

## **Overview**

This project aims to contribute to the evidence based on asynchronous professional learning (PL) design, focusing on understanding what types of asynchronous PL are effective for different teacher populations and in various contexts. The project will generate evidence on the design and technology features of asynchronous PL that can lead to meaningful changes in pre-service and in-service teacher engagement, motivation, and practice. Specifically, it will examine how these learning experiences influence teachers' use of mathematical teaching practices, deepen their content knowledge and pedagogical content knowledge, and improve their ability to implement curriculum effectively.

A key component of the project is to support the Math Matrix initiative in aligning it with the Florida BEST Standards and state-approved curriculum materials. This will include partnering with a school district using high-quality instructional materials (HQIM) like Math Nation to develop a version of the Math Matrix that is standards-aligned and can be integrated with these HQIMs. Particular attention will be given to emphasizing the Mathematical Teaching Practices (MTRs) as part of this alignment.

The project also seeks to expand access to high-quality professional learning for mathematics teachers across Florida by increasing the reach and adoption of the Math Matrix. Through these efforts, the project aims to support the growth of high-quality PL across the state, ultimately improving mathematics instruction and outcomes for teachers and students alike.