

ACHIEVEMENT VIA INDIVIDUAL DETERMINATION (AVID)  
AND DEVELOPMENT OF STUDENT AGENCY

Kate Sullivan

A dissertation submitted to the faculty at the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Doctor of Education in the Educational Leadership program in the School of Education.

Chapel Hill  
2022

Approved by:

Kathleen Brown

Kelly Batten

Amanda Hartness Moran

Ayesha Hashim

Chris Scott

© 2022  
Kate Sullivan  
ALL RIGHTS RESERVED

## **ABSTRACT**

Kate Sullivan: Achievement Via Individual Determination (AVID) and Development of Student Agency  
(Under the direction of Dr. Kathleen Brown)

Student agency is touted as one of the three pillars of college and career readiness as part of the Achievement Via Individual Determination (AVID) organization's framework (AVID, 2021). However, there is little to no current research specific to student agency as an outcome of the AVID program. This study sought to answer the questions 'How and to what extent did participation in the AVID program empower students to develop agency?' The study was conducted in a school district which had a fifteen-year history with the AVID program and was recognized as a 'model' school for implementation. A simple mixed-methods questionnaire was used to elicit feedback from AVID alumni who graduated during the years 2009 and 2021. The questionnaire was heavily modeled after a previous study (Zeiser et al., 2018) published by the American Institutes for Research (AIR), using student agency constructs and teacher practices developed in that research. Results of this study indicated very high levels of agreement from AVID alumni regarding their development of agency and the presence of teacher practices that support student agency. Alumni of the program strongly associated this agency development with their college and career readiness. The researcher then analyzed the results using the theoretical framework of Psychological Empowerment Theory (PET) to contribute to an understanding of whether students were fully empowered to develop agency. The researcher developed a framework using the constructs and teacher practices alongside the four dimensions of

psychological empowerment (Spreitzer, 1995). Overall, results were positive but presented varying levels of strength among the four dimensions. Implications for practitioners and future work were presented.

Thank you, Dr. Brown, for guiding me through this journey. Know that I will take all of this, go out in the world, and make a difference.

To my children, Lauren, Lindsey, Parker, and Drew, for missing a lot of mom time over the past few years. Never let anything stop you from pursuing your dreams.

To Paul, for your unwavering support and love, from day one.

To my mom, for reminding me how capable I am and superior copyediting.

Special acknowledgement to my dad,  
My loudest 'cheerleader' in life.  
The most committed parent I know.  
The man I have always been able to count on.  
This would have never been possible without you.

## TABLE OF CONTENTS

<b>List of Figures</b> .....	xiii
<b>List of Tables</b> .....	xiv
<b>Chapter I: Introduction</b> .....	1
Statement of the Problem .....	2
Purpose of the Study.....	3
Research Questions .....	4
Significance of the Study.....	4
Theoretical Framework .....	6
Methods .....	7
Limitations.....	8
Definitions .....	9
<b>Chapter II: Literature Review</b> .....	<b>11</b>
AVID Overview .....	11
Mission.....	11
AVID Framework .....	12
Four Domains.....	12
What Students Need.....	14
What Educators Do .....	14
AVID 11 Essential Elements .....	15
Additional AVID Components .....	16
Research and Effectiveness of AVID .....	18
Research Overview .....	18
Research Findings.....	20
Academic Impact .....	21
Achievement Measures.....	21
Access to Rigorous Coursework.....	22
Personal Impact.....	22

Supportive Relationships .....	22
Self-Efficacy and Motivation.....	23
Impact on College and Career Readiness and Success .....	23
Skills .....	24
College Entrance and Persistence .....	24
Critiques of AVID.....	25
Lake City School District’s AVID Program.....	26
Background.....	26
Processes and Implementation Approaches.....	27
AVID Outcomes .....	28
Student Agency .....	30
Development of Behavioral Psychology .....	31
Development of Social Cognitive Theory (SCT) .....	32
Development of Agency .....	34
Defining Student Agency.....	35
Student Agency Research .....	35
Raikes Foundation .....	35
Education Reimagined .....	38
American Institutes of Research (AIR).....	39
Alignment of Agency Constructs.....	41
Student Agency and AVID.....	43
Conclusion .....	43
Theoretical Framework: Psychological Empowerment Theory.....	44
Foundations of Empowerment Theory .....	44
Shift to Cognitive Psychology .....	45
Social Learning Theory .....	45
Locus of Control .....	46
Self-Efficacy .....	46
Motivation in Management.....	47
Community Psychology and Social Change.....	47
Psychological Empowerment Theory .....	49
Empowerment: More than Structural.....	49
A Cognitive Model .....	50

Multidimensional Constructs .....	51
Construct Validation of Psychological Empowerment Theory .....	52
Four Dimensions of Psychological Empowerment Theory .....	53
Framework Limitations and Considerations .....	54
Empirical Research, Education and Psychological Empowerment (PE).....	55
Research Patterns .....	56
Research Focus, Teachers .....	56
Methods.....	60
Questionnaires and Surveys.....	60
Common Measures .....	61
Foundational Theory, Spreitzer vs. Zimmerman .....	62
Development and Impact of Psychological Empowerment.....	63
Teachers .....	63
Development of PE, Leadership Behaviors and Culture of Teamwork .....	63
Impact on Learning and Performance, Teacher Leadership and Commitment .....	67
Students.....	68
Development of PE, In the Classroom.....	69
Impact on Learning and Performance, School Success and Behaviors .....	70
Marginalized Populations .....	71
AVID and Empowerment .....	72
Conclusion .....	73
<b>Chapter III: Methodology .....</b>	<b>75</b>
Introduction .....	75
Rationale.....	75
Research Questions .....	76
Research Design .....	77
Overall Methodology .....	77
Questionnaire .....	78
Research Site .....	81
Data Collection and Procedures .....	81



Current Students.....	81
Alumni .....	84
Data Analysis .....	87
Preliminary Analysis Steps.....	87
Quantitative.....	88
Qualitative.....	88
Secondary Analysis Steps.....	90
Alumni v. Students.....	90
Strengths, Weaknesses, Trends.....	90
Theoretical Lens.....	90
Limitations.....	92
Timeline.....	95
Summary.....	95
<b>Chapter IV: Findings and Analysis .....</b>	<b>97</b>
Introduction .....	97
Alumni .....	97
Findings and Analysis .....	99
Student Agency Constructs.....	99
Quantitative Findings.....	99
Quantitative, Disaggregated Subgroup Data.....	103
Cohort Year.....	103
White vs. Non-White .....	105
Hispanic vs. Non-Hispanic .....	107
Male vs. Female .....	109
Alumni vs. Current Students.....	109
Quantitative Analysis, Construct Development.....	111
Qualitative Findings.....	113
Qualitative, Disaggregated Subgroup Data.....	115
Qualitative Analysis, Emerging Themes .....	117
Self-Regulated Learning .....	117
Motivation and Self-Efficacy.....	118
Teacher Practices .....	118

Quantitative Findings.....	118
Quantitative, Disaggregated Subgroup Data.....	121
Cohort Year.....	121
White vs. Non-White .....	124
Hispanic vs. Non-Hispanic .....	126
Male vs. Female .....	129
Alumni vs. Current Students.....	131
Quantitative Analysis, Teacher Practices and Agency .....	132
Qualitative Findings.....	134
Qualitative, Disaggregated Subgroup Data.....	134
Qualitative Analysis, Emerging Themes .....	135
Personal Connections.....	135
Skill Instruction.....	136
Tutorials and Academic Support .....	136
Opportunities.....	136
College and Career Readiness .....	136
Quantitative Findings.....	136
Quantitative, Disaggregated Subgroup Data.....	139
Cohort Year.....	140
White vs. Non-White .....	140
Hispanic vs. Non-Hispanic .....	141
Male vs. Female .....	142
Quantitative Analysis, Student Agency and College and Career Readiness .....	143
Qualitative Findings.....	144
Qualitative, Disaggregated Subgroup Data.....	145
Qualitative Analysis, Emerging Themes .....	146
Access to Rigorous Coursework.....	146
Resources and Direct Support.....	146
Strengths and Area for Further Consideration .....	147
Strengths .....	147
Agency Development, Self-Efficacy .....	147
Agency Development, Self-Regulated Learning .....	147
Agency Teacher Practice, Developing Relationships.....	149

College and Career Readiness .....	149
Area for Further Consideration.....	149
Speaking Agency, Teacher-Led Practices .....	149
Student Empowerment.....	150
Review of Four Dimensions .....	151
Analysis, Lake City School District AVID Program and Empowerment .....	152
Well-Developed, Competence .....	153
Somewhat Developed, Self-Determination and Impact.....	154
Self-Determination.....	154
Impact .....	156
Developed to a Lesser Degree, Meaning .....	157
Summary of Findings.....	158
<b>Chapter V: Discussion .....</b>	<b>161</b>
Introduction.....	161
Research Questions Addressed .....	161
Question 1A .....	161
Question 1B .....	162
Question 1C .....	162
Question 1D .....	162
Main Research Question.....	163
To What Extent.....	163
How.....	163
Implications for Practitioners.....	164
Study Contributions .....	166
AVID Research.....	166
Student Agency, Constructs and Teacher Practices.....	169
Student Empowerment Research .....	169
Limitations .....	170
Further Study .....	171
<b>References .....</b>	<b>172</b>
<b>Appendices.....</b>	<b>181</b>

A) 11 Essential of AVID .....	182
B) Questionnaire Introduction.....	183
C) Questionnaire for AVID Alumni.....	184
D) Questionnaire for Current AVID Students.....	188
E) Menu of Teacher Practices (AIR pages 31–33) .....	192
F) Student Agency Constructs, Sources, and Example Items (AIR Table 2, p.6).....	196

## LIST OF FIGURES

Figure 1.1 Logic Map of the Research Study Purpose .....	4
Figure 1.2 Evolution of Behaviorism to Empowerment Theory .....	6
Figure 1.3 Diagram of Use of the Mixed Methods Concurrent Triangulation Strategy .....	8
Figure 2.1 The AVID College and Career Readiness Framework .....	13
Figure 2.2 Development of Behaviorism .....	32
Figure 2.3 The Social Cognitive Theory .....	33
Figure 2.4 Shift from Behaviorist Model to Cognitive Model .....	45
Figure 2.5 Evolution of Behaviorism to Empowerment Theory .....	48
Figure 2.6 Five Stages in the Process of Empowerment .....	50
Figure 2.7 Zimmerman’s (1992; 1995) Multidimensional Construct of Psychological Empowerment .....	51
Figure 2.8 Partial Nomological Network of Psychological Empowerment in the Workplace .....	53
Figure 2.9 Spreitzer Psychological Empowerment Instrument .....	61
Figure 3.1 Current AVID Students, Years in Avid.....	82
Figure 3.2 Current AVID Students, Subgroup Characteristics.....	83
Figure 3.3 Current AVID Students, School Affiliation .....	83
Figure 3.4 AVID Alumni, Subgroup Characteristics .....	85
Figure 3.5 AVID Alumni, Post-Secondary Activity .....	85
Figure 3.6 Multi-Step, Dual Framework Data Analysis Plan.....	91
Figure 5.1 The AVID College and Career Readiness Framework .....	168

## LIST OF TABLES

Table 1.1 Research Questions for AVID Alumni and Current AVID Students .....	5
Table 2.1 AVID Essential Elements and Evidence .....	16
Table 2.2 History of AVID Research .....	19
Table 2.3 Lake City High School Grading Guiding Principles .....	28
Table 2.4 College Plans of Seniors Enrolled in AVID Elective (2017-2019) .....	28
Table 2.5 Academic Outcomes of Seniors Enrolled in AVID Elective (2017-2019) .....	29
Table 2.6 Definitions of Student Agency .....	35
Table 2.7 AIR Identified Teacher Practices .....	40
Table 2.8 AIR’s (2018) Student Agency Constructs, Sources, and Example Items.....	40
Table 2.9 Alignment of Agency Components with the Constructs of Student Agency .....	42
Table 2.10 Psychological Empowerment Research, Focus on Teachers .....	57
Table 2.11 Psychological Empowerment Research, Focus on Students .....	58
Table 2.12 Alignment of Theoretical Framework with AVID Goals, Practices, and Components .....	73
Table 3.1 Research Questions for AVID Alumni and Current AVID Students .....	77
Table 3.2 Alumni, Cohort Year and School Affiliation.....	86
Table 3.3 Alignment of SA Constructs, Teacher Practices and Student Experiences with Dimensions of PE .....	87
Table 3.4 Preliminary Data Analysis Measures.....	89
Table 3.5 Timeline .....	95
Table 4.1 Summary of Sample Characteristics.....	99
Table 4.2 Student Agency Constructs, Raw Response Rates .....	101

Table 4.3 Student Agency Constructs, Most to Least Developed .....	102
Table 4.4 Student Agency Constructs, Disaggregated by Subgroup .....	104
Table 4.5 Student Agency Constructs, Race Subgroup Compared .....	106
Table 4.6 Student Agency Constructs, Ethnicity Subgroup Compared.....	108
Table 4.7 Student Agency Constructs, Gender Subgroup Compared.....	110
Table 4.8 Student Agency Constructs, Alumni vs. Current Students.....	111
Table 4.9 Student Agency Constructs, Described and Ordered by Degree of Development .....	112
Table 4.10 Subgroup Disaggregation, Open-Ended Questions .....	116
Table 4.11 Teacher Practices Ranked, Supporting Student Agency .....	119
Table 4.12 Teacher Practices, Initial and Adjusted Rankings .....	121
Table 4.13 Teacher Practices, Disaggregated by Subgroups.....	122
Table 4.14 Teacher Practices, Race Subgroup Compared.....	125
Table 4.15 Teacher Practices, Ethnicity Subgroup Compared .....	127
Table 4.16 Teacher Practices, Gender Subgroup Compared .....	129
Table 4.17 Teacher Practices, Alumni vs. Current Students Compared.....	132
Table 4.18 Teacher Practices, Grouped .....	133
Table 4.19 Subgroup Disaggregation, Open-Ended Questions .....	135
Table 4.20 Student Agency Constructs Ranked in Association to College and Career Readiness .....	137
Table 4.21 Association of Agency to College and Career Readiness, Disaggregated by Subgroups .....	138
Table 4.22 Association of Agency to College and Career Readiness, Race Subgroup Compared.....	141
Table 4.23 Association of Agency to College and Career Readiness, Gender Subgroup	

Compared .....	142
Table 4.24 Subgroup Disaggregation, Open-Ended Questions .....	145
Table 4.25 Four Dimensions of Psychological Empowerment .....	152
Table 4.26 PET Framework, Qualitative and Quantitative Data Aligned .....	155
Table 5.1 Considerations for Educational Leaders and Teachers .....	166
Table 5.2 Review of Researched Impacts of AVID Program.....	168



## **CHAPTER I: INTRODUCTION**

Advancement Via Individual Determination (AVID) is a non-profit organization with a mission to address inequities in academic performance and improve college attendance rates for underrepresented student populations (i.e., minority students, first-generation college students, low-income students). The organization provides a robust ‘package’ of curriculum, training and resources to districts who elect to purchase the AVID program at the high school, middle school and even elementary levels. Along with this comes monitoring and accreditation requirements to ensure quality implementation.

Lake City School District (LCSD) (pseudonym) is a district with a fifteen-year history of implementing the AVID program in its secondary schools. The district now has schools participating in AVID at the high school, middle school, and elementary levels. LCSD recently became an AVID National Demonstration School, an honor reserved for districts with a long-standing history of quality implementation (Lake City School District, 2021).

This study is organized into five chapters. The first chapter introduces the study by presenting background contextual information, along with the problem, purpose, and significance of the study. Chapter Two is a review of literature focusing on the AVID program, student agency and the theoretical framework of Psychological Empowerment Theory (PET). Chapter Three details the methodological choices made in the construction of this study, including the research approach, questions and site, data collection and analysis, limitations, and timeline. Chapter Four presents the study’s qualitative and quantitative findings, themes that

emerge from these findings, and analysis. It also addresses these findings in the context of the larger theoretical framework of PET. Chapter Five is a discussion related specifically to the research questions and positioning of the analysis within the current body of knowledge.

Implications and recommendations for further study are included.

### **Statement of the Problem**

According to a recent report from The Education Trust (2020), Black and Latino students across the country experience inequitable access to advanced coursework opportunities. These students routinely miss out on important opportunities that lead to college entrance and graduation (Patrick, Socol, & Morgan, 2020). “Achievement gaps and disparate dropout rates between underrepresented and mainstream college students are major problems in the United States today” (Loeb & Herd, 2017, p.160). A recent study by Hanushek et al. (2019) concluded that the academic performance differences between low- and high-income students has remained virtually unchanged over the last sixty years. Loeb and Herd (2017), likewise, found that even with attempts to equalize coursework opportunities and college acceptance, underrepresented student populations still underperform. These researchers identify ‘soft’ skills and positive perceptions of self as notable differences between mainstream white students and students of color, students who experience poverty, and students who are first-generation college attendees.

The AVID (2020) framework guides schools in responding to the challenge of addressing these issues and mentions ‘closing the opportunity gap’ as their goal. This goal includes much more than the ‘achievement gap’ commonly cited in educational literature. As such, the AVID organization provides structure around the four domains of instruction, systems, leadership and culture. Rather than only a curriculum, the organization seeks to address inequities for underrepresented student populations from all angles. Within these domains are ‘elements of

college and career readiness' (i.e., rigorous academic preparedness, opportunity knowledge, and student agency). In addition to this, the program includes specific adult behaviors that are critical to success.

Student agency is a named element for college and career readiness according to the AVID organization (AVID, 2021). Looking at behavioral psychology research over the last fifty years, a move to the importance of cognition in the process of achievement/positive behaviors has occurred (Bandura, 1977; Conger & Kanungo, 1988; Hackman & Oldham, 1976; Kanter, 1976; Rotter, 1966; Spreitzer 1995, 1997). Psychological empowerment (someone believing that they can accomplish something) as well as agency (the ability to manage oneself and achieve a desired outcome) have emerged as critical in maximizing the human experience in a way that yields desired results (Conger & Kanungo, 1988; Spreitzer, 1995, 1997; Thomas & Velthouse, 1990; Zimmerman, et al., 1992; Zimmerman & Perkins, 1995). Interestingly enough, although AVID program components exist that align neatly with the concepts of empowerment and agency, there is virtually no research to validate outcomes in this area. A sense of empowerment and agency are abstract in comparison to concrete outcomes such as standardized test scores and college attendance rates. An assumption can be made that this, along with perhaps pressure from districts to raise achievement measures, has pushed agency development to the back of the priority list in terms of research attention.

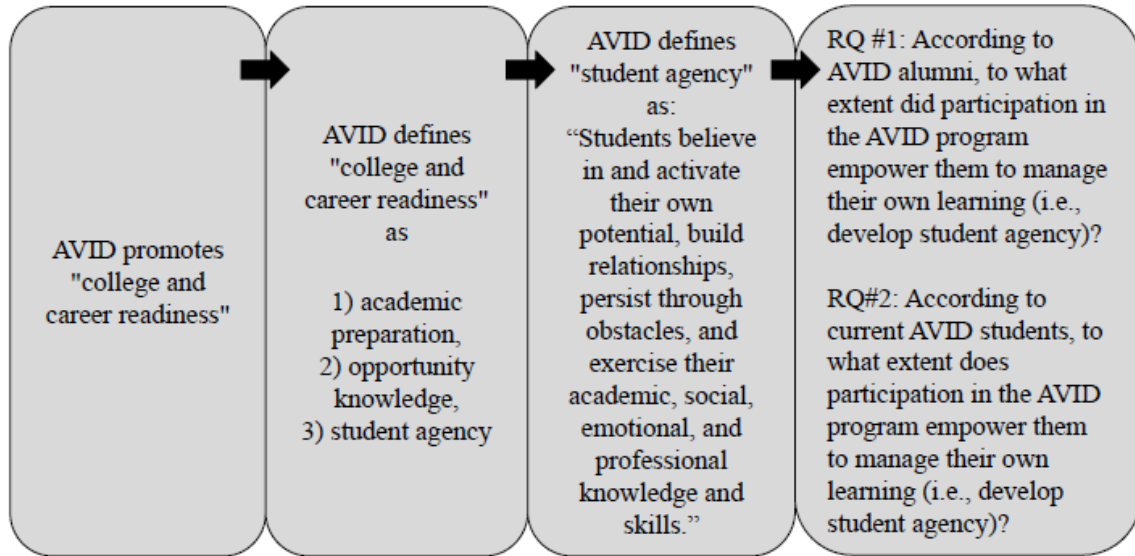
### **Purpose of the Study**

For this study, the researchers used exploratory research to take a precursory look at one intended outcome of the AVID program in LCSD. AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. The AVID organization lists student agency as one of the three critical elements needed for that goal to be

realized (AVID, 2021). This study investigated how and to what extent the AVID model, as implemented in LCSD, empowered students to develop agency and manage their own learning (see Figure 1.1).

**Figure 1.1**

*Logic Map of the Research Study Purpose*



**Research Questions**

Keeping the design of the study in mind, two main research questions and several sub research questions directed the investigation (see Table 1.1), with specific attention paid to the practices regarding student agency. See Figure 1.1 for a logic map of the research study design outlining AVID’s (2021) claim that student agency development is an outcome of participation and critical for college and career readiness.

**Significance of the Study**

The significance of this research was two-fold. First, most of the AVID research to date had examined either programmatic logistics (i.e., multiple inputs) or academic effects (i.e., one

type of outcome). Some scholarship documented the connection between AVID and opportunity knowledge, but very little research had been done on how AVID promotes student agency.

**Table 1.1**

*Research Questions for AVID Alumni and Current AVID Students*

<b>AVID Alumni</b>	<b>Current AVID Students</b>
<b>Research Question 1:</b> According to AVID alumni, how and to what extent did participation in the AVID program empower them to manage their own learning (i.e., develop student agency)?	<b>Research Question 2:</b> According to current AVID students, how and to what extent does participation in the AVID program empower them to manage their own learning (i.e., develop student agency)?
<b>Question 1A:</b> Which elements of student agency do alumni feel were most developed as a result of their participation in AVID?	<b>Question 2A:</b> Which elements of student agency do students feel are most developed as a result of their participation in AVID?
<b>Question 1B:</b> Which elements of student agency do alumni feel were the least developed as a result of their participation in AVID?	<b>Question 2B:</b> Which elements of student agency do students feel are the least developed as a result of their participation in AVID?
<b>Question 1C:</b> Which elements of student agency, if any, do alumni associate strongly with college and career readiness?	<b>Question 2C:</b> Which elements of student agency, if any, do students associate strongly with college and career readiness?
<b>Question 1D:</b> Which supporting teacher practices of student agency do alumni identify as part of their AVID program and experience?	<b>Question 2D:</b> Which supporting teacher practices of student agency do students identify as part of their AVID program and experience?

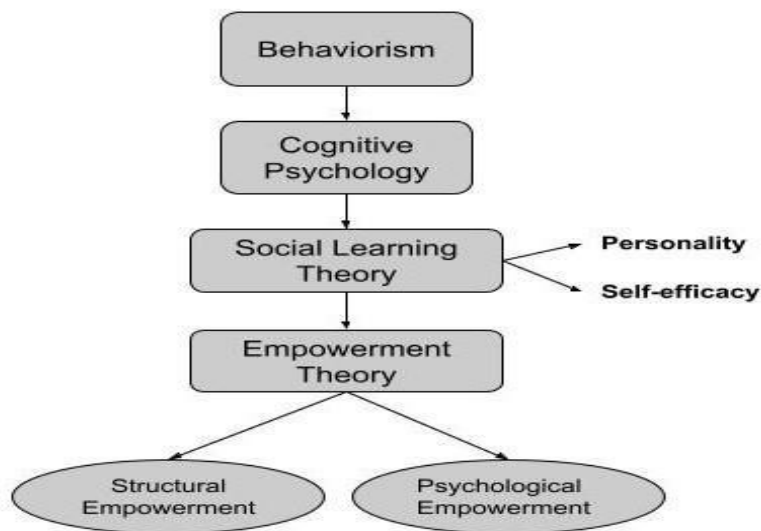
For example, on the AVID website, all facets of the program design are supported with posted research studies except for student agency. This area was labeled with ‘coming soon’ (AVID, 2021). Secondly, research on student agency in general was scarce, and yet, its importance is great. According to the Raikes Foundation (n.d.), fostering students’ agency and related mindsets is essential to “ensuring that all are ready for college, ready for a career, ready for a successful transition into adulthood and, ultimately, ready for life.” This study added to the body of knowledge regarding what student agency is and how it is fostered.

### **Theoretical Framework**

Theoretical frameworks provide a particular perspective through which to examine a topic. For this study, the PET framework was utilized as the foundation for examining student agency development via LCSD’s AVID program. It served as a grounded theoretical structure to add dimension to study design, selecting methodologies and analyzing results specific to the ‘how’ portion of the research questions. Figure 1.2 outlines the progression of psychology from behaviorism through cognitive psychology and social learning theory to empowerment theory in the 1980s and 1990s (Maynard, et al., 2012).

**Figure 1.2**

*Evolution of Behaviorism to Empowerment Theory*



According to Thomas and Velthouse (1990), the proposed dimensions of psychological empowerment (i.e., meaningfulness, competence, choice, and impact) have remained a cornerstone of the literature regarding psychological empowerment, regardless of the scope of the construct proposed. Spreitzer (1995, 1997) supported these cognitions with slight modifications to the terms such as ‘meaning’ for ‘meaningfulness’ and ‘self-determination’ for ‘choice.’ Her description of the dimensions is below.

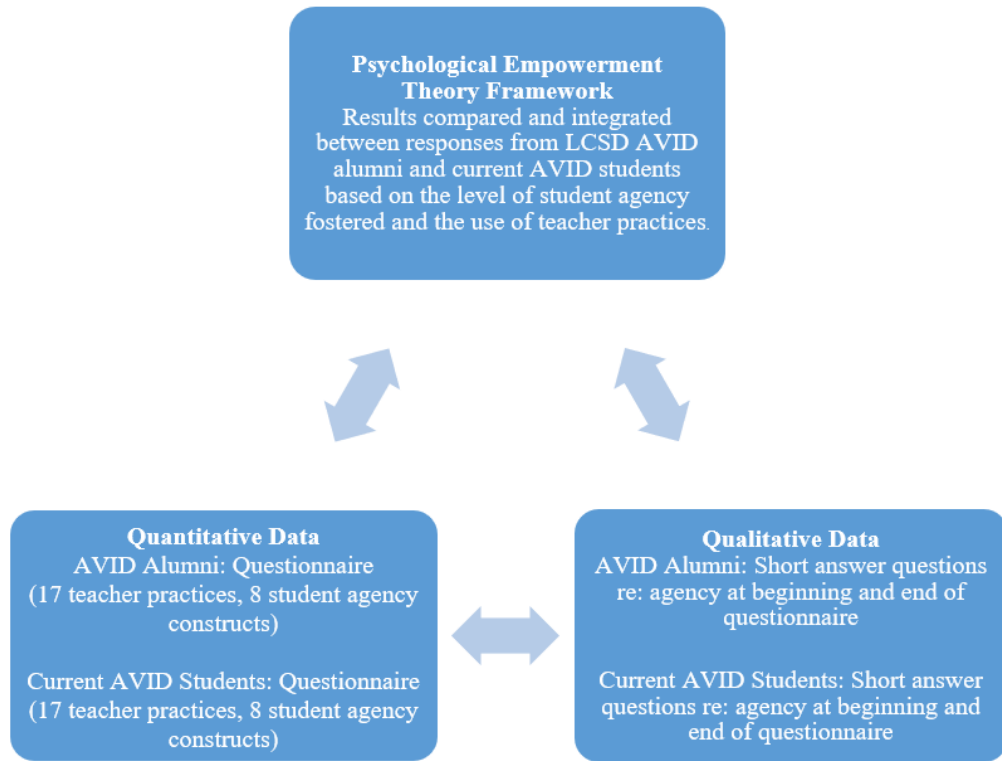
1. Meaning (synonymous with Hackman & Oldham's, 1980, use of the term) refers to the fit between one's work goals and beliefs or values; in other words, it is an individual's extent of caring about a task.
2. Competence (directly linked to Bandura's, 1982, notion of self-efficacy) is the belief individuals hold regarding their capability to skillfully perform their work activities.
3. Self-determination (akin to the Thomas and Velthouse's, 1990, choice dimension) considers one's sense of autonomy or control over immediate work behaviors and processes and reflects choice in initiating and regulating action.
4. Impact is the degree to which individuals view their behavior as making a difference or the extent to which they have influence on operating outcomes. (Maynard et al., 2012, p.1235)

### **Methods**

For this study, researchers used mixed methods to collect and analyze data from LCSD AVID alumni and current AVID students. The term "mixed methods" refers to "an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry" (Wisdom & Creswell, 2013, p.1). The most common and well-known approach to mixing methods is the Triangulation Design (Creswell, Clark, Gutman, & Hanson, 2003). The purpose of triangulation is "to obtain different but complementary data on the same topic" (Morse, 1991, p.122) to best understand the research problem. More specifically, the researchers here used the "validating quantitative data model" to validate and expand on the quantitative findings. This result was achieved by including some open-ended questions on the given questionnaire. In this model, researchers collected both types of data within one survey instrument. Alumni and student responses collectively addressed the use of certain teacher practices and development of student agency constructs which provided evidence needed to analyze and answer the research questions. In addition, PET is utilized as an additional way to align results to inform answers to research questions, specifically 'how' alumni were empowered to develop agency (see Figure 1.3).

**Figure 1.3**

Use of the Mixed Methods Concurrent Triangulation Strategy



### **Limitations**

Study limitations represent weaknesses within a research design that may influence outcomes and conclusions of the research. In this study, there were several limitations that had the potential to influence the findings including its exploratory nature and non-experimental design, data collection in only one school district, and the assumption of fidelity of implementation of the AVID program in LCSD. As a retrospective study, additional issues included concerns with participants’ perceptions, memories, and claims. Likewise, this study was based heavily on AIR’s recent research (Zeiser, Scholz, & Cirks, 2018), including developed constructs and teacher practices to develop student agency. While slight adaptations to surveys



were made to fit the study (e.g., eliminating redundancy, changing tense, use of general, overarching teacher practice terms versus a multitude of individual, specific methods), it is acknowledged that student agency is not a concrete term and that it can be defined in slightly different manners. The same can be said for psychological empowerment theory.

### Definitions

The following definitions were provided to ensure uniformity and understanding of these terms throughout the study. The researchers developed all definitions not accompanied by a citation.

- **AVID.** AVID, an acronym for Advancement Via Individual Determination, is an “untracking” program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities.
- **College and Career Readiness.** According to AVID, no matter what post-secondary path high school graduates choose, students must develop certain essential skills to design their own futures: critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is rooted in belief in self. If students believe they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks. When educators believe in students, learning and confidence are activated. With teacher support for developing a growth mindset and the academic skills they need for future success; students grow to see their capabilities and find their own way. The AVID College and Career Readiness Framework captures the intentionality needed to ensure student success and it includes (a) Rigorous Academic Preparedness, (b) Opportunity Knowledge, and (c) Student Agency.
- **Opportunity Knowledge.** According to AVID (2021), students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.
- **Psychological Empowerment Theory.** Psychological empowerment is defined as “intrinsic task motivation reflecting a sense of self-control in relation to one’s work and an active involvement with one’s work role” (Seibert et al. 2011, p.981). Similarly, according to Zimmerman (1995), psychological empowerment “includes beliefs that goals can be achieved, awareness about resources and factors that hinder or enhance one’s efforts to achieve those goals, and efforts to fulfill the goals” (p.582).
- **Rigorous Academic Preparedness.** According to AVID (2021), students have the academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

- **Student Agency.** According to AVID (2021), student agency is when students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills. According to AIR (Zeiser et al., 2018), student agency is the ability to manage one's learning. It can have significant effects on academic achievement as students take an active role in seeking and internalizing new knowledge.

## **CHAPTER II: LITERATURE REVIEW**

### **AVID Overview**

Founded in 1980 by public school English teacher Mary Swanson, Achievement Via Individual Determination (AVID) is a nonprofit organization that provides professional development, programming structures and resources for schools. The organization's mission is to shift schools' teaching and learning cultures so that all students can achieve college and career readiness. AVID's programming specifically targets students with academic potential who are at risk of not attending college without intentional support. These student groups include low income, first generation and/or minority students.

As currently reported on the AVID website (2021), the program has been adopted and implemented by over 7,000 Kindergarten (K) through grade 12 schools, in 47 states across the United States, and in 54 institutions of higher education. Of the approximately one million students participating today, 51% are Hispanic, 23% are White, 14% are Black, 7% are Other, and less than 5% are Asian. Of these, 67% percent of the students are economically disadvantaged. According to the AVID organization (2021), 94% of AVID students complete college entrance requirements, 90% are accepted into four-year institutions, and 84% persist into their second year.

### **Mission**

According to a recent report from The Education Trust (2020),

Black and Latino students across the country experience inequitable access to advanced coursework opportunities. They are locked out of these opportunities early when they are denied access to gifted and talented programs in elementary school, and later in middle and high school, when they are not enrolled in eighth grade algebra and not given the chance to participate in Advanced Placement (AP), International Baccalaureate (IB), and

dual enrollment programs. As a result, these students are missing out on critical opportunities that can set them up for success in college and careers. (Patrick, Socol, & Morgan, 2020, p.4)

As such, the mission of the AVID organization is to close what they call the ‘opportunity gap’ and combat the disproportionate rates at which students who are under-resourced are prepared for and attend college. AVID points to a past overemphasis on student achievement in the form of standardized test scores in an effort to close what most research calls the ‘achievement gap.’

Decades of research have done little to impact the persistent gaps in achievement and college and career readiness between ethnic and socioeconomic subgroups of students. This is due, in part, to widely accepted notions that these gaps are primarily a result of student attributes such as poverty, minority status, lack of familial support, and low educational attainment of parents—few of which are directly impacted by schools. An alternative perspective is to consider subgroup differences a reflection of system inputs (e.g., opportunity and expectation gaps), which refocuses explanatory inquiry away from student attributes to how schools go about the business of educating and the influence that school culture has on student achievement. (AVID, 2020, p.4)

The organization clearly presents a framework that moves away from the common deficit model that educational systems often rely on when programming for under-resourced students. Instead, AVID is intentionally and strategically focused on inspiring student agency and empowerment.

### **AVID Framework**

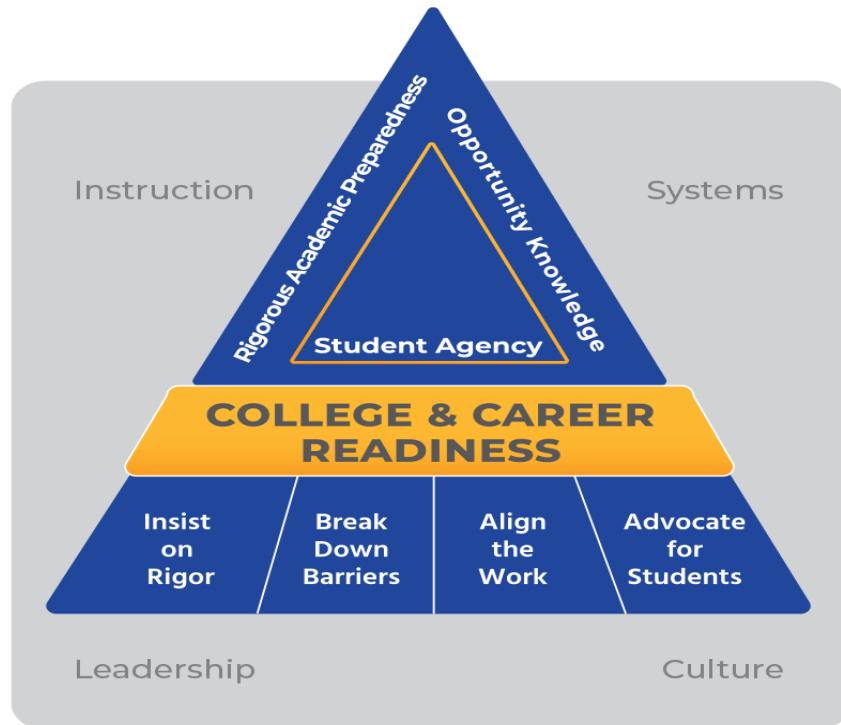
The framework used to guide the design and implementation of AVID programs is presented in Figure 2.1 (AVID, 2020). The goal of the framework is to “provide a common understanding of the skills, experiences and attributes that students need in order to successfully realize their college and/or career aspirations” (AVID, 2020, p.3). It includes the broad domains of school structure, what students need, and what educators do as part of the AVID program (AVID, 2020).

### ***Four Domains***

The four domains of instruction, systems, leadership, and culture provide school leaders a structure for the implementation of AVID in their schools. Specific instructional practices are

**Figure 2.1**

*The AVID College and Career Readiness Framework*



*Note.* From “Making College and Career Readiness More Equitable: The AVID College and Career Readiness Framework”. AVID, 2020 ([https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/1037/AVID\\_CollegeAndCareerReadiness\\_White%20Paper\\_20200510.pdf](https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/1037/AVID_CollegeAndCareerReadiness_White%20Paper_20200510.pdf)). Copyright 2020 by AVID.

implemented with students in the AVID elective but are also utilized school wide. Systems are put in place to support governance and processes such as professional learning, data collection and analysis, and student and parent outreach to ensure college readiness. Simultaneously, district, school and program leadership set high expectations and strive to support an educational culture that progressively shifts toward a belief that all students are capable of achievement and college attendance with purposeful assistance (AVID, 2020).

### ***What Students Need***

Rigorous academic preparedness is an intentional pillar of the AVID program. Targeted activities and strategies focus on ‘hard’ skills (i.e., note-taking, organizational strategies) and ‘soft’ skills (i.e., communication methods, teamwork, group study). These are often overlooked or assumed in traditional coursework but, as part of AVID, these competencies are explicitly taught and modeled. As a result, students acquire appropriate skill sets and foundational backgrounds to succeed in high-level academic courses at the secondary and postsecondary levels (Clark, Stringfield, Dariotis, & Clark, 2017). In addition to academic development, the AVID organization believes that under-resourced students need planned and guided opportunities to set goals, conduct research, and navigate transitions to the next level of education. Embedded within this section of the programming is the goal of nurturing student agency and empowerment. This involves strategies to guide students in networking, building social-emotional health (i.e., persisting through obstacles), and developing professional skills (i.e., professional norms, communication skills) (AVID, 2020).

### ***What Educators Do***

Professional development for teachers includes specific strategies that foster academic rigor for all students. For example, WICOR (Writing, Inquiry, Collaboration, Organization, Reading) is one such strategy. These types of rigorous components are built into the AVID elective course that every student attends daily, as well as woven into the rest of the academic courses throughout the school. According to Clark et al. (2017), teacher selection is an important part of implementation success. AVID educators, including members in leadership roles, must have a belief system that all students can attend college successfully, must be committed to removing barriers, and must actively advocate for equity. Examples include analyzing systems to

be sure students have access to high-level coursework and developing strong relationships with students' families. Building a culture of college attendance involves multiple strategies such as parent education, funding college visits, and assisting with the mechanics of applying for financial aid (AVID, 2020).

### **AVID 11 Essential Elements**

AVID provides educators and school districts with ample resources to guide them with program implementation. Among these resources are essential elements, teacher practices, and curriculum guidance. Beginning with the 11 essential elements, they were designed to provide schools with a blueprint for driving student achievement. This structure has been followed by numerous school districts across the country.

Certification by the AVID Center as an AVID secondary school site is based on a rigorous evaluation of the school's fidelity of implementation of AVID's 11 essential elements (University of Portland, 2015). In a wide-scale study to determine the level of reliability and validity of the Certification Self Study (CSS), researchers found the tool to be a good measure of fidelity of implementation (Johnston, 2010). In order to identify the use of the essentials, the outcomes should be evident in school, teacher and student success. According to the AVID Center, when surveying AVID educators, respondents indicated that their level of implementation of each of AVID's 11 Essentials (and collectively, of all of AVID's 11 Essentials) had either stayed the same or actually increased since the end of the initial implementation funding phase. Table 2.1 provides a description of each element, as well as how each element can be identified.

### **Additional AVID Components**

In addition to the teacher practices and essential elements described above, AVID has identified a four-prong approach designed to reach the program’s goals. According to the AVID

**Table 2.1**

*AVID Essential Elements and Evidence*

<b>Elements</b>	<b>Evidence</b>
1. <b>Student Selection.</b> AVID student selection focuses on students in the middle (2.0–3.5 GPAs as one indicator) with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.	The AVID student profile describes “students in the middle” as students with academic potential, with average to high test scores, and who have the desire and determination to go to college.
2. <b>Voluntary Participation.</b> AVID program participants, both students and staff, must choose to participate.	Documentation is required from teachers and students indicating that they chose voluntarily to participate in the program.
3. <b>AVID Elective.</b> The school must be committed to full implementation of the AVID program, with the AVID elective class available within the regular academic school day.	Documentation is required that provides evidence that AVID elective classes are scheduled within the day, usually a master schedule for the school where AVID is offered.
4. <b>Enrollment in Rigorous Curriculum.</b> AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.	This usually means students are enrolled in Pre-Advanced Placement or Advanced Placement courses. Student schedules are presented as evidence to verify compliance with this essential.
5. <b>Writing Curriculum.</b> A strong, relevant writing curriculum provides the basis for instruction in the AVID elective class.	Students in the AVID elective class spend time each week receiving instruction in writing-to-learn strategies and using the AVID writing curriculum.
6. <b>Inquiry Emphasis.</b> Inquiry is used as a basis for instruction in the AVID elective.	AVID students develop and practice critical thinking skills, note taking (Cornell Notes), and questioning strategies as part of the AVID class.
7. <b>Collaboration.</b> Collaboration is used as a basis for instruction in the AVID classroom.	AVID students collaborate to solve problems each week in the AVID elective classroom using strategies like think-pair- share and jigsaw readings.
8. <b>Trained Tutors.</b> A sufficient number of tutors are available in the AVID elective class to facilitate student access to rigorous curriculum.	At least twice a week students receive tutorial support from trained AVID tutors following the basics of the AVID tutorial process.
9. <b>Data Collection and Analysis.</b> AVID program implementation and student progress are	Data are collected twice a year on AVID students, and a separate data collection is required of AVID senior students.



---

monitored through the AVID Data System, and results are analyzed to ensure success.

---

**10. Resources Committed.** The school or district has identified resources for program costs, has agreed to implement AVID Program Implementation Essentials and to participate in AVID Certification, and has committed to ongoing participation in AVID staff development.

Funding for AVID is defined in school and campus budgets. AVID should also be included in the campus and district improvement plans. Teachers and administrators from each campus are expected to attend AVID’s summer professional development.

---

**11. Active Interdisciplinary Site Team.** An active interdisciplinary site team collaborates on issues of student access to and success in rigorous college preparatory classes.

An AVID site team includes interdisciplinary teachers and a site administrator, counselor, and AVID elective teacher. The team writes and implements a site plan. The team also meets frequently to collaborate on planning and logistical issues as well as data analysis on AVID student success in the rigorous curriculum of advanced courses.

---

*Note.* From the University of Portland, School of Education. Evaluation of AVID Effectiveness ([https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/avid\\_effectiveness\\_oct\\_2015](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/avid_effectiveness_oct_2015)).

website (2021), their program fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms via four main approaches:

- Equity: “AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.”
- Teacher Effectiveness: “The AVID Effect is realized through the delivery of inquiry-based and student-centric instruction, which increases levels of effectiveness.”
- Leadership: “AVID leaders shift the campus culture to drive change and spread best practices.”
- Student Learning: “With AVID, teachers inspire students to take control over their own learning.”

Additionally, AVID (2021) claims to help teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. The elements at the core of their approach to closing the opportunity gap include:

- Relational Capacity: “Schools today include students of diverse cultures, languages, and backgrounds. AVID helps teachers relate to all students.”
- High Expectations: “AVID teachers know that all students are capable, often challenging many core beliefs.”
- Collaboration, Inquiry, and Organization: “Over 6,000 schools recognize these as AVID strategies, not because we invented them, but because we show how they can come alive without being prescriptive.”

- Layers on Existing Curriculum: “AVID shifts the manner with which teachers facilitate learning without layering on a new curriculum. Teachers have the flexibility to add tools from AVID to augment learning of any subject.”

## **Research and Effectiveness of AVID**

### ***Research Overview***

Approximately 20 years after the AVID organization’s initiation, the U.S. educational landscape included legislation such as the Improving America's Schools Act (IASA) of 1994 and No Child Left Behind (NCLB) in 2002 (Sass, 2021). This was a time in our nation’s history that supported a sense of urgency to improve educational outcomes, especially for low-income students, minority students, and students with disabilities. As such, AVID began to gain more attention as a program that could potentially combat these consistent ‘achievement gaps.’

The research specific to AVID is fairly limited in comparison to other broader topics in education. Black et al. (2008) noted that, when reviewing methods used in studies prior to 2008, “None of the studies reviewed in our survey of current research were of sufficient scientific rigor to allow for causal inferences related to the AVID program” (p.114). Many studies have utilized mixed methods to assess program effectiveness. Examples of qualitative methods include surveys and interviews while researchers also evaluated the program using quantitative variables such as students’ transcripts (i.e., grade point average and attendance) or credit accumulation in secondary and post-secondary education. Some studies were considered quasi-experimental (i.e., comparing AVID cohorts to similar ‘control’ groups not in the program) while most have been non-experimental in nature. The data sets in a majority of the studies are relatively small (i.e., less than 100) and limited to one implementation site (i.e., one district, one school) with similar contextual factors. Most do not utilize conceptual frameworks. Table 2.2 depicts a summary of AVID research over the past twenty years.

**Table 2.2***History of AVID Research*

<b>Year</b>	<b>Author(s)</b>	<b>Title</b>	<b>Methods</b>	<b>Scope/Size</b>
2000	Guthrie, L., Guthrie, G.	Longitudinal Research on AVID 1999-2000: Final Report	Mixed	1029 students (quantitative) 100 graduates (qualitative)
2002	Guthrie, L., Guthrie, G.	The Magnificent 8: AVID Best Practices Study	Mixed	8 high school programs, student sample #s unknown
2008	Black, A.	Advancement Via Individual Determination: Method Selection in Conclusions About Program Effectiveness	Mixed, Quasi-experimental	102 students
2010	Mendiola, I., Watt, K., Huerta, J.	The Impact of Advancement Via Individual Determination (AVID) on Mexican American Students Enrolled in a 4-Year University	Qualitative	42 students
2011	Watt K., Huerta, J., Alkan, E.	Identifying Predictors of College Success Through an Examination of AVID Graduates' College Preparatory Achievements	Mixed	50 students
2013	Huerta, J. Watt, K. Reyes, P.	An Examination of AVID Graduates' College Preparation and Postsecondary Progress: Community College Versus 4-Year University Students	Quantitative	85 students
2013	Parker, M., Eliot, J., Tart, M.	An Exploratory Study of the Influence of the Advancement Via Individual Determination (AVID) Program on African American Young Men in Southeastern North Carolina	Qualitative	9 students
2016	Pugh, P., Tschannen- Moran, T.	Influence of a School District's Advancement via Individual Determination (AVID) Program on Self-Efficacy and Other Indicators of Student Achievement	Mixed, Quasi-Experimental	573 students
2017	Clark, V., Stringfield, S., Dariotis, J., Clark, R.	Challenges with Implementing the Advancement Via Individual Determination (AVID) Reform Model: A Case Study in Ohio	Mixed	2 schools, # of students unknown
2018	Watt, K., Huerta J., Butcher J.	The African American Male AVID Initiative A Study of Implementation and	Mixed	78 students

Impact on Student Aspirations and School Performance				
2020	Morley, W., Watt, K., Simonsson, M., Silva, H.	The Impact of Advancement Via Individual Determination on the College Readiness of First-Generation Hispanic Students in an Urban South Texas High School	Quantitative	1526 students

The sources of funding and potential conflicts in this body of research were worth noting. There was little available objective research. Two larger studies by Guthrie and Guthrie were conducted and reports presented by the Center for Research, Evaluation and Training in Education (CREATE) in 2000 and 2002. These studies were commissioned and funded by the AVID organization. Over the last ten years, much of the research involved two researchers, Karen Watt and Jeffrey Huerta. Both have been or are currently employed by the AVID organization and the University of Texas system. In 1999, 28 schools in Texas were awarded funding to implement AVID as part of federal reform grants (Morley et al., 2020), making it a solid context for research on the program. An additional consideration is that a majority of the literature to date focused on minority students, especially the Latino student population. Currently, a significant number of participants (23%) are White (AVID, 2020).

### ***Research Findings***

All the reviewed research found positive associations, and in some cases significant correlations, between the ‘treatment’ of the AVID program and a variety of variables. These included but were not limited to standardized test scores, attendance, college attendance and persistence (remaining on track to graduate), sense of belonging, improvement of academic skills and students’ perceptions of themselves as college bound students. Three major areas of positive impact were prevalent throughout the literature: (1) Academic, (2) Personal, and (3) College Readiness.

### **Academic Impact.**

*Achievement Measures.* A consistent positive association was found throughout the literature between AVID participation and grade point average (GPA). According to Black, Little, McCoach, Purcell, and Siegle (2008), middle school students who participated in AVID steadily earned better grades throughout their sixth and seventh years of education in comparison to peers not in the program. Earlier research supported this positive association, noting that boys who participated in AVID in middle school, had GPAs that were higher than their non-AVID peers (Guthrie & Guthrie, 2000). Pugh and Tschannen-Moran (2016) also found positive associations between AVID participation and GPA. However, they did note that the data did not hold enough statistical significance to consider AVID a strong predictor of increased GPA. The exception was with the African-American students in the sample. For this subgroup, the positive relationship between AVID participation and GPA was significant. There has been limited attention given specifically to standardized test scores in relation to AVID. Guthrie and Guthrie (2000) found positive association but no statistically significant evidence that AVID participation impacted students' performance. However, recent research by Morley et al. (2020) found strong evidence that AVID students performed better on standardized exams. Students who had the AVID elective in high school were found to be 5.3 times more likely to pass the state Reading exam than their peers and 6.2 times more likely in Math.

*Access to Rigorous Coursework.* Involvement in rigorous coursework during high school has been cited as the single most important predictor of college success, above GPA or standardized test scores (Adelman, 1999). Throughout the research, access to a rigorous curriculum is continually proven to be a cornerstone practice of the AVID framework that 'opens doors' for underrepresented groups of students. Taking algebra in middle school received

attention in multiple studies (Black et al., 2008; Guthrie & Guthrie, 2000; Mendiola et al., 2010), citing this as a crucial factor in setting students up to take high-level coursework in high school. Black (2008) confirmed in her study that AVID students enrolled in middle school algebra at significantly higher rates than their peers. There was little research that presented itself on AVID students' performance in Advanced Placement (AP) courses but several studies noted the increased access to this type of coursework. For example, Guthrie and Guthrie (2002) summarized eight schools' school-wide outcomes as a result of the AVID program. Prevalent in the outcomes was increased participation of AVID students in AP courses, ranging from 20% to 40%. This was despite the fact that AVID students accounted for significantly lower percentages of the overall student population. Additionally, Huerta (2013) found that students themselves reported that AP classes in high school contributed to their success in college.

### **Personal Impact.**

*Supportive Relationships.* The relationship between AVID students and their AVID elective teacher and peers was found to be an important part of students' success. Guthrie and Guthrie (2000) found that three to four years after graduation, 50% of AVID alumni were in touch with their AVID elective teacher and 74% reported being in contact with AVID peers. In other studies (Huerta et al., 2013; Mendiola et al., 2010; Watt et al., 2011), students answered survey and interview questions indicating that the AVID teacher was a perceived significant contributor to their success in high school and college. Parker et al. (2013) noted that 100% of the students interviewed mentioned their AVID teacher when asked what they attributed their high school success to. In addition, they said the "family-like relationships" (p.161) kept them motivated. Clark et al. (2017) noted that the selection of the AVID teacher was a key factor in successful implementation.

***Self-Efficacy and Motivation.*** According to Bandura (2012), self-efficacy is a person's belief in themselves to overcome and achieve and it is associated positively with motivation. In some studies (Black et al., 2008; Parker et al., 2013), students credited AVID for changing their attitude toward education. They reported increased motivation to do homework and a more positive self-concept in relation to academic performance. Watt et al. (2018) found that educators interviewed saw increased levels of confidence in their AVID students. Black et al. (2008) also mentioned this. "In year two interviews, participants remarked on students' increasing academic focus and initiative to engage in schoolwork and on their planning ahead for college as a major theme of the AVID program" (Black, 2008, p.121). Similarly, Pugh and Tschannen-Moran (2016) found that the more time AVID students spent in AVID, the higher their self-efficacy for academic achievement was. They found that self-efficacy was a predictor of school success and that students' GPAs were related to their sense of self-efficacy.

***Impact on College and Career Readiness and Success.*** "The study of AVID graduates clearly demonstrates that AVID positions students well for life after high school" (Guthrie & Guthrie, 2000, p.21). In addition to some of the positive impacts mentioned previously such as rigorous coursework, supportive teachers and increased self-efficacy, AVID teaches students specific 'soft' skills (i.e., time management, communication) and specific academic skills (i.e., note-taking, material organization) that help them prepare for the challenges of college level coursework. Students are also given experiences, knowledge and perceptions that help them to persist in post-secondary education.

***Skills.*** Guthrie and Guthrie (2000) found that students noted study skills and note-taking strategies when asked what specific skills were most valuable to them once in college. Through interviews and surveys, Mendiola et al. (2010) found that students mentioned Cornell notes in

addition to the binder organization method that is required as part of the AVID program. Likewise, Watt et al. (2011) noted that Cornell notes, the specific note-taking strategy used in the AVID program, as having “staying power” (p.130) because many students mentioned it as key to their success in college level coursework. Eight of nine students surveyed in another study credited study skills learned in the AVID elective class for increased performance and confidence (Parker et al., 2013).

***College Entrance and Persistence.*** The AVID program creates a culture where attending college is a reality. Framework components (i.e., student agency, opportunity knowledge, breaking down barriers) and associated program elements directly contribute to increasing these students’ college entrance rates, as well as their ability to persist and graduate. Specific examples of these elements include college and career research, funded college visits, parent education, assistance with financial aid, and university tutors. Huerta (2013) found that a majority of students reported college visits as an element that helped them feel increased confidence to apply. The AVID website reports that 90% of students who apply are accepted into four-year colleges (2020). Persistence in college is perhaps an even greater measure of AVID’s success. Several research studies (Huerta et al., 2013; Mendiola et al., 2010; Watt et al., 2011) found that AVID graduates maintained enrollment and stayed on track to graduate in five years or less. Huerta (2013) noted specifically that students who were in the AVID elective maintained enrollment after their first year at higher rates in comparison to the institutional averages.

### ***Critiques of AVID***

Researchers and educators have questioned the effectiveness of AVID programs, as well as the cost to successfully implement the program. In a report titled, *The Ugly Truth About AVID* (Spring, n.d.), schools who have implemented AVID provide critiques on how the time and



resources spent developing an additional program could have benefited the students in a different capacity. While AVID's purpose is to close the gap for underrepresented students attending college, studies (Flye, 2017; Lake, 2009; Nichols, 2019; Rorie, 2007) have proven that there is no statistical difference in students' academic success when enrolled in AVID electives. The *What Works Clearinghouse (WWC)* (WWC, 2010) conducted a meta-analysis of studies exploring evidence of effectiveness of AVID programs on adolescent learners. Out of 66 reviews, only "one study of AVID falls within the scope of the Adolescent Literacy review protocol meets WWC evidence standards with reservations" (U.S. Department of Education, 2010, p.4), meaning there is a lack of research demonstrating the effectiveness of AVID and limited to none confirming the impacts of student agency.

During the 2007–2008 academic school year, a study was conducted in a suburban school district in the Midwest where four high schools had just implemented AVID programs (Lake, 2009). Results from this study revealed no statistical difference in student achievement in the academic domains of reading, writing, and mathematics between the students enrolled in the AVID program and those students who chose not to enroll in the AVID program (Lake, 2009). Likewise, in a study done by Rorie (2007), a quasi-experimental design was used to compare the achievement of a group of AVID graduates who had participated in the AVID program for four years in high school to a matched group of students who had not participated in the program. Results of the study concluded that there were no differences in reading, math and writing scores between AVID and non-AVID matched pairs at ninth or tenth grade and that the participation in AVID does not affect students' performance on assessments in reading, math and writing (Rorie, 2007). Additionally, other studies were conducted to determine if any significant academic achievement differences surfaced between 12<sup>th</sup> grade AVID students and 12<sup>th</sup> grade non-AVID

students when measuring GPA. Findings concluded no statistical difference (Flye, 2017; Nicholes, 2019).

AVID’s target population of students are those in the “academic middle” who need an extra push and/or support. The definition of an “academic middle student” is a student who has average to high test scores, has a GPA between 2.0 and 3.5, has college potential with support, shows academic potential, and has desire and determination to be academically successful (AVID Center, 2007). The Coalition to Protect our Public Schools believes that AVID is targeting the wrong group of students. “The AVID program fails to deal with the real at-risk students, which are students getting Ds and Fs in their school. Even C and B students have to be invited to the program and go through an interview process in which they agree to make a “commitment” to try harder.” As such, questions remain and the verdict is mixed. Could AVID be targeting the wrong population or could the program do a better job meeting the needs of at-risk students? Would this yield greater success for under-resourced student populations? Regardless, the purpose of this study is not to evaluate the AVID program in general and/or the AVID inputs in particular. Instead, the purpose is to explore one specific AVID output—that of student agency.

## **Lake City School District’s AVID Program**

### ***Background***

In 2007, the Lake City School District (LCSD) began implementing AVID, starting with 10<sup>th</sup> grade students and then, over the years, expanding the program to additional grade levels (e.g., 4<sup>th</sup> through 12<sup>th</sup> grade). Currently, AVID is offered in the district at one elementary school, one middle school, and five high schools. Following the design of AVID, Lake City offers AVID as a daily elective course taught by a general education teacher. Each school has a designated AVID

Coordinator who oversees the operations of AVID at their site. AVID teachers are supported through national- and district-level professional development such as the AVID Summer Institute, AVID modules, and monthly meetings. The leadership roles supporting AVID in Lake City include an Executive Director of AVID, a High School Instructional Facilitator, and seven Site Coordinators (one at each AVID school). According to the district's AVID College and Career Readiness website, Site Teams are also located at each school. The Site Team includes school leadership, teachers and counselors who collectively support AVID and use of WICOR (i.e., writing, inquiry, collaboration, organization, reading) practices.

### ***Processes and Implementation Approaches***

LCSD's AVID Program is certified and it is structured around the four domains: Instruction, Systems, Leadership and Culture. AVID provides opportunities for students in Lake City who are first generation college students and who maintain a B and-equivalent GPA. The credibility of the program in Lake City is sustained through high standards set for AVID teachers and students. Teachers are responsible for demonstrating specific classroom practices and are often evaluated using AVID's Content Classroom Observation Tool-WICOR Walk-Through. This instrument documents the instructional techniques and strategies being used by AVID teachers. For example, classroom environments are observed through samples of student rigorous coursework, college banners, and discussions of graduation and college entrance requirements. WICOR is observed through various tasks the students are asked to complete, such as taking Cornell notes, maintaining organized AVID binders, attending tutorials, and participating in Socratic questioning.

Lake City's recruitment and student selection processes for AVID are consistent across the school district, requiring students to complete an application, participate in an interview

process, and secure teacher recommendations. In addition, grades, test scores, attendance and behavior occurrences are monitored and evaluated regularly. The student application reflects their understanding of rigor, required organization skills, and commitment to AVID expectations. High school students can expect to be graded using the guiding principles found in Table 2.3.

**Table 2.3**

*Lake City High School Grading Guiding Principles*

<b>Principle</b>	<b>%</b>
<b>AVID Curriculum</b>	25
<ul style="list-style-type: none"> <li>● College and career research/projects</li> <li>● WICOR assignments</li> <li>● Resume, personal statement, college application and scholarship completion</li> <li>● Public speaking, test prep</li> </ul>	
<b>AVID Observations</b>	25
<ul style="list-style-type: none"> <li>● Grade, teacher, and focused notes check-ins</li> <li>● Student contract</li> <li>● WICOR thank you notes</li> <li>● Socratic Seminar/Philosophical Chairs</li> <li>● Field trip and guest speaker reflections</li> <li>● Team building activities</li> </ul>	
<b>Tutorial</b> (two times a week)	25
<b>Notebook Checks</b> , including planner (once a week)	25

*Note.* From LCSD AVID College and Career Readiness. AVID Elective (<https://sites.google.com/LakeCity.k12.nc.us/ccsavidcollegecareerreadiness/avid-elective-class?authuser=0>).

***AVID Outcomes***

The 2017–2019 Longitudinal Report of AVID Secondary Site Data for Lake City Schools provides data on student enrollment increases and college acceptance rates. Since 2017, over 95% of Lake City’s AVID alumni were accepted into a post-secondary educational institution and 96% were accepted into a 4-year college/university. College plans of seniors enrolled in the AVID elective between 2017 and 2019 are presented in Table 2.4.

**Table 2.4***College Plans of Seniors Enrolled in AVID Elective (2017–2019)*

Year	%			
	Four-Year College		Two-Year College	
	Applied	Accepted	Plan to Attend	Plan to Attend
2019	100	100	7	23
2018	100	100	61	30
2017	98	96	73	20

*Note.* 2017–2019 Longitudinal Report of AVID Secondary Site Data for Lake City Schools-North Carolina, 2021. (<https://drive.google.com/file/d/1Q16mQuNwcfm17Ib94vnQVP9MGbp2EZu0/view>).

The academic outcomes of seniors enrolled in the AVID elective during this time period are presented in Table 2.5. Students in LCSD readily provide reflections on how participation in the AVID Program has increased their self-confidence and desire to attend college. For example, Randa Branson, a 2019 AVID student at Lake City Central High, shared her experience at the 2019 Summer Institute in Tampa, Florida. Branson reflected on her teachers and the opportunities provided her as an AVID student. In her presentation Branson stated, “It was life changing...without AVID I would’ve never done it, I would have been too scared.” Branson faced medical challenges during her high school career, but with the help of AVID she began to believe in her ability to attend college. Likewise, in an article published by the Lake City News & Record, reporter Zachary Horner wrote “Lake City Central was officially named an AVID Demonstration School last week, certifying the school as a model for use of the AVID academic program. It became part of the 195 elementary, middle and high schools that use AVID that earned that honor, around 3 percent of the approximately 6,700 schools that use AVID worldwide” (Horner, 2019).

**Table 2.5***Academic Outcomes of Seniors Enrolled in AVID Elective (2017–2019)*

Year	Enrolled in AVID at least three years	Completed four-year college entrance requirements	%		
			Took SAT and/or ACT exam	Took at least one AP/IB/AICE exam	Graduated on time
2019	83	99	100	70	100
2018	86	98	100	55	100
2017	84	98	100	59	98

*Note.* 2017–2019 Longitudinal Report of AVID Secondary Site Data for Lake City Schools-North Carolina, 2021. (<https://drive.google.com/file/d/1Q16mQuNwcfn17Ib94vnQVP9MGbp2EZu0/view>).

In addition to student success stories and documented academic achievement, LCSD AVID students continue to receive partially to fully funded college and university scholarships across the state. Some of these scholarships include: Carolina Covenant at UNC-CH, Golden Door Scholars at High Point, Dell Scholars, NCAA Sports, and more. As of 2017, 100% of Lake City School District’s AVID alumni were accepted into a post-secondary educational institution and 99% were accepted into a 4-year college/university.

The AVID Program in Lake City School District continues to grow, as many educators in the district see and believe in the outcomes it offers the students. In a recent LCSD Board meeting, the decision was made to expand AVID to an additional middle school beginning Fall 2022. The decision was made in reflection of the improvements seen in student academic achievement and discipline. Like other AVID programs in Lake City School District, the expansion will be funded through at-risk funds (McClellan, 2021).

### **Student Agency**

Student agency is a learner’s ability to make decisions for their own development or learning and for choices that will impact their future. Since the early 1800s, behavioral

psychologists have provided research that supports the use of learning theories, provides evidence on how and why learning theories impact student success, and identifies factors that contribute to student decisions and behavior. The study of behavior led psychologists to study cognitive science and, in the process, propose theories such as social cognitive theory. The development of these theories has been, and continues to be, used in the design of many educational reform programs (including AVID), with proof that, when applied in classrooms, they can lead to student success.

### **Development of Behavioral Psychology**

Behaviorism is a psychological theory of human development that posits humans can be trained (conditioned) to respond in specific ways to specific stimuli and that given the correct stimuli, personalities and behaviors of individuals, and even entire civilizations, can be codified and controlled (Longe, 2016). The evolution of behaviorism was influenced by physiologists Ivan Pavlov, John B. Watson and B.F. Skinner. Pavlov's theory of classical conditioning was developed in the late 1890s, when he published the results of his experiment on dogs. His results proved that behavioral responses could be controlled through the conditioning exposure to stimuli. The study of Pavlov's classical conditioning process was further developed by Watson. Watson's "*Psychology as the Behaviorist Views It*, which is considered the manifesto of early behaviorism (Banum, 2017), was predicated on two main points: ".....organisms, man, and animal alike, do adjust themselves to their environment by means of hereditary and habit equipment" and "....certain stimuli lead the organisms to make the responses" (Watson, 1913, p.167). His most popular quote is foundational and reflective of how classical conditioning impacts human behavior.

Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of

specialist I might select—doctor, lawyer, artist—regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors (Watson, 1924, p. 104).

Skinner’s theories of conditioning proposed an opposing view to that of Watson. While agreeing with much of the earlier research conducted by Pavlov and Watson, Skinner decided there was more to behavior than conditioned responses. He believed that reinforcement contributed to behavior through operant conditioning, which is an element of his theory titled “Stimulus-Response Theory.” According to McLeod (2018), Skinner “believed that the best way to understand behavior is to look at the causes of an action and its consequences” (para. 4). Smelser and Baltes (2001) added that operant conditioning differs from classical conditioning in that reinforcement occurs only after the organism executes a predesignated behavioral act.

According to McLeod (2018), Skinner’s perspective of operant behavior emphasizes the control of behavior by consequences. Learning is the result of selective action of the environment based on the subject’s responses to the environment. Additional research that has contributed to the development of behaviorism can be attributed to Thorndike’s 1905 Law of Effect and Clark Hull’s 1943 Principles of Behavior. See Figure 2.2 (Huynh, 2015) for a timeline depicting the evolution of behaviorism from the 1890s to the 1970s.

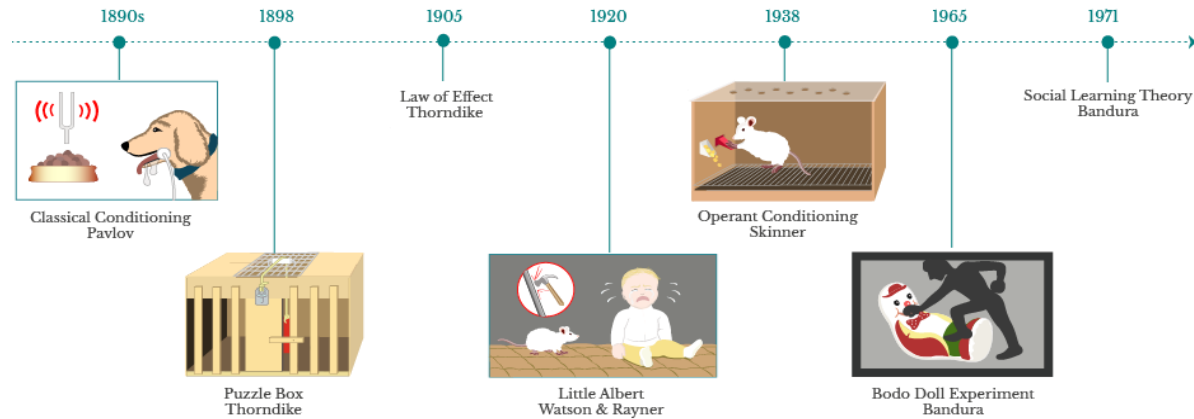
### ***Development of Social Cognitive Theory (SCT)***

In the 1960s, psychologist Albert Bandura published an article titled *Psychotherapy as a Learning Process*. In this work, Bandura (1961) defined observational learning and social learning theory with research on social imitation (i.e., an effective vehicle for the transmission of prosocial behavior patterns in the treatment of antisocial patients). Bandura’s work paved the way for cognitive theories to influence learning theories and supported the concept that the behavior of humans can be learned from observation, intrinsic reinforcement, and modeling behavior from others (Navabi, 2012). Bandura’s Social Learning Theory (SLT), later



**Figure 2.2**

*Development of Behaviorism*



*Note.* Huynh, N.H.C. (2015). Historical Progress (<https://psychpics.com/behaviorism/>). Retrieved on September 5, 2021.

modified to Social Cognitive Theory (SCT), has been known to bridge the connection between behaviorism and cognitivism (Groenewald, 2021; McLeod, 2016; Murno & Jeffery, 2008.)

While Bandura did not disagree with behaviorism, he believed it was an incomplete view on human behavior that omitted cognitive processes and modeling. As such, Bandura argued that Skinner’s theory of operational learning did not account for the observation of new learning that takes place before behavioral responses are performed. In social cognitive theory, Bandura (1977) argued that humans aren’t just shaped by their environment and inner forces, but that they also shape their environment and attain goals via four interconnecting processes (i.e., self-evaluation, self-observation, self-reaction, and self-efficacy) (see Figure 2.3). These four cognitive processes are foundational to the development of agency.

**Figure 2.3**

*The Social Cognitive Theory*



*Note.* E. L. Slaughenhoup, 2016. Self-Efficacy and Social Cognitive Theories (<https://wikispaces.psu.edu/display/PSYCH484/7.+Self-Efficacy+and+Social+Cognitive+Theories>).

### **Development of Agency**

According to Bandura (2001), agency embodies the endowments, belief systems, self-regulatory capabilities and distributed structures and functions through which personal influence is exercised, rather than residing as a discrete entity in a particular place. Human agency, which is a precursor to the development of student agency, encompasses the elements of intentionality, forethought, self-reactiveness, and self-reflectiveness (Bandura, 2001).

Similarly, the notion of learner agency by Zimmerman and Schunk (2011) expanded Bandura's work on agency and led to the development of self-regulated learning theory (SRL). Self-regulated learning and performance refers to the processes whereby learners personally activate and sustain cognitions, affects, and behaviors that are systematically orientated toward

the attainment of personal goals” (Zimmerman & Schunk, 2011, p.1). The processes of SRL include forethought, performance phase, and self-reflection phase. Likewise, Zimmerman (2002) defined self-regulation as “the self-directive process by which learners transform their mental abilities into academic skills ... self-generated thoughts, feelings and behaviors that are oriented to attaining goals” (para. 10–11). Note that the same attributes outlined in Zimmerman’s self-regulated learning theory are those found in student agency and the AVID program.

### **Defining Student Agency**

The concept of student agency evolved from social cognitive theory and self-regulated learning. Through the years, various scholars and organizations have offered different variations of the term but the basics tenets remain the same. See Table 2.6 for a sample of some more recent definitions of student agency.

### **Student Agency Research**

#### ***Raikes Foundation***

The Raikes Foundation was founded in 2002 and is guided by a desire to break down the barriers that stand in the way of young people’s success and to build up the environments where they learn, live and grow. The Raikes Foundation defines student agency as student attitudes, beliefs, and dispositions about school and learning that are associated with positive academic outcomes and school success. According to them, research indicates that fostering students' agency and related mindsets is essential to addressing the Raikes Foundation's ambition of "ensuring that all are ready for college, ready for a career, ready for a successful transition into adulthood and, ultimately, ready for life" (Raikes Foundation, n.d.).

**Table 2.6***Definitions of Student Agency*

<b>Definition of Student Agency</b>	<b>Source</b>
Students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills.	AVID, 2021
Student agency, or the ability to manage one’s learning, can have significant effects on academic achievement as students take an active role in seeking and internalizing new knowledge.	AIR: Zeiser et al., 2018
The term student agency, as defined by the Raikes Foundation, refers to the student attitudes, beliefs, and dispositions about school and learning that are associated with positive academic outcomes and school success.	Raikes Foundation, 2013
Student agency is a term that describes the learning process that includes the implementation of a variety of activities considered both meaningful and important to learners.	TeachHub, 2021
Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and often, choice, in how they learn.	Renaissance, 2021
The concept of student agency, as understood in the context of the OECD Learning Compass 2030, is rooted in the principle that students have the ability and the will to positively influence their own lives and the world around them. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to effect change.	OECD, 2019

As such, the Foundation’s focus on student agency has three specific goals:

- Strengthen the evidence base on academic mindsets and learning strategies through investments in basic and applied research, especially concerning how teachers can cultivate student agency.
- Promote the adoption of strategies to build student agency through integration with other education reform efforts.
- Create demand for student agency in the U.S. education system through capacity building, communication, and advocacy.

To successfully advocate for student agency, the Raikes Foundation funded and supported two independent studies on agency, one by IMPAQ International in 2013 and the other by the Carnegie Foundation in 2014. The primary objective of the work by IMPAQ International was to conduct a formal scan to identify and describe key practices used to promote student agency and to identify gaps in the evidence base for those practices. To perform this scan, IMPAQ conducted surveys and interviews with key informants from each organization. The surveys asked respondents to identify key practices their schools employed in grades 5–9 to foster student agency. Surveys also asked about how those practices were implemented: grade levels and special groups targeted by the practices, whether use of the practices was required or merely encouraged, and the extent to which the practices were implemented in network schools. Interviews with key informants built on the survey by exploring more deeply how practices were implemented and how they fostered student agency (Raikes Foundation, 2013).

In their report (IMPAQ International, 2013), student agency referred to one of the following areas: growth mindsets, self-efficacy, relevance and purpose, social belonging, goal setting and management, metacognition, and social capital. The results of the research concluded that three practices incorporate all seven factors of student agency (i.e., project-based learning, advisory programs, and community partnerships/public presentations of work).

In 2014, the SAIC (Student Agency Improvement Committee) was established by the Carnegie Foundation through funding provided by the Raikes Foundation to bridge the gap between educators and researchers. SAIC was composed of six networks that included 98 schools, 532 teachers and impacted over 19,000 students. The strategies identified by The Carnegie Foundation to bridge the gap included building the interventions, tools, measures, and practices necessary to reliably develop students' academic mindsets and learning strategies in

classrooms at scale (Carnegie Foundation, n.d.). The conclusion of the SAIC research provided summaries of how each network improved their community. The results of this study for one network (Delaware Network) indicated a decrease in the percentage of students being held back or retained when the schools involved improved student agency. “Milford Central Academy observed that 10.6% of ninth-grade students were held back at the end of 2017 (compared to 16.7% at the end of 2016) and Shue-Medill Middle School observed that 14.7% of ninth-grade students were held back at the end of 2017 (compared to 20% at the end of 2016)” (Carnegie Foundation, 2021).

### ***Education Reimagined***

Education Reimagined is a non-profit organization of 28 people including educators, scholars, businesses, parents and advocates. The group began to meet in 2013 with a mission to fix problems they identified in the education system. During the planning phase, Education Reimagined (2015) adopted a learner centered approach. Their *2020 Vision* identified three domains of learning and five elements. The three domains include knowledge, skills, and disposition. The five elements include learner agency, socially embedded, personalized, relevant and contextualized, open-walled and competency-based. According to the organization (Education Reimagined, 2015), “These five elements are not meant to serve as a blueprint for a rigid model to be implemented everywhere. Instead, they serve as a “North Star” to guide innovation.” The disposition domain, described as “the behaviors and ways of being that contribute to learners fulfilling their full potential,” includes agency (self-efficacy). To further emphasize student agency and the benefits to all learners, in 2018, Education Reimagined Fellow, Jennifer Davis Poon, published a two part series of articles on student agency titled, *Part 1: What Do you Mean When You Say “Student Agency?”* and *Part 2: Toward a Culturally-*

*Responsive Understanding of Student Agency*. In Part 1, Poon identifies four dimensions of student agency as 1) setting advantageous goals, 2) initiating action toward those goals, 3) reflecting and revising, and 4) internalizing self-efficacy (Davis Poon, 2018).

### ***American Institutes of Research (AIR)***

The American Institutes of Research was founded in 1946 as an independent, objective, non-partisan, not-for-profit organization. The mission of the educator sector of AIR is to “use evidence to improve education outcomes, from early childhood to postsecondary and beyond” (AIR, 2021). Some of the educational topics researched by AIR include college and career readiness, social and emotional learning, school climate, equity in education and science of learning and development. AIR defines student agency as the ability to manage one’s learning and explains that student agency can have significant effects on academic achievement as students take an active role in seeking and internalizing new knowledge (Zeiser et al., 2018).

Although previous research by the Raikes Foundation (2013), *Education Reimagined* (2015, 2018), and others had conducted studies on the components of self-efficacy, student agency, and learner agency in students, AIR saw a need to expand upon and deepen the existing research via a series of teacher survey inputs, teacher focus group findings, PSDA cycle data, and student surveys. The purpose of AIR’s research was multifold, including (a) a quest to identify the instructional practices that may be useful for the development of different aspects of student agency (i.e., self-efficacy, self-regulated learning, and persistence), and (b) a pursuit to determine how well student survey questions measure student agency. In their final report *Maximizing Student Agency: Implementing and Measuring Student-Centered Learning Practices*, AIR (Zeiser et al., 2018) presents the Menu of Teacher Practices that identifies 17 instructional practices that teachers use to develop agency (see Table 2.7). These practices fall

into three general categories: student opportunities, student-teacher collaboration, and teacher-led approaches. Once the teacher practices were identified, AIR administered more teacher surveys to determine the frequency of these practices in the classroom. The most common practice was to develop personal relationships with students to better understand their agency strengths, needs and motivators (Zeiser et al., 2018).

**Table 2.7**

*AIR Identified Teacher Practices*

<b>Student Opportunities</b>	<b>Student-Teacher Collaboration</b>	<b>Teacher-Led Approaches</b>
Choice	Developing Relationships	Assessment
Group Work	Feedback	Direct Instruction
Harnessing Outside Opportunities	Goal Setting	Modeling
Revision	Individual Conferences	Positive Reinforcement
Student Self-Reflection	Student Voice	Scaffolding
Student-Led Instruction		Verbal Cues

AIR also found that eight identified constructs of student agency had predominantly effective measurement properties within the study sample that did not change over time, even though some survey measures did not perform equally well for different groups of students. The eight constructs of student agency are self-efficacy, perseverance of interest, perseverance of effort, locus of control, mastery orientation, meta-cognitive self-regulation, self-regulated learning, and future orientation. See Table 2.8 for descriptions, supporting research sources, and examples for each. See link for full AIR report: <https://www.air.org/sites/default/files/Maximizing-Student-Agency-NICs-Report-Oct-2018.pdf>.



**Table 2.8***AIR's (2018) Student Agency Constructs, Sources, and Example Items*

Construct	Source	Example Item	Fall		Spring	
			Average	Standard Deviation	Average	Standard Deviation
Self-efficacy	Chen, Gully, & Eden, 2001	In general, I think that I can achieve goals that are important to me.	3.07	0.60	3.03	0.61
Perseverance of interest <sup>a</sup>	Duckworth & Quinn, 2009	New ideas and projects sometimes distract me from previous ones.	2.69	0.68	2.56	0.74
Perseverance of effort	Duckworth & Quinn, 2009	I finish whatever I begin.	2.88	0.66	2.84	0.67
Locus of control	Levenson, 1981	I can pretty much determine what will happen in my life.	2.97	0.57	2.89	0.55
Mastery orientation	Midgley et al., 2000	An important reason why I do my classwork is because I like to learn new things.	2.67	0.72	2.60	0.75
Meta-cognitive self-regulation	Pintrich & DeGroot, 1990	I ask myself questions to make sure I understand the material I have been studying in this class.	2.66	0.67	2.63	0.64
Self-regulated learning	Consortium on Chicago School Research, 2009	I set aside time to do my homework and study.	2.79	0.72	2.67	0.70
Future orientation	Consortium on Chicago School Research, 2009	What I learn in class is necessary for success in the future.	3.07	0.80	2.89	0.78

<sup>a</sup> Items in the perseverance of interest construct were reverse-coded so that higher values indicate a higher level of perseverance.

*Note:* Reprinted from Maximizing Student Agency: Implements and Measuring Student-Centered Learning Practices (p.6). Zeiser et al., 2018. American Institutes for Research.

### Alignment of Agency Constructs

As noted above, a review of the literature regarding agency, human agency, learner

agency, and student agency reveals both linear development and consensus among scholars regarding the tenets of the concepts. Table 2.9 is an attempt to depict such alignment.

**Table 2.9**

*Alignment of Agency Components with the Constructs of Student Agency*

<b>Bandura's Agency (2001)</b>	<b>Zimmerman's Self-Regulated Learning (2001)</b>	<b>Raikes Foundation Areas of Student Agency (2013)</b>	<b>Education Reimagined Components of Student Agency (2018)</b>	<b>AIR Constructs of Student Agency (2018)</b>
<b>Intentionality</b>	<b>Forethought Phase</b>	<b>Goal Setting and Management</b>	<b>Setting Goals</b>	<b>Locus of Control</b>
Self-influence Originate actions Set goals and desired outcomes	Task Analysis: Goal Setting Strategic Planning  Self-Motivation Beliefs: Self-Efficacy Outcome expectations Intrinsic interest/value Learning goal orientation			<b>Perseverance of Interest</b>
<b>Forethought</b>	<b>Performance Phase</b>	<b>Growth Mindset</b>	<b>Initiating Action</b>	<b>Future Orientation</b>
Self-directed Reorder priorities Project goals Anticipate desired outcomes	Self-Control  Self-Observation	<b>Relevance and Purpose</b>		
<b>Self-Reactiveness</b>	<b>Self-Reflection Phase</b>	<b>Social Capital</b>	<b>Reflecting and Redirecting</b>	<b>Self-Regulated Learning</b>
Self-motivated Self-monitoring Performance of self-guidance via personal standards Corrective self-reactions Moral agency	Self-Judgement Self-Reaction			<b>Mastery Orientation</b>  <b>Perseverance of Effort</b>
<b>Self-Reflectiveness</b>		<b>Self-Efficacy</b>	<b>Internalizing Self-Efficacy</b>	<b>Self-Efficacy</b>
Meta-cognitive capability Self-examination Self-efficacy		<b>Metacognition</b>  <b>Social Belonging</b>		<b>Meta-Cognitive Self-Regulation</b>

Since items are dynamic and fluid, one might argue for placement in the grid here versus there, but, for the purposes of this study, the research team feels confident that the eight constructs recently confirmed by AIR (Zeiser et al., 2018) are indeed valid and reliable. As such, they will be used to collect and analyze the data in this research project.

### **Student Agency and AVID**

AVID designed the College and Career Readiness Framework to prepare students for post-secondary plans after high school graduation. A part of the College and Career Readiness Framework includes student agency. AVID defines student agency as believing in and activating their own potential through building relationships, persisting through obstacles, and exercising their academic, social, emotional, and professional knowledge and skills (AVID, 2020). In their 2020 White Paper titled *Making College and Career Readiness More Equitable: The AVID College and Career Readiness Framework*, AVID includes four strategies that educators can use to support students. These components include insist on rigor, break down barriers, align the work, and advocate for students. Of the four, advocate for students best aligns with student agency. AVID describes this component as “educators consistently advocate for equity and access to challenging coursework for all and help students find their voice and achieve their aspirations through creating strong relationships and providing appropriate guidance” (AVID, 2020, p.4) and states:

By placing students in a learning environment that engages them in rigor with support, affords opportunities to explore their future pathways, and provides deliberate instruction in self-management and leadership, they develop the agency and skills that will serve them throughout their lives. None of this is possible, however, if trusting relationships are not first established between adults and students. The development of student agency is particularly challenging unless students feel cared about, supported, and capable to successfully direct and take ownership of their futures. Establishing, nurturing, and maintaining meaningful relationships forms the basis for what is commonly referred to as the AVID family. (AVID, 2020, p.4)

## **Conclusion**

Social cognitive theory and self-regulated learning are foundational to the development and understanding of student agency. Within them, certain tenets consistently overlap as noted in Table 2.9 (e.g., self-efficacy, goal setting, metacognition). For this study, the research team will use AIR's definition of student agency because it closely aligns to AVID's definition of student agency. In addition to the definition, the 17 teacher practices identified by AIR (Zeiser et al., 2018) coincide with the educator components identified by AVID. And, although there has been no research on the components AVID programs use to measure student agency, the eight constructs identified by AIR will be used as they are among the most recent to be developed.

### **Theoretical Framework: Psychological Empowerment Theory**

Individual empowerment is a process of personal development in a social framework: a transition from a feeling of powerlessness, and from a life in the shadow of this feeling, to an active life of real ability to act and to take initiatives in relation to the environment and the future. (Elisheva, 1997, p.84)

The broader theoretical framework of empowerment, specifically the PET framework, was utilized as an overarching lens when examining the development of agency in AVID students. It is clear in the foundational literature that this theory and the agency constructs developed have very similar 'roots' in cognitive psychology and social learning theory. Together, they provided an organized structure through which to examine if students are empowered, and consequently develop agency, as a result of AVID participation.

### **Foundations of Empowerment Theory**

In the mid-20<sup>th</sup> century, as noted earlier, behaviorism was the dominant psychological theory related to human behavioral change and learning. Behaviorists believed that all behavior was the result of conditioning (i.e., exposure to specific rewards and punishments or the introduction of specific stimuli). This conditioning would yield behavioral change almost to the

exclusion of the individual's contextual factors, thoughts or feelings (Holland, 1978). However, psychologists became “dissatisfied with the capacity of their findings to fully account for the complexities of human behavior” and did not agree with the behaviorist view of leaving out the impact of cognition (Kelland, 2017).

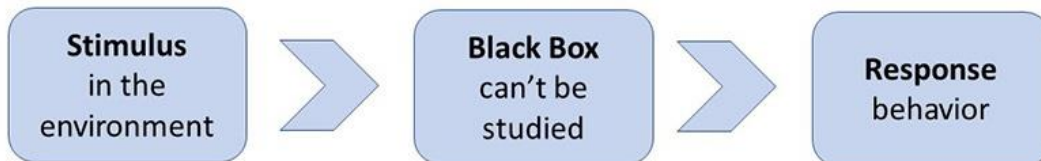
### *Shift to Cognitive Psychology*

**Social Learning Theory.** Social learning theory began to emerge to explain behavior and learning. Psychologist Julian Rotter (1954) claimed that behavior was the result of a person's expected outcome of the behavior (expectancy) and the value that the individual placed on that outcome (reinforcement value), both manifestations of cognitive processes. Alfred Bandura (1974) also addressed the reciprocal nature of cognition, environment and behavior, as opposed to automatic stimuli and response (behaviorism). Figure 2.4 depicts that shift.

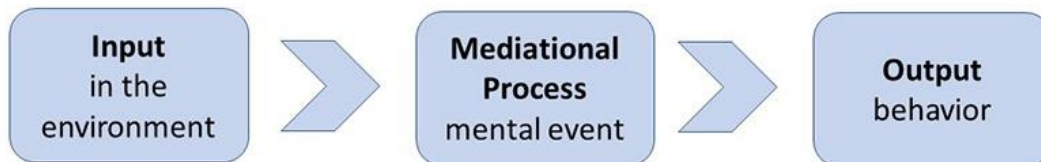
**Figure 2.4**

#### *Shift from Behaviorist Model to Cognitive Model*

Behaviorist Model (only study observable / external behavior)



Cognitive Model (can scientifically study internal behavior)



*Note.* From Cognitive Psychology, by S. McLeod, 2016 (Simplypsychology.org). Copyright 2016 by Simplypsychology.org.

According to Baldwin (1973):

With the introduction of mediating responses (i.e., internal responses to various stimulus configurations that function also as stimuli to which other responses, internal or overt, may be learned and whose reduction may function as reinforcement), social learning theorists began to cope with the more complicated problems of personality development and defense mechanisms, as well as problems of cognition and information processing (p.35).

As a result, theorists sought to explain the role of cognition in behavior and learning, studying, and finding additional mediational variables such as personality and self-efficacy that added to the complexity of this analysis.

**Locus of Control.** As part of Julian Rotter's (1954, 1966) social learning theory, the concept of locus of control emerged. Rotter (1966) was a pioneer in examining how personality played a part in cognition and therefore, learning and behavior. He explored the impact of a person seeing themselves as being able to control what happens to them (i.e., internal locus of control) versus seeing what happens to them being largely outside of their control (i.e., external locus of control) (Rotter, 1966).

**Self-efficacy.** Alfred Bandura (1977) developed the concept of self-efficacy and studied how humans' expectations of their success would impact behavior changes and persistence. He defined self-efficacy as an individual's belief in his or her capacity to execute behaviors necessary to produce specific tasks (Bandura, 1977, 1982). He noted that a person's level of self-efficacy determined whether coping behavior was initiated, if and how much effort would be expended, and how long that effort would be sustained in the face of obstacles (1977). Bandura (1977) wrote, "Reinterpretation of antecedent determinants as predictive cues, rather than as controlling stimuli, has shifted the locus of the regulation of behavior from the stimulus to the individual" (p.192). Antecedents contribute to outcomes but the role of the individual and how

they interact with context is more directly causal to outcomes (Bandura, 1977). He determined that “self-efficacy surpassed performance as a predictor of future performance” (1982, p.125).

Social learning theory, the idea that cognitive processes associated with social environments impact behavior and learning, began to trickle into fields such as human organizational management and social health. Empowerment theory developed, in part, from these foundational studies and applications.

**Motivation in Management.** Hackman and Oldham’s (1976) development of the Job Characteristics Model was centered in the study of human performance and motivation. Although this model did include structural empowerment strategies, these researchers were some of the first to examine how employee experience, as opposed to only structures, contributed to the productivity and health of organizations. Previously, these had been examined through elements, such as pay, bonus structures, supervisory practices and company policies (Hackman & Oldham, 1976; Kanter, 1976). Hackman and Oldham (1976) noted that there was “substantial evidence showing a need for studies that measure individual needs” (p.252) in relationship to job motivation and that “differences among people do moderate how they react to the complexity and challenge of their work” (p.255). Kanter (1976), a social psychologist, pioneered research in the workplace centering on distribution of power and decision-making, not simply the hierarchical organization, but how these systems influenced employee mindset and behavior.

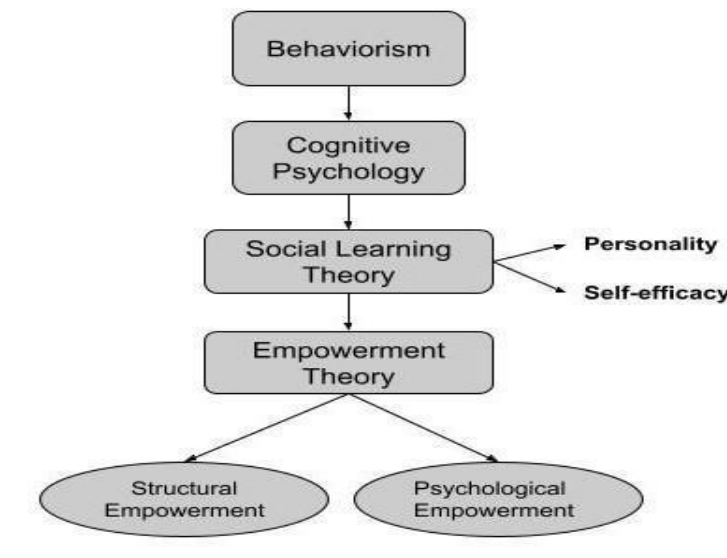
**Community Psychology and Social Change.** Julian Rappaport, a social scientist in the community psychology field, is credited for the Theory of Empowerment in the early 1980s. He wrote that empowerment would lead to “people gaining mastery of their lives” (1981, p.3). In his seminal piece on this topic, he called for the psychology field “to be more of a social movement than a profession” (1981, p.1), concluding that in order to see results, the previously held deficit

mindset (i.e., that ‘experts’ needed to develop programs to fix people) needed to change. He contended that through the lens of empowerment, researchers would see poor functioning as a result of social structures and lack of resources as opposed to population deficits (1981, p.3). Rappaport (1981) reiterated that the people deeply embedded in these communities needed to be given the opportunity to be part of the solution. This was the beginning of the delineation between motivation (remove barriers, offer attractive incentives, and distribute duties) and empowerment (give necessary capacity and increase individual expectancy of success).

These foundational literatures “gave rise to two distinct conceptualizations of empowerment: structural and psychological” (Maynard et al., 2012, p.1234). Structural empowerment focuses on the sharing of authority and decision-making in the form of policies, procedures or team designs. Psychological empowerment is centered on an individual’s perception that they are in control of their work and belief that they can be successful (Maynard et al., 2012). Figure 2.5 depicts this evolution of ideas.

**Figure 2.5**

*Evolution of Behaviorism to Empowerment Theory*





## **Psychological Empowerment Theory**

In the late 1980s and early 1990s, as the concept of these two important but distinct conceptualizations took hold, there was increased focus on psychological empowerment. Previously held beliefs about the nature of human behavior and motivation (i.e., change in behavior stemming simply from rewards and punishments, or simple organizational structures such as delegation of duties increasing motivation), were expanding. Those aspects of structural empowerment and environment were still considered applicable and necessary antecedents (Bandura, 1977; Conger & Kanungo, 1988; Hackman & Oldham, 1976; Kanter, 1976; Rotter, 1966; Spreitzer, 1995, 1997) but the notion that they would directly result in motivation and positive outcomes lost some validity. The separation of psychological and structural empowerment brought to light the interconnectedness but complexity between an individual being motivated versus empowered as well as the role that antecedents and a sense of empowerment played in predicting specific behaviors or outcomes. Researchers (Conger & Kanungo, 1988; Perkins & Zimmerman, 1995; Spreitzer, 1995; Thomas & Velthouse, 1990; Zimmerman et al., 1992) sought to establish constructs that would allow for analysis of psychological empowerment at both the individual and group levels.

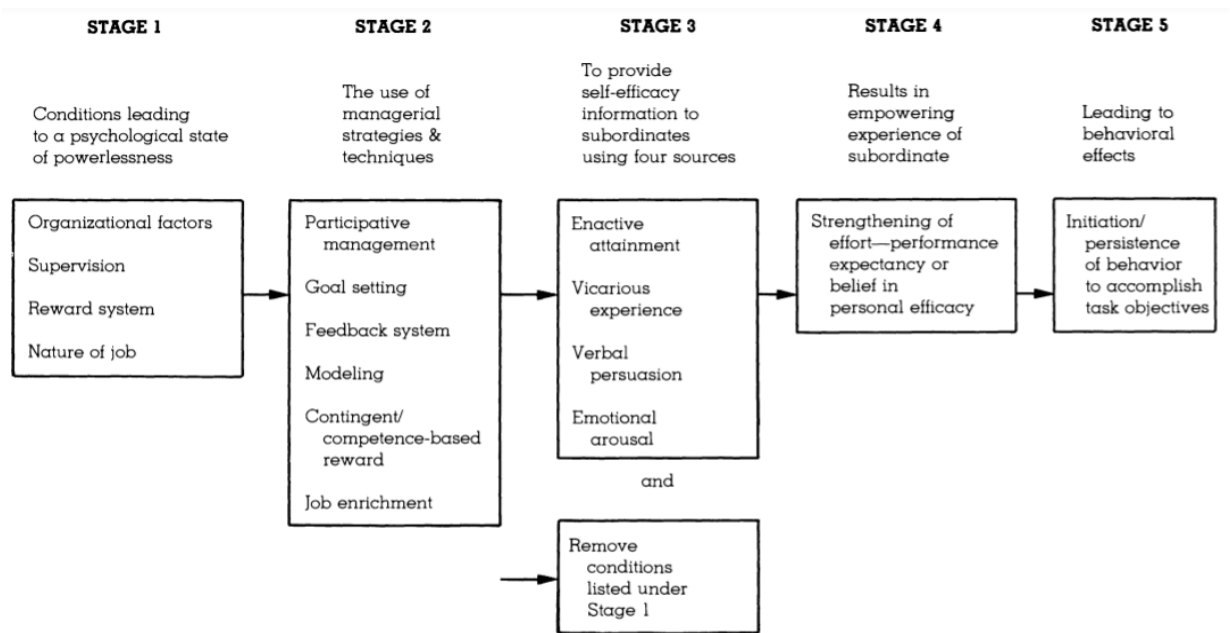
### ***Empowerment: More than Structural***

Conger and Kanungo (1988) acknowledged the under-analyzed theory of empowerment as a still emerging construct that had been used in somewhat of an isolated manner within the fields of psychology and management. The scholars contended that as a relational construct, empowerment included perceptions of power which were related to the delegation of duties and the sharing of literal power within an organization. According to Conger and Kanungo (1988), this “did not adequately address the nature of empowerment as experienced by subordinates”

(p.473) and so they proposed that empowerment be also viewed as a motivational construct, *enabling* those being managed rather than simply delegating authority. Their model for empowering subordinates included specific attention to psychological feelings of powerlessness and how barriers could be removed and self-efficacy increased (Conger & Kanungo, 1988). Although still disproportionately dedicated to structural properties, this was one of the first attempts at a construct that sought to establish relationships between antecedents, aspects of psychological empowerment, and outcomes. Figure 2.6 shows those stages of empowerment.

**Figure 2.6**

*Five Stages in the Process of Empowerment*



*Note.* From “The Empowerment Process: Integrating Theory and Practice” by J. Conger & R. Kanungo, 1988, *The Academy of Management Review*, 13(3), 471–482. Copyright 1999 by The Academy of Management Review.

***A Cognitive Model***

Thomas and Velthouse (1990) built upon Conger and Kanungo’s (1988) earlier work. They did this by (1) narrowing ‘motivation’ to a specific focus on ‘intrinsic motivation’ (i.e.,

eliminating attention on structural components) and (2) developing four specific cognitions in which members of an organization interpret their role or work tasks leading to intrinsic motivation: sense of meaningfulness, competence, choice and impact. They held ‘intrinsic motivation’ and empowerment in a similar light. These authors sought to establish a construct that held cognitive interpretation as central to empowerment rather than peripheral.

**Multidimensional Constructs**

Zimmerman et al. (1992) and Spreitzer (1995, 1997) developed multidimensional constructs that attempted to build further upon the importance of these cognitions but widened them to include antecedents, specific outcomes, and the interconnectedness between their relationships. Zimmerman’s (1992) multidimensional construct (see Figure 2.7) had three components: intrapersonal, interactional and behavioral.

**Figure 2.7**

*Zimmerman’s (1992, 1995) Multidimensional Construct of Psychological Empowerment*



*Note.* From “Further explorations in empowerment theory: An empirical analysis of psychological empowerment,” M. Zimmerman, 1992, *American Journal of Community Psychology*, 707–727. Copyright 1992 by American Journal of Community Psychology.

The intrapersonal component closely mirrored the four dimensions developed by Thomas and Velthouse (1990) and focused on an individual's perceptions of control, competence, self-efficacy and motivation. The construct proposed by Zimmerman (1992) introduced the concept of psychological empowerment including environmental and contextual components as well as outcomes or behaviors (Zimmerman, 1995; Perkins & Zimmerman, 1995).

“Psychological empowerment includes beliefs that goals can be achieved, awareness about resources and factors that hinder or enhance one's efforts to achieve those goals, and efforts to fulfill the goals” (Perkins & Zimmerman, 1995, p.582). In other words, in addition to a person's sense that they can accomplish something, their interaction with context and environment as well as actual outcomes is part of whether ‘empowerment’ is realized.

Spreitzer (1995) capitalized on the intrapersonal component, using that actual term, targeting the same four dimensions that she had discussed in her earlier work (1995) and later work (1997, 2007). Her model (Figure 2.8) continues to “posit that empowerment mediates the relationships between the social structural context and behavioral outcomes” (1995, p.601).

### ***Construct Validation of Psychological Empowerment Theory***

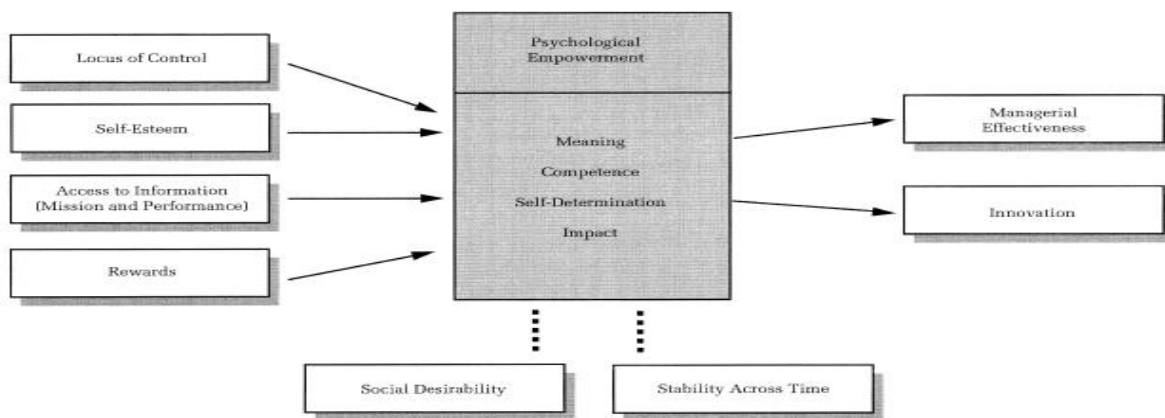
The literature specific to Psychological Empowerment Theory has ebbed and flowed over the last two decades, narrowing and widening the focus of what elements are included in “psychological empowerment.” Several authors (Conger & Kanungo, 1988; Perkins & Zimmerman, 1995; Spreitzer, 1995, 1997; Thomas & Velthouse, 1990; Zimmerman, 1992) have proposed constructs by which to measure the presence of psychological empowerment outcomes.

Thomas and Velthouse's (1990) four dimensions of empowerment presented a construct that is specific in nature but remains an integral piece of the ‘wider’ constructs. Although

scholars (Conger & Kanungo, 1988; Spreitzer, 1995; Zimmerman et al., 1992) tied in particular antecedents (e.g., delegation, distribution of power) or outcomes (e.g., community participation, organizational effectiveness), their constructs also included a sense of meaning, competence, self-determination and impact as a central and necessary part of achieving empowerment.

**Figure 2.8**

*Partial Nomological Network of Psychological Empowerment in the Workplace*



*Note.* From “Psychological empowerment in the workplace: Dimensions, measurement, and validation,” G. Spreitzer, 1995, *Academy of Management Journal*, 38(5), 1442–1465. Copyright 1995 by Academy of Management Journal.

Zimmerman’s (1995) multidimensional construct presented a very close version of the four cognitions in the intrapersonal component. Spreitzer (1995) validated the four cognitions and the importance of psychological state, maintaining those as the center of her proposed empowerment model. Spreitzer (1997) added that the four dimensions were not held in the literature as “predictors or outcomes of empowerment, but rather comprise its very essence” (p.681).

**Four Dimensions of Psychological Empowerment.** The core dimensions: meaningfulness, competence, choice and impact proposed by (Thomas & Velthouse, 1990) and

reinforced by Spreitzer (1995, 1997) have remained a cornerstone of the literature regarding psychological empowerment, regardless of the scope of the construct proposed. Spreitzer (1995, 1997) supported these cognitions with a slight modification to the term ‘meaningfulness’ and ‘choice’ being noted as ‘self-determination.’ Her description of the dimensions is below.

1. **Meaning** (synonymous with Hackman & Oldham’s, 1980, use of the term) refers to the fit between one’s work goals and beliefs or values; in other words, it is an individual’s extent of caring about a task.
2. **Competence** (directly linked to Bandura’s, 1982, notion of self-efficacy) is the belief individuals hold regarding their capability to skillfully perform their work activities.
3. **Self-determination** (akin to the Thomas and Velthouse’s, 1990, choice dimension) considers one’s sense of autonomy or control over immediate work behaviors and processes and reflects choice in initiating and regulating action.
4. **Impact** is the degree to which individuals view their behavior as making a difference or the extent to which they have influence on operating outcomes. (Maynard, et al., 2012, p.1235)

These dimensions have withstood analyses over the years (Maynard et al., 2012; Seibert et al., 2011) and have maintained credibility as an accurate framework to analyze psychological empowerment. Maynard, et al. (2012) reiterate, specifically mentioning the work of Spreitzer (1995, 1997), that the “consistency of the four-dimensional factor is impressive given that both convergent validity and discriminant validity have been found across varying studies and samples” (p.1236). In a multi-sample analysis of the four dimensions (Spreitzer, 1997), researchers found that it was “only through the combined experience of empowerment” (p.696) that empowered outcomes were achieved. No single dimension was sufficient to achieve empowerment and this was found to be the result over multiple samples.

### ***Framework Limitations and Considerations***

Existing AVID research (Black et al., 2008; Guthrie & Guthrie, 2000; Mendiola et al., 2010; Morley et al., 2020; Watt et al., 2018) described what effective implementation looked like

and touted many positive outcomes. Use of the four dimensions of psychological empowerment allowed the researchers to examine more specifically if AVID students felt empowered to manage their own learning through an increased sense of meaning, competence, self-determination, and impact.

Use of the four dimensions also presented potential limitations and future areas for expansion. First, earlier researchers (Conger & Kanungo, 1988; Hackman & Oldham, 1976) acknowledged that practices or structures can serve as antecedents to empowerment. Following that, the work of Zimmerman et al. (1992, 1995) and Spreitzer (1995, 1997) concluded that personality, context and reciprocal relationships between all of these components play a role in examining empowerment. However, for purposes of this exploration, an assumption was made that the AVID program included strategies and practices of empowerment. This study did not attempt to evaluate the AVID program in terms of practicing effective empowerment practices. Instead, this analysis looked only at whether participation in this program left students with a sense of psychological empowerment. Although proven valid (Spreitzer 1995, 1997; Zimmerman et al., 1992, 1995), the extent to which that sense of empowerment is dependent or independent of students' personalities or environmental antecedents will not be analyzed.

Spreitzer (1997) does acknowledge that multidimensional conceptualizations of empowerment should be employed and that narrow definitions of empowerment are prone to misleading conclusions. Broadening the analysis could lead to deeper understanding of outcomes and more accurate implications such as including analysis of environmental antecedents, individual personality characteristics, and/or empowered outcomes.

### **Empirical Research, Education, and Psychological Empowerment**

Over the last two decades, some educational research began to operationalize psychological empowerment utilizing the foundational dimensions and elements of early PET scholars' work (see Tables 1 and 2). Generally, empirical research on psychological empowerment in education is limited in comparison to many other topics in educational research. It is acknowledged that this is a difficult thing to 'wrangle' because of the complex nature of psychological empowerment (Cleary, 2017). Outcomes associated with positive psychological empowerment (i.e., increased sense of ownership) often do not come in the form of standardized test scores and other typically collected and measured student outcomes (Kirk et al., 2016). Therefore, it requires intentionality in research in order to measure the development and impacts of psychological empowerment specific to schools.

### ***Research Patterns***

Tables 2.10 and 2.11 not only show the sources of the information but which of the four dimensions originally proposed by Thomas and Velthouse (1990), later supported by Spreitzer (1995) and Zimmerman's (1992) frameworks, were clearly present in each written work. In some cases, the terms (meaningfulness, competence, self-determination and impact) were given closely related terms by those authors. In most cases, those dimension titles were directly used. In addition, these tables give information on which specific PET scholars were referenced within that work. This helps readers and the researcher to see trends. Taking a closer look at how researchers began to attempt to operationalize these Psychological Empowerment frameworks within education, several patterns emerge.

**Research Focus, Teachers.** There has been significantly more research conducted about teacher empowerment than student empowerment. Although not included in this paper, there is



some evidence of ‘student’ empowerment research within the area of adult and ‘on the job’ education, specifically in the medical field.

**Table 2.10**

*Psychological Empowerment Research, Focus on Teachers*

<b>Year</b>	<b>Title</b>	<b>M</b>	<b>C</b>	<b>SD</b>	<b>I</b>	<b>PET reference</b>
2003	Structural antecedents and psychological correlates of teacher empowerment	✓ Meaning	✓ Competence	✓ Self-Determination	✓ Impact	Spreitzer, (1995)
2005	Teacher-Principal relationships: Exploring linkages between empowerment and interpersonal trust	✓ Meaning	✓ Competence	✓ Self-Determination	✓ Impact	Thomas & Velthouse (1990), Spreitzer (1995)
2014	Psychological Empowerment as a Mediator Between Teachers’ Perceptions of Authentic Leadership and Their Withdrawal and Citizenship Behaviors	✓ Meaning	✓ Competence	✓ Self-Determination	✓ Impact	Thomas & Velthouse (1990), Spreitzer (1995)
2014	Understanding teacher empowerment: Teachers’ perceptions of principal’s and immediate supervisor’s empowering behaviors, psychological empowerment and work-related outcomes	✓ Meaning	✓ Competence	✓ Autonomy	✓ Impact	Spreitzer, (1995)
2017	Teachers’ perceptions of school leaders’ empowering behaviors and psychological empowerment;	✓ Meaning	✓ Competence	✓ Autonomy	✓ Impact	Thomas & Velthouse (1990), Spreitzer (1995)

Evidence from a Singapore sample						
2018	School leadership, teacher's psychological empowerment and work-related outcomes	✓ Meaning	✓ Competence	✓ Self-Determination	✓ Impact	Thomas & Velthouse (1990), Spreitzer (1995)
2018	Role of psychological empowerment in the relationship between structural empowerment and innovative behavior	✓ Meaning	✓ Competence	✓ Self-Determination	✓ Impact	Thomas & Velthouse (1990), Spreitzer (1995)
2019	Impact of Psychological Empowerment on Job Performance of Teachers: Mediating Role of Psychological Well-being	✓ Meaning	✓ Competence	✓ Self-Determination	✓ Impact	Thomas & Velthouse (1990)
2021	Authentic Leadership and teachers' voice behavior: The mediating role of psychological empowerment and moderating role of interpersonal trust	✓ Meaning	✓ Competence	✓ Self-Determination	✓ Impact	Thomas & Velthouse (1990), Spreitzer (1995)

**Table 2.11**

*Psychological Empowerment Research, Focus on Students*

Year	Title	M	C	SD	I	PET reference
2011	Psychological Empowerment Among Urban Youth: Measure Development and Relationship to Psychosocial Functioning	✓ Satisfaction with work completed	✓ Self-efficacy	✓ Perceived control	✓ Motivation to influence	Zimmerman (1992) Intrapersonal

2011	Classroom environments and student empowerment: An analysis of elementary and secondary teacher beliefs		✓ Self-efficacy	✓ Perceived control		Zimmerman (1992) Intrapersonal
2016	The power of student empowerment: Measuring classroom predictors and individual indicators	✓ Meaning	✓ Competence Self-efficacy	✓ Equal roles	✓ Impact	Thomas & Velthouse (1990), Zimmerman (1992) Intrapersonal
2017	The Empowering Schools Project: Identifying the Classroom and School Characteristics that Lead to Student Empowerment					Thomas & Velthouse (1990), Zimmerman (1992) Intrapersonal, Interactional, Behavioral
2018	Youth Empowerment Solutions: Evaluation of an After-School Program to Engage Middle School Students in Community Change		✓ Leadership Self-efficacy  Self-esteem			Zimmerman (1992) Intrapersonal, Interactional, Behavioral
2018	The interacting effects of psychological empowerment and ethnic identity on indicators of well-being among youth of color		✓ Self-efficacy	✓ Perceived Control		Zimmerman (1992) Intrapersonal
2018	A study of primary school students' interest, collaboration attitude, and programming empowerment in computational thinking education	✓ Meaning	✓ Competence Self-efficacy	✓ Equal roles	✓ Impact	Thomas & Velthouse (1990)

2019	The Examination of Cognitive Empowerment Dimensions on Intrapersonal Psychological Empowerment, Psychological Sense of Community, and Ethnic Identity Among Urban Youth of Color	✓ Self-efficacy	✓ Perceived Control	Zimmerman (1992) Intrapersonal
------	--	--------------------	------------------------	-----------------------------------

However, this does not seem relevant to the proposed hypothesized question about how PET has been studied in K-12 education. One possible reason for this is that theories of empowerment have traditionally been geared toward the workplace and community psychology, areas that focus on adult subjects. Traditionally, school systems have been seen as places where administrators and teachers lead (and work) while students are the subjects of learning. As we continue to trend away from that to a focus on more student-centered and autonomous instructional systems and methods, we could expect to see an uptick in student empowerment research.

**Methods.**

*Questionnaires and Surveys.* All the student and teacher psychological empowerment research included some type of questionnaire or survey. Due to the nature of PE as a mediating, cognitive variable, this seems expected. Researchers need to understand how individuals are internalizing inputs and how they are developing a ‘sense of’ X variable in order to gain accurate insights into the level of PE present. As an example, an observation would provide structural or program information, and would therefore be a less likely method to use here. There were studies (Ozer & Schotland, 2011; Sing & Sarkar, 2012) that utilized interviews as well.

**Common Measures.** Most of the studies examining teacher empowerment utilized Spreitzer’s (1995) 12-item questionnaire (see Figure 2.9) as the measure of psychological empowerment (Dee et al., 2002; Koiv et al., 2018; Lee & Nie, 2014; 2017; Singh & Sarkar, 2018; Zhang et al., 2021). The Learner Empowerment Scale (LES) developed by Frymier in 1996 but then re-designed and shortened by Weber, et al., (2005), was utilized in the limited studies centered on the classroom (Kirk et al., 2016). Interestingly, the roots of this scale also can be found in Thomas and Velthouse’s four proposed dimensions (1990).

**Figure 2.9**

*Spreitzer Psychological Empowerment Instrument*

**Psychological Empowerment Instrument**

Listed below are a number of self-orientations that people may have with regard to their work role. Using the following scale, please indicate the extent to which you agree or disagree that each one describes your self-orientation.

A. Very Strongly Disagree	D. Neutral	E. Agree
B. Strongly Disagree		F. Strongly Agree
C. Disagree		G. Very Strongly Agree

- \_\_\_ I am confident about my ability to do my job.
- \_\_\_ The work that I do is important to me.
- \_\_\_ I have significant autonomy in determining how I do my job.
- \_\_\_ My impact on what happens in my department is large. impact
- \_\_\_ My job activities are personally meaningful to me.
- \_\_\_ I have a great deal of control over what happens in my department. impact
- \_\_\_ I can decide on my own how to go about doing my own work.
- \_\_\_ I have considerable opportunity for independence and freedom in how I do my job.
- \_\_\_ I have mastered the skills necessary for my job.
- \_\_\_ The work I do is meaningful to me.
- \_\_\_ I have significant influence over what happens in my department.
- \_\_\_ I am self-assured about my capabilities to perform my work activities.

*Note.* From “Psychological empowerment in the workplace: Dimensions, measurement, and validation,” G. Spreitzer, 1995, *Academy of Management Journal*, 38(5), 1442–1465. Copyright 1995 by Academy of Management Journal.

In all instances, scales such as these (with the four dimensions) were then analyzed alongside other constructs of antecedents, such as team teaching (Dee et al., 2002), authentic leadership (Shapira-Lishchinsky & Sigalit, 2014) and outcomes such as impact on teacher withdrawal behaviors (Shapira-Lishchinsky & Sigalit, 2014), levels of trust (Moye et al., 2005), or behaviors such as absenteeism and organizational commitment (Kirk et al., 2016; Moye et al., 2005). This strategy allowed researchers to come to conclusions about how psychological empowerment was fostered and how it mediated intended outcomes.

**Foundational Theory, Spreitzer vs. Zimmerman.** A noted pattern exists in the theory used to steer the exploration of empowerment in teachers versus students. As articulated in the theory portion of this paper, the two researchers' constructs are rooted similarly, in Thomas and Velthouse's four dimensions. The intrapersonal component of Zimmerman's (1992) multidimensional construct is directly aligned with the center of Spreitzer's (1995), both based on those four dimensions. Therefore, it's plausible to say that despite which theory base is used, the general construct being used in all of the studies to measure psychological empowerment is very similar. A potential explanation for the pattern is that because teachers are seen as the adults and leaders within a school, the use of Spreitzer's construct (1995), which has been heavily focused in organizational management and the workplace, has a more direct connection. Zimmerman, with his work centered in the study of psychology and community change, may seem like a more likely choice when transitioning the study of empowerment into education and attempting to operationalize psychological empowerment with students and schools. Spreitzer (1995) articulated this exact point and aligned the two, despite this tendency. She connected perceived control to impact and self-determination, self-efficacy to competence, motivational control to meaning and perceived competence to competence.

### ***Development and Impact of Psychological Empowerment (PE)***

As previously noted, psychological empowerment research has been focused on teachers within the context of educational leadership practice and ultimately school improvement. In addition, a smaller body of research exists pertaining specifically to empowerment and how it can be leveraged with students as both a transformational and instructional tool. Some of this research presented on students is in the context of community youth empowerment as opposed to schools, but has outcomes related to education. A review of this research has potential for aspiring school leaders in terms of exploring how psychological empowerment is fostered and what possible impacts there might be on learning and performance.

**Teachers.** The empirical research conducted on psychological empowerment has been heavily focused on empowering teachers. Boyce and Bowers (2018) present a framework for instructional leadership based on a meta-analysis of 25 years' worth of research on instructional leadership. In this framework, it clearly depicts the strong relationship between principal leadership, school climate and how that impacts teacher influence on learning as well as on retention and teacher satisfaction. Researchers (Dee et al., 2002; Koiv et al., 2018; Lee & Nie, 2014, 2017; Moye et al., 2005; Sing & Sarkar, 2018; Zhang et al., 2020) emphasize the role that teacher psychological empowerment can play in leaders developing positive school cultures, reducing teacher turnover and innovating in a rapidly changing educational climate. There are two areas that emerge as contributing most to the psychological empowerment of teachers: leadership behaviors and a culture of teamwork. Generally, psychological empowerment is seen as a mediating variable between these and behavioral outcomes.

***Development of PE, Leadership Behaviors and Culture of Teamwork.*** According to Moye et al. (2020) "the leader plays an essential role in providing subordinates with empowering

work experiences (p.263). Kiov et al. (2018) echo this, calling on leaders to actively develop psychological empowerment in their teams. Many previous studies did not focus on empowerment as a psychologically mediated variable (Lee & Nie, 2014). There was an assumption that principals had certain characteristics or deployed specific strategies and there were direct, empowered outcomes that could be expected. Further empirical research is still needed to effectively understand the complexity of teachers' psychological empowerment; their perceptions, feelings, and actual 'sense of' (meaningfulness, competence, self-determination and impact) that materializes from leadership behaviors (Lee & Nie, 2014).

Authentic leadership practice was found to foster teacher psychological development. Authentic leadership, "a new type of genuine and values-based form of leadership that acknowledges and accommodates the legitimate needs of individuals, groups, organizations, communities and cultures in an integrative way" (Zhang et al., 2021), is linked to positive levels of psychological empowerment for teachers. Shapira-Lishchinsky and Tsemach (2014) used a questionnaire that allowed them to measure authentic leadership behaviors alongside the dimensions of empowerment. The questionnaire centered on behaviors of principals fitting into these dimensions of authentic leadership: (a) self-awareness (b) relational transparency (c) internalized moral perspective and (d) balanced processing. They found that all four dimensions of psychological empowerment had positive correlations with authentic leadership behaviors (Shapira-Lishchinsky and Tsemach, 2014). Lee and Nie (2013, 2017) developed and used the School Leader Empowering Behaviors (SLED) scale. It included (1) delegation of authority, (2) providing intellectual stimulation, (3) giving acknowledgement and recognition, (4) articulating a vision; (5) fostering collaborative relationships, (6) providing individualized concern and support, and (7) providing role-modelling. Interestingly, one of the key conclusions found in this



study was the importance of principal's providing leadership and role-modelling to their middle level leaders (e.g., instructional coach) in order to maintain a similar leadership culture in smaller settings such as department meetings (Lee & Nie, 2017) Koiv et al. (2018) studied similar leadership behaviors through the lens of transformational leadership, containing similar behaviors such as group goal setting, encouraging members to pay attention to their personal development and providing individual support. Singh and Sarkar (2018) contributed some leadership behaviors in terms of 'structural practices.' They note that a high level of perceived self-determination is closely associated with structures of information sharing and employee participation in decision making. Considering different policy tools (EDUC 866 Policy in Education) that school leaders can utilize, capacity-building and symbolic tools come to the forefront in this context. Authentic leaders must create school-wide policies that support empowerment through provision of needed skills and training, addressing barriers. They can also build on an intrinsic desire to engage in a culture of empowerment through intentional activities that build on individuals' existing desire to participate, excel and inspire others.

Trust is also a component that was studied (Kioiv et al., 2018; Moye et al., 2005; Zhang et al., 2021) and found to be linked to teacher psychological empowerment, often studied alongside leadership behaviors as well. Zhang et al. (2021) links trust to increasing teacher voice, and says "psychologically empowered teachers will feel more positive and competent in expressing their opinions with regard to improving school efficiency." (p.780) Moye et al. (2005) found that psychological empowerment is a significant predictor of interpersonal trust, specifically related in the dimensions of self-determination, meaningfulness and impact. Specific examples were then given within these dimensions: self-determination (i.e., accepting a broader range of discretion or latitude in terms of individual approaches to work activities), meaningfulness

(accentuating the importance of individual roles and emphasizing how an individual teacher's work contributes to organizational goals), and impact (valuing decisions made by employees and utilizing decision-making processes that give employees a sense of control (Moye et al., 2005). Zhang et al. (2021) also contributes practical strategies such as expressing confidence in teachers verbally, shared decision-making, and information sharing. Kiov et al. (2018) notes that principals need to invest time and energy in the interpretation of goals and collaborating to form the "why" with their teachers.

Psychological empowerment can also be fostered by school leaders who develop a culture of teamwork in their schools. Productive interactions in schools have important psychological interactions for empowerment (Dee et al., 2002). Moye et al. (2005) found that committee work was significantly related to increased sense of meaningfulness and impact. Dee et al. (2002) examined team teaching alongside psychological empowerment and found that there was a positive relationship between this practice and teachers' sense of self-determination, impact and meaningfulness. Strategies, such as collaborative school governance and community relations teamwork, were mentioned. Lee and Nie (2017) researched the differing influence of principal and middle managers' on teachers' PE. They found that teachers' sense of competence was more closely associated with empowering behaviors of their middle manager (i.e., department head) while principal behaviors impacted teachers' sense of autonomy (self-determination) and impact. Therefore, it is critical for principals to develop a culture of teamwork and empowerment that is communicated and expected among teacher leaders as well. Using Bolman and Deal's (year) four frames of leadership (EDUC 731), a school leader may primarily examine this task through the human resources frame, specific to investigating teachers' needs and responding genuinely to ensure that they have what they need to carry out

empowered behaviors. Simultaneously, he/she must consider what processes or materials (structural frame) might be needed to support the effort to successfully create this culture of empowerment. It must be integrative in nature.

***Impact on Learning and Performance, Teacher Leadership and Commitment.*** “With teachers’ work becoming more complex and demanding, teachers’ psychological empowerment inevitably becomes more crucial to teachers’ optimal functioning in the school workplace, especially to remain motivated and committed in their professional roles” (Lee & Nie, 2014, p.76). Increased in levels of empowerment and trust can mitigate effects of organizational complexity, diminish the need for supervisory oversight and positively impact productivity and learning (Moye et al., 2005).

Teachers who are more empowered may be more motivated, seek to improve instruction, create learning environments that engage students as significant partners in the learning process (Kirk et al., 2017; Moye et al., 2005). When teachers develop a sense of meaning in their work, control over their work, competence in the ability to carry out their work and a sense of impact to organizational goals, they become more invested in all aspects of school improvement. Singh and Sarkar (2018) found that psychological empowerment is one of the most important factors that explains the effect of creative innovation at the workplace as well. “Empowered individuals exhibit behaviors that promote new ideas and support implementation of new ideas” (p.533). Paying attention to the development of psychological development in teachers could therefore lead to a faculty that is self-motivated, driven to create positive change, willing to place organizational goals above personal ones, and able to innovate both in and out of the classroom. Several researchers (Dee et al., 2002; Koiv et al., 2018; Lee & Nie, 2014; Shapira-Lishchinsky & Tsemach, 2014) explored the relationship between teacher psychological empowerment and

commitment. Optimizing school effectiveness requires teachers who are willing to exert considerable effort beyond basic job requirements (Shapira-Lishchinsky & Tsemach, 2014). They also utilized other structures alongside the four dimensions of PE in order to examine these relationships. Organizational commitment behaviors (OCB) included three dimensions: (1) extra-role behavior toward students; (2) extra-role behavior toward team; and (3) extra role behavior toward school. A construct of authentic leadership was also included, along with outcomes of particular withdrawal behaviors.

Specific to organizational commitment, the study found that levels of self-determination, meaningfulness and competence in teachers resulted in fewer absences. Increasing teachers' sense of impact was directly related to increased organizational commitment behaviors (Shapira-Lishchinsky & Tsemach, 2014). Dee et al. (2002) also found that levels of PE in teachers had a significant impact on organizational commitment and reduced levels of burnout and turnover. Additionally, increased meaning in teachers' work was linked to job satisfaction (Dee et al., 2002; Ahmed & Malik, 2019). Koiv et al. (2018) also found a strong connection between teachers' sense of meaningfulness and job satisfaction. Organizational commitment and job satisfaction was linked to authentic leadership behaviors as well.

In the present culture of trying to recruit, retain and maximize quality teachers, school leaders should understand the positive implications of developing PE and the impact that it can have on teacher effectiveness and commitment. School principals need to shift their focus from learning outcomes to the development of the school as an organization (Koiv et al., 2018).

**Students.** Many scholars (Kirk et al., 2017; Lardier et al., 2018; Ozer & Schotland, 2011) acknowledge that although there is some research on youth empowerment that yields important conclusions, very limited studies are available specific to the school setting and empowerment.

Most research to date looks at empowerment from the angle of overcoming power structures and increasing community participation as opposed to specific strategies for fostering empowerment in schools. Some scholars (Frymier et al., 1996) examining school settings around the time of the inception of PE frameworks, rationalized that impact, meaning and competence should be included in frameworks (i.e., Learner Empowerment Scale) geared toward students but not self-determination. This was because students were seen as having little to no control over the educational setting. A strong argument could be made for establishing this as outdated in present educational pedagogy. Lastly, in considering the development of PE in students and the impact it can have, school leaders have to consider how interventions or programs fail to or successfully employ actual empowerment frameworks in their design. Oftentimes, these initiatives fail because they are not structured around those researched frameworks (Zimmerman, 2018).

*Development of PE, In the Classroom.* “The school setting is uniquely positioned to influence empowerment within the academic domain” (Kirk et al., 2014, p. 590). They argue for the introduction of intrapersonal student empowerment as a measure of student and teacher effectiveness and growth. The way in which teachers create the classroom environment may create changes in student empowerment with correlated links to academic and behavioral indicators” (Kirk et al., 2014, p.594). It was noted that “classroom characteristics predicted student empowerment above and beyond demographic factors” (Kirk et al., 2014, p.592).

Kong et al. (2018) studied intrapersonal empowerment, using language from the four dimensions (Thomas & Velthouse, 1990) related to computer science education. These researchers specifically explored the concept of student interest and what the relationship is between interest and PE within this content area. They found strong evidence that teachers should consider ‘developing interest’ as a key precursor to introducing academic skill areas and

tasks. Development in the four dimensions was found to be in direct correlation to the development of interest (Kong et al., 2018) This was particularly true for students of color and disadvantaged students.

Kirk et al. (2014, 2017), some of the only scholars to look specifically at classroom practice in terms of empowering students, identified three characteristics linked to high PE in students: (1) increased equitable distribution of power between teacher and students, (2) increased levels of trust, and (3) a positive sense of community. There should also be an effort to ‘push against’ the traditional structure of schools in terms of teacher and student roles, especially at secondary levels. These students have an increased need for autonomy and control and not allowing it can stifle their sense of capacity (Ozer & Schotland, 2011). There is also a need for researchers and leaders to examine how to better operationalize student empowerment for teachers in terms of classroom practices that relinquish control and empower students (Nichols & Zhang, 2011).

One study of the Youth Empowerment Solutions (YES) after-school program (Zimmerman et al., 2018), specifically built on empowerment theory, explored activities within the program that were linked to PE and then how they impact antisocial and prosocial behaviors. Some of the activities found to be successful in fostering psychological empowerment in students and positive behaviors were working with neighborhood advocates/mentors, planning projects and identifying community assets. These seem to correlate with Kirk et al.’s (2017) characteristics of classrooms that foster PE. In addition, these activities also mirror the four dimensions (Thomas & Velthouse, 1990) and the intrapersonal component (Zimmerman, 1992).

***Impact on Learning and Performance, School Success and Behavior.*** The positive effects of empowerment strategies utilized with students will not necessarily present themselves

on standardized test scores or grades, especially in the short term (Kirk et al. 2014). He encourages school leaders to increase the use of these frameworks to measure teacher practice and student growth.

Both pieces of research focused on school settings (Kirk et al., 2014, 2017; Kong et al., 2018; Zimmerman et al., 2018) and those studies targeting psychological empowerment of youth in a more general, community sense (Ozer & Schotland, 2011; Lardier et al., 2018, 2019) yields conclusions that point to positive outcomes related to school. Students with higher levels of psychological empowerment report having caring relationships with their teachers and greater perceived social support from peers (Nichols & Zhang, 2011; Ozer & Schotland, 2011). Students with a sense of psychological empowerment also reported feeling more connected to school and placed more importance on it (Lardier et al., 2018). Students with higher levels of PE had higher grades, were more involved in extracurricular activities and had higher expectations for themselves in terms of educational attainment (Kirk et al., 2014).

Along with educational outcomes, students with high levels of psychological empowerment showed related positive behaviors. Kirk et al. (2014, 2017) noted that students with strong indicators of PE were less likely to skip class or get in trouble. Lardier et al. (2018) who were more focused on community empowerment for youth, found that psychological empowerment “is likely to buffer urban youth from negative mental health symptoms and other associated consequences” (p. 491). In addition, they were less likely to engage in substance abuse activities (Lardier et al., 2018).

**Marginalized populations.** All the foundational empowerment theorists mentioned, (Spreitzer, 1995; Thomas & Velthouse, 1990; Zimmerman, 1992) regardless of the context, hold empowerment as peoples’ perceived control and efficacy over their own lives. Leaders must

acknowledge and name the imbalance of power that has existed between various groups of people in our country's history. To implement policies and procedures that ameliorate historic inequities, empowerment can be strategically fostered. The small body of research available specific to psychological empowerment and students does yield some specific thoughts in relation to marginalized student populations, in addition to the strategies and outcomes mentioned above for all students. Research shows a strong need for students from ethnic or racial minority groups to have empowering experiences with peers and mentors from that group. This yields a stronger sense of ethnic identity. Higher ethnic identity and PE levels combined was found to lead to students placing increased importance on school, increased community participation and engaging in less substance abuse (Lardier et al., 2018) Over time, engaging in PE activities was found to protect students from various negative consequences associated with helplessness (Lardier et al., 2019). Empowerment activities and subsequent increased psychological empowerment yielded positive outcomes specific to under-resourced student populations. Higher PE levels in urban youth of color was associated with those students being more critically aware of their community, in control of their surroundings, and able to access resources that increased mental well-being (Lardier et al., 2018). Kirk et al. (2014) found that intrapersonal empowerment contributed to economically disadvantaged students' success at higher rates than other groups with more resources. It can also lead to other positives such as more civic engagement, persistence and improved mental health. All outcomes studied: predicting PE, behavioral indicators and academic indicators were positive, even when controlling for demographic variables. Schools have the power to 'even the playing field' greatly, despite the outside contextual factors that students bring (e.g. race, income).



## **AVID and Empowerment**

The AVID program outlines what students need to be college and career ready: Rigorous Academic Preparedness, Opportunity Knowledge, and Student Agency. Student agency can be defined as “the ability to manage one’s learning” (Zeiser et al., 2018, p.1). The AVID organization lists the following under the category “What Students Need” and the sub-category “Student Agency:” (1) activate their own potential (2) build relationships, (3) persist through obstacles (4) exercise their academic, social, emotional, and professional knowledge and skills (AVID, 2020). However, there is little to no evidence of student agency and/or psychological empowerment in the current research regarding AVID. Table 2.12 depicts how the dimensions of psychological empowerment, the constructs of student agency, and the practices of teachers align, along with sample components of the AVID program.

### **Conclusion**

Using the four-dimensional framework of psychological empowerment, researchers were able to explore which dimensions of empowerment were or were not developed by the LCSD AVID program. The established constructs of student agency and teacher practices, supported by past and present research, provided concrete tools to use in the collection of opinions and perceptions of past and present students, to examine the depth of empowerment (and development of student agency). This alignment of an established framework, as well as constructs and practices supported by research, allowed scholars to begin to conceptualize how the literature connected to and supported the task of analyzing the extent to which the AVID program empowered students and developed agency in them.

### **Table 2.12**

*Alignment of Theoretical Framework with AVID Goals, Practices, and Components*

<b>Psychological Empowerment Dimensions</b>	<b>Student Agency Constructs</b>	<b>Student Agency Teacher Practices</b>	<b>Sample AVID Program Components</b>
<b>Meaning</b> Individual's caring about a task	<b>Mastery Orientation-</b> finding meaning/intrinsic interest in your work  <b>Persistence of Interest-</b> proclivity to maintain interest	<b>Goal Setting Modeling</b>  <b>Individual Conferences</b>	<ul style="list-style-type: none"> <li>• Student selection process requires student application with evidence that student wants to be part of the AVID program, builds the 'why'</li> <li>• Development of long-term educational plan</li> <li>• Collaboration with counselors, future planning</li> <li>• AVID elective teacher selection, proven track record serving underrepresented populations of students, growth mindset</li> </ul>
<b>Competence</b> Belief individuals hold regarding their capability to skillfully perform their work	<b>Self-Efficacy-</b> belief that one has the ability to achieve goals	<b>Student-Led Instruction</b>  <b>Developing Relationships</b>  <b>Assessment Direct Instruction Scaffolding</b>	<ul style="list-style-type: none"> <li>• AVID elective- building of 'soft skills' (self-management, communication, study skills)</li> <li>• Enrollment in rigorous course tracks, inject into school culture</li> <li>• AVID Writing Curriculum</li> <li>• Practice test taking, college entrance</li> <li>• Culture of college attendance</li> </ul>
<b>Self-Determination</b> Sense of autonomy or control over immediate work	<b>Self-Regulated Learning-</b> responsibility/control of one's learning strategies  <b>Metacognitive Self-Regulation-</b> cognitive control of understanding, asking oneself questions to uncover answers	<b>Choice</b>  <b>Student Self-Reflection</b>  <b>Feedback Student Voice Revision</b>	<ul style="list-style-type: none"> <li>• Cornell Notes</li> <li>• AVID Tutorial sessions</li> <li>• Socratic Seminars, Inquiry based learning</li> <li>• Specific research tasks with student choice</li> <li>• Learning Logs/Reflections</li> <li>• Significant teacher training, specific to foster independent learning</li> </ul>
<b>Impact</b> Degree to which individuals view their behavior as making a difference or the extent to which they have influence on operating outcomes	<b>Locus of Control-</b> belief that one has 'control over his/her life outcomes'  <b>Persistence of Effort-</b> extent to which one will expend consistent effort in the face of challenges  <b>Future Orientation-</b> what I learn in class is applicable to and necessary in 'real life'	<b>Harnessing Outside Opportunities</b>  <b>Positive Reinforcement</b>  <b>Verbal Cues</b>  <b>Group Work</b>	<ul style="list-style-type: none"> <li>• Binder checks</li> <li>• Strategic support in rigorous coursework</li> <li>• College visits</li> <li>• Guest speakers, networking opportunities</li> <li>• Significant teacher training, specific to learner centered lessons/strategies</li> </ul>

## **CHAPTER III: METHODOLOGY**

### **Introduction**

This mixed-methods study explored how and to what extent participation in the AVID program in Lake City School District (LCSD) empowered students to develop agency and manage their own learning. Four dimensions of Psychological Empowerment Theory (Spreitzer, 1995, 1997; Thomas & Velthouse, 1990), eight constructs of student agency (Zeiser et al., 2018), and seventeen supporting teacher practices (Zeiser et al., 2018) were utilized to investigate if the AVID program, based on alumni and current student perceptions, developed student agency. This chapter outlines the methodological design for this study. It is organized into the following sections: (a) rationale, (b) research questions, (c) research design, (d) research site, (e) data collection, (f) data analysis, (g) limitations, and (h) conclusion.

### **Rationale**

Overall, empirical research conducted on the AVID program to date has explored program implementation, academic impacts, and/or the effects of the program on college entrance and persistence (Black et al., 2008; Guthrie & Guthrie, 2000; Huerta et al., 2013; Mendiola et al., 2010; Parker et al., 2013; Watt et al., 2011). Student agency, as a broad concept, has not been thoroughly researched. Specific to the AVID program, exploration of results in terms of student agency is virtually non-existent. Note that as part of the AVID framework (AVID, 2020), student agency is touted as one of three main elements defining AVID's core mission of closing the opportunity gap by preparing all students for college readiness and success in a global society.

Historically, LCSD has been committed to funding and maintaining a robust and certified AVID program for more than fifteen years. As such, the first AVID program was implemented in three high schools during the 2006–2007 school year. Additional high schools, middle schools, and now even an elementary school have been added since (see fuller description in Chapter 2). Throughout the years, the national AVID organization has conducted numerous onsite visits to LCSD and provided several reports documenting various items such as enrollment percentages in the AVID elective, achievement scores in Math 1 courses, and college matriculation statistics as reported on the district’s AVID webpage (LCSD, 2021). However, these reports do not speak to the development of student agency, much like the broader academic research. Likewise, LCSD itself has not conducted research on the development of agency in their students as a result of the AVID program.

This study began an exploration of the intended outcome of student agency development via Lake City School District’s AVID program. Information was collected from AVID alumni and current AVID students alike. This allowed the research team and district to better understand how AVID participation and subsequent agency development was impacting students currently, as well as when they graduated and attended college and/or entered the workforce. The alumni portion of the study allowed researchers to explore, based on recall and perceptions, how agency was developed, if alumni experienced specific teaching practices, and the extent to which it impacted graduates’ college and career readiness. The student portion of the study allowed researchers to collect and compare data on student agency constructs and supporting teacher practices currently being implemented in the district. From a broad perspective, this study served as emerging academic research focused on the extent to which students are empowered and develop student agency through participation in an AVID program.

## Research Questions

The desired research outcome of this study was to understand the extent to which alumni and/or current students feel empowered to manage their own learning after participation in LCSD’s AVID program. Two main research questions guided the study (see Table 3.1). Four additional sub-questions were proposed for each main question.

**Table 3.1**

*Research Questions for AVID Alumni and Current AVID Students*

AVID Alumni	Current AVID Students
<p><b>Research Question 1:</b> According to AVID alumni, how and to what extent did participation in the AVID program empower them to manage their own learning (i.e., develop student agency)?</p>	<p><b>Research Question 2:</b> According to current AVID students, how and to what extent does participation in the AVID program empower them to manage their own learning (i.e., develop student agency)?</p>
<p><b>Question 1A:</b> Which elements of student agency do alumni feel were most developed as a result of their participation in AVID?</p>	<p><b>Question 2A:</b> Which elements of student agency do students feel are most developed as a result of their participation in AVID?</p>
<p><b>Question 1B:</b> Which elements of student agency do alumni feel were the least developed as a result of their participation in AVID?</p>	<p><b>Question 2B:</b> Which elements of student agency do students feel are the least developed as a result of their participation in AVID?</p>
<p><b>Question 1C:</b> Which elements of student agency, if any, do alumni associate strongly with college and career readiness?</p>	<p><b>Question 2C:</b> Which elements of student agency, if any, do students associate strongly with college and career readiness?</p>
<p><b>Question 1D:</b> Which supporting teacher practices of student agency do alumni identify as part of their AVID program and experience?</p>	<p><b>Question 2D:</b> Which supporting teacher practices of student agency do students identify as part of their AVID program and experience?</p>

## Research Design

### Overall Methodology

For this study, researchers used mixed methods to collect and analyze data from LCSD AVID alumni and current AVID students. The term “mixed methods” refers to “an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry” (Wisdom &

Creswell, 2013, p.1). According to Schoonenboom and Johnson (2017), “the overall goal of mixed methods research, of combining qualitative and quantitative research components, is to expand and strengthen a study’s conclusions” (p. 110). According to McKim (2017), mixed methods research adds value to methodological designs when compared with a purely quantitative or purely qualitative study. Quantitative data are numeric representations of information, such as those based on survey scores, financial reports, rankings and/or evaluations (Gibson, 2017). Qualitative data include oral input (e.g., interviews), observations, and written text (e.g., document review) (Gibson, 2017). Both quantitative and qualitative data provided the researchers with a deepened understanding of how LCSD’s AVID program was implemented.

The most common and well-known approach to mixing methods is the Triangulation Design (Creswell et al., 2003). The purpose of triangulation is “to obtain different but complementary data on the same topic” (Morse, 1991, p.122) to best understand the research problem. Within triangulation design, there are four variants (Creswell, 2006). For the purpose of this study, the researchers will use the “validating quantitative data model.” This model is used when scholars want to validate and expand on the quantitative findings from a survey by including a few open-ended qualitative questions. In this model, researchers collect both types of data within one survey instrument. This model seemed most appropriate for the researchers’ study on student agency because of the type of questionnaire that had been developed. Alumni and student responses collectively addressed the use of certain teacher practices and constructs, and also provided evidence needed to analyze and answer the research questions.

## **Questionnaire**

As such, the research team developed a questionnaire that had both quantitative (closed-ended) and qualitative (open-ended) questions. The closed-ended questions were designed using

a four point, forced choice Likert scale. A Likert scale is defined as an “ordinal psychometric measurement of attitudes, beliefs and opinions” (LaMarca, 2011), that assesses a single attitude or trait when response scores are combined (Bhandari, 2020). AVID alumni and current AVID students from LCSD completed identical questionnaires, except alumni questions were in past tense. The design of the questionnaire included eight constructs and seventeen teacher practices adapted from AIR’s 2018 study on student agency (Zeiser et al., 2018) and three open-ended questions. Open-ended questions are exploratory in nature, and offer the researchers rich, thick qualitative data (i.e., providing the research team with an opportunity to gain additional insight). They also provide respondents an opportunity to voice subsequent thoughts that may not be captured in the forced-choice items. However, being qualitative in nature, these types of questions alone lack the statistical significance needed for conclusive research (Saldaña & Omasta, 2018, p.99). Demographic data including race, gender, grade level, and number of years in the AVID Program was also collected for analytical purposes (see Appendix B and C).

As a model, and to add validity, the questionnaires for this study were modified slightly from a series of teacher survey input, teacher focus group findings, PSDA cycle data, and student surveys created by the American Institute for Research (AIR) (Zeiser et al., 2018). The purpose of AIR’s research was multifold, including (a) a quest to identify the instructional practices that may be useful for the development of different aspects of student agency (i.e., self-efficacy, self-regulated learning, and persistence), and (b) a pursuit to determine how well student survey questions measure student agency. In their final report *Maximizing Student Agency: Implementing and Measuring Student-Centered Learning Practices*, AIR (Zeiser et al., 2018) presents the Menu of Teacher Practices that identifies 17 instructional practices that teachers use to develop agency (see Appendix D). These practices fall into three general categories: student

opportunities, student-teacher collaboration, and teacher-led approaches. AIR also found that eight identified constructs of student agency (see Appendix E) had predominantly effective measurement properties within the study sample that did not change during the course of a school year, even though some survey measures did not perform equally well for different groups of students. See link for full report:

<https://www.air.org/sites/default/files/Maximizing-Student-Agency-NICs-Report-Oct-2018.pdf>.

Each questionnaire for this study began by defining student agency for the participants and connected it to the philosophy of the AVID program. As a reminder, AVID defines student agency as “Students believing in and activating their own potential, building relationships, persisting through obstacles, and exercising their academic, social, emotional, and professional knowledge and skills” (AVID, 2020). Respondents were also provided with AIR’s (Zeiser et al., 2018) definition of student agency (i.e., the ability to manage one’s learning). If one considers the most important element of either AVID definition, being able to manage oneself to successfully learn and work is at the center.

Each of eight student agency construct questions contained four sub-questions. The first three spoke to beliefs or behaviors aligned with that specific construct. For example, under the construct Perseverance of Interest, one statement asked participants to agree or disagree with “I often set a goal and stick with it.” The fourth sub-question at the end of each construct was identical and asked them to reflect upon the following: “Development in this area helped(s) me to graduate and succeed in college and/or my career field.” This allowed alumni and students to comment on to what extent they felt that that specific student agency construct contributed(s) to their college and career readiness. In the second portion of the survey, alumni and students were asked to comment on their perception of teacher practices related to student agency development.



For example, question one asks, “To what extent do you agree or disagree that your AVID teachers provided students with opportunities to make choices about the content and process of their work?”

Providing the respondents with two types of questions allowed researchers to combine qualitative and quantitative data with known elements of the program implementation in order to triangulate the data and add more depth to the analysis. In addition, gathering data from both alumni and current students, as well as asking about their experience through teacher practices and perceptions of student agency constructs, gave the researchers multiple sets of data. This also contributed to the ability to triangulate data points and increase validity and depth of findings (Saldaña & Omasta, 2018).

### **Research Site**

LCSD is a rural school district located in the Mid-Atlantic region of the United States. Surrounded by larger districts, it is home to close to 9000 students and 18 schools, ranging from kindergarten through 12th grade. LCSD has five high schools that serve students within the district, but, for the purpose of this study, the research team will only include the three that have offered the AVID program elective since inception in 2006. The current number of secondary students enrolled in LCSD’s AVID program for the 2021–2022 school year is 458 students (in grades 6 through 12) (LCSD, 2021). A fuller description of the district’s background with the AVID program and further detail regarding implementation and outcomes can be found in chapter two.

## **Data Collection and Procedures**

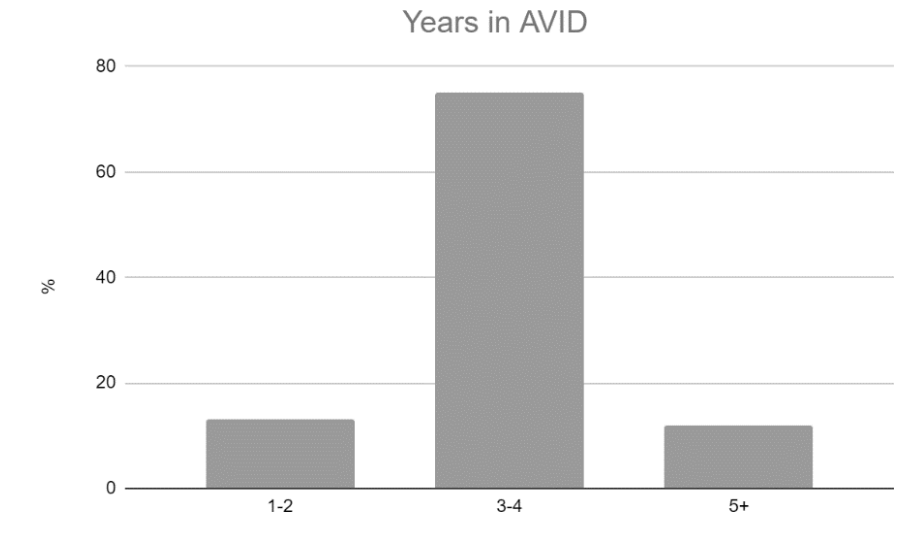
### **Current Students**

The sample for this study included only 11<sup>th</sup> and 12<sup>th</sup> grade students (n=169 students) from three high schools. This sample size was over a third (37%) of the population of students currently enrolled in LCSD's AVID elective (n=458 across five schools), providing sufficient data for the study. Due to maturity, experience, exposure, familiarity, and longevity in the AVID program, the researchers believed that upperclassmen were able to provide more authentic, in-depth responses regarding student agency (and the related terminology and teacher methods used over time) than younger students. As such, the research team requested that every 11<sup>th</sup> and 12<sup>th</sup> grade student who was enrolled in LSCD's AVID program complete the questionnaire to ensure both validity and a wide range of responses. A link to the questionnaire was provided to LSCD for distribution. The allotted time for completion of the survey was two consecutive weeks to account for student absences and to ensure a high response rate.

Of the potential respondents, the researchers were able to gather responses from 126 students which is 75% of the sample. Figures 3.1 provides information related to how many years they have been in the AVID program. Figure 3.2 gives further characteristics of the student group including race and gender. Figure 3.3 provides their school affiliation.

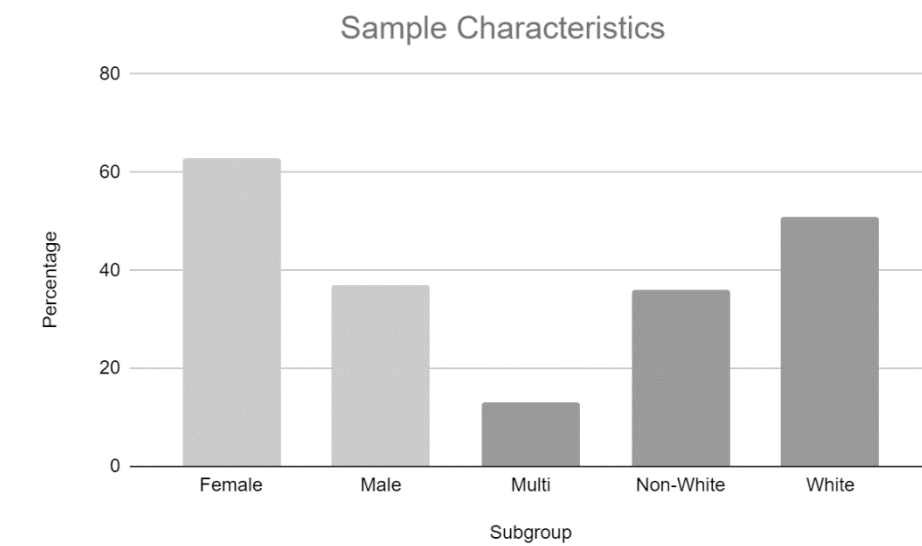
**Figure 3.1**

*Current AVID Students, Years in AVID*



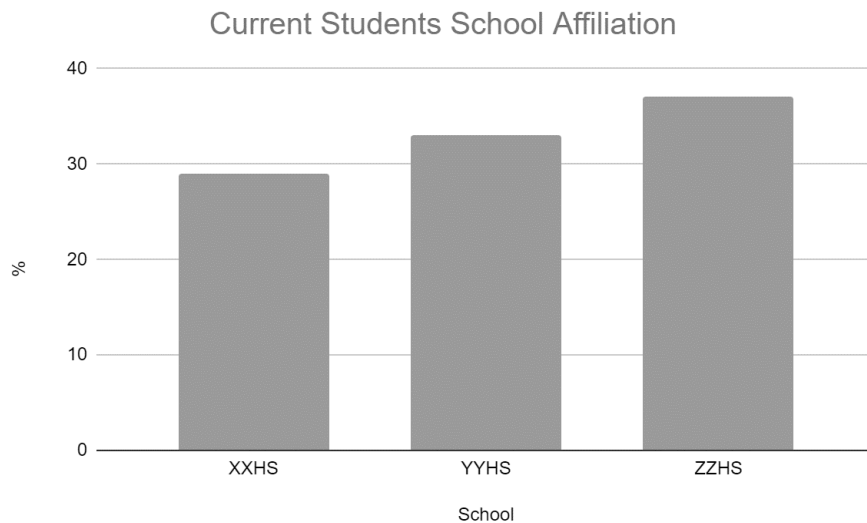
**Figure 3.2**

*Current AVID Students, Subgroup Characteristics*



**Table 3.3**

*Current AVID Students, School Affiliation*



**AVID Alumni**

With thirteen graduating classes between the years 2009 and 2021, and over 700 AVID alumni, the district was asked to provide contact information (e.g., email or phone number) for every third graduating cohort starting with the first in 2009 and the most recent in 2021 (i.e., 2009, 2012, 2015, 2018, 2021). The idea was that this would yield a sufficient but manageable (potential) sample size of approximately 320 graduates. Saldaña and Omasta (2018) reiterate that the number of participants should only be enough to sufficiently answer the research questions. Selecting alumni from every third year over the span of thirteen years also helped account for differences that might have occurred in responses from older versus younger graduates and/or those that participated early in LCSD’s AVID program development versus those that recently graduated. This random sampling method was utilized since there was no guarantee of gaining responses from every cohort evenly. A link to the questionnaire was sent to all possible

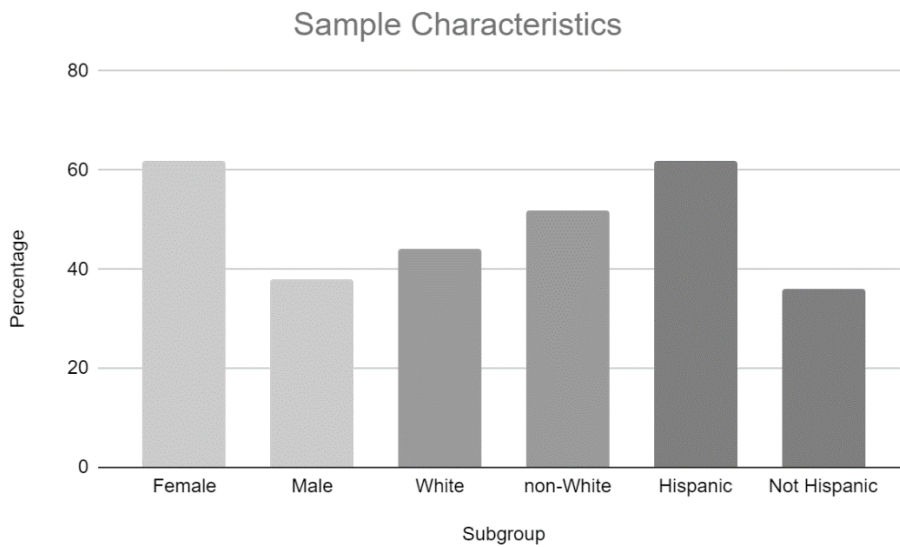
participants via email and/or text, seeking as many complete responses as possible within approximately a four-week period.

The district provided 327 alumni names. Of those names, 211 had a phone a number or an email that was accurate. The researcher’s only method of determining that information was accurate was confirmation that the invite to participate was not ‘kicked back’ in any way. 50 responses were collected over a four- week period. This represented approximately 15% of the original 327 names and 24% of the 211 names with provided contact information. The following table (see Table 3.2) and figures (see Figures 3.4 and 3.5) present characteristics of those 50 respondents.

The American Association for Public Opinion Research (2018), along with other literature addressing survey results and validity (Baruch, 1999; Baruch & Holtom, 2008; Groves

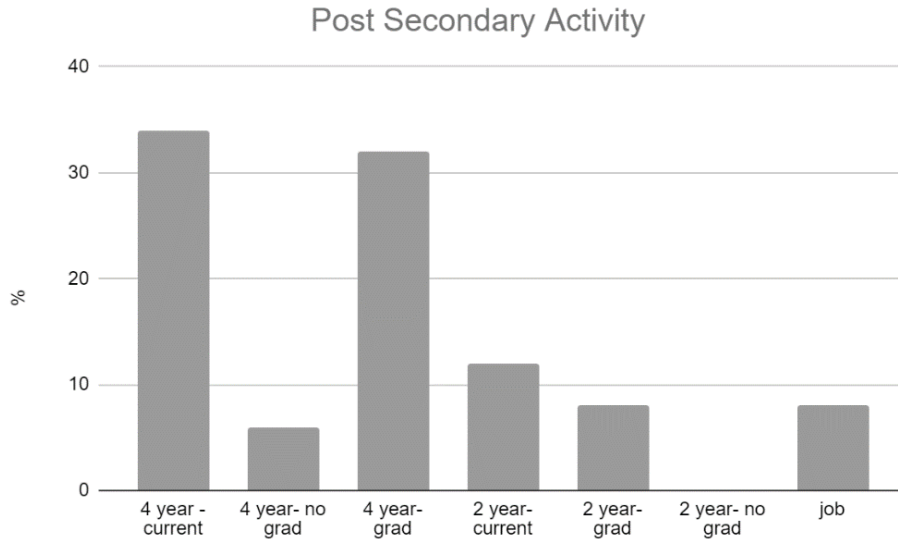
**Figure 3.4**

*AVID Alumni, Subgroup Characteristics*



**Figure 3.5**

*AVID Alumni, Post-Secondary Activity*



**Table 3.2**

*Alumni, Cohort Year and School Affiliation*

Cohort	School	Responses	Overall %
2009	XXHS	4	18
2009	YYHS	1	
2009	ZZHS	4	
Total		9	
2012	XXHS	3	10
2012	YYHS	1	
2012	ZZHS	1	
Total		5	
2015	XXHS	2	18
2015	YYHS	5	
2015	ZZHS	2	
Total		9	
2018	XXHS	3	18
2018	YYHS	1	
2018	ZZHS	5	
Total		9	
2021	XXHS	5	36
2021	YYHS	8	
2021	ZZHS	5	
<b>Total</b>		<b>18</b>	

& Peytcheva, 2008), mention that survey response rates in wealthier countries have sharply declined in the last twenty years. All these scholars reiterate that more attention lately has been placed on ‘non-response’ bias, as opposed to strictly percentage of respondents. The question becomes ‘Are the respondents representative of the overall population?’ Because the researchers did not have access to demographic information of the non-respondents or AVID alumni in years not collected, the respondents’ demographic information was included in sample characteristics. Therefore, members of LCSD interpreting the results were able to consider and discuss how that information may have, or have not, influenced outcomes.

### **Data Analysis**

To explore how and to what extent participation in the AVID program empowered students to develop agency, the research framework outlined in Table 3.3 was used as a guide.

### **Preliminary Analysis Steps**

**Table 3.3**

*Alignment of SA Constructs, Teacher Practices, and Student Experiences with Dimensions of PE*

<b>Psychological Empowerment Dimensions</b>	<b>Student Agency Constructs</b>	<b>Student Agency Teacher Practices</b>	<b>Open-Ended Responses</b>
<b>Meaning</b> Individual’s caring about a task	<b>Mastery Orientation-</b> finding meaning/intrinsic interest in your work <b>Persistence of Interest-</b> proclivity to maintain interest	<b>Goal Setting</b> <b>Modeling</b> <b>Individual Conferences</b>	
<b>Competence</b> Belief individuals hold regarding their capability to skillfully perform their work	<b>Self-Efficacy-</b> belief that one has the ability to achieve goals	<b>Student-Led Instruction</b> <b>Developing Relationships</b> <b>Assessment</b> <b>Direct Instruction</b> <b>Scaffolding</b>	
<b>Self-Determination</b> Sense of autonomy or control over immediate work	<b>Self-regulated learning-</b> responsibility/control of one’s learning strategies <b>Metacognitive self-regulation-</b>	<b>Choice</b> <b>Student Self-Reflection</b> <b>Feedback</b> <b>Student Voice</b>	

	cognitive control of understanding, asking oneself questions to uncover answers	<b>Revision</b>
<b>Impact</b> Degree to which individuals view their behavior as making a difference or the extent to which they have influence on operating outcomes	<b>Locus of control-</b> belief that one has control over his/her life outcomes <b>Persistence of effort-</b> extent to which one will expend consistent effort in the face of challenges <b>Future orientation-</b> what I learn in class is applicable to and necessary in 'real life'	<b>Harnessing Outside Opportunities</b> <b>Verbal Cues</b> <b>Group Work</b> <b>Positive Reinforcement</b>

The framework was created using the PET framework's four core dimensions as categories to group student agency behaviors/constructs and teacher practices in a meaningful way, especially when individual psychological empowerment was seen as having a natural connection to the development of agency (i.e., ability to manage one's own learning). This framework allowed the researchers to first assess the extent of agency development via the AVID program and then examine those results through the lens of psychological empowerment. It created an opportunity for the researchers to expand upon the 'how' portion of the research questions, grounded in validated theory.

### ***Quantitative***

The raw quantitative data was analyzed in the following manner (see Table 3.4). This initial step sought preliminary answers to research questions through quantitative results regarding which constructs of agency alumni perceived to be most developed, how that impacted their college and career readiness, and how specific 'agency' teacher practices were, or were not, present in their Lake City School District AVID experience.

### ***Qualitative***

Saldaña and Omasta (2018) reiterate that qualitative research is less of a 'science' than quantitative research and captures the human condition in a way that quantitative research



cannot. The open-ended questions allowed the researchers an opportunity to explore concepts that they may have not considered when designing the questionnaires and overall study. In addition, this method allowed researchers to utilize the raw comments of participants to provide added support for the quantitative results and overall analysis. In Vivo coding (Saldaña & Omasta, 2018) was utilized for ‘digestion’ of the qualitative analysis. Researchers read through responses and highlighted words or phrases that seemed worthy of attention and central to the respondent’s response. The researchers then clustered common categories into themes. These

**Table 3.4**

*Preliminary Data Analysis Measures*

<b>AVID Alumni</b>	<b>Current AVID Students</b>	<b>Method</b>
<b>Question 1A:</b> Which elements of student agency do alumni feel were most developed as a result of their participation in AVID?	<b>Question 2A:</b> Which elements of student agency do students feel are most developed as a result of their participation in AVID?	Individual percentages for all four Likert scale choices were determined. Combined positive (SA, A) and negative (D, SD) % were determined. The top 50% of constructs (4) with the highest positive percentages were determined to be ‘most developed.’ SA percentages were considered if overall percentages were identical or very close.
<b>Question 1B:</b> Which elements of student agency do alumni feel were the least developed as a result of their participation in AVID?	<b>Question 2B:</b> Which elements of student agency do students feel are the least developed as a result of their participation in AVID?	Individual percentages for all four Likert scale choices were determined. Combined positive (SA, A) and negative (D, SD) % were determined. The bottom 50% of constructs (4) were determined to be ‘least developed.’ SA percentages were considered if overall percentages were identical or very close.
<b>Question 1C:</b> Which elements of student agency, if any, do alumni associate strongly with college and career readiness?	<b>Question 2C:</b> Which elements of student agency, if any, do students associate strongly with college and career readiness?	Individual percentages for all four Likert scale choices were determined, specific to the question pertaining to college and career readiness. Combined positive (SA, A) and negative (D, SD) % were determined. Percentages were

		evaluated in relationship to each other to determine strength of association.
<b>Question 1D:</b> Which supporting teacher practices of student agency do alumni identify as part of their AVID program and experience?	<b>Question 2D:</b> Which supporting teacher practices of student agency do students identify as part of their AVID program and experience?	Individual percentages for all four Likert scale choices were determined. Combined positive (SA, A) and negative (D, SD) % were determined. Percentages were evaluated in relationship to each other to determine prevalence of teacher practices.

themes were categorized into the areas of Student Agency, College and Career Readiness, and Teacher Practices.

## Secondary Analysis Steps

### *Alumni vs. Students*

Comparisons between AVID alumni and current AVID student responses were made to determine commonalities or differences in responses. If they reported similarly, this was seen as supportive evidence in terms of specific developments of agency or teacher practices. If differences occurred, researchers examined those areas more closely to consider implications to findings.

### *Strengths, Weaknesses, Trends*

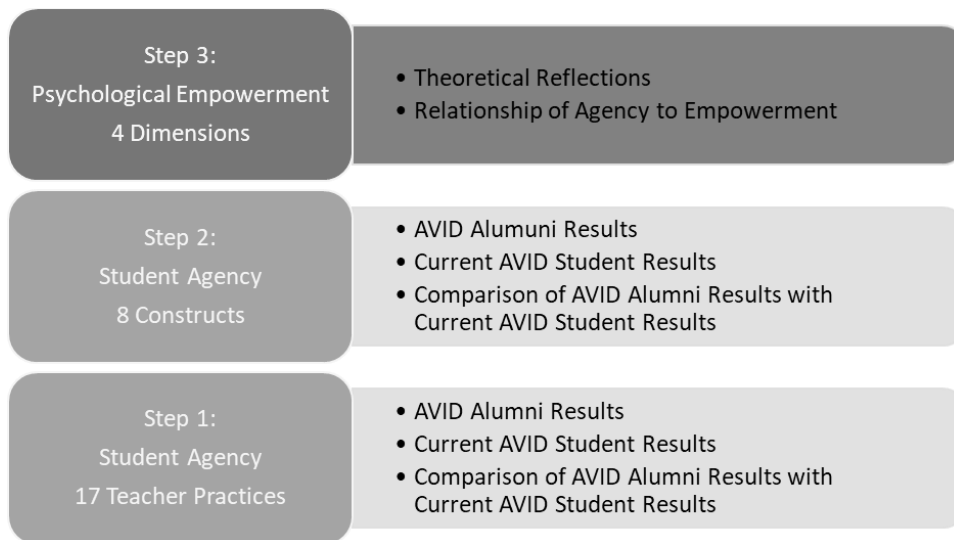
When analyzing the strength and/or weakness of student agency constructs and teacher practices, with the goal of student agency development in mind, the researchers looked for patterns. Examples of this included constructs and related practices that were strong across data sets, areas where there were apparent weaknesses or lack of data, or even areas where there were conflicting pieces of data. This included looking at data from subgroups as well.

### *Theoretical Lens*

According to Imenda (2014), a theoretical framework is constituted by the “specific perspective which a given researcher uses to explore, interpret or explain events or behavior of the subjects or events s/he is studying” (p.188). A lens helps researchers to make connections between the problem of the study, specific research questions, data collection, analysis techniques and interpretation. Although the focus of the research questions and preliminary steps of the analysis process for this study were to assess agency development in students and the program, empowerment provided an overarching lens (see Figure 3.6) by which to dig a little deeper into the ‘how’ and see trends of connectedness. For example, a scenario could have

**Figure 3.6**

*Multi-Step, Dual Framework Data Analysis Plan*



presented itself where students were given activities such as choice and revision/feedback opportunities but indicated that they did not feel strong about their self-regulated learning or metacognitive self-regulation. Why were students not developing in those behaviors/skills of agency? Researchers could seek to understand, through use of the framework, why these strategies were not ‘translating’ into students feeling empowered through a sense of self-

determination. A possible explanation could have been that the current choice and feedback structures were oversimplified or too controlled by teachers and did not give students a true opportunity to drive their own questioning and thinking. Researchers and/or program leaders could begin to use PET to discuss how ‘a sense of’ self-determination could be realized and how this might empower students to engage in behaviors of agency.

After the researchers aligned all the information for purposes of identifying baseline patterns, PET dimensions were utilized for further analysis. The previously shown table (see Table 3.3) was utilized to align quantitative and qualitative results in a way that allowed researchers to begin to triangulate data points. The right column contained themes from the open-ended queries that fell into each area (based on the overarching dimension of empowerment and related agency constructs and teacher practices). If constructs and practices were lesser developed, or presented horizontally with less strength in the framework, researchers considered that dimension of empowerment less developed. This type of examination would allow the organization to look at specific tweaks to programming to address these to improve potential for empowerment outcomes. Additionally, if a dimension was lesser developed, the literature (Spreitzer, 1995, 1997) warns that full empowerment is not being realized. Therefore, examining the existing balance, or imbalance, between the dimensions was worthy of attention.

### **Limitations**

Study limitations represent weaknesses within a research design that may influence outcomes and conclusions of the research. In this study, there were several limitations that had the potential to influence the findings.

- COVID-19, school closures and other impacts. Beginning with school closures abruptly in March 2020 due to the COVID-19 pandemic, there were significant impacts to

instructional delivery and daily school operations. These impacts continued to present themselves through the remainder of that 2019–2020 school year, the 2020–2021 school year and the present school year beginning in the Fall 2021. Current students and recent graduates will have experienced the AVID program differently than intended by the district or AVID program. Examples included but are not limited to virtual instruction, limited field trips and other experiential learning opportunities, and decreased relationship building opportunities.

- Participant perceptions, memories, and claims. Accurate memory recall is dependent on factors such as frequency of event or experience being asked about, importance to the respondent, and length of time since experience (Ayhan & İşiksal, 2004). It is acknowledged that these may be factors in accurate responses, especially for alumni.
- Retrospective Study. The retrospective nature of this study could have led to increased bias in responses as well as error due to participant memory factors. Additionally, the researchers acknowledge that prospective studies are much stronger for determining causal relationships (Salkind, 2010). In this exploratory study, only trends and/or correlations were identified.
- Assuming fidelity of implementation of the AVID Program in LCSD. The national AVID organization provides very structured guidelines in terms of instructional practices and other specific structures to be put in place (i.e., note-taking, tutorials). This district has been accredited every year through the national AVID program. Additionally, the district has received recognition as a ‘National Demonstration’ AVID school, a model of AVID implementation (Lake City School District, 2021). However, it is acknowledged that variation will still occur among the schools studied in terms of teachers,

implementation styles and general fidelity of implementation, both among the three schools studied and across the life of the program.

- Other influences. Students and alumni in this study were prompted to respond based specifically on their experience in the AVID elective. However, the researchers acknowledge that it is probably that other factors influenced respondents' feedback to some degree. Such factors might include personality, influential people in their lives, and other school experiences outside of the AVID program.
- One school district. The findings from this study are specific to one AVID program in one specific school district. The researchers acknowledge that the potential exists for a similar study, done in a district and/or state with a completely different context (e.g., demographics, socio-economic health, etc.), to yield different results. Participants and research design (i.e., scope of study) were selected with these boundaries in mind (Saldaña & Omasta, 2018), including reasonable timeframe to conduct this research, existing partnership with the district, and ability of researchers to travel.
- Study is based heavily on AIR's recent research (Zeiser et al., 2018), including developed constructs and teacher practices to develop student agency. Slight adaptations to surveys were made to fit study (i.e., eliminating redundancy of questions to shorten the questionnaire, changing alumni wording to past tense, use of general, overarching teacher practice terms versus a multitude of individual, specific methods, etc.). It is acknowledged that student agency is not a concrete term and can be defined in slightly different manners.
- Four dimensions of psychological empowerment. Spreitzer (1995) proposed a multi-dimensional construct in an effort to fully analyze empowerment. In this study, only the

core four dimensions were utilized. Not included are impactful but peripheral factors such as personality dispositions and achievement outcomes. These factors were not considered when analyzing results for respondents in this study.

- Alignment of dimensions, constructs and practices. The research team aligned these tools to provide an overall framework for analyzing responses. It is important to acknowledge that there is natural overlapping in some of these areas (e.g., AVID tutorials could fit into multiple categories). The researchers determined which category was a “best fit” for purposes of this study. Statistical analysis to account for possible impact of this “overlap” will not be included in data analysis.
- As stated previously, the design of this study is exploratory in nature. The research team was not seeking to provide new definitions for student agency, causal relationships between the ‘treatment’ of the program and results, and/or evaluate implementation of the AVID program at this school site. Researchers acknowledge that many factors contribute to students’ sense of empowerment and agency and that this study does not isolate the AVID program in an experimental design. The study aim was only to uncover any common trends and/or patterns that might lead to further investigation.

### Timeline

**Table 3.5**

*Study Timeline*

	<b>Sept 2021</b>	<b>Oct 2021</b>	<b>Nov 2021</b>	<b>Dec 2021</b>	<b>Jan 2022</b>	<b>Feb 2022</b>	<b>March 2022</b>
Propose research study	<b>X</b>						
IRB certification		<b>X</b>					
Data collection		<b>X</b>	<b>X</b>				
Data analysis			<b>X</b>	<b>X</b>	<b>X</b>		
Complete dissertation					<b>X</b>	<b>X</b>	
Defend dissertation							<b>X</b>

*Note.* IRB = Institutional Review Board.

## **Summary**

Sufficient samples, a mixed-method approach, utilization of research-based agency constructs and teacher practices, and a vetted theoretical lens allowed the researchers to examine the outcomes associated with LCSD's AVID program. The organization and methods of the study allowed the researchers to reach valid conclusions that are presented in Chapter 4. These conclusions add to the body of existing research surrounding agency development as a result of the AVID program as well as provide useful program information to the partner school district, LCSD.



## **CHAPTER IV: FINDINGS and ANALYSIS**

### **Introduction**

The AVID organization presents itself as a research-based program that has the potential to substantially improve students' academic performance as well as college readiness. It lists student agency as one of the three critical elements needed to prepare students for college success. Student agency is a key part of the AVID framework driving program design and implementation (AVID, 2021). The purpose of this study was to explore how and to what extent students, current and previous, who participated in the AVID program in Lake City School District were empowered to develop agency.

### **AVID Alumni**

In the following chapter, the researcher focused on findings and analysis of data related to AVID alumni. These students graduated from the program during the years 2009–2021. Using a questionnaire with closed and open-ended questions, the researcher utilized a mixed methods approach to explore alumni' perceptions and experiences in the Lake City School District AVID program.

This chapter presents (1) construct development: quantitative and qualitative findings and analysis (2) teacher practices: quantitative and qualitative findings and analysis, (3) association to college and career readiness: quantitative and qualitative findings and analysis, (4) identification of strengths and areas for further consideration, (5) presentation of findings aligned

to Psychological Empowerment Theory (PET), and (6) a summary of findings. The guiding question and sub-questions addressed, specifically related to AVID alumni, were the following:

According to AVID alumni, how and to what extent did participation in the AVID program empower them to manage their own learning (i.e., develop student agency)?

- Question 1A: Which elements of student agency do alumni feel were most developed as a result of their participation in AVID?
- Question 1B: Which elements of student agency do alumni feel were the least developed as a result of their participation in AVID?
- Question 1C: Which supporting teacher practices of student agency do alumni identify as part of their AVID program and experience?
- Question 1D: Which elements of student agency, if any, do alumni associate strongly with college and career readiness?

The following results are drawn from 50 AVID alumni who responded to the electronic questionnaire, representing approximately 24% of the alumni population for which the researcher had accurate contact information. This sample represents approximately 8% of the total alumni population from the years 2009–2021. The findings below (see Table 4.1) summarize the characteristics of those 50 respondents.

Overall, the sample provided an even distribution in terms of graduation year (age and time away from the program), gender, race, and ethnicity. There is no category with highly disproportionate figures that would cause concern regarding representation and possible impacts on analysis of results. Noteworthy observations might include that there were considerably more females who responded compared to males. Although the researcher was not given gender identification for all alumni, a review of the names provided gives the impression that there have

been historically higher rates of female students in the cohorts compared to males. In addition, the most recent alumni cohort from the year 2021 has more representation than the other years (36% vs. 18%). This difference may be due to increased participation in the years 2020 and 2021. The researcher might consider the size of subgroups when presenting findings and engaging in specific analysis but overall, the sample is varied sufficiently to form valid conclusions.

**Table 4.1**

*Summary of Sample Characteristics*

<b>Characteristic</b>	<b>%</b>
<b>Cohort Year</b>	
2009	18
2012	10
2015	18
2018	18
2021	36
<b>Gender</b>	
Male	38
Female	62
<b>Race</b>	
White	44
Non-White	52
Multi	4
<b>Ethnicity</b>	
Hispanic	36
Non-Hispanic	62

Lastly, the researcher examined the raw responses to consider if there were any patterns such as respondents appearing to have quickly responded with the same answer to every item or reluctance of any subgroups to answer with disagreement. No such patterns existed that would indicate a negative implication to the interpretation of the data. Although there is potential impact of ‘volunteer’ bias, discussed more in Chapter 5, the response patterns and sample variation support validity of the responses in this exploratory, precursory study.

## Findings and Analysis

### Student Agency Constructs

#### *Quantitative Findings*

Alumni responded to a questionnaire with forced choice Likert scale questions. The categories were SD (Strongly Disagree), D (Disagree), A (Agree), and SA (Strongly Agree). The results were determined by calculating each category as a percentage of all respondents. Those percentages were also grouped into an overall ‘agreement’ (SA and A) and ‘disagreement’ (SD and D) categories.

Represented below (see Table 4.2) is the raw data associated with the eight student agency constructs. This format helps the reader to recall and consider the agency behaviors or beliefs that were presented in the questionnaire. The order of constructs has no significance and corresponds to the order in which they appeared in the survey. Alumni were reminded to answer these in direct relationship to their AVID experience. Each constructed was preceded by this prompt: “To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID program?”

Table 4.3 depicts rank ordered response rate percentages in each of the response categories as well as overall agreement and disagreement percentages. The student agency constructs are presented in order from highest agreement percentage to lowest. If two constructs had the same overall agreement percentage, the construct with the highest SA percentage was given priority. The first four constructs were considered ‘most developed.’ The last four constructs were considered ‘lesser developed,’ although only a slight difference.

Overall, alumni overwhelmingly agreed (i.e., 85% or higher) that each of the eight constructs were developed as a result of their participation in Lake City’s AVID program. The

extent of overall agreement ranged from 85% (i.e., 43 of 50 respondents) for the ‘Perseverance of Effort’ construct to 99% (i.e., 49 of 50 respondents) for the ‘Self-Efficacy’ construct. The four student agency constructs that were determined to be most developed according to alumni were (1) Self-Efficacy, (2) Locus of Control, (3) Self-Regulated Learning, and (4) Mastery Orientation. Beginning with the fifth construct, the researcher observed a slight but notable decrease of three percentage points in overall agreement and an even more notable dip if looking at only the SA percentages (from 65% at SA to 47% at A).

**Table 4.2**

*Student Agency Constructs and Raw Response Rates*

<b>Construct</b>	<b>Response <i>n</i><sup>a</sup> and %</b>			
	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
<b>Self-Efficacy</b>				
In general, I think I can achieve goals that are important to me.	-	-	13	37
I believe I can succeed at most anything to which I set my mind.	-	-	12	38
I am able to successfully overcome challenges.	-	1	13	36
Total %: Individual	0	1	25	74
Total %: Agreement and Disagreement Grouped		1		99
<b>Perseverance of Effort</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
I finish whatever I begin.	-	4	22	24
I maintain my focus on projects that take more than a few months to complete.	1	3	23	23
Setbacks don't discourage me	2	12	18	17
Total %: Individual	2	13	42	43
Total %: Agreement and Disagreement Grouped		15		85
<b>Perseverance of Interest</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
I am able to maintain my focus on long-term projects.	-	4	21	25
I often set a goal and stick with it.	-	3	22	25
New ideas do not normally distract me from previous ones.	-	9	28	13
Total %: Individual	0	11	47	42
Total %: Agreement and Disagreement Grouped		11		89
<b>Mastery Orientation</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
An important reason why I do my classwork is because I want to get better at it.	-	1	14	35
I like classwork that I'll learn from even if I make a lot of mistakes.	-	4	13	33
I like classwork best when it really makes me think.	-	3	17	30
Total %: Individual	0	5	30	65
Total %: Agreement and Disagreement Grouped		5		95
<b>Locus of Control</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
When I get what I want, it's usually because I worked hard for it.	-	-	19	30
My life is determined by my own actions.	-	1	10	39
Whether or not I get to be a leader depends mostly on my ability.	1	3	20	26
Total %: Individual	<1	2	33	64
Total %: Agreement and Disagreement Grouped		3		97

<b>Future Orientation</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
My classes give me useful preparation for what I plan to do in life.	-	-	19	30
Working hard in high school matters for success in the workforce.	1	8	13	28
What I learn in class is necessary for success in the future.	2	5	22	21
Total %: Individual	2	9	36	53
Total %: Agreement and Disagreement Grouped	11		89	
<b>Self-Regulated Learning</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
I manage my time well enough to get all my work done.	-	4	19	27
I try to do well on my work even when it isn't interesting to me.	-	-	21	29
I set aside time to do my work/study.	-	1	24	25
Total %: Individual	0	3	43	54
Total %: Agreement and Disagreement Grouped	3		97	
<b>Metacognitive Self-Regulation</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
When I become confused about something, I go back and try to figure it out.	-	-	19	31
If class materials were difficult to understand, I changed the way I read the material.	-	5	27	18
I ask myself questions to make sure I understand the material I have been studying/reading.	1	5	21	22
Total %: Individual	<1	7	45	47
Total %: Agreement and Disagreement Grouped	8		92	

Note. A = agree; D = disagree; SA = strongly agree; SD = strongly disagree.

<sup>a</sup>In some cases, total responses do not add up to 50 as participants were given the option to answer questions. In all instances, the maximum non-response rate within each question was one participant. Therefore, it did not impact overall positive and negative response percentages with a response number of 149 or 150.

**Table 4.3**

*Student Agency Constructs Ranked Most to Least Developed*

<b>Construct</b>	<b>Response %</b>			
<b>1. Self-Efficacy</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	0	1	25	74
Total %: Agreement and Disagreement Grouped	1		99	
<b>2. Locus of Control</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	<1	2	33	64
Total %: Agreement and Disagreement Grouped	3		97	
<b>3. Self-Regulated Learning</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	0	3	43	54
Total %: Agreement and Disagreement Grouped	3		97	
<b>4. Mastery Orientation</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	0	5	30	65
Total %: Agreement and Disagreement Grouped	5		95	
<b>5. Metacognitive Self-Regulation</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	<1	7	45	47
Total %: Agreement and Disagreement Grouped	8		92	
<b>6. Future Orientation</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	2	9	36	53
Total %: Agreement and Disagreement Grouped	11		89	
<b>7. Perseverance of Interest</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	0	11	47	42

Total %: Agreement and Disagreement Grouped	11	89
<b>8. Perseverance of Effort</b>	<b>SD</b>	<b>D</b>
Total %: Individual	2	13
Total %: Agreement and Disagreement Grouped	15	85

Note. A = agree; D = disagree; SA = strongly agree; SD = strongly disagree.

Looking closer at the percentages of SA and A in each category, the four most developed constructs present notably higher percentages in the SA category than the A category, confirming the strength of those responses in comparison to the constructs developed to a slightly lesser degree. In those four constructs, the SA and A categories were much more evenly distributed (with 47% at SA and 45% at A). The only exception to this was Future Orientation (with 53% at SA, 36% at A).

**Quantitative, Disaggregated Subgroup Data.** Table 4.4 presents a disaggregated breakdown of alumni responses to the development of student agency constructs as a result of their participation in the AVID program. The design of the table allowed the researcher to align all the subgroups including cohort year, race, ethnicity, and gender.

Overall, there was similarity in response rates between the various subgroups. However, a few noteworthy areas of interest emerged. The researcher held a percentage point difference of 15 points or higher as a general data marker worthy of closer attention since the constructs had three responses in each area, yielding approximately 150 total responses. For this reason, no single answer would seemingly impact the overall percentage rate too greatly, even with a smaller subgroup. The researcher then considered whether data surrounding it supported that interest (e.g., one subgroup agreeing and opposing subgroup disagreeing).

**Table 4.4**

*Student Agency Constructs, Disaggregated by Subgroups*

Construct	Cohort Year	Race	Ethnicity	Gender
-----------	-------------	------	-----------	--------

Identifier	2009	2012	2015	2018	2021	W	NW	H	NH	F	M
<b>Sample n</b>	9	5	9	9	9	22	28	18	32	31	19
<b>Self-Efficacy</b>											
SA	78	73	78	78	68	68	77	70	76	69	83
A	22	27	22	22	30	32	22	30	23	30	17
D	0	0	0	0	2	0	1	0	1	<1	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Locus of Control</b>											
SA	85	60	59	67	55	65	60	50	72	61	68
A	11	27	37	29	45	30	38	46	25	38	25
D	4	13	4	4	0	3	2	4	2	1	5
SD	0	0	0	0	0	2	0	0	1	0	2
<b>Self-Regulated Learning</b>											
SA	67	53	44	63	48	52	53	48	57	47	65
A	30	40	56	33	48	42	46	52	38	51	30
D	3	7	0	4	4	6	1	0	5	2	5
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Mastery Orientation</b>											
SA	63	80	67	70	59	64	64	59	69	51	88
A	33	20	29	30	30	30	31	32	28	41	10
D	4	0	4	0	11	6	5	9	3	8	2
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Metacognitive Self-Regulation</b>											
SA	56	46	48	56	39	45	46	42	50	34	69
A	37	39	52	37	52	41	52	52	42	59	22
D	7	15	0	7	7	14	1	4	8	7	7
SD	0	0	0	0	2	0	1	2	0	0	2
<b>Future Orientation</b>											
SA	44	53	44	67	46	44	51	4	51	47	54
A	26	43	52	33	35	38	37	39	34	41	28
D	22	14	4	0	17	15	11	13	12	11	14
SD	8	0	0	0	2	3	1	0	3	1	4
<b>Perseverance of Interest</b>											
SA	52	40	33	44	42	36	45	44	41	40	49
A	44	53	59	48	37	52	45	44	49	45	37
D	4	7	8	8	17	12	10	2	10	12	14
SD	0	0	0	0	4	0	0	0	0	3	0
<b>Perseverance of Effort</b>											
SA	52	26	42	44	39	32	50	49	40	38	47
A	33	67	50	41	43	48	38	40	44	54	39
D	11	7	8	15	18	18	9	11	13	8	14
SD	4	0	0	0	0	2	3	0	0	0	0

Note. A = agree; D = disagree; F = female; H = Hispanic; M = male; NH = non-Hispanic; NW = non-White; SA = strongly agree; SD = strongly disagree; U = unreported; W = White.

**Cohort Year.** Alumni responses across five cohorts spanning 13 years showed consistent agreement. All but one student reported developing a sense of self-efficacy regardless of when they graduated from the AVID program. Keeping in mind the relatively small size of the cohort groups, a 4% or 7% disagreement rate indicated a very low level of actual disagreement.



Specifically, in a sample size of eight participants and 24 possible responses, one response of disagreement would equal 4%. Therefore, it can be concluded that Locus of Control, Self-Regulated Learning, Mastery Orientation, and Metacognitive Self-Regulation were also constructs where very little disagreement was reported.

An area of difference was noted in Perseverance of Effort in 2012 with only 26% of the cohort responding SA while the remaining cohorts responded with SA rates of 52%, 42%, 44% and 39%. The range of this subset was 26 percentage points which seems notable in comparison to most of the SA ranges of other construct areas. Similarly, a difference in percentage points (with SA at 85%) was noted in Locus of Control with cohort 2009. This presented a difference of 30 percentage points between the highest and lowest (with SA at 55% in cohort 2021). The construct of Future Orientation presented an interesting trend of higher disagreement than others and noticeable variation in how the cohorts responded. Cohorts that were furthest from graduation, 2009 and 2012, responded with higher rates of disagreement at 22% and 14% respectively. In addition, cohort 2009 strongly disagreed at a rate of 8%. Cohorts 2015 and 2018 responded with disagreement rates of 4% and 0%. The rate of disagreement for the most recent cohort, 2021, spiked back up at 17%.

**White vs. Non-White.** Table 4.5 conveys how the constructs aligned with response rates for White vs. non-White alumni, specifically the overall agreement percentage and then the SA percentage. The last column calculates the difference in percentage points between the two

**Table 4.5**

*Student Constructs, Race Subgroup Compared*

Construct	% Race		Percentage Point Difference (+/-)
	W	NW	

<b>Self-Efficacy</b>			
Overall Agreement	100	99	1
Strongly Agree	68	77	-9
<b>Locus of Control</b>			
Overall Agreement	95	98	-3
Strongly Agree	30	38	-8
<b>Self-Regulated Learning</b>			
Overall Agreement	94	99	-5
Strongly Agree	52	53	-1
<b>Mastery Orientation</b>			
Overall Agreement	94	95	-1
Strongly Agree	64	64	0
<b>Metacognitive Self-Regulation</b>			
Overall Agreement	86	98	-12
Strongly Agree	45	46	-1
<b>Future Orientation</b>			
Overall Agreement	82	88	-6
Strongly Agree	44	51	-7
<b>Perseverance of Interest</b>			
Overall Agreement	88	90	-2
Strongly Agree	36	45	-9
<b>Perseverance of Effort</b>			
Overall Agreement	79	88	-9
Strongly Agree	32	50	-18

Note. NW = non-White; W = White.

categories. Overall, non-White students responded with slightly higher levels of overall agreement than their non-White peers in every single construct, except for Self-Efficacy. In response to the development of Self-Efficacy, White students responded with 100% agreement while their non-White peers responded with 99% agreement, an extremely small difference. The constructs where differences in overall response rates emerged were Metacognitive Self-Regulation (with combined agreement at 86% for White alumni and 98% for non-White) and

Perseverance of Effort (with combined agreement at 80% for White alumni and 88% for non-White). Those are percentage point differences of 12 and 9 points, respectively.

The constructs where differences in overall response rates emerged were Metacognitive Self-Regulation (with combined agreement at 86% for White alumni and 98% for non-White) and Perseverance of Effort (with combined agreement at 80% for White alumni and 88% for non-White). Those are percentage point differences of 12 and 9 points, respectively.

Looking a little closer at the SA category only, non-White students once again responded with slightly stronger agreement in all constructs except Mastery Orientation (with both White and non-White alumni at 64%). The constructs appeared to ‘cluster’ in terms of pattern, keeping in mind that the constructs continue to be listed in the order in which they were ranked by the overall sample. For example, non-White students responded with stronger agreement to the highly ranked constructs of Self-Efficacy and Locus of Control, at rates 9 and 8 percentage points higher than their White peers. Self-Regulated Learning, Mastery Orientation, and Metacognitive Self-Regulation remained neutral between the two subgroups. Future Orientation, Perseverance of Effort, and Perseverance of Interest, although ranked as being developed to a slightly lesser degree, emerged with differences in how White and non-White alumni responded. Those were 7, 9, and 18 percentage points, respectively, with non-White alumni showing stronger agreement.

***Hispanic vs. Non-Hispanic.*** Hispanic and non-Hispanic students responded with consistent agreement regarding the development of their student agency (see Table 4.6). Non-Hispanic students did report a stronger response to the development of a sense that they were in control, through hard work, of their ability to succeed (Locus of Control). In this construct, 72% of non-Hispanic students reported SA compared to 50% of their Hispanic peers. Overall, the

agreement rates in that construct were comparable at 97% and 96% respectively. In addition to Locus of Control, non-Hispanic alumni reported higher agreement in the areas of Self-Regulated Learning and Metacognitive Self-Regulation, differences of 9 and 8 percentage points.

**Table 4.6**  
*Student Agency Constructs, Ethnicity Subgroup Compared*

Construct	%		Percentage Point Difference (+/-)
	H	NH	
<b>Self-Efficacy</b>			
Overall Agreement	100	99	1
Strongly Agree	70	76	-6
<b>Locus of Control</b>			
Overall Agreement	96	97	-1
Strongly Agree	50	72	-22
<b>Self-Regulated Learning</b>			
Overall Agreement	99	95	4
Strongly Agree	48%	57	-9
<b>Mastery Orientation</b>			
Overall Agreement	94	95	-1
Strongly Agree	64	64	0
<b>Metacognitive Self-Regulation</b>			
Overall Agreement	94	92	2
Strongly Agree	42	50	-8
<b>Future Orientation</b>			
Overall Agreement	87	85	2
Strongly Agree	51	47	4
<b>Perseverance of Interest</b>			
Overall Agreement	88	90	-2
Strongly Agree	4	41	3
<b>Perseverance of Effort</b>			
Overall Agreement	89	84	5

Strongly Agree

49

40

9

---

*Note.* H = Hispanic; NH = non-Hispanic.

Conversely, Hispanic alumni reported stronger agreement that Perseverance of Effort was associated with their college readiness, differing by 9 percentage points.

***Male vs. Female.*** Although generally positive, there were some differences in responses between male and female alumni. Overall, it appeared that, on occasion, males were slightly more ‘willing’ to answer with disagreement than their female peers. Conversely, males also appeared more ‘willing’ to reply with ‘Strongly Agree’, while female alumni responded with more evenly distributed SA and A percentages.

Table 4.7 breaks down male and female responses into overall agreement and SA response rates. Differences in SA responses emerged in the constructs of Self-Efficacy, Self-Regulated Learning, Mastery Orientation, and Metacognitive Self-Regulation. In almost all areas, males reported higher overall agreement and SA percentages. Very small differences existed in the areas where females agreed more strongly, as in the overall percentage for Metacognitive Self-Regulation. This difference was only 3 percentage points.

A noteworthy observation is that in the last three constructs, developed to a slightly lesser degree, there is notably more agreement between the two genders than in the four ‘more highly developed’ constructs. However, if only the overall positive percentage rates are considered, there are few areas with noticeable gaps. The most substantial difference in overall agreement was in Persistence of Interest. Females agreed or strongly agreed at a rate of 9 percentage points more than males that being able to focus and stay committed to long term projects was developed as a result of their AVID participation.

***Alumni vs. Current Students.*** Table 4.8 provides the rankings and response rates for AVID alumni and current AVID juniors and seniors in Lake City’s program. Remarkably, the

order in which both groups independently ranked the student agency constructs is identical except for Mastery Orientation and Metacognitive Self-Regulation.

**Table 4.7**

*Student Agency Constructs, Gender Subgroup Compared*

Construct	%		Percentage Point Difference (+/-)
	M	F	
<b>Self-Efficacy</b>			
Overall Agreement	100	99	1
Strongly Agree	83	69	14
<b>Locus of Control</b>			
Overall Agreement	99	93	4
Strongly Agree	68	61	7
<b>Self-Regulated Learning</b>			
Overall Agreement	95	98	-3
Strongly Agree	65	47	18
<b>Mastery Orientation</b>			
Overall Agreement	98	92	6
Strongly Agree	88	51	37
<b>Metacognitive Self-Regulation</b>			
Overall Agreement	91	93	-2
Strongly Agree	69	34	35
<b>Future Orientation</b>			
Overall Agreement	88	82	6
Strongly Agree	54	47	7
<b>Perseverance of Interest</b>			
Overall Agreement	86	95	-9
Strongly Agree	49	40	9
<b>Perseverance of Effort</b>			
Overall Agreement	92	86	6
Strongly Agree	47	38	9

Note. F = female; M = male.

Although both reported overall agreement rates of 87%, a slightly higher SA rate moved Metacognitive Self-regulation above Mastery Orientation for current students. However, this difference was not significant in terms of comparing the two groups. These responses indicate continuity of experience and corroborate the alumni findings. The only notable difference between the 50 AVID alumni and the current AVID students and the 126 current AVID students was that overall, current students consistently agreed at a lower rate. For example, alumni agreement ranged from 85% to 99% while current student agreement ranged from 81% to 95% (i.e., a percentage point difference of 4 to 8 points depending on construct).

**Table 4.8**

*Student Agency Constructs, Alumni vs. Current Students*

<b>Alumni vs. Current Students, Overall Agreement</b>			
<b>Construct</b>	<b>Alumni %</b>	<b>Current Student %</b>	<b>Percentage Point Difference (+/-)</b>
Self-Efficacy	99	95	-4
Locus of Control	97	94	-3
Self-Regulated Learning	97	89	-8
Mastery Orientation	95	87	-7
Metacognitive Self-Regulation	92	87	-5
Future Orientation	89	83	-6
Perseverance of Interest	89	81	-8
Perseverance of Effort	85	81	-4

***Quantitative Analysis, Construct Development***

Chapter 2 outlined in detail the shift from Behaviorism to cognitive psychology, theorization that highlighted the connection between behavior and cognitive processes. Self-Regulated Theory (Zimmerman, 2001) and later the emergence of the associated concept of Student Agency, brought to light the active role that individuals must play in the learning

process. To answer the proposed research questions for this study regarding the impact of Lake City’s impact on students’ development of agency, the research-based constructs (Zeiser, Scholz, & Cirks, 2018) were utilized (see Appendix F).

Table 4.9 provides a glance at how Lake City’s AVID alumni rank ordered the development of student agency constructs. Bolded constructs were most developed based on alumni responses. Again, alumni responses revealed overwhelming agreement that all eight constructs were developed as part of their AVID experience. Alumni did respond with especially high agreement that a sense of self-efficacy was nurtured during their participation. All but one respondent (i.e., 99%) answered with agreement, with 74% of alumni strongly agreeing. The second and third constructs, Locus of Control and Self-Regulated Learning, had five students (i.e., 5 students) express disagreement in addition to reporting SA rates 10 and 20 percentage points lower than Self-Efficacy.

**Table 4.9**

*Student Agency Constructs, Described and Ordered by Degree of Development*

<b>Construct</b>	<b>Description</b>
<b>Self-efficacy</b>	<b>Student believes that he/she possesses skills to achieve goals.</b>
<b>Locus of Control</b>	<b>Student believes that he/she controls the outcome(s) of their work through effort and action.</b>
<b>Self-Regulated Learning</b>	<b>Student can manage quality completion of tasks.</b>
<b>Mastery Orientation</b>	<b>Student engages in learning to gain new knowledge.</b>
Metacognitive Self-Regulation	Student uses cognitive strategies such as questioning to assess understanding of complex material.
Future Orientation	Student sees and appreciates connection between student work and success in life.
Perseverance of Interest	Student can set goals and maintain focus and interest until completion.
Perseverance of Effort	Student can persevere in the face of setbacks and finish what they begin.



It is evident that alumni of color agreed that agency was developed because of their participation in the AVID program, slightly more so than their White peers. Alumni of color responded with more agreement in all construct areas except Self-Efficacy and that was a very slight difference (1 percentage point). When looking at SA percentages alone, alumni of color responded notably higher in the construct of Perseverance of Effort. They attributed their ability to persist in the face of setbacks and accomplish long-term goals, in part, to their experience in LCSD's AVID program.

### ***Qualitative Findings***

In addition to the Likert scale items, open-ended questions were asked as part of the alumni questionnaire as well. The first two questions were asked at the beginning of the survey prior to respondents being exposed to the student agency constructs and practices, while the third question was presented at the end.

- What do you remember about your AVID experience? What were the benefits of being part of the AVID experience?
- Did AVID help you to grow as a learner? If so, what parts of AVID helped you to learn how to manage your own learning? Explain.
- Given your personal AVID experience and considering the statements and practices listed in the questionnaire, do you have any additional thoughts and/or comments regarding (1) what student agency is? and/or (2) how AVID does or does not foster it?

All 50 of the participants responded to at least two of the three open-ended questions. Twenty-three respondents chose to leave the last question blank. Overall, the quality of responses was consistent and sufficient. The researcher used "in-vivo" coding initially to identify

key words or phrases that appeared to be a significant part of respondents' replies and then form categories. For example, students mentioned things like "learning how to manage my time," "understanding the importance of using my time well," and "feeling like I knew how to juggle everything." These initial codes were then clustered together under the theme of 'Time Management'. Another example, in the later section of teacher practices, were comments such as "they (teachers) brought in guest speakers," "took us on field trips," and "helped us research college options." These were clustered together under the theme of Exposure Opportunities. Themes were categorized under (1) behaviors and beliefs associated with agency (constructs) (2) agency teacher practices, and (3) college and career readiness. The construct results are presented below. The other two categories are presented in the corresponding section.

The researcher was intentional about the categorization of agency behaviors and beliefs versus teacher practices. For example, if a comment indicated that the respondent perceived that they had acquired that skill or belief, it was categorized as a development of agency. Examples include "learned how important organization was," "gained a sense of control over my own work," "motivated to stay focused even when I didn't love the topic," and "reflected on my notes to learn the topic more deeply." If the comment indicated a provision of something (i.e., specific strategy, opportunity, teaching method), it was maintained in the teacher practice category.

In addition to categorization, it is important to note that number of qualitative responses does not correspond with number of respondents. If the same respondent reported another idea that would be coded in the same manner but was different in connotation, it was counted as an additional response. For example, the same respondent referenced that her classes and peer group were a "home away from home" and then later said that "teachers who cared about her" was of benefit. Those two comments were each assigned a code that fell under Personal Connections

because the researcher felt that one referred to her total classroom environment with peers and the other, her teacher. Contrarily, another student said that “Ms. X was so supportive, kind, and helpful.” This was given one code. No one student was assigned more than two codes in any single category.

The list below depicts key themes falling under the category of Student Agency Constructs. The number in parenthesis is the number of times that item or something very similar was stated by an AVID alumnus. Bolded themes were thought of as most prevalent.

- **How to stay organized (18)**
- **How to study (16)**
- **Time management (16)**
- **Pushed/Motivated (16)**
- **Reflection, Self-Assess (10)**
- **How to take notes (10)**
- Self-Efficacy (7)
- Communication (5)
- Willingness to ask for help (5)
- Independent thinking (3)
- Problem solving (3)
- Collaboration (3)
- Leadership/Personal (3)
- Responsibility (3)

**Qualitative, Disaggregated Subgroup Data.** Qualitative response themes were then examined using pattern-coding. The researcher disaggregated them, paying close attention to

which responses belonged to which subgroup. Table 4.10 presents the outcomes of that examination, focusing in on the themes that received the strongest responses in the overall analysis.

**Table 4.10**

*Subgroup Disaggregation, Open-ended Questions*

Theme Identifier	Cohort Year					Race		Ethnicity		Gender	
	2009	2012	2015	2018	2021	W	NW	H	NH	F	M
<b>Behaviors and Beliefs of Student Agency</b>											
<b>How to stay organized (18)</b>	3	3	3	5	4	10	8	6	12	8	10
<b>How to study (16)</b>	2	3	5	1	5	5	11	6	10	9	7
<b>Time Management (16)</b>	3	1	3	7	2	9	7	4	12	12	4
<b>Pushed/Motivated (16)</b>	4	3	0	5	4	8	8	3	13	7	9
<b>Reflection, Self-Assess (10)</b>	2	1	2	1	4	3	7	6	10	10	0
<b>How to take notes (10)</b>	2	1	3	2	2	4	6	3	7	6	4
<b>Total</b>	<b>16</b>	<b>12</b>	<b>16</b>	<b>21</b>	<b>21</b>	<b>39</b>	<b>47</b>	<b>28</b>	<b>64</b>	<b>52</b>	<b>34</b>

*Note.* F = female; H = Hispanic; M = male; NH = non-Hispanic; NW = non-White; W = White.

The totals provide the reader an understanding of the ‘weight’ of each subgroup’s responses. In cohort years, representation of qualitative comments is relatively even distributed when one takes into consideration the sample size numbers presented earlier. The other subgroups (i.e., race, ethnicity, gender) were also relatively evenly distributed overall considering sample sizes. One notable pattern is that although the White and non-White subgroups are close in size, non-White students contributed more qualitative information in all three categories. However, it does not appear substantial enough to impart any overly positive or negative consequences on the findings. Lastly, findings in this area should be considered with the understanding that a ‘lack of’ response in an area does not mean that the students did not experience it with certainty. However, it does represent parts of their AVID experience that came to the forefront when alumni were asked open-ended questions.

Based on disaggregated qualitative data, there were no significant patterns within subgroups relating to overall development of each agency construct. It is notable that female respondents did mention development of time management and self-assessment, both part of Self-Regulated Learning, at noticeably higher rates than males.

### ***Qualitative Analysis, Emerging Themes***

When asked about the benefits of the AVID program and its impact on their growth as a learner, alumni responded with high levels of agreement. There were only four responses out of 150 that were somewhat negative in connotation, with only one alumnus reporting no growth. Using the themes grouped under the Student Agency Constructs the following themes emerged.

**Self-Regulated Learning.** Many students mentioned that they developed the ability to take notes, study, remain organized and manage their time while in the AVID program. References to these skills included mentions of “learning how to prioritize,” “feeling like I had the skills to balance everything,” and “understanding how to actually go back through my notes to prepare for tests.” In addition to mentioning these aspects of agency directly, students often said things peripherally such as “I was at an advantage” or “it gave me confidence” in reference to positive consequences of that development. These were also often linked to a sense of feeling “prepared for college.”

Additionally, AVID alumni reported that they developed the ability to reflect on their learning. The context for this was varied. In some cases, students reported that they “explored what kind of learner I was” or “decided how I could learn best.” This response indicated reflection in terms of self-assessment. Reflection was also mentioned in the context of academic reflection. Examples of this included comments such as “reflected on what I had written down to make sure I understood” and “learned to ask myself questions as I reread my notes.”

**Motivation and Self-Efficacy.** Students felt participation in the AVID program pushed them and motivated them to achieve. One respondent wrote “AVID pushed you to achieve but also gave you the tools to be successful.” Many comments regarding how the AVID program ‘raised the bar’ for students in terms of expectations were present. Related comments included that the program “taught them to focus on their goals” and “the importance of education.” Other mentions such as “helping me to see that I could do anything” or “understanding that I had choices” presented that alongside motivation, the program provided a sense of self-efficacy. Students were guided to believe that they had what they needed to be successful. Interestingly, “asking for help” was mentioned by several students. The context was that due to the encouragement and confidence they were given, they knew when to ask for help in order to overcome obstacles or better understand material.

## **Teacher Practices**

### ***Quantitative Findings***

Alumni were asked questions regarding 17 specific teacher practices related to student agency development (see Appendix E). Specifically, they were asked their level of agreement surrounding their teachers’ provision of those practices during their time in the AVID program. Table 4.11 presents that data, arranged in order from highest agreement percentage to the least. If the overall percentage does not equal one hundred percent, that is due to very small percentages of unreported items.

Responses regarding the presence of teacher practices supporting student agency in Lake City School District’s AVID program were overwhelmingly positive. Alumni gave an overall positive response of at least 86% in relationship to all 17 teacher practices. Positive Reinforcement was ranked first with an overall agreement rate of 100%. Due to sample size, the

fluctuation in the remaining clusters (e.g., 98%, 96%, 94%, 92%, 90%) were separated by only one or two students responding with disagreement. Giving priority to those constructs with higher SA percentages added dimension. For example, Feedback and Verbal Cues had overall positive response rates of 98%. However, the rates at which alumni responded with SA were 74% and 60%, respectively. That difference represents seven more students saying that they strongly agree with the connection of that practice to their AVID experience versus only agreeing.

**Table 4.11**

*Teacher Practices Ranked, Supporting Student Agency*

Teacher Practices	Response <i>n</i> and %			
	SD	D	A	SA
<b>Positive Reinforcement</b>	-	-	17	33
Total %: Individual	0	0	34	66
Total %: Positive and Negative Grouped	0		100	
<b>Feedback</b>	-	1	12	37
Total %: Individual	0	2	24	74
Total %: Positive and Negative Grouped	2		98	
<b>Group Work</b>	-	1	13	36
Total %: Individual	0	2	26	72
Total %: Positive and Negative Grouped	2		98	
<b>Student-Led Instruction</b>	-	1	17	32
Total %: Individual	0	2	34	64
Total %: Positive and Negative Grouped	2		98	
<b>Verbal Cues</b>	-	1	19	30
Total %: Individual	0	2	38	60
Total %: Positive and Negative Grouped	2		98	
<b>Developing Relationships</b>	-	2	9	39
Total %: Individual	0		18	78
Total %: Positive and Negative Grouped	4		96	
<b>Student Voice</b>	-	2	12	36
Total %: Individual	0	4	24	7
Total %: Positive and Negative Grouped	4		96	
<b>Goal Setting</b>	-	1	13	35
Total %: Individual	0	2	26	70
Total %: Positive and Negative Grouped	2		96	
<b>Scaffolding</b>	-	2	14	34
Total %: Individual	0	4	28	68
Total %: Positive and Negative Grouped	4		96	
<b>Modeling</b>	-	2	18	30
Total %: Individual	0	4	36	60

Total %: Positive and Negative Grouped		4		96
<b>Assessment</b>	-	2	20	28
Total %: Individual	0	4	40	56
Total %: Positive and Negative Grouped		4		96
<b>Individual Conferences</b>	-	3	15	32
Total %: Individual	0	6	30	64
Total %: Positive and Negative Grouped		6		94
<b>Direct Instruction</b>	-	2	20	27
Total %: Individual	0	4	40	54
Total %: Positive and Negative Grouped		4		94
<b>Student Self-Reflection</b>	-	4	12	34
Total %: Individual	0	8	24	68
Total %: Positive and Negative Grouped		8		92
<b>Harnessing Outside Opportunities</b>	-	4	13	32
Total %: Individual	0	8	26	64
Total %: Positive and Negative Grouped		8		90
<b>Choice</b>	-	4	13	32
Total %: Individual	-	8	26	64
Total %: Positive and Negative Grouped		8		90
<b>Revision</b>	-	7	13	30
Total %: Individual	0	14	26	60
Total %: Positive and Negative Grouped		14		86

*Note.* A = agree; D = disagree; SA = strongly agree; SD = strongly disagree; U = unreported.

With each practice represented by only one question, overall percentages could adjust with only an additional student responding with disagreement. The researcher felt it was relevant to rank teacher practices again, looking at only SA categories, which potentially indicates a stronger response. The following table (see Table 4.12) presents the initial rankings alongside the adjusted rankings for comparison.

The most substantial changes that occurred when focusing in on SA responses were in the practices of Developing Relationships and Student Self-Reflection, moving up six and seven positions, respectively. This reveals that although a student or two noting disagreement may have ‘pulled down’ the overall positivity percentage, the SA percentages in these areas indicate very strong agreement. Also notable was the decrease of some practices when exclusively looking at SA rates. Positive Reinforcement and Verbal Cues moved down eight and seven positions, respectively. This ranking was utilized in later analysis.



**Table 4.12**

*Teacher Practices, Initial and Adjusted Rankings*

N	Initial Ranking (Overall Positive %)	Adjusted Ranking (SA %)
1	Positive Reinforcement	Developing Relationships
2	Feedback	Feedback
3	Group Work	Group Work
4	Student-Led Instruction	Student Voice
5	Verbal Cues	Goal Setting
6	Developing Relationships	Scaffolding
7	Student Voice	Student Self-Reflection
8	Goal Setting	Positive Reinforcement
9	Scaffolding	Student-Led Instruction
10	Modeling	Individual Conferences
11	Assessment	Harnessing Outside Opportunities
12	Individual Conferences	Choice
13	Direct Instruction	Verbal Cues
14	Student Self-Reflection	Modeling
15	Harnessing Outside Opportunities	Revision
16	Choice	Assessment
17	Revision	Direct Instruction

*Note.* SA = strongly agree.

**Quantitative, Disaggregated Subgroup Data.** Table 4.13 presents how alumni in different subgroups responded to whether teacher practices associated with the development of agency were present during their AVID experience.

Because respondents were only asked one question regarding the presence of the teacher practices supporting agency development, the researcher continued to keep in mind subgroup size when making observations, especially in cohort years. To present meaningful findings, the researcher looked for percentages that were disproportionate but also presented as an interesting change or trend among the data. The researcher continued to consider whether data surrounding it supported that interest.

**Cohort Year.** Cohorts responded with consistency in almost all the teacher practices. Responses were fully positive in the areas of Positive Reinforcement and Feedback. In most

other areas, disagreement within the cohorts cumulatively was only in the range of one to eight alumni total.

**Table 4.13**

*Teacher Practices, Disaggregated by Subgroups*

Teacher Practice	%										
	Cohort Year					Race		Ethnicity		Gender	
Identifier	2009	2012	2015	2018	2021	W	NW	H	NH	F	M
Sample <i>n</i>	9	5	9	9	9	22	28	18	32	31	19
<b>Positive Reinforcement</b>											
SA	78	100	33	78	61	82	54	56	72	55	84
A	22	0	67	22	39	18	46	44	28	45	16
D	0	0	0	0	0	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Feedback</b>											
SA	89	100	67	78	61	77	69	67	78	65	89
A	11	0	33	22	33	23	27	28	22	32	11
D	0	0	0	0	6	0	4	6	0	3	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Group Work</b>											
SA	89	60	67	78	67	73	73	61	78	65	84
A	11	40	33	22	28	27	23	33	22	32	16
D	0	0	0	0	6	0	4	6	0	3	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Student-Led Instruction</b>											
SA	67	60	67	56	61	59	64	65	63	58	72
A	33	20	33	33	39	36	36	35	34	42	22
D	0	0	0	11	0	5	0	0	3	0	6
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Verbal Cues</b>											
SA	67	80	44	78	50	64	58	56	63	55	68
A	33	20	56	22	44	3	38	39	38	45	26
D	0	0	0	0	6	0	4	6	0	0	6
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Developing Relationships</b>											
SA	89	100	67	89	67	82	77	67	84	68	95
A	11	0	33	11	22	18	15	22	16	26	5
D	0	0	0	0	11	0	8	11	0	6	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Student Voice</b>											
SA	78	100	56	89	61	77	65	67	75	61	89
A	22	0	44	11	28	23	27	22	25	32	11
D	0	0	0	0	11	0	8	11	0	7	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Goal Setting</b>											
SA	89	100	67	56	61	67	73	72	71	61	89
A	11	0	33	33	33	33	23	28	26	35	11
D	0	0	0	0	6	0	4	0	3	3	0
SD	0	0	0	0	0	0	0	0	0	0	0

<b>Scaffolding</b>											
SA	78	100	56	78	56	82	58	5	75	55	89
A	11	0	44	22	39	1	35	39	22	39	11
D	11	0	0	0	6	0	8	6	3	6	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Modeling</b>											
SA	78	100	33	67	50	68	54	56	63	48	79
A	22	0	67	33	39	2	42	39	34	45	21
D	0	0	0	0	11	5	4	6	3	7	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Assessment</b>											
SA	67	60	56	56	50	59	50	56	56	48	68
A	22	40	44	44	44	41	42	39	41	45	32
D	11	0	0	0	6	0	8	6	3	7	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Individual Conferences</b>											
SA	56	100	44	67	67	68	62	61	66	55	79
A	44	0	56	22	22	27	31	28	31	39	16
D	0	0	0	11	11	5	8	11	3	3	5
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Direct Instruction</b>											
SA	67	60	50	67	44	59	52	50	56	43	74
A	33	40	50	33	44	41	40	33	44	50	26
D	0	0	0	0	11	0	8	11	0	7	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Student Self-Reflection</b>											
SA	78	60	78	67	61	64	69	67	69	65	74
A	22	20	22	22	28	23	27	28	22	29	16
D	0	20	0	11	11	13	4	6	9	6	10
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Harnessing Outside Opportunities</b>											
SA	67	100	67	56	56	71	56	59	66	55	78
A	22	0	33	44	28	29	32	29	28	32	22
D	11	0	0	0	17	0	12	1	6	13	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Choice</b>											
SA	67	100	56	67	61	77	56	59	69	52	89
A	33	0	44	33	17	23	28	24	28	35	11
D	0	0	0	0	22	0	16	18	3	13	0
SD	0	0	0	0	0	0	0	0	0	0	0
<b>Revision</b>											
SA	67	40	56	67	61	64	58	56	63	55	68
A	11	40	44	22	22	27	23	33	22	29	21
D	22	20	0	11	17	9	19	11	16	16	11
SD	0	0	0	0	0	0	0	0	0	0	0

Note. A = agree; D = disagree; F = female; H = Hispanic; M = male; NH = non-Hispanic; NW = non-White; SA = strongly agree; SD = strongly disagree; W = White.

Increased disagreement was noticeable in the last three practices of Harnessing Outside Opportunities, Choice, and Revision. Cohort 2021 alumni disagreed with the presence of Harnessing Outside Opportunities (17%) and Choice (22%) during their AVID experience. Even

with small samples, this indicates that at least two or three students per cohort responded unfavorably. It should be recognized that the COVID-19 pandemic, mentioned in the limitations section, could have impacted responses in this area. Lastly, Revision was a teacher practice that solid percentages of students in four out of five cohorts said was not present (2009: 22%, 2012: 20%, 2018: 11%, 2021: 17%).

A final noticeable piece of data was the SA percentage in both Modeling (33%) and Individual Conferences (44%) for cohort 2015. The SA percentage for this group was noticeably lower than the other cohorts. Looking at previous response trends, this cohort has been 'willing' to respond with SA in many instances and did so with many of the other teacher practices. Because they indicated no disagreement in those areas, the weight of this observation may not be of significance in the overall study. However, it may serve as a noteworthy information for program directors as they look at results next to program components such as teaching methods and staff changes.

**White vs. Non-White.** There were some noticeable differences in how White and non-White alumni reported in terms of teacher practices. Table 4.14 shows data of overall positive ratings and then SA ratings for each practice.

White students reported much stronger agreement that they experienced positive reinforcement and scaffolding in their AVID experience, 28 and 25 percentage points respectively. Other SA percentage differences were 14 or below. Both subgroups did respond with overall positivity rates when answers of just agreement were factored in.

In the areas of Harnessing Outside Opportunities and Choice, there were relatively big and consistent differences between how White and non-White alumni responded. This was in overall agreement and/or in SA response percentage. Although these are not as high as the

previously mentioned practices, this indicates that in addition to a noticeable gap in agreement rates, there was a fair amount of actual disagreement in this area for non-White alumni.

**Table 4.14**

*Teacher Practices, Race Subgroup Compared*

Teacher Practice	% Race		Percentage Point Difference (+/-)
	W	NW	
<b>Positive Reinforcement</b>			
Positive	100	100	0
Strongly Agree	82	54	28
<b>Feedback</b>			
Positive	100	96	4
Strongly Agree	77	69	8
<b>Group Work</b>			
Positive	100	96	4
Strongly Agree	73	73	0
<b>Student-Led Instruction</b>			
Positive	95	100	-5
Strongly Agree	56	61	-5
<b>Verbal Cues</b>			
Positive	100	96	4
Strongly Agree	64	58	6
<b>Developing Relationships</b>			
Positive	100	92	8
Strongly Agree	82	77	5
<b>Student Voice</b>			
Positive	100	92	8
Strongly Agree	77	65	12
<b>Goal Setting</b>			
Positive	100	96	4
Strongly Agree	67	73	-6
<b>Scaffolding</b>			



Positive	100	92	8
Strongly Agree	82	58	24
<b>Modeling</b>			
Positive	95	96	1
Strongly Agree	68	54	14
<b>Assessment</b>			
Positive	100	92	8
Strongly Agree	59	50	9
<b>Individual Conferences</b>			
Positive	95	92	3
Strongly Agree	68	62	6
<b>Direct Instruction</b>			
Positive	100	92	8
Strongly Agree	59	52	7
<b>Student Self-Reflection</b>			
Positive	87	96	-9
Strongly Agree	64	69	-5
<b>Harnessing Outside Opportunities</b>			
Positive	100	88	12
Strongly Agree	71	56	15
<b>Choice</b>			
Positive	100	84	16
Strongly Agree	77	56	21
<b>Revision</b>			
Positive	91	81	10
Strongly Agree	64	58	6

Note. NW = non-White; W = White.

**Hispanic vs. Non-Hispanic.** Table 4.15 presents alumni responses in the Hispanic and non-Hispanic subgroups. Overall, Hispanic alumni reported less agreement than their non-Hispanic peers in almost all teacher practice areas. Areas with similar and larger negative responses indicate that with consistency, Hispanic alumni agreed at much lower rates than their

non-Hispanic peers. Those areas were Developing Relationships and Student Choice. These practices were significantly lower in both overall and SA percentages. In addition, there were

**Table 4.15**

*Teacher Practices, Ethnicity Subgroup Compared*

Teacher Practice	% Ethnicity		Percentage Point Difference (+/-)
	H	NH	
<b>Positive Reinforcement</b>			
Positive	100	100	0
Strongly Agree	56	72	-16
<b>Feedback</b>			
Positive	94	100	-6
Strongly Agree	67	78	-11
<b>Group Work</b>			
Positive	94	100	-6
Strongly Agree	61	78	-17
<b>Student-Led Instruction</b>			
Positive	100	97	3
Strongly Agree	65	63	2
<b>Verbal Cues</b>			
Positive	94	100	-6
Strongly Agree	56	63	-7
<b>Developing Relationships</b>			
Positive	89	100	-11
Strongly Agree	67	84	-17
<b>Student Voice</b>			
Positive	89	100	-11
Strongly Agree	67	75	-8
<b>Goal Setting</b>			
Positive	100	97	3
Strongly Agree	72	71	1
<b>Scaffolding</b>			

Positive	94	97	-3
Strongly Agree	56	75	-19
<b>Modeling</b>			
Positive	94	97	-3
Strongly Agree	56	63	-7
<b>Assessment</b>			
Positive	94	97	-3
Strongly Agree	56	56	0
<b>Individual Conferences</b>			
Positive	89	97	-8
Strongly Agree	61	66	-5
<b>Direct Instruction</b>			
Positive	89	100	-11
Strongly Agree	50	56	-6
<b>Student Self-Reflection</b>			
Positive	94	91	3
Strongly Agree	67	69	-2
<b>Harnessing Outside Opportunities</b>			
Positive	88	94	-6
Strongly Agree	59	66	-7
<b>Choice</b>			
Positive	82	97	-15
Strongly Agree	59	69	-10
<b>Revision</b>			
Positive	89	84	5
Strongly Agree	56	63	-7

Note. NH = non-Hispanic; H = Hispanic.

areas in which overall positive agreement rates between Hispanic and non-Hispanic alumni were relatively similar but then when examining only the SA rates, significant differences presented.

Those practices were Positive Reinforcement, Group Work, and Scaffolding. In the area of

Choice, Non-Hispanic students strongly agreed at a rate of 59% versus their non-Hispanic peers



(69%). In addition, they responded with ‘Disagree’ at a rate of 18% versus their non-Hispanic peers (3%).

**Male vs. Female.** Table 4.16 presents differences in response rates for both overall positive agreement and SA. Data regarding males and females pertaining to the 17 teacher practices presented an interesting pattern. In response to all teacher practices, males responded with SA rates much higher than their female peers. In some cases, the discrepancy between SA rates were 30 percentage points or more (i.e., Scaffolding [34%], Modeling [31%], Direct Instruction [31%], Choice [37%]). In the areas of Harnessing Outside Opportunities and Choice, there were noticeably higher differences in total positive response rates as well, 13 percentage points, compared to the other practices. Female alumni recorded increased disagreement in these areas. The large gap, particularly around Choice, represents the biggest discrepancy in terms of strength of response between males and females. Males felt that they had significantly more Choice than reported by females.

**Table 4.16**

*Teacher Practices, Gender Subgroup Compared*

Teacher Practice	% Gender		Percentage Point Difference (+/-)
	M	F	
<b>Positive Reinforcement</b>			+/-
Positive	100	100	0
Strongly Agree	84	55	29
<b>Feedback</b>			
Positive	100	97	3
Strongly Agree	89	65	24
<b>Group Work</b>			
Positive	100	97	3
Strongly Agree	84	65	19

<b>Student-Led Instruction</b>			
Positive	94	100	-6
Strongly Agree	72	58	14
<b>Verbal Cues</b>			
Positive	94	100	-6
Strongly Agree	68	55	13
<b>Developing Relationships</b>			
Positive	100	94	6
Strongly Agree	95	68	27
<b>Student Voice</b>			
Positive	100	93	7
Strongly Agree	89	55	28
<b>Goal Setting</b>			
Positive	100	97	3
Strongly Agree	89	61	28
<b>Scaffolding</b>			
Positive	100	94	6
Strongly Agree	89	55	34
<b>Modeling</b>			
Positive	100	93	7
Strongly Agree	79	48	31
<b>Assessment</b>			
Positive	100	93	7
Strongly Agree	68	48	20
<b>Individual Conferences</b>			
Positive	94	95	-1
Strongly Agree	79	55	24
<b>Direct Instruction</b>			
Positive	100	93	7
Strongly Agree	74	43	31
<b>Student Self-Reflection</b>			
Positive	90	94	-4
Strongly Agree	74	65	9
<b>Harnessing Outside Opportunities</b>			
Positive	100	87	( 13 )

Strongly Agree	78	55	23
<b>Choice</b>			
Positive	100	87	13
Strongly Agree	89	52	37
<b>Revision</b>			
Positive	89	84	5
Strongly Agree	68	55	13

Note. F = female; M = male.

**Alumni vs. Current Students.** In teacher practices, there was significant alignment between the two groups' responses (see Table 4.17). The top six practices for both groups were the same with slight variation in order. Developing relationships remained first in line for both groups. Among the rest of the practices, alumni and students positioned them similarly in comparison to each other. Student self-reflection was ranked higher by alumni than current students with a variation of five positions. Harnessing outside opportunities was the other practice ranked significantly lower by current students. However, the landscape of programming limitations during the COVID-19 pandemic likely affected this response rate.

It is notable that current students were more willing to express disagreement overall than alumni of the program. This difference could be attributed to characteristics, such as their younger age or that they are still in school, as opposed to alumni who have an outside perspective to draw from. It could also be related to the method in which data was collected from the two groups with the school system collecting the student data and the alumni data being collected through an 'opt in,' voluntary approach. This may have caused alumni response rates to be overall more positive given that the sample of former students elected to participate. The researcher maintained focused on the positioning of the practices for this reason, as opposed to actual percentages.

**Table 4.17***Teacher Practices, Alumni vs. Current Students*

<b>Alumni vs. Current Students, Strongly Agree</b>				
<b>Teacher Practice</b>	<b>Alumni %</b>	<b>Teacher Practice</b>	<b>Current Student %</b>	<b>Percentage Point Difference</b>
Developing Relationships	78	Developing Relationships	58	20
Feedback	74	Goal Setting	52	22
Group Work	72	Student Voice	50	22
Student Voice	72	Feedback	47	25
Goal Setting	70	Group Work	40	30
Scaffolding	68	Scaffolding	40	28
Student Self-Reflection	68	Individual Conferences	37	31
Positive Reinforcement	66	Student-Led Instruction	35	31
Student-Led Instruction	64	Positive Reinforcement	34	30
Individual Conferences	64	Verbal Cues	33	31
Harnessing Outside Opportunities	64	Student Self-Reflection	33	31
Choice	64	Revision	32	32
Verbal Cues	60	Direct Instruction	29	31
Modeling	60	Modeling	29	31
Revision	60	Harnessing Outside Opportunities	29	31
Assessment	56	Choice	26	30
Direct Instruction	54	Assessment	25	29

***Quantitative Analysis, Teacher Practices and Agency Development***

Alumni responded, with 86% overall agreement, that their teachers provided opportunities for them to participate in the 17 teacher practices associated with student agency development. Ranking practices only by SA agreement percentage allowed the researcher to create more variation in strength of responses. Examining those results and percentages, a 10%

shift in SA represents five alumni. For this reason, it seems most beneficial to look at the practices in clusters for analysis.

Table 4.18 groups the 17 teacher practices into three categories, previously identified by AIR in the initial study: (1) student opportunities, (2) student-teacher collaboration, and (3) teacher-led approaches. The number next to the practice indicates its positioning within the 17 practices ranked by alumni. Bolded responses represent relative strengths (i.e., top 5) while italicized represent relative weaknesses (i.e., bottom 5). It is important to keep in mind that all practices are in relationship to student agency specifically. For example, the question alumni were given surrounding Direct Instruction was, “Your teacher provided explicit instruction to develop skills specifically related to student agency.” See Appendix C for full details.

**Table 4.18**

*Teacher Practices, Grouped*

<b>Student Opportunities</b>	<b>Student-Teacher Collaboration</b>	<b>Teacher-Led Approaches</b>
Choice, (12)	<b>Developing Relationships (1)</b>	<i>Assessment (16)</i>
<b>Group Work (3)</b>	<b>Feedback (2)</b>	<i>Direct Instruction (17)</i>
Harnessing Outside Opportunities (11)	<b>Goal Setting (5)</b>	<i>Modeling (14)</i>
<i>Revision (15)</i>	Individual Conferences (10)	Positive Reinforcement (8)
Student Self-Reflection (7)	<b>Student Voice (4)</b>	Scaffolding (6)
Student-Led Instruction (9)		<i>Verbal Cues (13)</i>

Based on responses from Lake City AVID alumni, their teachers provided significant opportunities for Student-Teacher Collaboration, with each person sharing parts of the responsibility for the learning process. Student opportunities, opportunities for students to independently manage their learning and grow as a learner, fell in the middle of the three groupings. Most practices in this group were ranked near the center of the group. Of the three types of instruction, those practices under Teacher-Led Approaches represented the weakest rankings by alumni. Four of the five practices in this area were ranked in the bottom five.

### ***Qualitative Findings***

As a reminder, Lake City AVID alumni were given open-ended questions regarding the benefits of their AVID experience and its impact on them as learners. The researcher used “in-vivo” coding initially to identify key words or phrases that appeared to be a significant part of respondents’ replies and then form categories. The list below depicts key themes falling under the category of agency Teacher Practices. The number in parenthesis is the number of times that item or something very similar was stated by an AVID alumnus. Bolded themes were thought of as most prevalent.

- **Personal Connections (39)**
- **Exposure Opportunities (12)**
- **Academic Assistance (11)**
- **Cornell Notes (9)**
- Binder Checks/Planner (6)
- Guidance/Networking (5)

**Qualitative, Disaggregated Subgroup Data.** As a reminder, qualitative response themes were then examined using pattern-coding. The researcher disaggregated qualitative responses, paying attention to which subgroup respondents belonged to. Table 4.19 presents the outcomes of that examination, focusing in on the themes that received the strongest responses in the overall analysis.

Notable data of interest presented in qualitative subgroup disaggregation. Alumni from cohort 2009 reported 10 qualitative responses speaking to benefits of personal connections. More than ten years after graduation, these alumni still remember connections made with peers and teachers in this program. White versus non-White students responded similarly. The most

**Table 4.19***Subgroup Disaggregation, Open-ended Questions*

Theme Identifier	Cohort Year					Race		Ethnicity		Gender	
	2009	2012	2015	2018	2021	W	NW	H	NH	F	M
<b>Teacher Practices</b>											
<b>Personal Connections (39)</b>	10	3	4	2	20	22	17	12	27	26	13
<b>Exposure Opportunities (12)</b>	2	0	1	4	5	0	12	8	4	11	1
<b>Academic Assistance (11)</b>	2	0	1	2	6	5	6	5	6	11	0
<b>Cornell Notes (9)</b>	2	0	3	2	2	3	6	6	3	6	3
<b>Total</b>	<b>16</b>	<b>3</b>	<b>9</b>	<b>10</b>	<b>32</b>	<b>25</b>	<b>41</b>	<b>31</b>	<b>40</b>	<b>54</b>	<b>17</b>

*Note.* F = female; H = Hispanic; M = male; NH = non-Hispanic; NW = non-White; W = White.

notable difference between the two subgroups occurred in the theme of Exposure Opportunities. White students did not comment on these types of opportunities (e.g., college trips, out of school opportunities) at all. Non-white students made 12 different comments regarding the benefits of their teachers and the AVID program providing these opportunities. The same was true in the Hispanic subgroup. Hispanic alumni commented eight times about exposure opportunities, while their non-Hispanic peers commented four. This is noteworthy when you consider that there were double the amount of non-Hispanic students in the sample. Lastly, females reported more than their male peers about exposure opportunities and receiving academic assistance.

***Qualitative Analysis, Emerging Themes***

**Personal Connections.** Overwhelmingly, the comments made most when alumni were asked about their AVID experience was the presence of personal connections. This presented as directly related to the teachers' attitudes and dispositions and also to the environment they created within the class. For example, alumni made comments about their teachers being "helpful and patient," "supportive," and "dedicated." Alumni repeatedly noted that they were in a cohort of students and that they gave them the opportunity to navigate their studies and college preparation collectively. Students mentioned "connections," "support," "home away from

home,” “like a family,” “strong bond,” and “lifelong friendships” to name a few. There were 19 different words or phrases that directly related to the familial aspect of the AVID class/program and the support of their AVID teachers.

**Skill Instruction.** Direct instruction in study skills and organizational methods, such as Cornell Notes and Binder Checks, both part of the AVID curriculum, were prevalent in the responses. Students mentioned often how these tools “made them successful” and “gave them confidence.” Several students mentioned continuing to utilize these explicit methods years later in their coursework.

**Tutorials and Academic Support.** Alumni wrote about their teachers providing opportunities for them to get academic support including study groups and tutoring sessions. One student mentioned that her teacher gave her opportunities “to lead tutorials because that is how I learned best.” In study groups, students mentioned “collaborating” to remove obstacles and being prompted by their teachers to “ask questions” when they were confused.

**Opportunities.** Many alumni reflected on how important the opportunities for exposure, provided by their teachers, were to their success getting into college and beyond. College field trips, also part of the AVID curriculum, were mentioned often. One alumnus wrote, “The more I was exposed to, the more interested I became.” In addition to college field trips, alumni mentioned “college research opportunities”, “out of school programs,” and “guest speakers” as other outside opportunities that their AVID teachers exposed them to.

### **College and Career Readiness**

The AVID organization’s mission is college and career readiness. As explained in Chapter 2, the organization names student agency as one of the three things that ‘students need’ to be college and career ready (AVID, 2021). Before this study, almost all research had been



focused on other precursors to college readiness such as provision of academic opportunities and/or removal of barriers to entrance.

**Quantitative Findings**

Alumni were asked if development in the related behaviors and beliefs under each student agency construct helped prepare them to be college and career ready. The table below (see Table 4.20) presents those responses in order from the highest overall agreement percentage to the weakest. If the overall percentage does not equal one hundred percent, that is due to very small percentages of unreported items.

Alumni reported a very strong positive association (90% or higher) between all areas of student agency development and college and career readiness. There was little variation between the constructs. Due to the smaller number of possible responses, any variability in percentage points can actually be accounted for by small differences in response numbers. Therefore, the examination of overall trends was most beneficial to recognizing patterns initially as well as later in how alumni responded in other areas. Interestingly enough, Perseverance of Interest, although ranked least by alumni in terms of development (still at 85%), had the highest overall agreement response rate (96%) concerning its relationship to alumni graduating and succeeding in college and/or chosen career field. The notion of Future Orientation was ranked least in agreement by alumni, but still at 90%.

**Table 4.20**

*Student Agency Constructs Ranked in Association to College/Career Readiness*

Construct	Response %			
	SD	D	A	SA
<b>Perseverance of Interest</b>				
Total %: Individual	2	2	40	56
Total %: Positive and Negative Grouped	4			96
<b>Self-Efficacy</b>				
Total %: Individual	0	6	30	64
Total %: Positive and Negative Grouped	6			94

<b>Mastery Orientation</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	2	2	34	60
Total %: Positive and Negative Grouped	4		94	
<b>Locus of Control</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	2	4	34	58
Total %: Positive and Negative Grouped	6		92	
<b>Perseverance of Effort</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	2	4	38	54
Total %: Positive and Negative Grouped	6		92	
<b>Metacognitive Self-Regulation</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	4	2	44	48
Total %: Positive and Negative Grouped	6		92	
<b>Self-Regulated Learning</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	0	8	30	60
Total %: Positive and Negative Grouped	8		90	
<b>Future Orientation</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
Total %: Individual	2	8	42	48
Total %: Positive and Negative Grouped	10		90	

Note. A = agree; D = disagree; SA = strongly agree; SD = strongly disagree; U = unreported.

In addition, if we consider a response of SA as stronger than that of A, Metacognitive Self-Regulation (with 44% at A and 48% at SA) and Future Orientation (with 42% at A and 48%) were the only two constructs in which the two agreement responses were comparable. The remaining constructs had ratings of SA that were much higher than their corresponding A rates, ranging in percentage point differences from 16 to 34.

**Agency and College and Career Readiness, Disaggregated Subgroup Data.** Table 4.21 reveals how alumni in different subgroups responded to whether development in the various agency construct areas prepared them to be college and career ready.

**Table 4.21**

*Association of Agency to College and Career Readiness, Disaggregated by Subgroups*

Construct	%										
	Cohort Year					Race		Ethnicity		Gender	
Identifier	2009	2012	2015	2018	2021	W	NW	H	NH	F	M
Sample <i>n</i>	9	5	9	9	9	22	28	18	32	31	19
<b>Self-Efficacy</b>											
SA	89	60	67	67	56	64	65	61	69	61	74
A	11	40	33	33	28	36	23	28	28	32	21
D	0	0	0	0	16	0	12	11	3	7	5

SD	0	0	0	0	0	0	0	0	0	0	0
<b>Locus of Control</b>											
SA	56	75	44	78	56	55	60	59	59	58	61
A	22	25	56	22	38	36	36	35	35	42	22
D	22	0	0	0	0	9	0	0	6	0	11
SD	0	0	0	0	6	0	4	6	0	0	6
<b>Self-Regulated Learning</b>											
SA	56	60	63	78	56	45	72	61	61	67	53
A	22	40	38	22	33	45	20	28	32	30	31
D	22	0	0	0	0	9	0	0	6	0	11
SD	0	0	0	0	6	0	4	6	0	0	6
<b>Mastery Orientation</b>											
SA	67	80	67	62	50	52	65	56	65	58	67
A	33	20	33	38	38	48	27	33	35	39	28
D	0	0	0	0	6	0	4	6	0	3	0
SD	0	0	0	0	6	0	4	6	0	0	6
<b>Metacognitive Self-Regulation</b>											
SA	22	25	56	67	56	36	56	65	41	48	50
A	67	75	44	33	32	54	40	29	53	48	39
D	0	0	0	0	0	5	0	0	3	3	0
SD	11	0	0	0	0	5	4	6	3	0	11
<b>Future Orientation</b>											
SA	44	40	44	67	44	45	46	50	47	45	53
A	22	60	56	33	44	41	46	39	44	52	26
D	33	0	0	0	6	14	4	6	9	3	16
SD	0	0	0	0	6	0	4	6	0	0	5
<b>Perseverance of Interest</b>											
SA	56	60	67	67	44	50	58	56	56	52	63
A	44	40	33	33	44	50	34	33	44	45	32
D	0	0	0	0	6	0	4	6	0	3	0
SD	0	0	0	0	6	0	4	6	0	0	5
<b>Perseverance of Effort</b>											
SA	44	40	78	62	50	48	58	61	52	58	50
A	56	60	22	38	33	52	31	28	45	35	44
D	0	0	0	0	0	0	8	6	3	6	0
SD	0	0	0	0	0	0	4	6	0	0	6

Note. A = agree; D = disagree; F = female; H = Hispanic; M = male; NH = non-Hispanic; NW = non-White; SA = strongly agree; SD = strongly disagree; U = unreported; W = White.

Because study participants were only asked one question pertaining to each agency construct area and its relationships to their college and career readiness, a smaller data set is available in each construct area. This was especially relevant to the cohort year subgroups as they were considerably smaller than some others (e.g., the 2009 cohort year involved only nine possible respondents whereas the female subgroup included a total of 31). To present meaningful

findings, the researcher looked for percentages that varied but also those that signaled an interesting change or trend. Again, the researcher also considered whether data surrounding it supported that interest.

**Cohort Year.** Overall, all cohorts responded favorably to the connection between agency development in the AVID program and their college and career readiness. Interestingly, cohort 2009 who graduated thirteen years ago (i.e., the oldest of the participants) and cohort 2021, who had only been out of high school for a year, were more ‘willing’ to express some disagreement in response to the college and career readiness questions. For example, cohorts 2012, 2015, and 2018 responded with 100% agreement to all constructs. But, in the second and third highest ranked construct areas, (i.e., Locus of Control and Self-Regulated Learning), cohort 2009 disagreed at a rate of 22% that AVID aided in their development in those two areas. This disrupted a noted pattern, with almost all the other ‘Disagree’(D) and “Strongly Disagree’(SD) ratings reveal 0% for the other cohorts in these areas. In the area of Metacognitive Self-Regulation, there was a noteworthy increase in SA response rates among the cohorts, specifically between the first two cohorts and the following three. Cohorts 2009 and 2012 reported SA ratings of 29% and 22%. Cohorts 2015, 2018, and 2021 reported notable increased SA rates of 56%, 67%, and 56%.

**White vs. Non-White.** White and non-White alumni answered very similarly in terms of total positivity to all agency construct areas except for Self-Efficacy. Twelve percent of non-White alumni (n=3) disagreed that their development in this area supported their college and career readiness while 0% of their White peers disagreed. In the remaining constructs, the level of disagreement between White and non-White alumni remained rather even. The following table (see Table 4.22) displays the SA percentage responses for a deeper dig into how this

subgroup responded regarding agency development and its association to their college and career readiness. Due to the close mathematical nature of the constructs in relationship to college and career readiness, only SA responses are presented.

A ‘cluster’ can be seen in this data set toward the middle of the ranked constructs. Differences can be seen in the number of non-White students who reported SA versus their White peers, specifically in the areas of Self-Regulated Learning and Metacognitive Self-Regulation. Although Perseverance of Effort was the construct reported to be developed to the least degree (but again, still 85% overall agreement), alumni were somewhat divided in this area regarding its association to college and career readiness. Non-White students felt more strongly that there was a positive relationship.

**Hispanic vs. Non-Hispanic.** Hispanic vs. non-Hispanic alumni also answered very similarly to all agency construct areas which implied all areas were connected to college and career readiness. There was little to no interesting, emergent data within in this subgroup. Even a consideration

**Table 4.22**

*Association of Agency to College and Career Readiness, Race Subgroup Compared*

Construct	% Race		Percentage Point Difference (+/-)
	W	NW	
<b>Self-Efficacy</b>			
Strongly Agree	64	65	-1
<b>Locus of Control</b>			
Strongly Agree	55	60	-5
<b>Self-Regulated Learning</b>			
Strongly Agree	45	72	-27
<b>Mastery Orientation</b>			
Strongly Agree	52	65	-13

<b>Metacognitive Self-Regulation</b>			
Strongly Agree	36	56	-20
<b>Future Orientation</b>			
Strongly Agree	45	46	-1
<b>Perseverance of Interest</b>			
Strongly Agree	50	58	-8
<b>Perseverance of Effort</b>			
Strongly Agree	48	58	-10

Note. NW = non-white; W = white.

of SA rates between the two groups only yielded a percentage point difference range of zero to nine. The one exception to this pattern evolved in the construct of Metacognitive Self-Regulation. Hispanic students strongly agreed, at a rate of 65%, that development in this area impacted their college and career readiness. Non-Hispanic students responded at an SA rate of 41%.

**Male vs. Female.** As considered previously, males tended to answer with slightly more disagreement in all categories than their female peers (see Table 4.23). However, a willingness to respond with ‘Strongly Agree’ to the notion of certain agency constructs impacting college and career success appeared more even than in previous male and female comparisons.

**Table 4.23**

*Association of Agency to College and Career Readiness, Gender Subgroup Compared*

Construct	%		Percentage Point Difference (+/-)
	M	F	
<b>Self-Efficacy</b>			
Positive	95	93	2
Strongly Agree	74	61	13
<b>Locus of Control</b>			
Positive	83	100	-17
Strongly Agree	61	58	3



<b>Self-Regulated Learning</b>			
Positive	84	97	-13
Strongly Agree	53	67	-14
<b>Mastery Orientation</b>			
Positive	95	97	-2
Strongly Agree	67	58	9
<b>Metacognitive Self-Regulation</b>			
Positive	89	96	-7
Strongly Agree	50	48	2
<b>Future Orientation</b>			
Positive	79	97	-28
Strongly Agree	53	45	8
<b>Perseverance of Interest</b>			
Positive	95	97	-2
Strongly Agree	63	52	9
<b>Perseverance of Effort</b>			
Positive	94	93	1
Strongly Agree	50	58	-8

Note. F = female; M = male.

When examining overall agreement rates, three main areas of difference seemed to emerge involving the agency constructs of Locus of Control, Self-Regulated Learning, and Future Orientation. Females responded more favorably in all three of these areas with percentage point differences of 17, 13, and 28 respectively. However, a closer examination of SA rates in those three areas indicated that there were much smaller gaps in the areas of Locus of Control and Future Orientation. Self-Regulated Learning remained a construct that females associated much more strongly with success in college and/or the career of their choice.

### ***Quantitative Analysis, Student Agency and College and Career Readiness***

The AVID organization maintains that the development of student agency is a key outcome of the program critical to students being college and career ready. As noted before, Lake City AVID alumni were asked to reflect upon their experiences and the development of

agency via certain research-based constructs and related teaching practices in the program. To extend those findings, alumni were also asked whether the development in each area of agency helped (or didn't help) them graduate and succeed in college or their chosen career field.

Lake City AVID alumni reported, with overall agreement rates of 90% or more, that development in eight student agency constructs did in fact help them to be college and career ready. Alumni felt that being able to set goals and maintain focus on long-term projects (i.e., Perseverance of Interest) had the most impact on their college and career readiness. Development of Self-Efficacy was an additional area that alumni associated heavily with college and career success, with an SA response rate of 64%. Although there were slight differences in responses, the consensus is a strong agreement that Lake City AVID alumni felt that development of student agency positively contributed to their college and career readiness.

### ***Qualitative Findings***

As a reminder, Lake City AVID alumni were provided open-ended questions regarding the benefits of their AVID experience and its impact on them as learners. The researcher used “in-vivo” coding initially to identify key words or phrases that appeared to be a significant part of respondents’ replies and then form categories. The list below depicts key themes that surfaced under the category of College and Career Readiness. The number in parenthesis is the number of times that an item or something very similar was stated by an AVID alumnus. Bolded themes were considered most prevalent.

- **Assistance with college applications (17)**
- **Financial resources (14)**
- **AP/Rigorous coursework options (12)**
- Spoken goal of program- College Readiness (2)



- *Prepare for college (14)*
- *Skills I needed (12)*

Twenty-six students noted that AVID “helped me prepare for college” or “gave me skills” but because of lack of specificity, those two items are notated at the bottom of the list in italics. They make a positive contribution to alumni’ overall agreement that the AVID program and the development of agency was beneficial. However, the researcher sought to target very specific themes that contributed to student agency development, college and career readiness, and instructional practices proven useful for the development of agency.

**Qualitative, Disaggregated Subgroup Data.** As a reminder, qualitative response themes were then examined using pattern-coding. The researcher disaggregated the qualitative responses, paying close attention to subgroup membership. Table 4.24 presents the outcomes of that examination, with a focus on the themes that received the strongest responses in the overall analysis.

Subgroups responded with relative consistency regarding the development of student agency and the impact that had on helping them graduate and succeed in college and/or career field of their choice. The more recent cohorts of 2018 and 2021 did report notably more support with college applications and financial resources. In addition, Hispanic students commented much less than their non-Hispanic peers in the areas of developing motivation and being ‘pushed’ as well as in receiving help with college applications. Lastly, female alumni added considerably more comments than their male peers regarding access to financial resources.

**Table 4.24**

*Subgroup Disaggregation, Open-ended Questions*

<b>Theme</b>	<b>Cohort Year</b>	<b>Race</b>	<b>Ethnicity</b>	<b>Gender</b>
--------------	--------------------	-------------	------------------	---------------

Identifier	2009	2012	2015	2018	2021	W	NW	H	NH	F	M
<b>College and Career Readiness</b>											
<b>Assistance with College Applications (17)</b>	2	0	2	6	7	8	9	3	14	9	8
<b>Financial Resources (14)</b>	0	0	1	4	9	7	7	7	7	14	0
<b>AP/Rigorous Coursework Options (12)</b>	6	2	0	4	0	4	8	3	9	6	6
<b>Total</b>	<b>8</b>	<b>2</b>	<b>3</b>	<b>14</b>	<b>16</b>	<b>19</b>	<b>24</b>	<b>13</b>	<b>30</b>	<b>31</b>	<b>14</b>

Note. F = female; H = Hispanic; M = male; NH = non-Hispanic; NW = non-White; W = White.

### *Qualitative Analysis, Emerging Themes*

By examining the responses of alumni specific to how their Lake City AVID experience prepared them for college, it is evident that there is a strong commitment to removing barriers to college entrance. The AVID program in general holds this as a foundational piece of their framework while the students graduating from Lake City School District’s program, in particular responded with strong agreement to this notion. Although not prevalent, two students specifically mentioned that they knew that the program was always pointed toward college preparation.

**Access to Rigorous Coursework.** Many alumni mentioned access to rigorous coursework options as a benefit of their AVID participation. Specifically, that coursework included Honors classes, AP classes and college level courses at the affiliated community college. Peripheral to the opportunity to enroll in such classes, students mentioned “they helped me feel more prepared when I got to college” and “being in those classes pushed me more than if I had been in regular classes.” Not only did this type of opportunity set them up for college entrance, but these classes also maintained an environment of high expectations and provided the right landscape for agency skill development.

**Resources and Direct Support.** Alumni commented strongly that the AVID program provided access to financial resources and direct support in the college application process. They reported how important it was that they were able to receive fee waivers for test preparation courses, test fees, and application fees. In addition, they reported receiving direct

support in completing college applications, FAFSA applications, and scholarship applications. One participant noted the importance of having “that designated time” to receive this support while another alumnus reported “other kids did not receive that extra support” and “I felt like it put me at an advantage.”

## **Strengths and Area for Further Consideration**

### ***Strengths***

As evident in the data and analysis, many positives surfaced surrounding the development of student agency development, the presence of agency teaching practices, and the productive impact of such on alumni readiness for college and career via Lake City School District’s AVID program. The following are examples of the most notable strengths.

**Agency Development, Self-Efficacy.** Alfred Bandura (1977) proposed that behavior is more influenced by self-efficacy judgements (i.e., Can I do this?) than by outcome expectations. The level of confidence someone has in their ability to accomplish tasks has tremendous impact on their potential for accomplishment. Closely associated to this belief is the notion of individuals possessing the needed tools and/or skills to confidently ‘tackle’ tasks. The data surrounding Lake City’s AVID program reveals substantial claims of self-efficacy and related skill development. Specific to alumni, self-efficacy was the highest rated student agency construct developed, with a 99% overall agreement response. Alumni felt that their participation in AVID helped them to believe that they could achieve their goals and succeed, as well as overcome challenges. This was supported by qualitative data. Seven alumni contributed comments specifically related to their experiences within the program and the subsequent development of self-efficacy. Examples included, “It made me believe that getting more education was possible.” and “I could do anything with the right support.” In addition, open-ended responses from alumni included many comments

regarding their progress in skills such as notetaking, studying, and organization. Alumni were specific in claiming that these made them feel more confident and prepared. Qualitative responses also yielded 26 responses where alumni, albeit vague in nature, made comments regarding the program's ability to help them learn needed skills and feel prepared for their futures. Lastly, AVID alumni reported high levels of teachers engaging in relationship development, scaffolding, and providing opportunities for student-led instruction; all practices that support the development of agency, self-efficacy, and building capacity and expectation for success. Personal connections and academic assistance, leading themes in the qualitative data, provide further evidence that the program does an effective job of promoting agency and building self-efficacy.

**Agency Development, Self-Regulated Learning.** Alumni agreed, with 97% overall agreement and 54% strong agreement, that participation in the AVID program taught them to manage their time and complete quality work by engaging in self-regulated learning. Throughout the qualitative responses, alumni noted the development of skills that were key to being able to regulate their learning. Specifically, time management was mentioned by 16 students. Other skills such as organizational awareness, study habits, and notetaking skills were prevalent as well. Although not among the highest ranked qualitative comments, six alumni specifically mentioned the strategies of binder checks and guidance using a planner in assisting them to become independent regulators of their learning.

Likewise, alumni cited the prevalence of teacher practices in the area of self-regulated learning including opportunities for student voice and detailed feedback. Many alumni commented, in relation to these practices, that 'academic assistance' was provided to help them grow and develop in this area. Some remarked that during this time, teachers gave timely feedback and guided them in goal setting and self-monitoring within a safe space.

**Agency Teacher Practice, Developing Relationships.** Throughout the findings, there was a strong presence of data that spoke to the quality and prevalence of high-quality relationships and connections across LCSD's AVID program. AVID alumni reported that the practice of developing personal relationships with students to better understand their strengths, needs and motivations (i.e., a research-proven practice associated with fostering student agency) was the strongest and most obvious instructional strategy used by their AVID teachers. This finding mirrors that of AIR (Zeiser et al., 2018). Likewise, within the qualitative comments, Personal Connections was the most significant theme (i.e., mentioned 39 times). Alumni, even those who were more than ten years post-graduation, talked about the familial environment and supportive teachers and peers in AVID.

**College and Career Readiness.** Lake City AVID alumni responded with 90% or more overall agreement rates that the program's development of agency, in all eight constructs, contributed to their college and career readiness. Qualitative data collected heavily supported this. AVID alumni made various comments surrounding support with college applications, access to financial resources, and being prepared for college through access to rigorous coursework. Alumni felt that they were prepared for college and/or career, both from an academic standpoint and in terms of entrance processes.

### *Area for Further Consideration*

**Speaking Agency, Teacher-Led Practices.** The 17 instructional practices identified by AIR (Zeiser et al., 2018) that teachers use to develop agency were previously grouped by the study into three categories: (1) student opportunities, (2) student teacher collaboration, and (3) teacher-led opportunities. Alumni were asked for their level of agreement with the presence of these practices during their AVID experience. There were practices that received lower ratings in

both overall agreement and ‘strongly agree’ (SA) ratings. Those included direct instruction, modeling, and assessment. It’s important to keep in mind that these specifically apply to agency. Did teachers directly teach agency? Did teachers explicitly model agency? Did teachers assess or give students the opportunity to assess their own agency? Additionally, when the researcher adjusted from overall positive to SA rates, Positive Reinforcement and Verbal Cues fell in overall positioning at a more dramatic rate than any other practices (i.e., position one to eight and position five to thirteen respectively). All five of these practices fall under the category of teacher-led approaches. There are six total approaches in this category. Alumni reported clearly that their teachers did not consistently and explicitly teach agency. Based on supporting data, it is clear that agency development was embedded in their instruction (i.e., student opportunities, teacher student collaboration) but that explicit teaching was not present. Alumni do not recall hearing their teachers teach the skills of agency, use the word specifically in their positive reinforcement or regular classroom discourse, or use assessment (be it teacher or student directed) to monitor their agency skill development.

### **Student Empowerment**

The literature review in Chapter 2 opened with this quotation, serving as a reminder of the essence of empowerment:

Individual empowerment is a process of personal development in a social framework: a transition from a feeling of powerlessness, and from a life in the shadow of this feeling, to an active life of real ability to act and to take initiatives in relation to the environment and the future. (Elisheva, 1997, p.84)

Psychological Empowerment Theory (PET) was developed as researchers began to explore the notion that true empowerment was less about structural motivators and more about ‘subjects’ gaining authentic capacity and expectancy of success. Removing barriers to success

and supporting the development of skills (structural empowerment) are crucial precursors but if an individual does not ‘grab onto’ and genuinely believe in their ability to succeed, true empowerment has not been realized (Spreitzer, 1995). The AVID program provides a significant amount of structural programming and empowerment supports. The question becomes the following: Are students ultimately empowered to actually utilize the tools and agency skills fostered via AVID to independently manage their own learning and later succeed in college and/or in the career field of their choosing?

Use of the four dimensions of psychological empowerment, supported by research (Spreitzer, 1995; Thomas & Velthouse, 1990; Zimmerman, 1995), allowed the researcher to explore the achievement of agency development through the lens of empowerment. How were, or were not, students fully and strategically empowered? Educational leaders, armed with this information, have the power to be intentional in providing students with more authentic, capacity building school experiences.

### ***Review of Four Dimensions***

Spreitzer (1997) noted that empowerment could only be fully realized through experiences in all four dimensions. Table 4.25 provides a brief review of the definition of those dimensions. As such, it is beneficial to consider how these dimensions might ‘fit’ together in terms of components of agency previously examined. Below are some scenarios for consideration:

- A student gains many self-regulation skills in a program. However, they are rarely given a choice or autonomy over their work. They ‘go through the motions’ to use the skills, but they see no connections or actual impact of that skill as related to their own interests or success.

- A student believes that they are supported and can go to college. However, they are not given experiences to explore possible opportunities and to visualize the impact that working hard could have on their life outcomes.
- A student is provided with opportunities to develop needed skills and opportunities to develop agency in terms of independent task completion and study skills. However, they are rarely engaged in conversation or activities that allow them to build on developing the ‘why’ behind the tasks. They see no authentic purpose or meaning, other than their teacher or school’s requirement.

Within the context of investigating agency development via Lake City’s AVID program, use of these dimensions provided the researcher opportunity for further analysis. Is it possible that alumni reported development of agency to some degree, but were not fully empowered?

***Analysis, Lake City School District AVID Program and Empowerment***

Table 4.25 aligned the study findings presented in the previous narrative and data tables with the four dimensions of psychological empowerment. It is important to note that the qualitative themes were assigned to a related student agency construct or teacher practice to help with later analysis. For example, alumni shared many times that they gained skills and confidence in areas like organization and time management.

**Table 4.25**

*Four Dimensions of Psychological Empowerment*

<b>Dimension</b>	<b>Definition</b>
Meaning	An individual’s extent of caring about a task.
Competence	Belief individuals hold regarding their capability to skillfully perform their work activities.
Self-Determination	An individual’s sense of autonomy or control over their work.



Impact

The degree to which individuals view their behavior as making a difference or impacting outcomes.

---

This practice was most strongly associated with self-efficacy (i.e., the belief one can achieve his/her goals) and therefore aligned as such. In addition, if a teacher practice (i.e., academic assistance) seemed directly connected to two construct areas, it was placed in both.

Bolded items in Table 4.26 presented strongly in the response data, items not bolded were somewhat neutral in comparison, and items that are italicized were reported as developed to a lesser degree or less present than others. This allowed the researcher to begin to look at the findings from a more programmatic, holistic view. It is also important to note that empowerment is on a spectrum and cannot be looked at in absolutes. One is not ‘empowered’ or ‘not empowered’ (Spreitzer, 1995). However, examining the positioning on that spectrum from fully developed to underdeveloped can help readers and program leaders understand where there could be more robust focus so that full empowerment can be realized.

### **Well Developed, Competence.**

*Competence.* Spreitzer (1995) directly linked the dimension of competence to Bandura’s notion of self-efficacy. In an effort to foster a sense of competence in their students, teachers must explicitly teach agency skills, through a quality balance of teacher and student-led activities. In addition, they must create a supportive, encouraging climate by cultivating relationships and ensuring students see and experience success.

Looking across the framework (see Table 4.21), the notion of competence surfaced robustly in overall data. LCSD’s AVID alumni believe that they are capable of skillfully performing their work. Self-Efficacy, the direct construct linked to this dimension, was ranked highest in development, first out of eight. Qualitative comments expressed substantial support for

development in this area as well. According to alumni, Lake City's AVID program nurtures competence in their students through personal connections, by putting them in challenging positions with intentional supports, and by providing them opportunities to acquire the necessary skills to succeed in academic settings.

### **Somewhat Developed, Self-Determination and Impact.**

*Self-Determination.* Allowing students to have choice and sense of autonomy has not always been present in educational settings but student-centered instruction has come to the forefront of late with strategies such as project-based learning, student portfolios, and student-led conferences. Through these efforts, teachers and school leaders have recognized and touted the need for students to feel a sense of control over their work. Thomas and Velthouse (1990) agreed and promoted the importance of choice in fostering intrinsic motivation.

The dimension of Self-Determination was present within this study's findings. Alumni of LCSD's AVID program responded in consistent agreement that they were given both the opportunities and the skills necessary to give them a sense of control of their work. Such practices included self-reflection, constructive feedback, and opportunities for student voice in decision-making. Voluntary academic assistance opportunities and high-level coursework choices were likewise notes. Alumni emphasized the program's strength in arming them with concrete strategies in notetaking, studying, and time management habits that made them feel that they could regulate their own learning. Only one element of self-determination appeared to be lacking throughout the data (i.e., the notion of Choice). And, even though Choice was a noted teacher practice across certain subgroups, it was far less present in alumni' AVID experiences and reported accounts. Consequently, alumni felt that they could determine how they completed activities and how they sought out assistance but were not given choice in the actual tasks. Given

more choice, students might feel more intrinsically motivated with the potential for rippling, positive effects.

***Impact.*** The degree to which individuals view their behavior as making a difference or the extent to which they have influence on outcomes impacts their level of empowerment (Maynard, et al., 2012). If students believe that their work will positively impact their future, that they have control to change their future through action, and that sustained effort will pay off, they will be more empowered to take control of their learning and effort.

Lake City AVID alumni expressed agreement within the dimension of Impact in terms of feeling that their life outcomes were under their control (i.e., Locus of Control). As a result, they engaged in practices such as Goal Setting, helping them to make that connection between now and future. They were also provided with exposure opportunities and pushed by their teachers to reach their full potential.

However, when asked whether they developed a sense of connection between school and life (i.e., Future Orientation) alumni responded in agreement to a lesser extent. They also responded with less agreement that Perseverance of Effort was an element of agency that they developed while in the Lake City AVID program.

The notion of Impact could be seen as more difficult to ‘teach.’ Therefore, teachers must be more intentional in making concrete connections for their students as well as creating opportunities that provide explicit evidence that such connection exists, either through provision (i.e., real-world group work activities, exposure opportunities) or open discussion regarding the impact of agency behaviors (i.e., sharing scenarios, positive reinforcement of agency behaviors). Again, when a sense of Impact is realized, students will be more empowered and see the

**Table 4.26**

*Psychological Empowerment Theory Framework, Qualitative, and Quantitative Data Aligned*

<b>Psychological Empowerment Dimensions</b>	<b>Student Agency Constructs</b>	<b>Student Agency Teacher Practices</b>	<b>College and Career Readiness</b>	<b>Open-Ended Responses</b>
<b>Meaning</b>	<b>Mastery Orientation</b> <i>Persistence of Interest</i>	<b>Goal Setting</b> Modeling Individual Conferences		
<b>Competence</b>	<b>Self-Efficacy</b>	<b>Student-Led Instruction</b> <b>Developing Relationships</b> <i>Assessment</i> <i>Direct Instruction</i> <b>Scaffolding</b>	<b>SE- 2<sup>nd</sup> overall association</b> <b>SE- highest SA association</b>	<b>SA- Manage organization, time, study, notes</b> <b>SA- Sense of self-efficacy</b> <b>TP- Personal Connections</b> <b>TP- Academic Assistance</b> <b>CC- Assistance with college applications</b> <b>CC- Access to financial resources</b> <b>CC- AP/Rigorous Coursework</b>
<b>Self-Determination</b>	<b>Self-Regulated Learning</b> Metacognitive Self-Regulation	Choice <b>Student Self-Reflection</b> <b>Feedback</b> <b>Student Voice</b> <i>Revision</i>	<i>SRL/MSRL- 6<sup>th</sup> and 7<sup>th</sup> out of 8 constructions in level of association</i>	<b>SA- Manage organization, time, study, notes</b> <b>SA- Reflection, Self-assessment</b> <b>TP- Academic Assistance</b> <b>TP- Cornell Notes</b> <b>CC- AP/Rigorous Coursework</b>
<b>Impact</b>	<b>Locus of Control</b> <i>Persistence of Effort</i> Future Orientation	Harnessing Outside Opportunities  Verbal Cues <b>Positive Reinforcement</b> <b>Group Work</b>	<b>PE- highest association</b> <i>LO- lowest association</i>	<b>SA-Sense of being pushed/motivated</b> <b>TP-Exposure Opportunities</b>

*Note.* SA = student agency; CC = college and career readiness; TP = teacher practice.

connection between the work they are doing now and immediate or future outcomes (i.e., short- and long-term aspirations).

### **Developed to a Lesser Degree, Meaning.**

Individuals' caring about a task or the intrinsic meaning behind their work has been found to be foundational to them being empowered. Within the context of schools, part of a teacher's responsibility is to directly discuss the 'why' behind content and methods as well as create opportunities for students to find interest in what they are doing.

Looking across the framework at the dimension of Meaning, the strength and prevalence of student agency constructs, agency teacher practices, and qualitative information was less present in the dimension of Meaning. Alumni did agree that Mastery Orientation, with an association to caring about the task beyond a grade, was a fairly developed agency construct during their AVID experience. Perseverance of Interest, on the other hand, with connections to maintaining interest and setting goals was reportedly developed to a lesser extent. Further, according to alumni, neither of these were associated strongly with college and career readiness. Likewise, none of the qualitative responses supported the dimension of meaning (i.e., having a strong sense of 'caring' about one's work).

It can be appreciated that the dimension of meaning may be the most abstract of the four empowerment elements and thus requires a blend of the right environment, content, and strategies to foster. However, it is important to consider that when students do not feel a strong intrinsic attachment to their work, they often fail to persist, maintain focus, and care about the goal of completion.

## Summary of Findings

This chapter began with a review of the study's purpose and a reminder that the emphasis is AVID alumni students only who graduated within the last 13 years from Lake City school district. Quantitative findings and analyses were presented. This was followed by qualitative findings and analyses from open-ended items on the questionnaire. Both quantitative and qualitative results were then subcategorized into data pertaining to (1) student agency development through specific research-based constructs, (2) student agency development through research-identified teacher practices, and (3) impact of agency development on college and career readiness. The data for each area was also disaggregated by several subgroups and relevant findings were included in analyses. Strengths and an area for further consideration were also identified. Finally, the data was aligned with the Psychological Empowerment Theory framework to explore the strength of development of empowerment dimensions based on alumni experience in Lake City's AVID program. The following are highlighted findings:

- AVID alumni strongly agreed that the Lake City School District AVID program supported their development of agency in all eight construct areas.
- AVID alumni agreed that they experienced particularly high levels of development in the areas of Self-Efficacy and Self-Regulated Learning.
- AVID alumni of color agreed, at slightly higher rates than their White peers, that the AVID program supported their development of agency.
- AVID alumni strongly agreed that their teachers provided opportunities to develop agency through specific agency teacher practices.
- AVID alumni strongly agreed that their teachers provided opportunities to develop relationships and form positive connections with them and their peers.

- AVID alumni agreed that their teachers provided opportunities for agency development via Student-Teacher Collaboration, including Developing Relationships, Feedback, Goal Setting, and Student Voice.
- AVID alumni responded with lesser agreement that their teachers provided opportunities for agency development via Teacher-Led Approaches, including Assessment, Direct Instruction, Modeling, and Verbal Cues.
- AVID alumni strongly agreed that agency development in all eight construct areas contributed to their college and career readiness.
- AVID alumni agreed that the program provided them with access to rigorous coursework and direct supports that enabled them to be college and career ready.
- AVID alumni were empowered through the development of agency and related teacher practices in the dimensions of Competence, Self-Determination, and Impact.
- AVID alumni were less empowered through the development of agency and related teacher practices in the dimension of Meaning.

This chapter presented detailed quantitative and qualitative findings and related analyses. Strengths and an area for further consideration surfaced from those findings and analyses. The PET framework created by the research team was used for further analysis. Development levels of the four dimensions were proposed based on the collection of data aligned in the framework. A summary of findings was presented related to Lake City's AVID program's development of agency constructs, presence of agency instructional practices, alumni beliefs regarding the impact of agency development on college and career readiness, and proposals about the strength of empowerment within the program. Chapter 5 will readdress the research questions specific to

this study, provide possible implications for practitioners, discuss study contributions, revisit limitations, and give potential areas for further study.



## **CHAPTER V: DISCUSSION**

### **Introduction**

This study sought to explore how and to what extent students who participated in the AVID program in Lake City School District were empowered to develop agency. A mixed-methods questionnaire was utilized to gather data surrounding alumni perceptions and experiences during their time in AVID. Responses regarding their development in the student agency constructs, the prevalence of agency teacher practices in the program, and its impact on their college and career readiness gave evidence of how and to what extent alumni felt their agency was developed as a result of their participation. Additionally, using the PET framework as a lens provided insight as to how alumni were empowered to develop agency and manage their own learning.

In this chapter, discussion is presented through the following format. First, the research questions are revisited and explicitly addressed and then implications for practitioners are outlined as a result. Next, the study's overall contribution to the scholarly literature regarding AVID, student agency, and student empowerment is discussed, followed by a brief revisit of the study's limitations. The chapter concludes with suggestions for further research.

### **Research Questions Addressed**

**Question 1A: Which elements of student agency do alumni feel were most developed as a result of their participation in AVID?**

Overall agreement rates for all eight constructs were 85% or higher. Alumni responses indicated that all constructs of student agency were developed during their experience in LCSD's

AVID program. Alumni responses revealed that their agency was most developed in the areas of Self-Efficacy, Locus of Control, Self-Regulated Learning, and Mastery Orientation. Qualitative support was most prevalent in the areas of Self-Efficacy and Self-Regulated Learning.

**Question 1B: Which elements of student agency do alumni feel were less developed as a result of their participation in AVID?**

Although overall agreement rates for all eight student agency constructs were 85% or higher, alumni responses did reveal that some constructs appeared to be slightly ‘less’ developed.’ These constructs were Metacognitive Self-Regulation, Future Orientation, Perseverance of Interest, and Perseverance of Effort. All four of these constructs received the four lowest overall agreement ratings, as well as lower ‘Strongly Agree’ ratings (significantly lower in some cases). Strong qualitative support and endorsement was also lacking for these constructs.

**Question 1C: Which supporting teacher practices of student agency do alumni identify as part of their AVID program and experience?**

LCSD’s AVID alumni reported strong agreement that their teachers engaged in practices that helped them to develop student agency. Alumni responded with overall agreement rates of 86% to all teacher practices. In particular, alumni revealed that teachers engaged in high levels of student-teacher collaboration practices such as developing relationships, providing feedback, encouraging goal setting, and providing opportunities for student voice. Conversely, alumni responded with a little less agreement that certain teacher-led practices were present. Those included assessment, direct instruction, modeling, and verbal cues. All of these practices are research-based and specific to the development of agency.

**Question 1D: Which elements of student agency, if any, do alumni associate strongly with college and career readiness?**

LCSD AVID alumni reported strong agreement that the development of agency helped them to be college and career ready. Alumni responded with overall agreement of 90% or higher that all eight construct areas were helpful. Differences in response ratings were so narrow, that the difference in response numbers between the ‘top’ construct (with 96% overall agreement) and ‘bottom’ construct (with 90% overall agreement) was only three alumni.

**Main Research Question: How and to what extent did participation in the AVID program empower them to manage their own learning (i.e., develop student agency)?**

LCSD’s AVID alumni completed a questionnaire regarding their development of student agency as a direct result of their participation in the program. Respondents were provided the definition of student agency utilized by the study (i.e., the ability of one to manage his/her own learning) and reminded to try to answer the questions only based on their AVID experience.

***To What Extent***

According to 50 AVID alumni who were part of LCSD’s AVID program at some point over a span of 13 years (i.e., graduated sometime between 2009 and 2021), there was strong agreement that they developed student agency as a result of their participation in the program. All eight constructs of student agency received an overall agreement rating of 85% or higher. Alumni also responded, with 90% overall agreement or more, that all 17 agency teacher practices were present in their AVID experience. Qualitative information collected supported these findings with 146 out of 150 comments being positive in nature and 49 out of 50 students stating explicitly that the program developed their ability to manage their own learning.

***How***

Alumni responses indicated that the program fostered agency by providing a multi-faceted experience of instruction and opportunities. LCSD's AVID program richly developed alumni' sense of self-efficacy and self-regulated learning skills by maintaining quality relationships and learning environments, and by utilizing practices rooted in student-teacher collaboration.

Closely related to agency development, is the program's attention to providing the right structures and landscape to allow students to utilize this developed agency in the program and after graduation. Alumni responses revealed that LCSD's AVID program developed them as agents of their learning (i.e., overall agreement 90%), positively impacting their success in college and career as a result. Alumni cited access to rigorous coursework and direct support with applications and financial support many times when asked about the program's benefits.

Lastly, how were LCSD alumni empowered to manage their own learning? The program provided tools, strategies, and a focused, supportive environment. How were these blended to ensure that students felt powerful and able to utilize them to manage their activities and eventually, life outcomes? By utilizing at least three of the four dimensions of the PET framework (see more detail in Chapter 4), LCSD's AVID program empowered students. Evidence of a robust presence of programming leading to empowerment via the dimension of Competence and a good presence in the dimensions of Self-Determination and Impact was noted. Alumni were empowered by gaining a sense that they had the skills and beliefs needed to achieve their goals, a sense of autonomy over their work, and a sense that their work and choices would impact short- and long-term goals and outcomes.

## **Implications for Practitioners**

As evidenced in this study, intentional development of agency in the construct areas, implementation of agency teaching practices, and creating a culture of empowerment can leave a lasting impression on students, even long after graduation. The AVID program presents, through this study, as a very successful program in terms of developing students' agency and college and career readiness. However, regardless of whether school leaders are utilizing the AVID program specifically or other more general pedagogical methods, they can benefit from learning more about the concept of agency and how it can be infused into the curriculum, teaching practices, and school programs. Although content is crucial, empowering students to develop agency is essential to their ability to manage and be leaders of their own learning, now and in the future. In addition to student agency, student empowerment dimensions in this study provide a useful framework in determining if teachers and leaders have created the right environment for students to reach full empowerment. The AVID program and its framework, when fully implemented, seems to empower students well when analyzed through the four dimensions. Table 5.1 provides some key considerations for practitioners based on the study.

It is important for educational leaders implementing any type of program to investigate outcomes as well as seek consistent improvement. This study sought to add to the body of research available to practitioners regarding the AVID program and its potential benefits. The results can also be utilized by Lake City School District to measure the impact that the AVID program has had on their students. This impact is specific to agency development, previously an area that has been unmeasured by the district and educational research in general. The findings apply to this research site and the study sample but could possibly apply to similar settings and student populations. It is the intent that the findings will acknowledge successes, drive potential

program improvements and/or additions, and contribute to the connection between student agency and student empowerment. Increased understanding of how to create empowering educational experiences and develop agency can lead to improved educational outcomes.

**Table 5.1**

*Considerations for AVID Educational Leaders and Teachers*

<b>Area</b>	<b>Key Considerations</b>
Student Agency Development	<ul style="list-style-type: none"> <li>• Teachers and leaders must intentionally integrate student agency development in all eight construct areas.</li> <li>• Self-Efficacy development in programming should be a top priority.</li> <li>• Self-Regulation skills such as time management, self-assessment, and organization are key to AVID student success.</li> </ul>
Student Agency Teacher Practices	<ul style="list-style-type: none"> <li>• Developing Relationships and Personal Connections is key to student agency development.</li> <li>• Teachers and leaders must place importance on ‘speaking’ and directly teaching agency (i.e., use the term, explain its importance, acknowledge when students display it).</li> </ul>
Impact on College and Career Readiness	<ul style="list-style-type: none"> <li>• Students feel college and career ready when they have developed high levels of student agency.</li> <li>• Students recognize, years after graduation, that access to rigorous coursework options and direct support applying to college was key to their success.</li> </ul>
Student Empowerment	<ul style="list-style-type: none"> <li>• Students feel empowered when they develop a sense of competence (skills and belief they can do it), self-determination (sense of control and choice), and impact (feel their work matters to their near or far future).</li> <li>• Teachers and leaders must create opportunities for students to develop a sense of meaning (authentic, intrinsic) in their work.</li> </ul>
Considerations Specific to Students of Color	<ul style="list-style-type: none"> <li>• Students of color acknowledge benefitting from student agency development more so than their White peers, specifically in the areas of Self-Efficacy, Locus of Control, and Persistence of Effort.</li> <li>• Students of color remember and acknowledge exposure opportunities as a key part of their education and agency development, more so than their White peers.</li> <li>• Students of color feel that experiences gained in a program such as AVID helped them to persist through obstacles and persist.</li> </ul>

## Study Contributions

### AVID Research

AVID defines student agency as students “believing in and activating their own potential through building relationships, persisting through obstacles, and exercising their own academic, social, emotional, and professional knowledge and skills” (AVID, 2020). Agency constructs, supported by scholarly literature, are well-represented in this broad definition. The study findings support that, based on their definition, AVID is successfully fostering student agency. Such findings include strength in the development of Self-Efficacy and Self-Regulated Learning Skills, as well as repeated evidence of strong relationships and a culture of support.

In Chapter 2, the research surrounding the AVID program highlighted the organization’s college and career readiness framework (see Figure 5.1). Student agency is named as one of the three things ‘that students need’ in order to be prepared for college and career. To date, no known research had been conducted specific to the development of student agency. Most AVID research has focused on academic improvement and/or college entrance statistics. Likewise, LCSD had not conducted any type of research or evaluation in this area during their 15-year history with the program.

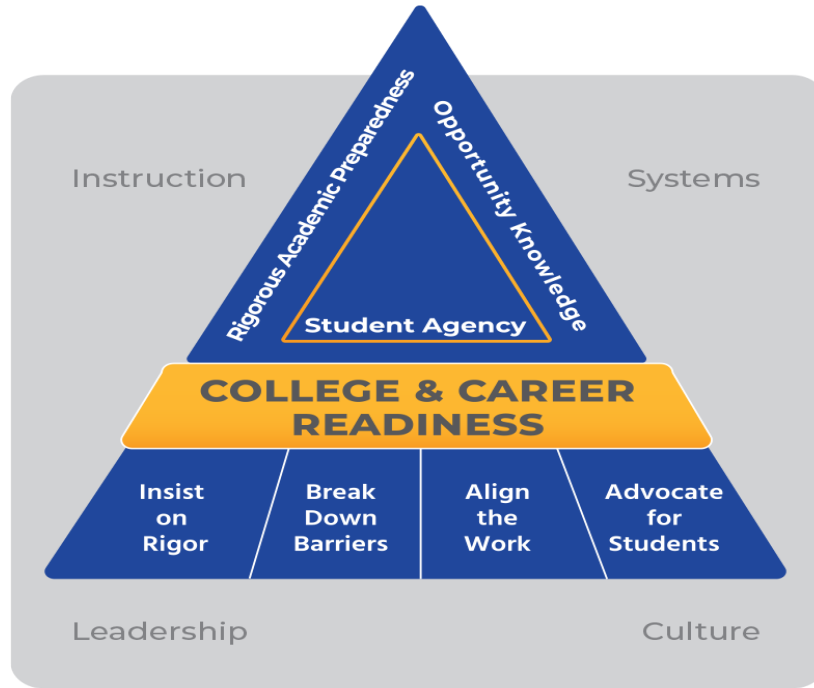
During a literature review specific to AVID outcomes, prevalent themes emerged that aligned very closely to the findings of this study. Such results speak to the interwoven nature of agency with other program components. A review of researched impacts of the AVID organization from Chapter 2 are below (see Table 5.2).

**Bolded impacts** are those that were also represented in and confirmed by the findings from this study, focused specifically on student agency. These emergent themes appear to align with AVID aspects that are less about tangible outcomes (i.e., college entrance, achievement

measures) and more about the impacts to either structural or programming components that support the development of agency. This study seemingly contributes to the existing body of literature well but leans toward the more difficult, less finite, examinable impacts.

**Figure 5.1**

*The AVID College and Career Readiness Framework*



*Note.* From “Making College and Career Readiness More Equitable: The AVID College and Career Readiness Framework”. AVID. 2020 ([https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/1037/AVID\\_CollegeAndCareerReadiness\\_White%20Paper\\_20200510.pdf](https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/1037/AVID_CollegeAndCareerReadiness_White%20Paper_20200510.pdf)). Copyright 2020 by AVID.

**Table 5.2**

*Review of Researched Impacts of AVID Program*

Impact	Examples
Academic Impact	Achievement Measures
Personal Impact	<b>Access to Rigorous Coursework</b>
Impact on College and Career Readiness	<b>Supportive Relationships</b>
	<b>Self-Efficacy and Motivation</b>
	<b>Skills</b>
	College Entrance and Persistence



## **Student Agency, Constructs and Teacher Practices**

Zeiser and colleagues (2018) sought to operationalize the notion of student agency by collating decades of research regarding the concept of agency development. These researchers did this specifically with schools in mind, developing not only the constructs as ‘buckets’ for various behaviors and beliefs of agency but also teaching practices that support agency development and outcomes. Zeiser et al.’s (2018) work elevated the concept of student agency from abstract to much more concrete and identified research-based teaching tools in the process. The current study of Lake City School District’s AVID program serves as an example of how future researchers may utilize these structures to study educational settings through the lens of student agency development and student empowerment.

## **Student Empowerment Research**

Previous literature reviews confirmed the four cornerstone dimensions used in all published multi-dimensional frameworks surrounding psychological empowerment (i.e., Meaning, Competence, Self-Determination, and Impact) (Conger & Kanungo, 1988; Perkins & Zimmerman, 1995; Spreitzer, 1995, 1997; Thomas & Velthouse, 1990; Zimmerman, 1992).

Chapter 2 of the current study also explored research specific to education and psychological empowerment and found the investigation of the theory, as applied to students, to be limited. Teacher empowerment was more widely studied. As such, this study adds to the body of knowledge specific to students and K-12 schools. Almost all previous studies found utilized the four dimensions, either in the literature review portions and/or discussion sections of their work. The dimensions were used as a theoretical base and then discussed loosely during the conclusion portions with none presenting a clear way to ‘situate’ empowerment within

educational activities. This current study attempted to operationalize, albeit very embryonic, the four dimensions of psychological empowerment within an educational landscape.

### **Limitations**

Chapter 3 included a detailed list of potential limitations for this study. These included the impact of COVID-19 school closures, participants' recollection and retrospective nature of the study, assumptions of fidelity of implementation, as well as findings being based on one school district's program. Design limitations also included factors such as a heavy use of the AIR (Zeiser et al., 2018) constructs and teacher practices, use of only the four dimensions of empowerment as opposed to a multidimensional framework, and the researcher-created framework aligning dimensions, constructs, and practices.

A final important limitation to acknowledge is the notion of 'volunteer bias.' "In general, volunteers are more educated, come from a higher social class, are more intelligent, are more approval-motivated, and are more sociable." (Salkind, 2010, p. 1609) It should be acknowledged that alumni who volunteered to respond to the survey may be from specific subgroups, as mentioned above, and/or may have felt more positively toward the AVID program in general (as opposed to those alumni who chose not to respond to the study invite for whatever reasons). This could have impacted responses. Salkind (2010) mentions several things that can be done to combat this. The strategies employed for this study included keeping the questionnaire non-threatening and anonymous, designing the questionnaire to be simple and short, delivering the questionnaire in a way that was easy for the population to access (i.e., electronic), and offering the incentive of a gift card to complete the survey.

### **Further Study**

The nature of this study as exploratory and original, both in terms of AVID's development of agency and the structure designed to examine student empowerment, provides opportunities for further study.

Future researchers and/or program leaders could model the infrastructure but add increased methods for triangulation of data such as interviews, focus groups, and/or observations. This would allow researchers to explore some of the nuances and trends in the data with a little more depth. In addition, increasing access to accurate alumni contact information would lead to opportunities to increase sample sizes for future studies specifically focused on graduates.

Future studies may benefit from utilizing the created framework, or a similar tool, to better operationalize the examination of agency and empowerment in educational settings. It is possible that a focused re-examination of this framework, or development of a similar tool, would be a worthwhile and needed step prior to utilization in the field. The benefit of looking at student psychological empowerment concretely in this manner could also be applied to other related educational topics of study (e.g., positive behavior management programs).

## APPENDIX A: 11 ESSENTIALS OF AVID

### *AVID Essential Elements and Evidences*

Elements	Evidences
<p>1. <b>Student Selection.</b> AVID student selection focuses on students in the middle (2.0–3.5 GPAs as one indicator) with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.</p>	<p>The AVID student profile describes “students in the middle” as students with academic potential, with average to high test scores, and who have the desire and determination to go to college.</p>
<p>2. <b>Voluntary Participation.</b> AVID program participants, both students and staff, must choose to participate.</p>	<p>Documentation is required from teachers and students indicating that they chose voluntarily to participate in the program.</p>
<p>3. <b>AVID Elective.</b> The school must be committed to full implementation of the AVID program, with the AVID elective class available within the regular academic school day.</p>	<p>Documentation is required that provides evidence that AVID elective classes are scheduled within the day, usually a master schedule for the school where AVID is offered.</p>
<p>4. <b>Enrollment in Rigorous Curriculum.</b> AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.</p>	<p>This usually means students are enrolled in Pre-Advanced Placement or Advanced Placement courses. Student schedules are presented as evidence to verify compliance with this essential.</p>
<p>5. <b>Writing Curriculum.</b> A strong, relevant writing curriculum provides the basis for instruction in the AVID elective class.</p>	<p>Students in the AVID elective class spend time each week receiving instruction in writing-to-learn strategies and using the AVID writing curriculum.</p>
<p>6. <b>Inquiry Emphasis.</b> Inquiry is used as a basis for instruction in the AVID elective.</p>	<p>AVID students develop and practice critical thinking skills, note taking (Cornell Notes), and questioning strategies as part of the AVID class.</p>
<p>7. <b>Collaboration.</b> Collaboration is used as a basis for instruction in the AVID classroom.</p>	<p>AVID students collaborate to solve problems each week in the AVID elective classroom using strategies like think-pair- share and jigsaw readings.</p>

- 8. Trained Tutors.** A sufficient number of tutors are available in the AVID elective class to facilitate student access to rigorous curriculum.
- At least twice a week students receive tutorial support from trained AVID tutors following the basics of the AVID tutorial process.
- 9. Data Collection and Analysis.** AVID program implementation and student progress are monitored through the AVID Data System, and results are analyzed to ensure success.
- Data are collected twice a year on AVID students, and a separate data collection is required of AVID senior students.
- 10. Resources Committed.** The school or district has identified resources for program costs, has agreed to implement AVID Program Implementation Essentials and to participate in AVID Certification, and has committed to ongoing participation in AVID staff development.
- Funding for AVID is defined in school and campus budgets. AVID should also be included in the campus and district improvement plans. Teachers and administrators from each campus are expected to attend AVID's summer professional development.
- 11. Active Interdisciplinary Site Team.** An active interdisciplinary site team collaborates on issues of student access to and success in rigorous college preparatory classes.
- An AVID site team includes interdisciplinary teachers and a site administrator, counselor, and AVID elective teacher. The team writes and implements a site plan. The team also meets frequently to collaborate on planning and logistical issues as well as data analysis on AVID student success in the rigorous curriculum of advanced courses.
-

## APPENDIX B: AVID AGENCY QUESTIONNAIRE- INTRODUCTION

### Welcome to the AVID Agency Questionnaire!

As you know, AVID’s mission is to help prepare all students for college and career readiness. Fostering student agency is a major component of their philosophy. AVID defines student agency as “Students believing in and activating their own potential, building relationships, persisting through obstacles, and exercising their academic, social, emotional, and professional knowledge and skills.” The American Institute for Research (AIR) simply defines it as “Students’ ability to manage their own learning.”

We want your opinion about your AVID experiences and how they either did or did not help to develop agency in you. Collective, common themed responses will be shared with the district to better meet the needs of future AVID students.

- The only right answers to these questions are your honest opinions.
- It will take about 15 to 20 minutes to complete this questionnaire.
- The questionnaire is completely voluntary and anonymous.
- If you do not want to answer a question, you may skip it, but we hope that you will answer as many questions as you can.
- Your individual, specific responses will not be shared with anyone other than the three researchers involved.
- **Please be sure to answer the questions ONLY based on your experience in the AVID program.**

If you agree to participate in the study, please click the “Yes” button below to continue on to the questionnaire, and click the “Done” button when you are finished answering the questions. By doing so, you give us your permission to use your responses in our study. Again, no individual names and/or personal identifiers will be linked to specific responses.

\_\_\_ YES \_\_\_ NO

### General Demographic Questions:

- 1) **High school** Chatham Central \_\_\_\_\_ Jordan Matthews \_\_\_\_\_ Northwood \_\_\_\_\_
- 2) **Gender** Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_
- 3) **Age** 14 to 18 \_\_\_\_\_ 19 to 23 \_\_\_\_\_ 23 and older \_\_\_\_\_
- 4) **Yrs in AVID** 1 to 2 \_\_\_\_\_ 3 to 4 \_\_\_\_\_ 5 or more \_\_\_\_\_
- 5) **Race** White \_\_\_\_\_ Non-White \_\_\_\_\_ Mixed \_\_\_\_\_
- 6) **Ethnicity** Hispanic or Latino \_\_\_\_\_ Not Hispanic or Latino \_\_\_\_\_
- 7) **Current Students:** What do you plan to do after high school?  
Plan to go to college \_\_\_\_\_ Plan to get a job \_\_\_\_\_
- 8) **Alumni Students:** After graduation from Chatham County Central Schools, I: Got a job \_\_\_\_\_  
Went to 2-year college and graduated \_\_\_\_\_ Went to 2-year college and did not graduate \_\_\_\_\_  
Went to 4 year college and graduated \_\_\_\_\_ Went to 4 year college and did not graduate \_\_\_\_\_

## APPENDIX C: AVID ALUMNI QUESTIONNAIRE

What do you remember about your AVID experience? What were the benefits of being part of the AVID program?

---

---

---

How did AVID help you to grow as a learner? What parts of AVID helped you to learn how to manage your own learning? Explain.

---

---

---

**Please be sure to answer the questions in the following section based specifically on your experience in the AVID elective course and program.**

**SD: Strongly Disagree D: Disagree A: Agree SA: Strongly Agree**

**1. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- In general, I think I can achieve goals that are important to me.
- I believe I can succeed at most anything to which I set my mind.
- I am able to successfully overcome challenges.
- Development in this area helped me to graduate and succeed in college and/or my career field.

**2. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- I am able to maintain my focus on long-term projects.
- I often set a goal and stick with it.
- New ideas do not normally distract me from previous ones.
- Development in this area helped me to graduate and succeed in college and/or my career field.

**3. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- I finish whatever I begin.
- I maintain my focus on projects that take more than a few months to complete.
- Setbacks don't discourage me.
- Development in this area helped me to graduate and succeed in college and/or my career field.

**4. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- An important reason why I do my work is because I want to get better at it.
- I like work that I'll learn from even if I make a lot of mistakes.
- I like work best when it really makes me think.
- Development in this area helped me to graduate and succeed in college and/or my career field.

**5. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- When I get what I want, it's usually because I worked hard for it.
- My life is determined by my own actions.
- Whether or not I get to be a leader depends mostly on my ability.
- Development in this area helped me to graduate and succeed in college and/or my career field.

**6. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- My classes gave me useful preparation for what I plan to do/am doing in life.
- Working hard in high school matters for success in the workforce.
- What I learned in class is necessary for success in the future.
- Development in this area helped me to graduate and succeed in college and/or my career field.

**7. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- I manage my time well enough to get all my work done.
- I try to do well on my work even when it isn't interesting to me.
- I set aside time to do my work/study.
- Development in this area helped me to graduate and succeed in college and/or my career field.

**8. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- When I become confused about something, I go back and try to figure it out.
- If class materials were difficult to understand, I changed the way I read the material.
- I ask myself questions to make sure I understand the material I have been studying/reading.
- Development in this area helped me to graduate and succeed in college and/or my career field.



**For each of the seventeen teacher practices outlined below, please think about your AVID Elective class in particular, and your overall AVID Program experience in general, as you answer the following questions.**

SD: Strongly Disagree D: Disagree A: Agree SA: Strongly Agree

**Student Opportunity: To what extent do you agree or disagree that your AVID teachers provided students with opportunities ...**

1. to make choices about the content and process of their work?
2. to work in groups to learn and practice agency necessary for group success?
3. to demonstrate agency outside the classroom and make connections between outside agency and its application to the classroom?
4. to revise assignments or tests after they have received feedback?
5. to self-reflect using journals, logs, or other structured templates or tools?
6. to demonstrate agency by leading instruction on a particular skill or concept?

**Student-Teacher Collaboration: To what extent do you agree or disagree that your AVID teachers ...**

7. developed personal relationships with students to better understand their agency strengths, needs, and motivators?
8. provided students with feedback and scaffolded the process of students asking for feedback?
9. helped students set goals to complete coursework while improving agency?
10. held one-on-one meetings with students to discuss elements of student agency and its relationship to academic work?
11. provided students with opportunities to contribute to, and provided feedback on, key decisions in the classroom?

**Teacher-Led Approaches: To what extent do you agree or disagree that your AVID teachers**

12. designed formative and summative assessments to evaluate student agency and/or to provide students with extrinsic motivation to build agency?

13. provided explicit instruction to develop skills specifically related to student agency?

14. modeled agency to demonstrate it to students in a meaningful context?

15. provided positive reinforcement for demonstration of agency?

16. provided students with tools, strategies, and resources to help scaffold students towards mastery of agency?

17. provided brief spoken prompts in real time to highlight or remind students of behaviors that demonstrate agency?

**Final/Concluding Question:**

Given your personal AVID experience and considering the statements and practices listed above, do you have any additional thoughts and/or comments regarding (1) what student agency is? and/or (2) how AVID does or does not foster it?

---

---

---

## APPENDIX D: AVID CURRENT STUDENT QUESTIONNAIRE

What will you remember about your AVID experience? What are the benefits of being part of the AVID program?

---

---

---

How does AVID help you to grow as a learner? What parts of AVID help you to learn how to manage your own learning? Explain.

---

---

---

**Please be sure to answer the questions in the following section based specifically on your experience in the AVID elective course and program.**

SD: Strongly Disagree D: Disagree A: Agree SA: Strongly Agree

**1. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- In general, I think I can achieve goals that are important to me.
- I believe I can succeed at most anything to which I set my mind.
- I am able to successfully overcome challenges.
- Development in this area will help me to graduate and succeed in college and/or my career field.

**2. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- I am able to maintain my focus on long-term projects.
- I often set a goal and stick with it.
- New ideas do not normally distract me from previous ones.
- Development in this area will help me to graduate and succeed in college and/or my career field.

**3. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- I finish whatever I begin.
- I maintain my focus on projects that take more than a few months to complete.
- Setbacks don't discourage me.
- Development in this area will help me to graduate and succeed in college and/or my career field.

**4. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- An important reason why I do my work is because I want to get better at it.
- I like work that I'll learn from even if I make a lot of mistakes.
- I like work best when it really makes me think.
- Development in this area will help me to graduate and succeed in college and/or my career field.

**5. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- When I get what I want, it's usually because I worked hard for it.
- My life is determined by my own actions.
- Whether or not I get to be a leader depends mostly on my ability.
- Development in this area will help me to graduate and succeed in college and/or my career field.

**6. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- My classes give me useful preparation for what I plan to do in life.
- Working hard in high school matters for success in the workforce.
- What I learn in class is necessary for success in the future.
- Development in this area will help me to graduate and succeed in college and/or my career field.

**7. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- I manage my time well enough to get all my work done.
- I try to do well on my work even when it isn't interesting to me.
- I set aside time to do my work/study.
- Development in this area will help me to graduate and succeed in college and/or my career field.

**8. To what extent do you agree or disagree with the following statements about yourself as a result of your participation in the AVID Program?**

- When I become confused about something, I go back and try to figure it out.
- If class materials are difficult to understand, I change the way I read the material.
- I ask myself questions to make sure I understand the material I have been studying/reading.
- Development in this area will help me to graduate and succeed in college and/or my career field.

**For each of the seventeen teacher practices outlined below, please think about your AVID Elective class in particular, and your overall AVID Program experience in general, as you answer the following questions.**

SD: Strongly Disagree D: Disagree A: Agree SA: Strongly Agree

**Student Opportunity: To what extent do you agree or disagree that your AVID teachers provide students with opportunities ...**

1. to make choices about the content and process of their work?
2. to work in groups to learn and practice agency necessary for group success?
3. to demonstrate agency outside the classroom and make connections between outside agency and its application to the classroom?
4. to revise assignments or tests after they have received feedback?
5. to self-reflect using journals, logs, or other structured templates or tools?
6. to demonstrate agency by leading instruction on a particular skill or concept?

**Student-Teacher Collaboration: To what extent do you agree or disagree that your AVID teachers ...**

7. develop personal relationships with students to better understand their agency strengths, needs, and motivators?
8. provide students with feedback and scaffold the process of students asking for feedback?
9. help students set goals to complete coursework while improving agency?
10. hold one-on-one meetings with students to discuss elements of student agency and its relationship to academic work?
11. provide students with opportunities to contribute to, and provided feedback on, key decisions in the classroom?

**Teacher-Led Approaches: To what extent do you agree or disagree that your AVID teachers ...**

12. design formative and summative assessments to evaluate student agency and/or to provide students with extrinsic motivation to build agency?

13. provide explicit instruction to develop skills specifically related to student agency?

14. model agency to demonstrate it to students in a meaningful context?

15. provide positive reinforcement for demonstration of agency?

16. provide students with tools, strategies, and resources to help scaffold students towards mastery of agency?

17. provide brief spoken prompts in real time to highlight or remind students of behaviors that demonstrate agency?

**Final/Concluding Question:**

Given your personal AVID experience and considering the statements and practices listed above, do you have any additional thoughts and/or comments regarding (1) what student agency is? and/or (2) how AVID does or does not help you develop your ability to manage your own learning?

---

---

---

## APPENDIX E: MENU OF TEACHER PRACTICES



### Menu of Teacher Practices on Student Agency

In April 2017, approximately 40 teachers from four New Tech Network (NTN) high schools participated in a series of focus groups designed to collect information on the practices they used to build student agency among their students. The data collected from the focus groups were utilized to develop the Menu of Teacher Practices on Student Agency.

Three categories provide the organizational framework for the menu: 1. Student Opportunities, 2. Student-Teacher Collaboration, and 3. Teacher-Led Approaches.

The menu includes brief descriptions of 17 teacher practices that fall within each of these three categories, and key elements that teachers identified as being part of each practice.

#### Menu of Teacher Practices on Student Agency



##### Student Opportunities

**Choice.** Teachers provide students with opportunities to make choices about the content and process of their work.

**Group Work.** Teachers provide students with opportunities to work in groups to learn and practice agency necessary for group success.

**Harnessing Outside Opportunities.** Teachers provide students with opportunities to demonstrate agency outside the classroom and make connections between outside agency and its application in the classroom.

**Revision.** Teachers provide students with opportunities to revise assignments or tests after they have received feedback.

**Student Self-Reflection.** Teachers provide students with opportunities to self-reflect using journals, logs, or other structured templates or tools.

**Student-Led Instruction.** Teachers provide students with opportunities to demonstrate agency by leading instruction on a particular skill or concept.



##### Student-Teacher Collaboration

**Developing Relationships.** Teachers develop personal relationships with students to better understand their agency strengths, needs, and motivators.

**Feedback.** Teachers provide students with feedback and scaffold the process of students asking for feedback.

**Goal Setting.** Teachers help students set goals to complete coursework while improving agency.

**Individual Conferences.** Teachers hold one-on-one meetings with students to discuss elements of student agency and its relationship to academic work.

**Student Voice.** Teachers provide students with opportunities to contribute to and provide feedback on key decisions in the classroom.



##### Teacher-Led Approaches

**Assessment.** Teachers design formative and summative assessments to evaluate student agency and/or to provide students with extrinsic motivation to build agency.

**Direct Instruction.** Teachers provide explicit instruction to develop skills related to student agency.

**Modeling.** Teachers model agency to demonstrate it to students in a meaningful context.

**Positive Reinforcement.** Teachers provide positive reinforcement for demonstration of agency.

**Scaffolding.** Teachers provide students with tools, strategies, and resources to help scaffold students toward mastery of agency.

**Verbal Cues.** Teachers provide brief spoken prompts in real time to highlight or remind students of behaviors that demonstrate agency.

---

The Menu of Teacher Practices on Student Agency was produced with support from Jobs for the Future's Student-Centered Learning Research Collaborative and its funders. It was designed to be a living document that will continue to be revised as teachers pilot new practices and refine existing practices relevant to building student agency.

SL009\_07/18



**CHOICE:** Teachers provide students with opportunities to make choices about the content and process of their work.

#### Key Elements of Choice

**Choice of Content:** Students have the opportunity to choose a topic or content area that builds personal relevance.

**Choice of Method:** Students have the opportunity to choose an approach to meeting the requirements of an assignment.

**Choice of Skill:** Students have the opportunity to choose their role in a group, the skills they are seeking to develop, and/or extra supports for skills that they find challenging.

**Choice of Engagement:** Students have the opportunity to choose their level of participation and engagement in a task.

**GROUP WORK:** Teachers provide students with opportunities to work in groups to learn and practice agency necessary for group success.

#### Key Elements of Group Work

**Clear Roles and Responsibilities:** Teachers facilitate group success by working with students to clearly define each group member's roles and responsibilities.

**Clear Expectations:** Teachers work with group members to establish goals and benchmarks so that all group members have a common understanding of the task.

**Assessment:** Teachers assess elements of group work, such as communication and collaboration, often incorporating a dimension of self-reflection and peer feedback.

**HARNESSING OUTSIDE OPPORTUNITIES:** Teachers provide students with opportunities to demonstrate agency outside the classroom and make connections between outside agency and its application in the classroom.

#### Key Elements of Harnessing Outside Opportunities

**Embedding Personal Relevance:** Teachers provide students with opportunities to work on projects that are personally meaningful and foster conditions for students to demonstrate agency.

**Making Connections:** Teachers illustrate connections between student actions and the extent to which they demonstrate agency.

**REVISION:** Teachers provide students with opportunities to revise assignments or tests after they have received feedback.

#### Key Elements of Revision

**Providing Opportunities to Revise Before Grading:** Teachers embed the revision process into their project timeline, providing students with feedback and an opportunity to revise before grades are provided.

**Providing Opportunities to Revise After Grading:** Teachers provide students with the option to revise and resubmit an assignment or test if they are not satisfied with the grade they receive.

**Providing Student-Led Opportunities to Revise:** Teachers provide students with opportunities to collect feedback and make revisions if they choose to do so.

**STUDENT SELF-REFLECTION:** Teachers provide students with opportunities to self-reflect using journals, logs, or other structured templates or tools.

#### Key Elements of Student Self-Reflection

**Regular Self-Reflection on Coursework:** Teachers provide opportunities for students to reflect on their coursework each day, identify challenges, and plan for next steps.

**Self-Reflection on Student Agency:** Teachers provide opportunities for students to explicitly reflect on their own student agency skills.

**Self-Reflection on Summative Performance:** Teachers provide opportunities for students to reflect after a project has been completed or on test performance or grades.

**Tying Self-Reflection to Evidence:** Teachers require students to support their self-reflection with evidence, such as coursework or concrete examples.

**STUDENT-LED INSTRUCTION:** Teachers provide students with opportunities to demonstrate agency by leading instruction on a particular skill or concept.

#### Key Elements of Student-Led Instruction

**Student-Led Instruction on Content:** Teachers provide students with opportunities to teach concepts or skills that are necessary to master as part of an academic course.

**Student-Led Instruction on Agency Skills:** Teachers provide students with opportunities to teach agency skills that help foster student success on group or project work.





**DEVELOPING RELATIONSHIPS:** Teachers develop personal relationships with students to better understand their agency strengths, needs, and motivators.

**Key Elements of Developing Relationships**

**Showing Commitment:** Teachers follow through on commitments to students and show persistence in following up with students if they do not follow through on their commitments.

**Showing Empathy:** Teachers make an effort to understand students' circumstances when challenges arise and to help them think about how to overcome those circumstances or better prepare to face them next time.

**Showing Collaboration:** Teachers harness their colleagues' relationships with students when they have not yet established a relationship of their own or have trouble making the connection.

**FEEDBACK:** Teachers provide students with feedback and scaffold the process of students asking for feedback.

**Key Elements of Feedback**

**Direct Feedback:** Teachers give students feedback to help improve particular projects and skills and to help students understand that feedback should be seen as an opportunity for growth rather than failure.

**Providing Opportunities to Ask for Feedback:** Teachers scaffold the process of asking for feedback to ensure that students ask for feedback throughout the process rather than only when the teacher requires it.

**Providing Opportunities for Peer Feedback:** Teachers scaffold the process of students working with peers to provide feedback as well as the process of students asking their peers for help before going to the teacher.

**GOAL SETTING:** Teachers help students set goals to complete coursework while improving agency.

**Key Elements of Goal Setting**

**Coursework Goals:** Teachers work with students to set goals for project work so that students have benchmarks to guide themselves through a self-directed process of project completion.

**Agency Goals:** Teachers work with students to identify challenges they face due to gaps in agency skills and help students develop plans for improving those challenges.

**INDIVIDUAL CONFERENCES:** Teachers hold one-on-one meetings with students to discuss elements of student agency and its relationship to academic work.

**Key Elements of Individual Conferences**

**Individual Conferences:** Teachers may meet with students prior to beginning a project, during a project's implementation, or as a debrief after the fact to help students set goals for agency skills, problem-solve when agency is lacking, or reflect on agency strengths and challenges that they have demonstrated.

**STUDENT VOICE:** Teachers provide students with opportunities to contribute to and provide feedback on key decisions in the classroom.

**Key Elements of Student Voice**

**Selection of Resources:** Teachers work with students to select resources that best meet their needs.

**Student Feedback:** Teachers solicit student feedback and make changes to instruction or project parameters based on the feedback they receive.



**ASSESSMENT:** Teachers design formative and summative assessments to evaluate student agency and/or to provide students with extrinsic motivation to build agency.

### Key Elements of Assessment

**Assessment Content:** Assessments may be designed to explicitly measure student agency or may be broader assessments that require student agency to successfully complete.

**Assessment Data:** Assessment data may include teacher observation, student self-reflection, and/or simple metrics, such as attendance or turning in homework.

**Sharing Assessment Results:** Assessment results can be shared with students to help build agency dimensions, such as motivation.

**Student Design:** Students can build agency by helping to design assessments of themselves and others.

**DIRECT INSTRUCTION:** Teachers provide explicit instruction to develop skills related to student agency.

### Key Elements of Direct Instruction

**Mini Lesson:** Teachers provide a whole-class lesson on a component of student agency.

**Small-Group Instruction:** Teachers provide small-group instruction on components of student agency for which the group has a need.

**One-on-One Instruction:** Teachers provide individual instruction on a component of student agency to address an immediate need.

**MODELING:** Teachers model agency to demonstrate it to students in a meaningful context.

### Key Elements of Modeling

**Deliberate Modeling:** Teachers integrate opportunities for modeling into their lesson plans as a means of demonstrating agency to students.

**Modeling as Part of Teachable Moments:** Teachers model agency as situations arise that call upon them to exercise specific skills related to agency.

**POSITIVE REINFORCEMENT:** Teachers provide positive reinforcement for demonstration of agency.

### Key Elements of Positive Reinforcement

**Verbal Praise:** Teachers provide real-time verbal praise for demonstration of student agency.

**Celebrations and Rewards:** Teachers set up larger celebrations or rewards focused on providing positive reinforcement for student agency.

**Celebrating Failure:** Teachers celebrate students who get things wrong to highlight that failure is an essential part of the learning process and overcoming failure is a key element of student agency.

**Letting Students Self-Reinforce:** Teachers help students establish systems that they can use to provide positive reinforcement to themselves.

**SCAFFOLDING:** Teachers provide students with tools, strategies, and resources to help scaffold students toward mastery of agency.

### Key Elements of Scaffolding

**Scaffolding Student Use of Time:** Teachers provide parameters, tools, and strategies to help students accomplish a set of tasks in a predetermined length of time.

**Scaffolding Organization:** Teachers provide tools such as agendas, logs, binders, and access to online platforms to help students keep track of assignments and make plans for completing all required work.

**Scaffolding Student Use of Resources:** Teachers provide students with parameters and techniques to help them rely on a wide range of resources beyond asking the teacher for help.

**Scaffolding Group Interactions:** Teachers provide students with strategies and tools to facilitate productive group work experiences.

**Scaffolding Problem Solving:** Teachers provide students with strategies and resources to solve problems on their own when challenges arise.

**Scaffolding Overcoming Failure:** Teachers provide students with strategies for and experience with overcoming failure and working toward success.

**VERBAL CUES:** Teachers provide brief spoken prompts in real time to highlight or remind students of behaviors that demonstrate agency.

### Key Elements of Verbal Cues

**Reminders:** Teachers provide students with brief, subtle reminders to demonstrate agency by reminding students of the desired behavior or praising students who are on track.

**Questions:** Teachers ask students questions to lead them to necessary agency skills while also giving them ownership over the process.

**Explicit Links:** Teachers make connections between the behaviors and skills they see and how they relate back to agency.

**APPENDIX F: STUDENT AGENCY CONSTRUCTS, SOURCES, AND EXAMPLE ITEMS**

Construct	Source	Example Item	Fall		Spring	
			Average	Standard Deviation	Average	Standard Deviation
Self-efficacy	Chen, Gully, & Eden, 2001	In general, I think that I can achieve goals that are important to me.	3.07	0.60	3.03	0.61
Perseverance of interest <sup>a</sup>	Duckworth & Quinn, 2009	New ideas and projects sometimes distract me from previous ones.	2.69	0.68	2.56	0.74
Perseverance of effort	Duckworth & Quinn, 2009	I finish whatever I begin.	2.88	0.66	2.84	0.67
Locus of control	Levenson, 1981	I can pretty much determine what will happen in my life.	2.97	0.57	2.89	0.55
Mastery orientation	Midgley et al., 2000	An important reason why I do my classwork is because I like to learn new things.	2.67	0.72	2.60	0.75
Meta-cognitive self-regulation	Pintrich & DeGroot, 1990	I ask myself questions to make sure I understand the material I have been studying in this class.	2.66	0.67	2.63	0.64
Self-regulated learning	Consortium on Chicago School Research, 2009	I set aside time to do my homework and study.	2.79	0.72	2.67	0.70
Future orientation	Consortium on Chicago School Research, 2009	What I learn in class is necessary for success in the future.	3.07	0.80	2.89	0.78

<sup>a</sup> Items in the perseverance of interest construct were reverse-coded so that higher values indicate a higher level of perseverance.

## REFERENCES

- Adelman, C. (1999). Answers in the Tool Box. Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment. *U.S. Department of Education*, 1–140.
- American Association for Public Opinion Research (2018). Response Rates: An Overview. <https://www.aapor.org/Education-Resources/For-Researchers/Poll-Survey-FAQ/Response-Rates-An-Overview.aspx>
- AVID Center. (2021, January 8). *AVID Secondary Site Data 2017-2019*. CCS AVID College and Career Readiness Program. <https://sites.google.com/chatham.k12.nc.us/ccsavidcollegecareerreadiness/home?authuser=0>.
- AVID. Chatham Education Foundation. (2016, July 15). <https://www.chathameducationfoundation.org/avid>.
- AVID Organization. (2020, April 15). Data. [www.avid.org](http://www.avid.org)
- AVID Organization. (2021, July 15). Data. [www.avid.org](http://www.avid.org)
- AVID Organization. (2020) *Making College and Career Readiness More Equitable: The AVID College and Career Readiness Framework*. Retrieved from [https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/1037/AVID\\_CollegeAndCareerReadiness\\_White%20Paper\\_20200510.pdf](https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/1037/AVID_CollegeAndCareerReadiness_White%20Paper_20200510.pdf)
- Ayhan, H., & Isiksal, S. (2004). Memory recall errors in retrospective surveys: A reverse record check study. *Quality & Quantity*, 38(5), 475–493.
- Bhandari, P. (2020). *An introduction to qualitative research*. Scribbr. Retrieved August 2021, from <https://www.scribbr.com/methodology/qualitative-research/>.
- Baldwin, A. (1973). Social Learning. *Review of Research in Education*, 1, 34–57.
- Bandura, A. (1974). Behavior theory and the models of man. *American Psychologist*, 29(12), 859–869.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37, 122–147.
- Bandura, A. (2001). Social Cognitive Theory: *An Agentic Perspective*. *Annual Review of Psychology*, 52(1), 1–26.
- Bandura, A. (2012). On the Functional Properties of Perceived Self-Efficacy Revisited. *Journal*

- of Management*, 38(1), 9–44.
- Baum, W. M. (2016). *Understanding Behaviorism: Behavior, Culture, and Evolution*. Newark: John Wiley & Sons, Incorporated.
- Baruch, Y. (1999). Response rate in academic studies-A comparative analysis. *Human Relations (New York)*, 52(4), 421–438.
- Baruch, Y., & Holtom, B. C. (2008). Survey response rate levels and trends in organizational research. *Human Relations (New York)*, 61(8), 1139–1160.
- Black A., Little, C. A., McCoach, D., Purcell, J., & Siegle, D. (2008). Advancement Via Individual Determination: Method selection in conclusions about program effectiveness. *The Journal of Educational Research*, 102(2), 111–124.
- Boyce, J., & Bowers, A.J. (2017). Toward an evolving conceptualization of instructional leadership as leadership for learning: Meta-narrative review of 109 quantitative studies across 25 years. *Journal of Educational Administration*, 56, 161–182.
- Carnegie Foundation. (2021). *Student Agency Improvement Community*. Carnegie Foundation for the Advancement of Teaching. Retrieved from <https://www.carnegiefoundation.org/our-work/previous-improvement-work/saic/>.
- CCS AVID College and Career Readiness Program. (n.d.). <https://sites.google.com/chatham.k12.nc.us/ccsavidcollegecareerreadiness/home?authuser=0>.
- Clark, V. L. P., Stringfield, S., Dariotis, J. K., & Clark, R. S. (2017). Challenges with implementing the Advancement via Individual Determination (AVID) reform model: A case study in Ohio. *International Journal of Educational Reform*, 26(3), 233–241.
- Cleary, T.J., Platten, P., & Nelson, A. (2008). Effectiveness of the self-regulation empowerment program with urban high school students. *Journal of Advanced Academics*, 20, 70–170.
- Creswell, J., Clark, V., Gutmann, M., & Hanson, W. (2003). Advanced Mixed methods Research Designs. 159–194.
- Creswell, J. W. (2006). *Qualitative inquiry and research design: Choosing among five approaches*. London: Sage Publications.
- Conger, J., & Kanungo, R. (1988). The Empowerment Process: Integrating Theory and Practice. *The Academy of Management Review*, 13(3), 471–482.
- Davis Boon, J. (2018). What Do You Mean When You Say Student Agency?. <https://education-reimagined.org/what-do-you-mean-when-you-say-student-agency/>

- Dee, J., Henkin, A., & Duemer, L. (2003). Structural antecedents and psychological correlates of teacher empowerment. *Journal of Educational Administration*, 41, 257–277.
- Ding, J., & Xie, Z. (2021). Psychological empowerment and work burnout among rural teachers: Professional identity as a mediator. *Social Behavior & Personality: An International Journal*, 49(6), 1–9.
- Fancsali, C., Jaffe-Walter, R., & Dessen, L. (2013). (rep.). *Raikes Foundation: Student Agency Practices in the Middle Shift Learning Networks*. IMPAQ International, LLC.
- Flye, A.L. (2017). A Comparative Analysis of Student Participation in the Advancement Via Individual Determination (AVID) Program and Performance on the Grade 11 Michigan Merit Exam (MME)/Act.
- Frymier, A., Shulman, G. & Houser, M. (1996). The development of a learner empowerment measure, *Communication Education*, 45(3), 181–199.
- Groenewald, R. (2021). *Social Learning Theory Explained*. Fractus Learning, 2021.  
<https://www.fractuslearning.com/bandura-social-learning-theory/>.
- Groves, R. M., & Peytcheva, E. (2008). The impact of nonresponse rates on nonresponse bias: A meta-analysis. *Public Opinion Quarterly*, 72(2), 167–189.
- Guthrie, L., & Guthrie, G. (2000). Longitudinal Research on AVID 1999-2000: Final Report . *Center for Research, Evaluation, and Training in Education (CREATE)*, 1–24.
- Guthrie, L. & Guthrie, G. (2002). The Magnificent Eight: AVID Best Practices Study. Final Report. *Center for Research, Evaluation, and Training in Education (CREATE)*, 1–59.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior & Human Performance*, 16(2), 250–279.
- Hanushek, E., Peterson, P., Talpey, L., & Woessmann, L. (2019). The Unwavering SES Achievement Gap: Trends in U.S. Student Performance.  
<https://www.nber.org/papers/w25648>
- Hartness, A. (2017, September 11). *AVID Board Presentation-AVID UPDATE*.  
<https://docs.google.com/presentation/d/1hCr2l5DBndSBssPQ9wg-Y5yPwEzSxaDh/edit#slide=id.p2>.
- Holland J. G. (1978). Behaviorism: part of the problem or part of the solution. *Journal of Applied Behavior Analysis*, 11(1), 163–174.



- Horner, Z. (2019, April 5). *Chatham Central earns rare academic distinction*. The Chatham News + Record. <https://www.chathamnewsrecord.com/stories/chatham-central-earns-rare-academic-distinction,1963>.
- Huerta, J., Watt, K. M., & Reyes, P. (2013). An examination of AVID graduates' college preparation and postsecondary progress: Community college versus 4-year university students. *Journal of Hispanic Higher Education*, 12(1), 86–101.
- Huynh, N. H. C. (2015). Historical Progress. <https://psychpics.com/behaviorism/>
- Jafari, F., Salari, N., Hosseinian-Far, A., Abdi, A., & Ezatizadeh, N. (2021). Predicting positive organizational behavior based on structural and psychological empowerment among nurses. *Cost Effectiveness and Resource Allocation*, 19, 38.
- Kanter, R. (1976). The impact of hierarchical structures on the work behavior of women and men. *Social Problems*, 23(4), 415–430.
- Kelland, M. (2017). Personality Theory. OER Commons. Retrieved August 09, 2021, from <https://www.oercommons.org/authoring/22859-personality-theory>.
- Kirk, M., Lewis, R., Brown, K., Karibo, B. & Park, E. (2016). The power of student empowerment: Measuring classroom predictors and individual indicators, *The Journal of Educational Research*, 109(6), 589–595.
- Kirk, C. M., Lewis, R. K., Brown, K., Karibo, B., Scott, A., & Park, E. (2017). The empowering schools project: Identifying the classroom and school characteristics that lead to student empowerment. *Youth & Society*, 49(6), 827–847.
- Kõiv, K., Liik, K., & Heidmets, M. (2019). School leadership, teacher's psychological empowerment and work-related outcomes. *The International Journal of Educational Management*, 33(7), 1501–1514.
- Kong, S., Chiu, M., Lai, M. (2018). A study of primary school students' interest, collaboration attitude, and programming empowerment in computational thinking education, *Computers & Education*, 127, 178–189.
- Lake, A. W. (2009). The Impact of The Advancement Via Individual Determination (AVID) Program on Ninth Grade Reading, Mathematics, and Writing Achievement.
- LaMarca, N. (2011). The Likert Scale: Advantages and Disadvantages. Field Research in Organizational Psychology. Retrieved August 2021, from <https://psyc450.wordpress.com/2011/12/05/the-likert-scale-advantages-and-disadvantages/>.
- Lardier, D., Garcia-Reid, P., & Reid, R. (2018). The interacting effects of psychological

- empowerment and ethnic identity on indicators of well-being among youth of color. *Journal of Community Psychology*, 46(4), 489–501.
- Lee, A. N., & Nie, Y. (2013). Development and validation of the school leader empowering behaviors (SLEB) scale. *The Asia - Pacific Education Researcher*, 22(4), 485–495.
- Lee, A. N. & Nie, Y. (2014). Understanding teacher empowerment: Teachers' perceptions of principal's and immediate supervisor's empowering behaviors, psychological empowerment and work-related outcomes. *Teaching and Teacher Education*, 41, 67–79.
- Lee, A. N., & Nie, Y. (2017). Teachers' perceptions of school leaders' empowering behaviors and psychological empowerment: Evidence from a Singapore sample. *Educational Management Administration & Leadership*, 45(2), 260–283.
- Loeb, E., & Hurd, N. M. (2019). Subjective social status, perceived academic competence, and academic achievement among underrepresented students. *Journal of College Student Retention: Research, Theory & Practice*, 21(2), 150–165.
- Longe, J.L. (2016). Behaviorism. Gale Virtual Reference Library: The Gale Encyclopedia Of Psychology (3rd ed.). Gale.
- Mathew, J., & Nair, S. (2021). Psychological empowerment and job satisfaction: A meta-analytic review. *Vision* (New Delhi, India), 97226292199435.
- Maynard, M. T., Gilson, L. L., & Mathieu, J. E. (2012). Empowerment—Fad or Fab? A multilevel review of the past two decades of research. *Journal of Management*, 38(4), 1231–1281.
- McClellan, H. (Ed.). (2021, June 9). *Chatham County Schools board approves two principals, COVID-19-relief spending plan*. The Chatham News + Record. <https://www.chathamnewsrecord.com/stories/ccs-boe-approves-two-new-principals-covid-19-relief-spending-plan,9507>.
- McKim, C. A. (2017). The value of mixed methods research: A mixed methods study. *Journal of Mixed Methods Research*, 11(2), 202–222.
- McLeod, S. (2016). Albert Bandura's Social Learning Theory. Retrieved August 11, 2021, from <https://www.simplypsychology.org/bandura.html>
- McLeod, S. (2018). What is Operant Conditioning and How Does it Work. Retrieved August 30, 2021, from <https://www.simplypsychology.org/operant-conditioning.html>
- Mendiola, I. D., Watt, K. M., & Huerta, J. (2010). The impact of Advancement Via Individual Determination (AVID) on Mexican American students enrolled in a 4-year university. *Journal of Hispanic Higher Education*, 9(3), 209–220.



- Morley, W., Watt, K., Simonsson, M. & Silva, H. (2020). The impact of Advancement Via Individual Determination on the college readiness of first-generation Hispanic students in an urban south Texas high school. *The Urban Review*, 53.
- Morse, J. M. (1991). Evaluating qualitative research. *Qualitative Health Research*, 1(3), 283–286.
- Moye, M., Henkin, A., & Egley, R. (2005). Teacher-principal relationships: Exploring linkages between empowerment and interpersonal trust. *Journal of Educational Administration*, 43(3), 260–277.
- Muro, M., & Jeffrey, P. (2008). A critical review of the theory and application of social learning in participatory natural resource management processes. *Journal of Environmental Planning and Management*, 51(3), 325–344.
- Nabavi, T. R. (2012). Bandura’s Social Learning Theory & Social Cognitive Learning Theory.
- Nisar, A., & Malik, B. (2019). Impact of psychological empowerment on job performance of teachers: Mediating role of psychological well-being. *Review of Economics and Development Studies*, 5(3), 451–460.
- Nichols, C. M. (2019). The effects of the advancement via individual determination (AVID) program in a secondary school.
- Nichols, J.D., & Zhang, G. (2011). Classroom environments and student empowerment: An analysis of elementary and secondary teacher beliefs. *Learning Environments Research*, 14, 229–239.
- OECD (2019). *Student agency-OECD Future of Education and Skills 2030*. OECD. Retrieved August 2021, from <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency>
- Ozer, E. J., & Schotland, M. (2011). Psychological empowerment among urban youth: Measure development and relationship to psychosocial functioning. *Health Education & Behavior*, 38(4), 348–356.
- Parker M., Eliot J., & Tart, M. (2013). An exploratory study of the influence of the Advancement Via Individual Determination (AVID) program on African American young men in southeastern North Carolina. *Journal of Education for Students Placed at Risk*, 18(2), 153–167.
- Patrick K., Socol, A., & Morgan, I. (2020). Inequities In advanced coursework: What’s driving them and what leaders can do. *The Education Trust*, 1–29.

- Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research, and application. *American Journal of Community Psychology, 23*(5), 569–579.
- Pugh, P. M., & Tschannen-Moran, M. (2016). Influence of a school district’s Advancement Via Individual Determination (AVID) program on self-efficacy and other indicators of student achievement. *NASSP Bulletin, 100*(3), 141–158.
- Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology, 9*(1), 1–25.
- Renaissance. (n.d.). *Student Agency-What is Student Agency?-EdWords*. Renaissance. Retrieved from <https://www.renaissance.com/edwords/student-agency/>.
- Rorie, L. B. (2007). An investigation of achievement in the advancement via individual determination (AVID) program at the high school level.
- Rotter, J. B. (1954). *Social learning and clinical psychology*. New York: Prentice-Hall.
- Rotter J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological monographs, 80*(1), 1–28.
- Sadan, E. (1997). *Empowerment and Community Planning: Theory and Practice of People-Focused Social Solutions*. Tel Aviv: Hakibbutz Hameuchad Publishers [in Hebrew].
- Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. Thousand Oaks, CA: SAGE Publications.
- Salkind, N. J. (2010). *Encyclopedia of research design* (Vol. 1). Sage.
- Sass, E. (2021). *American Educational History: A Hypertext Timeline*. Retrieved May 2021, from <http://www.eds-resources.com/educationhistorytimeline.html>
- Schoonenboom, J., & Johnson, R. (2017). How to Construct a Mixed Methods Research Design. *KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie, 69*.
- Shapira-Lishchinsky, O., & Tsemach, S. (2014). Psychological empowerment as a mediator between teachers’ perceptions of authentic leadership and their withdrawal and citizenship behaviors. *Educational Administration Quarterly, 50*(4), 675–712.
- Seibert, S. E., Wang, G., & Courtright, S. H. (2011). Antecedents and consequences of psychological and team empowerment in organizations: a meta-analytic review. *The Journal of Applied Psychology, 96*(5), 981–1003.
- Singh, M., & Sarkar, A. (2012). Role of psychological empowerment in the relationship between structural empowerment and innovative behavior. *Management Research*

- Review*, 42(4), 521–538.
- Singleton, G. E. (2014). *Courageous conversations about race* (2nd ed.). Corwin Press
- Spreitzer, G. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442–1465.
- Spreitzer, G., Kizilos, M. A., & Nason, S. W. (1997). A dimensional analysis of the relationship between psychological empowerment and effectiveness satisfaction, and strain. *Journal of Management*, 23(5), 679–704.
- Spreitzer, G. (2007). Giving peace a chance: Organizational leadership, empowerment, and peace. *Journal of Organizational Behavior*, 28(8), 1077–1095.
- Spring, D. (n.d.). *The Ugly Truth About AVID*. Coalition to Protect Our Public Schools. Retrieved August 2021, from <https://coalitiontoprotectourpublicschools.org/the-ugly-truth-about-the-avid-ed-reform-program>.
- Starke, K. (2021, February 9). *Student agency: Promoting student engagement*. TeachHUB. Retrieved from <https://www.teachhub.com/teaching-strategies/2021/02/student-agency-promoting-student-engagement/>.
- Thomas, K. W., & Velthouse, B. A. (1990). Cognitive elements of empowerment: An “interpretive” model of intrinsic task motivation. *Academy of Management Review*, 15(4), 666–681.
- University of Portland, & Northwest Evaluation Association. (2015, October). *Evaluation of AVID Effectiveness Prepared for Portland Public Schools*. Retrieved August 2020, from [https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/avid\\_effectiveness\\_oct\\_2015.pdf](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/avid_effectiveness_oct_2015.pdf).
- U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. AVID (Advancement Via Individual Determination). [Internet] 2010. Available from [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_avid\\_091410.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_avid_091410.pdf)
- Watson, J. B. (1924). *Behaviorism*. New York: The People's Institute Publishing Co., Inc.
- Watt, K., Huerta, J. & Alkan, E. (2011). Identifying predictors of college success through an examination of AVID graduates’ college preparatory achievements. *Journal of Hispanic Higher Education*, 10, 120–133.
- Weber, K., Martin, M., & Cayanus, J. (2005). Student interest: A two-study re-examination of the concept. *Communication Quarterly*, 53(1), 71–86.

Wisdom J., & Creswell JW. (2013). *Mixed Methods: Integrating Quantitative and Qualitative Data Collection and Analysis While Studying Patient-Centered Medical Home Models*. Rockville, MD: Agency for Healthcare Research and Quality. AHRQ Publication No. 13-0028-EF.

Zeiser, K., Scholz, C., & Cirks, V. (2018). (rep.). *Maximizing Student Agency: Implementing and Measuring Student-Centered Learning Practices*. American Institute For Research.

Zhang, S., Bowers, A. J., & Mao, Y. (2020). Authentic leadership and teachers' voice behavior: The mediating role of psychological empowerment and moderating role of interpersonal trust. *Educational Management Administration & Leadership*, 49(5), 768–785.

Zhu, J., Yao, J., & Zhang, L. (2019). Linking empowering leadership to innovative behavior in professional learning communities: the role of psychological empowerment and team psychological safety. *Asia Pacific Education Review*, 20, 657–671.

Zimmerman, B. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41, 64–70.

Zimmerman, M.A., Israel, B.A., Schulz, A., & Checkoway, B. (1992). Further explorations in empowerment theory: An empirical analysis of psychological empowerment. *American Journal of Community Psychology*, 20, 707–727.

Zimmerman, M. A. (1995). Psychological empowerment: Issues and illustrations. *American Journal of Community Psychology*, 23(5), 581–599.

Zimmerman, M. A., Eisman, A. B., Reischl, T. M., Morrel-Samuels, S., Stoddard, S., Miller, A. L., Hutchison, P., Franzen, S., & Rupp, L. (2018). Youth empowerment solutions: Evaluation of an after-school program to engage middle school students in community change. *Health Education & Behavior*, 45(1), 20–31.