Florida Educators Agree on AI's Importance—But Diverge on Priorities, Concerns, and Needs by Role

Teachers, school leaders, and district leaders are aligned on the value and urgency of exploring AI in education, but their specific priorities, preferred uses, and core concerns vary substantially by role. These role-based insights—gathered across 35 Florida districts by Impact Florida in June 2025—can inform the adoption, implementation, and considerations of AI in education across the state.

Artificial intelligence is rapidly transforming the education landscape, offering tools that promise to streamline teaching, personalize learning, and address long-standing equity challenges. But for teachers, school leaders, and district administrators, the opportunity is matched by a daunting task: discerning when, where, and how to use AI in ways that support students and educators. As Stanford's Candace Thille notes, AI can act as both "a mirror and a lever," helping educators reflect on current practice while enabling innovation. Scholars caution that AI's success in schools depends not only on technical capability, but on thoughtful, ethical integration grounded in real educational needs.

Key Findings

Teachers prioritize tools that support daily instruction and student engagement, but express concerns about lack of training and guidance.

- Top priorities include student absenteeism (16.3%), math instruction (12.8%), and student engagement (12.1%).
- Teachers' most desired tools are teacher assistants for lesson planning and grading (20%) and tools for student behavior tracking and student wellness (12.9%).
- Teachers' top concerns center around usability and implementation: 14.5% cite insufficient professional development and 13.7% report a lack of guidance.

School leaders prioritize tools to support literacy instruction and manage student behavior while also voicing the highest concerns about AI's broader societal impact.

- Reading and literacy instruction is the dominant priority for school leaders (25.3%), significantly higher than district leaders (12.9%) and teachers (7.1%).
- School leaders are also more concerned about AI's role in society (20%)—roughly triple that of teachers (7.3%) and district leaders (6.3%).
- School leaders want AI tools focused on teacher instruction (20.7%), teacher planning (15.5%), and data dashboards (13.8%).

District leaders focus on math instruction and system-level data tools, with concerns centered on data privacy, infrastructure, and the need for professional development.

- District leaders prioritize math instruction (13.9%), reading and literacy instruction (12.9%), and system-level tools like data dashboards (10.6%).
- Their concerns are more infrastructure and privacy-focused, with 26.3% citing data privacy and 18.8% citing lack of professional development tools.
- Their desired AI tools include teacher assistant (17.6%) and instruction (16.5%) tools, as well as dashboards, English learner supports, and tutoring tools (10.6% each).

Educators at every level are concerned about data privacy and lack of professional development for using AI tools.

- Teachers, school leaders, and district leaders are aligned on data privacy as their top AI concern (14.5%, 22%, and 26.3% respectively) and lack of professional development for using AI tools and products as their second concern (14.5%, 10%, and 18.8% respectively).

"Florida educators are not asking whether AI belongs in schools—they're asking how to use it," says Trey Csar, Impact Florida's chief impact officer. "This moment demands urgency, collaboration, and intentional design to ensure AI supports the people who matter most: our students and teachers."