

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

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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 systematically scoped the literature on the types of articles that have been written on educator advocacy that include information on teacher perceptions and attitudes. A systematic scoping literature review, combined descriptive synthesis, and textual narrative synthesis were completed. A total of 9,051 articles were identified by the search strategy. Of these, 18 were included for analysis and synthesis. Twelve articles were qualitative, three were mixed methods, and three were quantitative. Articles were categorized according to research objective types, educator population types, and occurring themes. This systematic scoping review revealed gaps in the literature on the subject. Gaps included 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 were written solely to determine educators' perceptions of advocacy for the education profession. Studies that used quantitative methods had the highest quality and validity, and the highest quality qualitative studies were those that used multiple qualitative methods. Future studies

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

Kindergarten through twelfth-grade educators in the United States advocate for the education profession in numerous ways. Educator pay and benefits, working conditions, personal safety, well-being, and professional autonomy are some of the concerns that teachers advocate improving. Much of the literature on advocacy for the profession of education is on subsets of the educator population, such as library, music, special education, and physical education populations. There is limited research on how educators perceive their advocacy efforts for the education profession. This systematic literature review aims to understand better how educators perceive advocacy efforts for the education profession, and it also seeks to determine which research questions have recently been asked in this field. In this systematic scoping review, the terms *educator* and *teacher* are used interchangeably and treated as synonymous terms.

Background

Advocacy for the education profession has been vital since the career began. Educators began to organize professionally in 1857 when the forerunner of the National Education Association (NEA) was created (Mertz, n.d.). Numerous advocacy groups have formed throughout history, including the Chicago Teachers Federation (CTF), the United Federation of Teachers (UFT), the NEA, and the American Federation of

Teachers (AFT). Today, the NEA and AFT are the most prominent education unions in the United States.

Educators still strive for parity in pay and benefits with workers with similar educational backgrounds and workloads. According to Kreig (2004), from 1996 to 2004, educators' inflation-adjusted weekly wages rose 0.8%, while other college graduates grew 12%. Imbalances in wages occur between educators, as well. According to a 2017 report by The Brookings Institution, educators' salaries in the United States show high wage inequality levels based on age and location (Hansen and Quintero, 2017). Educators advocate for better working conditions in schools, including personal safety and well-being, while also may seek resources to alleviate bullying, violence, harassment, and safety risks. Additionally, teachers also pursue positions in which they can effectively teach and have a manageable workload (Johnson et al., 2005).

Many educators advocate for the profession as a part of a larger group. These groups include teachers' unions or other organizations. Others choose to champion better working conditions, pay, benefits, and policy as a solo effort. When the Supreme Court decided the *Janus v. American Federation of State, County, and Municipal Employees, Council 31* (2018) case, United States' educators were no longer required to be part of a state's teachers' union (Marianno & Strunk, 2018). Educators now had to choose whether or not to participate in an association's advocacy efforts. Today's educators must decide whether or not to spend the money, time, and effort to advocate for the education profession.

This systematic review aims to summarize and synthesize the literature within the United States to develop a thorough 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?

Methods

A systematic scoping review methodology was utilized for this review to develop deeper insight into the literature and research. This scoping review analyzed the existing literature and identified gaps in the research activity. This review will identify strengths and weaknesses in the subject area to inform future research (Arksey & O'Malley, 2005).

Systematic reviews seek to assess empirical evidence from a smaller number of studies related to a research question (Arksey and O'Malley, 2005). Conversely, scoping reviews pursue a literature map according to themes, concepts, or trends, without considering study quality (Pham et al., 2014). Thus, a more comprehensive range of study types is included. Systematic scoping reviews can provide a greater breadth of research in the educational field and attain policy- and research-relevant synthesis for replication purposes (Walsh et al., 2019). Scoping reviews identify knowledge gaps, set research agendas, and identify implications for decision-making (Colquhoun et al., 2016).

The systematic scoping review methodology followed Xiao and Watson's (2019) guidance on conducting a systematic literature review, with additional direction from Arksey and O'Malley (2005). The following are the steps in the systematic literature review: identification of topic, formulation of the research question, systematic literature search, study selection/quality appraisal, data synthesis, charting the data, and

collating, summarizing, and reporting the results (Arksey and O'Malley, 2005, Xiao and Watson, 2019).

Stage 1: Formulate the Problem

Stage 1 involves formulating the problem and research question(s). The data extraction, synthesis, and reporting methods should all be guided by the research question(s) (Xiao and Watson, 2019). The research question must be broad enough to ensure the scope of the evidence is met and articulated (Levac et al., 2010).

Key terms should be defined to guide the types of literature that would best answer the research question and establish inclusion and exclusion criteria. These criteria will support review transparency, generalizability, and replication (Walsh et al., 2019). Definitions were formulated for the following key terms: advocacy for the education profession and educator. In this review, the terms *educator* and *teacher* and the terms *perceptions* and *attitudes* will be used interchangeably and taken to be synonymous.

Definitions

Advocacy for the education profession. For this systematic scoping review, Andrew C. McMillan, Ed. D.'s definition of advocacy for the education profession was used: "Teacher advocacy is the practice of teachers exercising critical thinking and leadership to advance the education profession as a whole."

Educator. An educator was defined as any kindergarten through grade twelve teacher in the United States, and this definition included any general classroom teacher, special education teacher, specialist teacher, librarian, or paraprofessional.

Stage 2: Develop and Validate the Review Protocol

This review follows the guidance of Xiao and Watson (2019). By following a stringent review protocol, there is a reduced possibility for researcher bias in the data selection and analysis. Additionally, the reliability increases as others follow the review's protocol and repeat the study (Xiao and Watson, 2019). The use of a peer-reviewed protocol increased the rigor of the systematic scoping review. Additionally, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses and Enhancing transparency in reporting the synthesis of qualitative research (PRISMA) reporting guidelines were used (Moher et al. 2009; Tong et al. 2012).

A systematic search was conducted in February and March of 2022. The following databases were searched: 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.

Inclusion and Exclusion Criteria

Searches were limited to peer-reviewed papers and theses. Since the study was concerned with educators in the United States, searches were limited to papers written in the English language. A complete search strategy by the database is detailed in Appendix A. The publication dates were limited to articles published in the past 20 years. Therefore, the most recent literature was included in this literature review.

Stage 3: Search the Literature

Study Selection Round 1: Titles and Abstracts

Systematic scoping reviews should be carried out with inclusion and exclusion criteria that are somewhat flexible. This variability should lead to refinement as

familiarity with the literature progresses (Arksey and O'Malley, 2005). Inclusion and exclusion criteria are listed in Table 1. Due to this scoping review having a single author, each title and abstract were screened twice with one of three screening codes: 'yes' (i.e., include), 'no' (i.e., exclude), 'maybe' (i.e., look at a second or third time).

Table 1

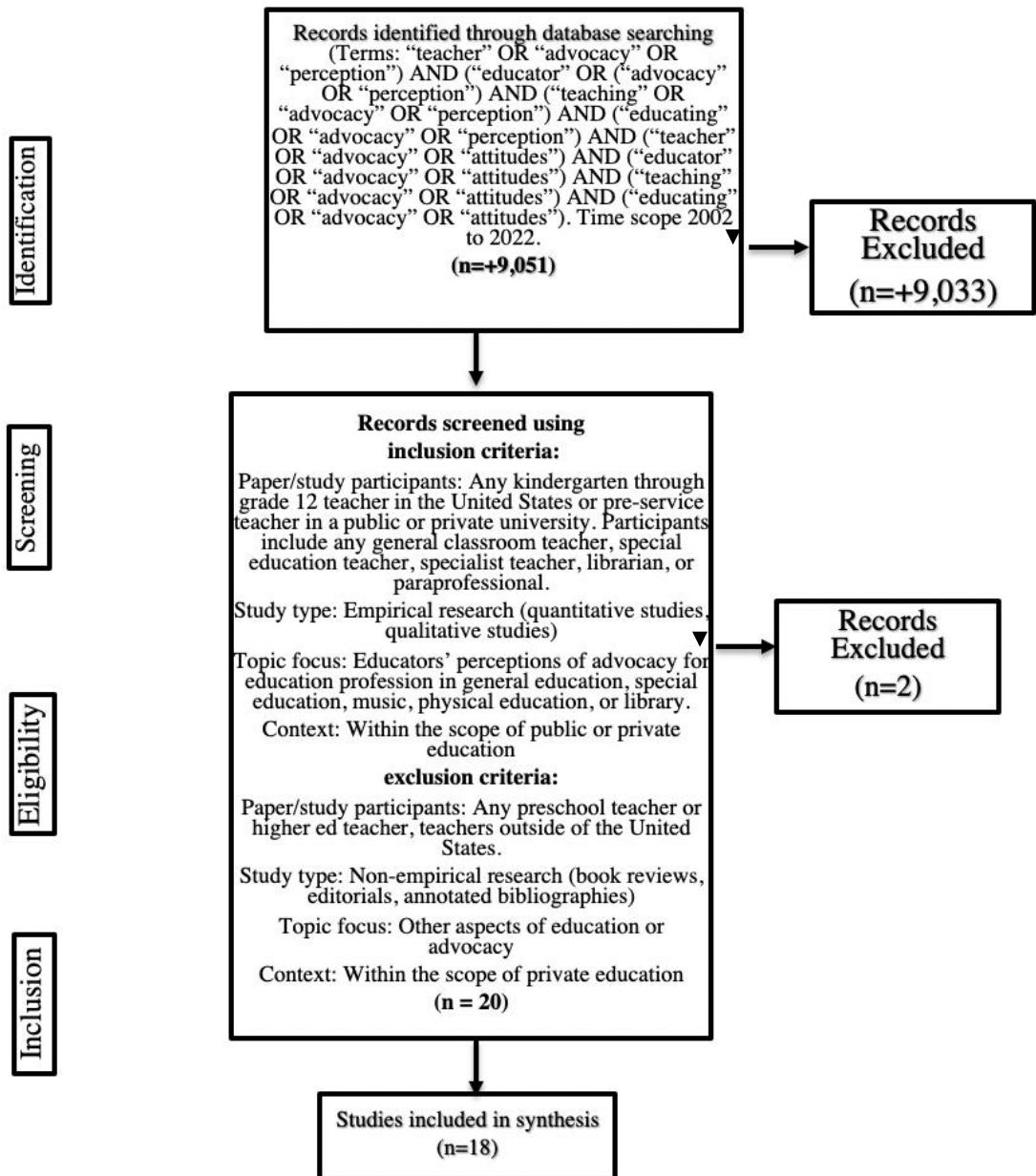
Final Study Selection Round One Eligibility Criteria

Inclusion Criteria
<ul style="list-style-type: none"> ● Paper/study participants: Any kindergarten through grade 12 teacher in the United States or preservice teacher in a public or private university. Participants include general classroom teachers, special education teachers, specialists, librarians, or paraprofessionals. ● Study type: Empirical research (quantitative studies, 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
Exclusion Criteria
<ul style="list-style-type: none"> ● Paper/study participants: Any preschool teacher or higher education teacher, teachers outside the United States. ● Study type: Non-empirical research (book reviews, editorials, annotated bibliographies) ● Topic focus: Other aspects of education or advocacy ● Context: Within the scope of private education

The article search returned 9,051 articles. Many of these were duplicate search results. Google Scholar returned tens of thousands of articles for each search term and did not allow for methods to narrow the search. Twenty articles were assessed. After duplicates were removed, eighteen articles remained for inclusion in the review and analysis. Figure 1 represents the PRISMA diagram results.

Figure 1

PRISMA Flow Diagram



Study Selection Round 2: Full-text Assessment

Round two screening included reading the full papers of those papers identified in round one. Table 1 displays the final study selection round one eligibility criteria. (Walsh et al., 2019). If a paper was excluded from the screening process, it was because it was a duplicate.

Stage 4: Extracting and Charting the Data

Two categories of information should be collected from the research: general information and specific information corresponding to the research question (Arksey and O'Malley, 2005). To categorize the information and data extracted from the research, a charting form was adapted from Walsh et al. (2005). A charting form was developed in an MS Excel spreadsheet. The categories of data captured in the charting form are shown in Table 2.

To determine the quality of the studies in the systematic scoping review, it is essential to use a tool such as a charting form to critically appraise the research (Levac et al., 2010). Additionally, to lessen the risk of bias and assess methodological quality, Walsh et al.

Table 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

(2010) suggest using a framework for appraising research. The authors suggest the Critical Skills Appraisal Programme Qualitative Research Checklist (CASP, 2022). Although this tool is best suited for qualitative research, Walsh et al. note that the ten questions it presents with three domain-specific response options: (yes/no/can't tell) are well-posed to adapt to quantitative and thus mixed-method studies. The authors note that tools solely designed for quantitative studies are unsuited for qualitative studies (Walsh et al., 2010). Table 3 displays a quality appraisal table using CASP criteria.

Hinnant-Crawford (2016)	Mixed-methods	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Manner & Warren (2017)	Mixed-methods	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Massengale et al. (2014)	Mixed-methods	Grey	Grey	Grey	Grey	Grey	Blank	Blank	Grey	Grey	Grey
Olson & Roberts (2020)	Var. qualitative	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey
Pennington et al. (2004)	Var. qualitative	Blank	Grey	Grey	Grey	Grey	Grey	Grey	Blank	Blank	Blank
Preston (2020)	Qual. Analysis	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Savage (2002)	Qual. essay	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank	Blank
Stitzlein & Quinn (2012)	Qual. analysis.	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Blank	Grey	Blank
Van Wassenhova (2015)	Quant. Analysis	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey

Note. Grey square denotes 'yes' on CASP criteria. A blank square denotes a 'no' or 'can't tell'.

Stage 5: Collating, summarizing, and reporting the results

This stage of the systematic scoping review involved collating, summarizing, and reporting the results. The results from stage four charting, including a descriptive summary of included papers, are displayed in Appendix B.

Data Extraction and Synthesis

Data were extracted from all included studies and charted into 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), categories were intentionally kept broad due to differences in methodology across and within studies, and summary measures were not possible.

Results

Quality Appraisal Results

Quality appraisal results are found in Table 3. Each study has been rated using the CASP (2022) criteria. Generally, most studies met most of the CASP criteria. The overall quality of the studies was good, and the authors used acceptable methods to answer the research questions. The studies using quantitative methods always had clear statements of research aims, while those using qualitative methods included them about half of the time. Mixed-methods research studies clearly stated research aims about 66% of the time.

Scores were similar for whether the methodology used was appropriate. According to CASP (2022), the research methodology is appropriate if the research aims to "interpret or illuminate the actions and/or subjective experiences of research experiences" for qualitative research and if the researcher has also justified the

research design. All the studies that used quantitative methods clearly explained their research design. The qualitative research designs did so about half of the time, and the mixed-methods research justified their methods about 66% of the time. Scores were equivalent for the CASP categories of the appropriateness of research design for addressing the research aims, whether the recruitment strategy was appropriate, and whether the data was collected to address the research issue.

According to CASP (2022) criteria, researchers must critically consider their role and any potential bias in research. The formulation of research questions and data collection could be susceptible to bias, including where the data is collected. All quantitative studies included statements from the researchers to denote that no relationship existed between them and the participants and statements of a lack of bias. These statements were found in 67% of the research studies, including various qualitative methods, but none of the qualitative analysis or essay studies. None of the mixed methods studies mentioned the relationship between researcher and participants or potential bias. CASP also includes criteria for ethics concerns. The criteria state that researchers must maintain ethical standards, seek approval from an ethics committee, and discuss any ethical issues with participants. The same 67% of the studies including various qualitative methods included this type of information. One qualitative analysis study and no qualitative essays included ethical considerations. 67% of quantitative analysis studies included this type of information. No mixed-methods research included mention of ethical considerations.

CASP (2022) notes that research studies are adequately rigorous if the description of the analysis process is sufficiently comprehensive. Sufficient data needs

to be presented to support the findings, and the researchers need to explain how the data selected for representation were collected from the original data. The qualitative studies were very limited in rigor, with only 33% of the studies using various qualitative methods exhibiting sufficient rigor. None of the qualitative analysis or qualitative essay studies were rigorous, and 67% of the quantitative analysis and mixed-methods studies evidenced sufficient rigor through a description of the analysis process.

CASP's (2022) criteria state that the findings must be comprehensive and credible. Most of the research studies included a clear statement of findings. The researchers must validate the findings, and it is beneficial to have more than one analyst. All types of research were over the 50% threshold for these criteria. Qualitative research studies had more precise statements of findings if they included various qualitative methods. One qualitative analysis study and no qualitative essays clearly stated findings, while all quantitative analyses had strong statements. 67% of the mixed methods studies included a comprehensive statement of findings.

The final CASP (2022) criteria are whether the research is ultimately valuable. Value is based on whether the researchers note how the research contributes to existing knowledge on the topic, identify areas of future research, or acknowledge the generalizability of the research. Most of the research studies included in this systematic scoping review were valuable to the field of education advocacy. About 45% of the qualitative research studies met this criterion. Studies that included various qualitative methods had the most value. All quantitative analysis studies and 67% of the mixed methods studies were valuable to educational advocacy research.

Combined Study Descriptive Results

Eleven articles were based on qualitative research methods, three used quantitative approaches, and three used mixed methods. All the research took place 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 population was 310, with a response/participation rate of 53, and the combined quantitative population sample was 730, with an actual sample of 314. The latest studies were published in 2020, and the earliest study was published in 2004.

Textual Narrative Synthesis Results

The studies have been classified according to research objectives, the population of educators, and themes synthesized from the studies.

Research Objective Types

Evaluative Studies

Most of the studies were evaluative (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 Wassenhova et al.; 2015). Although none of these studies were conducted to evaluate educators' perceptions of advocacy for the education profession, many participants did note their attitudes toward advocacy for education policy within the study. Due to the relatively small sample sizes of each study, most of the studies are not generalizable to a larger population of educators. Four of the evaluative studies (Bond, 2016; Derrington & Anderson, 2020; Hedgecoth & Major, 2019; Hinnant-Crawford, 2016) were thematically similar in that each study discussed decision-makers at the national, state, or district level not seeking educators' input. These studies noted

a lack of teacher perspective on educational policy and called for 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 included the notion that educators' advocacy benefits the profession and the entire educational system (Derrington & Anderson, 2020; Massengale et al., 2014).

Descriptive Studies

Six of the studies were descriptive (Ado, 2016; Aguilar & Richerme, 2016; Chevalier & González, 2019; Ewbank & Moreillon, 2007; Henninger & Carlson, 2011; Savage, 2002). These studies sought to describe different facets of the teaching profession, such as work with preservice educators and leadership, music education, and educators' positionality in regard to education legislation, librarian advocacy, physical educator advocacy, and technology educator advocacy. Four of the studies (Ado, 2016; Aguilar & Richerme, 2016; Ewbank & Moreillon, 2007; Savage, 2002) shared a theme of describing educators' beliefs about education policy and advocacy. In the studies, educators shared beliefs about how educators believe advocacy work is important to systematically improve the profession. However, most educators had significant gaps in their understanding of effective advocacy and education policy. One (Chevalier & González, 2019) discussed a legislative session and how educators can work to change the political landscape to advocate for their profession. Another (Henninger & Carlson, 2011) described how physical education teachers could work to increase advocacy efforts for their profession.

Other Studies

Three of the studies did not fit into the previous categories. These were three

essays (Collay, 2006; Henninger & Carlson, 2011; Preston, 2020) written on different topics. Collay's (2006) essay focused on educators' professional identity and how they become teacher-leaders, and it discussed how educators must stand up against policies that are contradictory to their values and support the teaching profession. Henninger and Collay's essay discussed how physical education teachers could advocate for their programs and the profession. Preston's (2020) essay looked back at other works written for the *Kappan* magazine from as early as the 1930s to help define how educators advocate for and improve the teaching profession.

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 information about general education teachers. Three studies (Ado, 2016; Bond, 2016; Massengale et al., 2014) focused on the preservice educator population. Two studies (Henninger & Carlson, 2011; Pennington et al., 2004) concentrated on a population of physical education educators. One study (Van Wassenhova et al., 2015) involved health educators. Another study (Ewbank & Moreillon, 2007) involved librarian educators. One (Hedgecoth & Major, 2019) focused on music educators. Another (Olson & Roberts, 2020) was concerned with special education teachers. Another (Chevalier & González, 2019) noted the importance of retired educators to continue advocating for the education profession. A final study (Savage, 2002) focused on the technology educator population.

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 how to break through barriers to advocacy efforts. Many educators shared that barriers like lack of time, believing that their voices are not heard, feeling insignificant, not understanding policy, and a general distrust of policymakers are all barriers to advocacy. Eight studies (Aguilar & Richerme, 2016; Bond, 2016; Chevalier & González, 2019; Derrington & Anderson, 2020; Hedgecoth & Major, 2019; Hinnant-Crawford, 2016; Massengale et al., 2014; Van Wassenhova et al., 2015) touched on this theme. Another prevailing theme was the importance of advocacy efforts with preservice educators. Many authors shared that future educators must be given more opportunities to learn about education policy and how to advocate effectively. Additionally, these aspiring educators must be given the occasion to act as advocates 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) all concentrated on this theme. Three of the studies (Ado, 2016; Collay, 2006; Ewbank & Moreillon, 2007) discussed the moral obligation of educators to advocate for the profession. These moral obligations included being “the first in line where change is concerned” (Ado, 2016, p. 8). Other moral concerns include educators standing up against policies that go against their values or having a responsibility to speak out against educational issues they disagree with. A pair of studies (Ado, 2016; Stitzlein & Quinn, 2012) discussed that advocating for the education profession can be risky and controversial, possibly bringing negative attention to the educator. These studies noted that educators might be worried about future job or tenure prospects and potential conflict with stakeholders. Another observation was that when educators make political

or advocacy-minded comments, they can be seen as “inappropriate, unwelcome, or even damaging to the spirit of good teaching” (Stitzlein & Quinn, 2012, p. 198).

Discussion

In this systematic scoping review, many studies contained some information about educators' perceptions of advocacy for the education profession. In each study, the sample population was generally small, and most studies warned that the results were not generalizable to a larger population. The quantitative studies were not generalizable due to small sample sizes or due to sampling in one geographic location. None of the studies were written solely to determine educators' perceptions of advocacy for the education profession, although some offered educators' perceptions and attitudes toward advocacy on education policy. Included in some studies was information on how educators felt about advocacy efforts, but these data were anecdotal in nature. Rigor could be improved by using stronger qualitative methods or developing an instrument to measure educator perceptions of advocacy that could be used on a wide scale. The lack of research on educators' perceptions and attitudes toward advocacy for the profession of education reveals a gap in the literature.

Many of the research articles (Ado, 2016; Aguilar & Richerme, 2016; Bond, 2016; Hedgecoth & Major, 2019; Hinnant-Crawford, 2016; Massengale et al., 2014; Olson & Roberts, 2020) discussed the importance of including coursework on advocacy efforts and education policy for preservice educators. This is the most critical implication for current education practice that emerged from this systematic scoping review. Ensuring that young educators understand the basics of education advocacy and how education policy is developed has far reaching effects to all other levels of educational advocacy

work (Bond, 2016).

Most groups of educators were included in at least one piece of research. However, the sample sizes were small. Some populations of educators, such as art, ELA (English/Language Arts), foreign-language, history/social studies, math, and science teachers, were not highlighted as the focus or subset of a research paper. Additional research could determine these educators' perceptions of advocacy for their profession.

According to the quality appraisal results, all quantitative research studies had good validity and were valuable research (CASP, 2022). The highest quality qualitative studies were those that used multiple qualitative methods. More research could uncover a deeper understanding of educators' perceptions of advocacy for the education profession. Additionally, the research could be replicated in the future, adding to the body of research on the topic.

The textual narrative synthesis provided an approach for depicting the varying research studies in educators and advocacy with the included search terms. More research could elaborate on the evaluation and description of research on educators' perceptions of advocacy of the education profession. Additional research is needed as unprecedented numbers of educators leave the profession due to low salaries and benefits, high workload, insufficient support from administration, unpaid overtime, lack of mentoring, and absence of respect for the profession (Banks, 2005; Muex, 2021). According to the American Association of Colleges for Teacher Education's report *Colleges of Education: A National Portrait*, the number of educators receiving bachelor's degrees in education is declining rapidly, especially in high-need specialties such as

special education, science & mathematics, and foreign languages (2022).

Directions for Future Research

This systematic scoping review revealed a relatively small amount of research conducted on education and advocacy. Some information about educators' perceptions and attitudes of advocacy for the education profession can be gleaned from the research studies. Qualitative research made up most of the studies, and quantitative and mixed-methods research were equally represented. Most research was of good quality, though many studies did not consider ethical considerations. Future quantitative research focused on educator perceptions of advocacy could aid in the generalizability to larger populations. Additionally, research that explicitly states how the authors accounted for ethical considerations could add to the quality of research on the topic.

Many different aspects and populations of the teaching profession were included in the research studies, with general educators being the most represented population. The overrepresentation of general education is likely because most educators are general education teachers. Future research should include more types of educators in order to better understand all educators' perceptions of advocacy efforts. Many authors wrote about preservice educators and how they perceived learning about advocacy and policy as positive aspects of their undergraduate education. Multiple authors discussed how increasing advocacy efforts with preservice educators would reap benefits for the future of education.

The reviewed studies reveal a small section of educators' perceptions of advocacy efforts for the education profession in the United States. Many studies affirmed that educators need more knowledge and understanding of how educators can

undertake advocacy efforts and create policy at the district and state levels. Numerous studies offered a promising solution to this issue. According to many experts, creating coursework or other learning experiences in advocacy for preservice teachers in undergraduate studies is a promising way to increase future advocacy for educators. What can be gleaned from educators' perceptions of advocacy at this time is that today's educators believe that their undergraduate experiences were insufficient. Working to increase coursework in advocacy and educational policy, reaching out to aspiring educator organizations, and giving these individuals opportunities for early advocacy work could potentially increase K-12 educator advocacy for the education profession in the US.

This systematic scoping review assesses the past two decades of literature on advocacy in education and illuminates research questions asked on the topic. The current research on this topic is inadequate, as many educators do serve as advocates for the education profession. Advocacy work is being done by educators but is not being effectively researched or analyzed. There exists little research about who these educators are or why they see themselves as advocates for their profession. More research could give a clearer picture of which educators are acting as advocates, what are some potential barriers to advocacy, what motivates these educators, and what advocacy in the education profession looks like in the future.

Limitations

This systematic scoping review was part of a doctoral dissertation. Thus, one author worked individually on this paper. According to Xiao and Watson (2019), at least two reviewers should work independently to examine the studies against the inclusion

and exclusion criteria. Arksey & O'Malley (2005) suggest hand-searching key journals and reference lists to identify relevant studies. The author chose not to complete this step because it would affect the ability of others to replicate the systematic scoping review.

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Appendix 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	Peer reviewed English Journal Articles	2002-2022

	"advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes")		
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

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	Peer reviewed English Journal Articles	

	("educator" OR "advocacy" OR "attitudes") AND ("teaching" OR "advocacy" OR "attitudes") AND ("educating" OR "advocacy" OR "attitudes")		
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

	"attitudes")		
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 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	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

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?"

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.

Reference	Paper Details	General Information	Methodology / Methods	Participants	Context	Outcomes Measured	Key Findings/ Important Results
2. 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	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	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

Legislation,
Federal Aid,
Federal
Programs,
Teacher
Surveys,
Likert Scales

ESEA and NCLB,
Common Core,
P21, STEAM,
education policy
in general, a
relationship
between student
assessment and
teacher
evaluation, and
education politics.
on the practices
and dispositions
that will enable
preservice
teachers to keep
updated about
education
policies.

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	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 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.

Education,
Activism,
Qualitative
Research,
Case
Studies

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,	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	A significant catalyst for statewide shifts in education policy is the positionality of teachers within the political landscape.

Politics of Education, State Policy

school year.

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

Reference	Paper Details	General Information	Methodology/ Methods	Participants	Context	Outcomes Measured	Key Findings/ Important Results
6. Derrington & Anderson (2020) "Expanding the Role of Teacher Leaders: Professional	Teacher Leadership, Teacher Role, Leadership Role, Faculty Development, Advocacy, Educational	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	Quantitative analysis	The participants were members of four cohorts of the TEF who spent a whole year in policy	Public schools	The Educator Fellowship Survey was developed, disseminated, and the results were analyzed. Perceptions of advocacy and communication with	The findings suggest that barriers to policy advocacy must be examined and removed so that teachers can expand their expertise beyond

Learning for Policy Advocacy"	Policy, Teacher Attitudes, Teaching Experience, Barriers, Teacher Influence, Policy Formation, Communication Skills	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?		training and were classroom teachers or support specialists. Of 138 total fellows, 57 responded.	stakeholders, influence on educational policy development and implementation, and continued advocacy actions were measured.	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,	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,

have a collective set of beliefs and values that underpin our work? How does our worldview influence our work as advocates?

is a political one through which we perceive the world and our place within it.

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	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

Quality,
Professional
Development
, Advocacy,
Professional
Identity,
Social
Attitudes,
Rejection

beyond to show
their program's
uniqueness.

Reference	Paper Details	General Information	Methodology/ Methods	Participants	Context	Outcomes Measured	Key Findings/ Important Results
10. Hinnant-Crawford (2016) "Education Policy Influence Efficacy: Teacher Beliefs in their Ability to Change Education Policy"	Beliefs, Educational Policy, Social Cognition, Advocacy, Interviews, Self-Efficacy, Change Agents, Professional Autonomy, Teacher Influence, Teacher Attitudes,	Journal Article Cullowhee, North Carolina The purpose of this study was twofold: (a) to gain an understanding of how teachers view themselves as educational policy actors and (b) to construct an instrument that measures teacher beliefs about their aptitude to advocate for changes in educational policy.	Mixed-methods; sequential explanatory design; quantitative data collection followed by qualitative interviews	Quantitative data was gathered from districts in Georgia, the U.S., from 250 educators. Seven educators were interviewed for the qualitative	Public K-12 schools	The Educational Policy Influence Efficacy (EPIE) Scale (designed to elicit responses on teacher beliefs about their confidence in their ability to influence education policy) was used to measure teachers' beliefs about their abilities to influence education policy.	Teachers believe their voice does not matter, and their efforts to improve education beyond their classrooms will not make a difference. While being trained for the classroom, future educators should also be introduced to their role in the

Teacher Role, Policy Formation, Program Implementation, Trust (Psychology), Access to Education, Recognition (Achievement), Teacher Administrator Relationship, Mixed Methods Research

portion.

Qualitative findings included in-vivo coding taken from semi-structured interviews and matrix displays of the coding data.

political process.

Reference	Paper Details	General Information	Methodology/ Methods	Participants	Context	Outcomes Measured	Key Findings/ Important Results
11. Manner & Warren (2017) "Developing Advocacy in	Advocacy, Teacher Leadership, Faculty Development	Journal article Greenville, NC This study aimed to discern if the authors, as teacher educators, could	Mixed-methods design using an ipsative scale. Additionally, a repeated	24 graduate students who were practicing	Public university	Outcomes measured included educators' self-assessment on Standard 1c of the	The North Carolina Teacher Evaluation Process includes teacher

Teacher Leadership"	, Leadership Training, Self-Evaluation (Individuals), Teacher Evaluation, Graduate Students, Teaching Methods	<p>affect their students' perceptions of their advocacy roles to cause them to reflect and consider amplifying their views and potential activism in their profession.</p> <p>Research question: "Does the described series of course experiences modify teacher perceptions about the importance of this advocacy in their work?"</p>	measures t-test design was used to determine whether the course redesign effectively modified teachers' views on their role in advocacy.	classroom teachers enrolled in a Teacher Leadership course, enrolled in an M. Ed. program	Rubric for Evaluating North Carolina Teachers and beginning and end-of-course survey results.	<p>leadership standards - one substandard 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.</p>
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Reference	Paper Details	General Information	Methodology/ Methods	Participants	Context	Outcomes Measured	Key Findings/ Important Results
12. Massengale et al. (2014) "Exploration of Undergradu ate Preservice Teachers' Experiences Learning Advocacy: A Mixed- Methods Study"	Undergradua te Students, Preservice Teachers, Teaching Experience, Advocacy, Mixed Methods Research, Teaching Methods, Letters, Pretests Posttests, Focus Groups, Correlation, Transformati ve Learning, Teacher Education, Measures (Individuals), Likert Scales, Social Justice, Student Attitudes,	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)	Mixed methods study with qualitative/ quantitative pre-and post- intervention survey	22 female under- graduate 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.

Beliefs	What meanings do preservice teachers make of advocacy and the advocacy letter writing activity?"	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.
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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	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.	Teacher educators advocated for program changes that would improve teacher candidates' learning. Teacher educators cited advocating at the

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?"

Researchers then measured how many participants had data coded under each theme.

state level to address barriers and promote programmatic shifts.

Teacher educators should take advantage of opportunities to engage in collaborative relationships and advocacy opportunities.

Reference	Paper Details	General Information	Methodology/ Methods	Participants	Context	Outcomes Measured	Key Findings/ Important Results
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<p>14. Pennington et al. (2004) "Physical Educators Online: What is on the Minds of Teachers in the Trenches?"</p>	<p>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</p>	<p>Journal article United States This study examined physical education teachers' needs and concerns while working in their school environments and identified themes.</p>	<p>Qualitative analysis - inductive content analysis for qualitative data, employing the constant comparative method to categorize data</p>	<p>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</p>	<p>Public and private K-12 schools</p>	<p>Six common themes emerged from the listserv data. These included: professional issues, teaching activities, instructional strategies, technology in physical education, professional conferences, and advocacy.</p>	<p>Findings included that many teachers used email discussion groups to advocate for the physical education profession.</p>
<p>15. Preston (2020) "Teacher unions, quality, and professionalism, as seen in <i>Kappan</i>"</p>	<p>Keywords N/A</p>	<p>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.</p>	<p>Qualitative analysis</p>	<p>Authors of articles in <i>Kappan</i> magazine from 1930 to 2008.</p>	<p>N/A</p>	<p>N/A</p>	<p>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</p>

educators to invest in education.

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	Web Sites, Electronic Publishing, Dissent,	Journal article New Hampshire This study aimed to examine teacher blogs as	Qualitative diary research	Educators who participated in writing	United States	Outcomes measured included key content topics and significant	The majority of teacher Web postings were apolitical,

<p>We Learn From Teacher Dissent Online?"</p>	<p>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</p>	<p>spaces where educators voice their opinions about educational policy.</p>	<p>on the top 10 percent of nearly 600 passively identified education blogs and discussion boards</p>	<p>markers of political dissent.</p>	<p>although many educators use blogs to engage in discussion about educational policy. Teachers feel uncertain about advocacy activity and downplay their professional knowledge.</p>
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Reference	Paper Details	General Information	Methodology/ Methods	Participants	Context	Outcomes Measured	Key Findings/ Important Results
<p>18. Van Wasshenov a et al. (2015) "Advocacy Practices in Ohio MCHES and CHES Health</p>	<p>Advocacy, Educational Practices, Public Policy, Specialists, Teacher Participation, Teacher Surveys, Barriers,</p>	<p>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</p>	<p>Quantitative research design.</p>	<p>176 Ohio CHES and MCHES health educators answered the survey.</p>	<p>United States</p>	<p>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</p>	<p>Many health educators participate in "low level" advocacy efforts such as voting, but many do not work to advocate for the profession. However, the</p>

Educators."	<p>Knowledge Level, Familiarity, Self-Efficacy, Program Effectiveness , Financial Support, Statistical Analysis</p>	<p>(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.</p>	<p>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</p>	<p>National Commission for Health Education Credentialing (NCHEC) 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.</p>
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health educators.