**Supplemental Material S1.** Advocacy engagement and self-efficacy survey items

Start of Block: Demographic Data

What is your gender?

○ Male  (1)

○ Female  (2)

○ Non-binary / third gender  (3)

○ Prefer not to say  (4)

Page Break

What is your age?

_____

Page Break

Are you Hispanic or Latino?

○ Yes  (1)

○ No  (2)

Which of the following best describes you?

○ White  (1)

○ Black or African American  (2)

○ Native American or Alaska Native  (3)

○ Asian  (4)

○ Native Hawaiian or Pacific Islander  (5)

○ Multiracial or Biracial  (6)

○ A race or ethnicity not listed here (please specify)  (7)

_____

---

Page Break ─────────────────────────────

What is your highest level of education?

○ High school diploma / GED  (1)

○ Associate Degree  (2)

○ Baccalaureate Degree  (3)

○ Master's Degree  (4)

○ Ph.D.  (5)

○ Ed.D.  (6)

○ Other (please specify)  (7) _____

---

Please list any certifications or endorsements, if applicable:

_____

---

―――――――― Page Break ――――――――

Please select your current school district:

▼ Alachua (1) ... Other (69)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

―――――――― Page Break ――――――――

In your current position, what grade level(s) do you teach? Please select all that apply:

- [ ] Pre-K  (1)

- [ ] Kindergarten  (2)

- [ ] 1st Grade  (3)

- [ ] 2nd Grade  (4)

- [ ] 3rd Grade  (5)

- [ ] 4th Grade  (6)

- [ ] 5th Grade  (7)

- [ ] 6th Grade  (8)

- [ ] 7th Grade  (9)

- [ ] 8th Grade  (10)

- [ ] 9th Grade  (11)

- [ ] 10th Grade  (12)

- [ ] 11th Grade  (13)

- [ ] 12th Grade  (14)

Page Break

In your current position, what subject area(s) do you teach? Please select all that apply:

☐     English Language Arts (ELA)  (1)

☐     Social Studies  (2)

☐     Mathematics  (3)

☐     Science  (4)

☐     Exceptional Student Education (ESE)  (5)

☐     Speech-Language Pathology  (6)

☐     Art  (7)

☐     Music  (8)

☐     Media  (9)

☐     Physical Education  (10)

☐     Title I  (11)

☐     Other (please specify)  (12)

_____

Page Break ———————————————————————————————

How many years have you been a teacher?

_____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

How many years have you served in your current position?

_____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ———————————————————————————————————

Please select your primary method of instructional delivery during the 2020-2021 school year:

○ In person  (1)

○ Virtual  (2)

○ Hybrid (in person and virtual instruction, simultaneously)  (3)

○ Other (please specify)  (4) _____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ———————————————————————————————————

**End of Block: Demographic Data**

**Start of Block: Advocacy Training History**

The next section asks about your prior **training in advocacy**.

We use the word *training* to refer to any formal or informal learning opportunities related to advocacy in education, such as coursework or professional development.

**Advocacy in education** is an activity by an individual or group that aims to influence decisions within the education system. Advocacy in education includes activities and publications to influence education policy, laws, and budgets by using facts, their relationships, the media, and messaging to educate government officials and the public.

Page Break ─────────────────────────────────────────────

Does your **school** provide advocacy training?

○ Yes  (1)

○ No  (2)

○ I'm not sure  (3)

Page Break ─────────────────────────────────────────────

Does your **school district** provide advocacy training?

○ Yes  (1)

○ No  (2)

○ I'm not sure  (3)

Page Break ─────────────────────────────────────────────

As a teacher, have you participated in advocacy training?

○ Yes  (1)

○ No  (2)

*Skip To: End of Block If As a teacher, have you participated in advocacy training? = No*

Page Break ─────────────────────────────────

Where have you received advocacy training? Please select all that apply:

☐ Self-study  (1)

☐ College or University  (2)

☐ Professional development course  (3)

☐ Professional Conference  (4)

☐ Other (please specify)  (5)

_____

Page Break ─────────────────────────────────

How many advocacy trainings did you attend **before** the 2020-2021 school year?

_____

Page Break ─────────────────────────────────

How many advocacy trainings did you attend **during** the 2020-2021 school year?

_____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break  ———————————————————————————————————————

**End of Block: Advocacy Training History**

**Start of Block: Advocacy Engagement History**

The next section asks about your prior **participation in advocacy events and activities**.

We use the word *events* to refer to any gathering related to advocacy in education, such as advocacy workshops, fundraisers, marches, or meetings with state and U.S. representatives.

**Advocacy in education** is an activity by an individual or group that aims to influence decisions within the education system. Advocacy in education includes activities and publications to influence education policy, laws, and budgets by using facts, their relationships, the media, and messaging to educate government officials and the public.

---

Page Break ─────────────────────────────────────────

As a teacher, have you participated in an advocacy event?

◯ Yes  (1)

◯ No  (2)

*Skip To: End of Block If As a teacher, have you participated in an advocacy event?  = No*

---

Page Break ─────────────────────────────────────────

Where have you participated in advocacy events? Please select all that apply:

☐ School event  (1)

☐ District event  (2)

☐ State event  (3)

☐ National event  (4)

☐ Virtual event  (5)

☐ Other (please specify)  (6)

_____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break  ————————————————————————————————

How many advocacy events did you attend **before** the 2020-2021 school year?

_____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break  ————————————————————————————————

Which advocacy activities did you engage in **before** the 2020-2021 school year? Please select all that apply:

☐     Signing a petition or open letter to state or U.S. representatives  (1)

☐     Writing a letter or emailing my state or U.S. representatives  (2)

☐     Calling my state or U.S. representatives  (3)

☐     Meeting in person with my state or U.S. representatives  (4)

☐     Encouraging others in my network to be involved in advocacy  (5)

☐     Communicating advocacy messages through my social media accounts (Instagram or Facebook)  (6)

☐     Being interviewed by a media outlet on an advocacy-related topic  (7)

☐     Attending an advocacy event (in person or virtually)  (8)

☐     Participating in an informative advocacy workshop  (9)

☐     Other (please specify)  (10)

_____

---

Page Break ————————————————————————

How many advocacy events did you attend **during** the 2020-2021 school year?

_____

---

Page Break ————————————————————————

Which advocacy activities did you engage in **during** the 2020-2021 school year? Please select all that apply:

☐ Signing a petition or open letter to state or U.S. representatives  (1)

☐ Writing a letter or emailing my state or U.S. representatives  (2)

☐ Calling my state or U.S. representatives  (3)

☐ Meeting in person with my state or U.S. representatives  (4)

☐ Encouraging others in my network to be involved in advocacy  (5)

☐ Communicating advocacy messages through my social media accounts (Instagram or Facebook)  (6)

☐ Being interviewed by a media outlet on an advocacy-related topic  (7)

☐ Attending an advocacy event (in person or virtually)  (8)

☐ Participating in an informative advocacy workshop  (9)

☐ None  (10)

☐ Other (please specify)  (11)

_____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ―――――――――――――――――――――――――――――――――

**End of Block: Advocacy Engagement History**

**Start of Block: Advocacy Self-Identification**

How do you view your current or potential role as an advocate in education?

○ Extremely important  (1)

○ Very important  (2)

○ Moderately important  (3)

○ Slightly important  (4)

○ Not at all important  (5)

Page Break

How well-equipped (skills, knowledge, resources) do you feel to be an effective advocate?

○ Extremely well  (1)

○ Very well  (2)

○ Moderately well  (3)

○ Slightly well  (4)

○ Not well at all  (5)

Page Break

In your professional opinion, what key issues or topics in education are important to advocate for right now?

_____

Page Break

What key issues or topics would you be willing to advocate for, as a member of your school? Please select all that apply:

☐     Charter schools and voucher programs  (1)

☐     COVID-19 response  (2)

☐     Curriculum and instruction  (3)

☐     Disciplinary policies  (4)

☐     Exceptional Student Education (ESE)  (5)

☐     Government funding in education  (6)

☐     Parent involvement  (7)

☐     School accountability  (8)

☐     School safety  (9)

☐     Standardized testing  (10)

☐     Student achievement  (11)

☐     Supports for English learners  (12)

☐     Technology in education  (13)

☐     Teacher evaluations  (14)

☐     Teacher salaries  (15)

☐     Other (please specify)  (16)

Page Break —————————————————————————

In your professional opinion, what is the **most important** issue or topic in education to advocate for right now?

_____

Page Break —————————————————————————

What factor(s) hinder teachers from engaging in advocacy? Please select all that apply:

☐　　Awareness of advocacy opportunities  (1)

☐　　Knowledge of advocacy strategies  (2)

☐　　Personal responsibilities  (3)

☐　　Professional responsibilities  (4)

☐　　Retaliation from administration  (5)

☐　　Time  (6)

☐　　Work-life balance  (7)

☐　　Other (please specify)  (8)
_____

Page Break —————————————————————————

In your professional opinion, what is the **most significant** factor hindering teachers from engaging in advocacy?

_____

---

Page Break ———————————————————————————————

For an education policy topic you are passionate about, what type(s) of activities are you willing to engage in? Please select all that apply:

☐ Signing a petition or open letter to state or U.S. representatives  (1)

☐ Writing a letter or emailing my state or U.S. representatives  (2)

☐ Calling my state or U.S. representatives  (3)

☐ Meeting in person with my state or U.S. representatives  (4)

☐ Encouraging others in my network to be involved in advocacy  (5)

☐ Communicating advocacy messages through my social media accounts (Instagram or Facebook)  (6)

☐ Being interviewed by a media outlet on an advocacy-related topic  (7)

☐ Attending an advocacy event (in person or virtually)  (8)

☐ Participating in an informative advocacy workshop  (9)

☐ None  (10)

☐ Other (please specify)  (11)

_____

---

Page Break ———————————————————————————————

What tools would you find most helpful to support your future advocacy efforts? Please select all that apply:

☐      Advocacy email alerts  (1)

☐      Easy access to contact information for your state and U.S. representatives  (2)

☐      Online petitions  (3)

☐      Materials to share with my colleagues about advocacy topics of interest  (4)

☐      Materials to share with my state and U.S. representatives about advocacy topics of interest  (5)

☐      Key messages and sample meeting guides to prepare you for meetings with your state or U.S. representatives  (6)

☐      Educational sessions on specific advocacy topics or strategies  (7)

☐      Sample letter templates or emails to help in your communications with state and U.S. representatives  (8)

☐      Research papers, policy papers and/or evidence-based reports  (9)

☐      None  (10)

☐      Other (please specify)  (11)

_____

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ————————————————————————————————————

**End of Block: Advocacy Self-Identification**

**Start of Block: Advocacy Partner Engagement**

When advocating for key issues or topics in education, how likely are you to communicate with **parents**?

○ Extremely likely  (1)

○ Somewhat likely  (2)

○ Neither likely nor unlikely  (3)

○ Somewhat unlikely  (4)

○ Extremely unlikely  (5)

---

Page Break ———————————————————————————————

When advocating for key issues or topics in education, how likely are you to communicate with **fellow teachers**?

○ Extremely likely  (1)

○ Somewhat likely  (2)

○ Neither likely nor unlikely  (3)

○ Somewhat unlikely  (4)

○ Extremely unlikely  (5)

---

Page Break ———————————————————————————————

When advocating for key issues or topics in education, how likely are you to communicate with your **assistant principal and principal**?

○ Extremely likely  (1)

○ Somewhat likely  (2)

○ Neither likely nor unlikely  (3)

○ Somewhat unlikely  (4)

○ Extremely unlikely  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break  —————————————————————————————————

When advocating for key issues or topics in education, how likely are you to communicate with your **school board members and superintendent**?

○ Extremely likely  (1)

○ Somewhat likely  (2)

○ Neither likely nor unlikely  (3)

○ Somewhat unlikely  (4)

○ Extremely unlikely  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break  —————————————————————————————————

When advocating for key issues or topics in education, how likely are you to communicate with the **Florida Department of Education**?

○ Extremely likely  (1)

○ Somewhat likely  (2)

○ Neither likely nor unlikely  (3)

○ Somewhat unlikely  (4)

○ Extremely unlikely  (5)

----------------------------------------

Page Break ——————————————————————————————

When advocating for key issues or topics in education, how likely are you to communicate with your **state and U.S. representatives**?

○ Extremely likely  (1)

○ Somewhat likely  (2)

○ Neither likely nor unlikely  (3)

○ Somewhat unlikely  (4)

○ Extremely unlikely  (5)

----------------------------------------

Page Break ——————————————————————————————

On a scale of 1-10, how supported do you feel by:

| | Unsupported | | | | | Highly supported | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Your students and their parents () | | | | | | ▮ | | | | |
| Your fellow teachers () | | | | | | ▮ | | | | |
| Your assistant principal and principal () | | | | | | ▮ | | | | |
| Your school board members and superintendent () | | | | | | ▮ | | | | |
| The Florida Department of Education () | | | | | | ▮ | | | | |
| Your state and U.S. representatives () | | | | | | ▮ | | | | |

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
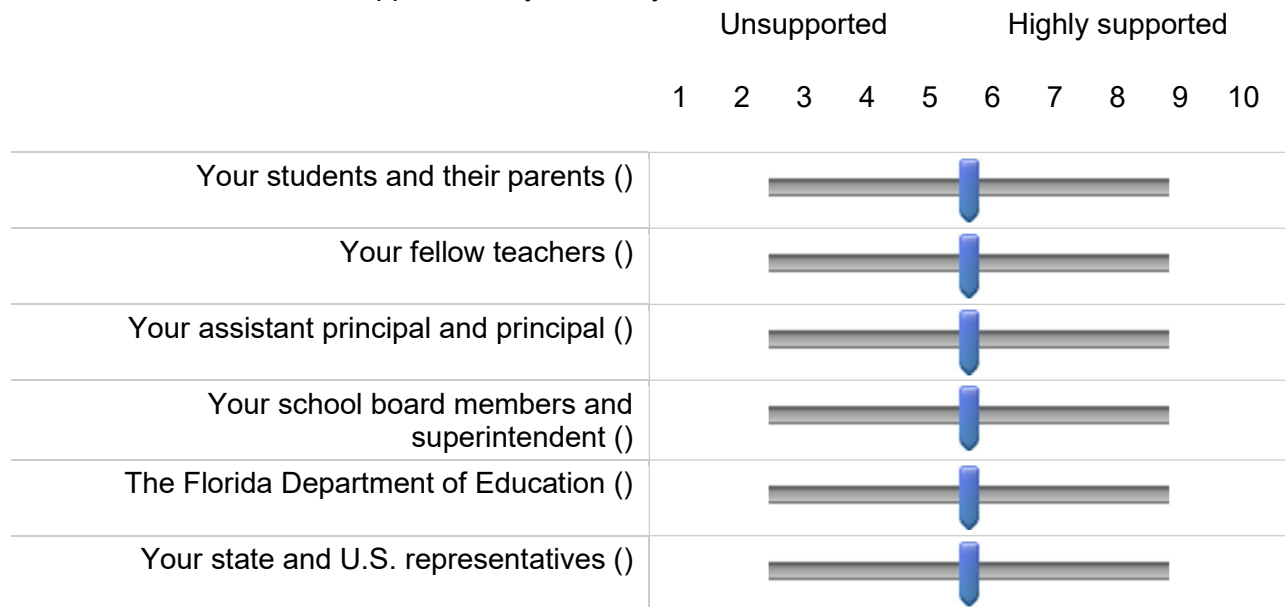
Page Break ————————————————————————————————

**End of Block: Advocacy Partner Engagement**

**Start of Block: Advocacy Competency Self-Assessment**

The final section asks you to assess your own **competence and effectiveness as an advocate in education**. Please respond to the following statements as honestly and accurately as possible.

------------------------------------------------------------
Page Break  ──────────────────────────────────────────

It is difficult for me to identify effective advocacy strategies and resources.

◯ Always  (1)

◯ Most of the time  (2)

◯ About half the time  (3)

◯ Sometimes  (4)

◯ Never  (5)

------------------------------------------------------------
Page Break  ──────────────────────────────────────────

I am comfortable with negotiating for relevant services on behalf of students.

◯ Always  (1)

◯ Most of the time  (2)

◯ About half the time  (3)

◯ Sometimes  (4)

◯ Never  (5)

------------------------------------------------------------
Page Break  ──────────────────────────────────────────

I alert community or school groups with concerns that I become aware of through my work with students and fellow teachers.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break  ───────────────────────────────────────

I use data to demonstrate urgency for improvement of the education system.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break  ───────────────────────────────────────

I prepare written and multi-media materials that demonstrate how environmental barriers contribute to student and teacher development.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

--------------------------------------------------

Page Break

I know when problems need to be resolved through social and legislative advocacy.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

--------------------------------------------------

Page Break

It is difficult for me to identify whether social, political, and economic conditions affect student and teacher development.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

--------------------------------------------------

Page Break

I am skilled at helping students and parents gain access to needed resources.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break

I develop alliances with groups working for change in the education system.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break

I am able to analyze the sources of political power and social systems that influence student and teacher development.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ————————————————————————————————————

I am able to communicate in ways that are ethical and appropriate when taking issues in education public.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ————————————————————————————————————

I seek out and join with potential allies to confront problems in education.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ————————————————————————————————————

I find it difficult to recognize when parent and/or teacher concerns reflect responses to systemic problems in education.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break  ────────────────────────────────────

I am able to identify barriers that affect the well being of individuals and vulnerable groups in my school.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break  ────────────────────────────────────

I identify strengths and resources that community members bring to the process of change in the education system.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ─────────────────────────────────────────────

I am comfortable developing an action plan to make changes to the current education system.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ─────────────────────────────────────────────

I disseminate information about problems in education to media outlets.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ─────────────────────────────────────────────

I support existing alliances and movements for improving education.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ────────────────────────────────────────

I help parents identify external barriers that affect their students' development.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ────────────────────────────────────────

I am comfortable with developing a plan of action to confront barriers that impact students and teachers.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Page Break ────────────────────────────────────────

I assess my effectiveness when interacting with community and school groups.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

---

Page Break —————————————————————————————

I am able to recognize and deal with resistance when involved in advocacy.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

---

Page Break —————————————————————————————

I am able to identify and collaborate with other professionals who are involved with disseminating public information.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

---

Page Break —————————————————————————————

I collaborate with allies in using data to improve education.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

---

Page Break ─────────────────────────────────────────

I assist students with developing self-advocacy skills.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

---

Page Break ─────────────────────────────────────────

I am able to identify allies who can help confront barriers that impact student and teacher development.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

---

Page Break ─────────────────────────────────────────

I am comfortable collaborating with groups of varying size and backgrounds to improve education.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

--------------------------------------------------------

Page Break  ————————————————————————————————

I assess the effectiveness of my advocacy efforts on the education system and its constituents.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

--------------------------------------------------------

Page Break  ————————————————————————————————

I assess the influence of my efforts to educate the general public about oppressive barriers that impact students and teachers.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

Page Break ————————————————————————————

I lobby legislators and policy makers to create change in the education system.

○ Always  (1)

○ Most of the time  (2)

○ About half the time  (3)

○ Sometimes  (4)

○ Never  (5)

Page Break ————————————————————————————

**End of Block: Advocacy Competency Self-Assessment**

**Start of Block: Raffle Entry**

**Thank you for participating in our research study on advocacy in education!**

If you would like to enter our raffle for a chance to win one of ten (10) $25 Amazon gift cards, please enter your email address below:

_____

**End of Block: Raffle Entry**