

Supplementary Materials

Table S1. Teacher Self-Efficacy Scale

| Item | Description |
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| 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 |
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| 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 |
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| 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. |

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

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| 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. |
