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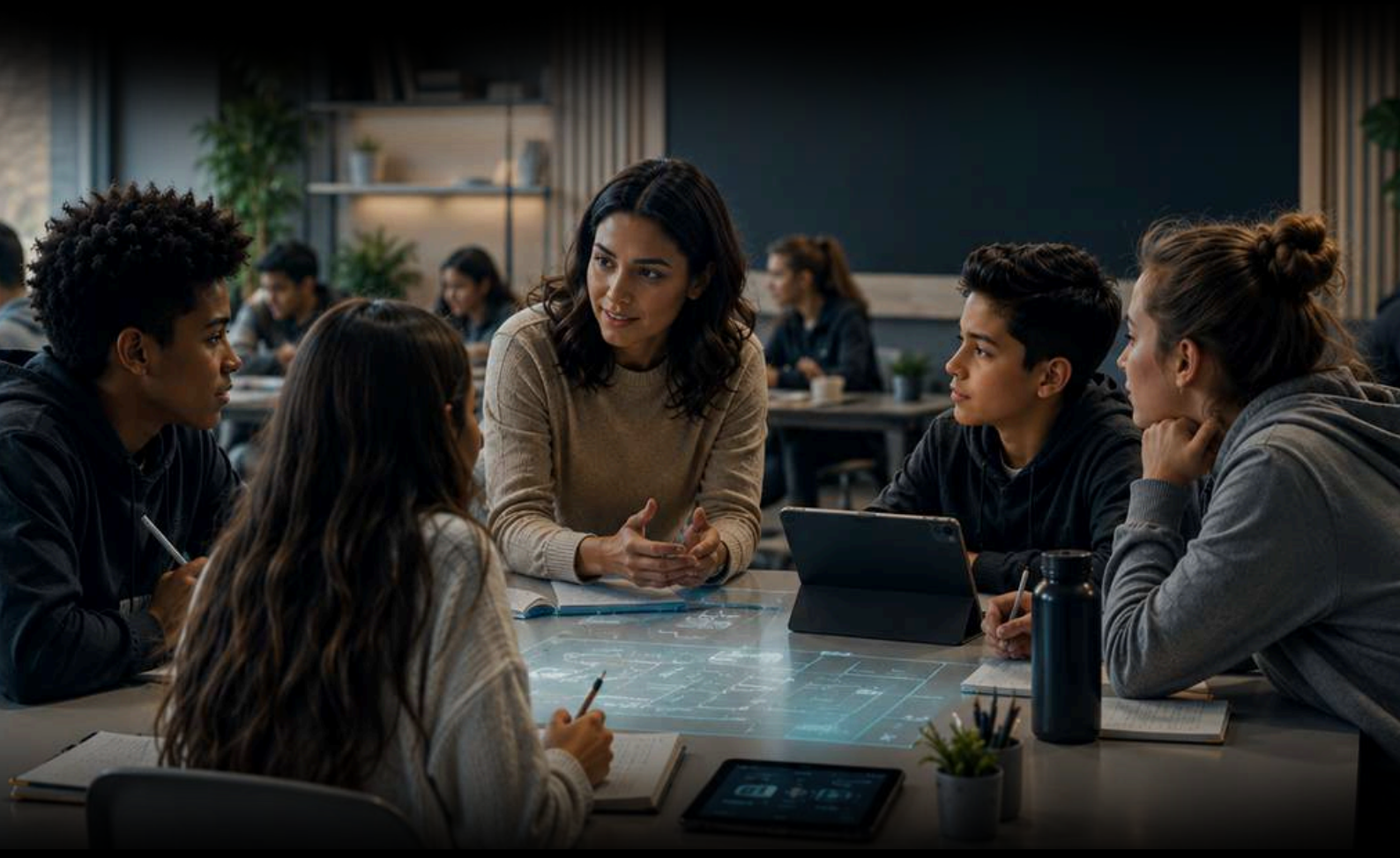

Erika Twani, Dr. Susan Neimand and Steve Iglesias

The Last Human Advantage: Deciding Who to Become

A Framework for Education in the AI Era

EDUCATION | ARTIFICIAL INTELLIGENCE | CRITICAL THINKING | PEDAGOGY | EQUITY

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Miami AI Club

Mission

To drive positive global impact through AI, by advancing meaningful projects, ethical deployment, and cross-sector collaboration.
Miami AI Club brings together founders, executives, investors, educators, policymakers, and researchers who are shaping how AI enters society. Through trusted dialogue, strategic initiatives, and real-world collaboration, MAIC exists to turn responsible innovation into meaningful action.

Vision

To become the vanguard of AI development, guiding immense power towards a future that benefits all of humanity.
MAIC envisions a world where artificial intelligence is developed and adopted with wisdom, integrity, and human-centered leadership. By connecting influential voices across industries and institutions, we aim to help shape the frameworks, relationships, and initiatives that define the future of responsible AI.

MAIC's AI in Education Task Force Mission

The AI in Education Task Force (Task Force) is a cornerstone initiative of the Miami AI Club. We exist to bridge the gap between innovation and adoption in education, ensuring that AI solutions are informed by the real needs of teachers, students, administrators, and communities. Our goal is to break silos, co-create actionable frameworks, and shape AI in education that is responsible, human-centered, and impactful.

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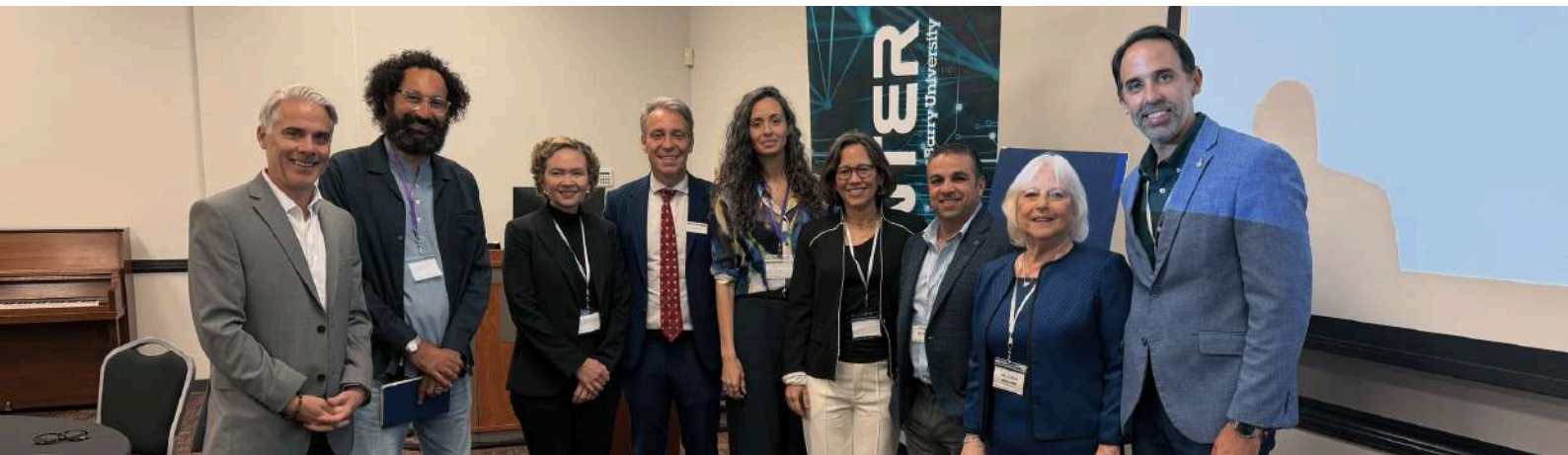

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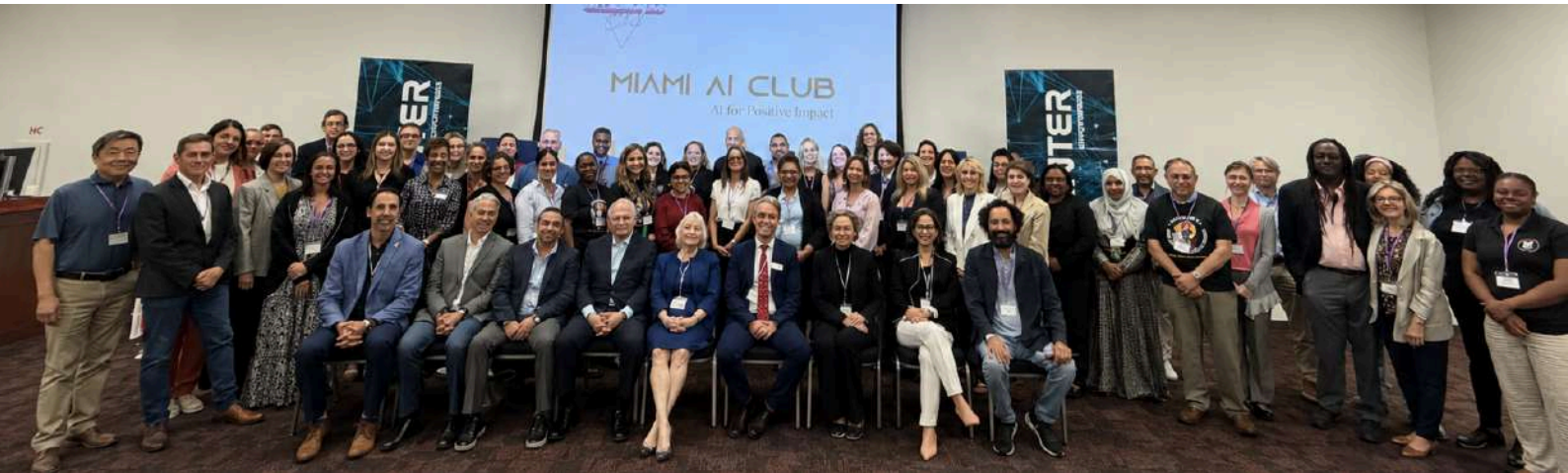

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Abstract

The Miami Artificial Intelligence (AI) Club's Task Force for AI in Education convened its second roundtable on March 5, 2026, with more than 100 educators, school leaders, nonprofit organizations, and technology companies, to examine the future of education in the AI era. Centered on the theme "The Last Human Advantage: Deciding Who Actionable to Become," participants explored five themes: articulating core values, envisioning the future classroom, teaching for critical thinking, identifying stakeholders, and guiding schools toward future-readiness. Alongside the challenges, divergent perspectives, and varied lived experiences surfaced in discussion, the group advanced a set of practical recommendations for institutions collaborating with the Miami AI Club.
This white paper, structured around those five themes, argues that:

1. AI has reduced the intellectual struggle through which deep learning emerges; educator readiness is fundamentally a neurological construct.
2. Educational equity extends well beyond access to technology.
3. Schools must support students in determining who they aspire to become.

These considerations define the dimensions of educational purpose that AI cannot fulfill.

Taken together, the roundtable articulated a thesis worth advancing: critical thinking, encompassing cognition, analytical reasoning, and problem-solving, constitutes the core of the human advantage, and cultivating it is the central mission of schooling. This paper extends that thesis into actionable and achievable architecture. Drawing on neuroscience, Relational Learning research, and organizational science, it introduces the Everglades Framework, a model designed to help educators foster authentic inquiry, assess human judgment, and lead the internal transformation required for such learning to take root and endure.

1.

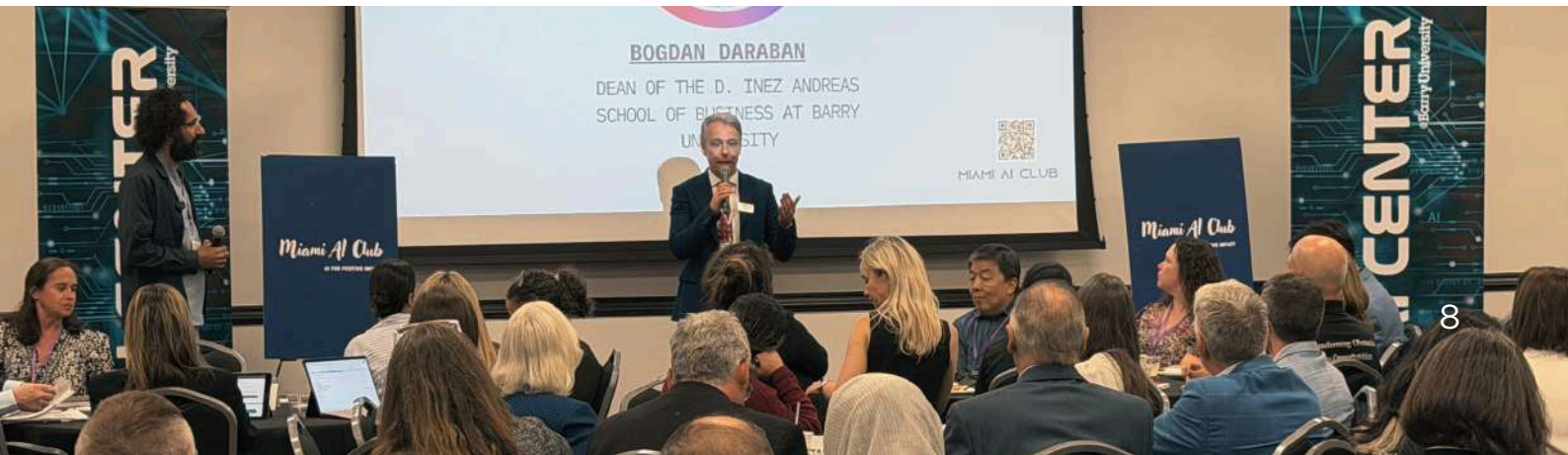
A Thesis Worth Building On

On March 5, 2026, more than 100 educators, school leaders, nonprofit organizations, and technology companies gathered under the auspices of the Miami AI Club to ask one of the most consequential questions facing public institutions today.

What to make education on the AI era?

The roundtable converged on something uncommon in contemporary policy conversations: a thesis grounded in principled conviction and practitioner experience. Critical thinking emerged as a key human advantage. Participants argued that schools must reposition themselves and use AI as a tool of expedience to a “cognitive amplifier,” one that augments rather than supplants human intellectual engagement.

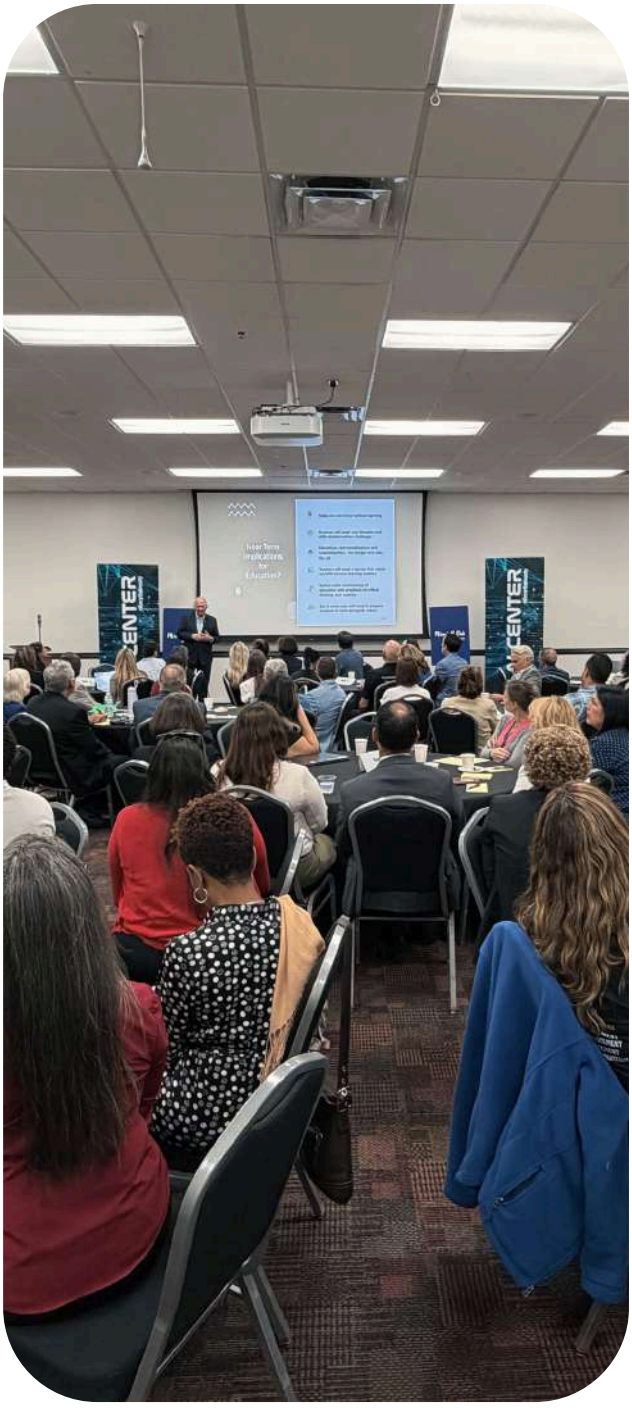
This paper adopts that thesis as its foundation and constructs the underlying architecture that undergirds it. The Everglades Framework responds to three interrelated realities that the roundtable surfaced during the conversations. First, AI has altered the fundamental conditions of learning in ways that demand a structural response. Second, an educator's readiness to meet that moment is a neurological question before it is a pedagogical one. Third, the roundtable's most quietly powerful observation, that education must assist students in determining who they aspire to become, is the specification that anchors the entire framework.



2.

Five Conversations That Matter

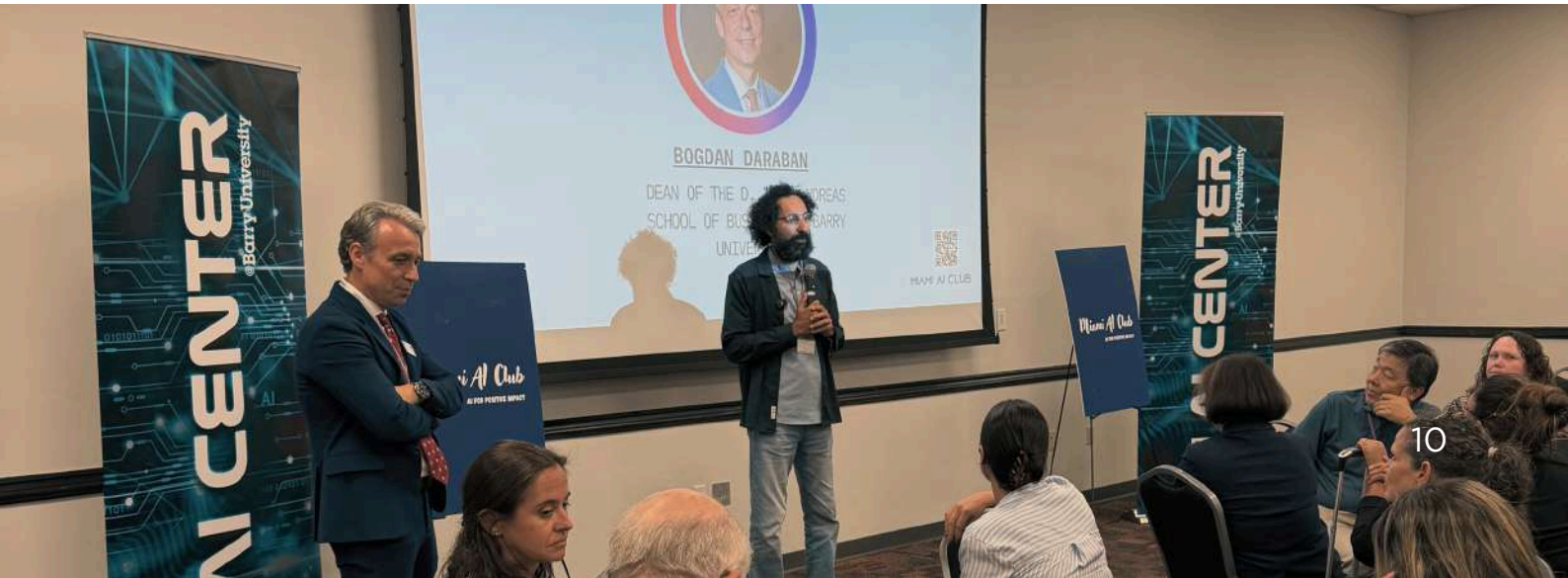
The roundtable format employed by the Miami AI Club was deliberately structured to elicit insights rather than to produce institutional consensus. Each table surfaced questions, tensions, and professional judgments that contributed to the discourse while engaging with the guiding themes: articulating core values, envisioning the future classroom, teaching for critical thinking, identifying stakeholders, and advancing schools toward future readiness. The analysis that follows synthesizes these five conversations, delineates the evidentiary foundations underlying participants' intuitions, and articulates the practical linkages between their insights and the Everglades Framework.



Theme One: Determining Core Values and Principles Guiding AI Use

Roundtable participants emphasized that the first imperative for institutions seeking to navigate education in the AI era is to clarify their core values. Absent such clarity, decisions about AI adoption become reactive, driven by vendor positioning, administrative pressures, or the most forceful voices in the room, rather than grounded in the institution's convictions about the fundamental purposes of education.

In the early era of mass schooling, the purpose of attending school was unambiguous: it was the sole location where books, and thus knowledge, were housed. Teachers functioned primarily as conduits of information. Contemporary practice too often continues to treat the classroom as if these conditions still prevailed. Yet in a world defined by ubiquitous access to information, educators can no longer position themselves as sages of knowledge. Schools must instead become environments that curate resources, design experiences, and cultivate forms of intellectual engagement unavailable elsewhere. When leaders recognize this shift, they gain the conceptual clarity necessary to articulate institutional values and prepare students for a rapidly evolving world.



AI must also confront a broad set of negative perceptions that continue to shape public and professional skepticism. Critics raise pedagogical concerns, arguing that AI can erode critical thinking, promote shallow engagement with content, and hollow out the learning process. Others underscore issues of equity, bias, and fairness, including algorithmic bias in assessment, opaque decision-making processes, and unequal access to high-quality AI tools.

Developmental critiques focus on cognitive and social-emotional risks such as over-dependence on AI, cognitive offloading, diminished empathy, reduced peer interaction, and threats to students' intrinsic purpose for learning. Educators add teacher-centered concerns grounded in lived experience, noting increased workload, uncertainty, job insecurity, and misalignment between AI systems and sound pedagogy.

Large-scale student data collection raises further concerns about privacy, surveillance, and data security, including vulnerabilities, algorithmic profiling, and the emergence of surveillance-driven learning environments. At the institutional level, schools and universities also face apprehension about over-automation, mission drift, and pressure to adopt AI technologies without sufficient evidence of their value or impact.

Viewed through the lens of education's core values, these concerns underscore a more fundamental imperative: institutions must first articulate what they believe schooling exists to protect and promote before determining how to integrate AI. The pedagogical, developmental, equity-related, and institutional critiques of AI are not merely technical objections; they reflect anxieties about whether AI aligns with the enduring commitments that define education: human judgment, intellectual rigor, relational connection, equity, and the cultivation of purpose.

When institutions clarify these values, they establish a principled foundation from which to evaluate AI's role. Decisions are no longer reactive responses to fears of bias, over-automation, or diminished human development, but measured assessments grounded in a coherent vision of what learning must safeguard and strengthen. In this sense, skepticism toward AI is best understood not as resistance to innovation but as a call to reaffirm the human-centered commitments that must anchor educational decision-making in the AI era.

How can AI augment teachers in reaching every student individually while preserving the human process of learning?

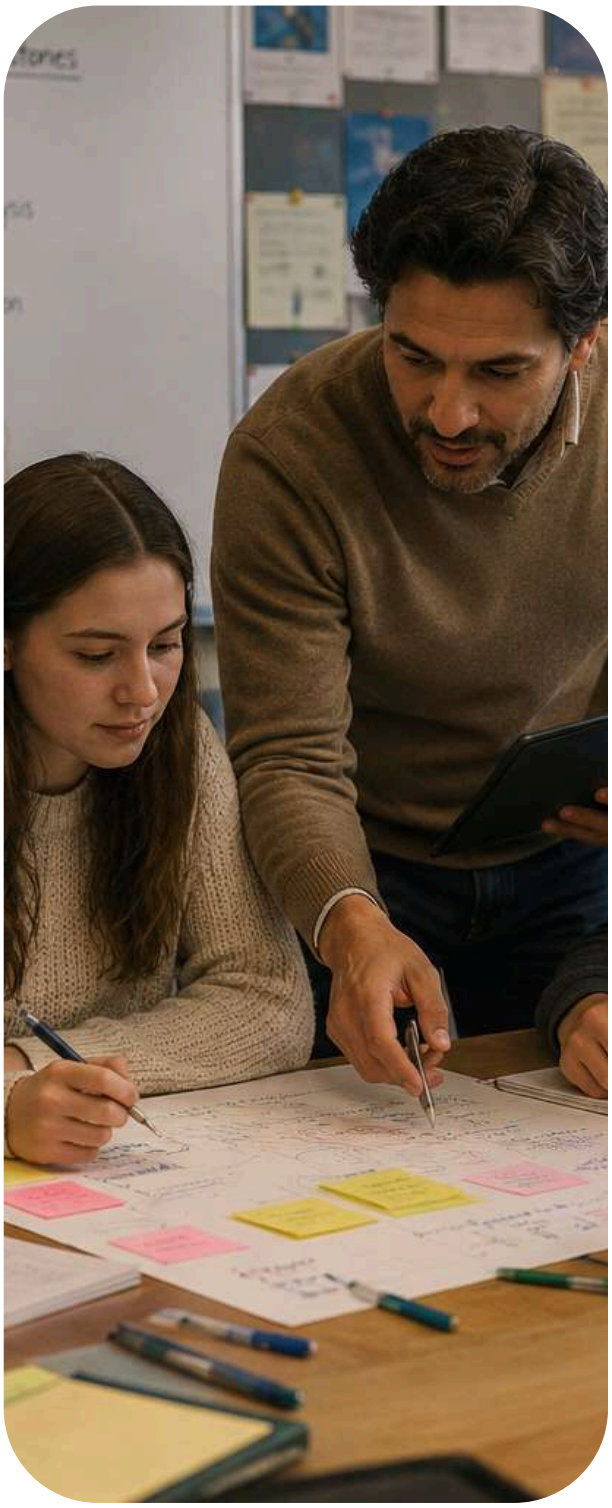
Theme Two: Envisioning the Future Classroom and AI Vision in Practice

The roundtable participants acknowledged that schools are at the onset of determining what AI-rich learning environments will entail. We may no longer deem necessary a traditional classroom, and educators should be posing more “what if” questions rather than defending inherited structures. As *Berger (2016)* observes, such “what if” questions function as a core design strategy.

The necessity of reimaging the model represents the most significant change. Historically, when new technologies emerged, education systems tended to assimilate these into existing pedagogical frameworks.However, an AI-enabled future classroom requires reimagining the existing model, including the teacher's role. The teacher of the future isn’t the “sage on the stage,” but rather, she must facilitate deep, individual guidance.

The core question is: How can AI be leveraged to augment the teacher, reaching every student individually, and guiding the process of learning rather than dictating it? This modification demands a pedagogical pivot toward dynamic, scaffolded facilitation and non-traditional teaching models. Non-traditional teaching models, project-based learning, interdisciplinary learning, competency-based learning, and other forms of autonomous inquiry create ecosystems where students must engage in sustained critical thinking, navigate ambiguity, synthesize ideas across domains, and make evidence-based decisions as they construct meaning.

These approaches rely on teachers to design intellectually generative problems, curate diverse resources, model metacognitive strategies, and interpret the subtle indicators of student understanding that no machine can fully perceive.



AI strengthens this work by offloading routine tasks, generating differentiated materials, analyzing patterns in student work, and offering real-time formative insights that help teachers target misconceptions while preserving their relational and pedagogical presence.

In project-based and interdisciplinary contexts, AI can help students test hypotheses, simulate scenarios, or explore multimodal sources, while teachers guide the reasoning process, cultivate productive struggle, and ensure that inquiry remains rigorous rather than superficial. In competency-based and autonomous learning environments, AI supports personalized pacing and targeted practice, but teachers remain the architects of coherence, the stewards of intellectual integrity, and the mentors who help students develop the habits of mind, discernment, curiosity, ethical judgment, and reflective reasoning that define true critical thinkers. When balanced thoughtfully, AI becomes an amplifier of teacher expertise and a catalyst for deeper, more human learning, not a substitute for the pedagogical artistry that anchors transformative education.

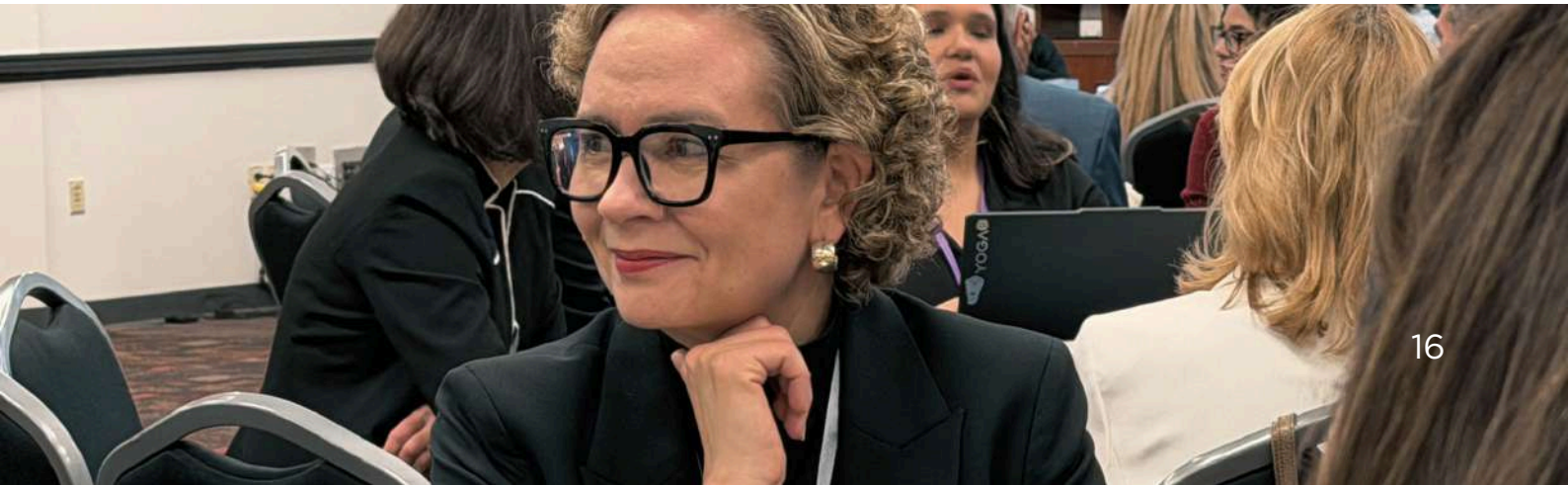
The roundtable identified a deeper challenge that is fundamentally motivational. Encouraging students to use AI as a thinking tool rather than a shortcut requires cultivating intrinsic motivation, which is fostered by relationships, genuine curiosity, and a sense of belonging to a community that values intellectual effort. The teacher who can create those conditions is performing something that no platform can automate. This relational and motivational approach at work is among the most skilled and consequential in any educational institution.

The question before schools is which conditions cultivate the kind of thinking that prepares students for anything rather than for the specific future we can currently name. Schools must stop preparing students for everything and start preparing them for anything *(Fisch and McLeod, 2012)*. Educators must leverage human capacity to find and create destinations that do not yet exist.

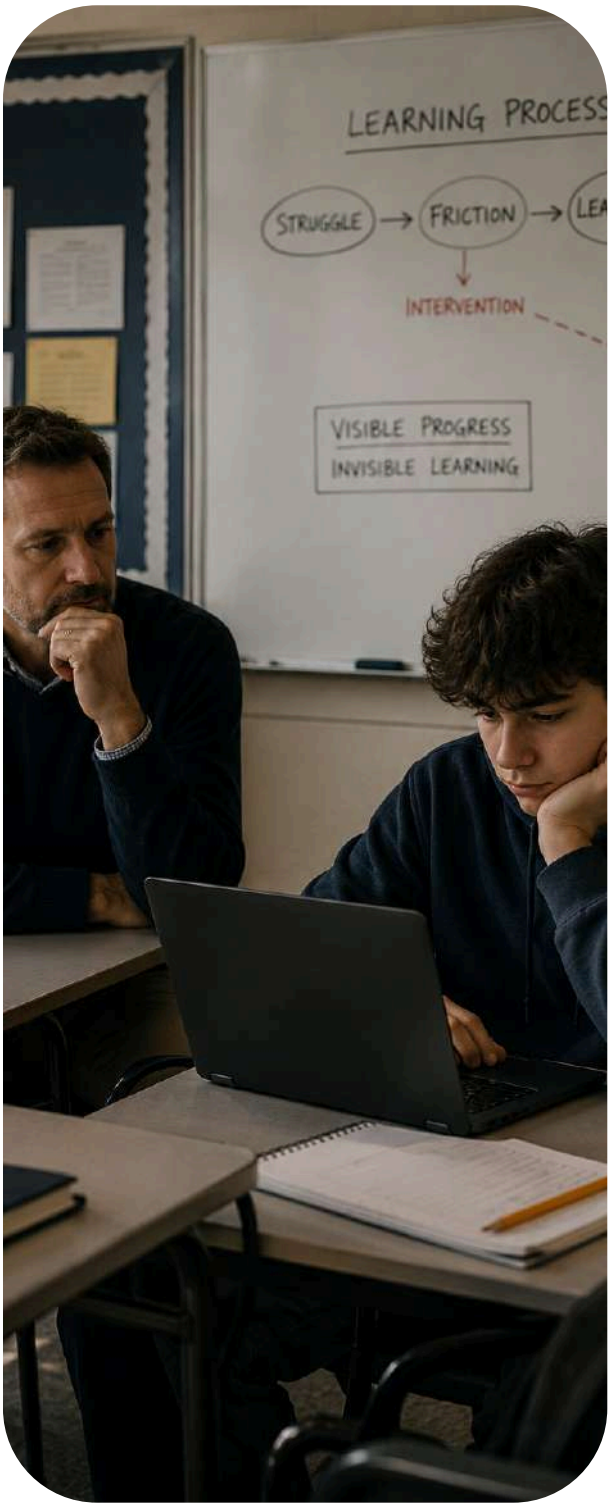
Theme Three: Teaching for Critical Thinking and Authentic Learning in the Age of AI

One of the most consequential insights that neuroscience has contributed to the understanding of human development is also among the least integrated into educational policy. A teacher's internal state is not private.

Mirror neurons, the neural systems through which human beings attune to the emotional and cognitive states of others around them, ensure that what a teacher feels in the presence of uncertainty is transmitted directly to every student in the room *(Rizzolatti and Sinigaglia, 2007; Iacoboni, 2008)*. A teacher who views AI as a threat to professional relevance implicitly communicates that signal to students. Students absorb, without explicit instruction, that knowledge is precarious and that uncertainty is a condition to be concealed. A teacher who practices genuine curiosity in the presence of something unfamiliar transmits the opposite: that not knowing is where real inquiry begins *(Bedoni and Twani, 2026).*



Research on unconscious cognition has established that approximately 95% of cognitive activity occurs outside conscious awareness *(Frith, 2007; Kahneman, 2011; Krueger, 2019)*. A teacher whose operating system interprets student difficulty as a problem to be resolved rather than a productive condition to be sustained will consistently intervene at precisely the moment when learning would otherwise occur. AI makes it easier for that intervention to become invisible. The student turns to the tool. The teacher does not witness the bypassed friction. The lesson proceeds with the appearance of progress.



The roundtable discussion focused on what teachers should do differently with AI. Yet, the more foundational question is what teachers need to experience differently in themselves before they can elicit those capacities that result in their students. This is the dimension of AI integration that professional development programs have most consistently underinvested in, and the one that most reliably determines whether any other investment succeeds.

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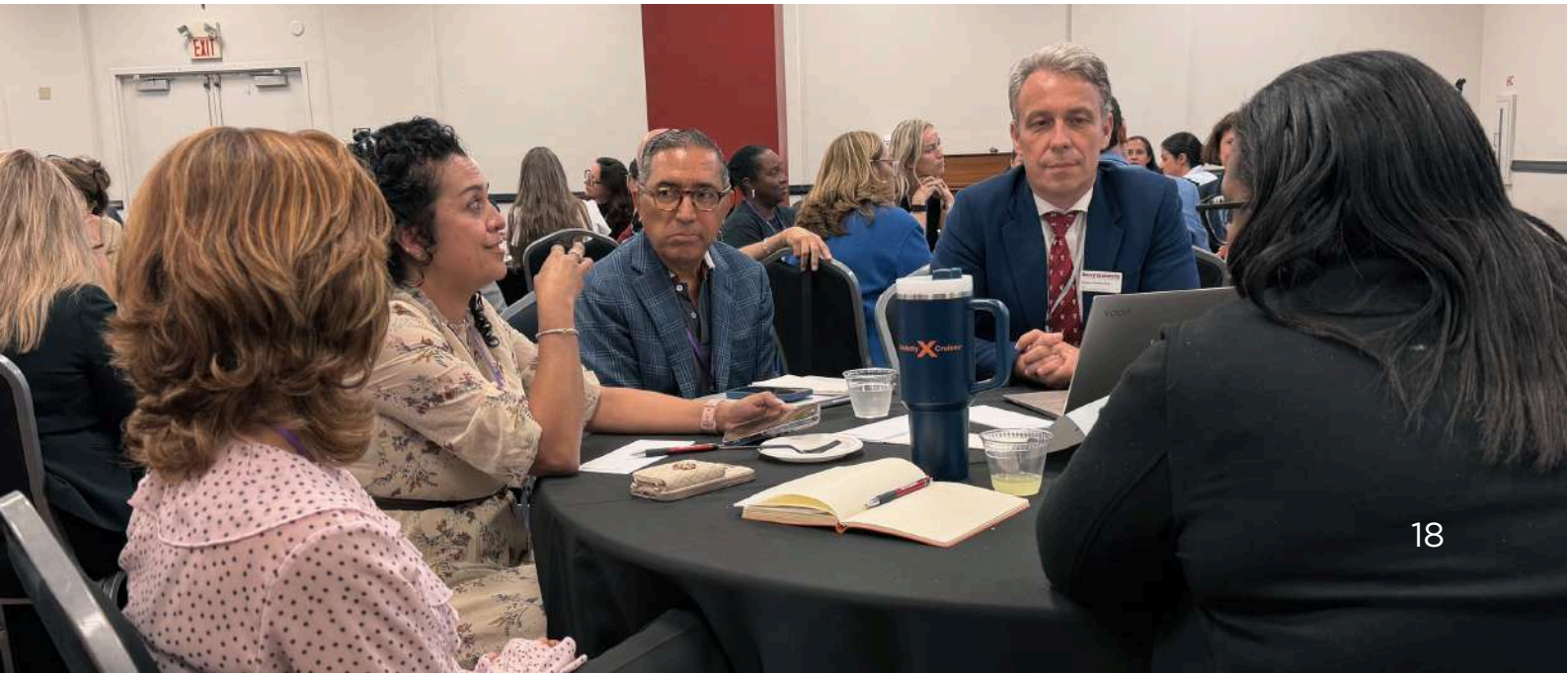
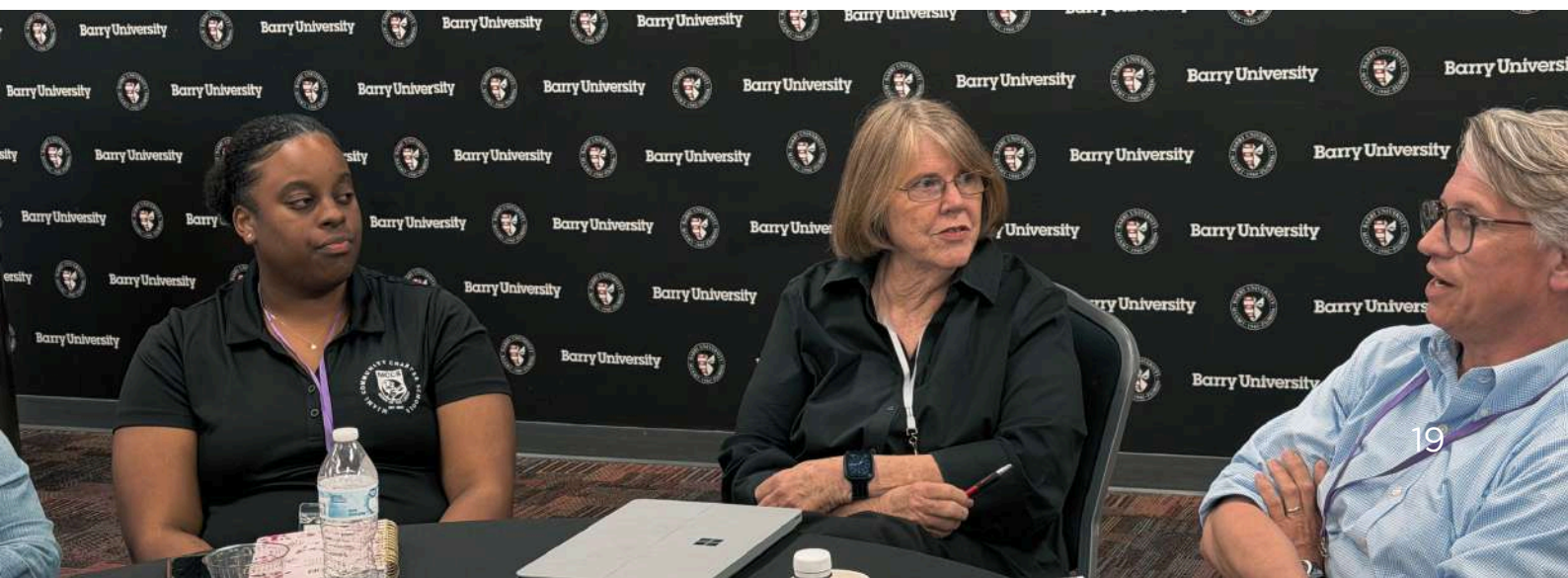
On the question of pedagogy, the roundtable emphasized that inquiry initiates critical thinking, with critique and reflection as its essential culminating moves. When students use AI for self-assessment, asking it to identify weaknesses in their arguments, they deepen rather than displace their own reasoning. It is the teacher who makes this possible: the teacher designs these intellectual moves, frames AI as a tool for thinking rather than shortcutting, and recognizes and affirms genuine cognitive effort when it emerges. In doing so, the teacher exercises the professional judgment the craft has always required.

Governance structures that meaningfully include all voices produce AI policies institutions can sustain.

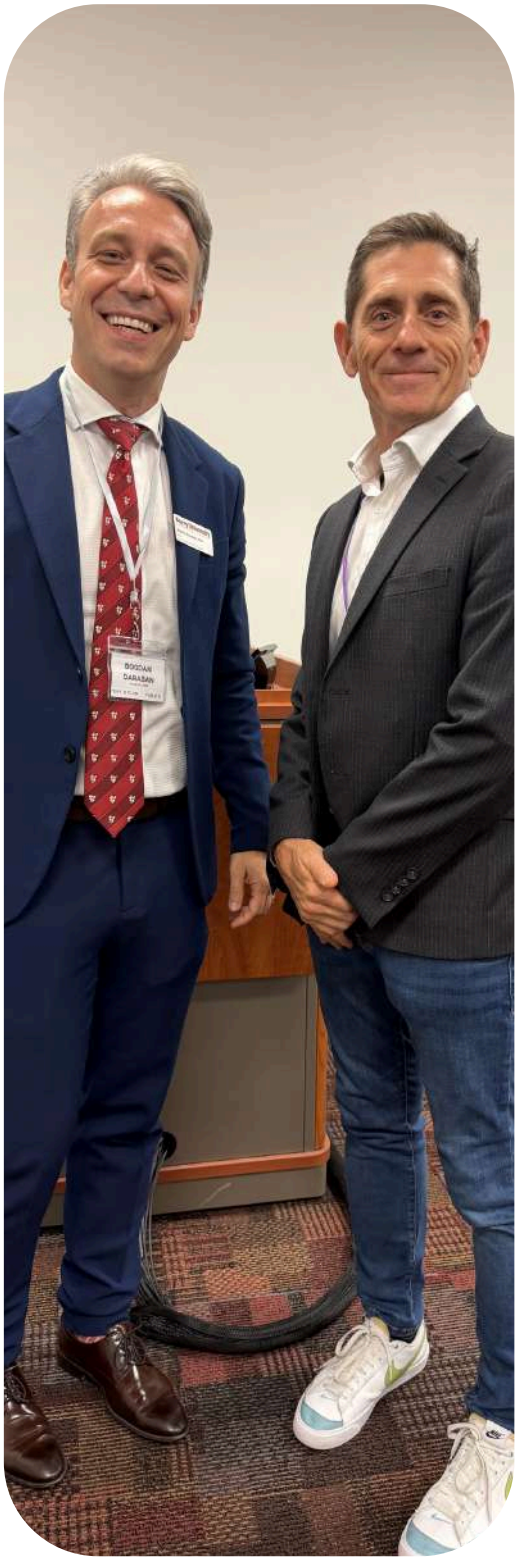


Theme Four:
Identifying the Stakeholders

The roundtable pinpointed a stakeholder map that is more inclusive and named as essential voices in any meaningful transition: parents, local and business communities, students, school and district administrators, and teachers. The prominence given to students is because the role of education is to help young people discern who they aspire to become, and institutions must understand the full amount of support required to make that development possible. This requires all stakeholders, including adjacent community institutions, businesses, and even non-traditional learning providers, to ensure 100% alignment, providing a full picture of students' needs. Schools that engage students in designing their learning environments consistently observe that students develop stronger ownership of those environments and greater investment in the outcomes they are designed to produce.



Each stakeholder group contributes a distinct perspective and carries a different kind of accountability. Parents bring deeply held values that schools must respect and cannot simply override with technical expertise. Business communities offer insight into emerging economic and civic realities about where the world is going that curriculum designers cannot afford to ignore. Students contribute their lived experience of what it feels like to learn, to be assessed, and to navigate the gap between what school demands and what the world, visible to them through their devices, appears to require. Teachers bring the professional judgment that no other stakeholder can replace: the ability to read a room and each student, and make pedagogical decisions that neither research nor policy can make.

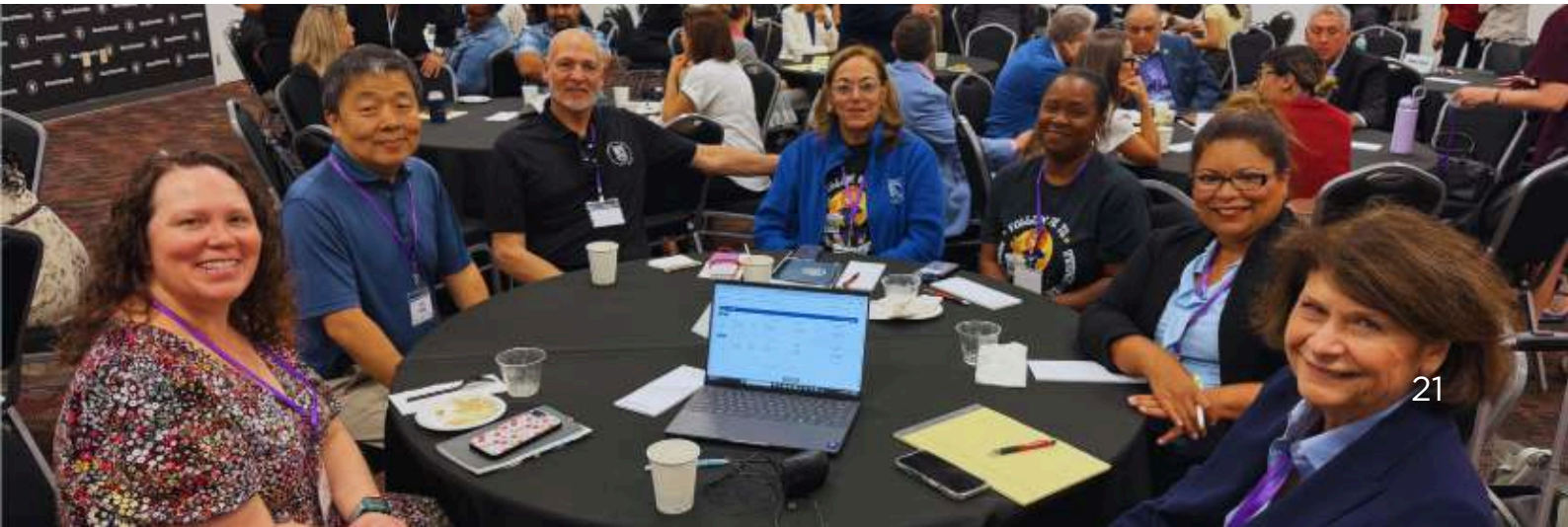


Governance structures that meaningfully include all these voices produce AI policies that institutions can sustain, because the people affected by those policies had a hand in shaping them. By contrast, policies designed by administrators and delivered to communities as completed work tend to generate compliance without commitment, an unstable foundation that causes even well-designed frameworks to falter in practice.

Theme Five: Transitioning from Today's Model to Future Classrooms and the Sense of Urgency

The roundtable identified the digital divide as the central equity concern: better tools carry higher costs, and access will concentrate where resources already exist. The pace of technological change itself presents an even deeper equity challenge. It took education nearly 30 years to approach equitable digital access, and even now, that work remains incomplete. By contrast, the internet reached 100 million users in seven years. ChatGPT achieved that level of adoption in two months. This represents a significant acceleration in societal change, one that our educational institutions are not structurally prepared to keep pace with.

More concerning still is that the shift extends not only beyond access, but to the nature of that access. Emerging research indicates that nearly one in five high school students report having formed an artificial intimate relationship with an AI system, and 42% report using AI for companionship *(NPR, 2025)*. These are not transactional interactions; they are emotional attachments. This phenomenon is unfolding in real time, in our schools, regardless of institutional readiness, and it demands rapid, structural action. The equity gap described here rests atop an even deeper one.



Research on cognitive neuroscience has established that the mental resources available for complex reasoning are finite and subject to scarcity conditions. Under sustained economic stress, time pressure, or environmental uncertainty, the capacity available for judgment, planning, and critical thinking is meaningfully reduced (Mullainathan and Shafir, 2014). Students in under-resourced environments arrive at school already operating near the edge of their cognitive capacity. They bear substantial burdens that never appear on any enrollment form, yet those burdens occupy the same neural real estate that higher-order critical thinking demands.

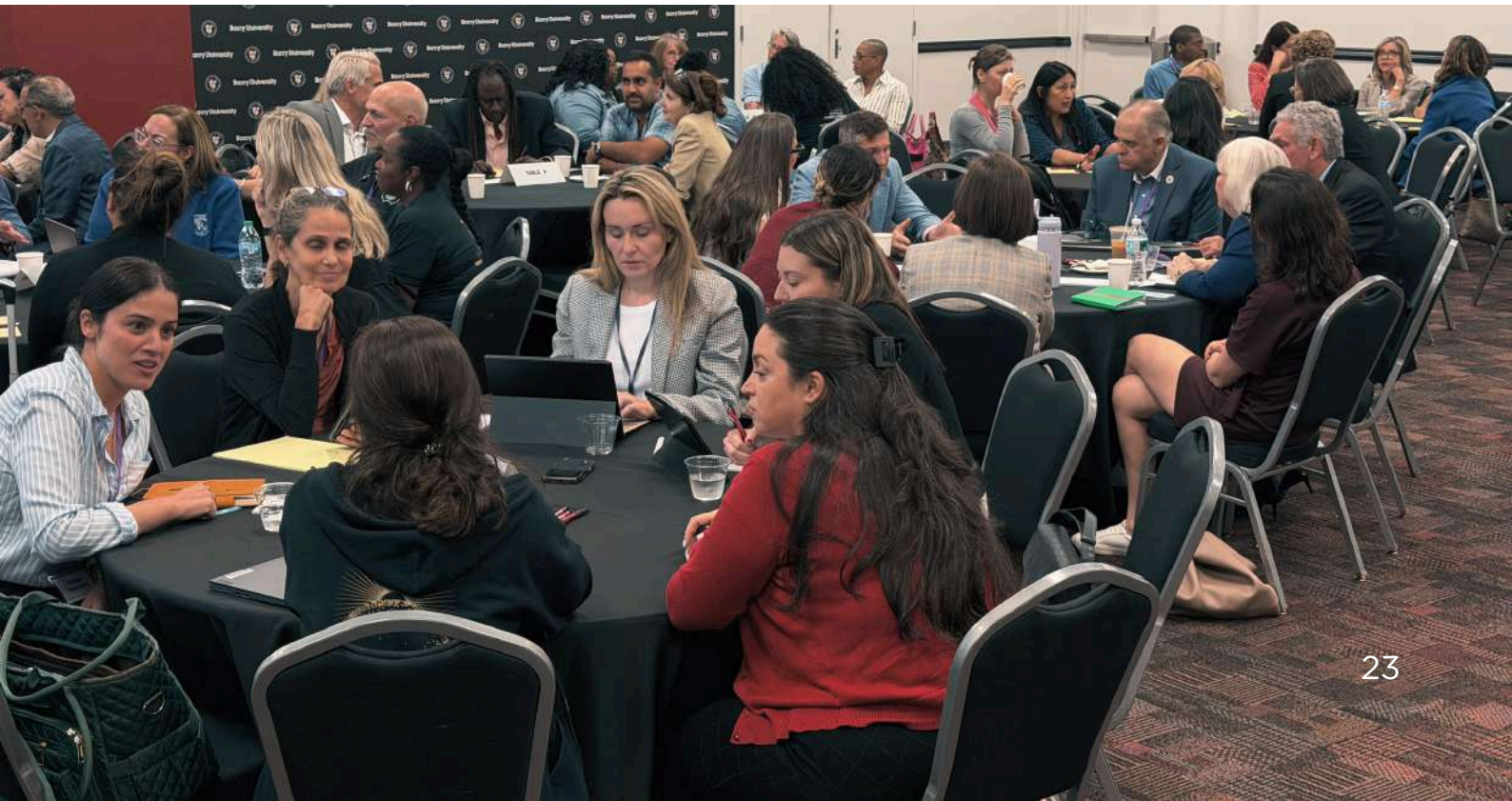
Providing those students with access to AI tools without addressing the conditions that limit their capacity to engage thoughtfully with those tools treats the symptom while leaving the underlying condition intact. Educational equity in an AI-rich environment is a human challenge rather than a hardware problem. Cognitive load, time poverty, and institutional stress must sit alongside device ratios and connectivity data in any serious equity framework (Twani, 2026).

Teachers in under-resourced environments face parallel constraints. Research on time poverty confirms that people operating under sustained time pressure struggle to engage in the reflective practice required for professional growth (Giurge, Whillans, and West, 2020). A professional development program scheduled outside school hours for a teacher managing multiple roles is an instructional offering delivered in a language the recipient does not currently have the cognitive space to process.

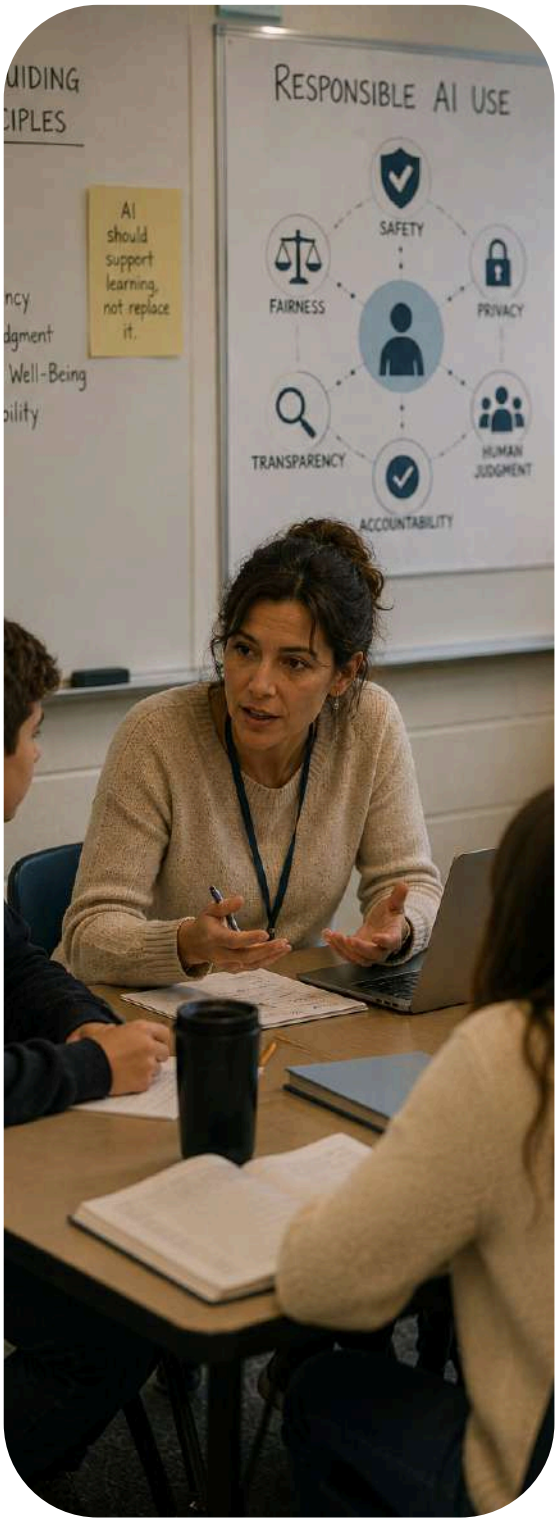
The roundtable participants were clear about what the transition looks like at the classroom level: experiential learning, problem-solving contexts, student autonomy, and experiences that extend beyond the physical classroom. AI tools used in education must meet rigorous criteria to ensure they genuinely strengthen teaching and learning.

They must be built on learning science and firmly grounded in established pedagogical theory, while also aligning with contemporary educational frameworks. Their design should reflect effective instructional practices and models of high-quality teaching, ensuring that features and outputs reinforce what we know works in classrooms.

These tools must be supported by clear evidence of impact, with transparent data demonstrating their effectiveness. They must also be trustworthy and transparent, explaining how they function while safeguarding student privacy. Critically, AI tools must respect teacher expertise, offering guidance without supplanting professional judgment. They should integrate seamlessly into existing workflows, be intuitive to use, and reduce—rather than add to—teachers' cognitive load. To promote equity and inclusion, they must support diverse learners, avoid bias, and ensure fair access and outcomes. Finally, high-quality AI tools must be co-designed with educators and accompanied by robust, ongoing professional learning that empowers teachers to use them confidently and effectively.



Schools must establish robust guardrails to ensure AI is used responsibly, ethically, and in ways that genuinely advance learning. These guardrails should safeguard safety and content integrity by ensuring that AI-generated materials remain accurate, age-appropriate, and aligned with instructional goals. They must also uphold privacy, data protection, and transparency, particularly given the risks associated with large-scale student data collection and opaque algorithmic decision-making.



Equally essential is preserving teacher authority and professional judgment, positioning AI as a supportive tool rather than a substitute for educators. Guardrails must promote fairness so that AI does not exacerbate existing disparities in opportunity or outcomes. They should also ensure developmentally appropriate use to protect students' cognitive, social, and emotional growth. Finally, strong governance and accountability structures are needed so that schools adopt AI at a pace they can manage responsibly, with clear oversight and continuous review.

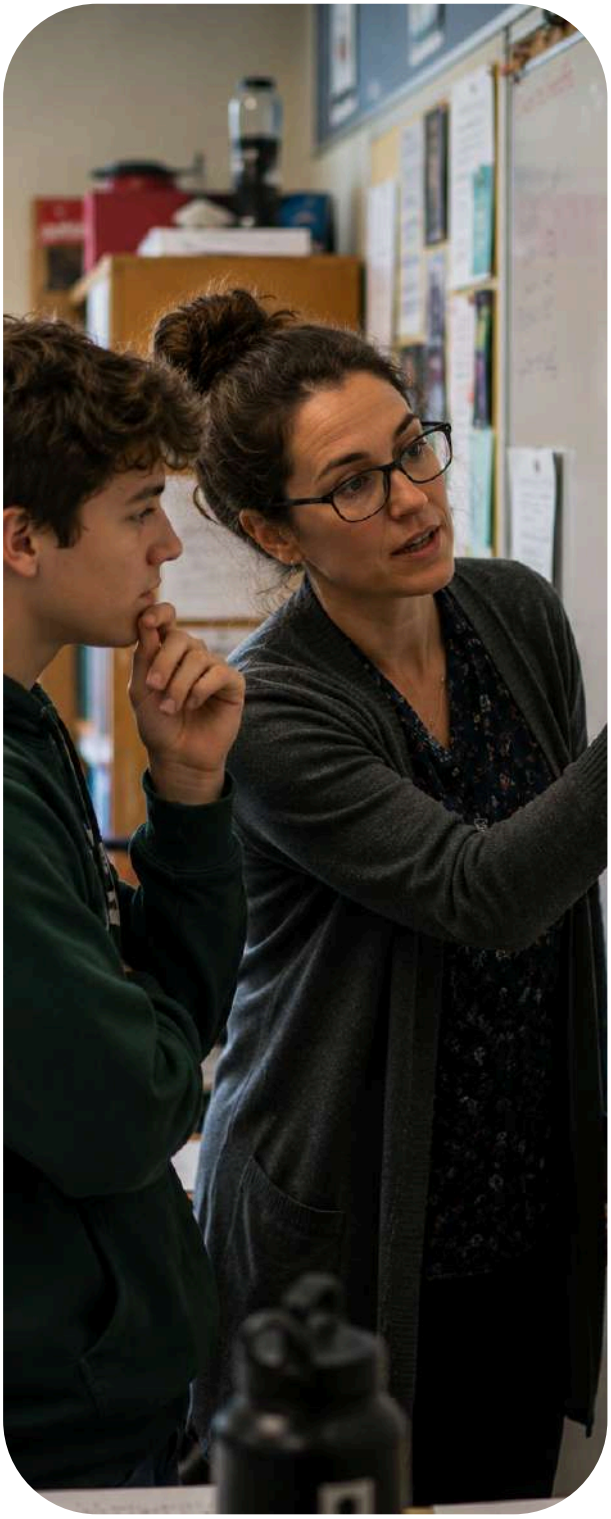
3.

Who Students Are Becoming

One conclusion reached by the roundtable carries the most significance. Education must help students self-actualize, reach the fullest expression of their potential. That is the one essential function that AI cannot perform. AI systems, regardless of their sophistication, generate outputs in response to inputs. They can approximate patterns of reasoning, but they cannot develop a sincere, deep relationship that addresses that function. They can mirror values encoded in their training, but the judgment itself requires a person that holds those values and must live with the consequences of acting on them.

At its deepest level, the purpose of education has always been to accompany a young person through the process of discovering what they value, what they believe in, and the kind of person they aspire to become. The term "education" comes from the Latin educare, which means to bring forth from within. That etymology is the most precise description available of what schools are being asked to do at an age when all the information the world contains is a prompt away. The essential task of schooling is to cultivate the inner capacities that enable students to use knowledge and shape lives of meaning.

Research on Relational Learning demonstrates that students whose teachers know them as a whole develop more robust critical thinking capacities than those taught by equally skilled educators who maintain greater relational distance (Twani, 2021). The relationship is the condition under which the most intellectually demanding work becomes possible. AI can personalize content delivery to a learner's demonstrated pace and knowledge level. It cannot know a student. The roundtable answered the fundamental truth: school is to help students discern who they are becoming, a developmental task that requires human connection, ethical guidance , and the kind of attuned mentorship no algorithm can provide. for helping students decide who to become.



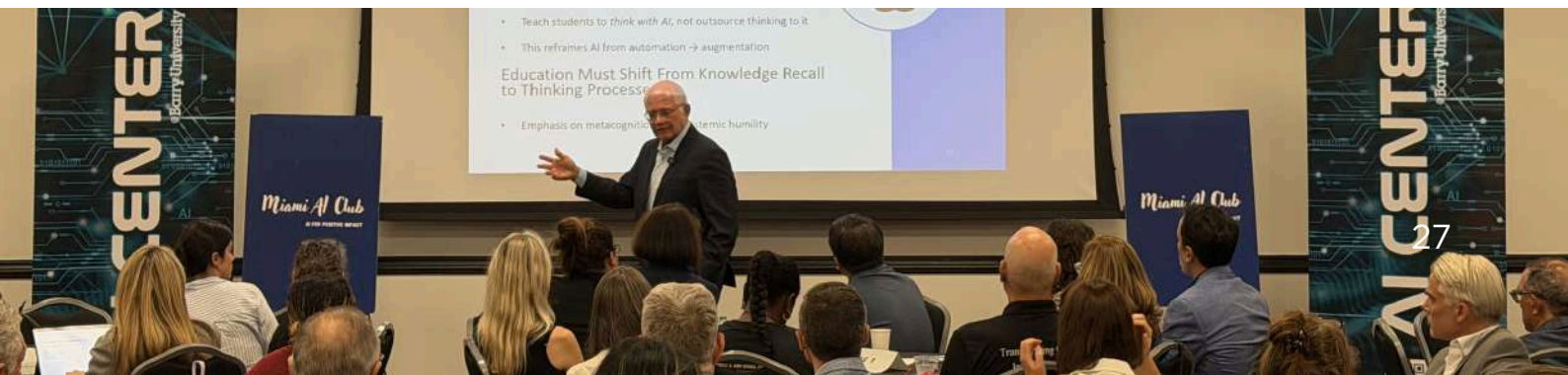
4.

A Maturity Path for Institutions

Before any framework can be applied with integrity, a school system must begin with a clear and unvarnished understanding of its current state. The roundtable revealed meaningful variation in institutional readiness, and that variation is consequential: the same intervention yields markedly different outcomes depending on the conditions into which it is introduced.

A maturity path provides a structured way for institutions to locate themselves, recognize the developmental work ahead, and ensure that subsequent decisions about AI integration, pedagogy, and professional learning are responsive to context rather than aspirational abstractions. The value of a model like this is fundamentally practical. It offers leaders a well-organized way to locate their institution with honesty and precision, without assuming that all schools operate under the same conditions or possess the same level of readiness. It also reflects the spirit of the roundtable itself, which was attuned to transition, tension, and uneven capacity rather than to any narrative of effortless progress or unexamined optimism. A maturity model acknowledges complexity, surfaces developmental needs, and equips leaders to make decisions that are responsive to reality rather than aspirational uniformity.

The Everglades reminds us that progress is rarely linear; it moves like water—shifting, adapting, and reshaping the landscape as it goes."
— Elena Navarro.



The Everglades Framework recognizes four stages, each with a characteristic posture, typical behaviors, main risk, and needed shift *(See Table 1)*.

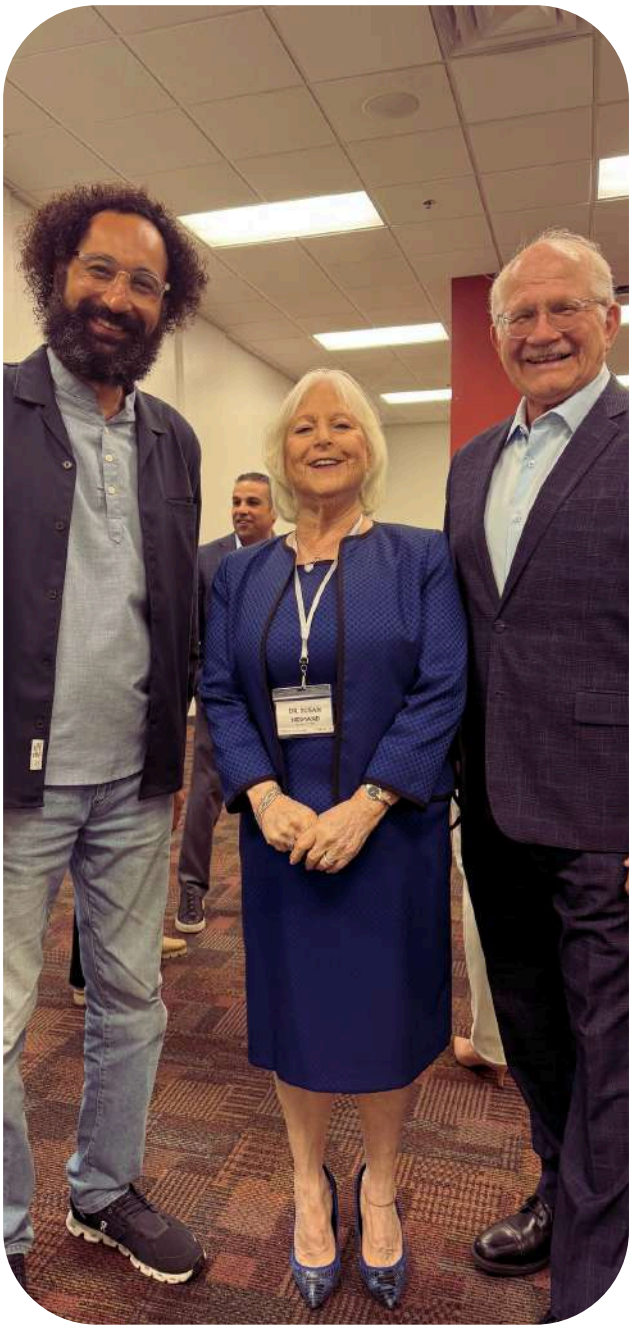
Table 1

Stage	Institutional posture	Typical behavior	Main risk	Needed shift
Exploration	Fear or fragmentation	Bans, isolated trials, inconsistent rules	Confusion and inequity	Build shared language and basic guidance
Incorporation	Local pilots	Teacher-led experiments, limited vetting, uneven support	Patchwork adoption	Create guardrails and professional learning
Proliferation	From pilots to shared practice	Common tools, norms, and lesson patterns emerge	Compliance without learning (or tool-first adoption)	Institutionalize training, vetting, and feedback loops
Optimization	System design	Assessment redesign, vetted tools, and role clarity	Overconfidence or uneven execution	Measure outcomes and strengthen culture
Transformation	Human-centered redesign	AI deepens judgment, widens access, and personalizes learning responsibly	Drift toward convenience	Re-anchor continuously in purpose and equity

5.

The Everglades Framework

Like the river of grass itself, this framework moves beneath the surface; and what appears still from the outside is always in motion. The Everglades Framework translates the roundtable's convictions into three interdependent dimensions that operate simultaneously at the educator, school, and system levels. It represents the practical synthesis of the five conversations. It is the structure and design institutions can use to transform insight into structure and structure into sustained developmental progress.



The Everglades Framework recognizes five stages: Exploration, Incorporation, Proliferation, Optimization, Transformation

Design for Friction

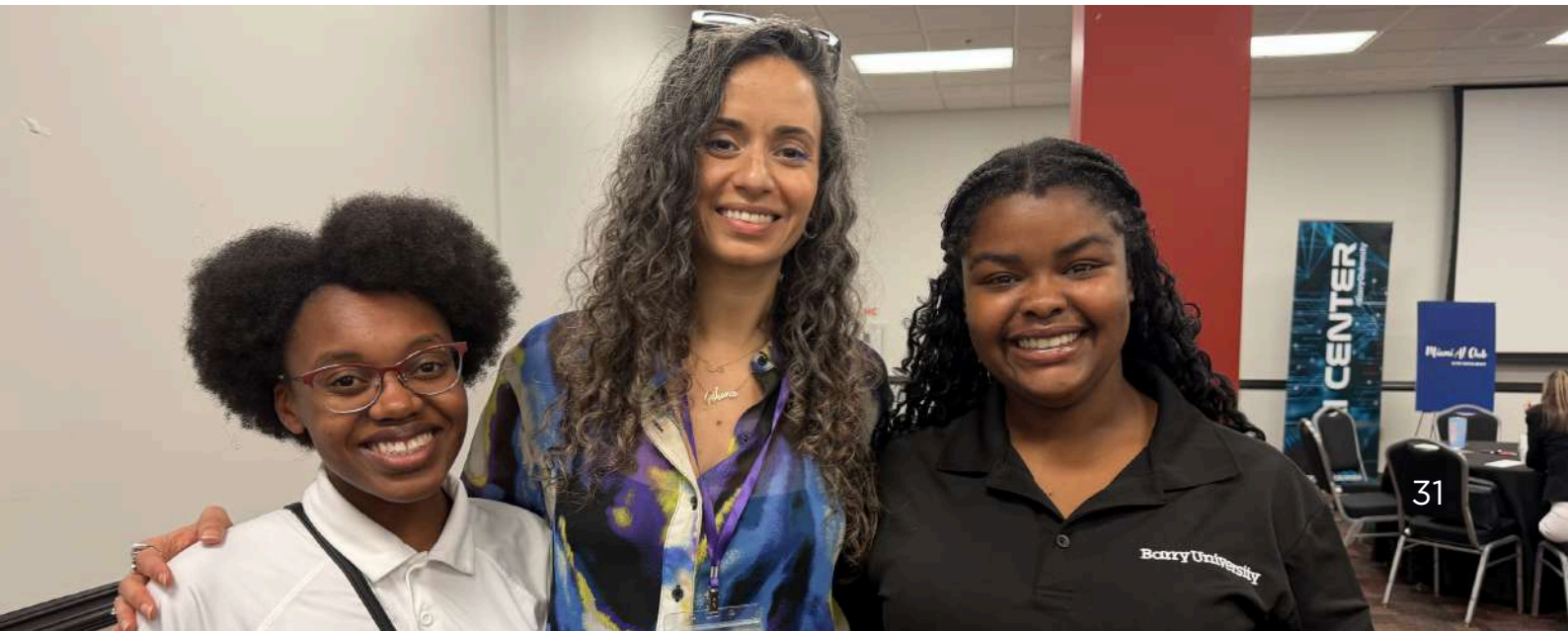
Every assignment, discussion, and assessment should be evaluated through a single clarifying question: where in this design does genuine cognitive work occur? When the answer is nowhere, because a tool can generate the deliverable without requiring students to analyze, interpret, reason, or make meaning, the design must be rethought. Friction is a feature, the productive struggle that activates critical thinking, deepens understanding, and reveals the development of a learner's emerging competence.

Designing for friction means building assignments where the process of reasoning is the deliverable. A student who documents how their thinking evolved across an inquiry produces evidence of learning. A student who submits a polished research paper produces a document that AI can write. Formats such as oral defense of ideas, iterative intellectual work with visible revision trails, and experiential projects requiring physical presence and execution are formats AI cannot satisfy on a student's behalf. These forms of assessment deserve institutional status, supported by time, professional training, and evaluative frameworks that value demonstrated reasoning, intellectual growth, and agency over a superficially polished product.

Assess for Judgment

Assessment communicates an institution's values more clearly than any mission statement. When assessment frameworks predominantly measure the production of correct answers to predetermined questions, and AI produces those answers with remarkable speed and consistency, the instrument and the technology optimized to satisfy it are in direct competition. Institutions committed to deeper learning must therefore design assessments that surface judgment, interpretation, and reasoning rather than mere answer-production.

Assessing for judgment requires creating conditions under which a student must exercise discernment in real time, in the presence of another person, in situations they have not previously encountered. Rubrics should distinguish between a student who can produce a sophisticated response and a student who understands why that response is sophisticated, what assumptions it rests on, and where its reasoning is weakest, and how it might be strengthened. The capacity to identify the limits of one's own thinking is among the most distinctly human cognitive achievements, and, as *Twani (2021)* argues, the most reliably teachable achievement is when an institution commits to cultivating thinking.



Lead Your Own Transformation

Transformation is the dimension most institutions are reluctant to evaluate because it asks educators to undertake an internal evaluation that standard professional development has yet to deliver. Educators who have engaged in internal adjustment regarding their relationship to uncertainty, interrogated the limits of their own expertise, and cultivated a stance of ongoing inquiry produce students with measurably stronger critical-thinking capacities. This occurs through the daily experience of learning in the presence of an adult who practices authentic inquiry rather than merely delivering content.

Building communities of practice in which teachers learn together under the same conditions they hope to create for their students is a high-yield investment with the lowest cost. This essential and important dimension aligns directly with what the roundtable named as the teacher-student relationship shifts from delivery to facilitation and co-creation. That shift is not a technique. It is the result of an educator who has undertaken the internal work necessary to make a different kind of presence possible.

“Mindful school transformation begins with attending to the experiences of learners; when we honor how children grow, change follows naturally.”
— John Dewey

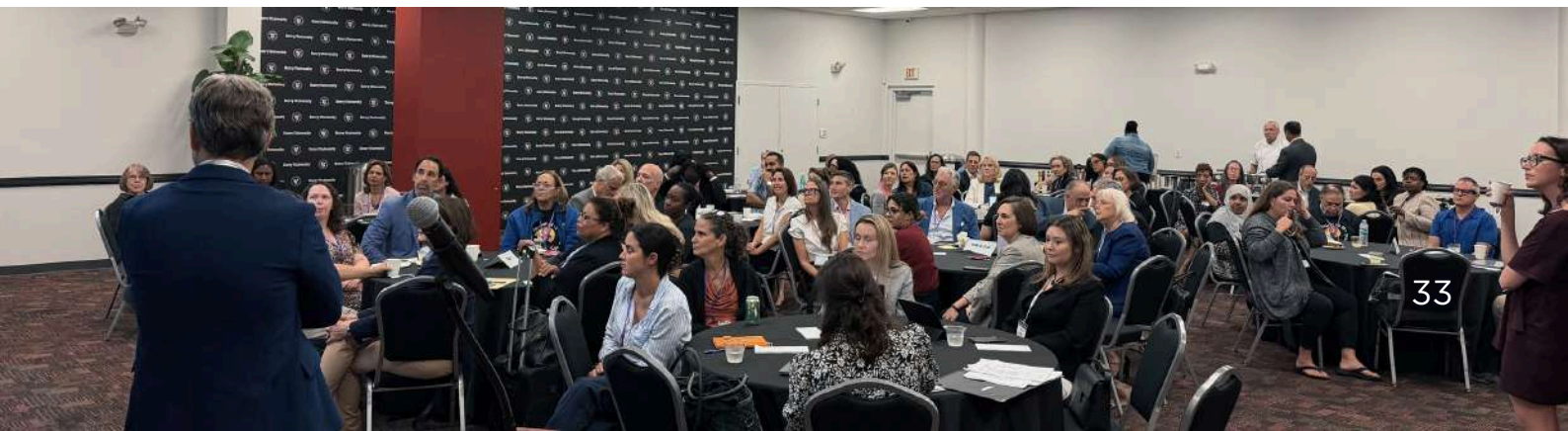
6.

What Leaders Must Do Now

1. Audit where friction has disappeared. Conduct a systemwide friction audit across subjects and grade levels. Identify the proportion of tasks that a student could complete without assistance from AI while engaging in substantive cognitive work. Begin by redesigning all tasks with the highest-stakes assessments.

2. Invest in the 70%. Research across more than 350 AI implementation projects has established that 10% of the effort required to achieve measurable impact is attributable to algorithms, 20% to technology, and 70% to people, behaviors, culture, and leadership commitment *(BCG, 2024)*. School systems allocating most AI integration resources to platforms and policies are investing in the 30% that determines outcomes the least. Protected learning time, trained facilitation, and visible leader modeling determine whether the tools ever deliver their intended results.

3. Locate your institution honestly on the maturity path. Use the four stages of the Everglades Framework to assess where the system stands. The needed intervention varies by stage, and applying a Transformative-stage response to a Reactive-stage institution wastes resources and deepens frustration. Accurate placement is therefore essential as it ensures that leaders match actions to readiness, sequence change responsibly, and build momentum rather than resistance.



4. Expand the equity measure. Develop a parallel equity metric alongside technology access, one that tracks the cognitive, temporal, and relational conditions under which students and educators can engage in the kind of thinking the institution claims to value.

5. Give students a voice in governance. Students who participate in the design of their learning environments develop a sense of ownership and agency with them. The roundtable's call for broad stakeholder engagement is most powerful when it includes the very people the institution exists to serve. Their voice provides the clearest signal available about whether the institution's actions are producing the intended effects. Institutions that elevate student voice in governance gain access to real-time insight, strengthen trust, and align their decisions with the lived experience of learning.

The roundtable identified five essential stakeholder groups in any school's AI transition: teachers, administrators, students, parents and families, and community and business partners. To this list, policymakers must be added, because the conditions under which schools can act are substantially shaped by the regulatory and funding environment that those policymakers control. *Table 2* below offers three immediate actions for each group, grounded in the Everglades Framework and recommended for what practitioners can begin without waiting for system-wide approval.

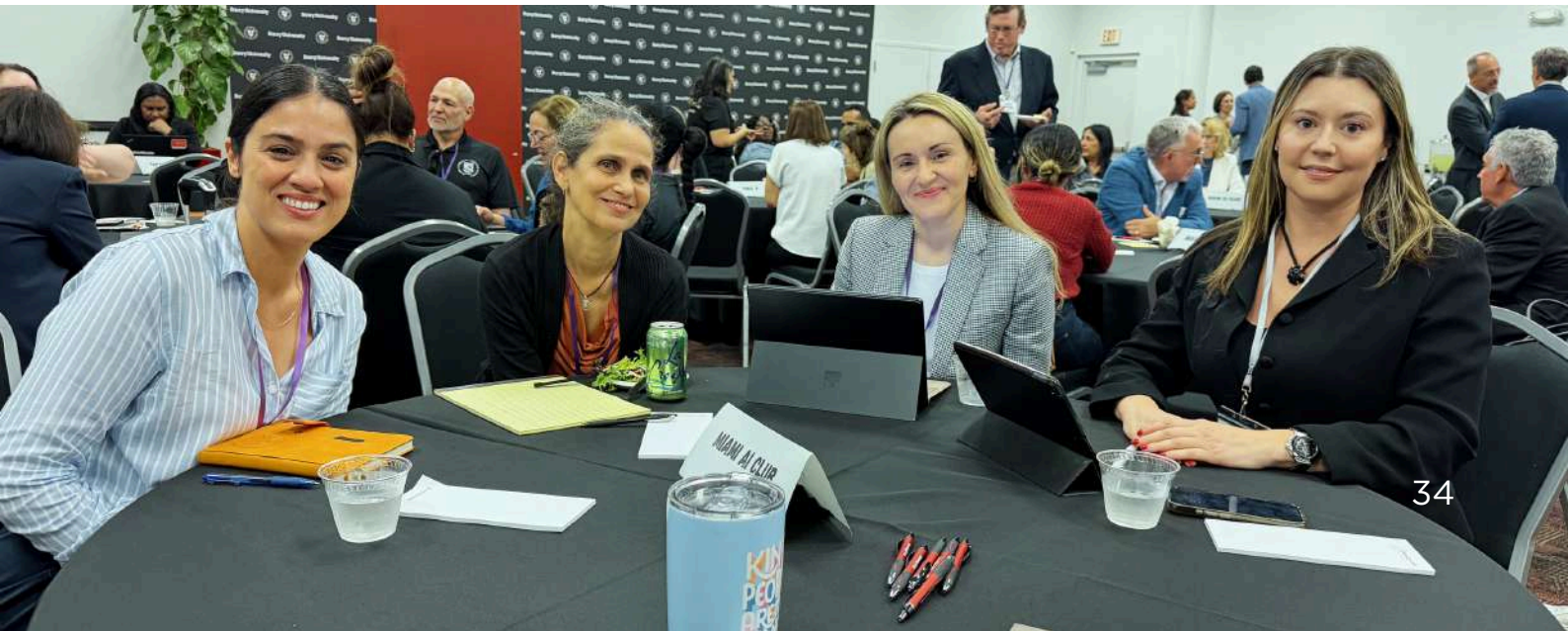


Table 2

Stakeholder	Three immediate actions
Teachers	1. Redesign at least one assignment per unit so that the reasoning process, not the final product, is what students submit and defend. 2. Engage in a professional learning community focused on AI-assisted inquiry, sharing what works and what does not across subject areas. 3. Model intellectual humility openly in the classroom by naming your own uncertainty and letting students witness how a skilled thinker navigates the unknown.
School administrators	1. Conduct a curriculum audit to identify assignments AI can complete without any student thinking and begin redesigning the highest-stakes tasks first. 2. Allocate protected time for teacher collaboration on AI integration rather than scheduling professional development as an add-on to existing demands. 3. Establish a clear, school-wide AI use policy co-developed with teachers, students, and families, reviewed annually as tools and norms evolve.
Students	1. Practice using AI as a thinking partner rather than an answer source by asking it to challenge your reasoning and surface the weaknesses in your argument. 2. Participate in at least one governance conversation at your school about how AI is used in learning, bringing your perspective as the person most affected by that decision. 3. Build a habit of reflection after using AI for any academic task, writing a brief note on what you thought, what the tool added, and where your judgment diverged from its output.
Parents and families	1. Discuss AI use openly at home by asking your child to explain how they used a tool and what they personally contributed to the work it helped produce. 2. Advocate in school board and community forums for equity measures that go beyond device access to include the cognitive and time conditions under which students engage with those devices. 3. Connect with your school's AI governance process, whether through a parent advisory group or direct communication with administration, to ensure family values are represented.

Stakeholder	Three immediate actions
Community & business partners	1. Offer internship and project-based experiences that give students real problems to reason through, creating the authentic complexity that classroom simulations can approximate but not replicate. 2. Share openly with schools how AI is reshaping the skills your sector needs, so educators can design for judgment, communication, and ethical reasoning rather than obsolete technical outputs. 3. Invest in teacher professional learning, not just student programs, recognizing that the educator's readiness is the most consequential variable in any school's AI transition.
Policymakers	1. Fund AI integration at the human layer by directing a meaningful share of technology budgets toward professional learning, coaching, and collaborative planning time rather than platforms alone. 2. Build equity metrics that capture cognitive load, time poverty, and institutional stress alongside device ratios, so the gap the policy is meant to close is being measured. 3. Create regulatory frameworks for AI use in education that are co-developed with practitioners, updated on an annual cycle, and grounded in what research shows about how learning occurs.

Table 2. Immediate Actions

These actions are immediate, but they are also cumulative. Each one creates a condition that makes the next level of engagement more possible. The teacher who redesigns an assignment creates a model for schools to discuss. The administrator who conducts a friction audit creates data that the board can act on. The student who participates in one governance conversation creates a precedent for institutional practice. Small, specific moves compound across time and across relationships into the cultural shift that no single policy can mandate.

Every student holds a potential no AI can touch, and the teacher remains the essential force that brings it forward.

Conclusion

The Miami AI Club roundtable produced a genuine contribution. The educators, leaders, and practitioners who gathered asked questions that mattered and arrived at a thesis grounded in professional experience rather than theoretical projection. Schools exist to cultivate the capacities that AI cannot replicate. At the center of those capacities stands critical thinking. And the enduring purpose of education, supporting young people in deciding who they aspire to become, has not changed. AI has simply made that purpose impossible to ignore.

The Everglades Framework extends that work. Design the conditions that make genuine learning necessary. Assess what reflects the development of human judgment. Invest most deeply in transforming the people who create those conditions for everyone else. And locate each institution honestly on the path, because the river looks different depending on where you are standing.

Ultimately, the purpose of education is to support young people in realizing their full potential and becoming the individuals they envision themselves to be. The Everglades Framework grounds this aspiration in practice: it helps institutions design the relational and cognitive conditions that call forth authentic learning, cultivate the judgment students need to navigate an AI-saturated world, and develop the educators whose work makes such growth possible.

Every student in every classroom carries a potential that no AI system can match. The teacher in that room is the instrument capable of drawing it forth. That has always been true. The proliferation of AI has posed a question that every institution must answer with structure, with investment, and with the moral clarity to recognize that the teaching craft is not diminished by powerful tools. It is made more necessary by them.

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About

Miami AI Club (MAIC) is an exclusive community of visionary founders, executives, investors, researchers, and innovators shaping the future of artificial intelligence through collaboration, leadership, and real-world impact.

Focused on responsible innovation, MAIC brings together leaders across technology, business, education, healthcare, and policy to create meaningful conversations, strategic partnerships, and initiatives that drive the future of AI forward thoughtfully and responsibly.

Through curated events, executive roundtables, and global collaborations, Miami AI Club exists to connect visionary people shaping the next generation of human-centered technology.


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