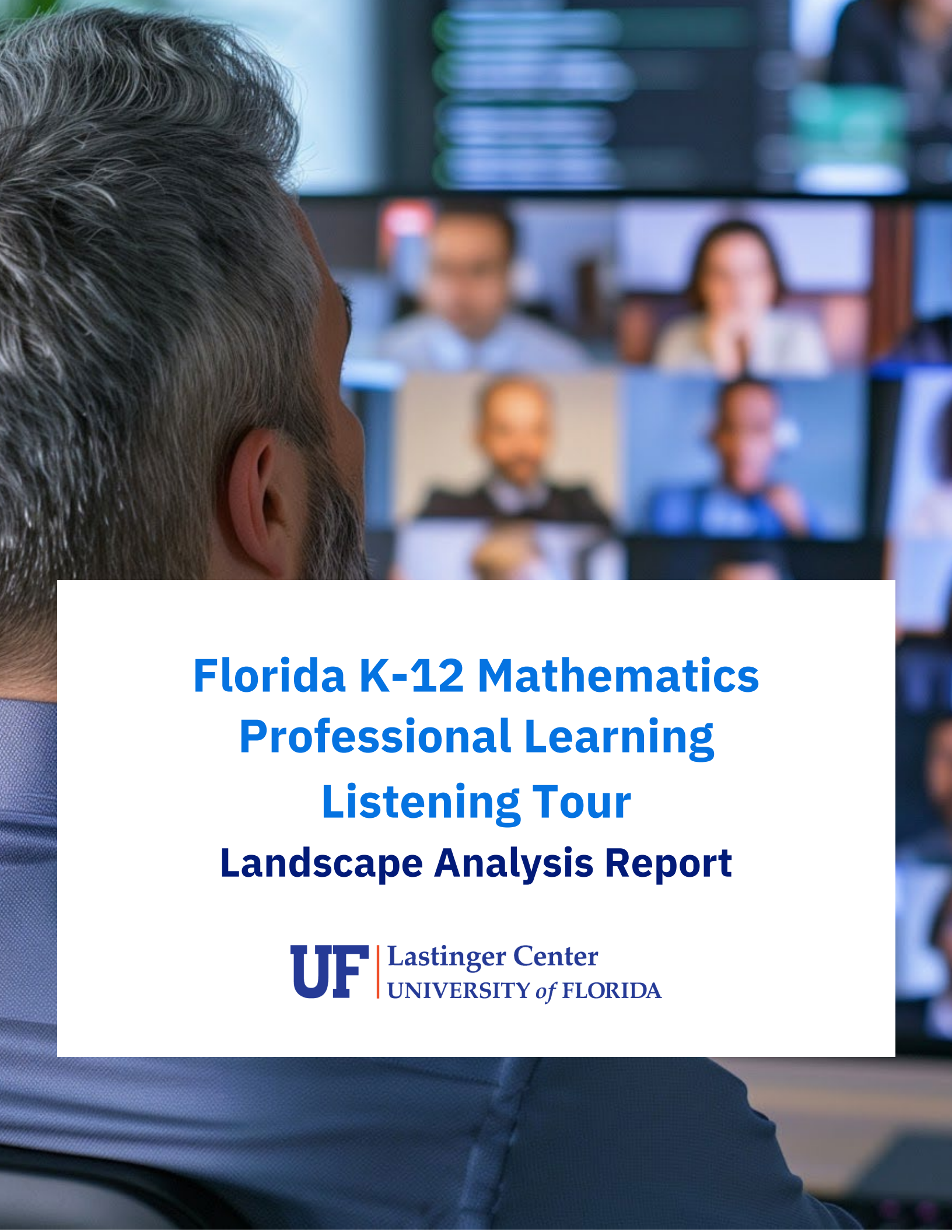




Florida K-12 Mathematics Professional Learning Listening Tour Landscape Analysis Report

UF | Lastinger Center
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Executive Summary

Purpose of the Project

The University of Florida Lastinger Center conducted a statewide landscape analysis in Spring 2026 to examine the current state of mathematics-specific professional learning (PL) across Florida. Building on prior statewide listening tour efforts, the project sought to understand the PL experiences of stakeholders, identify gaps between current and desired PL, and examine the extent to which these experiences align with research-based characteristics of high-quality curriculum-based PL (Alicea et al., 2025), such as the Florida B.E.S.T. Standards for Mathematics (FLDOE, 2025). Findings are intended to inform recommendations for strengthening Florida's PL infrastructure to support the effective implementation of high-quality instructional materials (HQIM) and improve mathematics teaching and learning statewide.

Scope of Analysis

The Lastinger Center examined the current state of mathematics-specific PL across Florida through a mixed-methods analysis, drawing on survey responses from 988 participants and focus group data from 182 participants collected during the Spring of 2026, including teachers, coaches, administrators, higher education faculty, external PL providers, and state education partners.

Context

Mathematics is essential to Florida's workforce, which increasingly demands postsecondary preparation and technical skills grounded in mathematics—skills that Florida employers report struggling to find (Florida Chamber Foundation, 2024). Many of these high-demand competencies are reflected in Florida's B.E.S.T. Mathematical Thinking and Reasoning (MTR) Standards (FLDOE, 2020), including problem solving and the ability to explain reasoning to others (UF LC, 2024a; 2024b). Because teachers play a central role in developing these skills, access to high-quality mathematics-specific PL is critical.

As districts continue adopting HQIM, increasing attention has shifted toward the PL needed to support their effective implementation. Research indicates that instructional materials alone are unlikely to improve teaching and learning without high-quality curriculum-based PL that helps teachers build instructional expertise, implement materials with integrity, and adapt instruction to meet students' needs (Alicea et al., 2025). To establish a common language around effective PL, the Research Partnership for Professional Learning (RPPL) synthesized research into a framework describing the core features of high-quality curriculum-based PL, providing guidance for the format, characteristics, implementation, and supportive conditions of PL initiatives (Alicea et al., 2025).

Key Questions

- What kinds of professional learning are K-12 public school teachers experiencing?
- In what ways are these influenced by key decision-makers in their district or school?
- What role do non-school and district professional learning providers play in the experiences teachers are afforded and that district/school decision-makers make use of?
- What differences are observable between what teachers would like to experience and what they are afforded opportunities to experience?
- How do the experiences afforded to teachers align with the features of high quality professional learning, or curriculum-aligned professional learning?

Data Collection

A total of 988 stakeholders participated in an online survey examining mathematics-specific PL experiences across Florida. Participants represented 69 Florida public school districts, 60 counties, and urban, suburban, and rural contexts.

Between March and May 2026, a total of 67 focus groups were conducted with 182 stakeholders representing 46 Florida public school districts, all Florida consortia regions, and 43 counties. Focus group participants included K–12 teachers, school- and district-based coaches, school and district administrators, university faculty, and external PL providers.

Key Results

Florida educators share a clear vision of high-quality mathematics professional learning.

Across stakeholder groups, participants consistently described **effective professional learning as collaborative, classroom-relevant, job-embedded, and supported** through ongoing coaching and follow-up rather than one-time workshops.

Current professional learning emphasizes what to teach more than how to teach mathematics.

Teachers reported that much of their past and current professional learning experiences focus on standards, curriculum, and student data, while expressing a strong **need for learning that develops pedagogical content knowledge and instructional practice.**

Structural factors, especially coaching capacity, are the primary barriers to high-quality professional learning.

Limited coaching capacity, funding, scheduling, competing priorities, and accountability pressures consistently constrained educators' access to sustained, meaningful professional learning.

Professional learning decisions are largely driven by district priorities, creating differences in stakeholder perspectives.

Administrators and coaches described **balancing teacher needs with district goals**, but teachers did not view their professional learning as aligned with school and district priorities, highlighting a disconnect between planning and classroom experience.

Many features of high-quality professional learning remain underrepresented.

Although current and desired professional learning align with several research-aligned features, participants rarely described **sequenced learning over time**, support for **implementing HQIM with purposeful adaptation**, or leadership that establishes a **shared instructional vision**—all key elements of curriculum-based professional learning.

Recommendations

1. Invest in mathematics coaches to strengthen and scale high-quality professional learning.
2. Prioritize job-embedded, mathematics-specific professional learning.
3. Invest in high-quality professional learning opportunities that meet teacher needs.
4. Re-envision existing district structures for sustained professional learning.
5. Strengthen teacher and coach voice and shared instructional vision in professional learning planning.

Overview of the Professional Learning Listening Tour Project

Rationale & Purpose

Mathematics is a vital skill for a workforce that increasingly requires postsecondary education and technical skills where mathematics must be applied (Florida Chamber Foundation, 2024; UF LC, 2024a; 2024b). Moreover, the most in-demand skills reported by employers are those highlighted in the Mathematical Thinking and Reasoning Standards (FLDOE, 2020), such as problem solving and explaining reasoning to others (UF LC, 2024a; 2024b). According to the Florida Chamber Foundation (2024), Florida employers struggle to find qualified employees, and the most in-demand careers require substantial mathematical backgrounds. Moreover, the most recent report available from the Florida Department of Education (FLDOE) shows 5,741 mathematics courses being taught by teachers who are not certified to teach mathematics, and a projected 400 mathematics teacher vacancies across the state for the 2026-2027 school year, classifying mathematics as a high demand teacher needs area (FLDOE, 2026). Finally, 8th grade Florida student mathematics achievement scores on NAEP (2024) have consistently trended downward since 2017. Together, these challenges indicate a need for more highly qualified mathematics teachers across the state—a finding that was prevalent in our 2023 Listening Tour (UF LC, 2024b). To ensure a skilled and thriving Florida economy, a robust professional learning system that supports teaching and learning across the state is essential.

The purpose of this statewide landscape analysis was to examine the current state of mathematics PL across Florida and identify opportunities to strengthen a coherent, sustainable system of high-quality PL. Building on a previous statewide listening tour about the state of mathematics education across the state (UF LC, 2024b), this study explored how mathematics PL is currently designed, implemented, and experienced by educators and education leaders. The findings are intended to identify strengths, gaps, and systemic barriers while informing recommendations for strengthening statewide PL infrastructure and supporting high-quality mathematics instruction.

Essential Questions

1. What kinds of professional learning are K-12 public school teachers experiencing?
2. In what ways are these influenced by key decision-makers in their district or school?
3. What role do non-school and district professional learning providers play in the experiences teachers are afforded and that district/school decision-makers make use of?
4. What differences are observable between what teachers would like to experience and what they are afforded opportunities to experience?
5. How do the experiences afforded to teachers align with the features of high quality professional learning, or curriculum-aligned professional learning?

Framework

This study is grounded in the RPPL framework for curriculum-based PL, which is “high-quality PL that supports the implementation and sustained use of high-quality instructional materials (HQIM) to ensure that teachers can effectively use these materials in their classrooms” (Alicea et al., 2025, p. 2). Rather than viewing PL and curriculum as separate, curriculum-based PL emphasizes that they are mutually reinforcing—PL paired with curricular materials produces greater gains in student achievement than either curriculum or PL implemented independently (Alicea et al., 2025). High-quality curriculum-based PL provides educators with evidence-based, collaborative, and sustained learning opportunities that strengthen teaching practice while balancing organizational priorities with educators' and students' needs (Alicea et al., 2025). The RPPL further defines curriculum-based PL as PL that supports teachers in implementing HQIM with integrity while adapting instruction to meet students' needs and providing standards-aligned learning goals, coherent instructional sequences, research-based instructional practices, and teacher supports that guide effective classroom instruction (Alicea et al., 2025). Experiences that consist of one-time workshops or compliance-oriented trainings fall outside this conceptualization (Alicea et al., 2025). To establish a common language around effective PL, the RPPL synthesized research into a framework describing the core features of high-quality curriculum-based PL (see Figure 1), providing guidance for the format, characteristics, implementation, and supportive conditions of PL initiatives (Alicea et al., 2025).

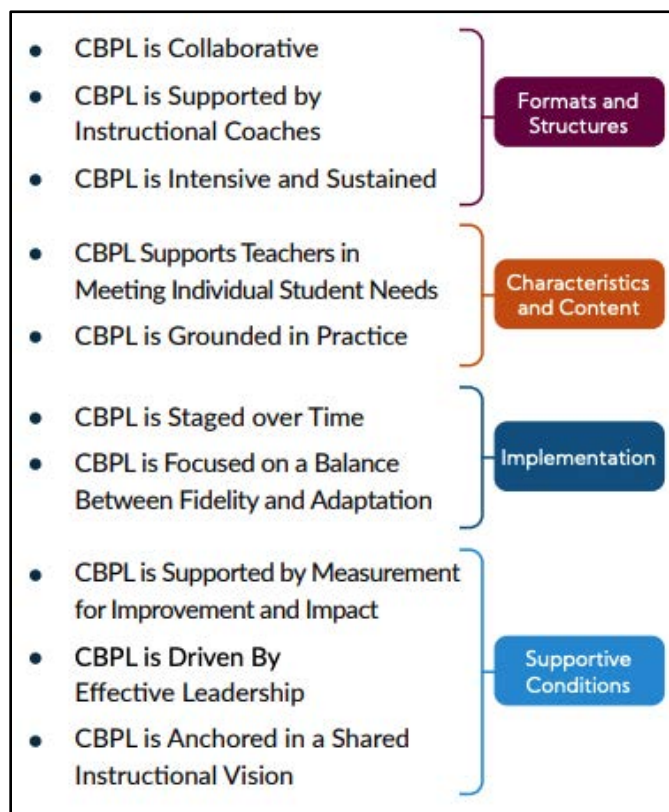


Figure 1. Curriculum-based professional learning (CBPL) qualities (taken with permission from Alicea et al., 2025, p. 5)

What is high-quality professional learning?

RPPL defines high-quality PL as PL that “provides educators with evidence-based and relevant learning opportunities that directly improve teaching effectiveness and student learning outcomes” (Alicea et al., 2025, p. 4). This includes PL experiences that are content-focused, sustained, incorporate active learning and collaboration, provide coaching, include opportunities for feedback and reflection, balance school and district goals, and are responsive to teachers’ and students’ needs (Alicea et al., 2025; Darling-Hammond et al., 2017; Hill & Papay, 2022).

What are high-quality instructional materials?

HQIM are comprehensive curriculum resources that have been evaluated as fully aligned with college- and career-ready standards (Alicea et al., 2025; Chu et al., 2022), such as the Florida B.E.S.T. Standards for Mathematics (FLDOE, 2020). These materials are intentionally organized around a coherent scope and sequence, with standards-aligned lessons, unit plans, and clearly defined learning goals that support consistent instruction throughout the school year (Alicea et al., 2025). HQIM also incorporate research-based, student-centered instructional practices, teacher guidance, formative assessments, and other supports designed to strengthen classroom implementation (Alicea et al., 2025). Although the availability of standards-aligned instructional materials has increased substantially in recent years, research indicates that their impact ultimately depends on how effectively teachers implement the materials, implement the PL, and the quality of the instructional support they receive throughout that process (EdReports, 2023).

Importantly, curriculum-based PL is high-quality PL that is anchored to HQIM (Alicea et al., 2025).

Mathematics-specific professional learning

Although the broader literature identifies several features of high-quality PL, research suggests that mathematics-specific PL requires additional supports tailored to the unique demands of mathematics instruction. Mathematics-specific PL is most effective when it is sustained over time, centered on mathematical content and pedagogy, and provides opportunities for teachers to collaboratively examine curriculum, student thinking, and instructional practice (Gersten et al., 2022; Lee & Vongkulluksn, 2023; Polly et al., 2017). While causal evidence remains limited when connecting PL experiences to student outcomes, existing research identifies intensive content-focused learning with follow-up workshops and collaborative models such as lesson study as among the approaches demonstrating positive effects on student mathematics achievement (Gersten et al., 2022). Studies also suggest that engaging teachers as learners of mathematics, supporting them in implementing curriculum materials, and providing opportunities to collaboratively reflect on instruction can strengthen teachers' mathematical content knowledge, instructional practices, and student-centered beliefs (Lee & Vongkulluksn, 2023; Polly et al., 2017). Recent national research further indicates that teachers perceive curriculum-based mathematics PL as most valuable when it is aligned to the mathematics curriculum they teach, includes dedicated time for collaboration, and supports

implementation of instructional materials (Steiner et al., 2025). Collectively, the research suggests that effective mathematics-specific PL extends beyond developing general instructional knowledge by providing sustained, collaborative, curriculum-connected opportunities that strengthen teachers' mathematical knowledge and support high-quality mathematics instruction.

Method

A mixed-methods research design was used to examine the current state of mathematics-specific PL across Florida. Building on a prior statewide listening tour focused on aligning high-quality PL with HQIM (UF LC, 2025), we conducted a follow-up virtual listening tour in Spring 2026 consisting of a statewide survey and stakeholder focus groups to provide broad and in-depth perspectives on, and experiences of, mathematics-specific PL.

Participants

Our study included survey responses from 988 stakeholders involved in mathematics-specific PL across 60 counties and 69 Florida public school districts (see Table 1 and Figure 2), along with 67 focus groups involving 182 stakeholders representing 46 Florida public school districts and 43 counties (see Table 2). Participants included K–12 teachers, school- and district-based coaches and administrators, university faculty, and external PL providers.

In focus groups, administrators included principals, assistant principals, curriculum coordinators, a curriculum specialist, an instructional superintendent, a director of curriculum and learning, a director of curriculum and instruction, an assistant principal of curriculum, and an executive director of strategic initiatives. External PL providers included representatives from the Florida Department of Education (FLDOE), Florida’s three Rural District Consortia, a nonprofit organization, and curricula providers.

Table 1. Survey respondent role types.

Role Type	Count	Percent
Math Teacher	600	60.73%
Coach/Specialist	202	20.45%
Administrator	63	6.38%
Non-Profit/Foundation	45	4.55%
FL DOE Staff	31	3.14%
Private Industry	22	2.23%
Higher Ed Faculty	14	1.42%
Policy Maker	11	1.11%
Total	988	

Table 2. Focus group participant role types.

Stakeholder Group	# Focus Groups	# Participants	Proportion of Focus Groups	Proportion of Participants
Elementary Teachers	18	54	26.87%	29.67%
Middle School Teachers	14 ^a	18	20.90%	9.89%
High School Teachers		17		9.34%
District/School PL Admin/Coaches Deciders	26	76	38.81%	41.76%
Non-District PL Implementers/ Deciders, Non-Profits	4	7	5.97%	3.85%
FL DOE Staff	1	6	1.49%	3.30%
University Faculty Teaching Teachers or PSTs	4	4	5.97%	2.20%
Total	67	182		

^a Middle and high school teachers are reported as a single focus group category because they were combined during data collection; however, participant counts are reported separately.

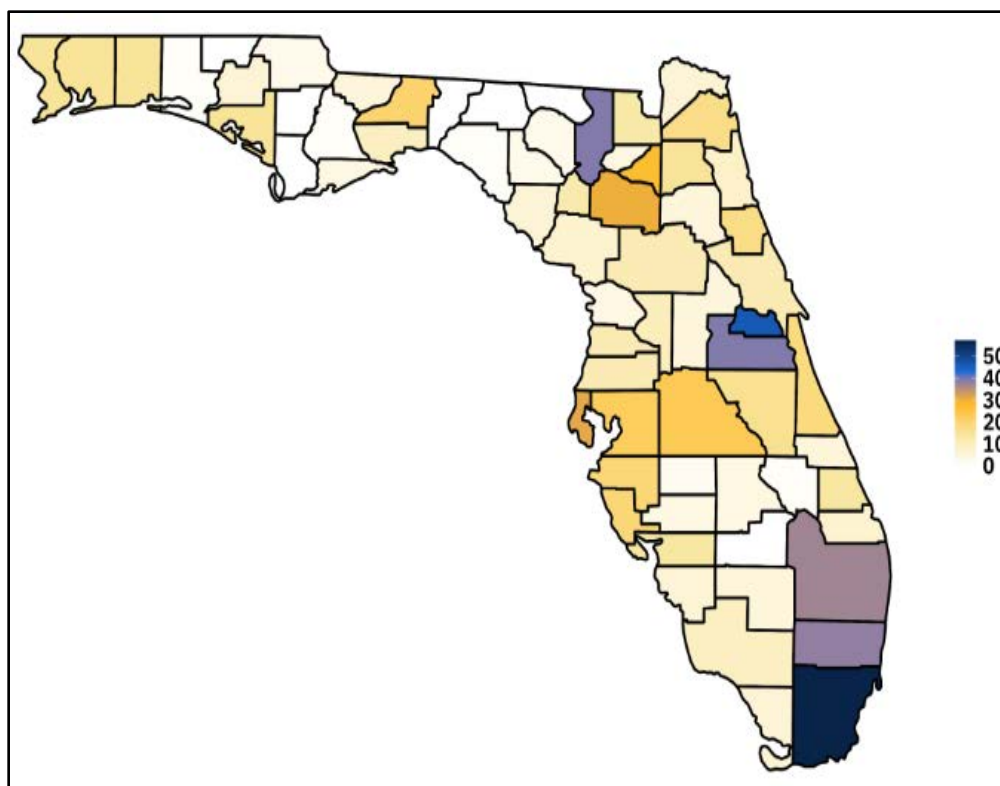


Figure 2. State map showing the number of survey respondents by county/district. Only teachers, coaches, administrators, consortia employees, and higher education faculty were asked for the county they worked in. See [Appendix A: Survey Respondents by County](#) for a full list of counts and percentages by county.

Survey respondents were largely teachers and coaches, and therefore it is not surprising that they were largely White and female (see Table 3), mirroring state educator demographics. Across all stakeholder groups, the mean years of experience teaching mathematics was about 15 years, but that was highly variable ($SD = 8.42$). Moreover, there were several non-profit and private industry respondents who reported having quite a lot of experience teaching mathematics ($M = 11.2$ and 13.7 , respectively). In addition, the survey data indicate that many of the respondents, across stakeholder groups, had been in their current roles for several years. Therefore, when asking questions about how they implemented or made decisions about mathematics-specific PL, the data presents some evidence that it is reliable.

Table 3. Survey respondent demographics by stakeholder group.

Demographic	Overall	Teachers	Coaches	Administrators	Non-Profit	Private Industry	Higher Ed	FLDOE	Policy Makers
Female	674 (80%)	421 (84%)	151 (88%)	36 (69%)	27 (64%)	10 (50%)	8 (62%)	18 (58%)	3 (33%)
Male	154 (18%)	72 (14%)	18 (2%)	16 (31%)	15 (36%)	10 (50%)	5 (39%)	12 (39%)	6 (67%)
White	561 (67%)	337 (68%)	125 (73%)	38 (73%)	27 (64%)	5 (25%)	6 (46%)	15 (50%)	8 (89%)
Black/Af Am.	74 (9%)	50 (10%)	10 (6%)	4 (8%)	5 (12%)	2 (10%)	2 (15%)	1 (3%)	0
Hispanic/Latino/a	73 (9%)	48 (10%)	10 (6%)	1 (2%)	5 (12%)	2 (10%)	1 (8%)	6 (20%)	0
Other	39 (5%)	28 (6%)	8 (5%)	0	1 (2%)	0	1 (8%)	1 (3%)	0
2 or more	90 (11%)	36 (7%)	19 (11%)	9 (17%)	4 (10%)	11 (55%)	3 (2%)	7 (23%)	1 (10%)
Mean Math Teaching Experience	14.6 (8.42)	14.3 (8.56)	17.6 (8.10)	12.0 (7.87)	11.2 (5.58)	13.7 (6.51)	12.0 (6.03)	9.0 (5.31)	9.0 (2.5)
Mean (SD)	N = 857	N = 587	N = 160	N = 46	N = 16	N = 14	N = 11	N = 14	N = 9
Mean Years in Role	7.12 (5.97)	7.59 (6.45)	5.52 (4.82)	5.41 (3.75)	7.4 (3.70)	10.1 (4.48)	7.91 (4.37)	6.25 (5.10)	8.8 (4.13)
Mean (SD)	N = 867	N = 584	N = 160	N = 46	N = 20	N = 16	N = 11	N = 20	N = 10

Data Collection

Surveys. Survey data were collected using a Qualtrics survey distributed through the Lastinger Center's statewide networks, including district contacts, professional organizations, email lists, and social media. The survey employed stakeholder-specific survey paths, with parallel items across groups to facilitate comparisons of PL experiences, decision-making, and perceptions of high-quality, curriculum-based PL. Survey items were developed to gain a broad perspective of the current math-specific PL experiences teachers have engaged with, how PL opportunities are created, and to align with the RPPL's framework for curriculum-based PL (Alicea et al., 2025).

Focus Group Interviews. Focus group interviews were conducted virtually via Zoom with participants representing each stakeholder group. Participants were recruited through existing Lastinger Center partnerships and professional networks, with final selection designed to ensure representation across stakeholder groups while maintaining homogeneous groups (e.g., teachers, coaches, administrators) to encourage open discussion. Focus group protocols were tailored to each stakeholder group while including several parallel questions to support cross-group comparisons. Interviews were audio-recorded and transcribed using Zoom's automated transcription service.

Analysis

Surveys. Survey responses were exported from Qualtrics, cleaned, and organized by stakeholder group prior to analysis. Descriptive statistics, including frequencies, percentages, means, and data visualizations, were used to summarize responses across stakeholder groups. Survey findings were also used to contextualize and quantify themes identified through focus groups.

Focus Groups. Focus group transcripts were imported into MAXQDA for analysis. An inductive thematic analysis (Clark & Braun, 2017) was first conducted to identify patterns and themes within each stakeholder group. Transcripts were then reanalyzed using the curriculum-based PL framework (Alicea et al., 2025) as a deductive lens to examine the extent to which participants' experiences aligned with research-aligned features of high-quality PL. Codes were compared within and across stakeholder groups to identify common themes and stakeholder-specific experiences.

Results

Findings are first presented by stakeholder group, followed by a cross-stakeholder synthesis highlighting areas of consensus and divergence. Finally, findings are examined through the RPPL framework to identify areas of alignment with high-quality PL and instructional materials, as well as opportunities where features remain underrepresented.

Teachers

Current Experiences with Mathematics-Specific Professional Learning

Among 328 teachers who responded to the survey item, 19% reported only experiencing district-required mathematics-specific PL, 53% only district-required or district-suggested PL, about 3% who experienced PL required or suggested by their district while also finding PL on their own, and 23% reported *only* engaging in math-specific PL they found on their own (i.e., self-selected). In other words, these 23% did not report any mathematics-specific PL provided by their district or suggested by their district.

Regardless of whether PL was self-selected or not, teachers reported spending a median of 30 hours in mathematics-specific PL over the last two years (see Figure 2). Thus, half of teachers spent 30 hours or less, while 25% spent nine hours or less in PL over the last two years. When disaggregating by whether teachers only experienced self-selected PL or experienced at least some district required or suggested PL, the median number of hours across the last two years combined was 33.5 and 30, respectively, indicating that they spent equivalent amounts of time in PL. This might sound like a decent amount of time, but an average of 15 hours per year when considering that many teachers engage in weekly, on-going PL during their PL communities within their schools, attend consistent district-offered PL over the course of year, and participate in many district PL days when students are not present, it is not very much time. This is especially true when considering the research-based recommendations for long-term, ongoing PL (Alicea et al., 2025) that is discussed in depth throughout the rest of this report. It should be noted that additional time, alone, is not

likely to have a meaningful impact on teacher instructional practice and student learning. It is when it is high quality PL that research indicates those benefits can be realized (Alicea et al., 2025).

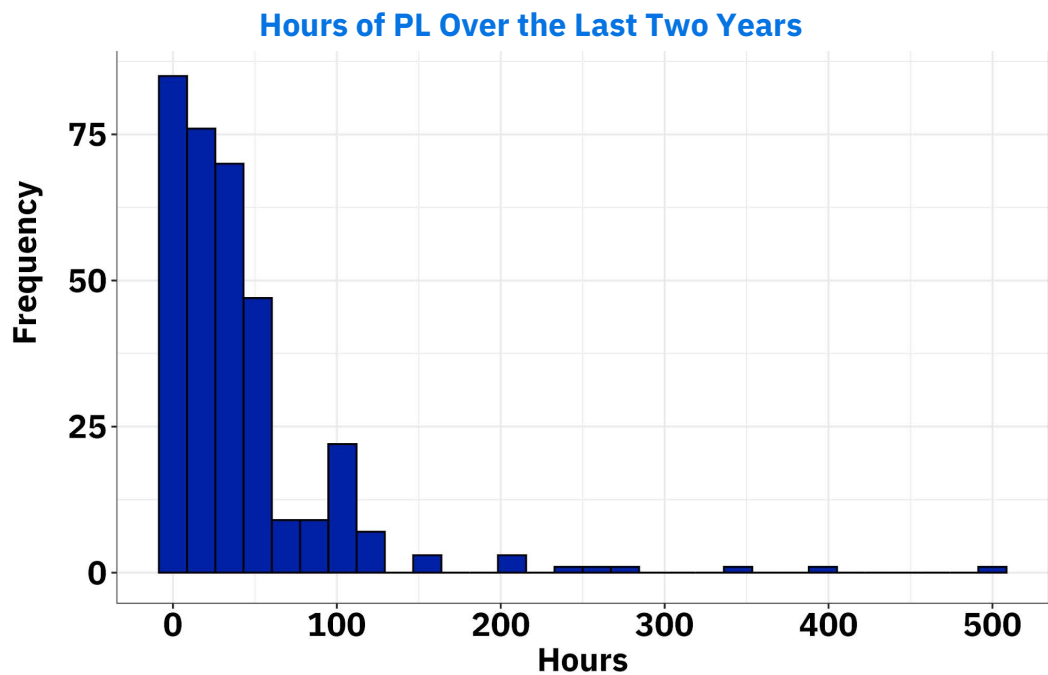


Figure 3. Histogram of the number of hours teachers reported engaging in PL over the last two years.

Among the typical 15 hours per year spent in mathematics-specific PL, teachers reported the features and characteristics of their learning. Comparing teachers’ experiences with district-required or suggested PL against those who only experienced self-selected PL reveals several notable similarities and differences (see Figures 4–7 and Table 4). For instance, teachers who only experienced district-required or district-suggested PL predominantly reported that it was in-person (64%), while those who only experienced self-selected PL predominantly reported it was online (92%) and self-paced (54%), highlighting how the source of PL experiences may shape teachers’ access to learning, with self-selected PL providing greater flexibility through online and self-paced formats than district-directed PL. Moreover, those experiencing self-selected PL were more likely to report receiving feedback by an expert, having job-embedded tasks or assignments, a multiple-session or long-term format, content that was easily adapted or implemented in their own classrooms, a focus on making changes to practice to improve over time, and content that built over time.

Structures of District-Required or Suggested PL

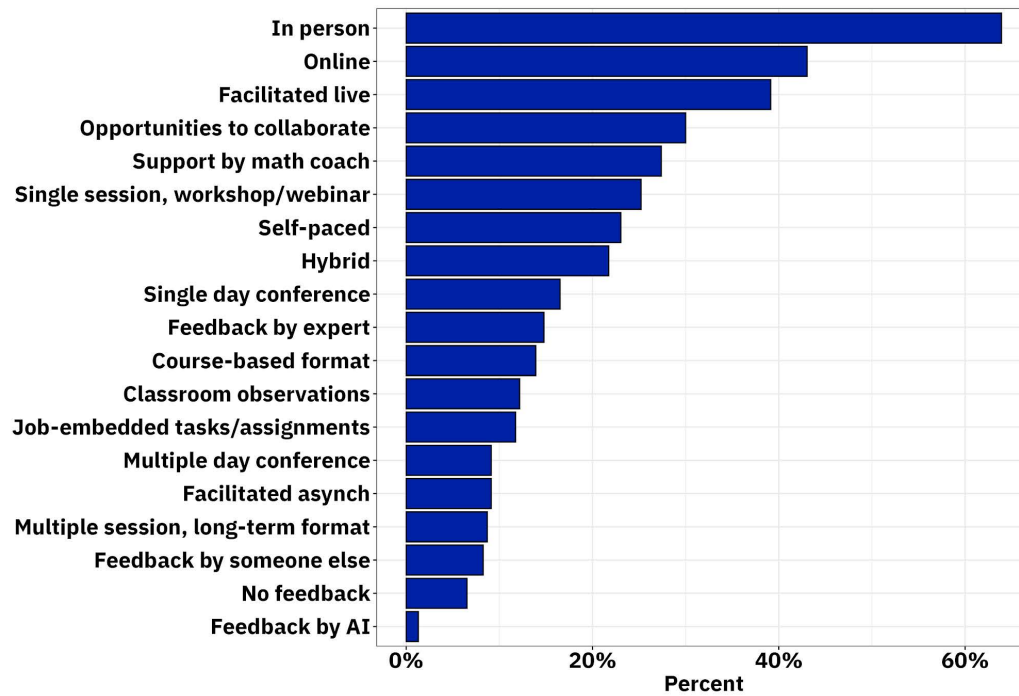


Figure 4. Bar chart of the proportion of teachers (N = 230) who experienced different structures of district-required or suggested PL.

Features of District-Required or Suggested PL

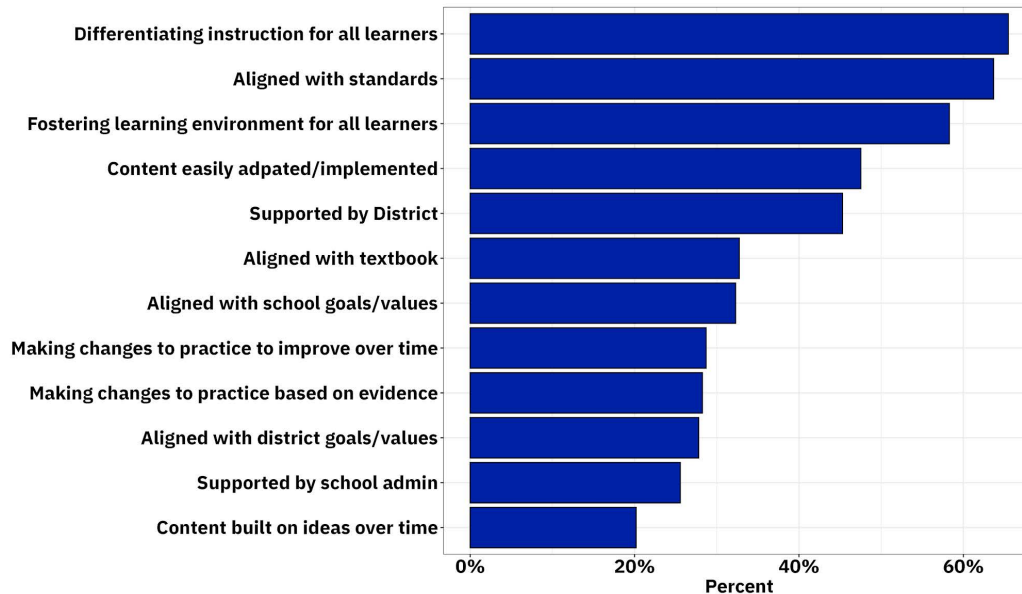


Figure 5. Bar chart of the proportion of teachers (N = 233) who experienced different features of district-required or suggested PL.

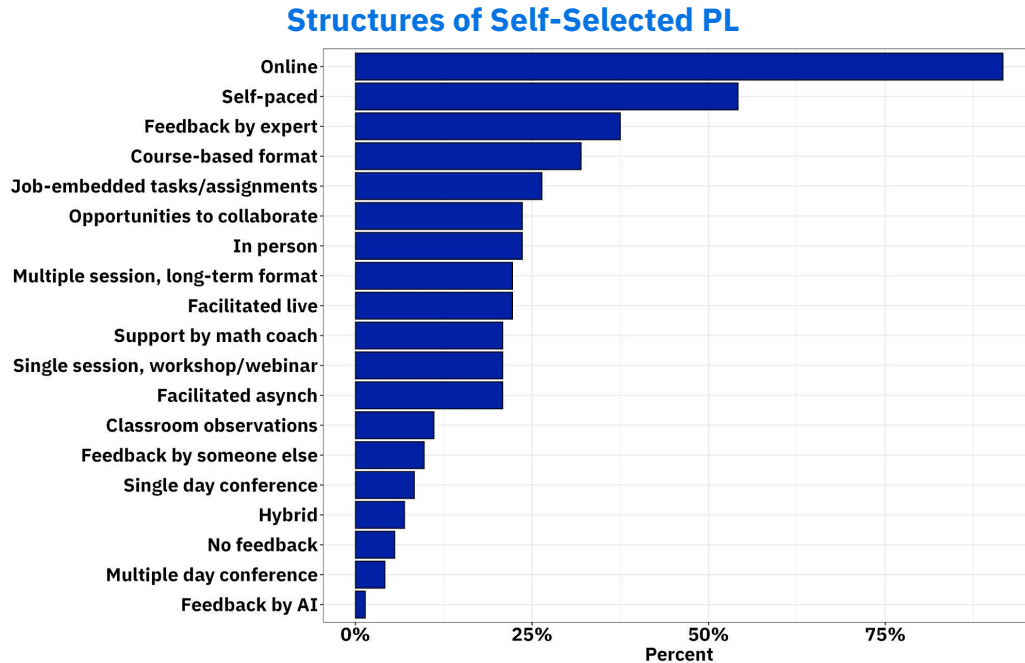


Figure 6. Bar chart of the proportion of teachers (N = 72) who experienced different structures of only self-selected PL.

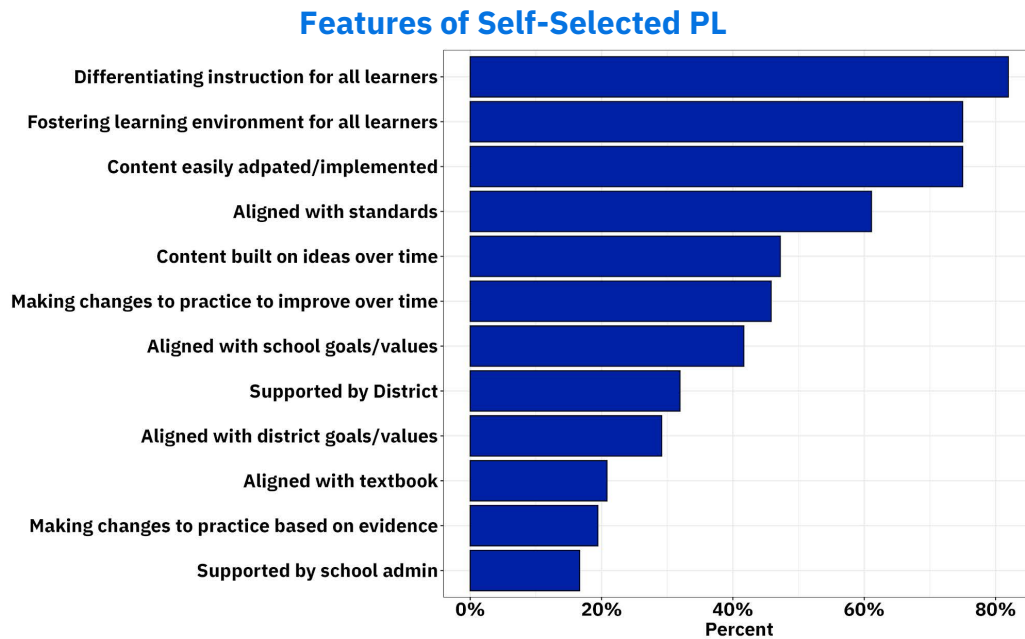


Figure 7. Bar chart of the proportion of teachers (N = 72) who experienced different features of only self-selected PL.

The remainder of this section describes the main findings from focus groups and survey results, organized by the major themes that emerged from the qualitative analysis.

Teachers Want More than Data, Standards, and Curriculum

While teachers generally viewed their PL experiences as beneficial, across focus groups—a finding echoed from survey results (see Figure 8)—many identified the disproportionate emphasis on student data analysis, standards, curriculum implementation, and a lack of mathematics-specific PL in general (see Figure 9) as constraints on impactful PL. Survey results indicated that when the PL was required or suggested by the district, the most frequent features teachers (N = 223) reported were that it was in person (64%) and aligned to standards (64%). Moreover, although 64% of coaches and 74% of administrators reported that curriculum providers were providing the PL they made decisions about, only 33% of teachers reported that they participated in district-required or suggested PL that was aligned to their curriculum. This discrepancy suggests that curriculum providers’ involvement in PL does not necessarily translate into teachers’ experiencing PL that is explicitly or meaningfully connected to the curriculum they use in their classrooms.

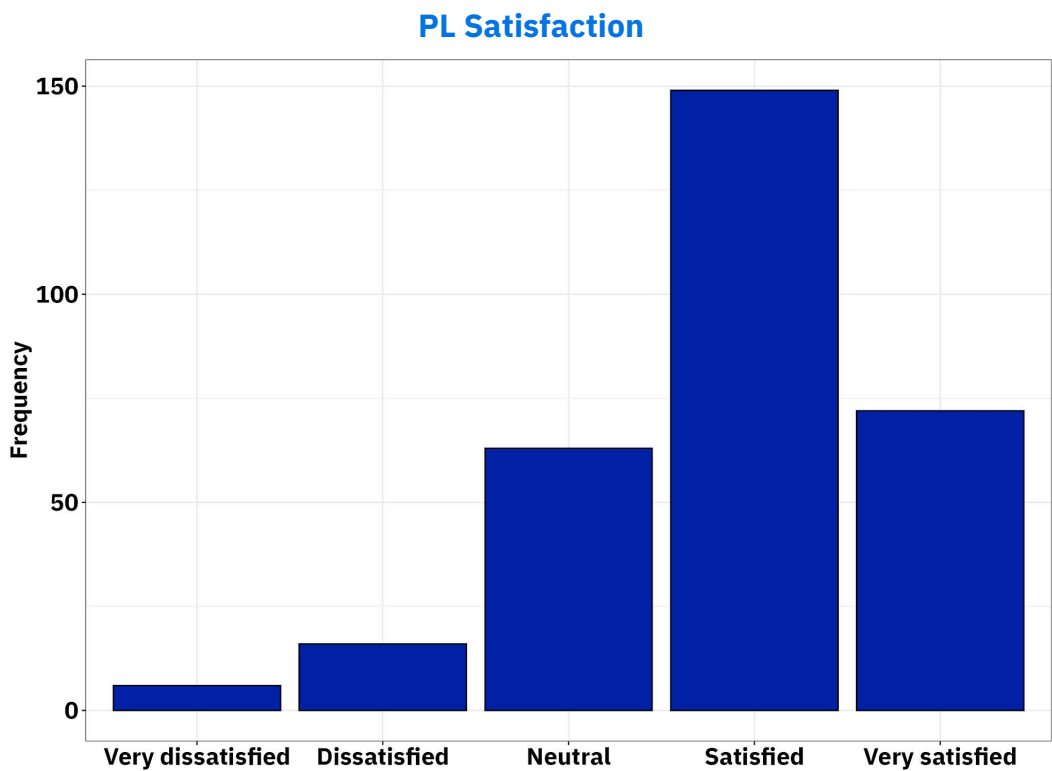


Figure 8. Survey responses from teachers (N = 306) about their satisfaction with PL they participated in over the last two years.

Although focus group participants acknowledged that these PL experiences were beneficial to their practice, they expressed a desire for greater attention to developing their pedagogical content knowledge, suggesting that current PL opportunities often focus more on what to teach than on how mathematics is learned and taught. For example, one elementary teacher noted:

“I know how to use a standard and read it...I've been doing this for 21 years. You can change the standards, I still can read a standard and understand what it wants me to do. I don't need that kind of training; and I know some people do, and I'm not saying that shouldn't be available...when I think of [PL], I want to better my teaching.”
(Elementary School Teacher)

Constraints to Effective PL

Lack of math-specific professional learning	Lack of funding
Overemphasis on student data	English Language Arts is a priority over math
Overemphasis on curriculum implementation	No time to implement
Overemphasis on standards unpacking	After school hours
Need to seek professional learning independently	No time to attend

Figure 9. Teachers’ reported constraints to effective or impactful PL experiences from focus groups. The figure displays the 10 most frequently identified PL constraint codes.

Some teachers further suggested that PL could move beyond simply unpacking standards to focus on effective instructional practices for teaching specific standards, helping teachers better understand how to translate standards into meaningful classroom experiences for students. This finding was particularly evident in discussions of future PL, where teachers consistently requested opportunities to deepen their instructional expertise, suggesting that teachers are searching for PL that goes beyond clarifying what students should learn to provide practical support for how to teach that content effectively. Perhaps due to a lack of access or time constraints, only 6% of teacher survey respondents who reported participating in district-required or suggested PL also reported seeking out PL on their own. This indicates that teachers rely heavily on their district to provide and guide the PL in which they participate. As a result, the quality, relevance, and availability of district-provided PL may largely shape teachers’ opportunities for professional learning.

A Desire for Relevant Learning, Collaboration, and Sustained Support

Teachers consistently expressed a desire for PL that is immediately relevant to their classroom practice, fosters collaboration with colleagues within and beyond their schools, provides opportunities to observe effective instruction in action, includes ongoing coaching and follow-up support, allows time for

implementation, reflection, and feedback, and offers strategies for meeting the needs of their students. These preferences are consistent with survey results showing that teachers who sought out PL on their own were substantially more likely than those participating only in district-required or district-suggested PL to experience many of these characteristics of high-quality PL (see Table 4), including content that built on ideas over time (47% vs. 20%), opportunities to make changes to practice over time (46% vs. 29%), expert feedback (38% vs. 15%), and content that was easy to adapt and implement in their classrooms (75% vs. 48%). Although neither type of PL fully reflected what teachers described as ideal, these findings suggest that teachers who sought out PL on their own were more likely to encounter experiences aligned with both their expressed preferences and research-aligned features of high-quality PL. However, even among teachers who participated only in self-selected PL, sustained, multiple-session PL (22%) and expert feedback (38%) remained relatively uncommon, suggesting that access to these critical features is limited regardless of how teachers identify PL opportunities. Focus group participants echoed this finding, describing a desire for timely, expert feedback on their instructional practice. As one high school teacher explained:

Table 4. Teachers' reported features of PL they have participated in.

^aFeature is a quality of high-quality curriculum-based professional learning (CBPL; Alicea et al., 2025)

High-Quality Instructional Materials Require High-Quality Support

Teachers discussed the need for HQIM that are coherent, rigorous, and aligned across instructional resources. Several teachers described challenges stemming from inconsistencies between curricula, district-created materials, assessments, and instructional expectations, noting that mismatched language and disconnected resources often created confusion for both teachers and students. Others expressed concerns about the rigor and quality of adopted materials, explaining that they frequently supplement lessons with additional resources to address perceived gaps in content and instruction. To highlight the disconnect between the curriculum and district-provided materials, one elementary teacher reported:

“We're using [curriculum provider], but even then, the district told us specifically to not use the textbooks. And now they're, like, making these slides that are...not really going well with the lesson, and then they give us quick checks, but the person who made the slides didn't make the quick checks, and it's not really cohesive, and it's really tripping up my kids.” (Elementary School Teacher)

Teachers also emphasized that the effectiveness of PL is closely tied to the quality of the instructional materials being implemented. Teachers described frustration with curriculum-specific PL that promoted idealized instructional models that were difficult to implement in real classrooms. Survey results provide evidence that there is widespread lack of classroom applicability, with only 48% of teachers reporting that their district-required or suggested PL was easy for them to adapt or implement in their classrooms. More broadly, some teachers questioned whether currently available mathematics curricula adequately meet the needs of students, suggesting a need for instructional materials that are both high quality and accompanied by practical, classroom-relevant PL and implementation support.

Coaches and Administrators

Balancing Local Needs with District Priorities

Across both the survey and focus group data, PL decision-making emerged as a balance between responding to local instructional needs and meeting district priorities. Coaches and administrators described using teacher requests, school needs, and both formal and informal feedback to identify PL opportunities, but emphasized that these opportunities ultimately must align with district goals, initiatives, and student achievement data. As one district coach explained:

“In the last year or two, [PL decisions have] been totally from the top-down. We don't make any decisions about what [PL] is going to be delivered. We're told from above what we're going to be doing the next year.” (District Coach)

Survey responses from administrators further illustrated where decision-making authority resides. Among 33 school and district administrators, 91% reported making decisions about PL content, 82% selected the provider, and 76% determined who participated. Likewise, every administrator focus group described having a substantial role in planning PL. Although administrators emphasized collaborating with instructional coaches, they consistently noted that PL must align with district priorities (see Table 5).

Table 5. Reported alignment of PL with school and district goals by stakeholder group.

Stakeholder	PL Aligned to School Goals	PL Aligned to District Goals
Teachers	36%	28%
Coaches Implementing PL	33%	49%
Coaches Making Decisions About PL	61%	60%
Administrators Making Decisions About PL	52%	49%

As shown in Table 5, perceptions of alignment differed across stakeholder groups. Only about one-third of teachers reported that their PL aligned with their school (36%) or district (28%) goals. In contrast, coaches and administrators who were involved in PL decision-making were substantially more likely to perceive this alignment, with approximately half or more reporting that PL reflected school and district priorities. These differences suggest that although district and school leaders intentionally design PL to support organizational goals, that alignment may not always be apparent to classroom teachers.

Coaches, however, described having considerably less autonomy. Fewer than half of coach focus groups reported having substantial influence over PL decisions, often describing themselves as gathering teacher feedback and making recommendations that required administrative approval. Survey responses echoed these experiences. Among coaches who reported implementing but not deciding PL (N = 45), only 31% indicated that they made decisions even about the content or focus of the learning. By contrast, coaches who did hold decision-making roles (N = 106) reported substantial control over PL content (95%) and participant selection (86%), but less influence over selecting providers (66%) and little authority over funding decisions (28%). These findings suggest that although coaches frequently serve as a bridge between teachers and district leadership, final authority over PL largely remains with district and school administrators.

Inconsistent Capacity and Support

Participants also identified several structural factors that constrained the implementation of effective PL, with limited coaching capacity emerging as one of the most consistent challenges. Coaches described considerable variation in instructional support across Florida, ranging from districts with multiple mathematics coaches to districts with only one coach or none at all. Access to coaching was often prioritized for lower-performing schools, creating uneven support across schools and teachers. Participants also cited

limited time, varying levels of teacher participation and buy-in, and constrained funding as barriers to implementing sustained PL.

Survey results reinforced these structural differences. Administrators reported greater authority over PL funding than coaches, while coaches frequently described being able to recommend expenditures but requiring administrative approval before accessing resources. Funding decisions also appeared to shape the types of PL offered. Across focus groups, participants frequently identified Title I and Title II as major funding sources and noted that these funding streams influence not only which providers are selected but also the duration, accessibility, and sustainability of PL.

Table 6. Reported PL providers by decision-making role.

Selected PL Provider	Admin	Coaches
Curriculum Provider	74%	64%
Ed Tech Provider	52%	25%
Publicly-Funded Provider	42%	18%
My School/District	36%	77%
FLDOE	36%	35%
Consortium	23%	7%
Private PL Provider	23%	9%
Math Program (e.g., College Board)	10%	7%
Professional Organization	10%	9%
Non-Profit/Foundation	7%	4%
University Faculty	3%	7%

Regarding what providers to choose to implement PL experiences (see Table 6), administrators most commonly reported curriculum providers (74%), educational technology companies (52%), and publicly funded providers (42%) as being selected to deliver PL, whereas only 36% reported relying on providers within their own school or district. In contrast, coaches more frequently reported their own school or district (77%) as the primary provider of PL, followed by curriculum providers (64%), suggesting that coaches are more directly involved in local implementation even when they have less influence over broader funding and provider decisions. These findings suggest that educators' access to high-quality mathematics PL varies considerably depending on local coaching capacity, funding structures, and district decision-making processes.

Desires for Practical, Sustained, and Instruction-Focused Professional Learning

When reflecting on impactful PL experiences, coaches and administrators consistently emphasized opportunities that were immediately applicable to classroom practice, collaborative in nature, and supported by follow-up opportunities. Coaches and administrators also valued experiences in which teachers could observe effective instructional practices, opportunities to experience learning from a student perspective, vertical alignment planning, the B.E.S.T. Instructional Guides for Mathematics (B1G-M), and pedagogy-focused support such as the use of manipulatives. Looking ahead, they expressed a desire for PL that is ongoing, sustained, and frequent; includes opportunities for implementation, feedback, and follow-up support; and remains directly relevant to classroom instruction. Coaches and administrators also highlighted the need to strengthen teachers' pedagogical content knowledge, particularly given the growing number of alternatively certified teachers and career changers who may not have experienced a traditional teacher preparation program, with a District Curriculum Coordinator estimating that "60-70% of [teachers in their district] are coming from some other career." Indeed, across the state of Florida, Florida Department of Education's (2026) recent report indicated an estimated 4,000 mathematics courses being taught by teachers without appropriate certification.

University Faculty

Sustainable Change and Accountability Pressures

Although only four higher education representatives participated in the focus groups, a degree of consistency emerged. University faculty consistently described effective PL as focused on small, incremental and manageable changes to instructional practice rather than large-scale reforms. Participants emphasized that gradual improvements are more realistic for teachers to implement and sustain over time, making them more likely to result in meaningful changes in classroom practice.

"If you overwhelm [teachers] and everyone feels like they have to change everything tomorrow, it's just a non-starter. Instead, let's just focus on changing our math language, or let's just focus on these three instructional strategies to reach our students better. You've got to keep it simple and let [teachers] dip their toes in, and then the snowball will happen." (University Faculty Member)

University faculty also identified high-stakes accountability systems and standardized testing pressures as the most significant barriers to implementing meaningful PL. They described how accountability demands often compete with opportunities for instructional improvement, limiting educators' ability to engage in deeper learning, experimentation, and innovation. Participants suggested that the pressure to improve test scores can narrow the focus of PL and make it more difficult to prioritize long-term instructional growth, as one university faculty member stated:

“Principals feel so much pressure from those that they report to, and teachers feel so much pressure from [administration].” (University Faculty Member)

Strong Partnerships Drive Meaningful Professional Learning

Faculty members consistently emphasized the importance of building and maintaining strong partnerships with districts and schools. Participants described collaborative relationships, mutual trust, and ongoing communication between higher education institutions and K–12 systems as essential conditions for effective PL. They viewed these partnerships as critical for ensuring that PL remains responsive to local needs, connected to classroom realities, and capable of supporting sustained instructional improvement over time.

“[Successful PL] involves me being more connected to what is happening day-to-day in classrooms and schools, instead of just sitting in my ideal world.” (University Faculty Member)

External Professional Learning Providers

Building Effective Professional Learning Experiences

Across the five focus groups comprising representatives from curriculum providers, one nonprofit organization, the FLDOE, and Florida’s regional educational consortia, participants consistently described effective PL as collaborative, responsive to local needs, differentiated to meet the needs of districts, schools, and individual educators, and immediately applicable to classroom practice. Rather than a one-size-fits-all approach, participants emphasized working closely with district and school leaders to understand local priorities, challenges, and goals before designing PL experiences. A frequently cited strategy involved building the capacity of instructional coaches through a "train-the-trainer" model, enabling coaches to provide ongoing support within their districts and schools. Participants also highlighted the importance of using student data to inform PL priorities and advocated for sustained learning opportunities that allow educators to learn, implement, reflect, and refine their practice over time, rather than relying on isolated PL events.

Capacity, Time, and Funding Limit Effective Implementation

Despite efforts to provide meaningful PL opportunities, participants identified limited coaching capacity as the most significant barrier to implementation. Many described situations in which a small number of PL representatives were expected to support large numbers of schools and teachers, making sustained follow-up and individualized support difficult, which was identified as a priority by teachers, coaches, and administrators. External providers also cited scheduling constraints, limited time for PL, and insufficient district funding as persistent challenges that restrict the scope and impact of PL initiatives. For instance, many districts lacked the funding necessary to provide substitute coverage for teachers attending PL opportunities. As a result, representatives often had to be creative in how PL was delivered, relying on

alternative formats, scheduling adjustments, virtual and asynchronous support, or other approaches that could minimize costs while still providing educators with access to learning opportunities.

“We always talk about our need to differentiate for students so we can meet them where they are, but then when we try to support teachers, schools, and districts, a lot of times we end up doing a singular PL [experience], but [PL] needs to be differentiated so that everybody who is participating is walking away with something that is of value to them.” (FLDOE Staff)

Cross-Stakeholder Findings

Despite representing different roles within the PL ecosystem, participants across stakeholder groups were consistent in their descriptions of effective PL. Most importantly, **coaches, administrators, teachers, university faculty, and external PL providers all emphasized the importance of PL that is directly connected to classroom practice, collaborative, responsive to educator needs, and supported over time rather than delivered as isolated events.** Additionally, participants consistently described **coaching, follow-up support, opportunities to observe effective instruction, and PL that can be immediately implemented in classrooms as particularly valuable.** Collectively, these findings suggest **broad agreement regarding core features of high-quality PL.**

While participants largely agreed on what effective PL should look like, they emphasized different challenges and priorities based on their roles. Teachers focused on the need for greater support in developing their pedagogical content knowledge, access to HQIM, and opportunities for collaboration and follow-up support. Coaches and administrators highlighted tensions between responding to teacher needs and meeting district priorities, as well as significant variation in coaching structures and access to support across districts. University faculty members emphasized the constraining influence of high-stakes accountability systems and advocated for stronger partnerships between universities and K–12 systems. External PL provider representatives focused on building district capacity, particularly through coaching models, while emphasizing the importance of tailoring PL to local contexts. Together, these differences reflect how **each stakeholder group’s challenges and priorities are shaped by its distinct role within the broader PL system.**

Another notable difference emerged in overall discussions about ineffective PL. Teachers, coaches, and administrators frequently described ineffective PL experiences and identified shortcomings in past and existing opportunities. In contrast, university faculty members and external providers discussed ineffective PL far less frequently. This difference may reflect the distinct positions these stakeholder groups occupy within the PL system. While teachers, coaches, and administrators are often the recipients or direct implementers of PL and therefore experience its challenges firsthand, higher education and external provider representatives may be more likely to focus on the design, delivery, and improvement of PL. This finding

suggests that **perceptions of PL vary based on stakeholders' proximity to classroom implementation and day-to-day PL experiences.**

Further, a difference across stakeholder groups is that coaches and administrators emphasized different aspects of PL based on their roles within the system. Administrators were more likely to focus on standards, accountability, and system-level decision making, frequently describing PL centered on unpacking standards (83% of administrator focus groups vs. 28% of coach focus groups), using standardized test data to evaluate effectiveness (100% vs. 61%), and reporting a substantial role in determining PL priorities (100% vs. 44%). In contrast, coaches emphasized instructional implementation, more often discussing classroom observations, data-informed instructional adjustments, curriculum resources, differentiation, and the MTR Standards. Coaches also more frequently identified implementation barriers, such as teacher participation (39% vs. 17%), while administrators were more likely to identify teachers' limited mathematical knowledge for teaching as a constraint (33% vs. 6%). These perspectives suggest that **administrators tend to view PL from a systems and accountability lens, while coaches view it through the day-to-day work of supporting teacher practice.**

Importantly, **capacity emerged as a recurring concern across all stakeholder groups.** Whether discussed as insufficient coaching personnel, limited funding, scheduling challenges, lack of time, or competing accountability demands, participants consistently identified structural barriers that limit opportunities for sustained and meaningful PL. These findings suggest that the primary challenge facing PL in Florida may not be a lack of agreement about what educators need, but rather the capacity and systems necessary to provide those experiences consistently across districts and schools.

Current and Desired Professional Learning Align with Some High-Quality Features, but Key Gaps Remain

Research on high-quality PL aligns with several of the PL features described by stakeholders. The RPPL research-aligned framework for effective curriculum-based PL (see Figure 1) emphasizes that PL should be collaborative, supported by coaches, intensive and sustained, supportive of teachers in meeting individual student needs, grounded in practice, staged over time, able to balance curriculum fidelity and adaption, evidence-informed, driven by effective leadership, and anchored in a shared instructional vision (Alicea et al., 2025).

During focus groups, when asked about their past experiences with effective math-specific PL (see Figure 10), teachers, coaches, and administrators frequently described PL that was collaborative, connected to classroom instruction, experiential, and included vertical planning across grade levels. Specifically, teachers reported that effective past PL was often collaborative (63% of focus groups) and applicable to their classrooms (55%). Coaches highlighted opportunities for teachers to engage with mathematics content as learners and to observe effective instruction. Administrators emphasized standards-focused, collaborative PL and described using student achievement data to inform PL priorities and evaluate impact.

Features of Past Effective PL Experiences

Elementary Teachers - Applicable - Collaborative - Math Matrix - Experiences as students - Vertical planning	Secondary Teachers - Applicable - Collaborative - Math Matrix - Vertical planning
Coaches - Collaborative - Applicable - Experiences as students - Classroom observations	Administrators - Standards unpacking - Collaborative - Applicable - Experiences as students - Follow-up support
University Faculty - Small change approach - Responsive to what teachers need/want	External Providers - Coaching coaches - Collaboration/partnership

Figure 10. Features of past PL experiences identified as effective or impactful by stakeholder group. The figure displays the most frequently discussed codes, ordered by frequency; additional less frequently mentioned codes are not shown.

However, participants also identified several gaps between current PL and high-quality PL. Teachers consistently described receiving PL that focused more on *what* to teach than on *how* to teach mathematics, with insufficient attention to strengthening instructional practice. Across stakeholder groups, ongoing coaching and follow-up were described as inconsistent, and coaches identified limited coaching capacity as a major barrier to supporting implementation. Participants also rarely described PL as part of sustained, sequenced learning experiences that allow teachers to implement new practices, receive feedback, reflect, and refine their instruction over time. Similarly, few participants discussed support for implementing HQIM with fidelity while also making purposeful adaptations to meet students’ needs.

“When you try to take things back [to your classroom], sometimes you get going and you try to implement it, but you still have questions. It would be nice to be able to have a fallback on, like, okay, I’ve tried this, but what am I missing?” (Elementary School Teacher)

Stakeholders’ vision for future PL closely reflected many features of high-quality PL. Teachers, coaches, and administrators consistently described wanting learning experiences that are collaborative and immediately

applicable to classroom instruction. Teachers also emphasized a desire for job-embedded opportunities to observe peers or coaches using effective instructional practices, while coaches and administrators highlighted the importance of classroom-embedded coaching and follow-up support as teachers implement new learning. The PL features that teachers most want (see Figure 11) are closely aligned with evidence-based features of high-quality PL.

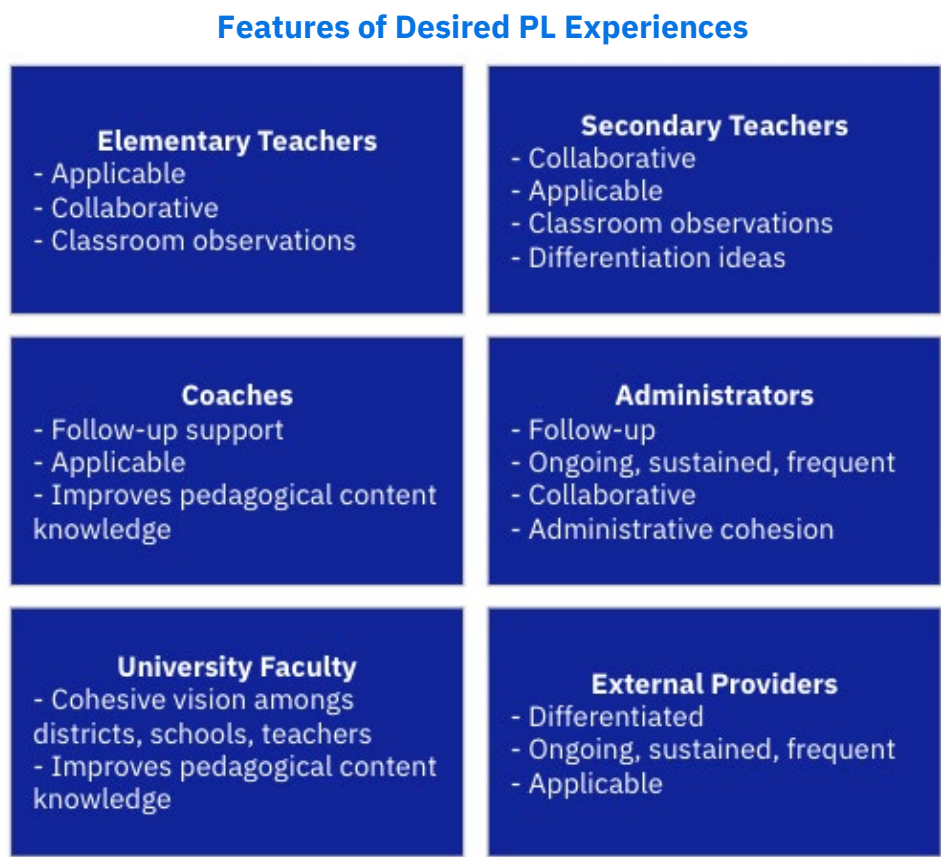


Figure 11. Features of desired PL experiences by stakeholder group. The figure displays the most frequently discussed codes, ordered by frequency; additional less frequently mentioned codes are not shown.

Although participants’ most desired PL features align with research, **several CBPL features were notably absent** from both current and desired PL experiences. References to balancing curriculum fidelity with classroom adaptation were rare, appearing in only 2% of focus groups. This suggests limited guidance on how to differentiate instruction while maintaining the integrity of HQIM, a particularly important finding given the growing emphasis on and need for HQIM (Alicea et al., 2025). Similarly, staged, over-time learning was rarely mentioned, with only 5% of focus groups discussing it when describing current effective or desired PL, reflecting survey results showing that sustained PL progressions remain uncommon despite evidence that teacher learning develops incrementally and through intentional sequencing of PL experiences rather than through isolated events (Alicea et al., 2025). Finally, effective leadership—defined as “the active engagement of leaders at both school and district levels in setting a clear PL strategy, creating a coherent approach

aligned with school goals and practices, and providing ongoing support to teachers throughout the implementation process” (Alicea et al., 2025, p. 17)—was seldom mentioned as a feature of either current or desired PL. This is consistent with survey findings showing that only 42% of teachers reported receiving district support for their PL. While teachers frequently discussed administrative support in logistical terms, such as funding, scheduling, and approval, they rarely described leaders as active participants in establishing a shared instructional vision or fostering the conditions necessary for coherent, high-quality PL.

These findings suggest that **Florida has a strong foundation, with some current and desired PL experiences reflecting key features of high-quality PL.** It is important to note that focus groups were designed to capture the experiences and ideas participants chose to discuss—therefore, the absence of a particular feature does not necessarily indicate that participants disagreed with its importance or viewed it negatively. Rather, it indicates that the feature was not salient enough to emerge during those discussions. However, high-quality PL depends on the integration of multiple research-aligned features, and the absence of sustained and coherent support limits its potential impact. Without these essential components, even well-designed PL is less likely to produce lasting improvements in teaching and learning (Alicea et al., 2025).

Recommendations

Invest in Mathematics Coaches to Strengthen and Scale High-Quality Professional Learning

Limited coaching capacity emerged as one of the most consistent barriers across stakeholder groups. Coaches and administrators described substantial variation in access to instructional coaching across districts, while teachers repeatedly identified ongoing coaching and classroom-based feedback as one of their greatest PL needs. External PL providers similarly emphasized building the capacity of instructional coaches through train-the-trainer models as a sustainable approach to supporting teachers, and the curriculum-based PL analysis found that teachers expressed a stronger desire for instructional coaching than was reflected in their current PL experiences.

As districts adopt new mathematics instructional materials, investments should extend beyond curriculum adoption to include mathematics coaches, teacher leaders, and other implementation supports that can model effective instructional practices, facilitate collaborative learning, provide individualized feedback, and support teachers as they make changes to their practice over time. Providing coaches with common instructional frameworks and clear coaching routines can further strengthen the consistency and quality of these supports across schools (Alicea et al., 2026). Expanding coaching capacity will help ensure that high-quality PL is available consistently across schools rather than depending on local staffing or funding.

Prioritize Job-Embedded, Mathematics-Specific Professional Learning

Across stakeholder groups, participants consistently described PL as most valuable when it was directly connected to classroom practice, collaborative, and supported over time rather than delivered as isolated

events. Teachers want opportunities to observe effective mathematics instruction, receive ongoing coaching and feedback, collaborate with colleagues, and implement new learning in their own classrooms. Job-embedded learning should provide structured opportunities for teachers to analyze student work, examine common misconceptions, and use formative assessment evidence to guide instructional decisions and adaptations of HQIM (Alicea et al., 2026). Coaches, administrators, university faculty, and external providers similarly emphasized that meaningful instructional improvement occurs through sustained learning experiences that include implementation, reflection, and follow-up support rather than one-time workshops. These findings closely align with the RPPL framework, which identifies Grounded in Practice, Collaborative Formats and Structures, Intensive and Sustained, and Staged Over Time as central qualities of curriculum-based PL.

Districts should provide staged over time, job-embedded mathematics PL that allows teachers to learn, implement, receive feedback, and refine their instructional practice over time. Existing PL systems, such as the UF Lastinger Center's Math Matrix Micro-Credential, demonstrate one model of sustained, practice-based learning by requiring teachers to implement new instructional practices with their own students while receiving ongoing support and feedback.

Invest in High-Quality Professional Learning Opportunities that Meet Teacher Needs

In addition to expanding districts' internal capacity to provide high-quality PL aligned with standards and HQIM (Alicea et al., 2025), teachers need access to no-cost opportunities to pursue high-quality PL that meets their instructional needs. Because teachers largely participate in PL required or recommended by their districts, state-supported opportunities provide an important avenue for educators to pursue additional learning while remaining aligned with state priorities. State-supported opportunities can also reduce financial burdens while expanding access to evidence-based PL beyond what individual districts are able to provide. Such opportunities should complement district priorities by allowing teachers to pursue targeted learning aligned with their grade level, content area, and instructional needs while remaining grounded in state standards and HQIM. These opportunities should also incorporate the features teachers consistently identified as most valuable, including collaboration, immediate classroom applicability, modeled instructional practices, and sustained learning over time with opportunities for implementation and feedback. One current model in Florida is the UF Lastinger Center's Math Matrix Micro-Credential that incentivizes teachers with a stipend provided by state legislative funding, to engage in 60 hours of high-quality PL aligned with the Florida B.E.S.T. standards (FLDOE, 2020). This initiative demonstrates how state-supported PL can expand access to sustained, standards-aligned mathematics learning while reducing financial barriers for teachers.

Re-Envision Existing District Structures for Sustained Professional Learning

Rather than creating new, ambitious PL systems, districts should consider redesigning existing PL structures to provide more focused learning experiences that are staged over time to take into account teachers'

evolving needs as they use and deepen their familiarity with new HQIM (Alicea et al., 2025). Districts can leverage existing structures (e.g., PL communities, collaborative planning time, early release days, district PL days) to create staged learning cycles that build knowledge and practice over time in small chunks, rather than relying on isolated workshops. Additionally, participants highlighted the value of learning from colleagues and a lack of coaching, suggesting that teacher leaders can play an important role by facilitating discussions, modeling effective instruction, and sharing classroom examples. For instance, rather than offering a single districtwide session on mathematical discourse, districts could organize a series of short grade-level learning sessions throughout a semester in which teachers learn one strategy, implement it with their students, analyze student work with peers, identify patterns in student misconceptions, discuss how instructional materials can be adapted in response to those findings, observe a demonstration lesson from a coach or teacher leaders, and refine their practice before progressing to the next topic. Re-envisioning existing PL structures in this way supports the features of high-quality PL in a way that is feasible for teachers, coaches, and administrators.

Strengthen Teacher and Coach Voice and Shared Instructional Vision in Professional Learning Planning

Districts should create intentional structures for teachers, coaches, and administrators to collaboratively identify PL priorities. This collaboration could include representative mathematics PL advisory groups, regular needs assessment surveys, focus groups, school- and district-level planning committees, or structured opportunities for teachers and coaches to provide feedback on PL priorities and evaluate existing offerings. They should then develop a shared instructional vision for mathematics-specific PL experiences that is co-developed by teachers, coaches, and administrators to define a common understanding of high-quality mathematics instruction. Districts can operationalize this vision by establishing common instructional goals, identifying shared instructional practices and classroom look-fors, aligning PL to those priorities, and reinforcing them through collaborative planning, coaching cycles (Knight et al., 2015), or instructional rounds (City et al., 2009). Districts should also establish regular processes for revisiting these priorities throughout the school year so that PL can be refined in response to educator feedback and evolving instructional needs. Incorporating teacher and coach input throughout the planning process can help ensure PL remains responsive to classroom needs while maintaining alignment with district goals and standards (Steiner et al., 2025). Greater collaboration across stakeholder groups may also reduce the disconnect observed between district planning and the experiences and perceptions of teachers and coaches regarding PL.

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Appendix A: Survey Respondents by County

Table A. Number of survey respondents by county who indicated they were a teacher, coach administrator, employee of a foundation or consortia, or in a Florida institution of higher education.

County	Count	Percent	County	Count	Percent	County	Count	Percent
Alachua	30	3.51%	Hamilton	0	0.00%	Okeechobee	1	0.12%
Baker	13	1.52%	Hardee	2	0.23%	Orange	39	4.56%
Bay	15	1.75%	Hendry	5	0.58%	Osceola	16	1.87%
Bradford	27	3.16%	Hernando	11	1.29%	Palm Beach	37	4.33%
Brevard	18	2.11%	Highlands	4	0.47%	Pasco	11	1.29%
Broward	38	4.44%	Hillsborough	22	2.57%	Pinellas	31	3.63%
Calhoun	0	0.00%	Holmes	0	0.00%	Polk	23	2.69%
Charlotte	14	1.64%	Indian River	5	0.58%	Putnam	5	0.58%
Citrus	4	0.47%	Jackson	3	0.35%	St Johns	8	0.94%
Clay	15	1.75%	Jefferson	0	0.00%	St Lucie	14	1.64%
Collier	9	1.05%	Lafayette	3	0.35%	Santa Rosa	15	1.75%
Columbia	39	4.56%	Lake	5	0.58%	Sarasota	19	2.22%
Miami-Dade	57	6.67%	Lee	6	0.70%	Seminole	46	5.38%
De Soto	4	0.47%	Leon	20	2.34%	Sumter	10	1.17%
Dixie	6	0.70%	Levy	7	0.82%	Suwannee	3	0.35%
Duval	17	1.99%	Liberty	1	0.12%	Taylor	1	0.12%
Escambia	15	1.75%	Madison	0	0.00%	Union	4	0.47%
Flagler	17	1.99%	Manatee	19	2.22%	Volusia	11	1.29%
Franklin	4	0.47%	Marion	11	1.29%	Wakulla	9	1.05%
Gadsden	5	0.58%	Martin	7	0.82%	Walton	1	0.12%
Gilchrist	12	1.40%	Monroe	6	0.70%	Washington	6	0.70%
Glades	0	0.00%	Nassau	6	0.70%			
Gulf	0	0.00%	Okaloosa	15	1.75%			