

**COLLECTIVE
EDUCATOR
AGENCY
SURVEY
USER GUIDE**



Overview

The AVID College and Career Readiness Framework (the AVID Framework) provides a common language and structure to articulate AVID’s theory of action for establishing equity and access to educational experiences known to accelerate college and career readiness in all students.

By design, the AVID Framework helps inform district and school leadership in aligning goals and initiatives, identifying opportunity gaps (system inputs), and setting expectations and understanding of what it means to support every student in their community. To that end, the AVID Framework focuses on adult actions, the learning environment, and organizational structures at the school and district levels to increase equity and provide access to what students need so they can successfully engage in a future of possibility.

Collective Educator Agency is a critical component of the AVID Framework that comprises four adult actions known to promote college and career readiness in all students: **Insisting on Rigor, Breaking Down Barriers, Aligning the Work, and Advocating for Students**. The Collective Educator Agency Survey is designed to measure the extent to which educators on a school campus perceive themselves and their colleagues to be taking intentional actions based on a shared belief in their ability to increase student achievement.

What is Collective Educator Agency?

Collective Educator Agency has been defined as educators on a campus taking intentional actions based on shared beliefs and trust that, together, they can increase opportunity and measurable success for all students and each other (AVID Center, 2022).

The concept of collective agency was first introduced by Dr. Albert Bandura in the mid-1970s as an extension of his work on self-efficacy and collective efficacy: “a group’s shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments” (Bandura, 1977). Research has shown that collective teacher efficacy has a strong measurable effect on student achievement (Bandura, 1993; Goddard, W. K. Hoy, & A. W. Hoy, 2000; Jerald, 2007) and is one of the most, if not the most, significant influences on improving student achievement (Hattie, 2017).

Collective Educator Agency assumes collective efficacy and, as measured by this survey, refers to the extent to which educators on a campus are perceived to act intentionally based on a shared belief in their ability to increase student achievement.



How was the Collective Educator Agency Survey developed?

The Collective Educator Agency Survey was developed in alignment with the AVID College and Career Readiness Framework in order to measure the extent to which educators are collectively taking intentional actions to increase student achievement.

The four adult actions within the Framework—**Insisting on Rigor, Breaking Down Barriers, Aligning the Work, and Advocating for Students**—represent the four subscales contained in the overall survey. Survey items were written after reviewing the research literature (including existing measures of collective efficacy) and consulting with district and school administrators, teachers, and staff regarding the operational definitions of each of the target areas.

Technical information regarding item means, scale, and subscale reliability coefficients can be obtained by contacting AVID Center at research@avid.org.

Who should use the Collective Educator Agency Survey?

This survey should be used by district and school leaders examining the impact of AVID beyond the individual contributions of a few. It is designed to look at the intentional, shared actions of all educators on a campus. Site leaders, Site Teams, and staff are encouraged to use the Collective Educator Agency Survey as a reflective tool to calibrate what intentional actions look like and identify opportunities for growth in each of four areas: **Insisting on Rigor, Breaking Down Barriers, Aligning the Work, and Advocating for Students.**

Why should schools use the Collective Educator Agency Survey?

Collective teacher efficacy has been shown to be one of the most influential factors on raising student achievement (Hattie, 2017).

Understanding and knowing the extent to which Collective Educator Agency exists on a school campus can serve as a critical data point for the goal setting and continuous improvement planning needed to accelerate student achievement schoolwide. In addition, survey results can inform the degree to which educators are moving from compliance to commitment in terms of Insisting on Rigor, Breaking Down Barriers, Aligning the Work, and Advocating for Students. Collective Educator Agency is the activation of collective efficacy.

What does the Collective Educator Agency Survey measure?

The Collective Educator Agency Survey is designed to measure how educators on a school campus perceive themselves and their colleagues to be taking intentional actions based on a shared belief in their ability to increase student achievement. More specifically, survey questions are grouped into four categories identified as critical for improving student achievement schoolwide:

- Insisting on Rigor
- Breaking Down Barriers
- Aligning the Work
- Advocating for Students

Survey items use response options defined by the percentage of educators at the school who are perceived to share beliefs and engage in specific behaviors tied to one of the four focus areas.

See Appendix A to view all of the items on the Collective Educator Agency Survey along with a brief explanation of the intent of each item.

% of Educators at Your School	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
	0–14%	15–29%	30–44%	45–54%	55–69%	70–84%	85–100%

Sample items (with survey item numbers) from each of the four focus areas are presented below.

Insist on Rigor

Educators provide learning experiences in which every student is challenged, engaged, and develops a greater ownership of their learning through increasingly complex levels of understanding.

1. Educators at this school share the belief that all students should be taught at grade level or higher.
4. Educators at this school differentiate their instruction to meet the needs of their students.

Break Down Barriers

Educators actively identify and work to eliminate structural and perceptual barriers that limit students' access to relevant and challenging learning opportunities.

9. Educators at this school share the belief that every student needs access to rigorous and relevant academic experiences.
11. Educators at this school reach out to students' parents/guardians and the community to build relationships that support student success.

Align the Work

Educators increasingly align policies, practices, and beliefs to the shared vision of all students succeeding in college, career, and life.

12. Educators at this school share a vision that all students should be prepared to succeed in college, career, and life.
13. Educators at this school collaborate when preparing lessons to further align the learning experiences of students.

Advocate for Students

Educators extend social, emotional, and academic support to students and challenge policies, practices, or beliefs that limit potential.

17. Educators at this school share a belief that each student voice is as important as any other.
21. Educators at this school advocate for students as they develop the ability to advocate for themselves.

How should the Collective Educator Agency Survey be used?

District and site leaders use a variety of strategies throughout the year to build trust and shared belief among their staff in their collective ability to increase student achievement schoolwide. The Collective Educator Agency Survey can be used to monitor the extent to which various leadership moves (e.g., classroom observations, distributive leadership, increased professional learning) are impacting teaching and learning experiences in order to build a schoolwide culture of college and career readiness.

The Collective Educator Agency Survey is best used in a pre/post (September/May) format to examine growth over time. The survey is not intended to be used as an individual-level measure for a single educator, but rather as a measure of how all educators on a school campus perceive themselves and their colleagues as taking intentional actions based on a shared belief in their ability to increase student achievement. As such, individual survey responses should be aggregated with all other responses, resulting in an overall schoolwide measure of Collective Educator Agency. Subscale scores for each of the four main categories can also be calculated to monitor growth in one or more areas of particular interest or focus over the course of the school year.

If you are interested in administering the Collective Educator Agency Survey on your campus or would like more information, please contact AVID Center at avidcare@avid.org.

References

- AVID Center. (2022). *Making college and career readiness more equitable: The AVID College and Career Readiness Framework*. AVID.org. https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/9/AVID_College-and-Career-Readiness-Position-2022.pdf
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215. <https://doi.org/10.1037/0033-295X.84.2.191>
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- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507. <https://doi.org/10.3102/00028312037002479>
- Hattie, J. (2017). Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d). <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- Jerald, C. D. (2007). *Believing and achieving (Issue Brief)*. Center for Comprehensive School Reform and Improvement.

Appendix A

COLLECTIVE EDUCATOR AGENCY SURVEY ITEM DESCRIPTIONS AND INTENT

This document is designed to provide information regarding items on AVID’s Collective Educator Agency Survey. Each item is numbered as it appears on the Collective Educator Agency Survey and is given further description and rationale for inclusion. Questions regarding survey items should be sent via email to research@avid.org or to Dr. Dennis Johnston at djohnston@avid.org.

COLLECTIVE EDUCATOR AGENCY SURVEY ITEMS

- Item #1.** Educators at this school share the belief that all students should be taught at grade level or higher.
- Intent:** Assess the extent to which educators believe rigorous instruction, with support, should be provided to all students.
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- Item #2.** Educators at this school have the skills to produce meaningful student learning.
- Intent:** Assess the extent to which educators use inquiry-based instructional strategies, differentiate their instruction, and provide collaborative opportunities for students to learn.
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- Item #3.** Educators at this school provide rigorous learning experiences for students.
- Intent:** Assess the extent to which educators use inquiry-based instructional strategies, differentiate their instruction, and provide collaborative opportunities for students to learn.
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- Item #4.** Educators at this school differentiate their instruction to meet the needs of their students.
- Intent:** Assess the extent to which educators use a variety of inquiry-based instructional strategies to meet students where they are in their learning.

Item #5. Educators at this school ensure that all students are challenged.

Intent: Assess the extent to which educators teach and monitor student use of academic success strategies such as organization, note-taking, marking the text, and collaborative study groups.

Item #6. Educators at this school use inquiry-based teaching strategies in their classroom.

Intent: Assess the extent to which educators give space for students to self-reflect, collaborate, and actively engage with course content to deepen understanding.

Item #7. Educators at this school work together to provide scaffolded academic supports throughout the day.

Intent: Assess the extent to which teachers, tutors, student mentors, and other educators are accessible to students (in or outside of class) during the school day to provide academic support.

Item #8. Educators at this school advocate for school policies and practices that open access to advanced courses like honors, pre-AP, AP, IB, and dual enrollment.

Intent: Assess the extent to which educators actualize school policies and practices that afford access to rigorous and relevant course offerings to all students.

Item #9. Educators at this school share the belief that every student needs access to rigorous and relevant academic experiences.

Intent: Assess the extent to which educators believe rigorous and relevant academic experiences are necessary for every student to progress toward college and career readiness.

Item #10. Educators at this school use instructional strategies that promote equitable learning opportunities such as collaboration, self-reflection, and other inquiry-based techniques.

Intent: Assess the extent to which educators use inquiry-based, student-centered, instructional strategies to ensure every student has an opportunity to actively engage in their learning.

Item #11. Educators at this school reach out to students' parents/guardians and the community to build relationships that support student success.

Intent: Assess the extent to which educators build relational capacity by increasing community access beyond the classroom in support of students' aspirations and success.

Item #12. Educators at this school share a vision that all students should be prepared to succeed in college, career, and life.

Intent: Assess the extent to which educators believe their role is to prepare each student to be successful beyond high school graduation.

Item #13. Educators at this school collaborate when preparing lessons to further align the learning experiences of students.

Intent: Assess the extent to which educators demonstrate relational capacity by collaboratively preparing lessons to increase alignment of learning experiences for all students.

Item #14. Educators at this school work together to establish common expectations of student performance.

Intent: Assess the extent to which educators demonstrate relational capacity by collectively establishing common expectations of student performance.

Item #15. Educators at this school use instructional strategies that are common across the campus and familiar to students.

Intent: Assess the extent to which educators align their instructional practices and expectations so students spend less time learning how to do school and more time learning while at school.

Item #16. Educators at this school model effective instructional strategies for others to use in their classrooms.

Intent: Assess the extent to which educators demonstrate relational capacity and align their instructional practices and expectations so students spend less time learning how to do school and more time learning while at school.

Item #17. Educators at this school share a belief that each student voice is as important as any other.

Intent: Assess the extent to which educators recognize and value the contributions and gifts that each student brings to the learning experience.

Item #18. Educators at this school build relationships with students to better understand their challenges and meet their needs.

Intent: Assess the extent to which educators build relational capacity by interacting with students in a way that communicates a sincere interest in getting to know who they are and how best to meet their needs.

Item #19. Educators at this school greet students with positive comments as they enter their classrooms.

Intent: Assess the extent to which educators build relational capacity by engaging with students in a way that clearly communicates they are welcomed, recognized, and appreciated as members of the school community.

Item #20. Educators at this school take time to learn about their students' backgrounds and interests.

Intent: Assess the extent to which educators build relational capacity by interacting with students in a way that communicates a sincere interest in getting to know them.

Item #21. Educators at this school advocate for students as students develop the ability to advocate for themselves.

Intent: Assess the extent to which educators build relational capacity by giving students voice and advocating on their behalf when appropriate.