

Supplemental Material S2. 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	157	78.99	18.24					
Stakeholder empowerment domain composite	157	14.76	2.36					
It is difficult for me to identify effective advocacy strategies and resources.	164	3.11	1.06	8 %	36%	18 %	35%	3%
It is difficult for me to identify whether social, political, and economic conditions affect student and teacher development.	162	2.30	0.87	1 %	9 %	23 %	52%	15%
I find it difficult to recognize when parent and/or teacher concerns reflect responses to systemic problems in education.	161	2.40	0.98	2 %	15%	22 %	45%	16%
I help parents identify external barriers that affect their students' development.	160	3.03	1.14	10%	29%	20 %	34%	6%
I assist students with developing self-advocacy skills.	157	3.92	1.10	38%	32%	15 %	14%	1%
Community collaboration domain composite	157	13.19	4.16					
I alert community or school groups with concerns that I become aware of through my work with students and fellow teachers.	164	2.40	1.20	6 %	15%	14 %	39%	26 %

I develop alliances with groups working for change in the education system.	161	1.95	1.05	3 %	7 %	13 %	35 %	42 %
I identify strengths and resources that community members bring to the process of change in the education system.	160	2.71	0.99	3 %	23 %	22 %	44 %	7 %
I assess my effectiveness when interacting with community and school groups.	159	2.94	1.23	10 %	32 %	13 %	34 %	11 %
I am comfortable collaborating with groups of varying size and backgrounds to improve education.	157	3.24	1.26	20 %	28 %	14 %	32 %	6 %
Public information domain composite	157	11.45	3.55					
I prepare written and multi-media materials that demonstrate how environmental barriers contribute to student and teacher development.	164	1.42	0.87	1 %	6 %	5 %	12 %	76 %
I am able to communicate in ways that are ethical and appropriate when taking issues in education public.	161	3.68	1.24	31 %	35 %	10 %	18 %	6 %
I disseminate information about problems in education to media outlets.	160	1.39	0.82	1 %	3 %	6 %	13 %	76 %
I am able to identify and collaborate with other professionals who are involved with disseminating public information.	157	2.59	1.14	4 %	23 %	17 %	39 %	17 %
I assess the influence of my efforts to educate the general public about oppressive barriers that impact students and teachers.	157	2.36	1.18	6 %	13 %	22 %	32 %	28 %
Stakeholder advocacy domain composite	157	15.95	3.91					

I am comfortable with negotiating for relevant services on behalf of students.	164	3.66	<i>1.06</i>	22%	40%	19%	16%	3%
I am skilled at helping students and parents gain access to needed resources.	161	3.21	<i>1.03</i>	8%	38%	24%	27%	3%
I am able to identify barriers that affect the well-being of individuals and vulnerable groups in my school.	160	3.46	<i>0.99</i>	10%	48%	21%	17%	3%
I am comfortable with developing a plan of action to confront barriers that impact students and teachers.	159	2.69	<i>1.20</i>	7%	24%	16%	36%	17%
I am able to identify allies who can help confront barriers that impact student and teacher development.	157	2.96	<i>1.11</i>	8%	28%	22%	36%	6%
Systems advocacy domain total composite	157	11.95	<i>4.36</i>					
I use data to demonstrate urgency for improvement of the education system.	164	2.60	<i>1.27</i>	6%	27%	11%	33%	24%
I am able to analyze the sources of political power and social systems that influence student and teacher development.	161	2.38	<i>1.13</i>	3%	20%	15%	38%	25%
I am comfortable developing an action plan to make changes to the current education system.	160	2.01	<i>1.10</i>	2%	13%	10%	33%	42%
I am able to recognize and deal with resistance when involved in advocacy.	157	2.60	<i>1.11</i>	3%	24%	21%	35%	17%
I assess the effectiveness of my advocacy efforts on the education system and its constituents.	157	2.39	<i>1.19</i>	5%	16%	20%	32%	27%

Social/Political advocacy domain total	157	11.69	3.82					
I know when problems need to be resolved through social and legislative advocacy.	164	2.35	1.05	3%	15%	19%	42%	21%
I seek out and join with potential allies to confront problems in education.	161	2.17	1.14	5%	12%	13%	38%	32%
I support existing alliances and movements for improving education.	160	3.04	1.25	15%	28%	13%	26%	9%
I collaborate with allies in using data to improve education.	157	2.48	1.17	4%	20%	18%	36%	22%
I lobby legislators and policy makers to create change in the education system.	157	1.61	0.92	0%	6%	9%	24%	61%

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.