

AI-Driven Professional Development for Maths Teachers — Copur-Gencturk's U.S. Randomised Trial of Intelligent-Tutoring Feedback

AI in Education · Good practice · United States of America

Quality score: 47/100

Evidence strength: Moderate

Summary

A virtual PD programme using intelligent tutoring systems gave maths teachers just-in-time feedback. In an RCT of 52 U.S. teachers, participants chose more demanding tasks, but task implementation did not differ significantly.

Key dimensions

Dimension	Score
Evidence of learning impact	1/3
Equity & inclusion	1/3
Transparency, ethics & data protection	1/3
Teacher capability & pedagogy	2/3
Scalability & sustainability	2/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-10-10

[University of Southern California \(Rossier School of Education\)](#) — accessed 2026-10-10

[Stanford SCALE repository entry](#) — accessed 2026-10-10

[We Are Teachers summary](#) — accessed 2026-10-10

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