

K–12 Educator Advocacy for the Education Profession

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Abstract

This three-article dissertation presents a perspective of K–12 educator advocacy for the education profession within the context of the United States. Each article involves educators' perceptions of advocacy for the education profession. The first article is a systematic scoping review. This article analyzes the literature written on educator advocacy, which includes information on teacher perceptions and attitudes. The second article, a phenomenological study, qualitatively explores K–12 education union leaders' perceptions of advocacy for the education profession. The final article quantitatively investigates K–12 educators' individual interest in advocacy for the education profession by developing an instrument to measure this construct.

Keywords: advocacy, education, education profession, educator advocacy, EFA, scoping review, survey development, systematic review, textual narrative synthesis, union

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Dedication

One of the quotes that have guided my actions as both an educator and an advocate is by English philosopher, psychologist, biologist, anthropologist, and sociologist Herbert Spencer.

It reads: “The great aim of education is not knowledge but action.”

I dedicate my work to my children, Clark, Mackenzie, and Madelyn, as well as the multitudes of children I have been privileged enough to guide as an educator. I hope that you use your education to take action to better yourselves and your world.

I also dedicate this to the many educators with whom I have had the good fortune to share my teaching career. You inspire me daily with your commitment to students, your love for learning, and the heart that you put into what you do. Let us continue the effort to make our education system one that students and educators deserve.

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Chapter 1: Introduction

These three manuscripts are the onset of my research on K–12 educators’ perceptions of advocacy for the education profession. I have been a certificated classroom educator for 21 years and have a wealth of experience in educational advocacy. During my teaching career, I have learned about educators’ opportunities to advocate for their profession and the reasons for this advocacy. I have met hundreds of educators who have devoted their time and resources to advocating for their profession.

Idaho ranks 50th in K–12 spending, and Idaho schools receive the least funding of all states (Hanson, 2022). As an Idaho educator for over a decade, I have witnessed why educators advocate for the education profession, including low teacher pay and benefits, large class sizes, and unsafe work conditions. As a lifelong educator and recent union president, I am interested in educators’ perceptions of advocacy for the education profession. This dissertation contained the following definitions:

Advocacy for the education profession. I developed a cohesive description of educational advocacy based on Obar et al. (2012), who defined advocacy as supporting or championing a cause or policy goal.

Educator. An educator is any kindergarten through Grade 12 teacher in the United States, including general classroom, special education, specialist, or librarian.

Scholars have focused on advocacy for students, specific subjects (e.g., the arts or STEAM), or social justice. Through my research, I found a scarcity of studies on educators’ advocacy for the education profession. Thus, I contributed to the research on the topic and defined areas of educational advocacy. I clarified educational advocacy by specifying four major types of educator advocacy for the profession: communication, mentorship,

personal/financial, and policy advocacy. The three manuscripts in this dissertation focused on specific research questions and methodologies.

1.1 Setting

Qualitative research occurred throughout Idaho and the Pacific Northwest. Some phenomenological interviews occurred in person in Boise and Post Falls, Idaho, and Spokane, Washington, or via Zoom during the 2022–2023 school year. Quantitative analysis occurred throughout the United States. The following three manuscripts have unique conceptual and theoretical frameworks but address K–12 educator advocacy for the education profession.

1.2 Manuscripts

1.2.1 How K–12 Educators Perceive Advocacy for the Education Profession in the United States: A Systematic Scoping Review

The first manuscript was a systematic scope of the literature on educator advocacy, including teacher perceptions and attitudes. This study was a systematic scoping literature review with a descriptive synthesis and textual narrative synthesis. The purpose was to better understand how educators perceive advocacy for the education profession and determine the research questions recently asked in this field. The systematic scoping review focused on the following question:

RQ1. What is known about K–12 educators' perceptions of advocacy for the education profession in the United States?

A systematic scoping review occurred to analyze and determine gaps in the literature. The review showed the strengths and weaknesses in the subject area to contribute to future research. The systematic scoping review occurred based on Xiao and Watson's (2019)

systematic literature review and Arksey and O'Malley (2005). Chapter 2 presents the literature review's results.

1.2.2 A Phenomenological Study of K–12 Education Union Leadership Perceptions of Advocacy for the Education Profession

The second manuscript was a qualitative exploration of K–12 education union leaders' perceptions of advocacy for the education profession. A theoretical sample ($N = 17$) of K–12 education union leaders in the Pacific Northwest participated in interviews with phenomenological interview questions based on Hays and Singh (2012). The participants shared their thoughts on the definition of advocacy work, their feelings toward advocacy, barriers to advocating for the education profession, and potential solutions. The findings addressed the following research questions:

RQ1. How do K–12 education union leaders perceive advocacy efforts for the education profession (definition, content, scope, importance)?

RQ2. What are the opinions of K–12 education union leaders regarding barriers to advocacy roles and possible solutions?

Chapter 3 presents the outcomes of the phenomenological study.

1.2.3 Development and Validation of a Survey to Assess K–12 Educators' Individual Interest in Advocacy for the Education Profession

The third manuscript quantitatively investigated K–12 educators' interest in advocacy for the education profession. Advocacy is a prosocial behavior many educators engage in and view as a social responsibility. Therefore, educators' interest in advocacy has academic significance. A pilot survey ($N = 287$) was the tool used to develop and validate a new scale

to measure educators' interest in advocacy for the education profession. The study had the following research questions:

RQ1. Which items written for a self-report instrument best reflect educators' interest in advocacy for the education profession?

RQ2. What level of reliability can be attained with this measure?

RQ3. What evidence of construct validity can be demonstrated?

Chapter 4 includes an analysis of the survey's development and validation.

1.3 References

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<https://doi.org/10.1177/0739456X17723971>

Chapter 2: How K–12 Educators Perceive Advocacy for the Education Profession in the United States: A Systematic Scoping Review

Lauritzen, K. (2022). How K–12 educators perceive advocacy for the education profession in the United States: A systematic scoping review. *Journal of Interdisciplinary Teacher Leadership*, 6(1), 36–176. <https://doi.org/10.46767/kfp.2016-0040>

Abstract

Many educators in the United States are advocates for the education profession; however, little is known about K–12 perceptions of advocacy. This article is a systematic scope of the literature on the types of articles written on educator advocacy that include information on teacher perceptions and attitudes. A systematic scoping literature review combined descriptive and textual narrative synthesis occurred. The search strategy indicated 9,051 articles, with 18 included for analysis and synthesis. Twelve articles were qualitative, three were mixed methods, and three were quantitative. Article categorization occurred according to research objective types, educator population types, and occurring themes. This systematic scoping review showed gaps in the literature on the subject, including studies with small sample sizes generally limited to single academic institutions or locations. Additionally, most study results were not generalizable to larger populations, and no studies occurred solely to determine educators' perceptions of advocacy for the education profession. Quantitative studies had the highest quality and validity, and the highest-quality were those with multiple qualitative methods. Future researchers would benefit from focusing on educators' perceptions of advocacy for the education profession to determine what might motivate educators to be advocates.

Keywords: educator advocacy, scoping review, systematic review, textual narrative synthesis

How K–12 Educators Perceive Advocacy for the Education Profession in the United States: A Systematic Scoping Review

K-12 educators in the United States advocate for the education profession in numerous ways and for numerous reasons, including educator pay and benefits, working conditions, personal safety, well-being, and professional autonomy. Much of the literature on advocacy for the education profession has focused on subsets of the educator population, such as library, music, special education, and physical education. Limited research has addressed educators' perceptions of their advocacy efforts for the education profession. The purpose of this systematic literature review was to understand better how educators perceive advocacy for the education profession and determine the research questions recently been asked in this field. This systematic scoping review includes the terms *educator* and *teacher* used interchangeably and synonymously.

2.1 Background

Advocacy for the education profession has been vital since the career began. Educators began to organize professionally in 1857 with the forerunner of the National Education Association (NEA; Mertz, n.d.). Advocacy groups formed throughout history include the Chicago Teachers Federation, the United Federation of Teachers, the NEA, and the American Federation of Teachers. Today, the NEA and the American Federation of Teachers are the most prominent education unions in the United States.

Educators still strive for parity in pay and benefits compared to workers with similar educational backgrounds and workloads. According to Krieg (2007), from 1996 to 2004, educators' inflation-adjusted weekly wages increased by 0.8%, while other college graduates saw 12% increases. Imbalances in wages also occur between educators. According to Hansen and Quintero (2017), educators' salaries in the United States show high wage inequality

based on age and location. Educators advocate for better school working conditions for personal safety and well-being and resources to address bullying, violence, harassment, and safety risks. Additionally, teachers pursue positions where they can effectively teach and have manageable workloads (Johnson et al., 2005).

Many educators advocate for the profession as a part of a larger group, including teachers' unions or other organizations. Other educators champion better working conditions, pay, benefits, and policy in solo efforts. In *Janus v. American Federation of State, County, and Municipal Employees, Council 31* (2018), Supreme Court justices no longer required U.S. educators to be part of a state teachers' union (Marianno & Strunk, 2018). Educators could choose whether to participate in an association's advocacy efforts. Thus, today's educators decide whether to spend the money, time, and effort to advocate for the education profession. The purpose of this systematic review was to summarize and synthesize the literature within the United States to provide an understanding of educators' perceptions of advocacy for the education profession. The guiding research question is, What is known about K–12 educators' perceptions of advocacy for the education profession in the United States?

2.2 Methods

A systematic scoping review approach was the method used in this review to gain insight into the literature and research. This scoping review focused on the literature and found gaps in the research. This review showed the strengths and weaknesses in the subject area to contribute to future research (Arksey & O'Malley, 2005). The purpose of systematic reviews is to assess empirical evidence from a smaller number of studies related to a research question. Conversely, scoping reviews include a literature map based on themes, concepts, or

trends without addressing study quality (Pham et al., 2014). Thus, this review included a comprehensive range of study types. This systematic scoping review could provide a greater breadth of research in the educational field and a policy- and research-relevant synthesis for replication (Walsh et al., 2019).

Scoping reviews are means of identifying knowledge gaps, setting research agendas, and identifying implications for decision-making (Colquhoun et al., 2014). This systematic scoping review incorporated the methodology of Xiao and Watson (2019) and Arksey and O'Malley (2005). The systematic literature review occurred in the following order:

1. Formulating the research question
2. Conducting a systematic literature search
3. Selecting studies and appraising quality
4. Synthesizing the data
5. Charting the data
6. Collating, summarizing, and reporting the results (Arksey & O'Malley, 2005; Xiao & Watson, 2019).

2.2.1 Stage 1: Formulate the Problem

Stage 1 was formulating the problem and research questions. The data extraction, synthesis, and reporting methods occurred based on the research questions (Xiao & Watson, 2019). The research question was broad enough to meet and articulate the scope of the evidence (Levac et al., 2010). The review included the definitions of key terms to indicate the most suitable literature for answering the research question and establishing inclusion and exclusion criteria. The criteria contributed to the review's transparency, generalizability, and replication (Walsh et al., 2019). This review included definitions for the following key terms:

advocacy for the education profession and *educator*. In this review, *educator* and *teacher* and *perceptions* and *attitudes* were terms used interchangeably and synonymously.

2.2.1.1 Definitions.

Advocacy for the Education Profession. This systematic scoping review incorporated McMillan's definition of advocacy for the education profession: "Teacher advocacy is the practice of teachers exercising critical thinking and leadership to advance the education profession as a whole."

Educator. An educator is any K–12 teacher in the United States, including any general classroom, special education, specialist, librarian, or paraprofessional teacher.

2.2.2 Stage 2: Develop and Validate the Review Protocol

This review occurred per Xiao and Watson (2019). A stringent review protocol was the mean of reducing researcher bias in the data selection and analysis. Additionally, the reliability could increase if other scholars follow the review's protocol and repeat the study (Xiao & Watson, 2019). The peer-reviewed protocol contributed to the rigor of the systematic scoping review. Additionally, the study included the reporting guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) in reporting the synthesis of qualitative research (Moher et al., 2009; Tong et al., 2012). A systematic search occurred in February and March 2022 on the following databases: Academic OneFile, Dissertations and Theses Full Text, Educator's Reference Complete, ERIC, JSTOR, Master File Premier, ProQuest, Professional Development Collection, Sage Journals, Teacher Reference Center, TOPIC Search, and Google Scholar.

2.2.2.1 Inclusion and Exclusion Criteria. Only peer-reviewed papers and theses comprised the search. The study focused on educators in the United States; therefore, the

review included papers written in English. Appendix A presents the complete search strategy by database. The study included articles published in the past 20 years. Therefore, the review included the most recent literature.

2.2.3 Stage 3: Search the Literature

2.2.3.1 Study Selection Round 1: Titles and Abstracts. Systematic scoping reviews occur with flexible inclusion and exclusion criteria. The flexibility enables refinement as familiarity with the literature increases (Arksey & O'Malley, 2005). Table 2.1 presents this review's inclusion and exclusion criteria. This scoping review had a single author; therefore, each title and abstract underwent screening twice with one of three screening codes: yes (i.e., include); no (i.e., exclude); and maybe (i.e., look at a second or third time).

The article search returned 9,051 articles, many of them duplicate. Google Scholar found tens of thousands of articles for each search term and did not have methods for narrowing the search. Twenty articles underwent assessment and, after removing duplicates, 18 remained for inclusion in the review and analysis. Figure 1 shows the PRISMA diagram results.

2.2.3.2 Study Selection Round 2: Full-Text Assessment. Round 2 screening included reading the full papers identified in Round 1. Table 2.1 shows the final study selection and the Round 1 eligibility criteria (Walsh et al., 2019). The screening process did not include duplicate articles.

Figure 2.1

PRISMA Flow Diagram

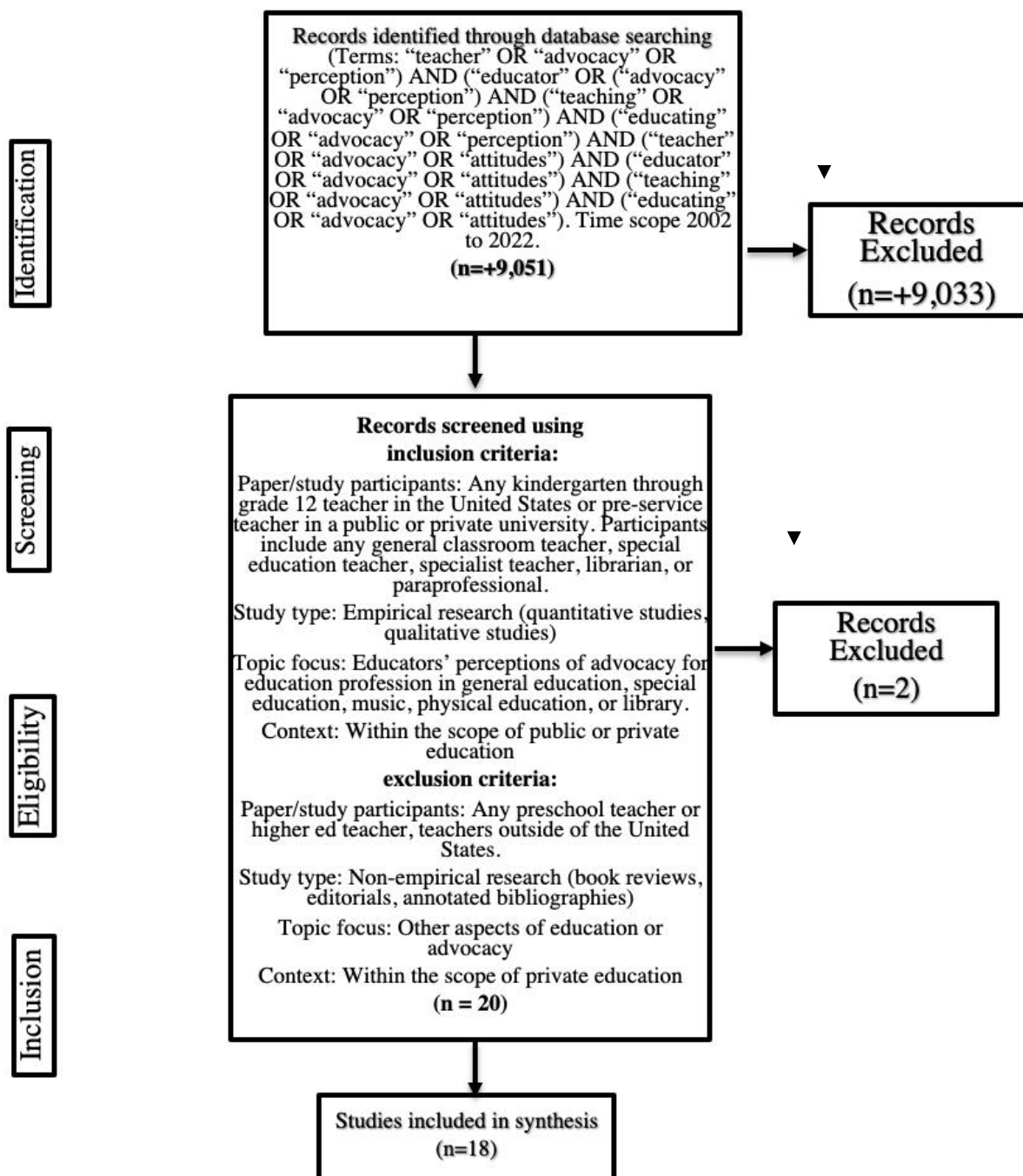


Table 2.1*Final Study Selection Round 1 Eligibility Criteria*

Inclusion criteria	Exclusion criteria
<ul style="list-style-type: none"> • Paper/study participants: Any K–12 teacher in the United States or preservice teacher in a public or private university. Participants included general classroom teachers, special education teachers, specialists, librarians, or paraprofessionals. • Study type: Empirical research (quantitative and qualitative studies). • Topic focus: Educators' perceptions of advocacy for the education profession in general education, special education, music, physical education, or library. • Context: Within the scope of public or private education. 	<ul style="list-style-type: none"> • Paper/study participants: Any preschool or higher education teacher, teachers outside the United States. • Study type: Nonempirical research (book reviews, editorials, annotated bibliographies). • Topic focus: Other aspects of education or advocacy. • Context: Within the scope of private education.

2.2.4 Stage 4: Extracting and Charting the Data

The review involved collecting two information categories from the research: general information and specific information corresponding to the research question (Arksey & O'Malley, 2005). A charting form adapted from Walsh et al. (2019) imported into a Microsoft Excel spreadsheet was the tool used to categorize the information and data extracted from the research. Table 2.2 presents the data categories in the charting form.

A tool such as a charting form is necessary to determine quality and critically appraise the research in a systematic scoping review (Levac et al., 2010). Additionally, to reduce the risk of bias and assess methodological quality, Walsh et al. (2019) suggested using a framework for appraising research, such as the Critical Skills Appraisal Programme (CASP) Qualitative Research Checklist (CASP, 2022). Although the CASP is best suited for qualitative research, Walsh et al. noted that its 10 questions with three domain-specific response options (*yes/no/can't tell*) are suitable to adapt to quantitative and mixed methods

studies. However, tools solely designed for quantitative studies are unsuitable for qualitative studies (Walsh et al., 2019). Table 2.3 is a quality appraisal table with CASP criteria.

Table 2.2

Key Categories of Information for the Charting Form (Data Extraction Tool)

Data	Details extracted
Paper details	Author(s) Year Keywords
General information	Publication type (e.g., journal article) Study location (city, state) Study aims/objectives/purpose Research question(s)
Methodology/methods	Study type/design Data collection methods
Participants	Study participants Participant description Sample size
Context	Type of school
Outcomes measured	What data were measured in the study? Were data collection tools shown to be valid and reliable? Statistical methods Analyses
Key findings/significant results	Summarize findings relevant to the review question Strengths/limitations

Research document	Type of research	A clear statement of the aims of the research	Appropriate methodology	Research design is appropriate to address the aims of the research	Recruitment strategy is appropriate to the aims of the research	Data collected in a way that addressed the research issue	Relationship between researcher and participant been adequately considered	Ethical issues have been taken into consideration	Data analysis is sufficiently rigorous	A clear statement of findings?	Research is valuable
Massopole et al. (2014)	Mixed-methods										
Olson & Roberts (2020)	Var. qual.										
Pennington et al. (2004)	Var. qual.										
Preston (2020)	Qual. analysis										
Savage (2002)	Qual. essay										
Stitzlein & Quinn (2012)	Qual. analysis.										
Van Wassenhove et al. (2015)	Quant. analysis										

Note. A gray square indicates yes on CASP criteria. A blank square indicates no or cannot tell.

2.2.5 Stage 5: Collating, Summarizing, and Reporting the Results

Stage 5 of the systematic scoping review involved collating, summarizing, and reporting the results. Appendix B contains the results from Stage 4 charting, including a descriptive summary of included papers.

2.2.6 Data Extraction and Synthesis

Data extraction and charting occurred for all included studies in the following categories: reference, paper details, general information, methodology/methods, participants, context, outcomes measured, and key findings/essential results. As in Cleaver et al. (2021), the review had broad categories due to different methodologies. Summary measures were not possible.

2.3 Results

2.3.1 Quality Appraisal Results

Table 2.4 presents the quality appraisal results. Each study received a rating based on the CASP (2022) criteria. Generally, most studies aligned with most CASP criteria. The studies had good overall quality, and the authors used acceptable methods to answer the research questions. The quantitative studies had clear research aims, whereas only half the qualitative studies had clear research goals. The mixed methods studies had clearly stated research aims about 66% of the time.

The review found similar scores regarding the appropriateness of the methodologies used in the studies. CASP (2022) indicates a research methodology as appropriate if the purpose of the research is to “interpret or illuminate the actions and/or subjective experiences of research experiences of research experiences” for qualitative research and if the researcher has justified the research design. All the quantitative studies had clearly explained research

designs, while half the qualitative research had clearly explained research designs. About 66% of the mixed methods research had clearly justified methods. The review showed similar scores for the CASP categories of the appropriateness of research design for addressing the research aims, the appropriateness of the recruitment strategy, and whether the data collected addressed the research issue.

The CASP (2022) criteria indicate that researchers should consider their roles and biases in research. Bias could affect the research questions and data collection, including the data collection site. All the quantitative studies in this review included statements from the researchers that there were no relationships between them and the participants and a lack of bias. These statements occurred in 67% of all studies, including various qualitative studies, but none of the qualitative analyses or essay studies. None of the mixed methods studies addressed the relationship between the researchers and participants or potential bias.

The CASP (2022) criteria for ethical concerns indicate that researchers should maintain ethical standards, seek approval from an ethics committee, and discuss ethical issues with participants. The same 67% of the studies that identified no researcher–participant relationships or bias, including various qualitative studies, addressed ethical concerns. One qualitative analysis study and no qualitative essays included ethical considerations. Of the quantitative analysis studies, 67% included ethical information. No mixed methods research included ethical considerations.

The CASP (2022) suggests that research studies have adequate rigor if they have sufficiently comprehensive descriptions of the analysis process. Scholars should present sufficient data to support the findings and explain how they selected the representative data from the original data. The qualitative studies had limited rigor, with only 33% of the various

qualitative methods showing sufficient rigor. None of the qualitative analysis or qualitative essay studies had rigor, and 67% of the quantitative analysis and mixed methods studies showed sufficient rigor through descriptions of the analysis process.

The CASP (2022) criteria indicate the need for comprehensive and credible findings. Most studies in this review included clear statements of the findings. Researchers should validate the findings and could benefit from input from more than one analyst. All types of research were over the 50% threshold for this criterion. The qualitative studies with more precise statements of findings included various designs. One qualitative analysis study and no qualitative essays had clearly stated findings, whereas all quantitative analyses had strong statements. Sixty-seven percent of the mixed methods studies included comprehensive statements of the findings.

The final CASP (2022) criterion addresses the value of the research. Value occurs based on whether the researchers noted how the research contributed to extant knowledge of the topic, identified areas of future research, or acknowledged the generalizability of the research. Most studies in this systematic scoping review had value for education advocacy. About 45% of the qualitative research studies aligned with this criterion. Studies with various qualitative methods had the most value. All quantitative analysis studies and 67% of the mixed methods studies had value for educational advocacy research.

2.3.2 Combined Study Descriptive Results

Eleven articles had qualitative methods, three had quantitative approaches, and three had mixed methods. All research occurred in the United States. There were 436 participants in the qualitative studies, with an original target sample of 2,225. The combined mixed methods sample was 310, with a response/participation rate of 53. The combined quantitative

population sample was 730, with an actual sample of 314. The latest studies were published in 2020, with the earliest published in 2004.

2.3.3 Textual Narrative Synthesis Results

The classification of the studies occurred based on research objectives, educator population, and synthesized themes.

2.4 Research Objective Types

2.4.1 Evaluative Studies

The review included mostly evaluative studies (Bond, 2016; Derrington & Anderson, 2020; Hedgecoth & Major, 2019; Hinnant-Crawford, 2016; Manner & Warren, 2017; Massengale et al., 2014; Olson & Roberts, 2020; Pennington et al., 2004; Stitzlein & Quinn, 2012; Van Wasshenova et al., 2015). Although none occurred to evaluate educators' perceptions of advocacy for the education profession, many participants noted their attitudes toward advocacy for education policy. Due to relatively small samples, most studies did not have findings generalizable to a larger educator population. Four evaluative studies (Bond, 2016; Derrington & Anderson, 2020; Hedgecoth & Major, 2019; Hinnant-Crawford, 2016) showed similarities thematically, as each indicated how decision-makers at the national, state, or district levels did not seek educators' input. These studies also showed a lack of teacher perspective on educational policy and suggested more teacher voice and influence in policy creation. Another theme included teachers seeing themselves as leaders and policy actors (Bond, 2016; Hinnant-Crawford, 2016). Other studies suggested the benefits of educators' advocacy for the profession and educational system (Derrington & Anderson, 2020; Massengale et al., 2014).

2.4.2 Descriptive Studies

The review included six descriptive studies (Ado, 2016; Aguilar & Richerme, 2016; Chevalier & González, 2019; Ewbank & Moreillon, 2007; Henninger & Carlson, 2011; Savage, 2002). The studies showed the different facets of the teaching profession, such as work with preservice educators and leadership; music education; educators' positionality regarding education legislation; librarian advocacy; physical educator advocacy; and technology educator advocacy. Four studies (Ado, 2016; Aguilar & Richerme, 2016; Ewbank & Moreillon, 2007; Savage, 2002) had a similar theme of educators' beliefs about education policy and advocacy. In the studies, the participating educators shared their beliefs about the importance of advocacy work for systematically improving the profession. However, most educators had significant gaps in their understanding of effective advocacy and education policy. Chevalier and González (2019) addressed a legislative session and how educators could change the political landscape to advocate for their profession. Henninger and Carlson (2011) described how physical education teachers could increase advocacy efforts for their profession.

2.4.3 Other Studies

Three studies were essays (Collay, 2006; Henninger & Carlson, 2011; Preston, 2020) on different topics and did not fit into the previous categories. Collay (2006) explored educators' professional identities and how they became teacher-leaders, focusing on how educators should stand up against policies contradictory to their values and support the teaching profession. Henninger and Carlson (2011) and Collay discussed how physical education teachers could advocate for their programs and the profession. Preston (2020)

looked at works written for the *Kappan* from as early as the 1930s to define how educators can advocate for and improve the teaching profession.

2.5 Educator Population Types

Most studies (Aguilar & Richerme, 2016; Chevalier & González, 2019; Collay, 2006; Derrington & Anderson, 2020; Hinnant-Crawford, 2016; Manner & Warren, 2017; Preston, 2020; Stitzlein & Quinn, 2012) included general education teachers. Three studies (Ado, 2016; Bond, 2016; Massengale et al., 2014) focused on preservice educators. Two studies (Henninger & Carlson, 2011; Pennington et al., 2004) focused on physical education educators. One study (Van Wasshenova et al., 2015) included health educators, whereas another (Ewbank & Moreillon, 2007) involved librarian educators. Hedgecoth and Major (2019) focused on music educators, and Olson and Roberts (2020) included special education teachers. Chevalier and González (2019) noted the importance of retired educators advocating for the education profession. Savage (2002) focused on technology educators.

2.6 Occurring Themes

Various themes emerged throughout the studies. The most prevalent theme was that educators need more knowledge about advocating for the profession effectively and breaking through barriers to advocacy, such as a lack of time, feelings of being unheard or insignificant, a lack of understanding of policy, and a general distrust of policymakers. Eight studies (Aguilar & Richerme, 2016; Bond, 2016; Chevalier & González, 2019; Derrington & Anderson, 2020; Hedgecoth & Major, 2019; Hinnant-Crawford, 2016; Massengale et al., 2014; Van Wasshenova et al., 2015) focused on barriers.

Another theme was the importance of advocacy efforts with preservice educators. Many authors suggested providing future educators more opportunities to learn about

education policy and effective advocacy. Additionally, aspiring educators should have advocacy opportunities early in their careers. Seven studies (Ado, 2016; Aguilar & Richerme, 2016; Bond, 2016; Hedgecoth & Major, 2019; Hinnant-Crawford, 2016; Massengale et al., 2014; Olson & Roberts, 2020) focused on preservice educators and advocacy.

Three studies (Ado, 2016; Collay, 2006; Ewbank & Moreillon, 2007) addressed educators' moral obligation to advocate for the profession, such as being "the first in line where change is concerned" (Ado, 2016, p. 8). Other moral concerns included educators standing up against policies contradictory to their values or speaking out against educational issues with which they disagree. Ado (2016) and Stitzlein and Quinn (2012) described how advocating for the education profession could be risky and controversial, possibly causing educators to receive negative attention. Therefore, educators could be worried about job or tenure prospects and potential conflict with stakeholders if they engage in advocacy. Additionally, others might view educators who make political or advocacy-minded comments as "inappropriate, unwelcome, or even damaging to the spirit of good teaching" (Stitzlein & Quinn, 2012, p. 198).

2.7 Discussion

In this systematic scoping review, many studies contained some information about educators' perceptions of advocacy for the education profession. Each study had a small sample population, and most studies lacked results generalizable to a larger population. The quantitative studies did not have generalizable results due to small samples or sampling in one geographic location. No scholars had the purpose of determining educators' perceptions of advocacy for the education profession, although some included educators' perceptions and

attitudes on advocacy for education policy. Some studies included information on how educators felt about advocacy efforts with anecdotal data. Improved rigor could result from using stronger qualitative methods or developing instruments to measure educators' perceptions of advocacy on a wide scale. The lack of research on educators' perceptions and attitudes toward advocacy for the education profession is a gap in the literature.

Many research articles (Ado, 2016; Aguilar & Richerme, 2016; Bond, 2016; Hedgecoth & Major, 2019; Hinnant-Crawford, 2016; Massengale et al., 2014; Olson & Roberts, 2020) addressed the importance of coursework on advocacy and education policy for preservice educators. The need to prepare preservice educators for advocacy was the most critical implication for current education practice that emerged from this systematic scoping review. Ensuring that preservice educators understand the basics of education advocacy and education policy development could impact all levels of educational advocacy work (Bond, 2016).

Although the research included most educator types, the studies had small sample sizes. Some educator populations, such as art, English/language arts, foreign language, history/social studies, math, and science teachers, were neither the focus nor a subset of the research. Additional inquiry could indicate these educators' perceptions of advocacy for their profession.

According to the quality appraisal results, all quantitative research studies had good validity and value (CASP, 2022). The highest-quality qualitative studies had multiple qualitative designs. More research could provide a deeper understanding of educators' perceptions of advocacy for the education profession. Additionally, scholars could replicate the studies to contribute to the research on the topic.

The textual narrative synthesis occurred to investigate the varying studies related to educators and advocacy with the included search terms. Future researchers could evaluate and describe educators' perceptions of advocacy for the education profession. There is a need for additional research as unprecedented numbers of educators leave the profession due to low salaries and benefits, high workloads, insufficient administrative support, unpaid overtime, a lack of mentoring, and a lack of respect for the profession (Banks, 2005; Muex, 2021). The American Association of Colleges for Teacher Education (2022) indicated that the number of educators with bachelor's degrees in education continues to decline rapidly, especially in high-need specialties such as special education, science and mathematics, and foreign languages.

2.8 Limitations

This systematic scoping review was part of a doctoral dissertation. Thus, one author worked on this paper. According to Xiao and Watson (2019), at least two reviewers should work independently to examine the studies based on the inclusion and exclusion criteria. Arksey and O'Malley (2005) suggested hand-searching key journals and reference lists to identify relevant studies. This review did not include hand-searching because the step could affect other scholars' ability to replicate the systematic scoping review.

2.9 Directions for Future Research

This systematic scoping review found little research on education and advocacy. Few studies provided information on educators' perceptions and attitudes regarding advocacy for the education profession. Most studies in the review were qualitative, with an equal representation of quantitative and mixed methods research. Most research had good quality, although many researchers did not address ethical considerations. Future quantitative

research on educator perceptions of advocacy could produce results generalizable to larger populations. Additionally, research with explicit ethical considerations could contribute to the quality of research on the topic.

The studies in this review included different aspects and populations related to the teaching profession, with general educators being the most represented population. The overrepresentation of general education likely occurred because most educators are general education teachers. Future research should include other types of educators to provide a better understanding of all educators' perceptions of advocacy. Many authors wrote about preservice educators and their positive perceptions of learning about advocacy and policy during their undergraduate education. Multiple authors discussed how increasing advocacy efforts with preservice educators could contribute to the future of education.

The reviewed studies included some educators' perceptions of advocacy for the education profession in the United States. Many studies found that educators needed more knowledge and understanding of advocacy efforts and policy at the district and state levels. Numerous scholars provided promising solutions, such as targeted coursework or learning experiences in advocacy for preservice teachers in undergraduate studies. The studies' results and findings suggest that today's educators consider their undergraduate experiences insufficient. Coursework in advocacy and educational policy, outreach to aspiring educator organizations, and opportunities for early advocacy work could increase K–12 educator advocacy for the education profession in the United States.

Nursing is a career that has many parallels to the education field. As educators advocate for their students, schools, and staff, nurses likewise advocate for their patients, workplaces, and coworkers. Both professions also advocate politically to local, state, and

national legislatures. Unlike education, there is significant literature on nursing and advocacy for the profession. In many cases, colleges and universities that train preservice nursing students for advocacy work in the nursing profession share campuses with schools of education. Therefore, much learning could come from looking at how the nursing field trains preservice nursing students for advocacy and researching whether these methods might also work for education students.

This systematic scoping review included studies from the past 2 decades on advocacy in education and their research questions. Limited research has focused on educator advocacy, although many educators advocate for the education profession. Educators conducting advocacy work remain underresearched and underanalyzed. Few researchers have indicated who these educators are or why they consider themselves advocates for their profession. Additional research could provide an understanding of the educators acting as advocates, the barriers to advocacy, motivations to advocate, and future advocacy in education.

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Chapter 3: A Phenomenological Study of K–12 Education Union Leadership Perceptions of Advocacy for the Education Profession

Abstract

K–12 education union leaders aspire for the schools that teachers and students deserve daily. Although some researchers have explored the perceptions of educators who serve as policy actors, this study was an investigation of how K–12 education union leaders perceive advocacy efforts for the education profession. This phenomenological study was an analysis of the advocacy experiences of union leaders ($N = 17$). Participants described what they perceived as the definition and scope of their advocacy work, barriers to their advocacy, and potential solutions. There are suggestions for future research.

Keywords: advocacy, education, unions

A Phenomenological Study of K–12 Education Union Leadership Perceptions of Advocacy for the Education Profession

The U.S. Bureau of Labor Statistics (2022) indicated that the National Education Association (NEA) and the American Federation of Teachers (AFT) have about 3.6 million educator members. These educators account for more than half of the public-sector union workers in the U.S. and one-quarter of all union members. Moe (2011) noted that individuals often join unions to support their organizations' collective bargaining and political activities. Education union leaders in the United States advocate for the education profession in numerous ways and work to gain collective bargaining rights. However, educators in six states have no collective bargaining rights and cannot achieve "the goals determined to be in the self-interest of its members" (Moe, 2011, p. 177). In nine states, collective bargaining is permissible, but district leaders are not obligated to participate (National Council on Teacher Quality, 2019). According to Frandsen (2016), collective bargaining has a modest effect on increasing teaching salaries and reducing workload. In the United States, many educators serve as advocates for the education profession, and their perceptions of their advocacy are of key academic interest for many reasons.

Teacher attrition is a significant cause of concern for school administrators and policymakers at all levels (Madigan & Kim, 2021). Educator attrition accounts for nearly 90% of the annual teacher demand, with an estimated cost of up to \$20,000 in some urban districts to replace each educator who leaves (Darling-Hammond & Podolsky, 2019). Low salaries and benefits are a leading cause of teacher attrition. According to Alegretto and Mishel (2019), educators' weekly earnings were 21.4% lower than peers with similar education, and many educators leave the profession due to burnout and low job satisfaction

(Chang, 2009; Madigan & Kim, 2021). Education union leaders work with school districts to negotiate health care benefits and working conditions (e.g., class size) for members to reverse budget cuts that cause the elimination of many positions (McAlevey, 2020). Education advocates continually work to retain quality educators so that highly qualified and effective classroom professionals teach students.

Education union leaders also advocate at the state level to reverse budget cuts and school closures that impact their work (Rodriguez, 2015). Researchers have shown that educators cope with stressors by participating in cognitive behavioral therapy-based mindfulness and online stress interventions (Ansley et al., 2021; von der Embse et al., 2019). However, little research has focused on how education union presidents' leadership can change working conditions through advocacy or how they perceive advocacy and the related barriers or victories. Understanding effective educational advocacy is essential to continue or enact transformational change for the profession. Therefore, the purpose of this study was to establish K–12 union leaders' perceptions of advocacy.

3.1 Education Advocacy Studies

Significant research has focused on how educators advocate for students, subjects, and social justice within schools and communities (Adair, 2008; Niño & Perez-Diaz, 2021; Valdez et al., 2018). However, there is a lack of literature on education union leaders' perceptions of advocacy for the education profession. Few studies have included educators active in their unions (Bascia, 2015). Some papers and policy briefs on teacher unions lack the rigor of systemic research (e.g., Antonucci, 2015; Colvin, 2014; Freeman & Han, 2012; Johnson et al., 2009; McHenry-Sorber et al., 2021). There has been limited scholarly focus on teachers who serve as policy actors for policies related to systematic inequality,

deprofessionalism, and poor school leadership (Ellison et al., 2018; Warren & Ward, 2021). However, most research has not explicitly focused on teachers' unions.

Other literature has indicated how teacher union work affects student academic performance (Han & Maloney, 2021; Lyon, 2021) and how educators work in schools to advocate for students as community organizers (Epstein, 2011; Zavala & Henning, 2021). Some research has addressed education leaders' advocacy work in social justice roles (Chunoo et al., 2019; Curry-Stevens, 2011; Strassfeld & Strassfeld, 2020). Additionally, some researchers have investigated how teachers' union members oppose certain education reform policies, such as charter schools and voucher systems, with performance pay only a subset of the research (Finger, 2018; Rodriguez, 2015).

This study addressed the limited amount of literature in this area by filling a gap in the research. The research questions in this study were:

RQ1: How do K–12 education union leaders perceive advocacy efforts for the education profession (definition, content, scope, importance)?

RQ2: What are the opinions of K–12 education union leaders regarding barriers to advocacy roles and possible solutions?

3.2 Methods

A qualitative approach was appropriate for examining educators' perceptions of advocacy. The qualitative method focuses on individual experiences "as they occur in natural, rather than experimental, situations" (O'Brien et al., 2014, p. 1245). This study included interviews with the participants and naturalistic inquiry during the data collection with sustained participant contact (Hays & Singh, 2012). Hermeneutical phenomenology was appropriate for addressing the topic of education union leaders' attitudes and perceptions, as

this approach focuses on participants' lived experiences and interpretations of the "texts" of life (Creswell & Poth, 2018). Therefore, hermeneutical phenomenological research was the approach used to explore education union leaders' perceptions of how advocacy efforts affected them while serving as K–12 educators.

3.3 Procedures and Participants

After obtaining permission from the University of Idaho's Institutional Review Board, the participant recruitment occurred via email. Appendix A contains a copy of the university's Institutional Review Board outcome letter. The participant recruitment involved emailing the demographic questionnaire and informed consent form to state education association leaders in Alaska, Idaho, Montana, Oregon, and Washington. Appendix B contains a copy of the consent form. The inclusion criteria were to be (a) a certified K–12 teacher or union leader; (b) employed in Alaska, Idaho, Montana, Oregon, or Washington; and (c) willing to engage in an interview in person or virtually via telephone or Zoom. The study included purposeful sampling, as the participants interviewed were purposefully selected to inform an understanding of the research questions and the study's central phenomenon (Creswell & Poth, 2018). The researcher did not know when theoretical saturation would occur. Therefore, participant selection occurred based on emerging findings to adequately represent theoretical concepts (Polit & Beck, 2008). The approach involved sampling as many individuals as possible until category saturation. Theoretical saturation differs from data saturation in phenomenological studies. According to Charmaz (2006), saturation is "not the same as witnessing repetition of the same events or stories. ... The common use of the term saturation refers to nothing new happening."

Table 3.1 shows the study's 17 participants. The mean years served as an educator was 19, and the mean years served as a local union president was 4. Most educators ($n = 10$) held secondary school certifications. Other educators held elementary ($n = 5$), special education and elementary ($n = 1$), or secondary and administrative ($n = 1$) certifications. Eleven participants were full-time presidents released from their teaching duties, while seven continued to teach in the classroom while serving as union presidents.

Table 3.1

Participant Demographic Information

Current state	Role	Years in education	Years as local union president	Education certification(s) held
Alaska	Full-Time	27	3	Elementary K-8
Alaska	Part-Time	9	2	Family and Consumer Science 7-12
Alaska	Full-Time	9	2	Social Studies 7-12
Alaska	Part-Time	23	1	English/Language Arts 6-12
Idaho	Part-Time	6	1	Elementary K-8
Idaho	Part-Time	16	2	History 6-12
Idaho	Part-Time	7	2	Elementary K-8
Idaho	Full-Time	27	10	Special Education K-12, Elementary K-8
Montana	Full-Time	30	1	Biology, Science 6-12
Montana	Full-Time	22	4	Elementary K-8
Montana	Full-Time	15	3	Administration, Biology, Mathematics 6-12
Oregon	Full-Time	16	4	Elementary K-8
Oregon	Part-Time	13	>1	Social Studies, Language Arts 7-12
Washington	Full-Time	23	3	Elementary K-8
Washington	Full-Time	30	14	English, Math, 4-12
Washington	Full-Time	17	3	Physics, Math 4-12
Washington	Full-Time	30	7	English Language Arts 4-12

Note. Full-time denotes that the president is a nonteaching full-time union president. Part-time denotes that the president is a practicing educator and part-time union president.

3.4 Conceptual Framework

This research framework had its basis in the participants' lived experiences, stories, and perceptions. The goal of the research was not to identify the facts of advocacy for K–12 education union presidents, but to determine the nature of the phenomenon of their shared perceptions (van Manen, 1998). The study's framework of social constructivism was the means of exploring the subjective meaning of the participants' lived experiences (Creswell & Poth, 2018). This research included the four presumptions of ontology, epistemology, methodology, and axiology by Lincoln and Guba (2013).

The ontology of the study is based on relativism and indicates that the participants “exist only in the minds of the persons contemplating them” (Lincoln & Guba, 2013, p. 39). The researcher and reader bestow that status upon the participants. Ontological relativism indicates the transactional and subjective relationship between the knower and what can be known. According to Lincoln and Guba (2013), this transaction occurs influenced by the knower's experience and knowledge. The researcher does not find a new understanding; instead, learning creation occurs during the study between the researcher and participants.

An approach based on hermeneutics and dialecticism is a way to reveal the various knowers' insights. The research tradition of hermeneutics consists of interpreting texts and documents. Texts are any “recorded expression of human experience” (Hays & Singh, 2012, p. 424), including politics and experiences. Hermeneutics is suitable for uncovering the meaning as the researcher and the participants work together (Lincoln & Guba, 2013). Dialectics is an appropriate method for gaining a deep understanding of the participants' beliefs. According to Jones (2005), dialectics enable researchers to produce multiple voices and interpret texts. Alexakos (2015) considered axiology essential to phenomenological

exploration. Values and morals are a part of all research. According to Lincoln and Guba (2013), all stakeholders' values inform the study; therefore, scholars should uncover and make these values transparent through the research process.

3.5 Researcher Reflexivity

I, the researcher, am a doctoral student and certified elementary school teacher. For over 20 years, I have been a certified K-8 educator. I have advocated for education for the past 7 years and have served as a local union president and co-president for the past 3 years. The research interest emerged from my experience as a lifelong educator and advocate for education, the local school district, and students. I commenced this research due to concerns about seeing educators leave the profession in record numbers and a lack of understanding of how educators perceive advocacy.

I acknowledged my biases toward advocacy and endeavored to set aside assumptions via bracketing. LeVasseur (2003) described bracketing as suspending an understanding of the topic and using curiosity to guide the research. Bracketing personal knowledge is challenging. Van Manen (1990) noted that any interpretation of the data includes the researcher's assumptions. However, I strove to write unbiased interview questions that were not misleading or dichotomous.

3.6 Data Collection

Based on Bevan (2014) and Hays and Singh (2012), the participants answered open-ended questions in phenomenological, in-depth, semistructured interviews. The interviewing techniques included "descriptive and structural questions, along with the novel use of imaginative variation for descriptive adequacy" (Bevan, 2014, p. 143). The interviews did not include all questions and sometimes included additional questions to create an individual

interview that comprehensively showed the interviewee's experience (Hays & Singh, 2012), a method Esterberg (2002) deemed more culturally appropriate. Most participants answered similar questions and clarifying questions as needed. The interview structure included contextualizing the participants' natural attitudes through descriptive and narrative context questions to compile a thick description of how the participants perceived and experienced advocacy. The questions enabled the participants to describe their experiences in a narrative.

Additionally, the phenomenon was apprehended through descriptive and structural questions. This part of the interview provided the opportunity to explore the experience more precisely by asking more descriptive questions. Interview question development occurred based on categories by Hays and Singh (2012) and the research questions. Appendix C contains the interview questions.

3.7 Data Analysis

Phenomenological data analysis involves systematically analyzing multiple, in-depth interviews to generate themes from significant statements (Creswell & Poth, 2018). The epistemology of the research and analysis occurs with an essentialist/realist approach. The process involves directly theorizing the participants' motivations and experiences due to an assumed straightforward relationship between meaning, understanding, and language (Braun & Clarke, 2006). The ontological beliefs indicate that individuals base their realities on what they find valuable and practical (Creswell & Poth, 2018).

Phase 1 included audio recording the interviews, transcribing the interviews with Express Scribe software, and developing a thick description of the setting. Transcription occurred with a denaturalistic practice of removing some speech elements, including stutters and involuntary vocalizations (Oliver et al., 2005). The process involved repeatedly and

closely reading and becoming familiar with the data and checking the transcripts against the recordings for accuracy (Braun & Clarke, 2006; Edwards, 1993).

The data coding occurred with Quirkos computer-assisted qualitative data analysis software (CAQDAS). According to Goble et al. (2012), CAQDAS is a useful means of coding data and bracketing in qualitative studies to reduce personal bias. In this study, Quirkos was the tool used to gain a new perspective on the data set and develop themes (Vignato et al., 2012). Phase 2 was initial code identification based on the research questions and coding sources, including representativeness, interview questions, participant activities, relationships among participants, and emic codes (Hays & Singh, 2012). This step occurred as soon as possible after data collection.

After generating the codes, Phase 3 consisted of sorting the data extracts into possible themes. The creation of central themes and subthemes included integrating several codes to form a common idea (Braun & Clarke, 2006; Creswell & Poth, 2018). Following code aggregation to form common ideas, theme refinement occurred in two levels in Phase 4 (Creswell & Poth, 2018). According to Braun and Clarke (2006), Level 1 of theme refinement is analyzing the collated extracts for each theme and discerning whether a coherent pattern emerges. Some themes were discarded or reworked to create a thematic map.

Level 2 involved the entire data set and focused on the validity of each theme to the data set as a whole. The reworked themes and conclusions aimed to “ring true” with the raw data or data summaries (Miles et al., 2014). Phase 5 involved defining and naming the themes and included reviewing the data, collating the data extracts into a uniform account, and writing the accounts as a thorough analysis to identify the theme’s story (Braun &

Clarke, 2006). Phase 6, the conclusive analysis and report, involved clarifying the essence of the participants' experiences and developing an analytic narrative to answer the research questions (Braun & Clarke, 2006; Creswell & Poth, 2018). Additionally, the phase included removing all participant names, locations, and other confidential information in the final report for ethical reasons (Jenks, 2011). Table 3.2 displays the phases of thematic analysis and levels of theme refinement.

Table 3.2

Thematic Analysis Phases and Theme Refinement Levels

Phase	Thematic analysis
1	Audio recording of interviews, interview transcription with ExpressScribe software, thick description of setting, close reading of transcripts for accuracy
2	Initial code identification based on research questions and coding sources using Quirkos computer-assisted qualitative data analysis software
3	Sorting data into possible themes; creation of central themes and subthemes
4	Theme refinement <ul style="list-style-type: none"> • Level 1: Analyzing collated extracts into patterns, creation of thematic map • Level 2: Considering the validity of individual themes in relation to the data set
5	Defining and naming themes, reviewing and collating data extracts into a uniform account

3.8 Credibility Measures

Credibility measures enhanced the study's ability to inform policy and practice (Brantlinger et al., 2005). The first measure was researcher reflexivity. An external auditor examined the codebook and inferences to determine whether they were logical and founded. Two educator peers engaged in peer debriefing and provided critical feedback about the analyses, interpretations, and study results. An audit trail presented the dates and times of each interview. A thick, detailed description, including participant quotes, contributed to the findings' validity.

Numerous quality indicators also occurred to produce helpful evidence for policymakers and educational practitioners (Brantlinger et al., 2005). An adequate number of purposefully recruited participants represented local union presidents. Dukes (1984) advised interviewing and studying between three to 10 participants for phenomenological studies; this study included more than Dukes' recommendation. The research remained confidential, and participant names and locations were not used. The interviews were recorded and transcribed using digital recording systems. The results included the fair representation of each participant.

3.9 Results

This study focused on K–12 education union leaders' perceptions of advocacy for the education profession and their advocacy efforts. The findings included themes of union leader identity and advocacy requirements, feelings, perceptions, barriers, and solutions. In their semistructured interviews, the participants shared how they fit advocacy into their lives as full-time educators, part-time local union presidents, or full-time local union presidents. The participants also discussed how they aligned their identities as advocates for the education profession with their identities as practicing educators, spouses, and parents. Despite the challenges, the educators continued advocating for the schools that educators and students deserve. The themes focused on the participants' work and what it required, the feelings and emotions regarding their work, barriers to advocacy, and potential solutions to barriers. Table 3.3 presents the emergent themes and related codes.

Table 3.3*Qualitative Emergent Themes With Related Codes*

Themes and codes	Number of responses	Description of code
Union leader identity		
Full-time president	$n = 10$	Released from teaching duties, full-time president
Educator and president	$n = 7$	Teach full-time, part-time president
Work with district leaders	$n = 17$	Meet with district leaders to advocate for education
Educate stakeholders	$n = 17$	Educate stakeholders on educational issues
What it takes		
Leadership/ambition/power	$n = 7$	Feeling that one can do more for educators as an advocate than as a classroom educator
Passion/	$n = 4$	Strong drive for advocacy work
Duty/service	$n = 4$	Advocacy work out of a sense of obligation to the educational community
Sense of justice/fairness	$n = 3$	Wanting fair outcomes for all stakeholders
Feelings		
Pride/success in advocacy	$n = 12$	Taking pride in advocacy work, feeling successful
Frustration	$n = 11$	Feeling frustrated by advocacy work
Disconnection from peers	$n = 4$	Feelings of disconnect from other educators
Perceptions		
Good relationships with local school districts	$n = 10$	Generally beneficial relationships with local school districts
Mixed or negative relationships with local school districts	$n = 7$	Mixed or negative relationships with local school districts
Good relationships with state legislators	$n = 4$	Generally beneficial relationships with local school districts
Mixed or negative relationships with local school districts	$n = 10$	Mixed or negative relationships with local school districts

Continued

Themes and codes	Number of responses	Description of code
Barriers		
Retaliation	$n = 8$	Worries about potential retaliation/retribution
Time	$n = 8$	Lack of time as a barrier to advocacy work
District finances	$n = 7$	District finances as a barrier to advocacy work
State funding	$n = 7$	State funding as a barrier to advocacy work
Misinformation/rhetoric	$n = 7$	Misinformation/rhetoric that is harmful to the advocacy process
Student/teacher issues	$n = 3$	Issues of teacher advocacy taking away from students
Potential solutions		
Political activity	$n = 14$	Encouraging political activity
Narrative shaping	$n = 8$	Shaping the narrative around public education
Community outreach	$n = 6$	Community outreach and member engagement to boost advocacy efforts
Educator voice	$n = 4$	Elevating educator voices in decision-making

3.9.1 Theme 1: Union Leader Identity

The participants focused on advocating for educators locally. The participants' daily advocacy work included collective bargaining, meeting with district officials to promote contract rights, supporting individual educators through rights issues, and liaising between educators and the school district. In addition, the participants attended all school board meetings and represented their union members on numerous district committees. As one president said, much of the day is "behind the scenes, answering emails and going to meetings, advocating and learning the issues." Eleven participants were full-time presidents released from teaching duties and advocated for educational issues on behalf of their members. Seven participants continued to teach full-time and advocate for members after school.

The participants spent considerable time daily advocating for bettering working conditions, financial security, and safety for educators. All presidents ($N = 17$) worked with district leaders to help them prioritize funding for pay and benefits, promote educator voices in decision-making, and resolve workplace issues. One president described getting administrators to see classroom challenges as imperative, saying, “If we can get them into our classrooms [and] if we can get them to see the day-to-day reality, that is the biggest eye-opener.”

Another task the participants reported was educating stakeholders on educational issues. Many participants routinely met with their local school boards to inform them about what was occurring in schools from the educators’ perspectives. One local union president sought “to communicate and get [stakeholders] to listen better.” Other participants frequently spoke with radio and newspaper outlets regarding what was happening in schools from the teachers’ perspectives. All presidents ($N = 17$) spoke with local or state legislators, gave testimonies for state legislature, or had conversations with state committees about improving education in their states. One president said,

I think it’s really important to listen to people who are decision-makers and have the power of decision and really listen to their concerns or what they’re afraid of or why they don’t want to take a certain action. Then, with that, you can reevaluate and rework how to move forward collaboratively and include them so they’re more willing to change course.

3.9.2 Theme 2: What It Takes

Many participants took on advocacy for leadership and the power to enact change. One participant said, “I feel like I have much more power—actual power—to help families in

this position than I did as a classroom teacher or as a legislator, and that's important." Many participants noted that becoming an education union leader required significant personal ambition and fearlessness; however, they had tendencies to the task. Numerous participants said they found leadership roles appealing throughout their lives. One president said, "I've always been kind of drawn to leadership roles and enjoyed them." Some participants did not have a tendency toward leadership, feeling thrust into the position. One participant said, "It does take a little bit of a push sometimes to get people to recognize they do have the power to do it." Some participants noted that those in nonmarginalized populations raised to believe that their voices matter may find advocacy easier. One president said, "[Advocacy] would be a lot more difficult if you're not taught you should be the opposite, if you're not taught that your voice matters. I think that makes a big difference."

Several participants identified themselves as passionate about advocating for educators and the profession. Additionally, many participants described their advocacy as "important," perceiving unions as crucial to public education. The participants' responses showed their care for the educational community. One president said, "I just want a good, strong educational community." Another participant said, "I'm actually just trying to make education a better place."

Another subtheme was advocacy work as a duty to the educational community. Four educators took on advocacy out of obligation. One president said, "Naturally, I'm a helper." Another participant said, "[Advocacy is] my community service in such a small town. [It's] just a way to give back to the community and the district." Selflessness was another personality trait shown by some participants. One president said, "I am selfless in a lot of ways. I naturally volunteer and naturally give myself to something." Self-sacrifice emerged

in another educator, who said, “We [union presidents] are very self-sacrificing people. The nature of the work expects and demands self-sacrifice, increasing amounts, all the time.”

Several participants reported that they based their advocacy efforts on justice or fairness. Many participants felt drawn to advocacy work because they wanted to see teachers treated fairly or wanted justice for educational inequity. One participant said, “Teachers get into advocacy because they see an injustice somewhere.” A sense of what was right and wrong in education motivated many participants to take on advocacy. Another participant noted issues in education and said, “This is wrong. Let’s try to fix it. I’d rather try to fix it and lose than not try at all because I can’t live with myself if I don’t try.”

3.9.3 Theme 3: Feelings

Participants expressed many emotions about their advocacy efforts and discussed the range of feelings about their daily advocacy efforts. Many participants noted that advocacy work had ups and downs and felt they experienced successes and losses throughout their endeavors. A central theme that emerged was that most presidents felt proud about and considered themselves good at advocacy. One president said, “I believe that teaching is a noble profession, and protecting teachers, supporting teachers, is also a noble activity.” Other participants described bringing their best to their advocacy work every day. One participant said, “I just feel that we do this advocacy work with integrity.” Other participants felt glad they could work on behalf of other educators, taking “an immense sense of pride” in their work. One president said, “It’s gratifying when you are able to help people get their needs met.”

However, frustration was a prominent feeling shared by most participants. Most participants used “frustration” to describe some aspect of their advocacy work. Some

participants felt “grief and loss and trauma” when they could not effectively advocate for educators and described the work as “emotionally exhausting” at times. Some participants also considered their advocacy work “demoralizing.” Additionally, some participants felt “daunted by the magnitude of the task and the magnitude of the challenges” because “[advocacy is] a job that’s never done.” Other participants expressed frustration that “we’re still doing this” and that there were “obstacles put in our way.” One participant described advocacy as “potentially dangerous, and not even just physically, but professionally, too.” One president said, “The stakes feel very, very high.”

Some participants sometimes felt disconnected from their peers when they took on advocacy. However, the participants took on advocacy out of “a sense of obligation and a sense of care and concern for my fellow teachers.” Some participants expressed frustration when educators rejected them or did not “allow [them] to freely advocate.” Some participants worried union members might “feel like I’m not completely invested in them” if they did not give them their full attention. Another president said that advocacy caused feelings of loneliness. Although the participants worked hard to advocate for other educators, they did not always succeed. One president said, “If it doesn’t go quite the way they want, they get rather bitter about it.”

3.9.4 Theme 4: Perceptions

Ten participants had good relationships with their local school districts. Numerous participants said that “[school district leaders] like it when I advocate for [educators].” Some participants had “a fairly collaborative relationship” with their school districts. Most participants worked hard to develop relationships with their local superintendent and administration. One president said, “I’ve worked really hard to cultivate [a relationship] from

the previous president to what it is now. It's a very congenial working relationship that we have. But again, it was cultivated through hard work."

Seven presidents reported negative or mixed relationships with their school districts. One president said, "If I am all kind and grovelly, then they think it's very productive and collaborative. If I'm at all firm, then all of a sudden, I'm a rabble-rouser, a troublemaker, and I'm just ignored." The participants who represented two school districts had distinctly different experiences. One president stated, "I've had more contentious conversations in [District A], whereas in [District B], I have very positive relationships with the board members and superintendent." In one district, the participant worked to gather a vote of no confidence for the superintendent, resulting in the superintendent's resignation. Therefore, advocacy is challenging and fraught with power struggles for all involved.

Participants had mixed perceptions of advocacy at the state level. Many presidents ($n = 10$) mentioned that legislators considered their advocacy as "annoying" and "combative." The participants reported that many legislators "don't trust what you're saying to them is really about what's best for kids or teachers" or "don't value what you share about what the classroom experience is like." Some participants said that legislators say they can only do so much. One president said, "[Legislators] certainly don't wanna hear from a teacher what education policy should be like in [our state], even when they are on education [committees]." Another participant said, "I think all of us know that legislators don't really like to listen to the educators so much."

Some union leaders ($n = 4$) had more positive advocacy experiences. One participant stated, "We're on the same side probably 80% of the time, advocating for the same things at the state level." Another participant said, "I could call [the legislators] up, and they're going

to listen to me and respect me as an educator. They trust that we know what we're doing in our classrooms." Some participants reported more positive relationships and experiences with state legislators and conveyed that much of this was related to who was in power in the legislature. One participant felt respected as a lobbyist by most legislators in her state, although some called her a "communist." A participant in a Democratic-majority state said, "I think [legislators] would like a heavier push from some of us."

3.9.5 Theme 5: Barriers

Many barriers emerged from the interviews regarding advocating for the education profession. The barriers were broad, but the participants shared similar concerns about time, funds, competing interests, and misinformation about the educational community. The primary barrier between the full-time and part-time presidents was the time the president had to devote to advocacy work. A common theme from the interviews was that some participants said they or other members feared retaliation from the school district administrators. These participants feared they or other educators would experience retaliation or retribution from local school districts or communities for their advocacy. One president said, "I think a lot of people who aren't involved with the union. They are afraid of retaliation." One participant said the school district had "an epidemic of retribution and retaliatory behavior against staff who speak up." The participants described obstacles for educators, such as "the occasional principal who is mean or insecure or narcissistic or defensive." Many participants said that educators "want the problem solved, but they don't want to be a part of solving that problem," resulting in increased work for the education union presidents.

The participants considered a lack of time a major barrier to advocacy. Eight participants mentioned that a lack of time limited their advocacy and educators' ability to become advocates. When asked about potential barriers, one president said, "Time, period." The participant discussed the challenges of educators engaging in unpaid work and preparing for substitute teachers when leaving the classroom to take on advocacy. The participant said, "When you don't have time, taking the extra step to advocate for more time or other things becomes incredibly difficult." Despite the time constraints, the participants encouraged others to take on advocacy work. One president stated, "A lot of times with classroom teachers and our specialists, it's like, 'Where are we gonna find the time?' I'm like, 'Well, if it's important, we'll make the time.'"

Another barrier to advocacy was district finances. Eight participants discussed district finances as a barrier to advocacy. Some participants had the resources to be full-time presidents and receive salaries for their advocacy work. Other participants taught full-time and engaged in advocacy work for little to no pay. The increased workload impacted the time five presidents could devote to advocacy. One full-time president said of advocacy work, "I don't know how people do [advocacy] who teach all day." Another participant said, "I can only do [advocacy] because I have full-time release. I don't know how non-full-time release presidents do their job." Another full-time educator said of union presidency, "I work at it like it's almost a second job. It's a lot of time I am not compensated for."

Seven participants described state education funding as a barrier to advocacy for educators. One president said, "If the state doesn't really put more money into education, that's going to be the ultimate barrier." The participants noted that barriers to effective advocacy included a lack of state money, adequate funding, and budgets. Some participants

worried about advocating for higher teacher salaries or benefits because “members don’t want to do anything that might harm students.” One reason for the funding issues was that “the formulas for allocating that money are frustratingly stupid.”

Seven participants described misinformation or rhetoric regarding the education profession as a significant obstacle to effective advocacy. According to many educators, many individuals speak about education, but not all of what they say is true. One participant said, “There’s a lot of misinformation about the teaching profession or the realities of our job.” Another participant said, “The more we allow public discourse to be that nasty, rancorous, violent rhetoric, the fewer of us there are going to be.” Many participants mentioned that they found advocacy harder to accomplish due to misinformation. One participant said,

Misinformation and the politicization of public education keep us on the defense and keep us from providing professional development and putting our energy into really uplifting and serving the educators. It sucks a lot of time and energy and is just demoralizing.

Some participants noted that they and other educators felt stuck between doing what was best for educators and what was best for students. The participants who taught full time focused on doing what they considered best for students, while those who were full-time presidents referred to advocating for educators. A full-time president said, “If we just focus on teachers, they don’t want to hear that. It’s all about students and families.” Another president noted that a legislator asked, “I thought you got into this for the students, not the money, right? I thought you were going to be more interested in improving learning for students. I thought this would be more about them.” However, all the participants sought to

benefit students. One president said, “Ultimately, I always believe that what is best for students is to have happy and satisfied teachers who want to be there.”

3.9.6 Theme 6: Potential Solutions

Fourteen participants discussed solutions to the barriers to advocating for the education profession. Many participants suggested improving funding and other barriers by encouraging union members to become more politically active and vote, especially in local school board elections. Several participants discussed working to “get the school board members that we want elected.” The participants encouraged members to “do some phone banking, knocking on doors, and attending meetings with local legislators and those running for office.” The participants described political organizing as a way to help elect pro-education candidates and engage educators in the political process.

Eight participants suggested addressing harmful rhetoric on education by shaping the narrative through dialogue. Some participants suggested speaking to reporters, such as radio and newspaper reporters, to get the truth out about education to the public. Some participants wrote op-eds in papers to share their views on educational topics. One president described going on “state radio answering questions about budgets and that sort of thing, and what educators need and how educators are feeling and what challenges we’re facing.”

Six participants discussed community outreach as a solution to advocacy barriers. The participants considered buy-in from various stakeholder groups essential. One president worked diligently on “engagement with our members, engagement with members of our community, and kind of doing our own learning [by] listening to parents.” Collaboration with many groups was a way to get educators’ messages across and gain support for educator groups. The participants sought to “[rally] community members who are not in the union to

show up to school boards and just give testimony saying that they love their school and believe in their teachers.” The participants considered community outreach essential in smaller communities where public schools were the students’ only option. One participant said, “It’s very much about bringing us all together from various perspectives.”

Another solution was to elevate educator voices at the local and state level. One president emphasized the need for educator “buy-in” and “voice” on district finance and curriculum matters. Another participant suggested that union presidents let members know they are in a “safe space” where their voices can be heard because “the biggest struggle of advocacy is that people want to be hard to a certain point.” Some participants conducted meetings such as roundtables, listening sessions in buildings, or monthly representative council meetings to speak with educators on improving the education profession. One president said the goal was to “create space and opportunity for educator voice to be part of making those decisions.” The meetings were a way to “raise awareness of the plight of teachers and the situation that we have so people have a better understanding [of] who we are and what we do.” Additionally, the participants encouraged educators to write letters and emails to state lawmakers to inform them about occurrences in schools and how they can help the education profession.

3.10 Discussion

The purpose of this study was to explore K–12 union leaders’ perceptions of advocacy. Six themes emerged from phenomenological interviews on the participants’ perceptions of advocacy for education: union leader identity, what advocacy required, feelings, perceptions, barriers, and potential solutions. Despite many barriers, the participants highlighted how they could advocate for the education profession. Although the participants

found advocacy challenging, they enjoyed and wanted to continue their work. The participants sought to promote a culture of labor relations and professional practice through their “public statements, selected initiatives, and regular interactions with teachers and administrators” (Johnson et al., 2009, p. 391).

The findings suggest that education union leaders with a paid full-time release from their teaching duties can devote more time to advocacy than educators who teach full-time and advocate with little to no pay. The participants described time and money as barriers to advocacy. In some areas, local property taxes account for a significant portion of school funding, resulting in large disparities in educational opportunities. Unfortunately, rural communities lack the most education funding (Baker, 2021). The participants who engaged in unpaid advocacy shared their duties with co-presidents. Billingsley and Bettini (2019) stated that teaching is challenging due to stress and burnout. Thus, the additional duties of unpaid advocacy work could cause some educators to leave the profession.

Those in power impact education union leaders’ ability to enact change at the local and state levels. However, Bond (2019) noted that educators and union leaders should get to know state legislators, use their strengths, and collaborate effectively with policymakers. Education union leaders know they can activate their members at crucial moments. One participant in this study said, “Part of being an administrator is that you’re going to have to deal with the union and the association.” Therefore, for unions to effectively produce change, they need to find ways to encourage collaboration and dialogue between educators, administrators, and policymakers at all levels.

The study’s results suggest that union presidents who work with various stakeholders and elevate educator voices feel they make a difference in educators’ lives. One participant

said, “Education policy is best set by educators.” The participants in this study sought to make their unions the best possible for members. One participant said, “If somebody’s gonna belong to an educational union, [the union] has to be relevant and has to support them in their work. It has to support them in their profession.” Therefore, the participants sought to listen to educators and care for their needs to the best of their ability. One participant said, “There are lots of big and little wins and losses every day.”

3.11 Implications for Practice

The research findings could contribute to current educational practice. The participants’ perceptions of advocacy for the education profession indicate how to improve advocacy efforts. Improvement efforts include allowing educators time to advocate and build alliances between districts and policymakers. Educators in unions could work to advocate for more time for educators to advocate on their behalf during the negotiation process with school districts. To receive more time for this advocacy, educators need to promote allocating funding for union presidents to be free from teaching duties.

3.11.1 Creating Time for Educators to Advocate

Nearly half of the participants in this study described time as a major barrier to their advocacy. This finding was unsurprising, as seven participants worked as full-time classroom teachers and performed many advocacy duties after school (see Williams & Dikes, 2015). According to Rumschlag (2017), classroom educators might not feel a sense of accomplishment in classrooms because they have so much to do and always feel behind schedule. Feelings of being overwhelmed by classroom work and the stress of advocacy could result in burnout. Increased state funding would enable school districts to provide educators full-release time for advocacy work. Increased funding could be a way to level the

field for larger and smaller school districts and enable all K–12 education union leaders to advocate for the schools that educators and students deserve.

3.11.2 Alliances With Districts and Policymakers

Many participants shared that harmful rhetoric and budget issues were key barriers to advocacy for the education profession. The participants suggested that district leaders and local and state lawmakers visit classrooms regularly to understand the actual state of public education, hear educators' voices, and enable more dialogue between stakeholders. Lawmakers who understand education could make better-informed decisions about district and state funding and see educators teaching firsthand for a deeper understanding between all stakeholders.

3.12 Delimitations and Future Areas of Research

The findings from this study have delimitations. This study included only education union leaders in a certain geographic region; therefore, generalizability is a limitation. One researcher coded the interview material, which could have resulted in research bias in the coding process. The goal was to minimize research bias by bracketing and reviewing themes with another research member. This study included semistructured interviews with open-ended questions, but other interview techniques could have produced different themes.

Suggestions for future research include expanding the sample to incorporate educators who advocate for the education profession and expanding the geographic region to recruit education union leaders across the United States. A focus group or more in-depth interviews with education union presidents could contribute to the context's thickness. A study of full-time education union leaders or full-time educators who are part-time presidents could also contribute to the literature on the subject. A quantitative study on the types of

education union leaders in the United States and their perceptions of advocacy could show how these leaders realize their advocacy efforts.

3.13 Conclusion

This phenomenological study contributed to the knowledge of K–12 education union leadership. This research suggests that education union leaders perceive their work as meaningful, frustrating, and challenging, with many barriers for which they quickly develop solutions. This study also contributed to the knowledge of advocacy for the education profession by showing the characteristics of successful advocates. The participants worked hard for union members and “problem-solved to make it happen” daily. One participant said, “We have to be really good at what we do” because their advocacy could impact the state of education in the United States.

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Chapter 4: Development and Validation of a Survey to Assess K–12 Educators' Individual Interest in Advocacy for the Education Profession

Abstract

This article presents a description of developing and validating a survey to assess K–12 educators' individual interest in advocacy for the education profession. Exploratory factor analysis ($N = 287$) indicated a three-factor scale, accounting for 67% of the variance, including Factor 1, Advocacy and Collaboration with Leaders; Factor 2, Policy Advocacy; and Factor 3, Communication About/On Advocacy. Results suggested very good internal reliability and construct validity. This pilot study will help with eventual confirmatory factor analysis and contributes to assessing individual interest in advocacy for the education profession.

Keywords: advocacy, education profession, exploratory factor analysis, survey development

Development and Validation of a Survey to Assess K–12 Educators’ Individual Interest in Advocacy for the Education Profession

The K–12 education profession is at a critical point in history. The COVID-19 pandemic and the profession’s challenges have resulted in concerns about increased educator turnover and a lack of new educators entering the field (Goldberg, 2021; Lavery, 2020). In 2021, nearly one-quarter of educators intended to leave the profession by the end of the school year (Steiner & Woo, 2021). Zamarro et al. (2022) found that 77% of educators perceived burnout from job-related stress as a moderate to significant concern. Workplace conditions and student behavior also impact teachers’ decisions to leave the profession (Kukla-Acevedo, 2022). Additionally, increased accountability and high-stakes testing and paperwork have impacted educators’ autonomy in the classroom, and increased stress and pressure cause many educators to seek new careers (Tye & O’Brien, 2002).

When adjusted for inflation, educator pay has remained relatively flat since 1969 (Smayling, 2014). Thus, salaries are a concern for teacher retention, especially as early-career educators with low salaries leave the profession at higher rates (Sawchuck & Ujifusa, 2014). Educator retention in the profession and classrooms benefits school districts, communities, and states, and replacing educators is expensive for school districts (Barnes et al., 2007; Milanowski & Odden, 2007). Less-experienced educators who replace seasoned teachers might also impact student performance (Lankford et al., 2002). Therefore, observing why some educators stay in and advocate for the profession despite the challenges could indicate how to retain more educators (Battle & Looney, 2014).

Advocacy, defined as supporting or championing a cause or policy goal, is one way for educators to impact their work situations (Obar et al., 2012). Educators can participate in

advocacy efforts such as crafting letters to legislators, recording speeches on social media, writing articles on educational topics for publication, and directing films (Hatch, 2015).

Advocacy for the profession is one of the Teacher Leader Model Standards (TLMS) by the Teacher Leadership Exploratory Consortium (2011). The purpose of the TLMS is to catalyze school transformation and be “guidelines to inform teacher credentialing programs in the preparation of future teacher leaders” (p. 82). One theme in the TLMS is taking action in education, including driving the profession forward through advocacy (Cosenza, 2015). Teachers can improve many aspects of their careers when they advocate for their profession.

Interest is a motivational variable and a psychological state of engaging with events or ideas over time (Hidi & Renninger, 2006). According to Rotgans (2015), interest motivates engagement with a topic and is a critical study area. There are two types of interest: individual and situational. Individual interest remains stable over time in contrast to situational interest (Linnenbrink-Garcia et al., 2010). Individual interest, which has a dispositional quality, is a long-term connection to a personal domain that deepens with knowledge. Situational interest is an attentional and affective reaction to a situation (Linnenbrink-Garcia et al., 2010).

According to Gerbasi and Prentice (2013), “People are motivated to behave prosocially by norms of reciprocity and social responsibility, both of which increase in importance with age” (p. 496). Advocacy is a prosocial behavior and a social responsibility. Creating an instrument to measure educator interest in advocacy for the education profession is desirable. Understanding which groups of educators are motivated to advocate for the education profession could be of interest to many stakeholder groups, such as education unions, professional organizations, and higher education. If these groups had more

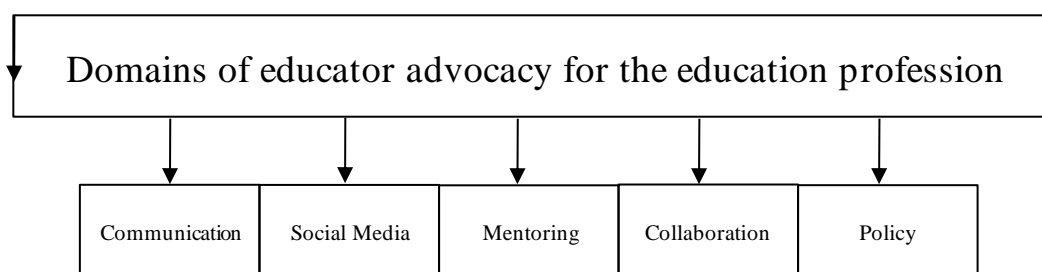
information about which types of advocacy certain educators were interested in, they could target advocacy opportunities to these groups more effectively. Thus, this study aimed to examine whether demographic data, such as years in the teaching profession, education level, grade level taught, and other descriptors, impacted advocacy.

4.1 Conceptual Framework

The purpose of the study was to determine educators' interest in advocacy for their profession. According to Bean and Eaton (2000), beliefs and attitudes are antecedents to behavior. Therefore, how K–12 educators' interest in advocacy for the education profession could affect their decisions to take on advocacy work. There are many facets to advocating for the education profession. Based on the study's literature review, the model of advocacy for the education profession (see Figure 1) shows the various ways educators can advocate for the education profession.

Figure 4.1

Conceptual Framework for K–12 Advocacy for the Education Profession



The first method of advocacy is communication. Bascia (2008) indicated that educators communicate with various stakeholders to challenge public misconceptions about the profession. When educators tell their stories, they play a role in framing narratives and policy change (Harrison, 2017). The second type of advocacy is mentorship. Educators who work with preservice teachers, early-career educators, or other educators in a mentorship

capacity build social capital for members of the profession (Rice, 2009). Members can use their social capital to build more robust social networks and problem-solve. A third advocacy method is collaborative advocacy.

Effective advocacy involves collaborating with various stakeholders, such as other community members and policymakers. Input from educators and diverse community members could be a way to increase public support for education policy (Stosich & Bae, 2018). Educators can also advocate for their profession using social media (e.g., Facebook, Instagram, and Twitter) to post and read about advocacy issues (Brickner, 2016). Social media use differs from communication, as it enables educators to learn diverse perspectives and topics from educators across the nation that they might not be able to get in their local communities. Another method of advocacy is policy advocacy. Bond (2019) indicated that educators could participate in policy advocacy activities such as monitoring legislation, educating policymakers, and building strong relationships with legislators. When educators engage in policy advocacy, they give legislators information to help them spend tax dollars equitably and provide essential knowledge about school and classroom operations (Coggins, 2017).

A valid instrument in this study showed the participants' interest in advocacy for the education profession. The purpose of the instrument was to measure educators' interest in advocacy for the education profession via agreement ratings and separate scores of interest in five advocacy domains, with each construct measured independently. Individual interest in advocacy for the education profession included many types combined into a generalized interest. The items were aggregated into a composite score, also known as an emergent variable (DeVellis, 2017).

4.2 Educator Perceptions of Advocacy in Literature

Little research has focused on educators' interest in advocacy for the education profession. Some researchers have explored teachers' willingness to initiate change efforts within their schools. However, such studies have been limited to the school and did not include the profession (Cashman, 2017; Lukacs, 2008, 2012; Lukacs & Galluzzo, 2014). Some researchers have explored disciplines within the teaching profession and how educators self-advocate for their unique situations. Scholars from Australia and Singapore examined early childhood educators' attitudes about advocacy for early childhood education, finding that early childhood educators participated in advocacy but did not believe they held much power for change (Ang, 2014; Mevawalla & Hadley, 2012). Researchers have studied the phenomenon of educators' perceptions and interest in advocacy in Australia, China, New Zealand, and South Africa (Dasoo & van der Merwe Muller, 2020; Mevawalla & Hadley, 2012; Shen, 2022; Yerbury & Burrridge, 2013). Shen (2022) found that some teachers were activist professionals while others were leaders of reform who did not feel ready for the advocacy they deemed necessary.

Despite the need for a deeper understanding of educator advocacy and interest, little empirical data have focused on educators and their interest in advocacy, perhaps because there is no instrument for measuring educator interest in advocacy for the profession. Some scales, including the Activity Scale (Kerpelman, 1969) and the Activism Orientation Scale (Corning & Meyers, 2002), indicate whether people engage in politically oriented or activist behaviors. Although the Activity Scale is an assessment of actual and potential participation in activism, it is a broad measure of sociopolitical activism and not ideal for the education community. Therefore, this study aimed to develop a scale to measure interest in advocacy in

multiple domains tailored to the education community. Specifically, this study sought to answer three research questions:

RQ1: Which items written for a self-report instrument best reflect educators' interest in advocacy for the education profession?

RQ2: What level of reliability can be attained with this measure?

RQ3: What evidence of construct validity can be demonstrated?

4.3 Methodology

4.3.1 Phase 1: Initial Pilot Survey Draft: Development, Content Validity Determination, and Refinement

The purpose of the quantitative study was to create a valid and reliable measure of educators' interest in advocacy for the education profession. After obtaining permission from the University of Idaho's Institutional Review Board (see Appendix A), the research questions and the literature review were the basis for item generation. The items were unique and scored on a Likert-type scale. Revilla et al. (2014) suggested providing five answer categories rather than seven or 11 because more choices produce lower-quality data. Thus, well-written questions on a 5-point Likert-type scale provided rich information from which to choose (DeVellis, 2017). Floyd and Widaman (1995) considered an ordinal measurement scale the most appropriate for confirmatory factor analysis. Accordingly, the study instrument included straightforward questions so respondents could answer them consistently (Dillman et al., 2014). See Appendix B for the initial survey items. The survey had seven items in the communication domain, four in social media, five in mentoring, seven in collaboration, and seven in the policy domains.

4.3.1.1 Panel of Experts/Peer Review. Next, a panel of experts conducted a peer review to refine the instrument. Yusoff (2019) recommended a minimum of six and a maximum of 10 experts to maximize content validity. See Appendix C for the sample letter for the expert panel recruitment. The expert panel included K–12 educators and educational advocates familiar with the constructs measured in line with DeVellis (2017). A 2-hour meeting with 10 educators interested in educational advocacy (e.g., local union presidents, educational advocates, and those interested in educational advocacy) occurred to improve the survey questions and format. The educators evaluated the items' content validity and clarity. According to Collins (2003), pretesting a survey instrument with cognitive methods, such as probing questions with a panel of experts, could indicate the sources of measurement error. See Appendix D for an example of cognitive probe questions.

The expert panel provided written and oral feedback on the instrument. The feedback included clarifying survey question wording, bolding some words in the questions for ease of reading, and changing the demographic portion by removing race questions and changing marital status to household size. The panel of experts and peer reviewers did not suggest removing any items from the survey.

4.3.1.2 Content Reliability, Validity, and Quality Testing. After rewriting the survey questions based on feedback, Survey Quality Predictor 2.1 indicated their quality. Survey Quality Predictor 2.1 is a coding system that focuses on the linguistic characteristics of survey questions and indicates question reliability, validity, and quality based on a meta-analysis (Survey Quality Predictor, 2017). Survey Quality Predictor 2.1 has a multitrait method for individually coding each question to define a survey question and the strength between the latent concept of interest and the observed response to the survey question.

Table 4.1 shows the question reliability, validity, and quality based on Survey Quality Predictor 2.1. Quality design elements, such as device display alignment, consistent layout, and the ability to move forward and backward in the survey, enabled the participants to respond consistently to the questions (Dillman et al., 2014). According to Hulin et al. (2001), an alpha (α) of 0.6–0.7 indicates acceptable reliability.

Table 4.1

Survey Quality Predictor Results for Survey Questions

Domain	Reliability coefficient 1-random error	Validity coefficient 1-method effect	Quality coefficient reliability (r^2) x validity (v^2)
1. Communication	0.61	0.93	0.57
2. Social media	0.63	0.92	0.57
3. Mentoring	0.62	0.91	0.56
4. Collaboration	0.61	0.90	0.55
5. Policy	0.62	0.89	0.56
Average of all questions	0.62	0.91	0.56

The questions also underwent analysis with the Flesch-Kincaid Grade Level Score and Flesch Reading Ease Score for ease of readability. Table 2 shows the readability of the survey questions. All questions scored between eighth-grade and college-graduate level, indicating their validity for a survey of educators who must be college graduates or approaching graduation for certification. The average Flesch-Kincaid Grade Level Score was 12.1, and the average Flesch Reading Ease Score was 30.8.

Table 4.2*Flesch-Kincaid Survey Question Readability Score*

Domain/question type	Flesch-Kincaid grade level score	Flesch reading ease score
Pre-/postsurvey questions	6.8	66.4 (8th–9th grade)
1. Communication	12.6	27.3 (College graduate)
2. Social media	13.2	21.4 (College graduate)
3. Mentoring	13.4	22.6 (College graduate)
4. Collaboration	13.6	22.3 (College graduate)
5. Policy	13.0	24.6 (College graduate)
Average of all questions	12.1	30.8 (College)

The expert panel received an updated draft version of the survey for peer review. The group answered cognitive probing questions about the questions to determine construct validity (Collins, 2003). The experts carefully reviewed the final survey questions for construct validity and indicated the experimental pilot study’s readiness. The experts and peer reviewers also tested the Qualtrics survey for face validity. Each member gave feedback on whether the survey was a measure of the intended measurement (Trochim et al., 2016). Appendix E includes the final Qualtrics pilot survey.

4.3.1.3 Data Collection. The pilot study produced a reliable and valid measure of “the range of ideas or opinions that people have or the way that variables seem to hang together” (Fowler, 2009, p. 18). According to Johanson and Brooks (2010), $N = 24–36$ is an adequate sample size for a pilot study. Johanson and Brooks considered 30 a reasonable minimum number of participants to maintain a suitable confidence interval, noting that “larger samples are always better” (p. 399).

Snowball sampling occurred in this study. A Facebook or text message link to the Qualtrics survey was the means of distributing the survey. The participation criteria were K–

12 public or private school educators in the United States with at least a bachelor's degree. The participants shared the study via email or social media, recommending others for participation. Snowball sampling is a type of purposeful sampling used to understand a central phenomenon (Creswell & Guetterman, 2019). Any educator could respond to the survey in this study, regardless of their experience with advocacy. Thus, the instrument was a good predictor of educator interests and attitudes toward the subject. The data collection included providing an online link to a Qualtrics survey shareable via email or social media to reach the sample population and the target response rate without mail costs (Fowler, 2009). Data collection occurred between November 20 and December 27, 2022.

4.3.2 Phase 2: Final Survey Draft – Pilot Testing

After the pilot study, 287 complete surveys underwent analysis. The survey participants were educators serving in a teaching capacity at the K–12 level in public or private schools in the United States. Of these participants, 65.2% ($n = 187$) had master's degrees, 27.2% ($n = 78$) had bachelor's degrees, 6.3% ($n = 18$) had a doctorate or professional degree, 0.7% ($n = 2$) had some college but no degree, and 0.3% ($n = 1$) had associate's degrees. The participants lived in various-sized households, with 37.6% ($n = 108$) in a two-person household, 20.6% ($n = 59$) in a four-person home, 16.4% ($n = 47$) living alone, 15.7% ($n = 45$) in a three-person household, and 9.1% ($n = 26$) in a five-or-more person household. The participants also had many diverse roles in education. Of the respondents, 26.9% ($n = 78$) were K–8 general education teachers, 19% ($n = 54$) were high school teachers, 20% ($n = 57$) were middle school teachers, 14% ($n = 40$) were special education teachers, 9% ($n = 26$) were specialist teachers, 6% ($n = 17$) were administrators, 2% ($n = 6$) were school counselors, and 3% ($n = 9$) were early childhood educators. Some

educators served dual roles within their positions. The categories with more than 1% of participants were K-8 and middle school teachers (2.1%, $n = 6$), middle school and high school teachers (1.4%, $n = 4$), middle school and special education teachers (1.4%, $n = 4$), high school and middle school teachers (1.0%, $n = 3$), and K-8 teachers and specialists (1.0%, $n = 3$).

The study included the representation of educators at different places in their careers. Of the participants, 19.9% ($n = 57$) had been in education for 30 years or more, 17.8% ($n = 51$) for 15-19 years, 16% ($n = 46$) for 20-24 years, 15.3% ($n = 44$) for 10-14 years, 13.6% ($n = 39$) for 25-30 years, 10.1% ($n = 29$) for 5-9 years, and 6.6% ($n = 19$) for 0-4 years. The latitude and longitude of IP addresses showed that educators from 41 of the 50 U.S. states and two U.S. territories participated in the study. The survey results matched the expected participants. Most participants (94.1%, $n = 227$) were K-12 educators with bachelor's degrees or higher (99.7%, $n = 283$).

Exploratory factor analysis indicated each item's performance and reliability. The collected data underwent analysis with IBM SPSS Statistics 29.0 for common factors (Fabrigar & Wegener, 2011). The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy value assessed the scale's suitability for exploratory factor analysis (EFA). The level was .876, greater than or equal to 0.5, indicating the data's suitability for EFA.

Additionally, the p value of Bartlett's sphericity test was $< .001$, less than the significance level of 0.05, indicating the normal data distribution. Correlations between the survey items and the domains derived from the survey results underwent analysis. Cronbach's alpha values showed survey reliability. According to MacCallum et al. (1999), researchers should use three to five measured variables for each common factor or subscale.

Scholars should use more variables if some measured variables do not load where expected. If only 5% (or less) of values were missing, the cases were deleted listwise (Abu-Bader, 2016).

4.4 Results

The study included 287 surveys completed to 100%. However, the exclusion of 35 incomplete survey cases resulted in 252 valid cases. The first EFA round occurred for the data set, resulting in eight factors accounting for 59.427% of the variability. Items were eliminated if they did not have a factor loading of at least 0.40 on any factor, loadings of .30 or greater on multiple factors, or loading greater than .60, with all other item loadings for that factor less than .40 (Boateng et al., 2018). The first EFA round included running 32 original items, with an eight-factor solution identified. The second round of EFA was rerun after deleting Items 4, 5, 10, 11, 15, 17, 20, 24, and 32. A six-factor solution occurred upon running 23 items, and Items 3, 6, 7, 22, 30, and 31 were eliminated. In the third round of EFA, 17 items were run, resulting in a five-factor solution and the removal of Items 1, 8, 14, and 16. The fourth and final EFA resulted in a three-factor solution based on criteria of eigenvalues greater than 1 and a visual inspection of the scree plot. Item 2 was removed due to a low factor loading (below 0.40), resulting in 12 items: Items 9, 12–13, 18–19, 21, 23, and 25–29. Table 4.3 presents the deleted items and reasons for exclusion. Figure 4.2 shows the scree plot. Table 4.4 presents the results of the final EFA. Appendix F includes EFA for all factors.

Table 4.3*Deleted Items and Reasons for Exclusion*

Deleted item	Reason for exclusion
1. I talk with and listen to family and friends about improving the education profession.	Low loading on one factor (-.265) and also loading on another factor (.691).
2. I talk with and listen to other educators about improving the education profession.	Low factor loading (.342).
3. I talk with and listen to community members about improving the education profession.	Low loading on one factor (.284) and also loading on another factor (.509).
4. I talk with and listen to school district leaders (my principal, superintendent, etc.) about improving the education profession.	Low loading on one factor (.264) and also loading on another factor (.666).
5. I talk with and listen to my local school board about improving the education profession.	Low loading on one factor (.354) and also loading on another factor (.486).
6. I talk with and listen to state legislators and leaders (representatives, state senators, governor, etc.) about improving the education profession.	Low loading on one factor (-.276) and also loading on another factor (.821).
7. I talk with and listen to national legislators and leaders (congresspeople, etc.) about improving the education profession.	Low loadings on two factors (.276) and (-.348), also loading on another factor (.717).
8. I write social media posts (Facebook, Instagram, Twitter, etc.) about improving the education profession.	Low loading on one factor (.314) and also loading on another factor (-.716).
10. I read/respond to blog posts or news articles about improving the education profession.	Low loading on one factor (.259) and also loading on another factor (-.679).
11. I write blog posts or news articles about improving the education profession.	Low loadings on two factors (.270) and (-.262), also loading on another factor (.604).
14. I create or provide professional development for other educators to improve the education profession.	Cross-loading on two factors (.450) and (.497).
15. I am a grade-level lead or department chair and mentor other educators on my team.	Low loadings on two factors (-.335) and (-.363), also loading on another factor (.503).

Continued

Deleted item	Reason for exclusion
16. I formally or informally mentor other educators in my school district.	Cross-loading on two factors (.488) and (.457).
17. I mentor practicum students or student teachers from colleges or universities.	Low loading on one factor (.310) and also loading on another factor (.773).
22. I collaborate with other educators in my state to create/change policies to improve the education profession.	Low loading on one factor (-.276) and also loading on another factor (.821).
24. I collaborate with state legislators and leaders (representatives, state senators, governor, etc.) to create/change policies to improve the education profession.	Low loading on one factor (.351) and also loading on another factor (.528).
30. In the past 1-2 years, I have taken action in response to local policy concerning the education profession.	Low loadings on two factors (-.287) and (.270), also loading on another factor (.574)
31. In the past 1-2 years, I have taken action in response to state policy concerning the education profession.	Low loadings on two factors (.256) and (.283), also loading on another factor (.553).
32. In the past 1-2 years, I have taken action in response to national policy concerning the education profession.	Low loading on one factor (.311) and also loading on another factor (-.692).

Table 4.4*Exploratory Factor Analysis*

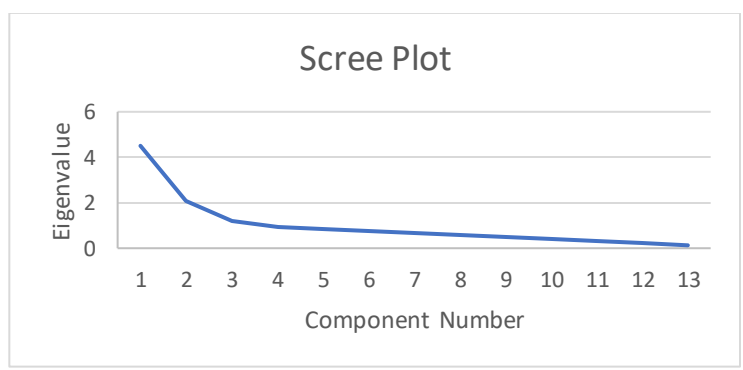
Item	Mean (SD)	Communality	F1	F2	F3
23. I collaborate with other educators around the nation to create/change policies to improve the education profession.	2.93 (1.638)	.701	.860		
25. I collaborate with national legislators and leaders (congresspeople, etc.) to create/change policies to improve the education profession	2.13 (1.421)	.620	.795		

Continued

Item	Mean (SD)	Communality	F1	F2	F3
21. I collaborate with my local school board to create/change policies to improve the education profession.	2.76 (1.537)	.594	.784		
19. I collaborate with other educators in my town/city to create/change policies to improve the education profession.	3.63 (1.502)	.592	.738		
18. I mentor other educators in advocating for the education profession (how to lobby, speak with legislators, etc.)	2.92 (1.674)	.603	.720		
9. I write social media posts (Facebook, Instagram, Twitter, etc.) about improving the education profession.	3.29 (1.511)	.388	.558		
26. I vote on matters that affect the education profession.	4.87 (.549)	.284		.526	
12. I listen to/subscribe to podcasts that discuss improving the education profession.	2.67 (1.567)	.668			.844
13. I host/participate in podcasts that discuss improving the education profession.	1.47 (1.073)	.619			.728

Figure 4.2

Scree Plot



There was a correlation coefficient between each remaining item and the item's total score greater than 0.40. The interfactor relationship in Table 5 shows the means and correlations for all subfactors. There was a significant correlation between all subfactors in Factors 1, 2, and 3.

Table 4.5

Inter-Factor Correlations of Subfactors

	Mean (SD)	Factor 1	Factor 2	Factor 3
Factor 1	2.90 (1.55)	1.000	.314	.329**
Factor 2	4.72 (.67)	.314**	1.000	.209**
Factor 3	2.17 (2.64)	.329**	.209**	1.000

Note. Pearson correlation, * $p < .05$ ** $p < .01$ (2-tailed)

4.4.1 Statistical Analysis

Cronbach's coefficient alpha showed the instrument's internal reliability and consistency. The items did not correlate for an alpha score close to 0, while scores approaching 1 indicated a more significant correlation. In social science research, a Cronbach's coefficient alpha score of 0.60–0.70 is acceptable; 0.80 is very good; and higher than 0.95 may not be good, as it might indicate redundancy (Hulin et al., 2001). After removing items with low-factor loadings or cross-loadings, the total Cronbach's alpha score for the survey was .808. Table 6 shows the Cronbach's alpha score for each factor.

Table 4.6

Cronbach's Alpha Values for Each Factor

Survey factor	What factor measures	Cronbach's α
Factor 1	Advocacy and collaboration with leaders	.836
Factor 2	Policy advocacy	.844
Factor 3	Communication about/on advocacy	.510

4.4.2 Factor Labeling

The original domains of educator advocacy were rearranged and labeled to reflect the statistical evidence from the EFA: Factor 1, Advocacy and Collaboration with Leaders; Factor 2, Policy Advocacy; and Factor 3, Communication About/On Advocacy.

4.4.3 Participant Responses

The participants responded to the overall clarity of the questions and instructions. Fowler (2009) suggested asking questions at the end of a survey regarding whether the participants found the instructions clear and the questions were straightforward. In this study, for the statement “The survey instructions were clear,” responses were 94.8% ($n = 272$) *true*, 3.1% ($n = 9$) *somewhat true*, and 1.4% ($n = 4$) *neutral*; there were no responses for *somewhat untrue* or *untrue*. The final statement, “The survey questions were clear,” had 88.9% ($n = 255$) *true*, 7.7% ($n = 22$) *somewhat true*, 2.1% ($n = 6$) *neutral*, and 0.3% ($n = 1$) *somewhat untrue*. There were no responses for *untrue*.

Sixty-seven percent ($n = 191$) of educators reported talking with and listening to family and friends about improving the education profession, and 89% ($n = 251$) communicated with other educators about the topic. Forty-two percent ($n = 120$) of educators spoke with and listened to community members, and 56% ($n = 160$) spoke to their school district leaders about improving the education profession. Fewer educators answered that they spoke with and listened to their local school board (28%, $n = 78$), state legislators and leaders (28%, $n = 80$), or national legislators and leaders (16%, $n = 46$).

Most educators did not participate in social media efforts to advocate for the education profession. Thirty-seven percent ($n = 104$) reported reading or responding to social media posts about improving the education profession, while 27% ($n = 77$) reported writing

similar posts. Educators were slightly less active with blog posts or news articles, with 25% ($n = 70$) reporting reading or responding to articles about improving the education profession and 6% ($n = 17$) writing blog posts or news articles. Few educators engaged with podcasts on improving the education profession, with 16% ($n = 44$) noting listening to or subscribing to podcasts and 4% ($n = 10$) hosting or participating in podcasts.

The participants engaged in mentoring to advocate for the education profession. Of the participants, 45% ($n = 157$) formally or informally mentored other educators in their school districts, while 33% ($n = 93$) mentored practicum students, student teachers, or student teachers from colleges or universities. Thirty-six percent ($n = 103$) of participants served as grade-level leads, department chairs, and mentors of other educators on their team. Only 28% ($n = 95$) of participants created or provided professional development for other educators to improve the education profession. Twenty-seven percent ($n = 76$) of educators mentored other educators in advocating for the education profession.

Some educators participated in collaborative efforts on behalf of the education profession. Forty percent ($n = 114$) of the participants collaborated with other educators in their towns or cities to create or change policies to improve the education profession. Thirty-seven percent ($n = 105$) of the participants collaborated with school district leaders, and 19% ($n = 54$) collaborated with their school boards toward the same goals. More educators collaborated with other educators around the state. Of the participants, 39% ($n = 110$) worked with other educators in their states to create or change policies to improve the education profession. In comparison, 25% ($n = 71$) of participants collaborated with educators nationwide. Collaboration with state legislators and leaders (18%, $n = 49$) and national

legislators and leaders (9%, $n = 24$) to improve the education profession occurred less frequently than collaboration with local leaders.

Voting was the most common advocacy work, with 93% of educators ($n = 262$) reporting voting on matters affecting the education profession. When asked if they followed local (81%, $n = 232$), state (79%, $n = 223$), and national policies (70%, $n = 196$) that affected the education profession, most participants replied, *true of me*. Fifty-three percent ($n = 149$) of educators had taken action in response to local policy regarding the education profession in the past 1–2 years. For state policy, the rate was 49% ($n = 137$), and for national policy, the rate was 39% ($n = 110$). Appendix G includes the complete report of survey responses created with SPSS after removing incomplete survey responses.

4.5 Discussion

This study was a means to develop and validate a survey to assess individual interest in advocacy for the education profession. Exploratory factor analysis resulted in an 11-item scale with three components. Individual interest in advocacy for the education profession is challenging to measure with a survey instrument. Therefore, this study involved developing a scale to assess K–12 educators' interest in advocating for the education profession. The instrument had five advocacy domains for the education profession as original concepts. The pilot survey administration occurred after developing 32 initial questions.

The survey's content validity showed that the scale was a measure of the intended construct. A KMO coefficient above 0.50 showed the survey data suitability for EFA; the analysis resulted in a KMO coefficient of .876, appropriate for EFA. Additionally, the data were suitable for a data reduction technique, as Bartlett's test of sphericity showed a p value of $< .001$, lower than 0.05 (Abu-Bader, 2016). Exploratory factor analysis included grouping

the survey items with similar structures into factors. In this study, the retained items ranged from $-.917$ to $.867$, all high factor loadings above the recommended 0.40 .

The five advocacy domains for the education profession were communication, social media, mentoring, collaboration, and policy advocacy. The creation of the domains occurred based on the literature, and each was a theme in the research on educator advocacy for the education profession. The EFA process included reconfiguring the domains into three new factors. The new factors—communication, mentoring, collaboration, and policy advocacy—included many of the original advocacy concepts. Only social media advocacy did not fit well with the other factors. Therefore, the results indicate the need to eliminate or rework the factor.

The first factor, advocacy and collaboration with leaders, included four items from the original collaborative advocacy domain. Two items focused on collaboration with other educators in one's town/city and nationwide to create or change policies to improve the education profession. Two other items focused on collaboration with local school boards, national legislators, and leaders. In addition, this factor contained a survey item about mentoring other educators in advocacy for the education profession. A final item addressed social media posts about improving the education profession. Factor 1 could indicate educators' interest in advocacy efforts, including collaboration with leaders. Educator alliances with stakeholders, including lawmakers and other leaders, are essential to advocacy for the education profession.

Revisions to the original domains of collaborative advocacy, communication about advocacy, and mentoring advocacy work include combining and reworking multiple questions to create one factor to condense these concepts. Expanding the item on

collaboration with the local school board could include all leaders at the local level, including superintendents and principals. The mentoring item could undergo rewording to include all educator mentoring that involves advocacy work and collaborating with leaders, which was the item's original intent. The results indicate the need to rewrite or remove the item on writing social media posts from the survey's next iteration to focus on social media posts on collaborative advocacy to fit within the framework.

Factor 2, policy advocacy, included four items from the original policy advocacy domain. Some items focused on local, state, or national policies affecting the education profession; a final item focused on whether educators voted on matters affecting the education profession. Rewording this final question to say "voted on policies" would fit this category better. This factor could indicate whether educators are interested in policy at various levels and motivated to vote on these policies. Understanding educational policy at the local, state, and national levels is part of being an informed voter and educational advocate. Survey analysis could indicate whether to retain this original domain or to reword one question.

The third factor was communication about/on advocacy. This factor included two items on listening/subscribing to or hosting/participating in podcasts on improving the education profession, which originated in the social media and advocacy domain. The questions had a relatively low mean, suggesting educator disinterest in these topics. Communication with other educators about advocacy should occur to disseminate information and spread interest. Therefore, there is a need to work with advocacy experts to craft survey questions to measure this subject more accurately.

4.6 Delimitations and Future Areas of Research

This study was part of a doctoral dissertation, and the researcher was the sole investigator on this project. This pilot study had a small sample ($N = 287$). The study included representation from 41 states and two U.S. territories; however, Idaho, New Jersey, Washington, and Wyoming accounted for 54% ($n = 155$) of participants. A larger and more diverse sample could contribute to the study's validity and generalizability. The survey could undergo revision or adaptation to include preservice educators, as research has shown the importance of advocacy training and education for this population. Future research could include more demographic categories, such as participant gender and age, for more detailed information about the participants. The subsequent study will include conducting confirmatory factor analysis to verify the three-factor structure from the pilot study with the shortened item set.

4.7 Implications for Practice

Various educational stakeholders could fine-tune and use this survey to understand better educator interest in advocacy for the education profession. Thus, a recommendation is to work with advocacy experts with a background in survey design with a survey iteration. The administration of the survey to a larger group of educators could indicate how to develop strategic education opportunities or training based on demographic or regional groups. This research could be an impetus for a qualitative study on why educators are interested in or participate in advocacy for the profession. Education unions and other education group leaders could use this research to determine the educators interested in specific areas of advocacy to target these groups for advocacy opportunities. Similarly, future research could indicate the barriers to interest in advocacy work and how to resolve these barriers.

4.8 Conclusion

This pilot study aimed to develop a survey to assess K–12 educator interest in advocating for the education profession. The study was a first step in evaluating educators' perceptions of interest in advocacy efforts. Due to increased education attrition, assessing interest in advocacy work could show educators how to improve their work conditions, pay, and benefits. This survey and its future iterations could provide stakeholders with an understanding of how educators advocate for the education profession. Stakeholders could use iterations of the survey to find which subgroups of educators participate in specific domains of advocacy efforts to build advocacy education or training. The school and job climate will improve when educators can better advocate for the education profession. With the ability to devote more time to advocacy, educators could make a larger impact for their fellow educators and retain more qualified faculty in U.S. schools.

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Chapter 5: Conclusion

This dissertation was an endeavor to better understand educator interest in advocacy for the profession. As a lifetime educator and local union president, I realized how many educators advocated for the education profession. I also recognized that many educators choose not to advocate or consider advocacy something they could not do for various reasons. Educator interest in advocacy was a topic I researched on various fronts. Educators' advocacy for the profession remains understudied in the literature, and educator interest in advocacy remains underresearched. Additionally, there is a lack of data on educator advocacy for the education profession, perhaps for many reasons. However, educator attrition indicates the importance of educator pay, working conditions, and benefits, as educator advocacy could address all these issues.

5.1 Theme of Preservice Educators

Chapters 2 and 4 showed a common way to increase educator interest in advocacy for the education profession. The systematic scoping review did not find much research on educator viewpoints or beliefs regarding interest in advocacy. However, various stakeholders, including some educators and researchers, found a lack of education about educational policy and advocacy work at the preservice level. A lack of advocacy education could cause educators to enter the education profession with little to no understanding of educational policy and how to advocate for the education profession. The systematic scoping review indicates that undergraduate coursework or experiences in educational policy and advocacy could produce a new generation of educators poised to take on advocacy work for their profession.

Chapter 4 focused on a promising instrument to measure educator interest in advocacy for the education profession. Scholars could adapt the instrument to the preservice educator population. Further research could indicate preservice educators' interest in advocating for the education profession. Data on preservice educators interested in advocacy could enable stakeholders to develop advocacy opportunities targeted at their interests. Scholars could craft questions to discern preservice educator interest in advocacy and the advocacy work they find the most interesting.

5.2 Theme of Passion for Advocacy Work for the Education Profession

The qualitative and quantitative manuscripts showed a theme of educator passion for advocacy work for the education profession. Chapter 3 presented qualitative interviews with 17 union leaders, a devoted and hard-working group of educators who took pride in what they had accomplished on behalf of educators. The participants discussed how they took pride in and found the work gratifying. Many participants considered advocacy, like teaching, noble. The participants reported that advocacy required integrity, and many appeared glad they could undertake this work.

In Chapter 4, the quantitative pilot study showed educators' enthusiasm for advocacy work for the education profession. Most (67%) educators in the study talked with and listened to family and friends about how to improve the education profession. Such grass-roots advocacy could be a way to improve education in communities. Many educators from the study (89%) spoke with and listened to other educators about the same topic. Problem-solving advocacy work could enable educators to find solutions as they combine their expertise to address issues in the profession. Most educators collaborated with district leaders, such as principals and superintendents, to discuss improving the education

profession. Many educators showed an interest in discussing how to improve the education profession. Educators also showed enthusiasm for educational policy. Most (93%) voted on matters affecting the education profession and closely followed educational policy. Most educators followed local, state, and national policies regarding the education profession. Educators nationwide sought to stay current with educational topics to be informed voters and educators.

5.3 Personal Reflection

These three manuscripts contributed to my drive to learn more about educator interest in advocacy for the education profession and research the topic further. Watching as quality educators left the profession due to low pay, insufficient benefits, a lack of respect, poor working conditions, and unmanageable workload motivated my interest in this work. I have seen leaders from numerous states seek to lower educator credentialing standards, slash education funding, and create rules and regulations to reduce the challenges of education certification. However, I find such actions worrisome because they could negatively impact students, communities, and states. Education is one of the few careers that require members to advocate for the profession and fight for a voice in policy decisions. Despite the challenge of taking on one more task and advocating on behalf of other educators and their profession, all educators should engage in some advocacy to maintain the profession.

I am impressed by the dedication of educators who take on the role of local union president. All the presidents I have met are enthusiastic and proud of their advocacy and work for educators and their profession. This research provided a deeper understanding of these advocates' successes and the barriers to achieving more. I hope to continue researching

how to diminish these barriers to advocacy work, and I hope other researchers also address this topic.

Throughout my 21-year education career, I have been surrounded by educators tirelessly striving to improve their craft, do what is best for students, and care for everyone within their schools. Therefore, I seek to do the best for students and educators. This and future research could indicate how to mobilize educators to advocate for their profession. My goal is to lead educators in advocating for themselves and the profession to increase pay and benefits, working conditions, and high educator standards and retain the stellar educators that students deserve in the profession.

5.4 Broader Impacts

Chapter 2 showed that educators' advocacy for the education profession remains understudied. There is a need for more research on this topic so that more educators advocate for their profession. Analyzing this topic with rigorous qualitative and quantitative methods could provide a deeper understanding of the educators serving as education advocates, their successes, barriers to advocacy and how to overcome them, and the types of educators to recruit as potential advocates.

It would be of practical interest to explore how members of the nursing community act as advocates for the nursing profession and the means of measuring interest in advocacy work to make parallels. Analyzing how the nursing field trains preservice nurses in advocacy work and measuring outcomes could show appropriate methods for preservice educators. Research at the undergraduate level at colleges and universities with both schools of nursing and education could prove especially meaningful. Parallel studies on advocacy training for

each population of students would allow researchers to explore the use and effectiveness of advocacy training and opportunities in the existing curriculum.

Chapter 3 provided a better understanding of local union presidents and their challenges. Although many participants considered their advocacy meaningful and impactful for educators, others wished they could do more. Many participants engaged in advocacy after long days of teaching, on weekends, and during vacation. There was a stark discrepancy between local union presidents with part- or full-time release from their teaching positions for advocacy and those who engaged in advocacy while maintaining full-time teaching duties. Increased funding to school districts could lessen the burden on educators who want to advocate on behalf of educators and the education profession. More educators could advocate if more school districts could provide funding for full-time release of teaching duties.

Chapter 4 was a promising start in understanding K–12 educators' interest in advocating for the education profession. With development and refinement, the instrument could indicate K–12 educator interest in advocacy for the profession. A refined instrument could provide a better understanding of the educators likeliest to serve as advocates and the advocacy work they are most willing to do. Future research could also show the educators uninterested in various advocacy and why. Such research could contribute to strategies for helping educators see the value of advocacy and training on effective advocacy and ways to build on educator strengths for advocacy opportunities. Finally, if educators want their careers to be the elevated and respected profession they know they can be, they should join forces as advocates to support the profession and each other.

Appendix 2.A: Search Strategy

Database	Search statements	Fields/limiters	Date range
Academic One File	("teacher" OR "advocacy" OR "perception") AND ("educator" OR ("advocacy" OR "perception") AND ("teaching" OR "advocacy" OR "perception") AND ("educating" OR "advocacy" OR "perception") AND ("teacher" OR "advocacy" OR "attitudes") AND ("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes"))	Peer reviewed English Journal Articles	2002-2022
Educator's Reference Complete	("teacher" OR "advocacy" OR "perception") AND ("educator" OR ("advocacy" OR "perception") AND ("teaching" OR "advocacy" OR "perception") AND ("educating" OR "advocacy" OR "perception") AND ("teacher" OR "advocacy" OR "attitudes") AND ("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes"))	Peer reviewed English Journal Articles	2002-2022
ERIC (via EBSCO Host)	("teacher" OR "advocacy" OR "perception") AND ("educator" OR ("advocacy" OR "perception") AND ("teaching" OR "advocacy" OR "perception") AND ("educating" OR "advocacy" OR "perception") AND ("teacher" OR "advocacy" OR "attitudes") AND ("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes"))	Peer reviewed English Journal Articles	2002-2022
JSTOR	("teacher" OR "advocacy" OR "perception") AND ("educator" OR ("advocacy" OR "perception") AND ("teaching" OR "advocacy" OR "perception") AND ("educating" OR "advocacy" OR "perception") AND ("teacher" OR "advocacy" OR "attitudes") AND ("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes"))	English Journal Articles Subject: Education Search within results: Profession	2002-2022
Master File Premier	("teacher" OR "advocacy" OR "perception") AND ("educator" OR ("advocacy" OR "perception") AND ("teaching" OR "advocacy" OR "perception") AND ("educating" OR "advocacy" OR "perception") AND ("teacher" OR "advocacy" OR "attitudes") AND ("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes"))	Peer reviewed English Journal Articles	2002-2022

Continued

Database	Search statements	Fields/limiters	Date range
Papers First	("teacher" OR "advocacy" OR "perception") AND ("educator" OR ("advocacy" OR "perception") AND ("teaching" OR "advocacy" OR "perception") AND ("educating" OR "advocacy" OR "perception") AND ("teacher" OR "advocacy" OR "attitudes") AND ("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes"))	Peer reviewed English Journal Articles	
Professional Development Collection	("teacher" OR "advocacy" OR "perception") AND ("educator" OR ("advocacy" OR "perception") AND ("teaching" OR "advocacy" OR "perception") AND ("educating" OR "advocacy" OR "perception") AND ("teacher" OR "advocacy" OR "attitudes") AND ("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes"))	Peer reviewed English Journal Articles	2002-2022
Sage Journals	("teacher" OR "advocacy" OR "perception") AND ("educator" OR ("advocacy" OR "perception") AND ("teaching" OR "advocacy" OR "perception") AND ("educating" OR "advocacy" OR "perception") AND ("teacher" OR "advocacy" OR "attitudes") AND ("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes"))	English Journal Articles Subject: Education Search within results: Profession	2002-2022
Teacher Reference Center	("teacher" OR "advocacy" OR "perception") AND ("educator" OR ("advocacy" OR "perception") AND ("teaching" OR "advocacy" OR "perception") AND ("educating" OR "advocacy" OR "perception") AND ("teacher" OR "advocacy" OR "attitudes") AND ("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes"))	Peer reviewed English Journal Articles	2002-2022
Google Scholar	("teacher" OR "advocacy" OR "perception") AND ("educator" OR ("advocacy" OR "perception") AND ("teaching" OR "advocacy" OR "perception") AND ("educating" OR "advocacy" OR "perception") AND ("teacher" OR "advocacy" OR "attitudes") AND ("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes"))	Read titles/abstracts of the first 200 results Peer reviewed English Journal Articles	2002-2022

Appendix 2.B: Data Extraction Providing a Descriptive Summary of Included Papers

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
1. Ado (2016) "From Pre-Service to Teacher Leader: The Early Development of Teacher Leaders"	No Child Left Behind Act 2001	Journal Article Teaneck, NJ This study aimed to illustrate and examine preservice educators' conceptions of teacher leadership. The author sought to find evidence of the skills and knowledge necessary for teacher leadership displayed by preservice educators. The study's rationale was to document the early development of teacher leaders in preservice teacher preparation programs. The rationale included discovering the programs' benefits and challenges. Research Question: "What evidence of the skills and knowledge necessary for teacher leadership do preservice teachers display at the close of their participation in a course that focuses on teachers as instructional leaders?"	This study used a combination of qualitative methods, including a pre-course/ post-course questionnaire, document analysis, and focus group interviews.	Seventy-seven preservice teachers at Fairleigh Dickinson University	Private university	Preservice teachers' knowledge and skills in teacher leadership and advocacy	Explicit preparation in connection to advocacy at the preservice level may increase early career teachers' recognition of advocacy issues when they arise and may add to a willingness to address the advocacy issues they encounter once in their classrooms and schools. Some preservice educators view advocacy work as risky or controversial, although the Teacher Leader Model Standards position advocacy work as an expected position element. Explicit inclusion of advocacy-oriented teacher leadership within preservice preparation programs can begin to build the foundational understanding of change processes and negotiating skills.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
b2. Aguilar & Richerme (2016) "A Descriptive Study of Music Teacher Educators' Beliefs about Policy"	Music Teachers, Music Education, Educational Policy, Undergraduate Students, National Standards, Familiarity, Advocacy, Positive Attitudes, Knowledge Level, Policy Analysis, Educational Research, Preservice Teachers, Student Attitudes, Teacher Educators, Teacher Attitudes, Course Content, Federal Legislation, Educational Legislation, Federal Aid, Federal Programs, Teacher Surveys, Likert Scales	Journal Article United States This study aimed to investigate educators' familiarity with, attitude toward, and frequency of addressing policy in undergraduate coursework. Research questions: 1. What are teacher educators' familiarity with and attitudes toward contemporary education and music education policies? 2. How frequently do teacher educators address these policies in their undergraduate classes? 3. What factors would make teacher educators more likely to teach policy in their undergraduate classes?	Quantitative analysis	The sample consisted of 207 systematically selected music teacher educators' programs in the United States. Eighty-one educators responded.	Public and private colleges and universities	The outcomes measured were educators' familiarity and attitudes toward various policies in undergraduate coursework, as measured by a 6-point Likert-type scale ranging from 1, not familiar at all, to 6, incredibly familiar. Respondents in the main study provided data indicating their familiarity with each of the following policies: National Music Standards, state music standards, assessment in nonmusical subjects, Race to the Top, music education advocacy, charter schools, the ESEA and NCLB, Common Core, P21, STEAM, education policy in general, a relationship between student assessment and teacher evaluation, and education politics.	Given that respondents indicated "more time in undergraduate courses" as one of the changes that would significantly affect the amount of time devoted to policy, teacher educators might look for ways to address policy more efficiently. Greater access to information on educational policy, both inside and outside of music education, may assist music teacher educators in developing knowledge about and interest in such issues efficiently, perhaps focusing on the practices and dispositions that will enable preservice teachers to keep updated about education policies.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
3. Bond (2016) "Preservice Teacher Leaders Learn to Advocate Legislatively through Professional Organizations"	Preservice Teachers, Preservice Teacher Education, Advocacy, Student Organizations, Workshops, Capacity Building, Educational Change, Educational Legislation, Policy Formation, Educational Policy, Student Leadership, Teacher Leadership, Interviews, Instructional Materials, Content Analysis, Teacher Attitudes, Student Attitudes, Politics of Education, Activism, Qualitative Research, Case Studies	Journal Article San Marcos, TX This qualitative case study describes what happened when three preservice teacher leaders learned how to advocate for the education profession by attending three workshops hosted by a student professional organization. Research question: What happens when three preservice teacher leaders learn through a professional organization how to advocate legislatively for children at the state level?	Qualitative, descriptive case study	Three undergrad- uate preservice teachers seeking licensure in elementary education	Public University	Outcomes measured included five themes that emerged after data analysis. These included: the rationale for advocacy, participants' background knowledge, knowledge of the legislative process, and the participants' responses to writing advocacy messages and meeting with legislative aides.	When preservice teachers learn about advocacy, they will be equipped to respond to the call and participate more actively in the process of making policy decisions as a way to fulfill their professional and ethical responsibilities.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
4. Chevalier & González (2019) "Teachers in a New Political Landscape"	Chevalier, A., & González, M. E. 2019 Political Attitudes, Advocacy, Educational Legislation, State Legislation, Teacher Motivation, Voting, Educational Change, Teacher Salaries, Political Campaigns, Political Issues, Sex Fairness, Politics of Education, State Policy	Journal Article Austin, TX This article was a recap and analysis of the 86th Texas legislative session (2019), in which increased teacher voting greatly impacted the 2018 election results, which led statewide leaders and legislators to center teachers as a critical component of school finance reform.	Qualitative analysis	Participants, voters, and legislators in the 86th Texas legislative session	State Legislation	This assessment included the following statistics measured after the legislative session: the electorate increased 18 percentage points compared to the previous mid-term statewide election. In 2019, the Texas legislature was only 23% female. In contrast, the Texas public education teaching force was 76% female in 2017-2018 school year.	A significant catalyst for statewide shifts in education policy is the positionality of teachers within the political landscape.
5. Collay (2006) "Discerning Professional Identity and Becoming Bold, Socially Responsible Teacher-Leaders"	Collay, M. 2006 Keywords N/A	Journal Article United States This essay reviewed the influence of professional identity in shaping how school leaders perceive their work. It examined factors that develop teacher professional identity, implications for educational leadership pedagogy, and supports and barriers for teacher leaders to consider.	Qualitative essay	K-12 Teachers and higher education faculty	Public & private schools, colleges, and universities	N/A	

Continued

6. Derrington & Anderson (2020) "Expanding the Role of Teacher Leaders: Professional Learning for Policy Advocacy"	Teacher Leadership, Teacher Role, Faculty Development, Advocacy, Educational Policy, Teacher Attitudes, Teaching Experience, Barriers, Teacher Influence, Policy Formation, Communication Skills	Journal Article Knoxville, TN This study aimed to investigate the perceptions and experiences of educators who participated in a fellowship on state policy. Research questions: This study seeks to answer the following research questions: 1. How do participants who have completed the TEF perceive their advocacy and communication roles in state policy? 2. How do participants who have completed the TEF use their knowledge and skills for influencing educational policy development? 3. How do participants who have completed the TEF advocate for educational policies?	Quantitative analysis	The participants were members of four cohorts of the TEF who spent a whole year in policy training and were classroom teachers or support specialists. Of 138 total fellows, 57 responded.	Public schools	The Educator Fellowship Survey was developed, disseminated, and the results were analyzed. Perceptions of advocacy and communication with stakeholders, influence on educational policy development and implementation, and continued advocacy actions were measured.	The findings suggest that barriers to policy advocacy must be examined and removed so that teachers can expand their expertise beyond the classroom and that professional learning opportunities can develop teacher leadership skills for influencing policy formulation and adoption. Teachers who participated in the fellowship program reported that their advocacy efforts and communication roles in shaping state policy influenced peers and school and district administrators.
7. Ewbank & Moreillon (2007) "Is There a Teacher-Librarian Worldview? This We Believe ..."	Keywords N/A	Journal Article United States This interview aimed to examine how two librarian educators would describe how they advocate for the library educator profession and library programs. Research questions: Do we, as teacher-librarian, have a collective set of beliefs and values that underpin our work? How does our worldview influence our work as advocates?	Qualitative interview	An Education Liaison Librarian at Arizona State University and a literacies and libraries consultant	Public and private school libraries	N/A	Being a teacher-librarian puts one at the crossroads of political work, from the building to the national level. Our lens, formed in library school and honed through practice, is a political one through which we perceive the world and our place within it.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
8. Hedgcock & Major (2019) "Revisioning and Reinstating: Music Education After the Great Recession"	Curriculum Development, Funding, Music Education, Policy	Journal Article United States This article aimed to discover advocacy advice that administrators might propose to district leaders/educators who need to restructure, rebuild, or revitalize music programs.	Qualitative analysis, multiple case study	Six district admin.	Three US school districts	Qualitative findings were generated from interviews and documents.	Findings included that all stakeholders, including educators, should have a voice in discussions on governance. Policy solutions are best made through shared decision-making and compromise.
9. Henninger & Carlson (2011) "Strategies to Increase the Value of Physical Educators in K-12 Schools"	Physical Education, Elementary Secondary Education, Physical Education Teachers, Change Strategies, Educational Strategies, Educational Quality, Professional Development, Advocacy, Professional Identity, Social Attitudes, Rejection	Journal Article United States The purpose of this article is to examine the effects of marginalization on physical education teachers' status and to discuss ways in which physical educators can minimize those effects.	Qualitative essay	N/A	K-12 schools in the U.S.	N/A	Advocacy efforts should target various audiences, such as school administrators, parents, students, and community members. Advocating for a program often requires teachers to go above and beyond to show their program's uniqueness.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
8. Hedgecoth & Major (2019) "Revisioning and Reinstating: Music Education After the Great Recession"	Curriculum Development, Funding, Music Education, Policy	Journal Article United States This article aimed to discover advocacy advice that administrators might propose to district leaders/educators who need to restructure, rebuild, or revitalize music programs.	Qualitative analysis, multiple case study	Six district admin.	Three US school districts	Qualitative findings were generated from interviews and documents.	Findings included that all stakeholders, including educators, should have a voice in discussions on governance. Policy solutions are best made through shared decision-making and compromise.
9. Henninger & Carlson (2011) "Strategies to Increase the Value of Physical Educators in K-12 Schools"	Physical Education, Elementary Secondary Education, Physical Education Teachers, Change Strategies, Educational Strategies, Educational Quality, Professional Development, Advocacy, Professional Identity, Social Attitudes, Rejection	Journal Article United States The purpose of this article is to examine the effects of marginalization on physical education teachers' status and to discuss ways in which physical educators can minimize those effects.	Qualitative essay	N/A	K-12 schools in the U.S.	N/A	Advocacy efforts should target various audiences, such as school administrators, parents, students, and community members. Advocating for a program often requires teachers to go above and beyond to show their program's uniqueness.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
11. Manner & Warren (2017) "Developing Advocacy in Teacher Leadership"	Advocacy, Teacher Leadership, Faculty Development, Leadership Training, Self-Evaluation (Individuals), Teacher Evaluation, Graduate Students, Teaching Methods	Journal article Greenville, NC This study aimed to discern if the authors, as teacher educators, could affect their students' perceptions of their advocacy roles to cause them to reflect and consider amplifying their views and potential activism in their profession. Research question: "Does the described series of course experiences modify teacher perceptions about the importance of this advocacy in their work?"	Mixed-methods design using an ipsative scale. Additionally, a repeated measures t-test design was used to determine whether the course redesign effectively modified teachers' views on their role in advocacy.	24 graduate students who were practicing classroom teachers enrolled in a Teacher Leadership course, enrolled in an M. Ed. program	Public university	Outcomes measured included educators' self-assessment on Standard 1c of the Rubric for Evaluating North Carolina Teachers and beginning and end-of-course survey results.	The North Carolina Teacher Evaluation Process includes teacher leadership standards - one standard relates to teachers leading their profession, and this standard is generally ignored. Teachers do not frequently include or understand the role of advocacy in their professional responsibilities. Course design and instructional strategies could positively impact advocacy education for teachers.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
12. Massengale et al. (2014) "Exploration of Undergraduate Preservice Teachers' Experiences Learning Advocacy: A Mixed-Methods Study"	Undergraduate Students, Preservice Teachers, Teaching Experience, Advocacy, Mixed Methods Research, Teaching Methods, Letters, Pretests Posttests, Focus Groups, Correlation, Transformative Learning, Teacher Education, Measures (Individuals), Likert Scales, Social Justice, Student Attitudes, Beliefs	Journal article Greensboro, NC The study aimed to describe how advocacy activities were integrated into a college course and examine the impact of such activities on the development of undergraduate preservice teachers' advocacy beliefs. Research question(s): "1) Is there a statistically significant change in preservice teachers' beliefs about engaging in advocacy through a lesson on advocacy and a letter-writing activity as evidenced by responses on a pre- and post-intervention survey? 2) In what ways do the focus groups' results explain any differences between pre- and post-intervention survey responses? 3) What meanings do preservice teachers make of advocacy and the advocacy letter writing activity?"	Mixed methods study with qualitative/ quantitative pre- and post-intervention survey	22 female undergraduate student seniors pursuing a major in Elementary Education	Public university	Pre- and post- intervention survey results, focus group transcripts	Individuals develop an awareness of the benefits of advocacy while negotiating various components within the process of becoming an advocate, including who benefits (self, other, or both), affective feelings about advocacy, and barriers and obstacles to seeing oneself as an advocate, before finally embracing an identity as an advocate. Advocacy is not a path but rather a fluid process. Advocacy teaching as a pedagogical intervention to connect theory to practice or illustrate the real-world usefulness of advocacy in professional settings would be helpful.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
13. Olson & Roberts (2020) "Navigating Barriers as Special Education Educators"	Teacher preparation, access to the general curriculum, low-incidence disabilities	Journal article United States This study aimed to explore the tensions between teacher educators' commitment to access the general curriculum and inclusion and the contexts in which they work. Four methods of navigating barriers to accessing the general curriculum included building relationships, advocacy, increasing knowledge, and being resilient. Research question: "How do special education teacher educators navigate barriers in preparing teacher candidates to provide students with significant disabilities access to the general curriculum?"	Qualitative - online demographic questionnaire and phone interviews	27 teacher educators who were working at Institutes of Higher Education in the US	Public and private universities and colleges	After the screener, coding software and refinement, and data displays helped researchers determine four themes: building relationships, advocacy, increasing knowledge, and resilience. Researchers then measured how many participants had data coded under each theme.	Teacher educators advocated for program changes that would improve teacher candidates' learning. Teacher educators cited advocating at the state level to address barriers and promote programmatic shifts. Teacher educators should take advantage of opportunities to engage in collaborative relationships and advocacy opportunities.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
14. Pennington et al. (2004) "Physical Educators Online: What is on the Minds of Teachers in the Trenches?"	Discussion Groups, Educational Strategies, Physical Education Teachers, Electronic Mail, Content Analysis, Physical Education, Internet, Professional Development, Program Improvement, Instructional Improvement, Advocacy, Teacher Attitudes, Teacher Participation	Journal article United States This study examined physical education teachers' needs and concerns while working in their school environments and identified themes.	Qualitative analysis - inductive content analysis for qualitative data, employing the constant comparative method to categorize data	K-12 physical educators/subscribers to the National Association for Sport and Physical Education (NASPE-L) listserv who publicly posted messages in a randomly selected month of the 1998-1999 academic year	Public and private K-12 schools	Six common themes emerged from the listserv data. These included: professional issues, teaching activities, instructional strategies, technology in physical education, professional conferences, and advocacy.	Findings included that many teachers used email discussion groups to advocate for the physical education profession.
15. Preston (2020) "Teacher unions, quality, and professionalism, as seen in <i>Kappan</i> "	Keywords N/A	Journal article United States This article sought to analyze articles in <i>Kappan</i> magazine about how educators define, advocate for, and improve the teaching profession.	Qualitative analysis	Authors of articles in <i>Kappan</i> magazine from 1930 to 2008.	N/A	N/A	Teacher advocates have found it preferable to focus on more than the typical union "wages, hours, and working conditions" because the public must trust the judgment of educators to invest in education.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
16. Savage (2002) "Social and Professional Responsibility in Our Professions... or <i>Pragmateia</i> in the Grand Scheme of Things"	Keywords N/A	Journal article Columbus, OH The essay aims to discuss the school of Technology Studies and determine how this can create a better society.	Qualitative essay	N/A	United States	N/A	According to the National Science Education Standards and the Principles and Standards for School Mathematics, the author shares that teachers must advocate for professional development within their profession to improve their skills and improve systemic improvement.
17. Stitzlein & Quinn (2012) "What Can We Learn from Teacher Dissent Online?"	Web Sites, Electronic Publishing, Dissent, Educational Policy, Political Attitudes, Politics of Education, Social Networks, Network Analysis, Mass Media Effects, Mass Media Use, Advocacy, Resistance to Change, Educational Change, Change Strategies, Teacher Attitudes	Journal article New Hampshire This study aimed to examine teacher blogs as spaces where educators voice their opinions about educational policy.	Qualitative diary research	Educators who participated in writing on the top 10 percent of nearly 600 passively identified education blogs and discussion boards	United States	Outcomes measured included key content topics and significant markers of political dissent.	The majority of teacher Web postings were apolitical, although many educators use blogs to engage in discussion about educational policy. Teachers feel uncertain about advocacy activity and downplay their professional knowledge.

Continued

Reference	Paper details	General information	Methodology/ methods	Participants	Context	Outcomes measured	Key findings/ important results
18. Van Wasshenova et al. (2015) "Advocacy Practices in Ohio MCHES and CHES Health Educators."	Advocacy, Educational Practices, Public Policy, Specialists, Teacher Participation, Teacher Surveys, Barriers, Knowledge Level, Familiarity, Self-Efficacy, Program Effectiveness, Financial Support, Statistical Analysis	Journal Article Toledo, OH This study aimed to determine the type and level of public policy involvement and perceptions regarding public policy involvement of Certified Health Educator Specialist (CHES) and Master Certified Health Education Specialist (MCHES) Health Educators registered in Ohio. Additionally, the study describes the public policy activities performed, perceived benefits and barriers to advocacy activity, perception of the effectiveness of advocacy, and knowledge related to public policy.	Quantitative research design.	176 Ohio CHES and MCHES health educators answered the survey.	United States	A four-page, 22-item survey instrument was developed from the Health Belief Model and Transtheoretical Model's Stages of Change. This measured advocacy activity. Advocacy involvement was assessed with one question: "What advocacy and public policy activities have you participated in during the past two years (check all that apply)?" Two additional questions based on the Health Belief Model assessed the constructs of perceived benefits and barriers to advocacy and public policy. Other questions asked about participants' state of change for involvement in public policy, knowledge of the public policy process, the effectiveness of public policy, and involvement in public policy. Two questions asked participants if they had received any information or training on advocacy or public policy. A final question asked about the Affordable Care Act's impact on health educators.	Many health educators participate in "low level" advocacy efforts such as voting, but many do not work to advocate for the profession. However, the National Commission for Health Education Credentialing (NCHCEC) has increased the focus on advocacy as a responsibility for MCHES health educators. Tailoring advocacy opportunities to educators may increase the likelihood of participating in advocacy opportunities.

Appendix 3.A: Institutional Review Board Outcome Letter



Institutional Review Board
875 Perimeter Drive, MS 3010
Moscow, ID 83844-3010
Phone: 208-885-6162
Fax: 208-885-6014
Email: irb@uidaho.edu

October 11, 2022

To: Andrew Scheef, Ph.D

Cc: Karen Lauritzen, PhD Candidate

From: University of Idaho Institutional Review Board

Approval Date: October 11, 2022

Title: Development and Validation of a Survey to Assess Individual Interest in Advocacy for the Education Profession & A Phenomenological Study of K-12 Education Union Leadership Perceptions of Advocacy for the Education Profession

Protocol: 22-146, Reference: 019160

Exempt under Category 2 at 45 CFR 46.104(d)(2).

On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the protocol for this research project has been certified as exempt under the category listed above.

This certification is valid only for the study protocol as it was submitted. Studies certified as Exempt are not subject to continuing review and this certification does not expire. However, if changes are made to the study protocol, you must submit the changes through [VERAS](#) for review before implementing the changes. Amendments may include but are not limited to, changes in study population, study personnel, study instruments, consent documents, recruitment materials, sites of research, etc.

As Principal Investigator, you are responsible for ensuring compliance with all applicable FERPA regulations, University of Idaho policies, state and federal regulations. Every effort should be made to ensure that the project is conducted in a manner consistent with the three fundamental principles identified in the Belmont Report: respect for persons; beneficence; and justice. The Principal Investigator is responsible for ensuring that all study personnel have completed the online human subjects training requirement. Please complete the *Continuing Review and Closure Form* in VERAS when the project is completed.

You are required to notify the IRB in a timely manner if any unanticipated or adverse events occur during the study, if you experience an increased risk to the participants, or if you have participants withdraw or register complaints about the study.

IRB Exempt Category (Categories) for this submission:

Category 2: Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of

Appendix 3.B: Interview Consent Form

A Phenomenological Study of K–12 Education Union Leadership Perceptions of Advocacy for the Education Profession Informed Consent for Interviews

Karen Lauritzen from the University of Idaho School of Education, Health, and Human Services is conducting a research study. The purpose of the research is to study K–12 education union leaders' perceptions of advocacy for the education profession. You are being asked to participate in this study because you are (a) a certified and/or currently practicing K–12 teacher and/or union leader; (b) employed in the states of Alaska, Idaho, Montana, Oregon, or Washington; and (c) willing to be interviewed in-person, by phone, or via Zoom.

Your participation will involve a one-on-one interview in person, by phone, or via Zoom. The interview should take about 20 minutes to complete. The interview includes questions such as:

- How long have you served as an educator?
- What feelings arise when you advocate for the education profession?
- In your opinion, what leads some individuals to become advocates for the education profession?

Your involvement in the study is voluntary, and you may choose not to participate. You can refuse to answer any of the questions at any time. There are no names or identifying information associated with your responses. There are no known risks in this study, but some individuals may experience discomfort or loss of privacy when answering questions. Data will be kept on a password-protected device. All names and identifying information (school names, city names, etc.) will be changed to protect participant privacy. We will use Zoom and ExpressScribe software to record and transcribe the research. The Terms of Service and Privacy Policies for Zoom and ExpressScribe can be found here: <https://explore.zoom.us/en/terms/> and <http://help.nchsoftware.com/help/en/scribe/win/licenceterms.html>.

You will not receive payment or any other form of compensation for taking part in this study.

The findings from this project will provide information on educators' perceptions of advocacy. If published, results will be presented in summary form, and when direct quotes are used, participant names and identifying information will be changed.

If you have any questions about this research project, please feel free to call Co-investigator Karen Lauritzen at 208-659-3666 or Primary investigator Andrew Scheef at 208-885-7677. If you have questions regarding your rights as a research subject, about what you should do in case of any harm to you, or if you want to obtain information or offer input, you may call the Office of Research Assurances at (208) 885-6340 or irb@uidaho.edu. By signing below, you certify that you are at least 18 years of age and agree to participate in the above-described research study.

Name of Adult Participant

Signature of Adult Participant

Date

Name of Research Team Member

Signature of Research Team Member

Date

Appendix 3.C: Example Interview Questions

Background or Demographic Questions	<ol style="list-style-type: none"> 1. What teaching certifications do you hold? 2. Are you a currently practicing and certificated K–12 educator? 3. In which states have you served as an educator? 4. How long have you served as an educator? 5. How long have you served as a local union president?
Behavior or Experience Questions	<ol style="list-style-type: none"> 1. Tell me about the advocacy efforts you participate in as a local union president. 2. What is the effect of your advocacy efforts on the teaching profession locally? At the state level? Nationally?
Feeling Questions	<ol style="list-style-type: none"> 1. What feelings arise when you advocate for the education profession? 2. What emotional responses do you have when advocating for the education profession? 3. Are there barriers that keep you or other educators from effectively advocating for the education profession?
Knowledge Questions	<ol style="list-style-type: none"> 1. What are your current concerns about advocating for the education profession? 2. What are the most common themes in the education profession in your advocacy efforts?
Opinion or Value Questions	<ol style="list-style-type: none"> 1. How do you perceive local union presidents' advocacy efforts and how they are treated (by local school boards, school districts, state legislatures, etc.)? 2. In your opinion, what leads some individuals to become advocates for the education profession?
Probing Questions (Hays & Singh, 2012)	<p>Can you give me an example? Tell me a little more about that. What happened next? How did that happen? What was that like for you? Where were you? Who else was there? How does A compare to B?</p>
Sensory Questions	<ol style="list-style-type: none"> 1. If I were to listen to you advocate on behalf of the education profession, what would I hear? 2. Describe the sights and sounds of a recent advocacy effort on behalf of the teaching profession.

Appendix 4.A: Institutional Review Board Outcome Letter



Institutional Review Board
875 Perimeter Drive, MS 3010
Moscow, ID 83844-3010
Phone: 208-885-6162
Fax: 208-885-6014
Email: irb@uidaho.edu

October 11, 2022

To: Andrew Scheef, Ph.D

Cc: Karen Lauritzen, PhD Candidate

From: University of Idaho Institutional Review Board

Approval Date: October 11, 2022

Title: Development and Validation of a Survey to Assess Individual Interest in Advocacy for the Education Profession & A Phenomenological Study of K-12 Education Union Leadership Perceptions of Advocacy for the Education Profession

Protocol: 22-146, Reference: 019160

Exempt under Category 2 at 45 CFR 46.104(d)(2).

On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the protocol for this research project has been certified as exempt under the category listed above.

This certification is valid only for the study protocol as it was submitted. Studies certified as Exempt are not subject to continuing review and this certification does not expire. However, if changes are made to the study protocol, you must submit the changes through [VERAS](#) for review before implementing the changes. Amendments may include but are not limited to, changes in study population, study personnel, study instruments, consent documents, recruitment materials, sites of research, etc.

As Principal Investigator, you are responsible for ensuring compliance with all applicable FERPA regulations, University of Idaho policies, state and federal regulations. Every effort should be made to ensure that the project is conducted in a manner consistent with the three fundamental principles identified in the Belmont Report: respect for persons; beneficence; and justice. The Principal Investigator is responsible for ensuring that all study personnel have completed the online human subjects training requirement. Please complete the *Continuing Review and Closure Form* in VERAS when the project is completed.

You are required to notify the IRB in a timely manner if any unanticipated or adverse events occur during the study, if you experience an increased risk to the participants, or if you have participants withdraw or register complaints about the study.

IRB Exempt Category (Categories) for this submission:

Category 2: Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of

Appendix 4.B: Survey Items for Panel of Experts/Peer Review

<p>Demographic Information Questions:</p> <ol style="list-style-type: none"> 1. What is your age? 2. How many years have you been an educator? 3. What is the highest degree or level of school you have completed? 4. What is your gender? 5. Ethnicity: How would you describe yourself? Please select all that apply. 6. What is your role in education?
<p>Communication Advocacy for Profession:</p> <ol style="list-style-type: none"> 1. I communicate with family and friends about how the education profession could be improved. 2. I communicate with other educators about how the education profession could be improved. 3. I communicate with community members to let them know how the education profession could be improved. 4. I communicate with my school district (principal, superintendents, etc.) to let them know how the teaching profession could be improved. 5. I communicate with my local school board to let them know how the teaching profession could be improved. 6. I communicate with state legislators (state representatives, state senators, the governor, state superintendent of public instruction, etc.) to let them know how the teaching profession could be improved. 7. I communicate with national legislators (congressmen, representatives, etc.) to let them know how the teaching profession could be improved. 8. I read social media posts (Facebook, Instagram, Twitter, etc.) about how the education profession could be improved. 9. I write social media posts (Facebook, Instagram, Twitter, etc.) about how the education profession could be improved. 10. I read blog posts or news articles about how the education profession could be improved. 11. I write blog posts or news articles about how the education profession could be improved.
<p>Mentorship Advocacy for Profession:</p> <ol style="list-style-type: none"> 12. I create or provide professional development opportunities to other educators to improve the education profession. 13. I mentor other educators in my school district. 14. I mentor practicum students or student teachers from colleges or universities. 15. I am a lead at my grade level or department chair and mentor other educators on my team. 16. I mentor other educators on how to advocate for the education profession.
<p>Personal/Financial Advocacy for Profession:</p> <ol style="list-style-type: none"> 17. I belong to a professional education organization/union. 18. I actively participate in a local professional education organization/union. 19. I actively participate in a state professional education organization/union. 20. I actively participate in a national professional educational organization/union. 21. I pay annual dues to a professional education organization/union. 22. I contribute funds to political action committees that advocate for the education profession. 23. I donate resources (volunteer time or give funds) to candidates who claim they will advocate for the education profession.

24. I donate my time to advocate for the education profession.
25. I volunteer for causes that advocate for the education profession.

Policy Advocacy for Profession:

26. I collaborate with other educators in my town/city to change policies that improve the education profession.
27. I collaborate with my local school board to change policies that improve the education profession.
28. I collaborate with my local school district (principal, superintendents, etc.) to change policies that improve the education profession.
29. I collaborate with other educators around my state to change policies that improve the education profession.
30. I collaborate with other educators around the nation to change policies that improve the education profession.
31. I collaborate with state legislators (state representatives, state senators, the governor, state superintendent of public instruction, etc.) to advocate for the education profession.
32. I collaborate with national legislators (congressmen, representatives, etc.) to advocate for the education profession.
33. I vote on matters that affect the education profession.
34. I know which local candidates will advocate for the education profession.
35. I know which state candidates will advocate for the education profession.
36. I know which national candidates will advocate for the education profession.
37. I pay attention to local policy that affects the education profession.
38. I pay attention to state policy that affects the education profession.
39. I pay attention to national policy that affects the education profession.
40. I am interested in local policy that affects the education profession.
41. I am interested in state policy that affects the education profession.
42. I am interested in national policy that affects the education profession.
43. Recently, I have taken action in response to local policy concerning the teaching profession.
44. Recently, I have taken action in response to a state policy concerning the teaching profession.
45. Recently, I have taken action in response to a national policy concerning the teaching profession.

End of Survey Questions:

1. The survey instructions were clear.
2. The survey questions were clear.
3. I was able to provide answers for the survey questions.
4. The survey took me approximately ____ minutes to complete. (Please fill in a numerical answer. Example: 10).

Appendix 4.C: Recruitment Email for Panel of Experts/Peer Review

Dear Educator Colleague,

I am looking for 5-10 current K–12 classroom educators to serve as members of an expert panel for doctoral-level research on educator advocacy. The responsibilities would include revising questionnaire items for a survey instrument designed to assess educators' individual interest in advocacy for the education profession. If you would like, you could also aid in the creation of some questionnaire items. The total time required would be about four hours on an evening after school, with dinner provided. The subsequent research paper will keep your name and identifying information strictly confidential.

If you have any questions or concerns or are interested in this opportunity to participate in educator advocacy research, please contact me at:
laur6691@vandals.uidaho.edu or call 208.659.3666. Thank you for your time and consideration.

Karen Lauritzen

Doctoral Candidate - University of Idaho

College of Education, Health and Human Sciences

Appendix 4.D: Example Cognitive Probe Questions

Think-aloud/general	<p>How did you go about answering that question?</p> <p>Tell me what you are thinking.</p> <p>I noticed you hesitated before you answered. What were you thinking about?</p> <p>How easy or difficult did you find this question to answer? Why did you say that?</p>
Comprehension	<p>What does the term <i>X</i> mean to you?</p> <p>What did you understand by <i>X</i>??</p>
Retrieval	<p>How did you remember that?</p> <p>Did you have a particular time period in mind</p>
Confidence/judgment	<p>How well do you remember this?</p> <p>How sure of your answer are you?</p>
Response	<p>How did you feel about answering this question?</p> <p>Were you able to find your first answer to this question from the response options shown?</p>

Note. Questions from Collins (2004).

Appendix 4.E: Final Qualtrics Pilot Survey

Survey to Assess K–12 Educators’ Individual Interest in Advocacy for the Education Profession

Introductions: Welcome to the research study!

Development and Validation of a Survey to Assess K–12 Educators’ Individual Interest in Advocacy for the Education Profession - Informed Consent for Survey

Karen Lauritzen, from the University of Idaho - College of Education, Health and Human Sciences, is conducting a research study. The purpose of the research is to assess educator interest in advocacy efforts. You are being asked to participate in this study because you are a currently practicing K–12 educator. Your participation will involve taking an online survey. The survey should take about 15 minutes to complete.

The survey includes demographic questions and questions about advocacy topics such as communication, mentorship, collaboration, social media, and policy advocacy for the education profession. Your involvement in the study is voluntary, and you may choose not to participate. You can refuse to answer any of the questions at any time. There are no names or identifying information associated with your responses. There are no known risks in this study, but some individuals may experience discomfort or loss of privacy when answering questions. Data will be securely stored by the researcher. You will not receive payment or any other form of compensation for taking part in this study.

The findings from this project will provide information on educators’ individual interest in advocacy efforts for the K–12 profession. If published, results will be presented in summary form only. If you have any questions about this research project, please feel free to call co-Principal Investigator Karen Lauritzen at 208-659-3666 or Principal Investigator Andrew Scheef at 208-885-7677. If you have questions regarding your rights as a research subject, or about what you should do in case of any harm to you, or if you want to obtain information or offer input you may call the Office of Research Assurances at (208) 885-6340 or irb@uidaho.edu.

By clicking “I consent,” you certify that you are at least 18 years of age and agree to participate in the above-described research study.

Karen Lauritzen Ph.D. Candidate University of Idaho
laur6691@vandals.uidaho.edu

Q1 I consent to participate in the survey.

I consent

I do not consent

Q2 What is the highest degree or level of school you have completed?

- Some college, no degree
- Associate degree (e.g., A.A., AS)
- Bachelor's degree (e.g., B.A., BS)
- Master's degree (e.g., M.A., MS, MEd)
- Doctorate or professional degree (e.g., M.D., Ph.D., J.D.)

Q3 Including yourself, how many people live in your household?

- 1
- 2
- 3
- 4
- More than 4

Q4 What is your role in education? (select all that apply)

- Early Childhood Education Teacher
- Special Education Teacher
- Classroom Teacher
- Middle school Teacher
- High School Teacher
- Specialist Teacher (P.E., music, art, etc.)
- School Counselor

Administrator

Q5 How many years have you been in the education profession?

- 0-4
- 5-9
- 10-14
- 15-19
- 20-24
- 25-30
- 30+

Q6 Communication About Advocacy

	Untrue of Me	Somewhat Untrue of Me	Neutral	Somewhat True of Me	True of Me
I talk with & listen to family and friends about improving the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talk with & listen to other educators about improving the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talk with & listen to community members about improving the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talk with & listen to school district leaders (my principal, superintendent, etc.) about improving the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I talk with & listen to my local school board about improving the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***I talk with & listen to state legislators and leaders** (representatives, state senators, governor, etc.) about improving the education profession.

I talk with & listen to **national legislators and leaders** (congresspeople, etc.) about improving the education profession.

Q7 Social Media and Advocacy (Social Media includes Facebook, Instagram, Twitter, etc.)

	Untrue of Me	Somewhat Untrue of Me	Neutral	Somewhat True of Me	True of Me
<p>I read/respond to social media posts (Facebook, Instagram, Twitter, etc.) about improving the education profession.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I write social media posts (Facebook, Instagram, Twitter, etc.) about improving the education profession.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I read/respond to blog posts or news articles about improving the education profession.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>*I write blog posts or news articles about improving the education profession.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I listen to/subscribe to podcasts that discuss improving the</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

education profession. *I host/participate in podcasts that discuss improving the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q8 Mentoring Advocacy Work

	Untrue of Me	Somewhat Untrue of Me	Neutral	Somewhat True of Me	True of Me
I create or provide professional development for other educators to improve the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a grade-level lead or department chair and mentor other educators on my team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I formally or informally mentor other educators in my school district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I mentor practicum students or student teachers from colleges or universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I mentor other educators in advocating for the education profession (how to lobby, speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

with legislators,
etc.).

Q9 Your input is so important! Thanks for answering a few more questions!

Q10 Collaborative Advocacy

	Untrue of Me	Somewhat Untrue of Me	Neutral	Somewhat True of Me	True of Me
I collaborate with other educators in my town/city to create/change policies to improve the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with my school district leaders (principal, superintendent, etc.) to create/change policies to improve the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*I collaborate with my local school board to create/change policies to improve the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with other educators in my state to create/change policies to improve the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with other educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

around the nation to create/change policies to improve the education profession.

I collaborate with state legislators and leaders (representatives, state senators, governor, etc.) to create/change policies to improve the education profession.

***I collaborate with national legislators and leaders (congresspeople, etc.)** to create/change policies to improve the education profession.

Q11 Policy Advocacy

	Untrue of Me	Somewhat Untrue of Me	Neutral	Somewhat True of Me	True of Me
*I vote on matters that affect the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow local policy that affects the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow state policy that affects the education profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I follow national policy that affects the education profession.

In the past 1-2 years, I have **taken action in response to local policy** concerning the education profession.

In the past 1-2 years, I have **taken action in response to state policy** concerning the education profession.

*In the past 1-2 years, I have **taken action in response to national policy** concerning the teaching profession. concerning the education profession.

Q12 End-of-Survey Questions

	Untrue	Somewhat Untrue	Neutral	Somewhat True	True
The survey instructions were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The survey questions were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note. *Reflects survey questions that will be removed, reworded, or combined with another survey question for the final survey.

Appendix 4.F: Exploratory Factor Analysis for All Factors

Item	Mean (S.D.)	Communality	F1	F2	F3	F4	F5	F6	F7	F8
1. I talk with and listen to family and friends about improving the education profession.	4.59 (.684)	.567	-.090	-.223	.051	.680	.113	-.193	.028	-.035
2. I talk with and listen to other educators about improving the education profession.	4.87 (.373)	.477	-.064	.095	-.057	.657	.125	.137	-.008	-.072
3. I talk with and listen to community members about improving the education profession.	4.16 (.932)	.584	.110	-.210	.159	.533	-.005	.058	.036	.211
4. I talk with and listen to school district leaders (my principal, superintendent, etc.) about improving the education profession.	4.29 (.999)	.658	.270	.049	.163	.653	-.065	-.015	.091	.134
5. I talk with and listen to my local school board about improving the education profession.	3.32 (1.454)	.675	.355	.118	-.008	.484	-.163	.099	.017	.363
6. I talk with and listen to state legislators and leaders (representatives, state senators, governor, etc.) about improving the education profession.	3.26 (1.513)	.781	.174	-.013	.004	.210	-.034	.036	-.158	.684
7. I talk with and listen to national legislators and leaders (congresspeople, etc.) about improving the education profession.	2.75 (1.512)	.811	-.121	-.056	-.012	.133	-.007	.164	-.178	.814
8. I read/respond to social media posts (Facebook, Instagram, Twitter, etc.) about improving the education profession.	3.79 (1.299)	.762	-.021	-.903	-.077	.004	.001	-.074	.028	-.035
9. I write social media posts (Facebook, Instagram, Twitter, etc.) about improving the education profession.	3.29 (1.511)	.744	.131	-.741	.093	.020	.089	.020	-.068	-.087
10. I read/ respond to blog posts or news articles about improving the education profession.	3.29 (1.485)	.623	-.094	-.685	-.024	.051	-.096	.265	-.054	-.022
11. I write blog posts or news articles about improving the education profession.	1.68 (1.202)	.628	.270	-.281	-.003	-.030	-.156	.598	.106	.027
12. I listen to/ subscribe to podcasts about improving the education profession.	2.67 (1.567)	.639	-.129	.092	.058	.015	.059	.801	-.092	-.048
13. I host/ participate in podcasts about improving the education profession.	1.47 (1.073)	.610	.045	-.128	.045	-.021	.059	.690	.112	.143
14. I create or provide professional development for other educators to improve the education profession.	3.25 (1.575)	.520	.156	-.090	.064	.150	.556	.072	.090	-.033
15. I am a grade-level lead or department chair and mentor other educators on my team.	3.30 (1.674)	.595	.022	.077	-.113	.130	.482	.179	-.359	-.364

Continued

Item	Mean (S.D.)	Communality	F1	F2	F3	F4	F5	F6	F7	F8
16. I formally or informally mentor other educators in my school district.	4.22 (1.164)	.689	.168	-.059	.036	.089	.748	-.037	-.040	-.120
17. I mentor practicum students or student teachers from colleges or universities.	3.17 (1.694)	.639	-.076	.102	.028	-.039	.765	-.001	.185	.299
18. I mentor other educators in advocating for the education profession (how to lobby, speak with legislators, etc.)	2.92 (1.674)	.593	.481	.007	.052	-.073	.128	.193	-.193	.180
19. I collaborate with other educators in my town/city to create/change policies to improve the education profession.	3.63 (1.502)	.678	.730	-.102	.163	-.060	.116	-.002	.007	-.016
20. I collaborate with my school district leaders (principal, superintendent, etc.) to create/ change policies to improve the education profession.	3.71 (1.379)	.729	.755	.024	.039	.279	.067	-.022	-.020	-.126
21. I collaborate with my local school board to create/change policies to improve the education profession.	2.76 (1.537)	.677	.645	.060	-.068	.167	-.077	.112	-.121	.175
22. I collaborate with other educators in my state to create/ change policies to improve the education profession.	3.49 (1.595)	.803	.779	-.018	.006	-.082	.055	.006	-.212	.047
23. I collaborate with other educators around the nation to create/ change policies to improve the education profession.	2.93 (1.638)	.665	.537	-.186	.007	-.080	.177	.193	-.172	.209
24. I collaborate with state legislators and leaders (representatives, state senators, governor, etc.) to create/change policies to improve the education profession.	2.57 (1.564)	.760	.338	-.060	.052	-.089	.155	.027	-.167	.553
25. I collaborate with national legislators and leaders (congresspeople, etc.) to create/change policies to improve the education profession.	2.13 (1.421)	.699	.189	-.122	-.008	-.101	.185	.056	-.116	.629
26. I vote on matters that affect the education profession.	4.87 (.549)	.422	.061	.040	.607	-.133	.129	.026	.169	.081
27. I follow local policy that affects the education profession.	4.73 (.681)	.831	.067	.081	.877	.068	-.010	.047	-.086	-.153
28. I follow state policy that affects the education profession.	4.70 (.675)	.842	.046	.042	.869	.113	-.064	-.021	-.138	-.099
29. I follow national policy that affects the education profession.	4.57 (.792)	.810	-.215	-.118	.860	.069	-.060	.039	-.141	.044

Continued

Item	Mean (S.D.)	Communality	F1	F2	F3	F4	F5	F6	F7	F8
30. In the past 1-2 years, I have taken action in response to local policy concerning the education profession.	3.98 (1.361)	.794	.181	.032	.124	-.047	-.032	-.050	-.783	.087
31. In the past 1-2 years, I have taken action in response to state policy concerning the education profession.	3.87 (1.427)	.844	.148	-.103	.154	-.018	-.003	-.012	-.751	.113
32. In the past 1-2 years, I have taken action in response to national policy concerning the education profession.	3.44 (1.590)	.764	-.017	-.148	.067	-.003	-.025	.036	-.682	.334

Appendix 4.G: Complete Report of Survey Responses

Domain 1 Communication	Untrue of Me	Somewhat Untrue of Me	Neutral	Somewhat True of Me	True of Me	Total
1. I talk with and listen to family and friends about improving the education profession.	0.00% (n=0)	2.1% (n=6)	2.8% (n=8)	28.1% (n=80)	67.0% (n=191)	285
2. I talk with and listen to other educators about improving the education profession.	0.00% (n=0)	0.00% (n=0)	1.4% (n=4)	9.9% (n=28)	88.7% (n=251)	283
3. I talk with and listen to community members about improving the education profession.	1.7% (n=5)	5.6% (n=16)	8.4% (n=24)	42.3% (n=121)	42.0% (n=120)	286
4. I talk with and listen to school district leaders (my principal, superintendent, etc.) about improving the education profession.	2.5% (n=7)	4.9% (n=14)	9.1% (n=26)	27.4% (n=78)	56.1% (n=160)	285
5. I talk with and listen to my local school board about improving the education profession.	18.7% (n=53)	11.3% (n=32)	17.3% (n=49)	25.4% (n=72)	27.5% (n=78)	284
6. I talk with and listen to state legislators (representatives, state senators, governor, etc.) about improving the education profession.	21.8% (n=62)	11.6% (n=33)	14.7% (n=42)	23.9% (n=68)	28.1% (n=80)	285
7. I talk with and listen to national legislators (congresspeople, etc.) about improving the education profession.	34.3% (n=97)	11.0% (n=31)	17.3% (n=49)	21.2% (n=60)	16.3% (n=46)	283
Domain 2 Social Media	Untrue of Me	Somewhat Untrue of Me	Neutral	Somewhat True of Me	True of Me	Total
1. I read/respond to social media posts (Facebook, Instagram, Twitter, etc.) about improving the education profession.	10.6% (n=30)	7.7% (n=22)	10.6% (n=30)	34.5% (n=98)	36.6% (n=104)	284
2. I write social media posts (Facebook, Instagram, Twitter, etc.) about improving the education profession.	22.0% (n=63)	10.8% (n=31)	11.2% (n=32)	29.0% (n=83)	26.9% (n=77)	286
3. I read/respond to blog posts or news articles about improving the education profession.	21.4% (n=61)	10.9% (n=31)	11.2% (n=32)	31.9% (n=91)	24.6% (n=70)	285
4. I write blog posts or news articles about improving the education profession.	69.6% (n=199)	9.8% (n=28)	9.1% (n=26)	5.6% (n=16)	5.9% (n=17)	286
5. I listen to/subscribe to podcasts that discuss improving the education profession.	39.4% (n=112)	10.2% (n=29)	10.2% (n=29)	24.6% (n=70)	15.5% (n=44)	284
6. I host/participate in podcasts that discuss improving the education profession.	79.8% (n=229)	5.2% (n=15)	4.2% (n=12)	6.6% (n=19)	3.5% (n=10)	285

Continued

Domain 3 Mentoring	Untrue of Me	Somewhat Untrue of Me	Neutral	Somewhat True of Me	True of Me	Total
1. I create or provide professional development for other educators to improve the education profession.	26.3% (n=75)	7.4% (n=21)	9.8% (n=28)	28.4% (n=81)	28.1% (n=80)	285
2. I am a grade-level lead or department chair and mentor other educators on my team.	29.7% (n=85)	4.5% (n=13)	8.4% (n=24)	21.3% (n=61)	36.0% (n=103)	286
3 I formally or informally mentor other educators in my school district.	7.1% (n=20)	4.2% (n=12)	4.2% (n=12)	29.0% (n=82)	44.5% (n=157)	283
4. I mentor practicum students or student teachers from colleges or universities.	33.6% (n=96)	3.8% (n=11)	8.0% (n=23)	22.0% (n=63)	32.5% (n=93)	286
5. I mentor other educators in advocating for the education profession (how to lobby, speak with legislators, etc.).	36.5% (n=103)	7.1% (n=20)	11.3% (n=32)	18.1% (n=51)	27.0% (n=76)	282
Domain 4 Collaboration	Untrue of Me	Somewhat Untrue of Me	Neutral	Somewhat True of Me	True of Me	Total
1. I collaborate with other educators in my town/city to create/change policies to improve the education profession.	16.6% (n=47)	9.2% (n=26)	7.4% (n=21)	26.5% (n=75)	40.3% (n=114)	283
2. I collaborate with my school district leaders (principal, superintendent, etc.) to create/change policies to improve the education profession.	12.8% (n=36)	9.2% (n=26)	9.9% (n=28)	30.9% (n=87)	37.2% (n=105)	282
3. I collaborate with my local school board to create/change policies to improve the education profession.	34.3% (n=97)	11.0% (n=31)	18.0% (n=51)	17.7% (n=50)	19.1% (n=54)	283
4. I collaborate with other educators in my state to create/change policies to improve the education profession.	23.2% (n=66)	6.3% (n=18)	7.7% (n=22)	23.9% (n=68)	38.7% (n=110)	284
5. I collaborate with other educators around the nation to create/change policies to improve the education profession.	34.0% (n=96)	10.6% (n=30)	9.6% (n=27)	20.6% (n=58)	25.2% (n=71)	282
6. I collaborate with state legislators and leaders (representatives, state senators, governor, etc.) to create/change policies to improve the education profession.	40.4% (n=113)	13.9% (n=39)	11.8% (n=33)	16.4% (n=46)	17.5% (n=49)	280
7. I collaborate with national legislators and leaders (congresspeople, etc.) to create/change policies to improve the education profession.	54.6% (n=154)	10.6% (n=30)	11.7% (n=33)	14.5% (n=41)	8.5% (n=24)	282

Continued

Domain 5 Policy	Untrue of Me	Somewhat Untrue of Me	Neutral	Somewhat True of Me	True of Me	Total
1. I vote on matters that affect the education profession.	1.4% (n=4)	0.00% (n=0)	1.1% (n=3)	4.9% (n=14)	92.6% (n=262)	283
2. I follow local policy that affects the education profession.	1.4% (n=4)	0.7% (n=2)	2.8% (n=8)	13.7% (n=39)	81.4% (n=232)	285
3. I follow state policy that affects the education profession.	1.1% (n=3)	0.7% (n=2)	2.8% (n=8)	16.9% (n=48)	78.5% (n=223)	284
4. I follow national policy that affects the education profession.	1.4% (n=4)	1.8% (n=5)	4.3% (n=12)	23.0% (n=65)	69.5% (n=196)	282
5. In the past 1-2 years, I have taken action in response to local policy concerning the education profession.	10.9% (n=31)	6.0% (n=17)	9.5% (n=27)	21.1% (n=60)	52.5% (n=149)	284
6. In the past 1-2 years, I have taken action in response to state policy concerning the education profession.	13.9% (n=39)	5.3% (n=15)	9.3% (n=26)	22.8% (n=64)	48.8% (n=137)	281
7. In the past 1-2 years, I have taken action in response to national policy concerning the teaching profession.	21.9% (n=62)	9.2% (n=26)	10.6% (n=30)	19.4% (n=55)	38.9% (n=110)	283