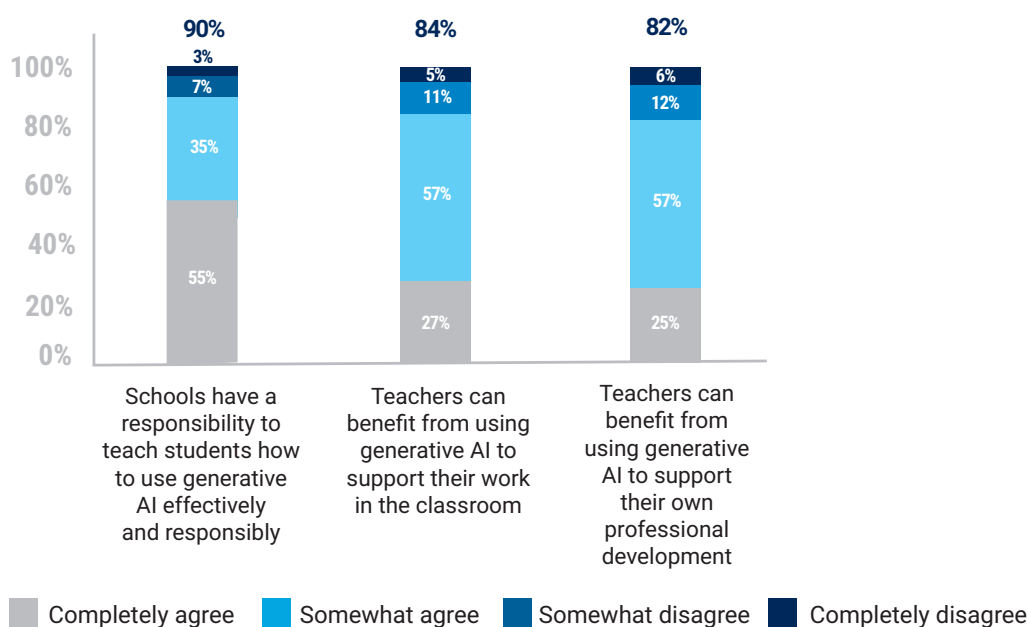
In AP Seminar, the redesign focuses on preserving independent writing for scored components of the course, rather than integrating GenAI use into course assessments like AP CSP. Responsible GenAI use will remain a formative component of the course learning objectives, guided by the previously mentioned GenAI Acceptable Use Policy and other instructional materials for teachers. However, students will draft and edit the essays that contribute to their AP score within a secure writing environment, without GenAI access, under proctored conditions. This approach reflects College Board’s commitment to writing as a foundational method for learning.

Early reactions from educators to the new AP Seminar approach to scored writing has been positive. At the 2026 AP Reading, 92% of AP Seminar teachers reacted positively to a working writing platform prototype, and in a separate focus group, 85% of higher-education writing faculty found the approach compelling.

THEME 3 | Teachers need support to incorporate new topics and build their own GenAI knowledge and skills

AP teachers are clear in their belief that schools have a responsibility to teach students how to use GenAI responsibly. Figure 7 shows that 90% agreed with that statement at the beginning of the 2025-26 school year. Further, more than 80% of AP teachers agreed that GenAI has promise for use in their classroom, as well as for support in their own professional learning.¹³

Figure 7: AP teacher perspectives on role of GenAI



NOTE: Survey question asks, "Please indicate your level of agreement with each statement about generative AI." Bolded percentages at the top of each bar reflect combined "Completely agree" and "Somewhat agree" responses.

As noted previously, in September 2025, nearly half (46%) of AP teachers indicated that they had some understanding of using GenAI but still needed guidance. Additionally, 63% of AP teachers considered student use of GenAI more of a challenge than an opportunity. In the same survey, nearly a quarter of teachers were in a school or district where there was no GenAI policy at all, leaving teachers on their own to prepare themselves for GenAI use and drive their approach.¹⁴ One teacher shared, "[We've had] very little support. Most of the conversation regarding AI has been along the lines of 'it's here now, kids are using it, how can we use it to our advantage?'" And even when teachers described availability of training, efficacy was questioned: "My school district provides PD training with courses that have AI policy and use in their titles, but these are little more than a few slides by poorly trained instructors. No real effort is placed on this issue."

¹³ Source: September 2025 AP Tracking Survey

¹⁴ Source: Ibid.

“It has been a huge topic of discussion among our teachers. We are working with our district office to get some training through our county office to help educate teachers on how to use it in the classroom and how to instruct students on how to use appropriately in their studies-brainstorm, to create ideas and not do the work for them.”

– AP Teacher (AP Tracking Survey, September 2025)

Notably, this support gap is reflected by teachers nationwide, and it’s not specific to AP. A Gallup/Walton Family Foundation study of public K–12 teachers, fielded in spring 2026, found just 18% receive any formal guidance on GenAI use at work; 34% receive none at all across the 10 tasks Gallup measured, and 58% receive no guidance specifically on grading or feedback (Gallup & Walton Family Foundation, 2026). An Ipsos/NPR poll found only about one-third of K–12 teachers say their school has formal guidelines for student GenAI use, even though roughly three in four think teaching responsible GenAI use should be part of the curriculum (Ipsos/NPR, 2026). College Board research documented the same pattern in December 2025. Differences were based on school type: 12% of high school teachers reported GenAI can’t be used at all at their school, and public school teachers were more than twice as likely as private school teachers (38% vs. 15%) to say their school allows GenAI use but has no policy governing it at all. This gap widens further in public schools in low-income environments (Adair et al., 2025). The support the AP Program builds for AP CSP and AP Seminar teachers is filling a gap schools nationally have not yet closed on their own.

In both focus groups and opportunities to provide open-ended feedback on surveys, AP teachers have provided the AP Program with specific recommendations to help them better prepare to develop their own GenAI fluency and help students develop it as a skill for the future. Teacher feedback makes it clear that, because of varying degrees of GenAI knowledge, there’s likely demand ranging from introductory-level content through deeper, course specific integration strategies. For example, one AP teacher recommended starting with the basics, requesting “...comprehensive PD on how AI works, how it should best be used, and red flags we should know about as novices.”¹⁵ Other teachers reported that they had developed basic GenAI fluency and were looking for the AP Program to provide course-embedded resources. One AP Seminar teacher suggested, “If we had some module on AI and... I think... video and probably a unit in the CED that would have examples... with examples of how the AI has changed your unique voice into something else that’s not you. A unit with materials like that would be very useful.”¹⁶

¹⁵ Source: September 2025 AP Tracking Survey

¹⁶ Source: Spring 2025 AP Seminar Teacher Focus Group

Both AP CSP and AP Seminar teachers observed that these specific courses are already demanding for teachers even without grappling with GenAI, making the need for professional learning opportunities to effectively deliver GenAI content included in the redesigned courses particularly important.

These challenges may also be particularly pronounced for teachers offering the course for the first time. In 2025, new-to-CSP teachers indicated a broad need for support. First-time AP CSP teachers reported meaningfully lower confidence than veterans across dimensions of course readiness like lesson planning and facilitating lessons to meet student needs, which will require a grasp of GenAI content moving forward.¹⁷ Additionally, 27% of AP Seminar survey respondents were teaching the course for the first time that year.¹⁸ This means there's a substantial share of the AP Seminar teacher community encountering both the course and its GenAI-related questions for the first time simultaneously.

AP Seminar teachers in particular noted that their course already demands more curriculum-building than almost any other AP course. As one Seminar teacher shared, *"I think being able to better prepare them with how to responsibly use AI in a way that's going to benefit them would be something that would be really good... [but] I don't feel like any of us are necessarily equipped to design that curriculum all on our own. It would be something that we would need a lot of support from College Board. There isn't much for AP Seminar compared to any other course available in AP Classroom."*¹⁹

Looking ahead, these redesigned AP courses will incorporate updated professional learning to meet the needs raised by current AP teachers. AP CSP teachers will be supported through AP Summer Institutes and partnerships with third-party resource providers to build GenAI content knowledge and classroom implementation skills. Returning AP Seminar teachers will receive supplemental training as well, focused on implementation of the secure writing assessment approach; new AP Seminar teachers will also participate in the required summer training, which is standard for all AP Seminar teachers. This required AP Summer Institute is being updated to reflect the updated course framework and to provide more training for new-to-Seminar teachers in how to teach with GenAI.

¹⁷ Source: 2026 AP Computer Science End-of-Year Teacher Survey

¹⁸ Source: April 2025 AP Seminar Teacher Survey

¹⁹ Source: Spring 2025 AP Seminar Teacher Focus Group

Conclusion

Across two years of listening to AP teachers, our research makes clear that these teachers—particularly those in courses that are most deeply impacted by rapidly evolving GenAI tools—are on the forefront of making decisions about when and how to use these new tools in their classrooms.

AP teacher reactions varied considerably, ranging from enthusiasm to caution to outright opposition. College Board’s redesigns of AP CSP and AP Seminar took this teacher feedback seriously. Three themes informed these course updates.

- GenAI integration works best when aligned to the discipline’s learning needs.
- Teachers support guardrails enforceable at the point of assessment and scoring authentic student work.
- Teachers who are building their own GenAI fluency at the same time they’re expected to teach it need real, sustained support.

Given the rapid evolution of policy and practice, College Board Research and the AP Program will continue to learn from AP teachers. We’ll closely follow AP CSP and AP Seminar teachers as training and redesigned courses are launched, continuing to collect regular feedback through similar surveys and focus groups. We’ll also maintain regular opportunities to understand how AP teachers are generally responding to the dynamic pace of change around GenAI tools, policies, and practices.

The challenges identified throughout this brief aren’t uniquely AP challenges. The same tensions are showing up in national polling of K–12 teachers and students alike, which suggests the following: The redesigns and associated teacher supports being developed and implemented with AP teachers are broadly relevant to a moment the whole field is still working through, and they have the potential to influence students in AP and beyond.

Appendix A - Data Sources

2025 Data Collection

April 2025 AP Tracking Survey: 27,000 AP teachers surveyed (9% response rate).

April 2025 AP Seminar Teacher Survey: 4,800 AP Seminar teachers surveyed (16% response rate).

May 2025 AP CSP End-of-Year Teacher Survey: 5,100 AP CSP and CSA teachers surveyed (24% response rate).

2025 AP End-of-Year Survey: 195,000 AP teachers surveyed (4% response rate).

Spring 2025 AP Seminar Teacher Focus Groups: 5 virtual focus groups (22 participants).

September 2025 AP Tracking Survey: 27,500 AP teachers surveyed (6% response rate).

October 2025 AP Tracking Survey: 27,000 AP teachers surveyed (6% response rate).

2026 Data Collection

June 2026: AP CS End-of-Year Teacher Survey: 9,100 AP CS teachers surveyed (7% response rate).

2026 AP End-of-Year Survey: 143,000 AP teachers surveyed (6% response rate).

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