

## Supplementary Materials

**Table S1.** Teacher Self-Efficacy Scale

Item	Description
TSE 1	How much can you do to control disruptive behavior in the classroom?
TSE 2	How much can you do to motivate students who show low interest in schoolwork?
TSE 3	How much can you do to get students to believe they can do well in schoolwork?
TSE 4	To what extent can you craft good questions for your students?
TSE 5	How well can you establish a classroom management system with each group of students?
TSE 6	How much can you use a variety of assessment strategies?
TSE 7	To what extent can you provide an alternative explanation or example when students are confused?
TSE 8	How much can you assist families in helping their students do well in school?
TSE 9	How well can you implement alternative strategies in your classroom?
<i>New TSE Items: Beliefs about Culturally Relevant Teaching, Transformative Teaching, and Developmental Relationships with Students</i>	
TSE 10	How well can you recognize differences among students' cultures?
TSE 11	How well can you identify similarities and differences between your and your students' culture?
TSE 12	To what extent can you incorporate students' culture into daily instruction?
TSE 13	To what extent can you get students of all performance levels to have high expectations?
TSE 14	How much can you do to get students to where they need to be academically?
TSE 15	How much can you do to match your teaching to learning preferences of students?
TSE 16	To what extent can you develop instructional examples that are culturally familiar to students?
TSE 17	How much can you do to learn about what is important to individual students?
TSE 18	How much can you do to learn about the different communication styles of your students?
TSE 19	How much can you do to maintain a personal connection with your students?
TSE 20	How well can you teach about race, racism and other sensitive topics
TSE 21	How much can you do to influence youth to be active in their communities?
TSE 22	To what extent can you express care to even the most challenging students?
TSE 23	How well can you involve students in decisions that affect them in the classroom?
TSE 24	How much can you do to create opportunities for students to lead?
TSE 25	How much can you do to get students to take charge of their education?
TSE 26	How much can you do to guide students through hard situations?
TSE 27	To what extent can you have student-initiated learning activities in your classroom?
TSE 28	How much can you do to promote understanding between different student groups?

**Table S2. Collective Teacher Efficacy (CTE) Scale**

Item	Description
CTE 1	How much can teachers in your school do to produce student learning?
CTE 2	How much can your school do to get students to believe they can do well in school?
CTE 3	To what extent can teachers in your school make expectations clear about appropriate student behavior?
CTE 4	To what extent can school personnel in your school establish rules and procedures that facilitate learning?
CTE 5	How much can teachers in your school do to promote deep understanding of academic concepts?
CTE 6	How much can school personnel in your school do to control disruptive behavior?
CTE 7	How much can teachers in your school do to help students think critically?
CTE 8	How well can adults in your school get students to follow school rules?
CTE 9	How much can your school do to foster student creativity?
CTE 10	How much can your school do to help students feel safe while they are at school?
CTE 11	How much can teachers do to get parents to support them?

**Table S3. Ambitious Instruction Scale (AIS)**

Item	Description
AIS 1	Provided students opportunities to critically reflect and evaluate their pre-existing assumptions, biases and beliefs.
AIS 2	Assigned projects or other activities that require students to analyze issues impacting their local communities.
AIS 3	Encouraged students to consider ways they can drive change in their local community.
AIS 4	Provided opportunities for students to talk about diverse perspectives from different racial and ethnic experiences.
AIS 5	Provided curricular opportunities that encourage students to critically engage in discussions about racial oppression and white supremacy.
AIS 6	Incorporated anti-racist practices into your daily classroom instruction (including curriculum development and classroom management approach).
AIS 7	Provided opportunities for students to discuss issues impacting historically marginalized groups (race, gender, class, and sexuality).
AIS 8	Assigned reading materials written by Black, Indigenous, and People of Color.
AIS 9	Invited speakers from the community to talk with your student about race or other social issues in the community.
AIS 10	Talk about the contributions of Black and Latinx people throughout the year.
AIS 11	Used restorative justice or another inclusive approaches to school discipline.
AIS 12	Supported students with dealing with conflict.
AIS 13	Engaged in community-building activities with students in your classes.

AIS 14	Co-constructed behavioral expectations with your students.
AIS 15	Provided opportunities for students to lead a project or activity.
AIS 16	Obtained information regarding students 'academic interests.
AIS 17	Explained new concepts using examples that are taken from students 'everyday lives.
AIS 18	Encouraged students to use cross-cultural comparisons when analyzing material.
AIS 19	Identified ways students communicate at home may differ from the school norms.

**Table S4.** Supportive School Culture (SSC) Scale

Item	Description
SSC 1	Makes clear to the staff his or her expectations for meeting instructional goals.
SSC 2	Communicates a clear vision for our school. Presses teachers to implement what they have learned in professional development.
SSC 3	Knows what's going on in my classroom.
SSC 4	Participates in instructional planning with teams of teachers.
SSC 5	Provides me with useful feedback to improve my teaching.
SSC 6	Once we start a new program in this school, we follow up to make sure that it's working.
SSC 7	Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
SSC 8	There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.
SSC 9	The principal has confidence in the expertise of the teachers.
SSC 10	I trust the principal at his or her word.
SSC 11	It's OK in this school to discuss feelings, worries, and frustrations with the principal.
SSC 12	The principal takes a personal interest in the professional development of teachers.
SSC 13	The principal looks out for the personal welfare of the faculty members.
SSC 14	The principal at this school is an effective manager who makes the school run smoothly.
SSC 15	The principal places the needs of students ahead of personal and political interests.
SSC 16	The principal at this school is an effective manager who makes the school run smoothly.
SSC 17	Help maintain discipline in the entire school, not just their classroom?
SSC 18	Take responsibility for improving the school?
SSC 19	Feel responsible to help each other do their best?
SSC 20	Feel responsible that all students learn?
SSC 21	Feel responsible for helping students develop self-control?
SSC 22	

- SSC 23                      Feel responsible when students in this school fail?
- SSC 24      Been sustained and coherently focused, rather than short-term and unrelated.
- SSC 25              Included enough time to think carefully about, try, and evaluate new ideas.
- SSC 26                      Been closely connected to my school's improvement plan.
- SSC 27              Included opportunities to work productively with colleagues in my school.
- SSC 28      Included opportunities to work productively with teachers from other schools.