Culture Surveys
Literature Supports

Hypothesized construct and key ideas	References	Year and survey used
School Connectedness *Proud, positive contributions, be true self*	Centers for Disease Control and Prevention (2009). School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services. Yonezawa, S., Jones, M., Joselowksy, F., & Academy for Educational, D. (2009). Youth Engagement in High Schools: Developing a Multidimensional, Critical Approach to Improving Engagement for All Students. Academy For Educational Development.	SCS 2021-22
School Processes and Practices *Rules and expectations*	Banks, J. (1995). Multicultural Education and Curriculum Transformation. The Journal of Negro Education, 64(4), 390-400. Gregory A, Skiba RJ, Mediratta K. Eliminating Disparities in School Discipline: A Framework for Intervention. Review of Research in Education. 2017;41(1):253-278. doi:10.3102/0091732X17690499 Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. Review of Educational Research, 83(3): https://doi.org/10.3102/0034654313483907	SCS 2021-22
The Learning Environment *Collaboration, feedback, application, active learning*	Coomer, M. N., Skelton, S. M., Kyser, T. S., Thorius, K. A. K., & Warren, C. (2019). Culturally responsive curriculum scorecard. Education Justice Research and Organizing Collaborative (EJ-ROC) at the NYU Metropolitan Center for Research on Equity and the Transformation of Schools, 2020. Culturally Responsive Curriculum Scorecards. Retrieved from: https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecards Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32, 465–491. Muller, P. & Hiller, S. (2020). Potential Impacts of the New Tech Network (NTN) Middle Grades Education Experience on Student Non-Academic Outcomes. Internal report. Center for Evaluation, Policy, & Research. Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. Educational Researcher, 41(3), 93–97	SCS 2021-22

Hypothesized construct and key ideas	References	Year and survey used
Interactions with Students and Teachers at School *Respected (student, family, and community), welcomed, get along, teachers care*	Blum, R. (2005). School Connectedness: Improving the Lives of Students. Johns Hopkins Bloomberg School of Public Health: Baltimore, Maryland. Gregory, A., & Cornell, D. (2009). "Tolerating" adolescent needs: Moving beyond zero tolerance policies in high school. Theory Into Practice, 48, 106–113. Hammond, Z. (2015). Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Thousand Oaks, CA: Corwin. Jia, Y., Way, N., Ling, G., Yoshikawa, H., Chen, X., Hughes, D., & Lu, Z. (2009). The influence of student perceptions of school climate on socio-emotional and academic adjustment: A comparison of Chinese and American adolescents. Child Development, 80, 1514–1530 Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32, 465–491. Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. Educational Researcher, 41(3), 93–97. https://doi.org/10.3102/0013189X12441244 Power, F. C., Higgins, A., & Kohlberg, L. (1989). Lawrence Kohlberg's approach to moral education. New York, NY: Columbia University Press. Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. Review of Educational Research, 83(3) Vasquez, J. A. (1988) Contexts of Learning for Minority Students, The Educational Forum, 52:3, 243-253, DOI: 10.1080/00131728809335490 Wang, M. T., Selman, R. L., Dishion, T. J., & Stormshak, E. A. (2010). A Tobit regression analysis of the covariation between middle school students' perceived school climate and behavioral problems. Journal of Research on Adolescence, 20, 274–286. Ware, Franita. (2006). Warm Demander Pedagogy. Urban Education (Beverly Hills, Calif.), 41(4), 427-456.	SCS 2021-22

Hypothesized construct and key ideas	References	Year and survey used
Learning Through PBL *Real problems, data, choice, relevance, community*	Chu, S. K. W., Tse, S. K., & Chow, K. (2011). Using collaborative teaching and inquiry project-based learning to help primary school students develop information literacy and information skills. Library & Information Science Research, 33(2), 132-143. Duke, N. K., Halvorsen, A. L., & Strachan, S. L. (2016). Project-based learning not just for STEM anymore. Phi Delta Kappa Hinnant-Crawford, B., Virtue, E., & Bergeron, L. (2019, April). Equity Pedagogy and Project-based Learning as Instructional Weapons in a Post-Truth Era. Paper presentation at the annual conference of the American Educational Research Association, Toronto, Canada.n, 98(1), 14-19.	SCS 2021-22
College and Career Readiness *Goals, positive self-concept, choice, prepared, eligible, aware*	Barnett, E. A., Corrin, W., Nakanishi, A., Bork, R. H., Mitchell, C., & Sepanik, S. (2012). Preparing High School Students for College: An Exploratory Study of College Readiness Partnership Programs in Texas. NCPR Brief. National Center for Postsecondary Research. Conley, DT. 2007. Redefining college readiness. Vol 5. Eugene, Oregon, USA. Educational Policy Improvement Center. Convertino, C., & Graboski-Bauer, A. (2018). College readiness versus college worthiness: Examining the role of principal beliefs on college readiness initiatives in an urban US high school. The Urban Review, 50(1), 45-68. McGee Banks, C.A. & Banks, J.A. (1995). Equity pedagogy: An essential component of multicultural education. Theory into practice, 34(3), 152-158. Perez, W.Y., Knox, J. & Harris-Wilkerson, E. (2021). Expanding the Equity Conversation for Pathways to College: A Literature Review of College Access and College Readiness Research 2014-2021. Metropolitan Center for Research on Equity and the Transformation of Schools. Weiler, J. R., & Hinnant-Crawford, B. (2021). School Leadership Team Competence for Implementing Equity Systems Change: An Exploratory Study. The Urban Review, 1-19.	SCS 2021-22

Hypothesized construct and key ideas	References	Year and survey used
Learning Experiences *Individual needs, cultural understanding, materials reflect positive contributions from diverse people, greatness, criticality*	Carter, D.J. (2008). Cultivating a critical race consciousness for African-American school success. Educational Foundations, 22 (1-2), 11-28. Education Justice Research and Organizing Collaborative (EJ-ROC) at the NYU Metropolitan Center for Research on Equity and the Transformation of Schools, 2020. Culturally Responsive Curriculum Scorecards. Retrieved from: https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecards Freire, P. (1970). Pedagogy of the oppressed. New York, NY: Herder & Herder. Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32, 465–491. Ladson-Billings, G. (2009). The dreamkeepers: Successful teachers of African American children (2nd ed.). San Francisco: Jossey-Bass. Muhammad, G. (2020). Cultivating genius: An equity framework for culturally and historically responsive literacy. New York, NY: Scholastic. Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. Educational Researcher, 41(3), 93–97. https://doi.org/10.3102/0013189X12441244	SCS 2021-22
Demographics	Johns, M. M., Lowry, R., Andrzejewski, J., Barrios, L. C., Demissie, Z., McManus, T., … & Underwood, J. M. (2019). Transgender identity and experiences of violence victimization, substance use, suicide risk, and sexual risk behaviors among high school students—19 states and large urban school districts, 2017. Morbidity and Mortality Weekly Report, 68(3), 67. Skrla, L., Scheurich, J. J., Garcia, J., & Nolly, G. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. Educational Administration Quarterly, 40(1), 133-161.	SCS 2021-22
Leadership and Leading *Professional growth, valued, leadership follows through*	Kochanek, J. (2005). Building Trust for Better Schools: Research-Based Practices. Thousand Oaks, CA: Corwin. Tschannen-Moran, M. & Gareis,C. (2015). Faculty trust in the principal: an essential ingredient in high-performing schools, Journal of Educational Administration, 53(1), pp.66-92, https://doi.org/10.1108/JEA-02-2014-0024 Weiler, J. R., & Hinnant-Crawford, B. (2021). School Leadership Team Competence for Implementing Equity Systems Change: An Exploratory Study. The Urban Review, 1-19.	ECS 2021-22
Commitment and Satisfaction *Proud, fulfilled, enjoy work*	Austin, G., O'Malley, M., & Izu, J. (2011). Making Sense of School Climate: Using the California School Climate, Health, and Learning (Cal–SCHLS) Survey System to Inform Your School Improvement Efforts. Los Alamitos: WestEd.	ECS 2021-22

Hypothesized construct and key ideas	References	Year and survey used
Collaboration and Learning *Feedback, analyzing data, making learning equitable*	Edmondson, A. (2011). Psychological Safety, Trust, and Learning in Organizations: A Group-level Lens. Trust and Distrust in Organizations: Dilemmas and Approaches. Hallam, P. R., Smith, H. R., Hite, J. M., Hite, S. J., & Wilcox, B. R. (2015). Trust and collaboration in PLC teams: Teacher relationships, principal support, and collaborative benefits. NASSP bulletin, 99(3), 193-216. Wanless, S. (2016) The Role of Psychological Safety in Human Development, Research in Human Development, 13:1, 6-14, DOI: 10.1080/15427609.2016.1141283	ECS 2021-22
Student and Teacher Interactions *High expectations, greatness, capable, cultural understanding*	Hammond, Z. (2015). Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Thousand Oaks, CA: Corwin. Ladson-Billings, G. (2009). The dreamkeepers: Successful teachers of African American children (2nd ed.). San Francisco: Jossey-Bass. Wanless, S. (2016) The Role of Psychological Safety in Human Development, Research in Human Development, 13:1, 6-14, DOI: 10.1080/15427609.2016.1141283	ECS 2021-22

Hypothesized construct and key ideas	References	Year and survey used
Beliefs and Mindsets *Shared asset-based, equitable learning, examine policy and practice*	Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2011). Classroom emotional climate, teacher affiliation, and student conduct. Journal of Classroom Interaction, 46(1), 27–36. http://eric.ed.gov/?id=EJ948647 Donohoo, J., Hattie, J., & Eells, R. (2018). The power of collective efficacy. Educational Leadership, 75(6), 40-44. Eitle, T. M., & Eitle, D. J. (2004). Inequality, segregation, and the overrepresentation of African Americans in school suspensions. Sociological Perspectives, 47(3), 269–287 Frattura, E. M., & Capper, C. A. (2007). Leading for social justice: Transforming schools for all learners. Corwin Press. Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school students. American Educational Research Journal, 48(4), 904–934. http://eric.ed.gov/?id=EJ932386 Murkuria, G. (2002). Disciplinary challenges: How do principals address this dilemma? Urban Education, 37(3), 432–452. http://eric.ed.gov/?id=EJ660361 Muhammad, G. (2020). Cultivating genius: An equity framework for culturally and historically responsive literacy. New York, NY: Scholastic. Ladson-Billings, G. (2009). The dreamkeepers: Successful teachers of African American children (2nd ed.). San Francisco: Jossey-Bass. Weiler, J. R., & Hinnant-Crawford, B. (2021). School Leadership Team Competence for Implementing Equity Systems Change: An Exploratory Study. The Urban Review, 1-19.	ECS 2021-22
Teaching Through PBL *Real problems, data, choice, relevance, community*	Chu, S. K. W., Tse, S. K., & Chow, K. (2011). Using collaborative teaching and inquiry project-based learning to help primary school students develop information literacy and information skills. Library & Information Science Research, 33(2), 132-143. Duke, N. K., Halvorsen, A. L., & Strachan, S. L. (2016). Project-based learning not just for STEM anymore. Phi Delta Kappa Hinnant-Crawford, B., Virtue, E., & Bergeron, L. (2019, April). Equity Pedagogy and Project-based Learning as Instructional Weapons in a Post-Truth Era. Paper presentation at the annual conference of the American Educational Research Association, Toronto, Canada.n, 98(1), 14-19.	

New Tech Network

Hypothesized construct and key ideas	References	Year and survey used
Learning Environment *Student collaboration, bias in materials, deeper learning*	Duke, N. K., Halvorsen, A. L., & Strachan, S. L. (2016). Project-based learning not just for STEM anymore. Phi Delta Kappan, 98(1), 14-19. Education Justice Research and Organizing Collaborative (EJ-ROC) at the NYU Metropolitan Center for Research on Equity and the Transformation of Schools, 2020. Culturally Responsive Curriculum Scorecards. Retrieved from: https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecards	ECS 2021-22
College and Career Readiness for Students *Each student capable, aware, eligible, prepared, positive self-concept/affirming learning experiences*	Barnett, E. A., Corrin, W., Nakanishi, A., Bork, R. H., Mitchell, C., & Sepanik, S. (2012). Preparing High School Students for College: An Exploratory Study of College Readiness Partnership Programs in Texas. NCPR Brief. National Center for Postsecondary Research. Conley, DT. 2007. Redefining college readiness. Vol 5. Eugene, Oregon, USA. Educational Policy Improvement Center. Convertino, C., & Graboski-Bauer, A. (2018). College readiness versus college worthiness: Examining the role of principal beliefs on college readiness initiatives in an urban US high school. The Urban Review, 50(1), 45-68. McGee Banks, C.A. & Banks, J.A. (1995). Equity pedagogy: An essential component of multicultural education. Theory into practice, 34(3), 152-158. Perez, W.Y., Knox, J. & Harris-Wilkerson, E. (2021). Expanding the Equity Conversation for Pathways to College: A Literature Review of College Access and College Readiness Research 2014-2021. Metropolitan Center for Research on Equity and the Transformation of Schools. Weiler, J. R., & Hinnant-Crawford, B. (2021). School Leadership Team Competence for Implementing Equity Systems Change: An Exploratory Study. The Urban Review, 1-19.	ECS 2021-22