

Table 1*Demographic Characteristics of the Sample of Public School Teachers*

Respondent Characteristics	<i>n</i>	%
Sex		
Female	6,876	82.8
Male	1,280	15.4
Non-binary/Third gender	25	0.3
Prefer not to say	122	1.5
Ethnicity		
Hispanic or Latino	1,477	18.0
Not Hispanic or Latino	6,737	82.0
Race		
African American/Black	1,029	12.5
Asian	120	1.5
Native American/Alaska Native	37	0.5
Native Hawaiian/Pacific Islander	8	0.1
White	6,430	78.3
Multiracial/Biracial	356	4.3
Other	234	2.9
Highest degree earned		
High school diploma/GED	136	1.7
Associate's	171	2.1
Bachelor's	3,700	45.3
Master's	3,672	45.0
Ph.D.	93	1.1
Ed.D.	155	1.9
Other	237	2.9
Grade levels served		
Elementary (pre-K to 5 th)	11,134	78.9
Middle (6 th to 8 th)	4,529	38.1
High (9 th to 12 th)	8,154	23.2
Subject areas taught		
English Language Arts	3,329	19.2
Social Studies	2,493	14.4

Mathematics	3,035	17.5
Science	2,597	14.9
Exceptional Student Education	1,881	10.9
Speech-Language Pathology	194	1.1
Art	316	1.8
Music	313	1.8
Media	141	0.8
Physical Education	345	2.0
Title I	827	4.8
Other	1,861	10.8
Service delivery (2020-2021)		
In person	3,415	43.4
Virtual	675	8.6
Hybrid	3,391	43.1
Other	393	4.9

Note. Total number of responses for grade levels served and subject areas taught exceeds total number of sample participants because many teachers indicated serving multiple grade levels and subject area

Table 2*Distribution of Responses on Items Related to Stakeholder Engagement*

When advocating for key issues or topics in education, how likely are you to communicate with:	<i>n</i>	Mean	<i>SD</i>	Extremely likely	Somewhat likely	Neither likely nor unlikely	Somewhat unlikely	Extremely unlikely
Parents	6,374	2.44	1.23	25%	34%	21%	11%	9%
Fellow teachers	6,349	1.73	0.84	46%	42%	8%	3%	1%
Assistant principal and principal	6,329	2.54	1.24	21%	38%	18%	13%	10%
School board members and superintendent	6,307	3.04	1.30	11%	29%	24%	16%	20%
Florida Department of Education	6,298	2.97	1.33	14%	29%	23%	15%	19%
State and U.S. representatives	6,290	2.71	1.29	18%	34%	21%	13%	14%

Table 3*Zero-Order Correlations for Measured Advocacy Variables*

Variable	Correlations					
	1	2	3	4	5	6
1. Self-efficacy score	1					
2. Age	-0.10**	1				
3. Years of experience	-0.05**	0.70**	1			
4. Engagement	0.16**	0.10**	0.11**	1		
5. Importance	0.37**	-0.08**	-0.05**	0.10**	1	
6. Readiness	0.43**	0.03*	0.04*	0.18**	0.41**	1

* $p < .01$. ** $p < .001$

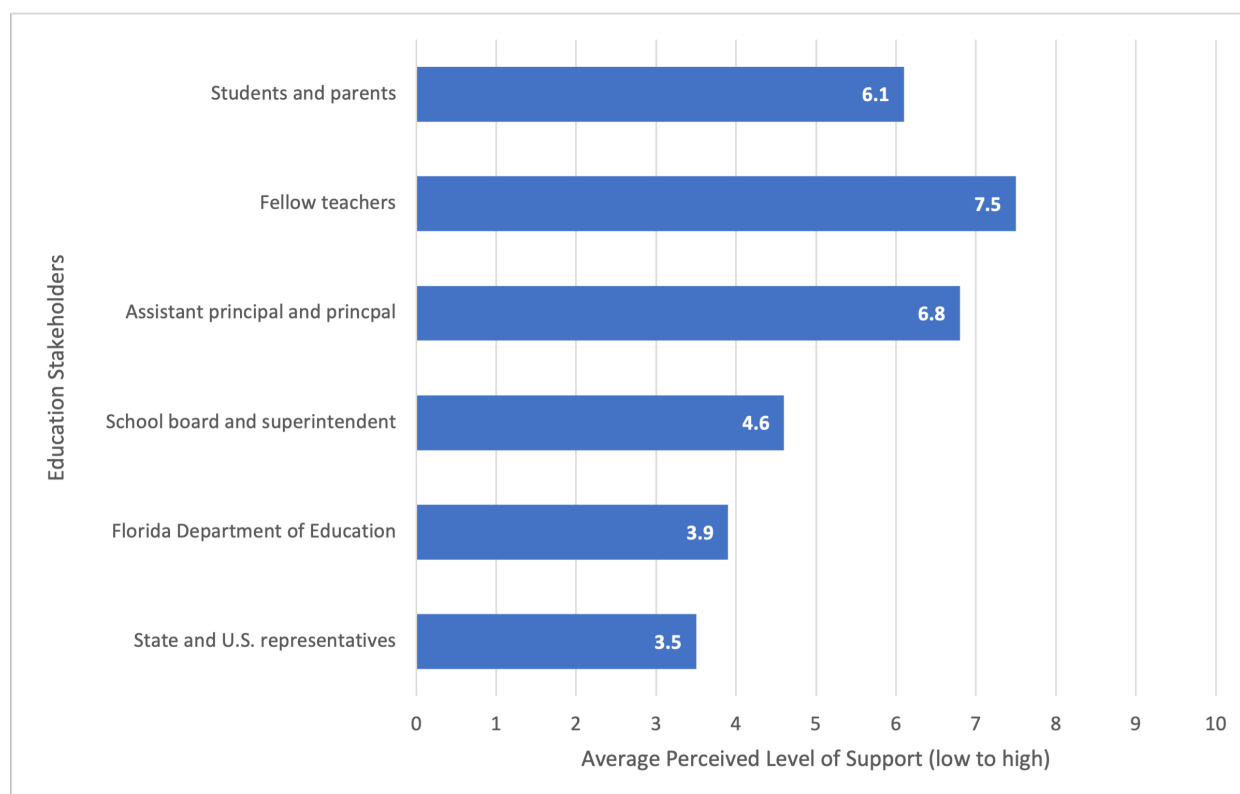
Table 4*Results of Hierarchical Multiple Regression on Predictors of Self-Efficacy*

Step and predictor variables	<i>B</i>	<i>SE B</i>	β	<i>sr</i>	Change in R^2	R^2
Step 1					0.01**	0.01
Constant	93.88	1.17				
Age	-0.23	0.03	-0.13**	-0.07		
Years of experience	0.08	0.04	0.04*	0.02		
Step 2					0.24**	0.25
Constant	61.21	1.36				
Age	-0.22	0.03	-0.12**	-0.07		
Years of experience	0.04	0.03	0.02	0.01		
Engagement	0.23	0.03	0.09**	0.10		
Importance	3.95	0.23	0.21**	0.20		
Readiness	6.03	0.23	0.33**	0.29		

* $p < .05$. ** $p < .001$

Figure 1

Educators' Perceived Level of Support from Education Stakeholders



Supplemental Materials

Distribution of Responses on Questions Related to Self-Efficacy

	<i>n</i>	Mean	<i>SD</i>	Always	Most of the Time	About Half the Time	Sometimes	Never
Advocacy self-efficacy total	5,848	84.60	21.04					
Stakeholder empowerment domain composite	5,891	14.28	2.84					
It is difficult for me to identify effective advocacy strategies and resources.	6,157	2.96	1.07	7 %	27%	26 %	34%	6%
It is difficult for me to identify whether social, political, and economic conditions affect student and teacher development.	6,089	2.26	1.00	3 %	10%	19 %	47%	21%
I find it difficult to recognize when parent and/or teacher concerns reflect responses to systemic problems in education.	6,023	2.24	0.96	2 %	9 %	19 %	50%	20%
I help parents identify external barriers that affect their students' development.	5,951	3.17	1.21	14%	33%	17 %	28%	8%
I assist students with developing self-advocacy skills.	5,891	3.65	1.24	31%	33%	13 %	17%	6%
Community collaboration domain composite	5,871	14.58	4.45					
I alert community or school groups with concerns that I become aware of through my work with students and fellow teachers.	6,136	2.76	1.27	10%	24%	17 %	31%	18 %

I develop alliances with groups working for change in the education system.	6,074	2.27	1.18	5 %	14%	16 %	34%	31 %
I identify strengths and resources that community members bring to the process of change in the education system.	5,988	2.94	1.11	7 %	29%	23 %	32%	9 %
I assess my effectiveness when interacting with community and school groups.	5,932	3.13	1.27	15%	31%	17 %	26%	11 %
I am comfortable collaborating with groups of varying size and backgrounds to improve education.	5,871	3.47	1.26	26%	31%	14%	23%	6%
Public information domain composite	5,851	12.73	4.14					
I prepare written and multi-media materials that demonstrate how environmental barriers contribute to student and teacher development.	6,116	1.73	1.12	3%	8%	9%	19%	61%
I am able to communicate in ways that are ethical and appropriate when taking issues in education public.	6,046	3.69	1.21	31%	36%	12%	16%	5%
I disseminate information about problems in education to media outlets.	5,969	1.72	1.07	3%	7%	10%	20%	60%
I am able to identify and collaborate with other professionals who are involved with disseminating public information.	5,905	2.90	1.23	10%	27%	18%	32%	13%
I assess the influence of my efforts to educate the general public about oppressive barriers that impact students and teachers.	5,851	1.76	1.05	9%	21%	18%	31%	21%
Stakeholder advocacy domain composite	5,881	16.49	4.18					
I am comfortable with negotiating for relevant services on behalf of students.	6,149	3.61	1.13	24%	38%	17%	17%	4%

I am skilled at helping students and parents gain access to needed resources.	6,079	3.39	<i>1.07</i>	13%	41%	21%	22%	3%
I am able to identify barriers that affect the well-being of individuals and vulnerable groups in my school.	6,009	3.47	<i>1.04</i>	14%	45%	18%	20%	3%
I am comfortable with developing a plan of action to confront barriers that impact students and teachers.	5,942	2.95	<i>1.25</i>	12%	27%	18%	30%	13%
I am able to identify allies who can help confront barriers that impact student and teacher development.	5,881	3.05	<i>1.18</i>	10%	32%	19%	30%	9%
Systems advocacy domain total composite								
I use data to demonstrate urgency for improvement of the education system.	6,124	2.96	<i>1.31</i>	13%	27%	16%	28%	16%
I am able to analyze the sources of political power and social systems that influence student and teacher development.	6,059	2.66	<i>1.23</i>	7%	23%	17%	34%	19%
I am comfortable developing an action plan to make changes to the current education system.	5,976	2.52	<i>1.24</i>	7%	18%	18%	33%	24%
I am able to recognize and deal with resistance when involved in advocacy.	5,917	2.85	<i>1.18</i>	8%	28%	19%	33%	12%
I assess the effectiveness of my advocacy efforts on the education system and its constituents.	5,862	2.71	<i>1.28</i>	10%	22%	17%	31%	20%
Social/Political advocacy domain total								
I know when problems need to be resolved through social and legislative advocacy.	6,101	2.66	<i>1.15</i>	5%	23%	19%	38%	15%

I seek out and join with potential allies to confront problems in education.	6,037	2.39	1.20	5%	17%	15%	36%	27%
I support existing alliances and movements for improving education.	5,956	3.11	1.24	15%	29%	16%	32%	8%
I collaborate with allies in using data to improve education.	5,893	2.84	1.29	11%	26%	16%	30%	17%
I lobby legislators and policy makers to create change in the education system.	5,848	1.76	1.05	3%	6%	9%	27%	55%

Note. Domain scores had a possible range between 5 and 25, and total scores had a possible range between 30 and 150; with high scores indicating positive self-perception of advocacy competence and effectiveness.

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