Evaluation of the Illinois Virtual Instructional Coach and Building Mentor Program—Year 3

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Executive Summary

The Illinois State Board of Education launched the Illinois Virtual Instructional Coach and Building Mentor Program in fall 2020, during the COVID-19 pandemic. Program implementation began in January 2021 through the collaboration of the Illinois Education Association (IEA), Illinois Federation of Teachers (IFT), and the Chicago Teachers Union (CTU). As a result of their collective recruitment efforts, the program has grown to include more than 2,300 educators across the state in the 2022–23 school year (Year 3). In Year 3, IEA, IFT, and CTU continued to work together to implement and improve the program.

Digital Promise—a global non-profit organization working to expand opportunity for every learner through collaborative work with educators, researchers, technology leaders, and communities—continued as the independent research and evaluation partner to learn how program implementation evolved in Year 3, especially in serving the third-year educators.

This report presents findings on the evolution of the program, consistent trends over time, and a deepened understanding of coaching and mentoring in the program. It ends with implications for ongoing program development and growth.

Program Description in Year 3

In 2022–23, IEA, IFT, and CTU extended the program to include third-year teachers and clinicians. These educators joined the profession amidst the pandemic, and most did not experience their first year of working full-time and in person until 2021–22. Evaluation findings from the program's first two years indicated that these educators primarily focused on building their classroom management skills. The 2022–23 school year would be the first year in which these early career educators were ready to delve deeper into pedagogy and practice, highlighting the necessity for ongoing support from a virtual coach.

Additionally, IEA, IFT, and CTU offered each new teacher and clinician the choice to select the virtual coach with whom they wished to work, deviating from the previous practice of assigning matches between early career educators and virtual coaches.

Furthermore, in response to participant feedback, IEA, IFT, and CTU planned and provided more professional learning opportunities. They facilitated forums that allowed different groups of educators to connect, learn, and share their ideas and experiences. They also undertook an inventory of materials available on the TeachForward platform, organizing existing resources and adding new ones to ensure their relevance to the diverse groups of educators, including those in specialized roles like special education and clinical professions like social work, participating in the program.

Evaluation Approach

The 2022–23 evaluation builds on findings from the first two years of implementation to understand whether and to what extent program supports and activities lead to the intended outcomes for participating new teachers and clinicians, virtual coaches, and mentors.

To gather comprehensive insights, we utilized both qualitative and quantitative research methods, collecting data from participants in all educator groups. We administered pre- and post-implementation surveys to participating teachers, clinicians, virtual coaches, and mentors. Additionally, we conducted interviews with participants from these groups, as well as local union leaders and district administrators. Regular partnership with IEA, IFT, and CTU program leaders also added essential insights to gathering and interpreting data.

Findings about Implementation

Recruitment and Participation. During Year 3, the Illinois Virtual Instructional Coach and Building Mentor Program experienced significant expansion, providing support to over 2,300 educators—new teachers, new clinicians, virtual coaches, and mentors—statewide. Notably, approximately 1,400 novice teachers and clinicians were included in this growth, up from 750 in Year 2.

In the 2022–23 school year, the majority of participating teachers were new to both the teaching profession (54% in their first year of teaching) and the coaching and mentoring program (63%). Approximately one-third of teachers were beginning their second year of full-time teaching, while 14 percent were entering their third year. Participating teachers most commonly taught at the elementary school level (54%), although about one-quarter of teachers taught middle school (26%) and high school (23%). The largest group of teachers taught all subjects in a self-contained classroom (34%) while others specialized in single subjects, such as science, mathematics, English language arts, social studies, and special education. Although a majority of teachers had completed their entire teacher preparation program (79%), the COVID-19 pandemic had lingering effects, as evidenced by exemptions from assessments like edTPA, which applied to about 60 percent of teachers. Teachers' primary motivation for joining or returning to the program was because they wanted guidance from a virtual coach and mentor.

Most participating clinicians were also in their first year of the program and in their respective role or profession. Approximately 80 percent of clinicians had either just started or were in their second year of their respective professions. Similar to new teachers, most clinicians worked with elementary school students (60%), followed by middle school students (38%) and high school students (25%). Among the clinicians, about half were social workers (52%), 20 percent were speech-language pathologists, and 10 percent were counselors. Like teachers, clinicians joined or returned to the program because they wanted guidance from a virtual coach and mentor.

In 2022–23, the program consisted of a diverse cohort of virtual coaches in terms of roles outside of the program, program participation status, and prior coaching experiences. Around half of the teacher coaches were new to the program. The majority of teacher coaches were classroom teachers (80%), spread across the elementary, middle, and high school levels. This distribution aligns well with the grade levels taught by the new teachers in the program, indicating a good match between teachers and virtual coaches. Teacher coaches came into the program with varied coaching experience: 27 percent had no formal coaching experience, while 34 percent had 1–2 years, 12 percent had 3–5 years, and 27 percent had more than five years of prior coaching experience.

For underlined clinician coaches, the majority were new participants in Year 3 (62%). They represented different professions such as social workers (47%), psychologists/therapists (24%), and speech-language pathologists (13%). Compared to teacher coaches, clinician coaches had less formal coaching experience, with 42 percent having no prior experience, 26 percent had 1–2 years, 15 percent had 3–5 years, and 18 percent had more than five years of coaching experience.

Both teacher and clinician coaches expressed their motivation to contribute to their profession and support early career educators as their primary reasons for participating in the program.

Mentors were also diverse in their roles outside of the program, participation status, and prior mentoring experience. Most teacher mentors (70%) joined the program for the first time in 2022–23. They were primarily classroom teachers (84%), with a significant presence at the elementary school level. The teacher mentors had varying levels of prior mentoring experience, ranging from no experience to more than five years.

Half of the clinician mentors were participating in the program for the first time. The clinician mentors represented a range of professions, with a majority being social workers (57%) and smaller proportions being speech-language pathologists and classroom teachers (19% each). Like teacher mentors, clinician mentors also had different levels of formal mentoring experience.

Both surveyed teacher and clinician mentors expressed their motivation to work with new teachers and clinicians and contribute to the profession as their primary reasons for participating in the program.

Program Supports and Resources for Participants. In Year 3 of the program, virtual coaches and mentors generally had a consistent caseload of novice educators. Most virtual coaches (75% of teacher coaches, 85% of clinician coaches) supported 2–4 new educators. On the other hand, teacher and clinician mentors generally were assigned 1–2 mentees, although the average teacher mentor supported more mentees than the average clinician mentor.

In general, all stakeholder groups expressed satisfaction with the alignment between themselves and the educators they were assigned to. Among virtual coaches and mentors, the majority agreed or strongly agreed that they were well-matched with their assigned educators (at least 88%). The majority of new teachers and clinicians reported high satisfaction with their coach matches (at least 88%) in three key areas: grade level and/or subject matter, serving similar student populations, and race/ethnicity and/or other affinity groups.

In response to participant feedback, IEA, IFT, and CTU program leaders organized and facilitated virtual forums as part of ongoing professional development. Virtual coaches found the union-led forums to be valuable in providing resources that were relevant and useful to their roles, connecting them with other educators, and expanding their professional networks.

To enhance the usefulness of TeachForward, the program leaders convened a group of virtual coaches to evaluate and streamline existing resources. They also worked on incorporating resources specifically tailored to specialized roles, such as special education, music, and clinical specialty. Virtual coaches, including those in specialized roles, reported that the TeachForward resources were more valuable compared to the previous year.

Communications, Frequency, and Time for Coaching and Mentoring. Teachers and clinicians engaged with their virtual coaches throughout the year, using various communication channels. While a minority of teachers and clinicians preferred asynchronous methods of communication such as email and texts, the majority expressed a preference for some form of face-to-face interaction. This included synchronous interactions through platforms like Zoom or Google Meet and phone calls/FaceTime. Teachers who engaged in synchronous meetings or utilized a combination of synchronous and asynchronous interactions with their coaches maintained regular communication, with two-thirds interacting with their coaches almost weekly. On the other hand, teachers who primarily relied on asynchronous communication had fewer frequent interactions with their coaches, with 19 percent interacting with their coaches on a weekly basis. In contrast, clinicians, regardless of their chosen mode of communication, engaged with their coaches frequently, with at least 60 percent interacting with their coaches on a weekly basis.

Because mentors were located in the same district and often worked in the same building as the early career educators, they had more opportunities for informal collaboration (such as one-on-one impromptu conversations, email messages, texts), relying less on formal interactions (e.g., scheduled meetings). Most teachers and clinicians engaged with their mentors through both informal and formal channels. Teachers who had a mix of informal and formal interactions with their mentors reported frequent engagement, with 68 percent interacting with their mentors almost weekly. In contrast, clinicians had less frequent interactions, with 42 percent engaging with mentors on an almost weekly basis.

Overall, most virtual coaches and mentors were satisfied with the amount of time spent with their assigned educators although some would like more time to adequately meet their needs.

Relationships with Virtual Coaches and Mentors as Sources of Support. Consistent with 2020–21 and 2021–22, new teachers reached out to both their virtual coach and mentor for a range of instructional supports in Year 3. Most new teachers reported working with both their virtual coach and mentor on key instructional activities and topics, the top three of which included discussing instructional problems and concerns; reflecting on their teaching practice; and identifying instructional materials or techniques.

Teachers also looked to both their coaches and mentors for help integrating into their school community. However, some new teachers leaned more heavily on their mentors on a few activities or topics: understanding school culture and policies and feeling welcome in the school building, reflecting the designated role for building mentors under this program.

More new clinicians primarily sought supports from their virtual coach rather than solely relying on their mentor or both coach and mentor for profession-specific needs. At least half of new clinicians reported engaging solely with their virtual coach on profession-specific activities or topics: discussing profession-related concerns, identifying materials or techniques for their role, adapting supports to meet student needs, and preparing for district evaluations.

Mentors played a more distinctive role in supporting clinicians with certain aspects of school and district integration, as intended by the program. Specifically, clinicians reported that they turned to their

mentor to better understand school or district culture, policies, and practices; care for their professional wellbeing; and build relationships with teachers and administrators.

Most teachers and clinicians acknowledged the benefits of collaborating with both their virtual coach and mentor. They recognized the value of having someone within their own school or district who could provide guidance on school- or district-specific policies and practices, while also appreciating the external coach's profession-specific support and non-evaluative perspective. The interactions with their coaches and mentors were not only helpful but also enjoyable, creating a positive experience. Teachers and clinicians expressed a strong desire to maintain the relationships they had developed with their coach and mentor, indicating their intention to seek advice from them even if they do not participate in the program next year.

Determining Coaching and Mentoring Content. Virtual coaches and mentors understood what was expected of them, but some felt challenged by determining what to work on with their assigned educators. To provide some guidance to coaching and mentoring planning and conversations, the program team in Year 3 developed a list of suggested topics for coaches and mentors to cover with their assigned novice educators throughout the year. However, of the challenges we asked virtual coaches and mentors about, determining activities to work on with teachers and clinicians emerged as the most difficult aspect for virtual coaches and mentors. Approximately 40–50 percent of virtual coaches and 35–47 percent of mentors reported that this task posed at least a slight challenge. Additionally, a notable percentage of virtual coaches and mentors found it slightly challenging to encourage their assigned educators to actively engage with them (45% of teacher coaches, 39% of clinician coaches, 38% of teacher mentors, 18% of clinician mentors).

While virtual coaches appreciated the program's resources, such as forums and TeachForward materials, they found it necessary to supplement them with external resources to effectively support their assigned teachers and clinicians. A majority of teacher coaches and clinician coaches had to seek out additional resources and materials on their own to adequately support the new educators they were coaching. Moreover, a substantial portion of teacher coaches (62%) and clinician coaches (50%) relied on training and experiences gained from other coaching programs to inform and guide their coaching practices.

The pairing of early career educators with virtual coaches outside of their school or district created a confidential and supportive environment. However, the geographical distance between the coach and the new educator posed difficulties in establishing rapport and understanding the specific school or district context for some coaches. While creating coaching plans to address the needs of new teachers or clinicians was generally not a problem, a portion of virtual coaches (43% of teacher coaches, 37% of clinician coaches) faced slight challenges in this aspect. Additionally, a notable percentage of virtual coaches found it somewhat challenging to find relevant resources to share with their early career educators (33% of teacher coaches, 23% of clinician coaches).

Findings about Teacher Outcomes

Coaching and mentoring supports provided by the program addressed the priorities of most teachers. In fall 2022, participating teachers identified priorities that they hoped to address through their

participation in the program. The top priorities included improving their teaching practice and building confidence, gaining classroom management skills, and benefiting from the knowledge and experience of veteran teachers, which were rated as medium or high by 89 percent of teachers. By the end of the year, the majority of teachers felt that program supports had addressed these priorities to a moderate or great extent.

Teachers found their coaches' and mentors' support helpful to their instructional practice. Reflecting on teaching practice and identifying relevant materials and techniques for their content area and/or grade level stood out as the most helpful activities for teachers.

Teachers found the coaching and mentoring supports to be valuable not only for their instructional practice but also for their integration into their school environment. The majority of teachers consistently rated such supports as quite or very helpful in various areas, including addressing the challenges unique to the school year, building relationships with their students and colleagues, interacting with families, and fostering anti-racist practices in the classroom.

Findings suggest statistically significant increases in new teachers' instructional practice efficacy ratings. Compared to fall 2022, participating teachers reported higher average efficacy ratings in instructional practice in spring 2023 (difference in pre- to post-implementation means on efficacy scale = 0.305, p = <0.001).

Throughout the year, new teachers reported increased preparedness and confidence across various aspects of instructional practice. They perceived integrating online resources into learning and facilitating the learning of students from culturally diverse backgrounds as strengths but acknowledged the need for further growth in reaching unmotivated students, multilingual students, and students requiring additional assistance in retaining information.

Overall, teachers reported feeling better about teaching and becoming better teachers as a result of their participation in the program. The program played a crucial role in reducing stress and helping teachers navigate through the school year successfully. Moreover, the program encouraged teachers to stay in the profession, with 77 percent of teachers indicating that their participation increased their desire to continue teaching in the following school year to a moderate or great extent.

Participating teachers continued to perceive their union as a valuable source of support in Year 3. A majority of teachers felt confident in turning to their union for assistance (85%) and believed that their union genuinely cares about their professional growth (86%). Additionally, nearly all teachers who were members of a teachers' union expressed pride in their membership (94%) and expressed intentions to remain union members for the duration of their teaching careers (97%).

Findings about Clinician Outcomes

Program supports addressed priorities for a majority of clinicians to a moderate or great extent. In fall 2022, most clinicians placed a great priority on having a veteran clinician share their knowledge and experiences, developing their practice and gaining confidence, and building their knowledge in working with students and their families. In spring 2023, a majority of clinicians reported that the support they received addressed these priorities to a moderate or great extent.

A majority of clinicians found the coaching and mentoring supports to be helpful in various aspects of their professional practice. These areas included adapting supports to address varying student needs, discussing profession-related concerns, identifying materials to use for their role, and preparing for evaluations.

Clinicians also found coaching and mentoring supports beneficial for integrating into their school and district. The majority of clinicians rated such supports as quite or very helpful in various areas, including connecting to professional learning opportunities, building anti-racist practices within their role, building relationships with students, and understanding school and district culture and policies.

Clinicians did not exhibit statistically significant increases in their professional practice efficacy ratings from pre- to post-implementation. However, despite this finding, all surveyed clinicians agreed or strongly agreed that they grew significantly throughout the year because they participated in the program. In addition, a majority of clinicians (85%) believed that the program helped them become better clinicians for their students to a moderate or great extent.

Participating in the program helped clinicians get through the school year, feel better in their role, and foster a desire to continue working in the profession. For most clinicians, the program provided practical supports needed to fulfill their role, mitigate professional stress, and navigate the challenges of the school year to a moderate or great extent.

Furthermore, in line with one of the program's goals, the coaching and mentoring program seemed to have had a positive influence on clinician retention. In spring 2023, a majority of clinicians (82%) expressed that the program helped foster their desire to continue working in the profession for the following year, to a moderate or significant extent.

Like teachers, clinicians expressed favorable opinions about their union following their participation in the program. In spring 2023, almost all clinicians (92%) who were members of a union believed that their union genuinely cared about their professional growth and considered it a reliable source of support. Additionally, all clinicians who were union members expressed their intention to maintain their union membership throughout their entire K–12 career.

Outcomes for Virtual Coaches and Mentors Who Supported New Teachers

Teacher coaches and mentors felt they were effective in supporting new teachers this school year.
Most teacher coaches reported feeling adequately prepared to support their assigned teachers without the need for additional training. However, a small percentage (14%) expressed the need for further training, and this feedback has remained consistent since the inception of the program.

Teacher coaches' reported efficacy in instructional practice and interpersonal skills did not change over the course of the year, but their trauma-informed efficacy increased. Compared to fall 2022, participating teacher coaches reported slightly higher average efficacy ratings in building teachers' understanding of trauma to support student learning in spring 2023.

Teacher mentors' reported efficacy decreased in three dimensions: instructional practice, building relationships with students and families to support student learning, and interpersonal skills. Year 3

marked the first year of a decrease in any efficacy measures for teacher mentors from pre- to post-implementation. It was also the first year we examined teacher mentors' efficacy in helping teachers build relationships and their understanding of trauma to support student learning. The differences observed in these measures from pre- to post-implementation were also relatively small. Further analysis is required to determine if similar results will emerge in subsequent years or if this was an isolated occurrence.

Outcomes for Virtual Coaches and Mentors Who Supported New Clinicians

Clinician coaches and mentors reported feeling effective in supporting novice clinicians in the 2022–23 school year. Like teacher coaches, most clinician coaches said they did not require more training to support their clinicians effectively; however, a small minority (15%) needed additional training to fulfill their role, a finding consistent with last year's.

Clinician coaches' reported efficacy did not change from pre- to post-implementation for three measures: supporting clinicians in their practice, building clinicians' understanding of trauma to support student learning, and helping clinicians navigate the interpersonal dimensions of their role.

Clinician mentors' reported efficacy in supporting clinicians across a range of skills and dispositions decreased from fall 2022 to spring 2023. In fall 2022, clinician mentors reported a high sense of efficacy in supporting clinicians' practice and helping clinicians develop their local identity, and these average ratings decreased in spring 2023. Because the number of clinician mentors responding to the survey is small (n = 10), we recommend that these results be interpreted with caution. Additional analysis is also necessary to determine whether these decreases will reoccur next year or if they were an isolated incident.

Implications

As we look at the past three years of program implementation, several themes emerge as both positive highlights and ongoing challenges. Below we summarize those themes and offer implications as the program continues to improve its services to participants, especially virtual coaches, and scale.

Recurring themes

- A majority of virtual coaches and mentors expressed satisfaction with their matches with teachers and clinicians.

- Teachers and clinicians consistently relied on their coaches and mentors for support across a wide range of topics spanning instruction and school and district culture and policies.

- In general, novice educators expressed the benefits of working with experienced educators and felt a strong sense of support.

- Coaches and mentors themselves have found value in supporting novice teachers and clinicians.

- Certain challenges persist for some virtual coaches and mentors in fulfilling their roles. Offering additional training could help mitigate the challenges related to uncertainty in selecting

appropriate coaching and mentoring activities to work on, encouraging active engagement from novice educators, creating coaching plans tailored to the specific needs of novice educators, and finding relevant resources and materials to share.

- For a few virtual coaches, engaging with their assigned teachers who already have ample local support (such as school-based coaches, mentors, and grade level/department chairs) poses a challenge and can be frustrating. For the upcoming Year 4, the IEA, IFT, and CTU program team can explore the possibility of providing new teachers and clinicians with the option to choose their preferred support structure. This flexibility would allow them to decide whether they want to work with both a virtual coach and mentor, a virtual coach only, or a mentor only. This approach could be particularly beneficial for teachers in their third year of teaching who are already familiar with their school community and may primarily need targeted instructional support. By offering this choice, novice teachers can receive the specific support they need without feeling overloaded.

Sustainability

As the program enters its fourth year, program leaders at the state unions, local unions, and district levels can start to collaborate and build a foundation for program sustainability. Strategies may include engaging district leaders in expanding the pool of mentors who can benefit from program supports, involving district leaders of virtual instructional coaches in recognizing the coaching expertise developed through the program within their own buildings, and exploring creative ways to incorporate mentoring and coaching into the educators' day. It may be necessary to negotiate these sustainability strategies at the local level, and this program holds promise for collaboration among the state board, state unions, district leadership, and local unions. Embracing sustainability is vital to maximize the investment made in teachers and the teaching profession over the past three years.

Introduction

The Illinois State Board of Education (ISBE) launched the Illinois Virtual Instructional Coach and Building Mentor Program in fall 2020, during the COVID-19 pandemic. Implemented through a joint partnership between the Illinois Education Association (IEA) and Illinois Federation of Teachers (IFT), with the Chicago Teachers Union (CTU), the program aims to help early career educators build their professional practice, acculturate to their school and district community, become familiar with local policies and expectations, and increase their desire to stay in the profession. Program implementation began in January 2021 and with the recruitment efforts of IEA, IFT, and CTU, the program has matured to include over 2,300 participants across the state in 2022–23 (Year 3).

The Illinois Virtual Instructional Coach and Building Mentor Program uses several key strategies to support new teachers and clinicians (e.g., counselors, nurses, social workers, speech-language pathologists). Each participating teacher and clinician receives in-person support from a building mentor whose role is to facilitate their integration into the school.[1] In addition, the program matches the teacher or clinician with a virtual coach[2] based on shared teaching or professional assignments (same subject area, grade level, or clinical profession) to receive content-specific and pedagogy coaching. To support virtual coaches and mentors in their respective roles, the program offers virtual forums or webinars facilitated by each union and resources across a range of instructional topics hosted on the TeachForward platform.

Year 3 brought a number of significant changes to the program. First, IEA, IFT, and CTU program leaders extended the program to third-year teachers and clinicians. These educators entered the profession during the pandemic and most did not experience their first year of working full-time and in person until 2021–22. Past evaluation findings from Digital Promise indicated that the educators had challenges with managing classroom routines and behaviors in person and spent the first two years honing their classroom management skills. The 2022–23 school year would be the first year in which these early career educators were ready to focus in depth on pedagogy and thus would need the continued support from a virtual coach.

Second, whereas previously IEA, IFT, and CTU program leaders matched early career educators with virtual coaches, in Year 3 they offered each new teacher and clinician the choice to select the virtual coach with whom they wished to work. This allowed returning teachers and clinicians the chance to work with their virtual coach from the prior year or to choose a different coach through the TeachForward platform.

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[1] District administrators and local union leaders selected the building mentors to participate in the program. They had latitude in identifying the experienced teachers and clinicians best suited as mentors and pairing them with novice educators. As such, not every participating new teacher or clinician was paired with a mentor in the program.

[2] The virtual coach can be from the same district (but not school) as the teacher/clinician or from another district in the state.

Third, in response to participant feedback, IEA, IFT, and CTU planned and facilitated more forums for each educator group this year, providing opportunities to discuss problems of practice, share ideas, learn, and network. IEA, IFT, and CTU also convened a group of virtual coaches to conduct an inventory of existing resources on the TeachForward platform and curate and add new resources appropriate for educators in more specialized roles (e.g., special education, clinician roles).

Digital Promise—a global non-profit organization working to expand opportunity for every learner by designing, investigating, and scaling innovations with educators, researchers, technology leaders, and communities—continued as the independent research and evaluation partner. Digital Promise collaborated consistently with IEA, IFT, and CTU program leaders to learn how program implementation evolved in Year 3, especially in serving the third-year educators, and provided ongoing feedback based on emerging findings from the evaluation.

This report provides a brief overview of the evaluation design and highlights the continued evolution of the program, consistent trends over time, and a deepened understanding of coaching and mentoring in the program. It ends with implications for continued program development and growth.

Evaluation Overview

The 2022–23 evaluation expands on findings from the first two years of implementation to understand whether and to what extent program supports and activities lead to the intended outcomes for participating new teachers and clinicians, virtual coaches, and mentors.

Evaluation Questions

In 2022–23, the evaluation addresses the following formative questions focused on implementation:

1. To what extent was the program implemented as intended?
2. What factors affect implementation, and why?
3. To what extent do new teachers and new clinicians find the program supports valuable?
4. To what extent do virtual coaches and mentors find the program valuable for coaching and mentoring, respectively?

Additionally, we ask evaluation questions about outcomes for the different educator groups:

1. To what extent does participation in the coaching and mentoring program help develop **new teachers' professional practice**? What role do virtual coaches play?
2. To what extent does participation in the coaching and mentoring program help **new teachers feel supported** in and oriented to the school culture and community? What role do building mentors play?
3. To what extent does participation in the coaching and mentoring program help develop **new clinicians' professional practice**? What role do their virtual coaches and/or mentors play?
4. To what extent does participation in the coaching and mentoring program contribute to **new teachers' and clinicians' intention to stay in the profession**?

5. To what extent do **virtual coaches' and mentors' skills** improve as a result of participating in the program?

Data Sources

To address the evaluation questions, we collected and analyzed qualitative and quantitative data from a variety of stakeholders (Exhibit 1). Data included pre- and post-implementation surveys of new teachers, new clinicians, virtual coaches, and mentors; fall and spring interviews with a select group of virtual coaches and mentors; winter interviews with new teachers and clinicians; and other interviews with district administrators and local union leaders. Our regular meetings with the IEA, IFT, and CTU team also added valuable insights into all aspects of program implementation.

Exhibit 1. Data Sources, Samples, and Purposes in 2022–23

Data Source	Sample	Timeframe	Primary Purpose
Pre-implementation survey	All virtual coaches, mentors, new teachers, and new clinicians who joined the program by January 2, 2023	Window 1: Late September–October 2022 Window 2: Early October–Mid-November 2022 Window 3: Late November 2022–early January 2023	Reasons for participating; expectations for participating; baseline efficacy in skills, knowledge, and confidence of respective roles
Interviews	Sample of district administrators and local union leaders	November–mid-December 2022	Reasons for program participation/continuation; recruitment and launch; roles and responsibilities; successes and challenges in planning and implementation; suggestions for program improvement
Interviews	Sample of virtual coaches, mentors, new teachers, new clinicians	November–mid-December 2022 (with virtual coaches and mentors) February–early March 2023 (with teachers and clinicians) Mid-March–mid-April 2023 (with virtual coach and mentors)	Nature of coaching and mentoring; helpfulness of program; suggestions for program improvement

Data Source	Sample	Timeframe	Primary Purpose
Post-implementation survey	All virtual coaches, mentors, new teachers, and new clinicians who joined by January 2, 2023	Mid-April–early May 2023	End-of-year efficacy in skills, knowledge, and confidence for respective roles; overall coaching and mentoring activities and takeaways; helpfulness of program; career intentions; perceptions of union

See Appendix A for a more detailed description of our methods, including sample sizes and response rates for the data sources.

Findings about Implementation

This section highlights implementation of the Illinois Virtual Instructional Coach and Building Mentor Program in Year 3. We start with an overview of the participating educator groups and their motivation for joining or continuing the program, followed by program supports and resources. We then discuss the nature and frequency of coaching and mentoring activities and associated challenges. In cases where the findings differ for teacher coaches and mentors, and clinician coaches and mentors, we report the findings separately.

Recruitment and Participation

In Year 3, the Illinois Virtual Instructional Coach and Building Mentor Program expanded its reach to serve more than 2,300 educators—new teachers, new clinicians, virtual coaches, and mentors—across Illinois. This growth included approximately 1,400 novice teachers and clinicians. As of May 2023, 120 districts were participating in the program, marking a substantial increase from the 43 districts served in Year 2 and the 14 districts initially involved in the program's inception.[3]

The 120 participating districts identified 497 mentors across 560 schools; IEA, IFT, and CTU interviewed and hired 412 virtual coaches to support 1169 new teachers and 239 new clinicians.

Exhibit 2 presents the number of participants recruited by IEA, IFT, and CTU as of May 2023. For the purpose of evaluating program outcomes, we limited our analysis to participants who joined the program by January 2, 2023. In other words, the results reported in the subsequent sections pertain to only participants who were engaged in the program for at least half of the school year (most were involved for almost a full year) during the 2022–23 school year.

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[3] Chicago Public Schools is its own region.

Exhibit 2. Recruited Program Participants in Each Implementation Year

	Districts	Schools	New Teachers	New Clinicians	Virtual Coaches	Mentors
Year 1 (2020–21)	14	66	113	-	128	75
Year 2 (2021–22)	43	354	625	125	303	305
Year 3 (2022–23)	120	560	1169	239	412	497

Note: Year 3 numbers included participants recruited as of May 30, 2023.

Source: Illinois Virtual Instructional Coach and Building Mentor Program rosters and reported numbers to ISBE, 2023.

Consistent with Year 2, districts and local unions joined or continued in the program to ensure ongoing supports for their mentors and early career teachers and clinicians. Participating districts ranged from small (serving fewer than 100 students) to large districts (serving nearly 350,000 students), with most districts located in rural areas or large suburban regions. Some participating districts, particularly smaller districts, recognized that they had less capacity to support novice educators on their own, especially those in specialized or singleton positions (e.g., clinicians, teachers with no peers with the same teaching assignment in the school or district). These districts saw the program as an additional layer of support that would give novice educators access to more experienced educators from another district who could support them in their practice.

Moreover, district administrators and local union leaders saw the program as an opportunity to formalize mentoring within their district, bringing structure and consistency to existing mentoring practices as well. Through the program, some returning districts recognized that they play a vital role in shaping the mentoring experience of their staff, and have been involved in determining areas of focus for mentors to work on with their mentees and providing resources to support that mentorship. They shared anecdotally that their educators are finding value in the program—being part of something bigger, having opportunities to connect with and learn from others in the profession, and getting targeted support for their role. In fall 2022, new and returning districts alike were hopeful that the program would lead to improved wellbeing, confidence, and intention to stay in the profession for their novice educators, and improved mentoring skills in their mentors.

Most teachers in the program were new participants (who joined for the first time this year) and in their inaugural year of teaching. In 2022–23, of the participating new teachers, around one-third (37%) were returning to the coaching and mentoring program, and the remaining two-thirds (63%) were participating in the program for the first time. Approximately half of the new teachers (54%) were beginning their first year as a full-time teacher of record, with 32 percent entering into their second and 14 percent entering their third year of full-time teaching.

In Year 3, participating teachers most commonly taught in elementary grades (K–5 [54%]), although teachers of grades 6–8 (26%) and grades 9–12 (23%) were also well-represented, as well as a small

percentage of teachers who taught varied grades and adult learners (4%).[4] Accordingly, teachers teaching all subjects in a self-contained classroom made up the largest percentage of teacher participants this year (34%). Teachers specializing in core subjects (i.e., science, mathematics, English language arts, and social studies) made up the next largest group, representing about 22 percent of participants. Special education teachers were also well-represented, with about 20 percent of program participants identifying as such.

While the majority of teachers had completed their entire teacher preparation program, the lingering effects of the COVID-19 pandemic could be felt in the exemptions that still applied to many teachers. Most commonly, a large percentage of teachers were exempted from edTPA, the performance-based assessment for beginning teachers (60%). A minority of participating teachers enrolled in alternative certification programs (16%), were exempted from student teaching (10%), or skipped a content test based on state emergency rules (9%) (Exhibit 3).

Exhibit 3. Teacher Preparation Completions and Exemptions

Completed entire teacher prep program, including all student teaching components (n = 263) — 79%
Exempted from edTPA (n = 198) — 60%
Had a previous career in another field and have recently switched to a teaching career (n = 91) — 28%
Previously served as a long-term substitute teacher (n = 83) — 25%
Currently enrolled in an alternative certification program (n = 51) — 16%
Exempted from student teaching (n = 34) — 10%
Did not take the content test before student teaching or entering an alternative certification program because the state emergency rule change allowed it (n = 31) — 9%
Received an exemption that allowed using Pass/Fail instead of grades for licensure coursework (n = 19) — 6%

Percent of new teachers

Source: Teacher pre-implementation survey, October 2022–January 2023.

For most clinicians, Year 3 marked their inaugural participation in the program and their first year in their respective role or profession. The coaching and mentoring program extended an invitation to clinicians to join for the first time during the 2021–22 school year. It is therefore unsurprising that nearly three-quarters of clinicians who took part in the program in 2022–23 were participating for the first

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[4] The percentages may exceed 100 percent as respondents had the option to select multiple grade bands taught.

time. Additionally, about 80 percent of participating clinicians were in their first or second year of their respective careers.

Similar to new teachers, most participating clinicians supported students in grades K–5, accounting for 60 percent. A smaller proportion of clinicians supported middle school students (38%) and high school students (25%).[5] Approximately half of participating clinicians worked as social workers (52%), while 20 percent were speech-language pathologists and 10 percent were counselors.

Teachers and clinicians joined the program primarily because they wanted guidance from a virtual coach and mentor. In the pre-implementation survey, many novice teachers—both new and returning to the program—expressed a desire to receive guidance from an instructional coach who shares their subject area as their primary motivation for participating in the program (52% of teachers new to program, 63% of teachers returning to program). Among teachers new to the program, district requirement for participation was the second reason for joining (46%), while teachers returning to the program identified the continued support of their building mentor (36%) as their second biggest motivator for participating.

Whether new or returning to the program, clinicians decided to participate because they wanted guidance from a virtual coach in their profession and a mentor. Interviewed clinicians emphasized the appeal of having access to a virtual coach, especially when they were the only person in their specific role within their school or district.

In 2022–23, the program featured a diverse cohort of virtual coaches, encompassing various roles outside of the program, a mix of new and returning participants, and a range of prior coaching experience levels. Slightly less than half of <u>teacher coaches</u> (45%) joined the program for the first time in 2022–23, while the remaining 55 percent were returning, indicating a positive experience from the previous year that motivated their participation again. Similar to last year, nearly 80 percent of teacher coaches were classroom teachers, with 41 percent teaching at the elementary school level (covering all core subjects), 21 percent teaching middle school, and 33 percent teaching high school.[6] The distribution of grade bands aligns quite well with the reported grade bands taught by new teachers, indicating a match between teachers and virtual coaches. Special education was the most common single subject taught by teacher coaches. Teacher coaches came into the program with varied coaching experience. While more than a quarter of teacher coaches had no formal coaching experience (27%), 34 percent had 1–2 years, 12 percent had 3–5 years, and 27 percent had more than five years of prior coaching experience.

As the program expanded to include clinicians in Year 2, it was expected that a significant number of <u>clinician coaches</u> would be new to the program in Year 3. In fact, 62 percent joined the program in Year 3, while the remaining 38 percent were returning for their second year. Clinician coaches represented a range of professions being served, with approximately 47 percent being social workers, 24 percent being

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[5] The percentages may exceed 100 percent as respondents had the option to select multiple grade bands taught.
[6] Five percent of teacher coaches, who were themselves teachers, had diverse teaching assignments that spanned multiple grade bands, adult learners, or subjects that did not fit in the traditional elementary, middle, or high school categories.

psychologists/therapists, and 13 percent being speech-language pathologists. Overall, clinician coaches had less formal coaching experience than teacher coaches: 42 percent had no prior experience while 26 percent had 1–2 years, 15 percent had 3–5 years, and 18 percent had more than five years of coaching experience.

Both surveyed teacher and clinician coaches indicated that their participation in the program was primarily driven by a desire to give back to their profession and to work with early career educators. In interviews, coaches shared that their motivation to support novice educators stemmed from their own experiences working with coaches early in their careers. Some aimed to offer the same positive support they had benefited from, while others sought to provide the support they had desired but did not receive when they first entered the profession.

Mentors were also diverse in their roles outside of the program, participation status, and prior mentoring experience. Among the surveyed mentors who provided support to teachers (referred to as teacher mentors), the majority joined the program for the first time (70%), while the remaining 30 percent were returning to the program in 2022–23. Similar to teacher coaches, teacher mentors predominantly comprised classroom teachers (84%), with a great proportion of them teaching at the elementary school level. The single subject most commonly taught by teacher mentors was also special education.

While prior mentoring experience was not a requirement for joining the program, teacher mentors brought varying levels of such experience. One-quarter of teacher mentors had no prior experience, 40 percent had 1–2 years of experience, 17 percent had 3–5 years of experience, and 18 percent had more than 5 years of experience.

Roughly half of clinician mentors (52%) were participating in the program for the first time while the remaining half were returning participants. Among clinician mentors, half were social workers (57%), while 19 percent were speech-language pathologists, 19 percent were classroom teachers, and 5 percent were counselors. Similar to teacher mentors, clinician mentors had varied levels of formal mentoring experience. About one-third of clinician mentors had no prior experience (29%), while 43 percent had 1–2 years, 14 percent had 3–5 years, and 15 percent had more than five years of mentoring experience.

Both surveyed teacher and clinician mentors, whether they were new or returning to the program, reported their desire to work with new teachers and clinicians and give back to the profession as primary reasons for joining the program. Some interviewed mentors acknowledged that in light of recent attrition among educators in public schools, opportunities like the coaching and mentoring program, which provide educators with the chance to form connections and find support, are increasingly crucial.

Program Supports and Resources for Participants

In Year 3 of the coaching and mentoring program, the IEA, IFT, and CTU program leaders tried to avoid overwhelming virtual coaches with too many new teachers or clinicians by hiring additional coaches as needed throughout the school year. They also implemented a new approach where new teachers and clinicians had the opportunity to select their own virtual coaches. Furthermore, based on participant feedback, the program leaders organized and facilitated various virtual forums as a form of professional development, while the TeachForward platform and resources remained accessible to all participants. To improve TeachForward's usefulness, IEA, IFT, and CTU brought together a group of virtual coaches to assess and organize existing resources and add resources specifically tailored to specialized roles (e.g., special education, music, clinician roles).

Virtual coaches and mentors generally had a consistent caseload of novice educators this year. Most virtual coaches (75% of teacher coaches, 85% of clinician coaches) supported 2–4 new educators. On the other hand, teacher and clinician mentors generally were assigned 1–2 mentees, although the average teacher mentor supported more mentees than the average clinician mentor. See Exhibit 4 for a distribution of virtual coach and mentor caseload.

Exhibit 4. Distribution of Virtual Coach and Mentor Caseload in Year 3

	Number of teachers/clinicians per coach/mentor			
	1	2	3	4
Teacher coach (%)	6	13	33	41
Clinician coach (%)	10	25	25	35
Teacher mentor (%)	42	22	13	9
Clinician mentor (%)	61	33	6	0

Note: This table includes the range of new clinicians and teachers that most virtual coaches and mentors were assigned to. Not represented in this table are the few coaches and mentors who worked with more than 4 teachers or clinicians.

Source: Teacher Coach, Clinician Coach, Teacher Mentor, and Clinician Mentor post-implementation surveys, May 2023.

In Year 3, on average the caseload stayed roughly the same for participating virtual coaches and mentors. Some virtual coaches and mentors saw an increase in their caseloads, while others had stable or reduced caseloads (Exhibit 5). Notably, 47 percent of teacher mentors reported having more teachers to support this year while 56 percent of clinician mentors reported having the same number of clinicians to support this year, further underscoring the fact that teacher mentors on average supported more mentees compared to clinician mentors.

Exhibit 5. Change in Virtual Coach and Mentor Caseload from Year 2 to Year 3
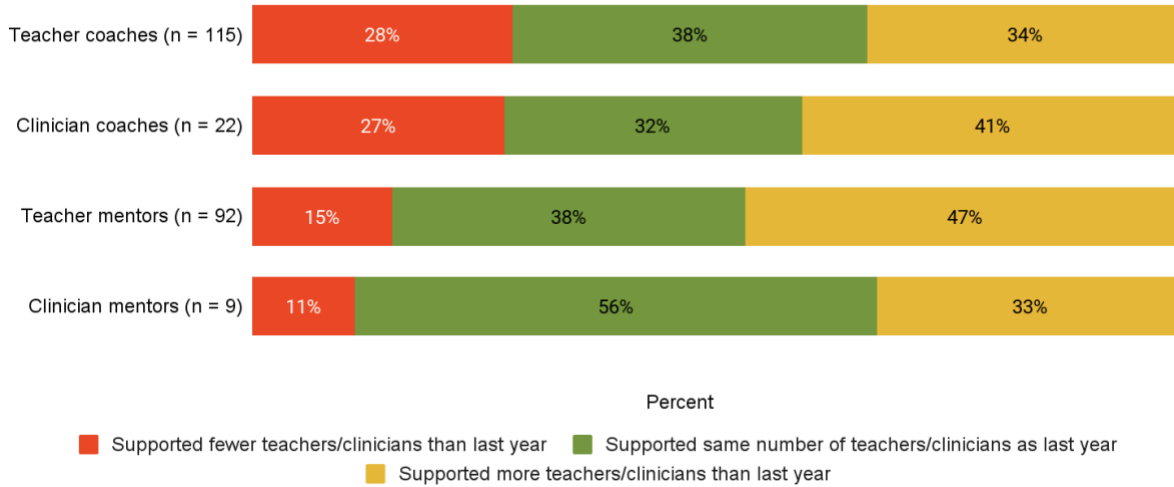
	Supported fewer	Supported same	Supported more
Teacher coaches (n = 115)	28%	38%	34%
Clinician coaches (n = 22)	27%	32%	41%
Teacher mentors (n = 92)	15%	38%	47%
Clinician mentors (n = 9)	11%	56%	33%

Percent

■ Supported fewer teachers/clinicians than last year   ■ Supported same number of teachers/clinicians as last year
■ Supported more teachers/clinicians than last year

Note: Due to rounding, the percentages may or may not exceed 100%.

Source: Teacher Coach, Clinician Coach, Teacher Mentor, and Clinician Mentor pre-implementation surveys, October 2022–January 2023.

The program's new approach of allowing new teachers and clinicians to choose their virtual coaches resulted in a range of matching scenarios. Given that almost two-thirds of teachers and three-quarters of clinicians were new to the program, some coaches not surprisingly were paired with entirely new teachers or clinicians or had a combination of new and returning teachers or clinicians. Others did maintain the same educators as the previous year. A significant proportion of teacher coaches (44%) and clinician coaches (57%) were supporting some of the same novice educators they supported last year and some different educators, suggesting a level of continuity in some of the relationships between the coaches and the educators they supported (Exhibit 6).

Teacher mentors had diverse experiences in terms of the types of teachers they supported this year: 22 percent continued to work with the same teachers as last year, 40 percent had all new early career teachers this year, and 38 percent had a mix of both. On the other hand, half of the clinician mentors were assigned to the same clinicians as last year, indicating a relatively stable pairing in their case.

Exhibit 6. Continuity of New Teachers and Clinicians Supported from Year 2 to Year 3
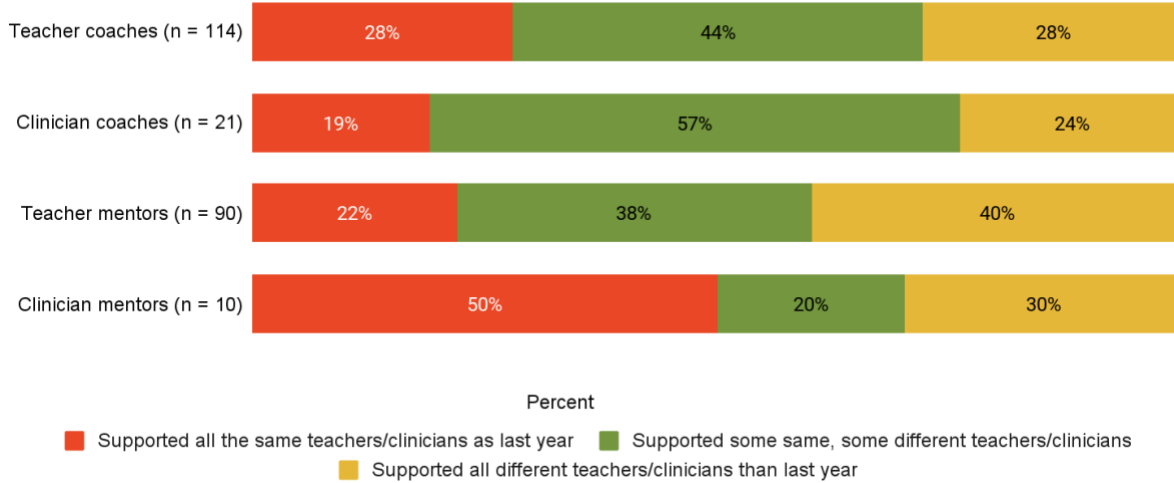
	Supported all the same teachers/clinicians as last year	Supported some same, some different teachers/clinicians	Supported all different teachers/clinicians than last year
Teacher coaches (n = 114)	28%	44%	28%
Clinician coaches (n = 21)	19%	57%	24%
Teacher mentors (n = 90)	22%	38%	40%
Clinician mentors (n = 10)	50%	20%	30%

Percent

■ Supported all the same teachers/clinicians as last year   ■ Supported some same, some different teachers/clinicians
■ Supported all different teachers/clinicians than last year

Note: Due to rounding, the percentages may or may not exceed 100%.

Source: Teacher Coach, Clinician Coach, Teacher Mentor, and Clinician Mentor pre-implementation surveys, October 2022–January 2023.

In general, all stakeholder groups expressed satisfaction with the alignment between themselves and the educators they were assigned to. Among virtual coaches and mentors, the majority agreed or strongly agreed that they were well-matched with their assigned educators (Exhibit 7). In interviews, clinician coaches highlighted the advantage of being matched with clinicians who serve the same student population as they do. This shared understanding of the students enabled the clinician coaches to offer pertinent advice and resources to their assigned clinicians. Similarly, several teacher coaches mentioned that sharing the same teaching assignments contributed to their positive match. In this case, the teacher coaches already had an understanding of the grade level and content being taught by their assigned teachers, in addition to relevant resources, strategies, and materials that they could easily share with the teachers.

Exhibit 7. Virtual Coach and Mentor Perceptions of the Match Between Themselves and Their Assigned New Teacher or Clinician

Percent agreed/strongly agreed that their teacher/clinician was a good match for them

Source: Teacher Coach, Clinician Coach, Teacher Mentor, and Clinician Mentor post-implementation surveys, May 2023.

In three key areas—grade level and/or subject matter, serving similar student populations, and race/ethnicity and/or other affinity groups, the majority of new teachers and clinicians reported high satisfaction with their coach matches (Exhibit 8). One music teacher expressed gratitude for being paired with a coach who was also teaching music, *"Because I am in music, which is a special category, I did not expect to be matched with a music teacher. It has been way more beneficial to have [a virtual coach] who is [also] a music teacher. I thought I would get a little out of [the program], but not nearly as much as I have."*

Exhibit 8. New Teachers' and Clinicians' Perceptions of the Match Between Themselves and Their Virtual Coach by Dimensions

Percent of teachers and clinicians who agreed/strongly agreed being well matched with virtual coach

■ Teachers (n = 131) ■ Clinicians (n = 65)

Source: Teacher and Clinician post-implementation surveys, May 2023.

In response to educator feedback about the desire for more networking and professional learning opportunities, the program team offered a number of union-led webinars or forums for each respective role. Since August 2022, IEA, IFT, and CTU have offered 36 virtual forums or webinars for participating educators on various topics, some of which included classroom behavior management, motivating and engaging students, relationship building, and self-care (Exhibit 9). The forums were recorded and uploaded to the TeachForward library of resources, allowing participants to access them at their own convenience.

Exhibit 9. Topics Covered at the Union-Led Forums

Virtual coach	Mentor	New teacher and clinician
• Getting started with coaching: phases of school year for new educators, expectations, logistics • Classroom behavior management • Motivating unmotivated students • Engaging teachers in conversations • Compassionate coaching: strategies for encouraging and supporting new educators • Self-care	• Getting started with mentoring: phases of school year for new educators, relationship building • Parent communication • Understanding district goals • Classroom behavior management • Preparing for mid-year conferences and observations • How to support new educators with burnout • Assessments for tracking student progress and growth, communication, goal setting • Self-care	• Classroom behavior management • Building relationships with students and colleagues • Effective teacher language to engage students • Increasing student motivation with student choice • Social-emotional learning • Self-care

Source: Illinois Virtual Instructional Coach and Building Mentor Program reports to ISBE, 2022–23.

Virtual coaches found the union-led forums to be valuable. A majority of virtual coaches (94% of teacher coaches, 88% of clinician coaches) agreed or strongly agreed that the forums facilitated by their respective union—IEA, IFT, or CTU—provided resources that were relevant and useful to their roles. In addition, most coaches (76% of teacher coaches, 69% of clinician coaches) reported that the forums enabled them to connect with other educators and expand their professional networks. In interviews, coaches shared that the connections established at the forums provided them with resources and information that they could then share with the new educators they were supporting.

Virtual coaches, including those in specialized roles, found the TeachForward resources to be more useful than last year. In response to evaluation feedback received last year, IEA, IFT, and CTU program leaders convened a group of virtual coaches to revisit existing resources on the TeachForward platform and curate new resources to make them more applicable and relevant to more educator groups (such as special education, social work, and counseling). The coaches conducted an inventory of the materials (checking for relevance and gaps), organized them by content area or clinical specialty, and added new resources. The program team then provided trainings to help virtual coaches (and mentors) better

access the resources on the platform. As a result of this effort, specialized teacher and clinician coaches stated that they had noticed an increase in materials that catered to their respective fields. Overall, coaches expressed appreciation for the materials provided. One coach appreciated that the materials were research-based and already curated for them in one place, making finding resources to address teacher and clinician needs much more convenient.

Communications, Frequency, and Time for Coaching and Mentoring

Momentum allowed for a strong start to the year. Because of the coordinated efforts of IEA, IFT, and CTU, many returning teachers and clinicians were able to retain their coach or mentor from previous year(s) as they resumed their program participation in Year 3. These returning teachers and clinicians, as well as their coaches and mentors, were therefore able to continue their previous work relatively seamlessly. Whether they were new or returning to the program, Year 3 program participants also benefited from starting their collaboration at the beginning of the school year. This timely start, which came earlier than previous years, allowed new participants valuable time to develop relationships with their coach and mentor before coaching and mentoring efforts began.

Across different communication channels, teachers and clinicians consistently interacted with their virtual coaches throughout the year. Teachers and clinicians received support from their virtual coaches through various methods, including synchronous interactions (such as Zoom or Google Meet meetings, phone calls/FaceTime) and asynchronous communication (via email, texts). While a small percentage of teachers and clinicians primarily communicated with their virtual coaches asynchronously, most expressed a preference for some form of face-to-face interaction. Specifically, 38 percent of teachers and 48 percent of clinicians primarily engaged with their coaches through synchronous meetings, and half of teachers (50%) and clinicians (48%) had a combination of synchronous and asynchronous interactions with their coach.

Teachers who engaged in synchronous meetings or relied on a combination of synchronous and asynchronous interactions with their coach maintained frequent communication, with a significant percentage (63–69%) interacting with their coach at least almost weekly (Exhibit 10). In contrast, teachers who primarily relied on asynchronous forms of communication had fewer frequent interactions with their coaches, with 39 percent interacting with their coach 1–2 times a month, and fewer did so on a weekly basis (19%). For clinicians, regardless of their mode of interaction, a majority (at least 60%) engaged with their coach on a weekly basis or more frequently.

Exhibit 10. How Frequently New Teachers and Clinicians Reported Meeting <u>with Virtual Coaches</u>, by Interaction Type
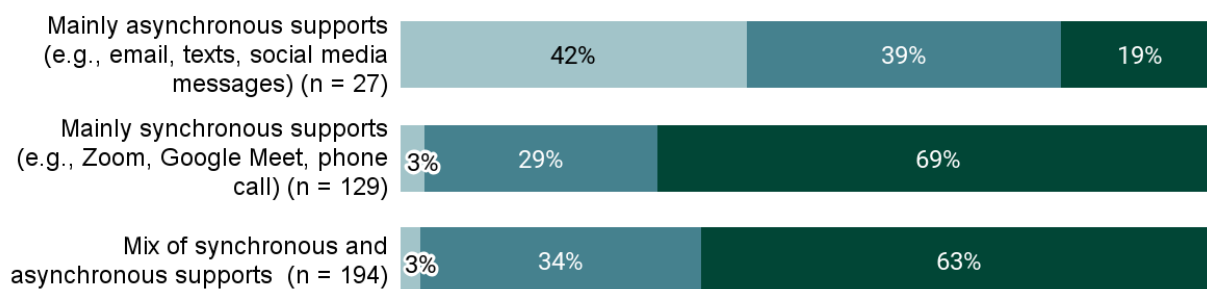
Mainly asynchronous supports (e.g., email, texts, social media messages) (n = 27)	42%	39%	19%
Mainly synchronous supports (e.g., Zoom, Google Meet, phone call) (n = 129)	3%	29%	69%
Mix of synchronous and asynchronous supports (n = 194)	3%	34%	63%

Percent of new teachers

■ Less than once a month ■ 1–2 times a month ■ Weekly or more

Mainly asynchronous supports (n = 4)	33%	67%
Mainly synchronous supports (n = 29)	17%	83%
Mix of synchronous and asynchronous supports (n = 29)	3%	34%	62%
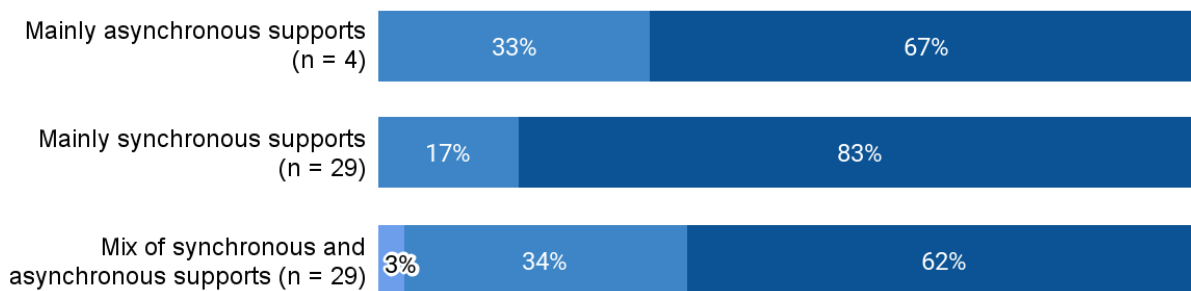
Percent of new clinicians

■ Less than once a month ■ 1–2 times a month ■ Weekly or more

Note: Due to rounding, the percentages may or may not exceed 100%.

Source: Teacher and Clinician post-implementation surveys, May 2023.

Teachers and clinicians collaborated with their mentors through more informal channels, with teachers having more frequent interactions with their mentors compared with clinicians. As with virtual coaches, teachers and clinicians interacted with their mentors in various ways. Because mentors were located in the same district and often worked in the same building as the early career educators, they had more opportunities for informal collaboration (such as one-on-one impromptu conversations, email messages, texts), relying less on formal interactions (e.g., scheduled meetings). Most teachers and clinicians (60% each) engaged with their mentors through both informal and formal channels. Approximately one-third of teachers and clinicians primarily relied on informal channels for communication (31% of teachers, 30% of clinicians), while a smaller percentage preferred scheduled meetings (9% of teachers, 10% of clinicians).

Teachers who had a mix of scheduled meetings and informal interactions with their mentors reported frequent engagement, with 68 percent interacting with their mentors almost weekly (Exhibit 11). In contrast, clinicians had less frequent interactions, with 42 percent engaging with mentors on an almost weekly basis; 50 percent met with their mentors 1–2 times a month using this combined approach.

Exhibit 11. How Frequently New Teachers and Clinicians Reported Meeting <u>with Mentors</u>, by Interaction Type

Percent of new teachers
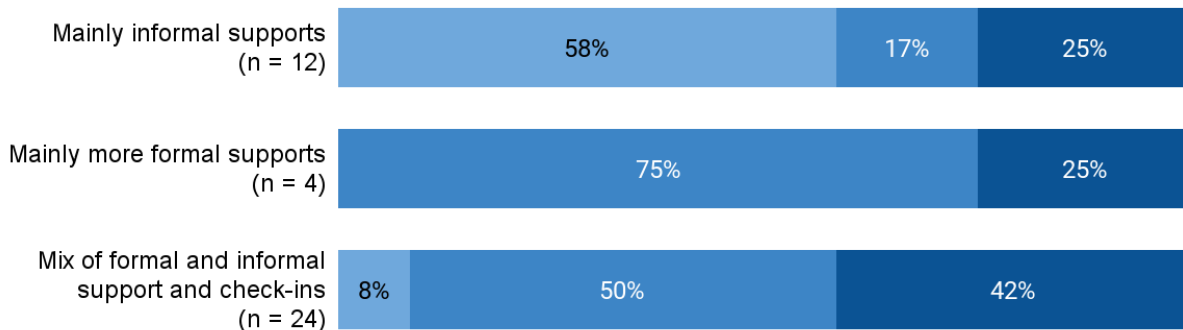
Less than once a month ▮ 1–2 times a month ▮ Weekly or more

Percent of new clinicians

Less than once a month ▮ 1–2 times a month ▮ Weekly or more

Note: Due to rounding, the percentages may or may not exceed 100%.

Source: Teacher and Clinician post-implementation surveys, May 2023.

Most virtual coaches and mentors were satisfied with the amount of time spent with their assigned educators although some would like more time to adequately meet their needs. The program set an expectation for virtual coaches to allocate approximately 5 hours and mentors up to 2 hours per week for various activities, including meeting with their assigned new educators, researching resources to share with them, planning for coaching or mentoring sessions, and attending forums. Specifically, the program outlined that virtual coaches and mentors meet with each of their assigned teachers or clinicians once a week for a 30-minute session or twice a month for an hour-long session, allowing some flexibility in scheduling to accommodate the busy and often stressful lives of early career educators.

Virtual coaches and mentors described how they and their assigned educators were flexible and accommodating in their interactions, rescheduling meetings for later or using different communication methods (such as email or text) if they were unable to meet at the time they had initially agreed upon. Because of this flexibility, most surveyed virtual coaches reported that their teachers and clinicians could find time to work with them (92% of teacher coaches, 98% of clinician coaches). They also expressed that their teachers and clinicians recognized the value in spending time with them, despite having other obligations (93% of teacher coaches, 98% of clinician coaches). Most virtual coaches were satisfied with the amount of time they had with the early career educators; however, about 21 percent of virtual coaches said they needed more time to coach effectively.

For most mentors, time was not a challenge; however, about a quarter reported that outside responsibilities prevented them from finding enough time to work with their assigned teachers and clinicians (22% of teacher mentors, 24% of clinician mentors). Additionally, a small but notable percentage of mentors said that the amount of time they had with their educators was insufficient to meet their needs (10% of teacher mentors, 18% of clinician mentors).

Relationships with Virtual Coaches and Mentors as Sources of Support

Consistent with 2020–21 and 2021–22, new teachers reached out to both their virtual coach and mentor for a range of instructional supports in Year 3. Most new teachers reported working with both their virtual coach and mentor on key instructional activities and topics, the top three of which included discussing instructional problems and concerns (63%); reflecting on their teaching practice (59%); and identifying instructional materials or techniques for their grade level and/or subject matter (53%) (Exhibit 12).

Exhibit 12. Instructional Supports New Teachers Received from Virtual Coach and/or Mentor
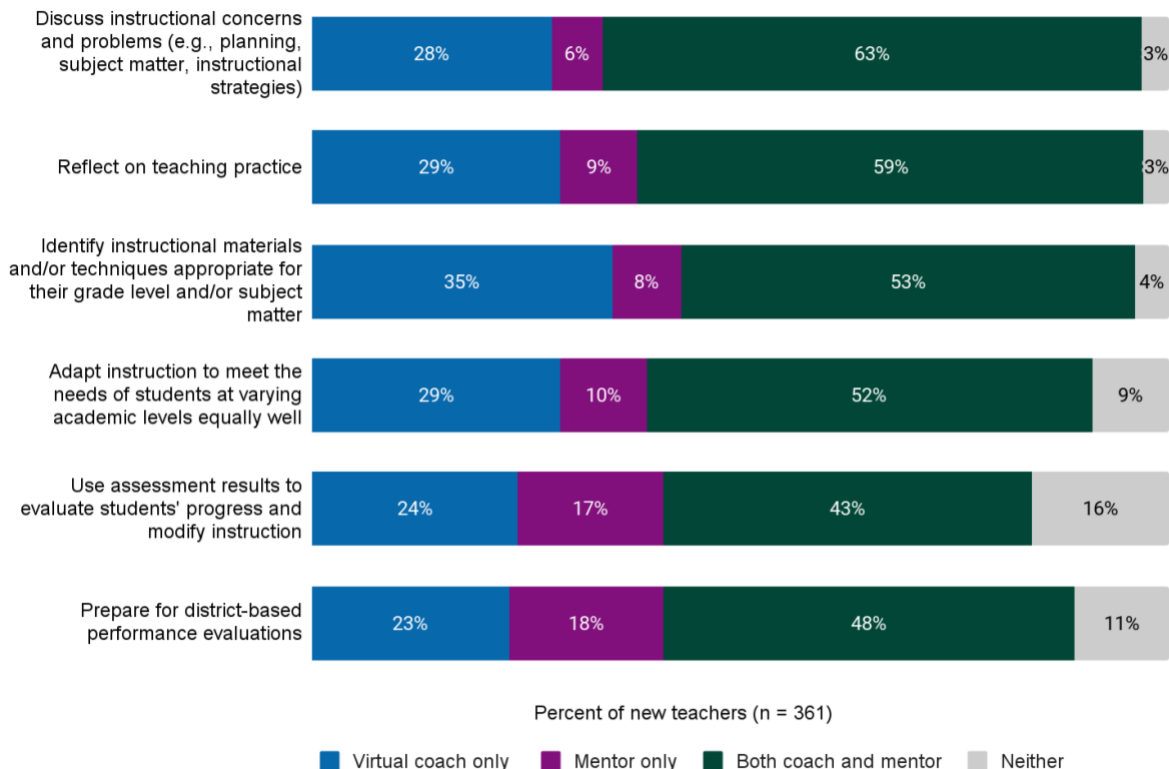
Percent of new teachers (n = 361)

■ Virtual coach only ■ Mentor only ■ Both coach and mentor ▢ Neither

Note: Due to rounding, the percentages may or may not exceed 100%.

Source: Teacher post-implementation survey, May 2023.

As in past years, the majority of teachers sought the advice of both their coach and mentor when requesting instructional supports. However, if teachers did gravitate toward either their coach or mentor in these areas, they more frequently chose their coach. This may be due to the presence of more experienced teachers (i.e., second- and third-year teachers) in the program, who are increasingly seeking their coach for content-specific expertise rather than their mentor, who may not share their subject area. Indeed, third-year teachers returning to the program were more likely to seek out their coach's advice exclusively on instructional problems and concerns than teachers who are new to the program (38% of third-year teachers versus 24% of first-year teachers).

Teachers also looked to both their coaches and mentors for help integrating with their school community. Similar to instructional supports, teachers sought out *both* their coach and mentor for school-based supports (Exhibit 13). However, some new teachers leaned more heavily on their mentors on a few activities or topics: understanding school culture and policies (37% who sought their mentor only, plus 38% who went to both mentor and coach) and feeling welcome in the school building (40%, plus 36%), reflecting the designated role for building mentors under this program.

Exhibit 13. School Community and Culture Supports New Teachers Received from Virtual Coach and/or Mentor

Category	Virtual coach only	Mentor only	Both coach and mentor	Neither
Address challenges unique to this school year	26%	10%	60%	4%
Build relationships with students	24%	11%	57%	8%
Interact or engage with families	21%	13%	50%	16%
Build relationships with other teachers	20%	21%	47%	12%
Connect to professional learning opportunities in/outside of the school/district	22%	12%	48%	18%
Build anti-racist practices in the classroom	21%	6%	46%	27%
Build relationships with school leaders, teacher's union, other school personnel	18%	22%	44%	16%
Understand the school culture, policies, and processes better	16%	37%	38%	9%
Feel welcomed supported in the school building	12%	40%	36%	12%

Percent of new teachers (n = 361)
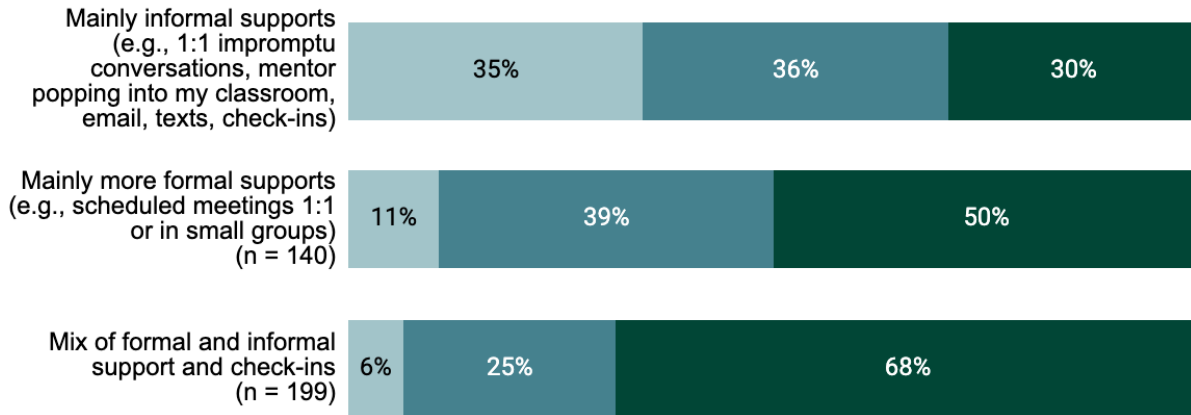
Virtual coach only ■ Mentor only ■ Both coach and mentor ■ Neither

Note: Due to rounding, the percentages may or may not exceed 100%.

Source: Teacher post-implementation survey, May 2023.

While a larger proportion of teachers sought only their mentor compared to only their coach for certain school-based supports, such as understanding culture and policies and feeling welcomed in their building, a notable percentage of teachers sought these supports from their coaches as well. Teachers also appeared to seek advice from their coaches on engaging families and building relationships with students, which may be surprising since the building-based mentor is more likely to have contact with students and families compared to the virtual coach. The ongoing reliance on both coach and mentor support in these school-based aspects highlights the perceived value that teachers placed on having access to both a coach and a mentor for guidance and advice across a wide range of issues. One teacher shared in the interview that she often presented similar topics or concerns to both her virtual coach and mentor because she wanted to get multiple perspectives on the same matter and gather a variety of ideas and solutions.

Large proportions of clinicians primarily sought supports from their virtual coach for profession-specific needs, rather than relying solely on their mentor or both their coach and mentor. At least half

of new clinicians reported engaging solely with their virtual coach on profession-specific activities or topics: identifying materials or techniques for their role (73%), discussing profession-related concerns (66%), adapting supports to meet student needs (60%), and preparing for district evaluations (50%) (Exhibit 14).

Exhibit 14. Profession-related Supports New Clinicians Received from Virtual Coach and/or Mentor
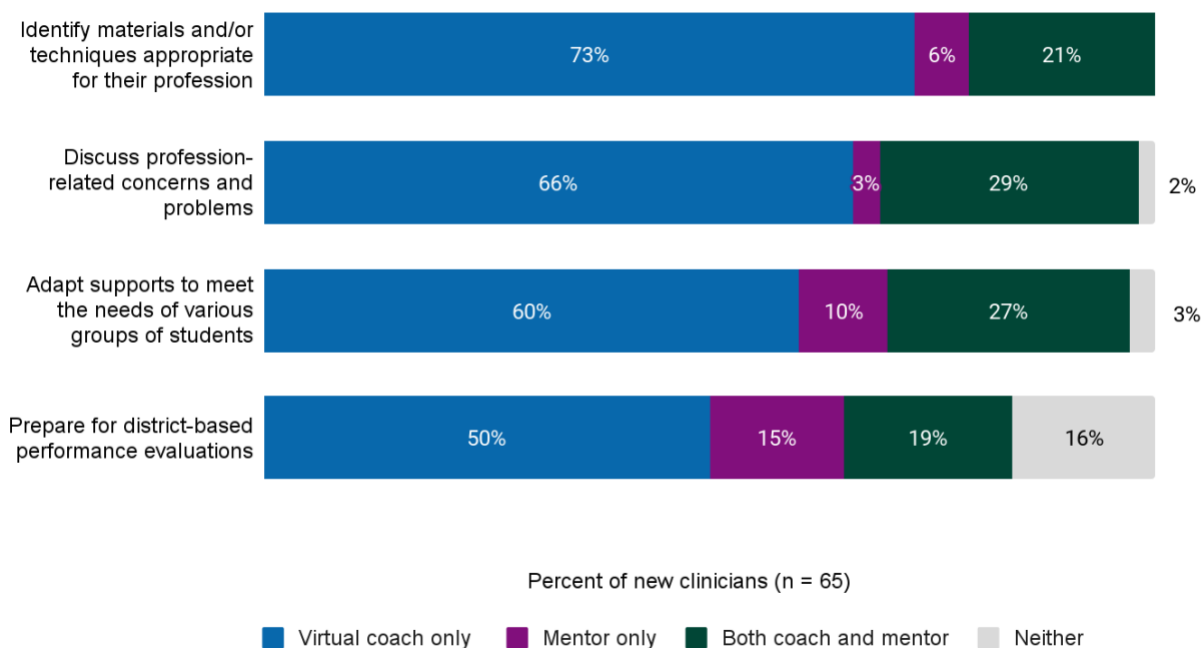
Percent of new clinicians (n = 65)

■ Virtual coach only　■ Mentor only　■ Both coach and mentor　□ Neither

Note: Due to rounding, the percentages may or may not exceed 100%.

Source: Clinician post-implementation survey, May 2023.

Contextual factors may explain new clinicians' preference for their coaches' support. Clinicians, such as school psychologists or speech-language pathologists, are often the only ones in their role in their school building. For clinicians in smaller or more remote districts, they may be the only person in their role in their district. It is therefore understandable that they would seek guidance from their virtual coach, a rare colleague who shares their profession and can give tailored advice in that specific field. One clinician coach shared that some clinicians support multiple school sites; without a home base, these clinicians may not necessarily have access to a point person to reach out to with questions about requesting time off, for example, and instead turn to their coach for such requests. For clinicians who work in multiple sites, it is likely that their interactions with their mentors are limited (indeed some clinicians serving multiple schools were not assigned building mentors), and while the mentor might be able to provide support on site-specific matters, this information might not apply to a clinician's other sites. A clinician coach, however, has familiarity with state laws that are applicable no matter where the clinician is posted that day. As a result, clinicians build stronger relationships with their coaches and depend more heavily on them for support.

Mentors played a more distinctive role in supporting clinicians with certain aspects of school and district integration, as intended by the program. Specifically, clinicians reported that they turned to their mentor to better understand school or district culture, policies, and practices (27% who sought their mentor only, plus 24% who sought both mentor and coach); care for their professional wellbeing (5%, plus 45%); and build relationships with teachers and administrators (10%, plus 39%) (Exhibit 15). However, clinicians also found virtual coaches to be a resource for other areas of school and district integration. For example, their virtual coach provided support with effective communication and collaboration with families (57% who went to their coach only, plus 24% who went to both mentor and coach); building relationships with other clinicians (60%, plus 26%); and accessing professional learning opportunities within or outside of the school and district community (60%, plus 26%).

Exhibit 15. School- and Culture-Related Supports New Clinicians Received from Virtual Coach and/or Mentor
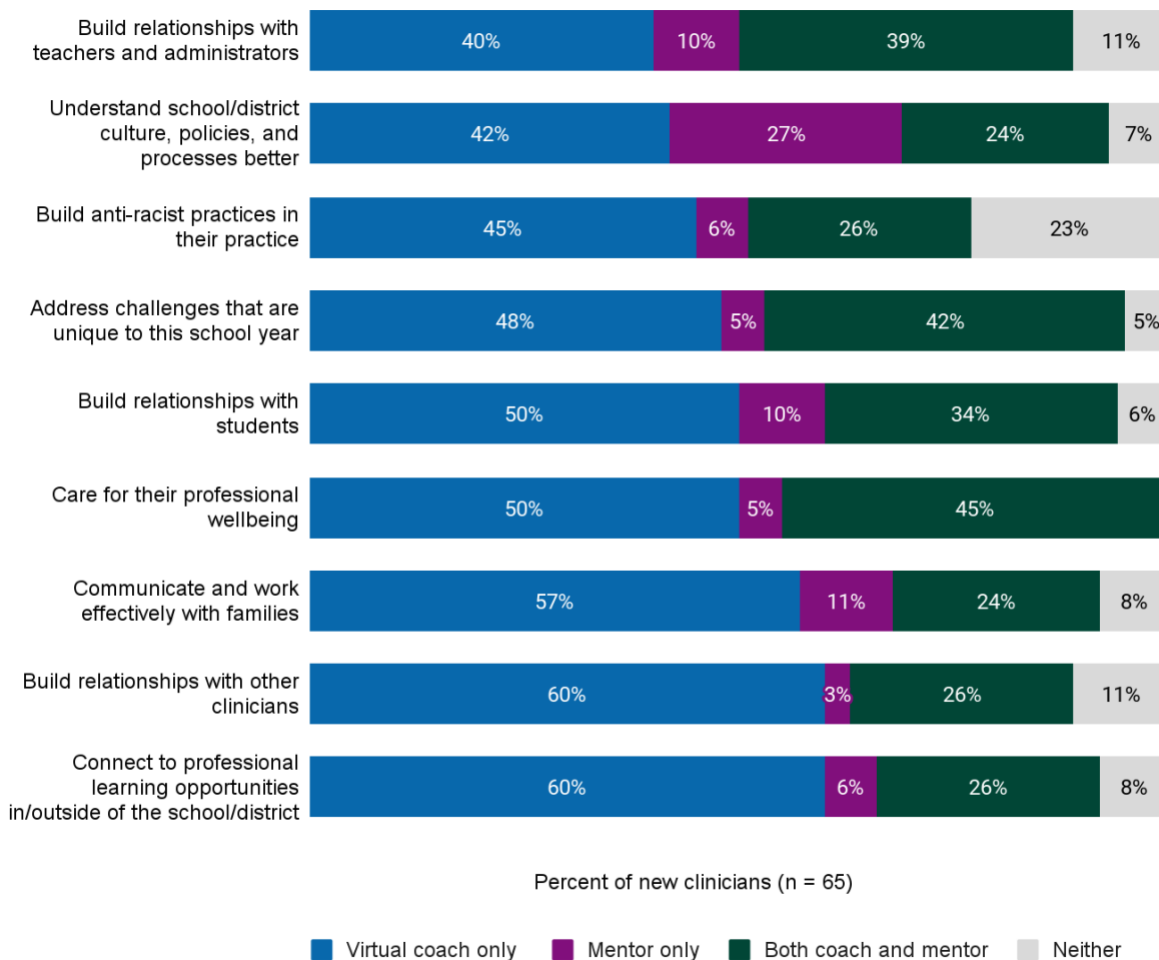
Percent of new clinicians (n = 65)

Legend: ■ Virtual coach only ■ Mentor only ■ Both coach and mentor ■ Neither

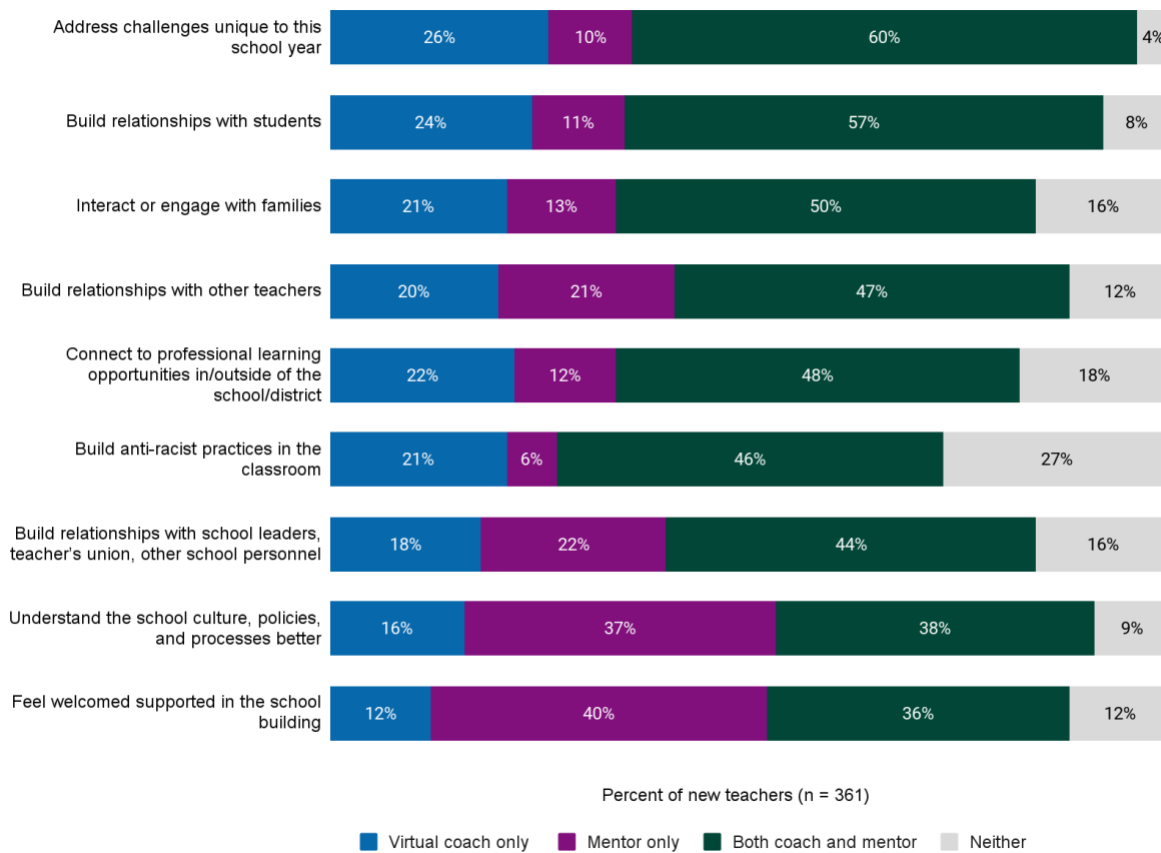*Note:* Due to rounding, the percentages may or may not exceed 100%.

Source: Clinician post-implementation survey, May 2023.

Most teachers and clinicians recognized the value of collaborating with their virtual coach and mentor. They appreciated the dual support system that consisted of both an internal mentor within their school or district, who could provide assistance around school- and district-specific policies and practices, and an external coach who offered profession-specific support and a non-evaluative perspective. Teachers and clinicians saw their virtual coach as a trusted source for discussing sensitive local topics, appreciating the impartial perspective they provided. As a result, a vast majority of teachers (92%) and clinicians (98%) reported feeling safe discussing professional challenges with their virtual coach without fear of being evaluated.

The proximity and in some cases, pre-existing relationships with some mentors, coupled with ongoing relationship-building, means new teachers and clinicians were likely to continue seeking their mentors' guidance for various concerns and questions. Teachers and clinicians found their mentors to be easily accessible, a majority reporting that their mentor was responsive to their time-sensitive questions or concerns (95% of teachers, 92% of clinicians).

Overall, teachers and clinicians found their interactions with their coaches and mentors to be not only helpful, but also enjoyable. Nearly all teachers and clinicians reported that they enjoyed working with their virtual coaches (97% of teachers, 98% of clinicians) and building mentors (93% of teachers, 95% of clinicians). Teachers and clinicians also seemed eager to continue the relationships they have cultivated with their coach and mentor. Regardless of whether or not they participate in the program next year, a large majority of teachers and clinicians intend to seek advice from their current virtual coach (88% and 92%, respectively) and mentor (87% and 87%, respectively). This reflects the new teachers' and clinicians' desire to build a professional network of educators, a priority for nearly 80 percent of participating teachers and clinicians this year.

Despite having a positive relationship with their current coach and recognizing their support as valuable, a small proportion of teachers (25%) and clinicians (20%) expressed a desire for a new virtual coach next year. They believed that gaining the perspectives of a new coach would be beneficial for their professional growth.

Determining Coaching and Mentoring Content

Virtual coaches and mentors were flexible in how they determined topics to discuss with their teachers. As the frequency of interactions between new educators and their assigned coaches and mentors changed, so did the structure of those meetings. Across all interviews, teachers, clinicians, virtual coaches, and mentors described a mixed approach to meeting topics. Most virtual coaches and mentors described how they began their meetings by asking teachers and clinicians about their top concerns for the week and by letting them present any questions or concerns. As described above, oftentimes, mentors found that most questions had been answered throughout the week, and therefore met less often. Some of the virtual coaches, however, explained that when a teacher or clinician did not have specific topics to discuss, or once a topic was addressed, they were prepared with an agenda to guide the meeting. Additionally, some coaches used the list of topics provided by the program team as a reference to address various topics throughout the year.

Virtual coaches and mentors understood what was expected of them, but some felt challenged by determining what to work on with their assigned educators. Most virtual coaches and mentors reported that they knew what was expected of them in the program and that their assigned educators knew what their role was. While not a challenge for most, not having enough guidance on their role and responsibilities posed at least a slight challenge for a notable percentage of virtual coaches and mentors (21% of teacher coaches, 29% of clinician coaches, 29% of teacher mentors, 12% of clinician mentors) (Exhibit 16). Of the challenges we asked virtual coaches and mentors about, knowing how to determine activities to work on with teachers and clinicians was the most difficult, with 40–50 percent of virtual coaches and 35–47 percent of mentors reporting that this was at least slightly challenging. In Year 3, the program team created a list of suggested topics that coaches, as well as mentors, could cover with their assigned novice educators at different points of the year, as a way to provide guidance and structure to coaching planning and conversations. Looking ahead to the 2023–24 school year, the program team is committed to enhancing coaches' experience and development. They are planning to create more resources in summer 2023, which will further assist coaches by ensuring that they have the necessary tools and strategies to effectively coach new teachers and clinicians this coming year. These resources will also be made available to the mentors, ensuring they can benefit from them as well.

Virtual coaches and mentors understand that the first few years in the profession are difficult as new educators get acclimated and learn routines and procedures. They expressed that their goal was to be a resource that new teachers and clinicians could turn to should they choose. As a result, virtual coaches and mentors were flexible in the ways and how often they interacted with the new teachers and clinicians. Even so, virtual coaches and mentors shared that sometimes teachers and clinicians were not responsive. A sizable percentage of virtual coaches and mentors reported that encouraging their assigned educators to actively work with them was at least slightly challenging (45% of teacher coaches, 39% of clinician coaches, 38% of teacher mentors, 18% of clinician mentors). In the interviews, a few teacher coaches elaborated that they had difficulty engaging their new teachers who had a lot of local support (e.g., a building mentor through this program, department mentor, instructional coach in the building), and questioned how they could do their job successfully as virtual coaches while respecting the new teachers' time and desire to be supported.

Exhibit 16. Coaching and Mentoring Challenges for Teacher Coaches, Clinician Coaches, Teacher Mentors, and Clinician Mentors
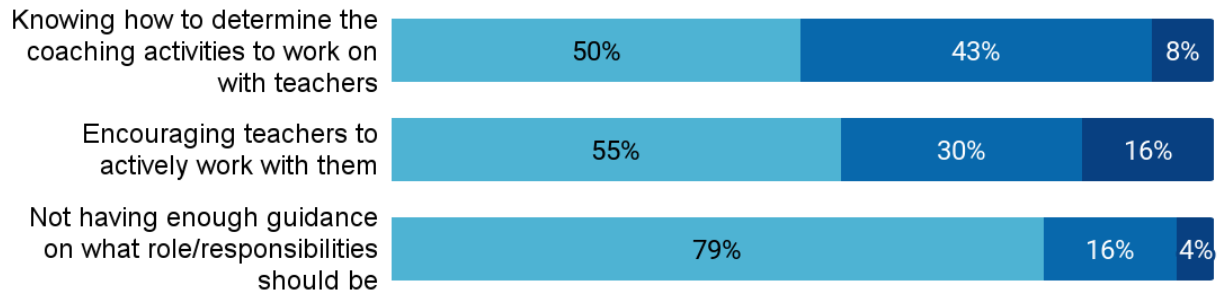
Knowing how to determine the coaching activities to work on with teachers
| 50% | 43% | 8% |

Encouraging teachers to actively work with them
| 55% | 30% | 16% |

Not having enough guidance on what role/responsibilities should be
| 79% | 16% | 4% |

Percent of teacher coaches (n = 183)

■ Not at all challenging ■ Slightly challenging ■ Moderate/very challenging

Knowing how to determine the coaching activities to work on with clinicians
| 60% | 35% | 6% |

Encouraging clinicians to actively work with them
| 62% | 23% | 15% |

Not having enough guidance on what role/responsibilities should be
| 71% | 19% | 10% |
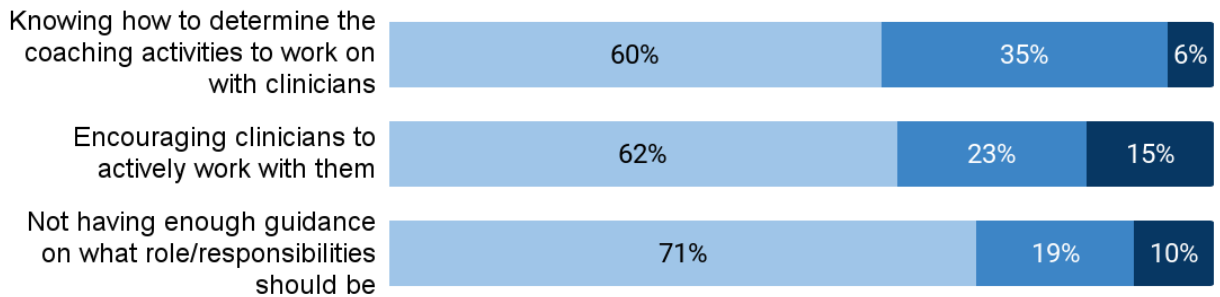
Percent of clinician coaches (n = 52)

■ Not at all challenging ■ Slightly challenging ■ Moderate/very challenging

Knowing how to determine the mentoring activities to work on with teachers
| 54% | 38% | 8% |

Encouraging teachers to actively work with them
| 63% | 27% | 10% |

Not having enough guidance on what role/responsibilities should be
| 71% | 21% | 8% |
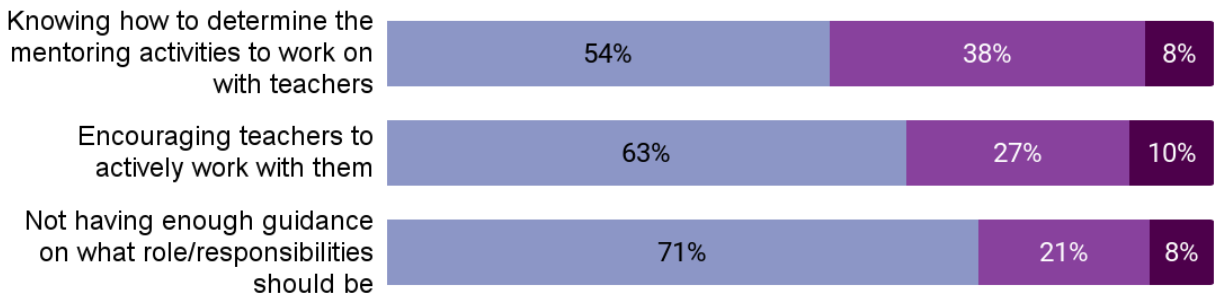
Percent of teacher mentors (n = 217)

■ Not at all challenging ■ Slightly challenging ■ Moderate/very challenging

Knowing how to determine the mentoring activities to work on with clinicians	65%	24%	12%
Encouraging clinicians to actively work with them	82%	6%	12%
Not having enough guidance on what role/responsibilities should be	88%		12%
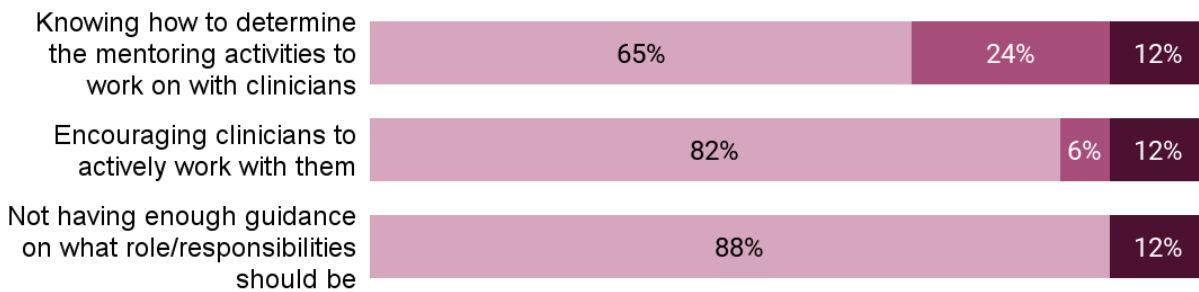
Percent of clinician mentors (n = 17)

■ Not at all challenging ■ Slightly challenging ■ Moderate/very challenging

Note: Due to rounding, the percentages may or may not exceed 100%.

Source: Teacher Coach, Clinician Coach, Teacher Mentor, and Clinician Mentor post-implementation surveys, May 2023.

Virtual coaches appreciated the resources offered through the program (e.g., TeachForward, forums) but relied on external materials and experiences to coach effectively. Virtual coaches found the TeachForward resources and union-led forums to be more relevant and useful in Year 3. Some interviewed coaches shared that they have drawn some resources to share with their assigned educators and to use in their coaching. For instance, one coach mentioned sharing details about employment benefits that she learned at a forum, which she otherwise might not have considered sharing with the clinician she was coaching.

Similar to previous years, many coaches drew resources from their own experiences, networks, and research to facilitate coaching. More than 75 percent of surveyed teacher coaches and clinician coaches had to find resources and materials on their own to support their new educators effectively—a responsibility that aligns with the expectations of their role. Nearly all virtual coaches (100% of teacher coaches, 96% of clinician coaches) relied on their experiences and instincts as educators to know how to coach their new teachers and clinicians. Additionally, approximately 62 percent of teacher coaches and 50 percent of clinician coaches reported relying on training and experiences from other coaching programs to guide their coaching practices. Considering the forums' significant value in fostering connections and sharing knowledge and ideas this year, IEA, IFT, and CTU program leaders should consider building on them in the next school year. Additionally, as previously mentioned, the program team intends to develop additional resources in the summer. These supports will further equip coaches with the necessary tools and know-how to effectively coach new teachers and clinicians in the coming year.

Virtual coaches expressed minor challenges in fulfilling their role. One of the key benefits of the program is the pairing of new educators with virtual coaches who are in the same teaching or professional assignment but located outside of their school or district. This intentional matching has created a safe and supportive environment for new educators to freely express their concerns and seek assistance while still receiving valuable support specific to their role. However, due to the geographical

separation between the virtual coach and the new educator, building rapport and gaining insights into the specific school or district context requires dedicated effort from the virtual coach. While virtual coaches generally felt that building rapport with their assigned educators was not a significant challenge, a quarter of teacher coaches (22%) expressed at least a slight challenge in this regard (Exhibit 17). Additionally, approximately half of teacher coaches (56%) and a third of clinician coaches (33%) shared that understanding the context of their assigned educators' school or district presented at least a slight challenge.

Similarly, while most virtual coaches did not encounter any difficulty in developing individual coaching plans to address new teacher or clinician needs, a percentage of virtual coaches (43% of teacher coaches, 37% of clinician coaches) expressed at least a slight challenge in this area. Interviews revealed that virtual coaches primarily supported new teachers and clinicians by sharing resources (e.g., ideas, strategies, lesson plans, activities), and for a notable percentage of surveyed virtual coaches, finding relevant resources to share was at least slightly challenging (33% of teacher coaches, 23% of clinician coaches).

Exhibit 17. Challenges Encountered by Teacher Coaches and Clinician Coaches in Fulfilling Their Roles

Percent of teacher coaches (n = 183)

■ Not at all challenging   ■ Slightly challenging   ■ Moderate/very challenging

Developing individual coaching plans to address the specific needs of the new clinicians: Not at all challenging 64%, Slightly challenging 33%, Moderate/very challenging 4%

Understanding new clinicians' school/district context: Not at all challenging 67%, Slightly challenging 31%, Moderate/very challenging 2%

Finding relevant resources and materials to support the new clinicians: Not at all challenging 77%, Slightly challenging 19%, Moderate/very challenging 4%

Establishing rapport with the new clinicians whom they were supporting: Not at all challenging 92%, Slightly challenging 6%, Moderate/very challenging 2%

Percent of clinician coaches (n = 52)

Legend: Not at all challenging | Slightly challenging | Moderate/very challenging

Note: Due to rounding, the percentages may or may not exceed 100%.

Source: Teacher Coach and Clinician Coach post-implementation surveys, May 2023.

In general, virtual coaches and mentors felt supported by the IEA, IFT, and CTU program leaders. They reported receiving the necessary information from their union to effectively work with their assigned educators. Additionally, they knew who to reach out to if they had any questions or needed additional support. During the interviews, they expressed their gratitude towards the program leaders for being accessible and responsive to their questions and concerns.

Findings about Outcomes

The Illinois Virtual Instructional Coaching and Building Mentor Program targeted three key outcomes for participating new teachers and clinicians: (1) effectiveness and confidence in their professional practice, (2) acculturation into their school or district community, and (3) intention to stay in the profession. The program targeted a fourth key outcome for participating virtual coaches and mentors: increased effectiveness as coaches and mentors. Overall, we found that participation in the program led to positive results for the educator groups in various ways. New teachers and clinicians expressed that program supports and resources helped them improve their professional practice, integrate into the school or district community, and feel better about being in their role. For coaches and mentors, program participation has enhanced their own teaching and clinical practice. Self-reported efficacy across a range of skills, knowledge, and dispositions varied for the educator groups. In the following sections, we delve into the specific outcomes for teachers, clinicians, coaches and mentors who

supported new teachers, and coaches and mentors who supported clinicians, summarizing key findings from our analysis.[7]

New Teacher Outcomes

Coaching and mentoring supports provided by the program addressed the priorities of most teachers.
In fall 2022, participating teachers were asked to identify priorities that they hoped to address through their participation in the coaching and mentoring program. Chief among those priorities were developing their practice and building confidence, gaining classroom management skills, and having a veteran teacher share their knowledge and experience (with 89% of teachers rating each of these categories as a medium or high priority). By the end of the year, the majority of teachers felt that program supports had addressed these priorities, as well as others, to a moderate or great extent, as shown in Exhibit 18.

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[7] Because of the lower response rates that we had hoped for in the surveys, we conducted an analysis to assess the potential bias resulting from missing data for the different educator groups. Specifically, we compared participants who completed both pre- and post-implementation surveys with those who completed only the pre-implementation survey on the pre-implementation efficacy measures (starting point in efficacy). Our findings suggest no systematic differences between those who completed both surveys and those who completed only the pre-implementation survey (for the educator groups). See Appendix A for more details.

Exhibit 18. Extent to Which Coaching and Mentoring Supports Addressed Participating Teacher Priorities

Gain classroom management skills: 89% / 87%
Have a veteran teacher share knowledge and experiences: 89% / 90%
Develop practice and gain confidence as an early career teacher: 89% / 86%
Reduce stress by having an experienced teacher provide perspective: 86% / 85%
Have someone they trust whom they can turn to when they are unsure or have a bad day: 84% / 85%
Have someone who can show them how to make teaching a sustainable career: 83% / 78%
Receive feedback on their teaching: 83% / 66%
Build a library of resources for their teaching assignment based on what has worked for others: 81% / 81%
Have someone who can help them manage my time and workload: 79% / 79%
Have someone who can tell them the ins and outs of working at the school: 72% / 74%

Percent of new teachers

■ Medium or high priority rated at pre-implementation (n = 525)　■ Addressed to moderate or great extent (n = 369)

Source: Teacher pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

While nearly all teacher priorities were addressed to a moderate or great extent by the end of the year, receiving feedback on teaching stood out as an exception. This discrepancy can be attributed to the virtual nature of coaching, which limits opportunities for coaches to directly observe teaching practices. As a result, coaches had to rely exclusively on the information shared by teachers regarding their classroom practices, as they were unable to directly see teachers' teaching in action, draw their own conclusions about what was happening, and provide informed feedback. Exploring new ways for virtual coaches to observe or otherwise be present in their teachers' classrooms (such as through a live feed or through video recordings) may hold promise in helping future program participants address this priority.

Teachers found the support provided by their coaches and mentors to be beneficial for their instructional practice. As shown in Exhibit 19, teachers found the support they received from their

coach and/or mentor to be helpful in a variety of categories related to instructional practice. Reflecting on teaching practice and identifying relevant materials and techniques stood out as the most helpful activities for teachers. When asked how formative the support they provided in these areas was to their teachers' development, a majority of virtual coaches and mentors agreed that their support was moderately or extremely formative (Exhibit 19). Virtual coaches shared in the interviews that they invested a great deal of time and effort in helping new teachers work through instructional and classroom challenges, and in finding and sharing resources to address those challenges. Given where they dedicated their efforts, it is unsurprising that they rated their support as formative to the professional growth of the teachers they coached.

Exhibit 19. Extent to Which Coaching and Mentoring Supports Were Helpful and Formative to Developing New Teachers' Instructional Practice

Reflecting on teaching practice
- 91%
- 92%
- 86%

Identifying instructional materials and/or techniques appropriate for the grade level and/or subject matter that teachers teach
- 90%
- 91%
- 76%

Adapting instruction to meet the needs of students at varying academic levels equally well
- 89%
- 85%
- 77%

Discussing instructional concerns and problems
- 88%
- 94%
- 87%

Using assessment results to evaluate students' progress and modify instruction
- 88%
- 66%
- 67%

Preparing for district-based performance evaluations
- 87%
- 80%
- 81%

■ Percent of participating teachers receiving support finding it quite/very helpful (n = 377)
■ Percent of virtual coaches who believed this was moderately/extremely formative for teachers (n = 186)
■ Percent of mentors who believed this was moderately/extremely formative for teachers (n = 217)

Source: Teacher, Teacher Coach, and Teacher Mentor post-implementation surveys, May 2023.

As with their instructional practice, teachers found their coaches' and mentors' support to be valuable in facilitating their integration into their school or district environment. The majority of teachers consistently rated coaching and mentoring supports to be quite or very helpful across a range of areas, such as building anti-racist practices in the classroom (92%), building relationships with students (91%), addressing the challenges unique to this school year (90%), connecting with other teachers (90%), feeling welcomed and supported in the school building (89%), and engaging with families (89%). Virtual coaches reported their supports were formative for teachers in building relationships with students (90%) and addressing the challenges of this year (84%). Mentors reported their supports as pivotal to teachers' development around understanding school culture and policies (90%), feeling welcomed in the school building (90%), building relationships with students (84%), and addressing this year's challenges (88%) (Exhibit 20). This contrast reflects the primary role mentors play in providing these types of supports, while coaches are envisioned as an auxiliary source for these supports.

Furthermore, although most teachers found coaching and mentoring supports helpful in developing anti-racist practices in their classroom (92%), a slightly smaller percentage of coaches (51%) and mentors (61%) viewed their support in this area as formative for teachers' growth. This might be attributed to the coaches' and mentors' sense of unpreparedness in effectively helping teachers address anti-racism in the classrooms. Indeed, at the end of Year 3, one-third of teacher coaches (30%) and teacher mentors (34%) rated themselves as minimally prepared to support teachers with building and maintaining an anti-racist learning environment, highlighting the need for additional support and resources to address this specific area.

Exhibit 20. Extent to Which Coaching and Mentoring Supports Were Helpful and Formative to Orienting New Teachers to the School or District Community

Building anti-racist practices in the classroom: 92%, 61%, 51%

Building relationships with students: 91%, 90%, 84%

Addressing challenges that are unique to this school year: 90%, 84%, 88%

Building relationships with other teachers: 90%, 75%, 78%

Feeling welcomed and supported in the school building: 89%, 66%, 90%

Interacting or engaging with families: 89%, 76%, 69%

Understanding school culture, policies, and processes better: 88%, 73%, 90%

Building relationships with school leaders, teacher's union, other school personnel: 87%, 69%, 80%

Connecting to professional learning opportunities in or outside of the school/district: 87%, 60%, 64%

■ Percent of participating teachers receiving support finding it quite/very helpful (n = 377)
■ Percent of virtual coaches who believed this was moderately/extremely formative for teachers (n = 186)
■ Percent of mentors who believed this was moderately/extremely formative for teachers (n = 217)

Source: Teacher, Teacher Coach, and Teacher Mentor post-implementation surveys, May 2023.

Findings suggest statistically significant increases in new teachers' instructional practice efficacy ratings. In comparison to their self-ratings in fall 2022, participating teachers reported higher average efficacy ratings in instructional practice in spring 2023 (difference in pre- to post-implementation means on efficacy scale = 0.305, *p* = <0.001) (see Exhibit 21 for teachers' instructional practice mean ratings). Teachers' average efficacy rating on building relationships with others to support student learning did not change from fall 2022 to spring 2023. (Exhibit B-1 in Appendix B presents teachers' efficacy ratings on building relationships from pre- to post- implementation.)

Exhibit 21. New Teachers' Mean Efficacy Ratings for Instructional Practice, Pre- to Post-Implementation

Instructional Practice	Pre-implementation mean (n = 266)	Post-implementation mean (n = 263)
Help students retain learning	3.05	3.45
Address the needs of English learners	2.94	3.34
Get through to even the most difficult or unmotivated students	2.9	3.29
Accurately assess whether the assignment is at the correct level of difficulty	3.22	3.57
Adapt instruction to meet the needs of students at varying academic levels equally well	3.41	3.76
Use assessment results to evaluate students' progress and modify instruction	3.37	3.7
Redirect disruptive students quickly	3.19	3.48
Handle a range of challenging classroom management and discipline situations	3.21	3.46
Address the needs of students with IEPs or 504 plans	3.36	3.6
Integrate online resources into instruction	3.73	3.94
Facilitate the learning of students from culturally diverse backgrounds	3.5	3.7

Note: Efficacy items on 5-point scale, where 1 = Not equipped at all, 2 = Somewhat equipped, 3 = Quite equipped, 4 = Very equipped, 5 = Extremely equipped

Source: Teacher pre- and post-implementation survey, October 2022–January 2023 and May 2023.

Throughout the year, new teachers reported increased preparedness and confidence in various aspects of their instructional practice. They considered integrating online resources into learning and facilitating the learning of students from culturally diverse backgrounds as strengths but identified the need for further growth in reaching unmotivated students, multilingual students, and students requiring additional assistance. According to Exhibit 22, by spring, fewer new teachers felt unequipped or minimally equipped in these areas. For instance, in the fall, approximately one-third of new teachers expressed feeling unprepared to support difficult or unmotivated students (37%), address the needs of English learners (37%), and enhance students' retention of information (31%). However, by spring, these percentages decreased significantly, with only 18 percent feeling unequipped to assist unmotivated students, 21 percent to support English learners, and 12 percent to aid students in retaining information. It is particularly noteworthy that new teachers consistently felt least equipped to effectively teach English learners, the aspect of teaching that virtual coaches and mentors also felt less prepared to support new teachers learn. Despite the progress made, these specific instructional areas and skills can be a further emphasis in the coaching and mentoring for new teachers and the supports for teacher coaches and mentors in the next year.

Exhibit 22. Average Changes from Fall 2022 to Spring 2023 in New Teachers Feeling Unequipped or Minimally Equipped
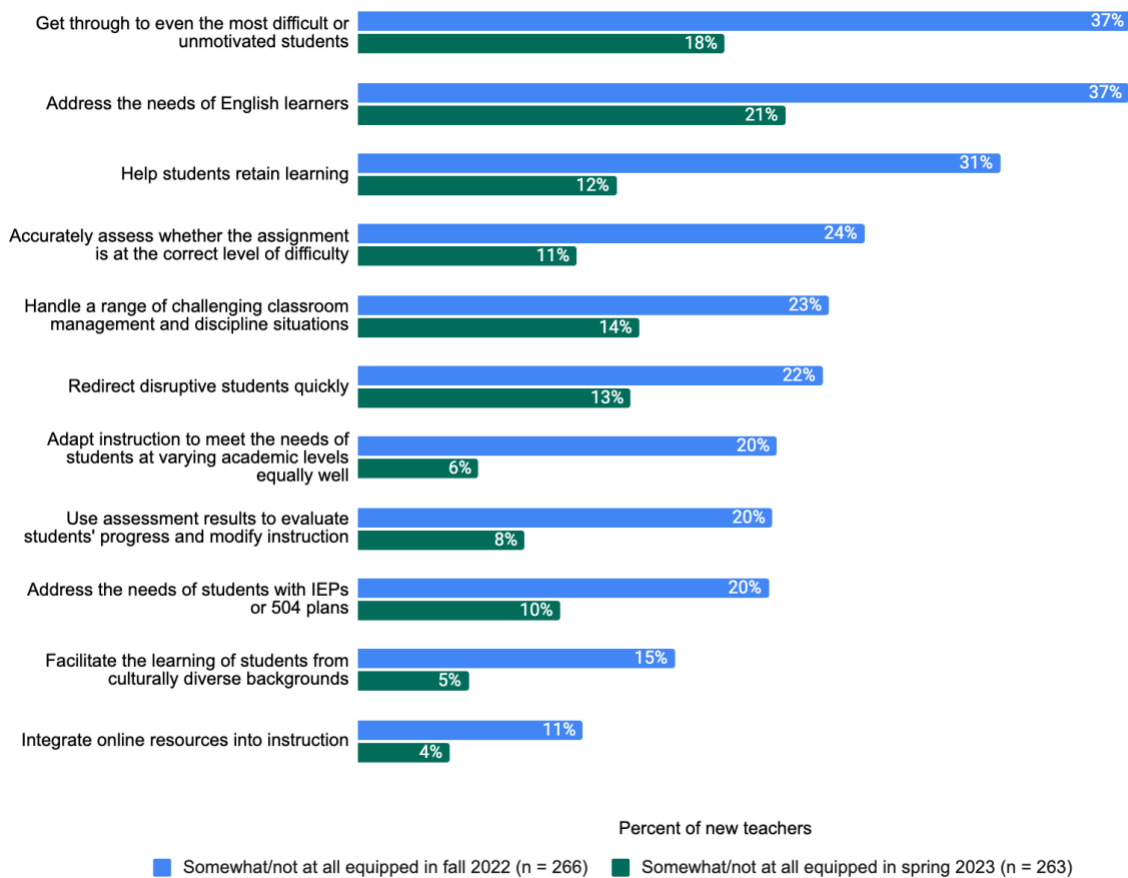
Source: Teacher pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Teachers reported a sense of readiness in various areas of their teaching practice (Exhibit 23). In terms of integrating online resources into instruction, 62 percent of teachers felt very or extremely equipped in the fall, with this number increasing to 74 percent in the spring. This trend is not surprising considering that new teachers commenced their teaching careers in a virtual setting. Additionally, about half of teachers reported feeling very or extremely prepared in facilitating the learning of students from diverse racial/ethnic backgrounds (53%), adapting instruction to meet students' needs (47%), using assessment results to assess student progress and adjust instruction (47%), and addressing the needs of students with IEPs or 504 plans (45%) in the fall. By the spring, approximately 60 percent of teachers felt very or extremely prepared in these respective areas.

Exhibit 23. Average Changes from Fall 2022 to Spring 2023 in New Teachers Feeling Very or Extremely Equipped

Category	Very/extremely equipped in fall 2022 (n = 266)	Very/extremely equipped in spring 2023 (n = 263)
Get through to even the most difficult or unmotivated students	29%	42%
Address the needs of English learners	31%	49%
Help students retain learning	33%	50%
Accurately assess whether the assignment is at the correct level of difficulty	40%	58%
Handle a range of challenging classroom management and discipline situations	37%	52%
Redirect disruptive students quickly	36%	53%
Adapt instruction to meet the needs of students at varying academic levels equally well	47%	66%
Use assessment results to evaluate students' progress and modify instruction	47%	64%
Address the needs of students with IEPs or 504 plans	45%	58%
Facilitate the learning of students from culturally diverse backgrounds	53%	63%
Integrate online resources into instruction	62%	74%

Percent of new teachers

■ Very/extremely equipped in fall 2022 (n = 266)   ■ Very/extremely equipped in spring 2023 (n = 263)

Source: Teacher pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Overall, teachers reported that they felt better about teaching and became better teachers because of the program. For most teachers, participating in the program helped them feel less stressed out about teaching (79%) and get through the school year (82%) to a moderate or great extent. As one teacher shared, "*Getting someone's undivided attention and perspective to work through problems and workshop solutions, hearing that you're not alone and others have done this before… makes things more doable. Being able to do this program has helped keep my head above water.*"

Teachers also shared that the program gave them the supports needed as new teachers (82%) and helped them become better teachers for their students (85%) to a moderate or great extent. In the interviews, coaches and mentors shared that they have noticed a positive shift in their teachers' confidence over the course of the year. Interviewed teachers themselves reported feeling less stressed and more confident in their role. Upon reflecting on their growth that they perceived throughout the year, they felt encouraged and empowered, in no small measure because of the support of their coach and mentor.

Participation in the coaching and mentoring program encouraged teachers to stay in the teaching profession. For 77 percent of teachers, program participation helped them want to stay in teaching next school year to a moderate or great extent. Approximately 42 percent of participating teachers reported they would definitely be classroom teachers five years from now, while another 42 percent would probably do the same. Although these findings regarding teachers' intention to remain in the profession are not as optimistic as those from the previous school year (with 52% of teachers reporting "definitely" and 39% reporting "probably"), they align with the increasing stress and demands that teachers have faced since the onset of the COVID-19 pandemic. For teachers who were not definite about teaching in five years, 44 percent reported they would definitely or probably remain in K–12 education in another capacity. This percentage increased slightly from 36 percent last year, suggesting that in Year 3, new teachers who were uncertain about teaching were more receptive to alternate careers in education.

Participating teachers continued to see their union as a source of support in Year 3. After participating in the coaching and mentoring program this year, the majority of teachers felt they could turn to their union for support (85%) and that their union cares about their professional growth (86%). In addition, almost all teachers who belonged to a teachers' union expressed a sense of pride in their membership (94%), and planned on being union members for their entire teaching career (97%). Participating in the program appears to have piqued many teachers' interests in other union activities: learning about other union initiatives and offerings (79%) and becoming involved in those initiatives and offerings (68%). Compared with last year, more teachers who were not union members shared that they would probably or definitely join their local union after participating in the program this year (48% in 2022–23, 33% in 2021–22).

New Clinician Outcomes

Program supports addressed priorities for a majority of clinicians to a moderate or great extent. In fall 2022, participating clinicians shared priorities that they hoped the program would address. Most placed a great priority on having a veteran clinician share their knowledge and experiences (97%), developing their practice and gaining confidence (96%), and building their knowledge in working with students and their families (95%). In spring 2023, a majority of clinicians reported that the support they received addressed these priorities to a moderate or great extent (Exhibit 24).

Exhibit 24. Extent to Which Coaching and Mentoring Supports Addressed New Clinician Priorities

Have a veteran clinician share knowledge and experiences: 97% / 91%
Develop practice and gain confidence as an early career clinician: 96% / 89%
Develop knowledge in working with students and their families: 95% / 83%
Develop knowledge in working with teachers to support students' learning: 90% / 83%
Receive feedback on professional practice: 89% / 73%
Build a personal library of resources for role based on what has worked for others: 88% / 84%
Have someone they trust whom they can turn to when they are unsure or have a bad day: 86% / 84%
Have someone who can tell them the ins and outs of working at their school(s)/district(s): 83% / 66%
Reduce stress by having an experienced clinician provide perspective: 78% / 84%
Have someone who can help them manage their time and caseload: 56% / 73%

Percent of new clinicians

■ Medium or high priority rated at pre-implementation (n = 101) ■ Addressed to moderate or great extent (n = 65)

Source: Clinician pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Additionally, the vast majority of clinicians identified receiving feedback and having someone tell them the ins and outs as priorities in the fall. In the spring, while these concerns were addressed for the majority of clinicians, they were not as comprehensively addressed as the other priorities they identified. Since clinicians were often the only individuals in their role within their school, and

sometimes even their district, they did not have access to someone who could tell them the ins and outs of their setting as it pertained to their clinical role. Similar to teachers, the physical separation between coaches and clinicians meant that any practice-oriented feedback could not be based on direct observation, thereby limiting the extent to which clinicians received feedback on their practice.

Clinicians, like new teachers, expressed that coaching and mentoring support played a role in developing their professional practice. A majority of clinicians found coaching and mentoring supports helpful in different areas of their professional practice: adapting supports to address diverse student needs (90%), discussing profession-related concerns and problems (88%), identifying relevant materials for their role (88%), and preparing for evaluations (88%) (Exhibit 25). Nearly all clinician coaches who provided supports in these areas reported that such supports were moderately or extremely formative for clinicians' growth this year. Clinician mentors, on the other hand, were less inclined to view their supports as formative for clinicians' development. Almost one in five clinician mentors (19%) were teachers, so they may have been unable to provide supports that addressed clinicians' professional development. Likewise, interviewed clinicians themselves reported that their coaches provided the majority of supports specific to their practice, whereas their building mentors (if they had one) often could not fulfill that role.

Exhibit 25. Extent to Which Coaching and Mentoring Supports Were Helpful and Formative to Developing New Clinicians' Professional Practice
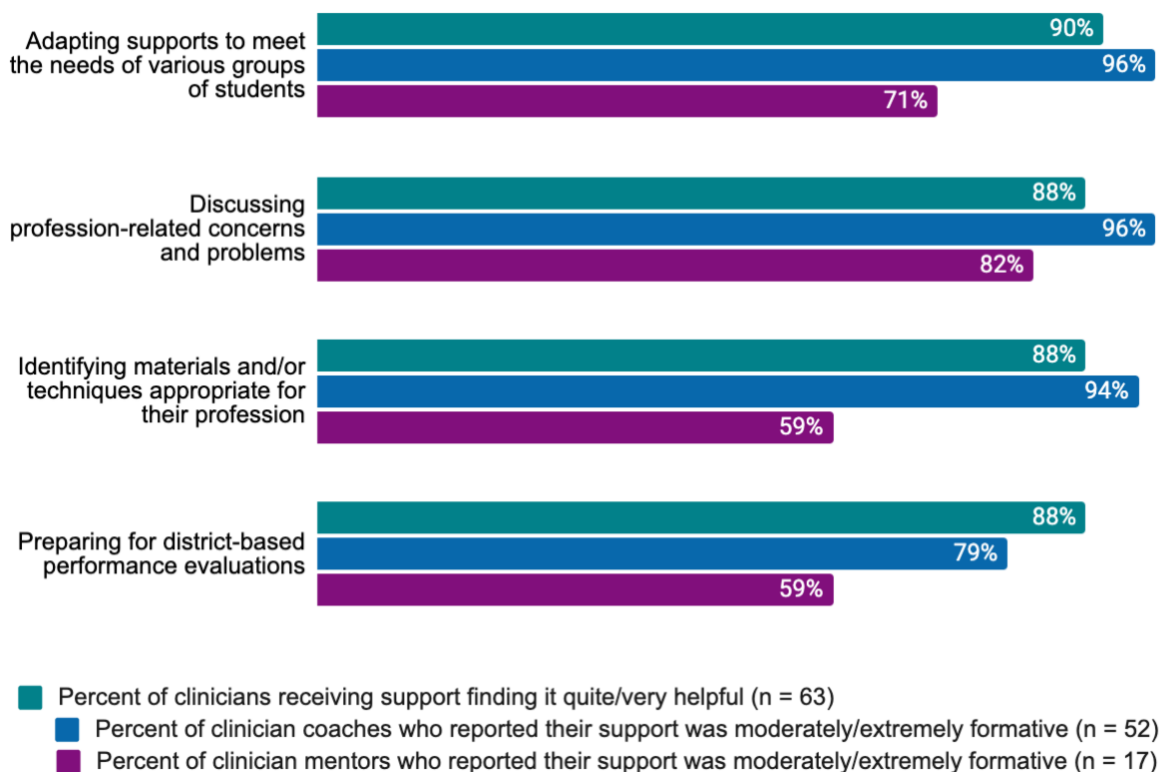
Source: Clinician, Clinician Coach, and Clinician Mentor post-implementation survey, May 2023.

Clinicians also found coaching and mentoring supports beneficial for integrating into their school and district. In addition to developing their professional practice, virtual coaches and mentors also helped their clinicians integrate into their school and district settings, and clinicians consistently found such supports quite or very helpful, as shown in Exhibit 26. In terms of how formative they believed their supports for these areas were, clinician coaches and mentors varied in their responses. Notably, most clinician coaches and mentors agreed that addressing challenges unique to the 2022–23 school year, building relationships with students, and understanding school and district culture and policies were moderately or extremely formative activities for clinicians' growth.

However, fewer clinician coaches and mentors rated their supports in a couple of areas as less productive in clinicians' development: connecting clinicians to professional learning opportunities (65% of clinician coaches and 41% of clinician mentors rated supports as moderately or extremely formative), and building anti-racist practices in clinicians' practice or role (51% of clinician coaches, 35% of clinician mentors). Clinician coaches and mentors may not necessarily know of professional learning opportunities available to share with their clinicians. The low rating on building anti-racist practices might reflect their own sense of preparedness to support clinicians in this area, as 23 percent of clinician coaches and 41 percent of clinician mentors reported being unprepared in spring 2023 and would require additional support.

Exhibit 26. Extent to Which Coaching and Mentoring Supports Were Helpful and Formative to Orienting New Clinicians to the School/District Community
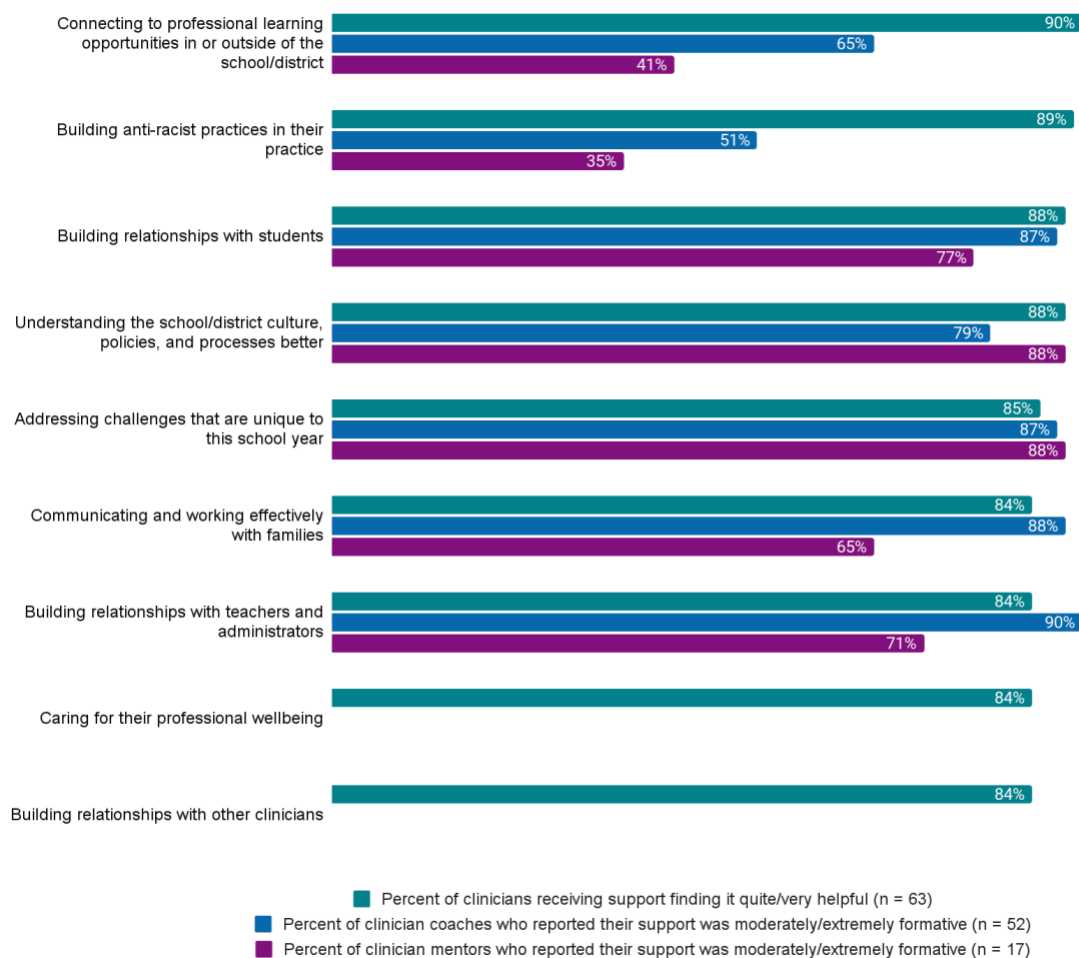
Note: We did not ask clinician coaches and mentors about supporting clinicians on the last two items in the exhibit: caring for professional wellbeing and building relationships with other clinicians.

Source: Clinician, Clinician Coach, and Clinician Mentor post-implementation survey, May 2023.

Clinicians did not exhibit statistically significant increases in their professional practice efficacy ratings from pre- to post-implementation. While participating clinicians reported slightly higher average efficacy ratings in spring 2023 compared to fall 2022, these differences were not statistically significant. (See Exhibit B-2 in Appendix B for clinicians' efficacy mean ratings from pre- to post-implementation.)

Despite this finding, all clinicians participating in the post-implementation survey agreed or strongly agreed that they grew significantly over the course of the year due to their participation in the program. In addition, 85 percent of clinicians believed that the program helped them become better clinicians to a moderate or great extent. This achievement is remarkable considering the program's historical focus on supporting new teachers and the ongoing commitment of the program team to develop and enhance

supports for clinicians. As the program continues to grow and cater to the specific needs of clinicians, future participants can anticipate growth in their professional practice.

Perhaps the greatest programmatic asset that clinicians were able to take advantage of was their virtual coaches. Indeed, 85 percent of clinicians attributed their professional growth over the course of the year to their virtual coaches (as opposed to 53% who attributed their growth to their mentor). For many clinicians, the importance of having a virtual coach who shares their profession could not be understated. The virtual coach's role went beyond offering crucial advice and sharing profession-relevant experiences. Interviewed clinicians shared that the coach played a pivotal role in alleviating feelings of isolation, facilitating connections with other new clinicians, and providing much-needed validation for their efforts.

Participating in the program helped clinicians get through the school year, feel better in their role, and foster a desire to continue working in the profession. For most clinicians, the program provided practical supports needed to fulfill their role (84%), reduce professional stress (82%), and get through the school year (84%) to a moderate or great extent.

By participating in the program, clinicians reported positive outlooks about their career trajectories, aligning with one of the program's goals. In spring 2023, a majority of clinicians (82%) expressed that the program helped foster their desire to continue in the profession for the following year to a moderate or great extent. Almost half of the clinicians indicated a strong intention (48% reporting "definitely") to continue working in K–12 education in their current role, while an additional 38 percent reported that they probably would be doing the same. Among the 38 percent who reported "probably," nearly a quarter (24%) expressed that they would probably be in K–12 education in another capacity in the next five years.

Similar to teachers, clinicians shared positive views about their union after participating in the program. In spring 2023, nearly all clinicians (92%) who were union members felt that their union genuinely cared about their professional growth and that they could rely on their union for support. Similarly, the vast majority were proud to be union members (96%), with all clinicians intending to be union members for their entire K–12 career.

Among clinician survey respondents who were not currently members of a teachers' union, half (55%) indicated a likelihood of "probably" or "definitely" joining their union following their experience with the coaching and mentoring program this year. These findings suggest that program participation is strengthening the perceptions of both union members and non-members toward their local teachers' union.

Value of the Program for Virtual Coaches and Mentors

Virtual coaches' and mentors' participation in the program enhanced their own practice as teachers and clinicians. During interviews, when asked about the program's value for them, virtual coaches often emphasized the connection between their program experience and their teaching practice. They shared that their consistent interactions with new educators prompted self-reflection on their own strategies and inspired them to refresh and update their toolbox accordingly. One teacher coach stated, *"I get excited to meet with teachers and talk with them. They inspire me, they are so positive…I get ideas from the teachers to do with my students."* As this coach provided support to their teachers, they also derived a reciprocal benefit from the collaboration by gaining new ideas to implement in their own classrooms. Overall, virtual coaches and mentors enjoyed working with novice educators, and if given the opportunity, most (80%) would like to continue their roles in the program in the 2023–24 school year.

Outcomes for Virtual Coaches and Mentors Who Supported New Teachers

Teacher coaches and mentors felt they were effective in supporting new teachers this school year. Almost all teacher coaches (94%) and teacher mentors (96%) saw themselves as moderately or very effective in supporting their teachers. Most teacher coaches (86%) also reported that they felt sufficiently equipped to support their assigned teachers without requiring further training. However, a small percentage (14%) expressed the need for more training, and this feedback remained consistent since the start of the program. In Year 2, 17 percent of teacher coaches sought additional training, and in Year 1, 24 percent did.

Such training would address the challenges mentioned earlier regarding effective collaboration with their teachers. These challenges included developing individual coaching plans to meet teacher needs, knowing how to determine appropriate coaching activities, and encouraging consistent engagement from teachers. While we did not ask teacher mentors whether they needed additional training for their role, they did report similar challenges and could benefit from additional training as well.

For the upcoming year, the program team has initiated the development of resources and training, designed for coaches to learn effective strategies and skills to further enhance their support and guidance to novice educators participating in the program.

Teacher coaches' reported efficacy in instructional practice and interpersonal skills did not change over the course of the year, but their trauma-informed efficacy increased. To measure teacher coaches' outcomes, we surveyed them across a range of coaching knowledge, skills, and dispositions from pre- to post-implementation. Three measures of efficacy emerged from our analysis: helping teachers with instructional practice, supporting teachers with navigating the interpersonal elements of teaching, and building teachers' understanding of trauma to support student learning.

On the measure of efficacy in supporting teachers' instructional practice, teacher coaches' average self-ratings from pre- to post-implementation did not change. Teacher coaches' reported interpersonal skills also did not change. At the start of the school year, teacher coaches rated themselves on average between very and extremely comfortable on a 5-point scale, and that average rating did not differ in spring 2023.

On the other hand, compared to fall 2022, participating teacher coaches reported slightly higher average efficacy ratings in building teachers' understanding of trauma in spring 2023 (difference in pre- to post-implementation means on efficacy scale = 0.130, p = 0.047). (Exhibits B-3, B-4, and B-5 in Appendix B present teacher coaches' efficacy in supporting teachers with instructional practice, efficacy in building teachers' understanding of trauma, and interpersonal skills ratings from pre- to post-implementation).

Teacher mentors' reported efficacy decreased along three dimensions: instructional practice, building relationships, and interpersonal skills. Because of teacher mentors' proximity to new teachers, we learned that new teachers sought them for supports around not only school culture but also instruction, as indicated in Exhibits 12 and 13. Hence, we surveyed teacher mentors about their efficacy across a range of skills, activities, and topics, similar to what we asked the teacher coaches. Four efficacy measures for teacher mentors emerged from our analysis including two new measures introduced this year: supporting teachers in developing their understanding of trauma and fostering relationships with students and families to support student learning. Additionally, two measures from the previous year were included: supporting teachers in instructional practice and guiding them through the interpersonal aspects of teaching.

Compared to their self-ratings at the beginning of the 2022–23 school year, participating teacher mentors' average efficacy ratings in spring 2023 decreased slightly in supporting teachers with their instructional practice (difference in pre- to post-implementation means on efficacy scale = -0.118, p = 0.008) and with building relationships to support student learning (difference in pre- to post-implementation means on efficacy scale = -0.152, p = 0.003). Teacher mentors also experienced a statistically significant decrease in interpersonal skills rating from fall 2022 to spring 2023 (difference in pre- to post-implementation means on efficacy scale = -0.103, p = 0.009). Exhibits 27, 28, and 29 show teacher mentors' ratings along each dimension in these three scales.

Teacher mentors' reported efficacy in helping teachers build an understanding of trauma to support student learning did not change. At the start of the school year, teacher mentors rated themselves on average between quite and very prepared on a 5-point scale, and that average rating did not differ in spring 2023. (Exhibit B-6 in Appendix B presents teacher mentors' efficacy ratings on building teachers' understanding of trauma from pre- to post- implementation).

Year 3 marked the first year of a decrease from pre- to post-implementation in any efficacy measure for teacher mentors. It is also the first year we examined teacher mentors' efficacy in helping teachers build relationships and their understanding of trauma to support student learning. The differences observed in these measures from pre- to post-implementation were also quite small. We would need to conduct further analysis to determine if similar results will arise in the following year or if they were an isolated occurrence.

Exhibit 27. Teacher Mentors' Mean Efficacy Ratings for Supporting Teachers with Instructional Practice, Pre- to Post-Implementation

Item	Pre-implementation mean	Post-implementation mean
Develop the cultural competence to facilitate learning for students from	3.79	3.78
Manage their time and workload	4.17	4.13
Handle a range of challenging classroom management and	4.21	4.13
Use assessment results to evaluate students' progress and modify	4.31	4.18
Accurately assess whether an assignment is at the correct level of	4.18	4.03
Adapt instruction so that they can meet the needs of students at varying	4.33	4.18
Integrate online resources into instruction	4.17	4.02
Teach effectively	4.26	4.10
Engage the most difficult or unmotivated students	3.97	3.80
Redirect students quickly if they become disruptive in class	4.26	4.07

■ Pre-implementation mean (n = 173) ■ Post-implementation mean (n = 174)

Note: Efficacy items on 5-point scale, where 1 = Not prepared at all, 2 = Somewhat prepared, 3 = Quite prepared, 4 = Very prepared, 5 = Extremely prepared

Source: Teacher Mentor pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Exhibit 28. Teacher Mentors' Mean Efficacy Ratings for Supporting Teachers with Building Relationships to Support Student Learning, Pre- to Post-Implementation
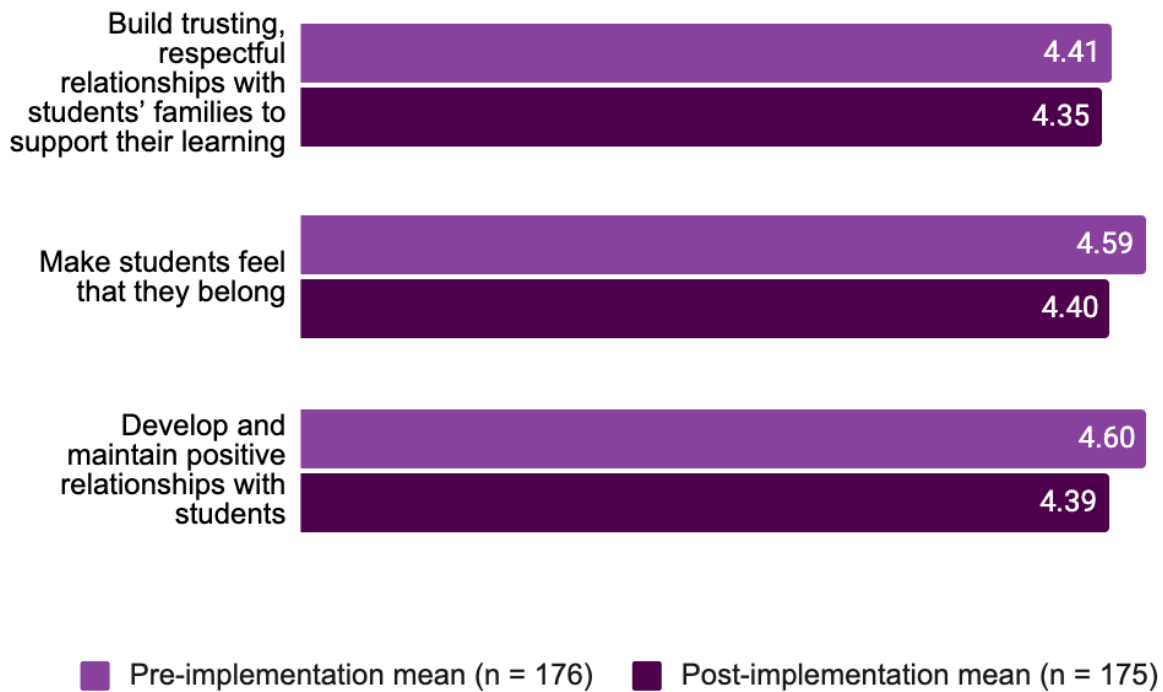
	Pre-implementation mean (n = 176)	Post-implementation mean (n = 175)
Build trusting, respectful relationships with students' families to support their learning	4.41	4.35
Make students feel that they belong	4.59	4.40
Develop and maintain positive relationships with students	4.60	4.39

Note: Efficacy items on 5-point scale, where 1 = Not prepared at all, 2 = Somewhat prepared, 3 = Quite prepared, 4 = Very prepared, 5 = Extremely prepared

Source: Teacher Mentor pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Exhibit 29. Teacher Mentors' Mean Ratings for Interpersonal Skills, Pre- to Post-Implementation

Interpersonal skill	Pre-implementation mean (n = 174)	Post-implementation mean (n = 173)
Explain how things "really work" at the school to a new teacher	4.45	4.42
Support a new teacher in managing administrator demands	4.28	4.25
Explain school policy to a new teacher	4.38	4.33
Support a new teacher who teaches a subject or grade they've never taught	3.79	3.74
Identify differentiated supports to meet the needs of a teacher whom they're supporting	4.19	4.13
Help a new teacher think through questions that arise in the school community	4.20	4.14
Encourage others when they are discouraged	4.43	4.35
Help a new teacher feel connected to other teachers in the school community	4.33	4.23
Mentor without being given a prescribed modeling framework or curriculum per se	4.24	4.14
Help a new teacher begin to figure out their teacher persona/identity	4.13	4.02
Build rapport with someone they don't know	4.19	4.07
Identify useful problems of practice that they can collaborate on with new teachers	4.19	4.06
Support a new teacher with communicating with parents	4.46	4.32
Provide feedback to teachers about equitable practices in the classroom	4.13	3.98
Provide constructive feedback to a colleague	4.22	4.06
Explain how to engage with the community and access community resources	3.98	3.78

■ Pre-implementation mean (n = 174) ■ Post-implementation mean (n = 173)

Note: Interpersonal skills comfort items on 5-point scale, where 1 = Not comfortable at all, 2 = Somewhat comfortable, 3 = Quite comfortable, 4 = Very comfortable, 5 = Extremely comfortable

Source: Teacher Mentor pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Outcomes for Virtual Coaches and Mentors Who Supported New Clinicians

Clinician coaches and mentors felt they were effective in supporting novice clinicians this school year.
Like those who supported teachers, clinician coaches and mentors felt effective in their roles: 98 percent of clinician coaches and 83 percent of clinician mentors rated themselves as moderately or very effective in supporting clinicians. Similar to teacher coaches, most clinician coaches (85%) said they did not need more training to support their clinicians effectively; however, a small minority (15%) needed more training to fulfill their role, a pattern similar to last year's findings. Such training would help address the challenges that both clinician coaches and mentors expressed in their interactions with new clinicians.

Clinician coaches' reported efficacy did not change from pre- to post-implementation. To measure clinician coaches' outcomes, we surveyed them along a range of coaching knowledge, skills, and dispositions from pre- to post-implementation. Three measures of efficacy emerged from our analysis: supporting clinicians in their practice, building clinicians' understanding of trauma to support student learning, and helping clinicians navigate the interpersonal dimensions of their role. Clinician coaches' reported efficacy in these three areas did not change from fall 2022 to spring 2023. It may be that the lack of growth as measured by the scales is a function of an already high beginning efficacy rating; additionally, there were low samples to draw upon where clinician coaches had completed both surveys necessary to see a change (33 clinician coaches). (Exhibits B-7, B-8, and B-9 in Appendix B present clinician coaches' efficacy ratings on supporting clinicians with their practice, building an understanding of trauma, and interpersonal skills from pre- to post-implementation).

Clinician mentors' reported efficacy in supporting clinicians across a range of skills and dispositions decreased from fall 2022 to spring 2023. Given the availability of clinician mentors as an additional resource for clinicians, it was expected that they would be sought after and provide support around clinical practice as well as school- and district-related topics. Therefore, we surveyed clinician mentors along a range of knowledge and skills similar to what we asked of clinician coaches, from pre- to post-implementation. Through our analysis, we identified three measures of efficacy for clinician mentors. One of these measures, supporting clinicians in their practice, was identified in the previous year, while the ot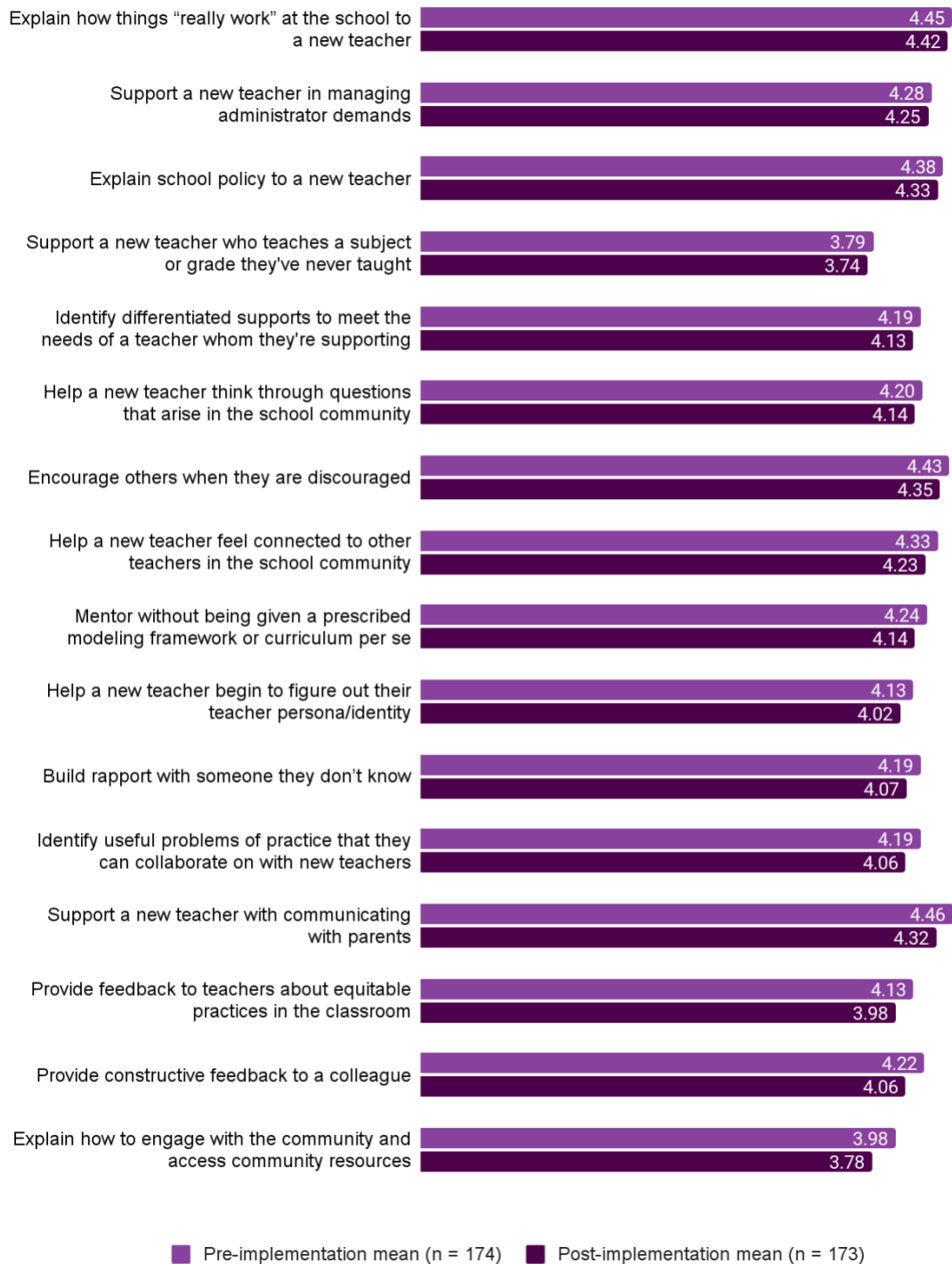her two measures, helping clinicians develop their identity within the local community and providing one-on-one mentorship, emerged as new areas of focus. Because the number of clinician mentors responding to the survey is small (n = 10), we recommend that the following results be interpreted with caution.

In fall 2022, clinician mentors reported a high sense of efficacy in supporting clinicians' practice: 91–100 percent rated themselves as very or extremely prepared on a 5-point scale to support clinicians in their role. This average rating decreased in spring 2023 (difference in pre- to post-implementation means on efficacy scale = -0.513, p = 0.017). On the measure of helping clinicians develop their local identity, clinician mentors' reported self-rating decreased over the course of the year (difference in pre- to post-implementation means on efficacy scale = -0.420, p = 0.049). Exhibits 30 and 31 show clinician mentors' ratings along each dimension for efficacy in supporting clinician practice and helping clinicians develop their identity in the local community. Additional analysis is necessary to determine whether these decreases will reoccur next year or if they were an isolated incident.

In addition, clinician mentors' self-ratings for providing one-on-one mentorship did not change from pre- to post-implementation. (See Exhibit B-10 in Appendix B for clinician mentors' ratings for their interpersonal skills in providing one-on-one mentorship.)

Exhibit 30. Clinician Mentors' Mean Efficacy in Supporting Clinicians in Their Role, Pre- to Post-Implementation

Item	Pre-implementation mean (n = 11)	Post-implementation mean (n = 10)
Engage the most difficult or unmotivated students	4.27	3.90
Work with other clinicians to support students' learning	4.45	4.00
Make students feel that they belong	4.73	4.20
Build trusting, respectful relationships with students' families to support their learning	4.73	4.20
Develop and maintain positive relationships with students	4.64	4.10
Communicate and work with classroom teachers to support students' learning	4.55	4.00
Adapt their supports so that they can meet the varying needs of students	4.45	3.80
Use assessment results to evaluate students' progress and modify their supports	4.36	3.60

■ Pre-implementation mean (n = 11)　■ Post-implementation mean (n = 10)

Note: Efficacy items on 5-point scale, where 1 = Not prepared at all, 2 = Somewhat prepared, 3 = Quite prepared, 4 = Very prepared, 5 = Extremely prepared

Source: Clinician Mentor pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Exhibit 31. Clinician Mentors' Mean Ratings for Skills in Helping Clinicians Develop Their Identity in the Local Community, Pre- to Post-Implementation
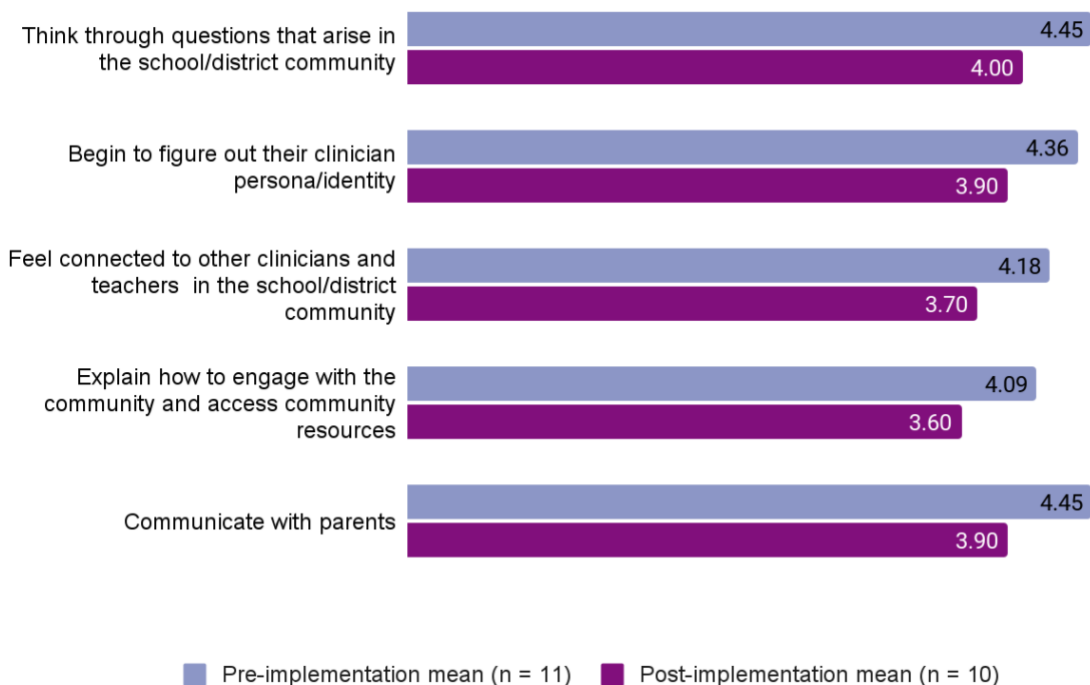
Think through questions that arise in the school/district community — 4.45 / 4.00
Begin to figure out their clinician persona/identity — 4.36 / 3.90
Feel connected to other clinicians and teachers in the school/district community — 4.18 / 3.70
Explain how to engage with the community and access community resources — 4.09 / 3.60
Communicate with parents — 4.45 / 3.90

Pre-implementation mean (n = 11)   Post-implementation mean (n = 10)

Note: Interpersonal skills comfort items on 5-point scale, where 1 = Not comfortable at all, 2 = Somewhat comfortable, 3 = Quite comfortable, 4 = Very comfortable, 5 = Extremely comfortable

Source: Clinician Mentor pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Implications

In the third year of program implementation, IEA, IFT, and CTU grew the program significantly by doubling the number of novice educators served across the state to nearly 1400, up from 750 in Year 2. Recruiting and gaining the commitment of 120 districts statewide; continuously improving program resources; onboarding and training new participants in their respective roles; facilitating regular communication with local districts and unions; and providing ongoing training and support to all participating teachers, clinicians, virtual coaches, and mentors have been tremendous achievements in Year 3.

As we look at the past three years, several themes emerge as both positive highlights and ongoing challenges. In this section, we summarize those themes and offer implications as the program continues to improve its services to participants, especially virtual coaches, and scale.

Recurring Themes

- ***A majority of virtual coaches and mentors expressed satisfaction with their matches with teachers and clinicians.*** Teachers and clinicians continued to report being well-matched with their virtual coaches and mentors across a number of dimensions: grade level, subject area, race/ethnicity, and other affinity groups, with an even higher percentage saying so in Year 3. The successful matches and alignment between participants reflect the program team's proactive approach in hiring coaches based on specific needs and their responsiveness to participants' concerns about the importance of being matched based on key areas.

- ***Teachers and clinicians consistently relied on their coaches and mentors for support across a wide range of topics spanning instruction and school and district culture and policies.*** Teachers sought assistance from both their coach and mentor for instructional and school- and district-culture-related matters. In contrast, clinicians primarily turned to their coach due to the alignment of their professional backgrounds, allowing for more relevant and specialized support. However, clinicians also recognized the importance of their mentors in providing specific school- and district-related supports, as intended by the program. It is worth noting that clinician mentors expressed less confidence in supporting clinicians, given some mentors are classroom teachers who do not have the necessary clinical expertise to provide relevant resources and advice. As districts are responsible for determining the mentors, the program team can try to gain insight about the clinician mentors and offer additional or targeted support or resources, which they could benefit from to effectively assist clinicians in their development.

- ***In general, novice educators expressed the benefits of working with experienced educators and felt a strong sense of support.*** This support was crucial in prior years as they transitioned back to in-person learning after the pandemic and navigated the unique demands and challenges of the school year. By the end of Year 3, new teachers and clinicians reported a decreased sense of isolation when facing challenges and a heightened level of confidence in their teaching, practice, and classroom management that they are encouraged to stay in their current role in the next school year.

- ***Coaches and mentors themselves have found value in supporting novice teachers and clinicians.*** They recognized that their guidance and assistance alleviate the stress and challenges faced by new educators, helping them to navigate their roles, responsibilities, and the intricacies of the profession. Through their interactions, coaches and mentors have witnessed a positive change in the confidence level of the new educators. Additionally, the experience of working with these educators has prompted reflection among coaches and mentors to evaluate and enhance their own teaching or clinical practice.

- ***Certain challenges persist for some virtual coaches and mentors in fulfilling their roles.*** These challenges include not having enough guidance on their roles and responsibilities, knowing how to determine activities to work on with their assigned educators, and encouraging their assigned educators to actively work with them. In addition, some coaches faced the specific challenges of developing coaching plans that address the unique needs of their new teachers or clinicians and

finding relevant resources and materials to share. Indeed, a small but notable percentage of virtual coaches expressed a need for additional training to be able to coach effectively. This need has remained consistent over the years, with 14 percent of teacher coaches and 15 percent of clinician coaches still seeking additional training in Year 3. To address these concerns, IEA, IFT, and CTU have taken steps in Year 3 by creating a suggested topic list for coaching and mentoring activities and conversations, and expanding the TeachForward resources. Their planned efforts this upcoming summer to create professional learning opportunities and resources for coaches and mentors would further prepare them to effectively work with novice educators.

● ***For a few virtual coaches, engaging with their assigned teachers who already have ample local support (such as school-based coaches, mentors, and grade level/department chairs) poses a challenge and can be frustrating.*** These coaches are mindful of not wanting to add an unnecessary burden to the teachers by encouraging additional collaboration. However, they also wonder how they can best add value as virtual coaches in the program if they have limited interaction with their assigned teachers. IEA program leaders mentioned that this year they allowed local districts to decide whether novice educators should be paired with both a mentor and coach or with one or the other. Some districts opted for either a coach or a mentor, as a way to ensure that novice educators still receive support without overwhelming them with multiple sources of guidance. Looking ahead to Year 4, the IEA, IFT, and CTU program team could consider offering this option to new teachers and clinicians, allowing them to choose whether they want to work with both a virtual coach and mentor, a virtual coach only, or a mentor only. This flexible approach could be viable, especially for teachers in their third year of teaching who have already gained a good understanding of their school community and may primarily need focused instructional support. By offering the choice, novice teachers can receive the specific support they require without feeling overwhelmed.

Sustainability

Each year, district administrators and local union leaders we interviewed advocated for the state to continue the program. Without the additional state resources, they reported that they might be able to sustain mentoring through informal practices (e.g., buddy system) and existing structures (e.g., grade-level or department teams), but likely not instructional coaching. With fewer resources for non-classroom positions and more singleton assignments, smaller districts especially value the virtual instructional coaching component of the program because it provides access to experienced and high-quality coaches who match the teaching or professional assignments of their new teachers and clinicians that they otherwise would not have had.

Beyond access to matched coaches, the state program compensates all of the educators for their expertise and time. Even though it is a truism that no one enters education for the money, teaching is a profession necessitating deep knowledge, skills, and mindsets to reach every student—as any parent who tried to teach their own children during the pandemic realizes. And like any other profession, that time and expertise should be fairly compensated, which the state program has been able to do. This program indicates what will be necessary for teachers and clinicians to receive the appropriate mentoring, coaching, and other professional learning that is built into most other professions as a systemwide expectation.

Of course, education funding fluctuates and more often than not, multiple programs compete for the available funds. As the program moves into its fourth year, specific collaboration among program leaders at the state unions, the local unions, and district leaders can begin to build the foundation for sustainability. Some strategies might include engaging district leaders specifically around how they can broaden their cadre of mentors benefitting from program supports; newly engaging the district leaders of the virtual instructional coaches in recognizing the coaching expertise developed through the program that is now resident in their own buildings; and creative uses of the educators' day to build in mentoring and coaching. To the extent that these and other potential sustainability strategies need to be bargained locally, this program provides promise as a collaboration among the state board, state unions, district leadership, and local unions. Turning towards sustainability is essential to maximize this investment in teachers and the teaching profession in the last three years.

Appendices

Appendix A. Methods

To answer our evaluation questions in Year 3, we employed a mixed methods design similar to the one used in 2020–21 and 2021–22. We collected both qualitative and quantitative data at different points of the school year, analyzed each data source separately, and then compared the results to substantiate the themes that emerged from the findings. We collected the quantitative data using surveys at pre-implementation and post-implementation, all of which provided a program-wide overview of implementation (e.g., frequency and value of coaching and mentoring activities) and key outcome measures. We built on the quantitative data by conducting interviews with various stakeholder groups (i.e., new teachers, new clinicians, virtual coaches, mentors, district administrators, and local union leaders). The qualitative data provided valuable insights that complemented the quantitative data, resulting in a more comprehensive and nuanced understanding of program implementation. Exhibit A-1 presents the data collection activities and participants by evaluation question.

Exhibit A-1. Evaluation Questions, Data Sources, and Respondents

	Pre-implementation survey	Post-implementation survey	Interviews
Respondents	**New teacher, new clinician, virtual coach, mentor**	**New teacher, new clinician, virtual coach, mentor**	**New teacher, new clinician, virtual coach, mentor, district administrator, local union leader**
Implementation			
To what extent is the program implemented as intended?	✓	✓	✓
What factors affect implementation, and why?		✓	✓
To what extent do new teachers and clinicians find the program supports valuable?		✓	✓
To what extent do virtual coaches and mentors find the program valuable for coaching and mentoring, respectively?		✓	✓

	Pre-implementation survey	Post-implementation survey	Interviews
Respondents	**New teacher, new clinician, virtual coach, mentor**	**New teacher, new clinician, virtual coach, mentor**	**New teacher, new clinician, virtual coach, mentor, district administrator, local union leader**
Outcomes			
To what extent does participation in the coaching and mentoring program help develop **new teachers' professional practice**? What role do virtual instructional coaches play?	✓	✓	✓
To what extent does participation in the coaching and mentoring program help **new teachers feel supported in and oriented to the school culture and community**? What role do building mentors play?		✓	✓
To what extent does participation in the coaching and mentoring program help develop new **clinicians' professional practice**? What role do their coaches and/or mentors play?	✓	✓	✓
To what extent does participation in the coaching and mentoring program contribute to **new teachers' and clinicians' intention to stay in the profession**?		✓	✓
To what extent do virtual coaches' and mentors' skills improve as a result of participating in the program?	✓	✓	✓

Surveys

Data collection. To accommodate the program's ongoing recruitment and rolling implementation, we administered the pre-implementation survey in three waves from late September 2022 to early January 2023: late September to October 2022, early October to mid-November 2022, and late November 2022 to early January 2023. We programmed the pre-implementation survey in Qualtrics and then sent to each participant's email using a distribution list curated from IEA, IFT, and CTU's program rosters. All participating teachers, clinicians, virtual coaches, and mentors in the program received the survey, which was intended to identify educators' reasons for joining the program and priorities that they hoped the program would address, and measure their efficacy in specific skills, knowledge, and dispositions pertaining to their respective roles.

We recognize the fundamental differences between clinician roles and teacher roles (e.g., in the knowledge and skills required, what they focus on, and how they work with students), and acknowledge that coaching and mentoring with clinicians would be different from that with teachers. To address this, we developed and administered separate surveys tailored specifically for clinician coaches, teacher coaches, clinician mentors, and teacher mentors. This allowed us to gather targeted feedback and insights from each group, enabling a more nuanced understanding of their unique experiences within the program.

From mid-April to early May 2023, we followed up with the participants with a post-implementation survey to assess various aspects of the program:

- Teacher, clinician, virtual coach, and mentor efficacy in the skills, knowledge, and dispositions associated with their respective roles,

- Their intention to remain in their current roles and the education profession,

- Types and perceived value of coaching and mentoring activities,

- Successes and challenges encountered during program implementation, and

- Value of key program supports.

Because of ongoing recruitment throughout the year and thus the rolling start of the program, we included only participants who joined the program by January 2, 2023 in the analysis. The implementation period would have been too short to detect any outcomes for participants who joined after January 2, 2023. Exhibit A-2 presents the number of respondents and response rate for each survey by stakeholder group.

Exhibit A-2. Survey Samples and Response Rates

Survey	New teacher	New clinician	Virtual coach	Mentor
Pre-implementation	699 (63%)	104 (52%)	334 (68%)	400 (68%)
Post-implementation	480 (45%)	72 (38%)	259 (62%)	287 (57%)
Pre- and post-implementation	382 (37%)	57 (31%)	214 (58%)	226 (51%)

Note: We used IEA, IFT, and CTU rosters to compile a participant list for distributing the pre- and post-implementation surveys. The surveys were administered only to participants who joined the program before January 2, 2023. Virtual coach responses encompass both teacher coach and clinician coach responses, and mentor responses include both teacher mentor and clinician mentor responses. The response rate for each stakeholder group is determined by dividing the number of completed surveys received by the number of active participants who received the survey. The pre- and post-implementation rates refer to respondents who completed both the pre- and post-implementation surveys and were sent both of the surveys.

Data analysis. We used the R statistical software package to analyze the survey data collected. For each survey item, we conducted descriptive analyses (i.e., frequencies and means as appropriate). Similar to 2021–22, we conducted factor analysis on groups of relevant survey items to ensure that combining them in conceptually relevant scales is reliable. We then calculated alpha reliability to justify the creation of scales from the selected items. After checking for internal reliability across the items for each group of items, we created efficacy scales or variables using a weighted average approach, keeping the variables in the same response scale as the original survey items (scale of 1 to 5) to ease interpretation.

For the teacher pre- and post-implementation surveys, we created two teacher efficacy scales: (1) instructional practice, and (2) building relationships to support student learning. Both scale variables were highly reliable with alphas of at least 0.85 (Exhibit A-3).

We utilized the same process for the clinician, virtual coach (teacher coach and clinician coach), and mentor (teacher mentor and clinician mentor) surveys (Exhibit A-3). For the clinician surveys, we created one scale to capture professional practice efficacy. For the virtual coach surveys, we created three scales, including two from last year: capturing efficacy in supporting teachers/clinicians with their practice and skills or comfort in helping teachers/clinicians navigate the interpersonal aspects of their roles. The third scale—new this year—was efficacy in building teachers'/clinicians' understanding of trauma to support student learning.

We also created scales for mentors. For teacher mentors, four efficacy scales emerged from our analysis including two new scales introduced this year: supporting teachers in developing their understanding of trauma and building relationships with students and families to support student learning. Additionally, two measures from the previous year were included: supporting teachers in instructional practice and guiding them through the interpersonal aspects of teaching. For clinician mentors, we identified three measures of efficacy, one of which carried over from the previous year: supporting clinicians in their practice. The other two measures, helping clinicians develop their identity within the local community and providing one-on-one mentorship, emerged as new areas of focus.

To understand changes from pre- to post-implementation, we conducted paired t-tests to compare the efficacy and/or interpersonal skills scales for each stakeholder group. Exhibit A-4 presents the mean ratings for efficacy and interpersonal skills at pre- and post-implementation, as well as the mean differences or changes from pre- to post-implementation.

Exhibit A-3. Survey Scales

Scales	Items	Reliability (Cronbach's alpha)
Efficacy in supporting teachers with instructional practice *(for teacher coaches)*	How prepared are you to support new teachers in developing each of the following skills? *[Not prepared at all=1, Somewhat prepared=2, Quite prepared=3, Very prepared=4, Extremely prepared=5]* a. Teach effectively b. Handle a range of challenging classroom management and discipline situations c. Redirect students quickly if they become disruptive in class d. Engage the most difficult or unmotivated students e. Accurately assess whether an assignment is at the correct level of difficulty f. Adapt instruction so that they can meet the needs of students at varying academic levels equally well g. Develop and maintain positive relationships with students h. Make students feel that they belong i. Build trusting, respectful relationships with students' families to support their learning j. Build and maintain an anti-racist learning environment k. Integrate online resources into instruction l. Use assessment results to evaluate students' progress and modify instruction m. Manage their time and workload n. Manage school administrator expectations and demands	0.92
Efficacy in building teachers' understanding of trauma to support student learning *(for teacher coaches)*	How prepared are you to support new teachers in developing each of the following skills? *[Not prepared at all=1, Somewhat prepared=2, Quite prepared=3, Very prepared=4, Extremely prepared=5]* a. Build an understanding of trauma b. Identify trauma-responsive and social-emotional learning strategies to implement	0.90

Scales	Items	Reliability (Cronbach's alpha)
Interpersonal skills comfort *(for teacher coaches)*	How comfortable do you feel… *[Not comfortable at all=1, Somewhat comfortable=2, Quite comfortable=3, Very comfortable=4, Extremely comfortable=5]* a. Building rapport online with someone you don't know b. Identifying useful problems of practice that you can collaborate on with new teachers c. Providing feedback to teachers about equitable practices in the classroom d. Observing teachers teaching and providing meaningful formative feedback e. Encouraging others when they are discouraged f. Providing constructive feedback to a colleague g. Identifying differentiated supports to meet the needs of a teacher you support h. Coaching without being given a prescribed coaching framework or curriculum per se i. Helping new teachers think through questions regarding their school community j. Helping a new teacher begin to figure out their teacher persona/identity k. Supporting a new teacher who teaches in a location and/or school context you have no experience with yourself	0.94
Efficacy in supporting teachers with instructional practice *(for teacher mentors)*	How prepared are you to support new teachers in developing each of the following skills? *[Not prepared at all=1, Somewhat prepared=2, Quite prepared=3, Very prepared=4, Extremely prepared=5]* a. Teach effectively b. Handle a range of challenging classroom management and discipline situations c. Redirect students quickly if they become disruptive in class d. Develop the cultural competence to facilitate learning for students from different racial/ethnic backgrounds e. Engage the most difficult or unmotivated students f. Accurately assess whether an assignment is at the correct level of difficulty g. Adapt instruction so that they can meet the needs of students at varying academic levels equally well h. Integrate online resources into instruction i. Use assessment results to evaluate students' progress and modify instruction j. Help them manage their time and workload	0.92

Scales	Items	Reliability (Cronbach's alpha)
Efficacy in building teachers' understanding of trauma to support student learning *(for teacher mentors)*	How prepared are you to support new teachers in developing each of the following skills? *[Not prepared at all=1, Somewhat prepared=2, Quite prepared=3, Very prepared=4, Extremely prepared=5]* a. Build an understanding of trauma b. Identify trauma-responsive and social-emotional learning strategies to implement	0.95
Efficacy in helping teachers build relationships (with students and families) to support student learning *(for teacher mentors)*	How prepared are you to support new teachers in developing each of the following skills? *[Not prepared at all=1, Somewhat prepared=2, Quite prepared=3, Very prepared=4, Extremely prepared=5]* a. Develop and maintain positive relationships with students b. Make students feel that they belong c. Build trusting, respectful relationships with students' families to support their learning	0.90
Interpersonal skills comfort *(for teacher mentors)*	How comfortable do you feel... *[Not comfortable at all=1, Somewhat comfortable=2, Quite comfortable=3, Very comfortable=4, Extremely comfortable=5]* a. Building rapport with someone you don't know b. Identifying useful problems of practice that you can collaborate on with new teachers c. Providing feedback to teachers about equitable practices in the classroom d. Encouraging others when they are discouraged e. Providing constructive feedback to a colleague f. Identifying differentiated supports to meet the needs of a teacher whom you're supporting g. Explaining how things "really work" at your school to a new teacher h. Supporting a new teacher in managing administrator demands i. Supporting a new teacher with communicating with parents j. Explaining how to engage with the community and access community resources k. Explaining school policy to a new teacher l. Helping a new teacher feel connected to other teachers in the school community m. Mentoring without being given a prescribed modeling framework or curriculum per se n. Supporting a new teacher who teaches a subject or grade you've never taught o. Helping a new teacher think through questions that arise in the school community p. Helping a new teacher begin to figure out their teacher persona/identity	0.96

Scales	Items	Reliability (Cronbach's alpha)
Teachers' instructional practice efficacy	To what extent do you feel equipped in the following aspects of teaching? *[Not equipped at all=1, Somewhat equipped=2, Quite equipped=3, Very equipped=4, Extremely equipped=5]* a. I can handle a range of challenging classroom management and discipline situations. b. If a student in my class becomes disruptive, I know techniques to redirect them quickly. c. I have the cultural competence to facilitate the learning of students from different racial/ethnic backgrounds. d. I have the knowledge and skills to address the needs of English learners. e. I have the knowledge and skills to address the needs of students with IEPs or 504 plans. f. I can get through to even the most difficult or unmotivated students. g. If a student does not remember information I gave in a previous lesson, I know how to increase their retention in the next lesson. h. If one of my students is struggling with a class assignment, I know how to accurately assess whether the assignment is at the correct level of difficulty. i. I am able to adapt instruction so that I meet the needs of students at varying academic levels equally well. j. I know how to use assessment results to evaluate students' progress and modify instruction. k. I am able to integrate online resources into instruction.	0.91
Teachers' efficacy in building relationships (to support student learning)	To what extent do you feel equipped in the following aspects of teaching? *[Not equipped at all=1, Somewhat equipped=2, Quite equipped=3, Very equipped=4, Extremely equipped=5]* a. I am able to develop and maintain positive relationships with the students I support. b. I am able to make students I work with feel that they belong. c. I am able to build trusting, respectful relationships with my students' families to support their learning. d. I am able to develop and maintain an anti-racist learning environment.	0.85

Scales	Items	Reliability (Cronbach's alpha)
Efficacy in supporting clinicians in their practice/role *(for clinician coaches)*	How prepared are you to support new clinician(s) in developing each of the following skills? *[Not prepared at all=1, Somewhat prepared=2, Quite prepared=3, Very prepared=4, Extremely prepared=5]* a. Address the needs of students with IEPs and 504 plans b. Engage the most difficult or unmotivated students c. Adapt their supports so that they can meet the varying needs of students d. Develop and maintain positive relationships with students e. Make students feel that they belong f. Build trusting, respectful relationships with students' families to support their learning g. Manage their time and caseload h. Manage school and/or district administrator expectations and demands i. Communicate and work with classroom teachers to support students' learning j. Communicate and work with other clinicians who also support students' learning k. Use assessment results to evaluate students' progress and modify their supports l. Meet the standards of their specific profession (i.e., nurse, social worker, psychologist, speech pathologist, occupational therapist, counselor, etc.)	0.93
Efficacy in building clinicians' understanding of trauma to support student learning *(for clinician coaches)*	How prepared are you to support new clinician(s) in developing each of the following skills? *[Not prepared at all=1, Somewhat prepared=2, Quite prepared=3, Very prepared=4, Extremely prepared=5]* a. Build an understanding of trauma b. Identify trauma-responsive and social-emotional learning strategies to implement	0.93

Scales	Items	Reliability (Cronbach's alpha)
Interpersonal skills comfort *(for clinician coaches)*	How comfortable do you feel… *[Not comfortable at all=1, Somewhat comfortable=2, Quite comfortable=3, Very comfortable=4, Extremely comfortable=5]* a. Building rapport online with someone you don't know b. Identifying useful problems of practice that you can collaborate on with new clinicians c. Providing feedback to clinicians about equitable practices d. Encouraging others when they are discouraged e. Providing constructive feedback to a colleague f. Identifying differentiated supports to meet the needs of a clinician you support g. Coaching without being given a prescribed coaching framework or curriculum per se h. Helping new clinicians think through questions regarding their school/district community i. Helping a new clinician begin to figure out their clinician persona/identity j. Supporting a new clinician who works in a location and/or school context you have no experience with yourself	0.95
Efficacy in supporting clinicians in their role *(for clinician mentors)*	How prepared are you to support new clinicians in developing each of the following skills? *[Not prepared at all=1, Somewhat prepared=2, Quite prepared=3, Very prepared=4, Extremely prepared=5]* a. Engage the most difficult or unmotivated students b. Adapt their supports so that they can meet the varying needs of students c. Develop and maintain positive relationships with students d. Make students feel that they belong e. Build trusting, respectful relationships with students' families to support their learning f. Use assessment results to evaluate students' progress and modify their supports g. Communicate and work with classroom teachers to support students' learning h. Work with other clinicians to support students' learning	0.91

Scales	Items	Reliability (Cronbach's alpha)
Interpersonal skills to provide 1:1 mentorship *(for clinician mentors)*	How comfortable do you feel... *[Not comfortable at all=1, Somewhat comfortable=2, Quite comfortable=3, Very comfortable=4, Extremely comfortable=5]* a. Providing feedback to clinicians about equitable practices b. Encouraging others when they are discouraged c. Providing constructive feedback to a colleague d. Identifying differentiated supports to meet the needs of a clinician you support e. Explaining how things "really work" at your school/district to a clinician you support f. Supporting a new clinician in managing school/district administrator expectations and demands g. Explaining school/district policy to a new clinician h. Mentoring without being given a prescribed modeling framework or curriculum per se	0.92
Interpersonal skills to help clinicians develop their identity within the local community *(for clinician mentors)*	How comfortable do you feel... *[Not comfortable at all=1, Somewhat comfortable=2, Quite comfortable=3, Very comfortable=4, Extremely comfortable=5]* a. Supporting a new clinician with communicating with parents b. Explaining how to engage with the community and access community resources c. Helping a new clinician feel connected to other clinicians and teachers in the school/district community d. Helping a new clinician think through questions that arise in the school/district community e. Helping a new clinician begin to figure out their clinician persona/identity	0.90

Scales	Items	Reliability (Cronbach's alpha)
Clinicians' professional practice efficacy	To what extent do you feel equipped in the following aspects? *[Not equipped at all=1, Somewhat equipped=2, Quite equipped=3, Very equipped=4, Extremely equipped=5]* a. I have the cultural competence to address the needs of students from different racial/ethnic backgrounds. b. I have the knowledge and skills to address the needs of students with IEPs or 504 plans. c. I can get through to even the most difficult or unmotivated students. d. I am able to develop and maintain positive relationships with the students I support. e. I am able to make students I work with feel that they belong. f. I am able to build trusting, respectful relationships with my students' families to support their learning. g. I am able to develop and maintain an anti-racist learning environment. h. I am able to adapt my supports to meet the varying needs of students. i. I know how to use assessment results to evaluate students' progress and modify my supports. j. I have the knowledge and skills to communicate and work effectively with teachers and administrators to address the needs of students. k. I have the knowledge and skills to communicate and work effectively with families to address the needs of students. l. I have the knowledge and skills to communicate and work effectively with other clinicians to address the needs of students. m. I am able to follow the district regulations and procedures (e.g., maintaining student records, confidentiality) pertaining to my specific clinician role.	0.93

Exhibit A-4. Mean Differences in Efficacy and Interpersonal Skills Comfort Ratings from Pre- to Post-Implementation

Scales	Pre-implementation			Post-implementation			Mean difference	*t*	*p*
	n	Mean	*SD*	*n*	Mean	*SD*			
Efficacy in supporting teachers with instructional practice *(for teacher coaches)*	144	4.33	0.48	144	4.29	0.56	-0.040	-1.087	0.279
Efficacy in building teachers' understanding of trauma *(for teacher coaches)*	148	3.59	0.88	146	3.72	0.98	0.130	2.001	0.047
Interpersonal skills comfort *(for teacher coaches)*	147	4.24	0.6	144	4.25	0.67	0.010	0.517	0.606
Efficacy in supporting teachers with instructional practice *(for teacher mentors)*	173	4.16	0.57	174	4.04	0.63	-0.118	-2.681	0.008
Efficacy in building teachers' understanding of trauma to support student learning *(for teacher mentors)*	176	3.4	0.91	176	3.35	0.96	-0.051	-0.902	0.368
Efficacy in helping teachers build relationships (with students and families) to support student learning *(for teacher mentors)*	176	4.53	0.54	175	4.38	0.67	-0.152	-2.982	0.003
Interpersonal skills comfort *(for teacher mentors)*	174	4.22	0.59	173	4.12	0.62	-0.103	-2.627	0.009
Teachers' instructional practice efficacy	266	3.26	0.67	263	3.57	0.65	0.305	8.335	<0.001
Teachers' efficacy in building relationships	268	4.07	0.69	266	4.01	0.69	-0.059	-1.409	0.160

Scales	Pre-implementation			Post-implementation			Mean difference	t	p
	n	Mean	SD	n	Mean	SD			
Efficacy in supporting clinicians in their practice/role *(for clinician coaches)*	33	4.62	0.35	33	4.52	0.43	-0.100	-1.463	0.153
Efficacy in building clinicians' understanding of trauma to support student learning *(for clinician coaches)*	33	4.17	0.84	33	4.02	0.88	-0.150	-1.203	0.238
Interpersonal skills comfort *(for clinician coaches)*	33	4.38	0.52	33	4.31	0.56	-0.070	-0.829	0.413
Efficacy in supporting clinicians in their role *(for clinician mentors)*	11	4.52	0.42	10	3.98	0.62	-0.513	-2.924	0.017
Interpersonal skills to provide 1:1 mentorship *(for clinician mentors)*	11	4.38	0.59	10	4.16	0.61	-0.150	-1.008	0.340
Interpersonal skills to help clinicians develop their identity within the local community *(for clinician mentors)*	11	4.31	0.7	10	3.82	0.68	-0.420	-2.272	0.049
Clinicians' professional practice efficacy	43	3.85	0.61	43	3.96	0.57	0.107	1.312	0.197

Because of the lower response rates that we had hoped for in the surveys, we analyzed potential missing data bias for teacher, clinician, virtual coach, and mentor respondents. For each educator group, we compared participants who completed both the pre- and post-implementation surveys with those who only completed the pre-implementation survey on the pre-implementation efficacy measures (Exhibit A-5). Our findings suggest that, for most stakeholder groups, those who completed both surveys did not differ from those who completed only the pre-implementation survey on the pre-implementation measures. However, in the case of teacher coaches, we observed slightly lower mean scores for efficacy in building teachers' understanding of trauma to support student learning (at pre-implementation) among those who completed both surveys compared to those who completed only the pre-implementation survey. In other words, teacher coaches who completed both surveys reported less readiness to support teachers build their understanding of trauma compared to teacher coaches who completed only the pre-implementation survey. Since this is our first year examining this measure, we would need to conduct further analysis to determine if similar results will occur in the next year or if this difference was an isolated incident.

For clinicians, we also observed that participants who completed both surveys reported slightly higher ratings for professional practice efficacy (at pre-implementation) compared to those who completed only the pre-implementation survey.

Exhibit A-5. Missing Data Bias Analysis (Comparing Respondents with Only Pre-Implementation Survey and Respondents with Both Pre- and Post-Implementation Surveys, along Pre-Implementation Efficacy Scales)

Scales	Respondents with pre-implementation survey response only			Respondents with pre- and post-implementation survey response			Mean difference	t	p
	n	Mean	*SD*	*n*	Mean	*SD*			
Efficacy in supporting teachers with instructional practice *(for teacher coaches)*	82	4.38	0.47	144	4.33	0.48	0.041	0.631	0.529
Efficacy in building teachers' understanding of trauma *(for teacher coaches)*	85	3.85	0.80	148	3.59	0.88	-0.256	2.265	0.025
Interpersonal skills comfort *(for teacher coaches)*	84	4.30	0.56	147	4.24	0.60	-0.060	0.771	0.442

Scales	Respondents with pre-implementation survey response only			Respondents with pre- and post-implementation survey response			Mean difference	t	p
	n	Mean	SD	n	Mean	SD			
Efficacy in supporting teachers with instructional practice *(for teacher mentors)*	140	4.15	0.62	173	4.16	0.57	0.002	-0.037	0.971
Efficacy in building teachers' understanding of trauma to support student learning *(for teacher mentors)*	145	3.46	1.03	176	3.40	0.91	-0.058	0.528	0.598
Efficacy in helping teachers build relationships to support student learning *(for teacher mentors)*	144	4.49	0.59	176	4.53	0.54	0.048	-0.756	0.450
Interpersonal skills comfort *(for teacher mentors)*	140	4.11	0.66	174	4.22	0.59	0.114	-1.595	0.112
Teachers' instructional practice efficacy	242	3.33	3.26	266	3.26	0.67	-0.069	1.092	0.275
Teachers' efficacy in building relationships	246	4.08	0.77	268	4.07	0.69	-0.009	0.145	0.885
Efficacy in supporting clinicians in their practice/role *(for clinician coaches)*	29	4.43	0.493	33	4.62	0.350	0.193	-1.759	0.085
Efficacy in building clinicians' understanding of trauma to support student learning *(for clinician coaches)*	29	3.91	0.856	33	4.17	0.835	0.253	-1.174	0.245
Interpersonal skills comfort *(for clinician coaches)*	28	4.27	0.706	33	4.38	0.522	0.117	-0.725	0.472
Efficacy in supporting clinicians in their role *(for clinician mentors)*	10	4.26	0.41	11	4.52	0.42	0.260	-1.433	0.168

Scales	Respondents with pre-implementation survey response only			Respondents with pre- and post-implementation survey response			Mean difference	t	p
	n	Mean	SD	n	Mean	SD			
Interpersonal skills to provide 1:1 mentorship *(for clinician mentors)*	10	4.28	0.46	11	4.38	0.59	0.100	-0.437	0.667
Interpersonal skills to help clinicians develop their identity within the local community *(for clinician mentors)*	10	4.14	0.41	11	4.31	0.70	0.169	-0.682	0.505
Clinicians' professional practice efficacy	56	3.57	0.69	43	3.85	0.61	0.283	-2.150	0.034

Furthermore, we looked at new teacher post-implementation survey data and compared teachers who responded to the survey ("respondents") with those who did not ("non-respondents") on a number of measures: (1) pre-implementation efficacy in instructional practice, (2) pre-implementation efficacy in building relationships, (3) grade-level taught (elementary, secondary), (4) race/ethnicity (White, non-White), and (5) year as a full-time teacher (first year, second year, third year) (Exhibit A-6). Our findings indicate that post-implementation survey respondents did not differ from the non-respondents on all the measures.

Exhibit A-6. Missing Data Bias Analysis for New Teachers

Pre-implementation scales	Post-implementation survey respondents		Post-implementation survey non-respondents		Mean difference	t	p
	n	Mean	n	Mean			
Teachers' instructional practice efficacy	266	3.26	242	3.33	0.069	-1.092	0.275
Teachers' efficacy in building relationships	268	4.07	246	4.08	0.009	-0.145	0.885

Background characteristics	Post-implementation survey respondents		Post-implementation survey non-respondents		x^2	df	p
	n	Percent	n	Percent			
Elementary	133	47	120	53	0.781	1	0.377
Secondary	125	51	120	49			
White	193	49	201	51	0.037	1	0.848
Non-white	60	48	65	52			
1st-year teacher	142	73	52	27	0.144	2	0.931
2nd-year teacher	78	73	29	27			
3rd-year teacher	41	71	17	29			

We also looked at the teacher coach survey data and compared teacher coaches who responded to the post-implementation survey with those who did not on the three pre-implementation scales, formal coaching experience, gender, race/ethnicity, and teacher status (teacher, non-teacher/other role) (Exhibit A-7). Our analysis indicates that post-implementation survey respondents had lower self-ratings for pre-implementation efficacy in building teachers' understanding of trauma compared to non-respondents. In other words, post-implementation survey respondents reported less readiness in this area compared to non-respondents. Also, there was a statistically significant relationship between post-implementation survey completion status and formal coaching experience. Teacher coaches who responded to the post-implementation survey seemed to have less coaching experience compared to those who did not.

Exhibit A-7. Missing Data Bias Analysis for Teacher Coaches

Pre-implementation scales	Post-implementation survey respondents		Post-implementation survey non-respondents		Mean difference	t	p
	n	Mean	*n*	Mean			
Efficacy in supporting teachers with instructional practice	144	4.33	82	4.38	0.041	-0.631	0.529
Efficacy in building teachers' understanding of trauma	148	3.59	85	3.85	0.256	-2.265	0.025
Interpersonal skills comfort	147	4.24	84	4.30	0.060	-0.771	0.442
Background characteristics	*n*	Percent	*n*	Percent	X^2	*df*	*p*
No formal coaching experience	39	26%	23	27%	8.122	3	0.044
1–2 years of coaching experience	59	40%	20	23%			
3–5 years of coaching experience	15	10%	14	16%			
More than 5 years of coaching experience	35	24%	29	34%			
Female	138	85%	42	74%	3.422	1	0.064
Male	25	15%	15	26%			
White	106	65%	32	56%	1.423	1	0.232
Non-white	57	35%	25	44%			
Teacher	114	77%	72	84%	1.495	1	0.222
Non-teacher/other role	34	23%	14	16%			

Furthermore, we analyzed data from teacher mentors and compared those who responded to the post-implementation survey with those who did not on the four pre-implementation scales, formal mentoring experience, gender, race/ethnicity, and teacher status (teacher, non-teacher/other role) (Exhibit A-8). There were no statistically significant differences between post-implementation survey respondents and non-respondents across all the measures.

Exhibit A-8. Missing Data Bias Analysis for Teacher Mentors

	Post-implementation survey respondents		Post-implementation survey non-respondents				
Pre-implementation scales	*n*	**Mean**	*n*	**Mean**	**Mean difference**	*t*	*p*
Efficacy in supporting teachers with instructional practice	173	4.16	140	4.15	-0.002	0.037	0.971
Efficacy in building teachers' understanding of trauma to support student learning	176	3.40	145	3.46	0.058	-0.528	0.598
Efficacy in helping teachers build relationships (with students and families) to support student learning	176	4.53	144	4.49	-0.048	0.756	0.450
Interpersonal skills comfort	174	4.22	140	4.11	-0.114	1.595	0.112
Background characteristics	*n*	**Percent**	*n*	**Percent**	X^2	*df*	*p*
No formal mentoring experience	46	26%	34	23%			
1–2 years of mentoring experience	70	40%	59	40%			
3–5 years of mentoring experience	28	16%	28	19%	0.748	3	0.862
More than 5 years of mentoring experience	32	18%	27	18%			

	Post-implementation survey respondents		Post-implementation survey non-respondents				
Female	153	93%	80	89%	1.088	1	0.297
Male	12	7%	10	11%			
White	142	86%	74	81%	0.782	1	0.377
Non-white	24	14%	17	19%			
Teacher	150	85%	122	82%	0.466	1	0.495
Non-teacher/other role	26	15%	26	18%			

Interviews

Data collection. We conducted three rounds of interviews that were semi-structured, individual, and virtual. The interviews focused on several main thematic areas, including the motivation for joining the program, the local contexts surrounding new teacher/clinician supports and learning, factors that facilitate or hinder coaching and mentoring, the ongoing needs of participants, the perceived value of the program for different participant groups, and suggestions for program improvement.

The first round of interviews occurred from November 1, 2022 to December 23, 2022, and involved a purposive sample of virtual coaches, mentors, district administrators, and local union leaders. We sampled 13 virtual coaches and 18 mentors who represented both new and returning participants to the program. We ensured a diverse representation by including coaches and mentors who support teachers or clinicians, and who come from different locales and regions of the state. Due to a low response rate, we included an additional 4 virtual coaches and 8 mentors in the sample in late November, bringing the total of sampled virtual coaches to 17 and mentors to 26. In the end, we were able to schedule and conduct interviews with 10 virtual coaches (8 teacher coaches and 2 clinician coaches) and 8 mentors (6 teacher mentors and 2 clinician mentors).

In creating our sample for the district administrator and local union leader interviews, we included both returning and new districts, and a variety of locales (rural and urban) and regions. In total, we conducted interviews with 7 district administrators and 8 local union leaders, representing 9 districts.

In the second round of interviews, we targeted new teachers and clinicians. These interviews took place from February 1, 2023 through March 14, 2023, using a purposive sample. To gain a deeper understanding of individual experiences and the relationship between coaches/mentors and teachers/clinicians, we selected participants whose coach or mentor was interviewed in the first round. This approach allowed us to oversample teacher and clinician respondents, considering that most coaches and mentors supported multiple individuals.

The sample consisted of a mix of new and returning teachers and clinicians to the program, with a majority being in their first or second year of teaching. To get a comprehensive perspective, we also included third-year teachers to capture their perspectives. Additionally, the sample encompassed a range of subject areas for teachers, professions for clinicians, and grade levels. In total, we selected 41 teachers and 14 clinicians for the interviews. Given the demanding nature of the 2022–23 academic year for educators, we anticipated that novice educators would be less likely to volunteer their time for research interviews. Despite this, we successfully scheduled interviews with 10 novice teachers and 4 novice clinicians.

The third round of interviews occurred from March 20, 2023 through April 14, 2023 with a sample of virtual coaches and mentors who had not been interviewed previously. We sampled 13 virtual coaches and 13 mentors, and successfully completed interviews with 12 virtual coaches (8 teacher coaches and 4 clinician coaches) and 2 mentors who supported teachers. Exhibit A-9 shows the number of interview respondents by stakeholder groups.

Exhibit A-9. Interview Respondents

Stakeholder group	Sampled	Participated
Virtual coaches	17 (fall 2022) 13 (spring 2023)	10 (fall 2022) 12 (spring 2023)
Mentors	26 (fall 2022) 13 (spring 2023)	8 (fall 2022) 2 (spring 2023)
New teachers	41	10
New clinicians	14	4
District administrators	10	7
Local union leaders	12	8

Note: In fall 2022, we initially planned focus groups for mentors considering that they were less likely than virtual coaches to participate in research interviews. However, we were only able to conduct one focus group with 2 mentors during that time. Nevertheless, we were pleased to be able to successfully conduct 6 individual interviews with mentors. In spring 2023, we adjusted our approach and continued conducting individual interviews with this group of educators.

Data analysis. We captured audio recordings and took detailed notes during each interview. We then conducted thematic analysis of the data using a structured debriefing form for each educator role. Our team read and re-read interview transcripts and then summarized key points as codes that describe the content. Through an iterative process, we clustered codes into themes that aligned with the evaluation questions.

To further confirm or disconfirm emergent themes, we triangulated the interview data across stakeholder groups. The multiple stakeholder perspectives provided a comprehensive understanding of both implementation successes and challenges. This systematic process helped us confirm the strength of the themes across the groups.

Appendix B. Additional Outcomes Data

Exhibit B-1: <u>New Teachers</u>' Mean Efficacy Ratings for Building Relationships, Pre- to Post-Implementation
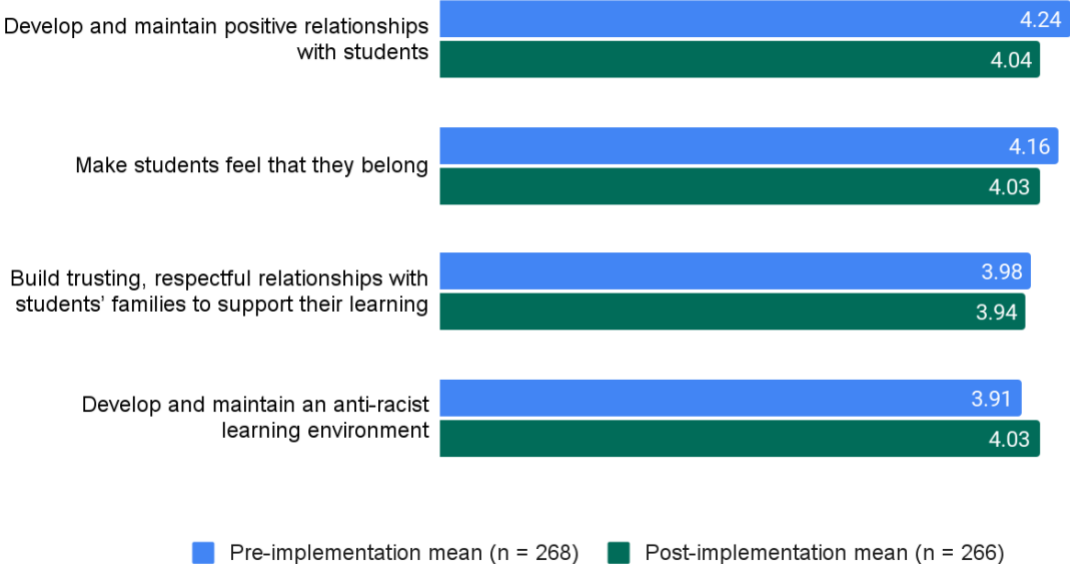
	Pre-implementation mean (n = 268)	Post-implementation mean (n = 266)
Develop and maintain positive relationships with students	4.24	4.04
Make students feel that they belong	4.16	4.03
Build trusting, respectful relationships with students' families to support their learning	3.98	3.94
Develop and maintain an anti-racist learning environment	3.91	4.03

Note: Efficacy items on 5-point scale, where 1 = Not equipped at all, 2 = Somewhat equipped, 3 = Quite equipped, 4 = Very equipped, 5 = Extremely equipped

Source: Teacher pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Exhibit B-2: <u>New Clinicians'</u> Mean Efficacy Ratings for Professional Practice, Pre- to Post-Implementation

Item	Pre-implementation mean	Post-implementation mean
Address the needs of students with IEPs or 504 plans	3.56	4.05
Use assessment results to evaluate students' progress and modify my supports	3.37	3.84
Address the needs of students from culturally diverse backgrounds	3.4	3.77
Get through to even the most difficult or unmotivated students	3.09	3.42
Communicate and work effectively with families to address the needs of students	3.65	3.94
Communicate and work effectively with teachers and administrators to address the needs of students	3.7	3.98
Communicate and work effectively with other clinicians to address the needs of students	3.88	4.06
Follow the district regulations and procedures pertaining to specific clinician role	4.14	4.11
Develop and maintain an anti-racist learning environment	4.12	4.02
Adapt supports to meet the varying needs of students	4.02	3.91
Build trusting, respectful relationships with students' families to support their learning	4.23	4.07
Make students feel that they belong	4.4	4.16
Develop and maintain positive relationships with students	4.51	4.16

Pre-implementation mean (n = 43)   Post-implementation mean (n = 43)

Note: Efficacy items on 5-point scale, where 1 = Not equipped at all, 2 = Somewhat equipped, 3 = Quite equipped, 4 = Very equipped, 5 = Extremely equipped

Source: Clinician pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Exhibit B-3. <u>Teacher Coaches'</u> Mean Efficacy Ratings for Supporting Teachers with Instructional Practice, Pre- to Post-Implementation

Item	Pre-implementation mean (n = 144)	Post-implementation mean (n = 144)
Manage their time and workload	4.18	4.23
Handle a range of challenging classroom management and discipline situations	4.31	4.34
Redirect students quickly if they become disruptive in class	4.31	4.30
Accurately assess whether an assignment is at the correct level of difficulty	4.22	4.23
Teach effectively	4.41	4.40
Integrate online resources into instruction	4.30	4.28
Engage the most difficult or unmotivated students	4.01	3.95
Develop and maintain positive relationships with students	4.57	4.51
Adapt instruction so that they can meet the needs of students at varying academic levels equally well	4.36	4.29
Manage school administrator expectations and demands	4.14	4.08
Build trusting, respectful relationships with students' families to support their learning	4.55	4.46
Make students feel that they belong	4.59	4.49
Use assessment results to evaluate students' progress and modify instruction	4.38	4.26
Build and maintain an anti-racist learning environment	4.15	3.98

■ Pre-implementation mean (n = 144)   ■ Post-implementation mean (n = 144)

Note: Efficacy items on 5-point scale, where 1 = Not prepared at all, 2 = Somewhat prepared, 3 = Quite prepared, 4 = Very prepared, 5 = Extremely prepared

Source: Teacher Coach pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Exhibit B-4. <u>Teacher Coaches'</u> Mean Efficacy Ratings for Building Teachers' Understanding of Trauma
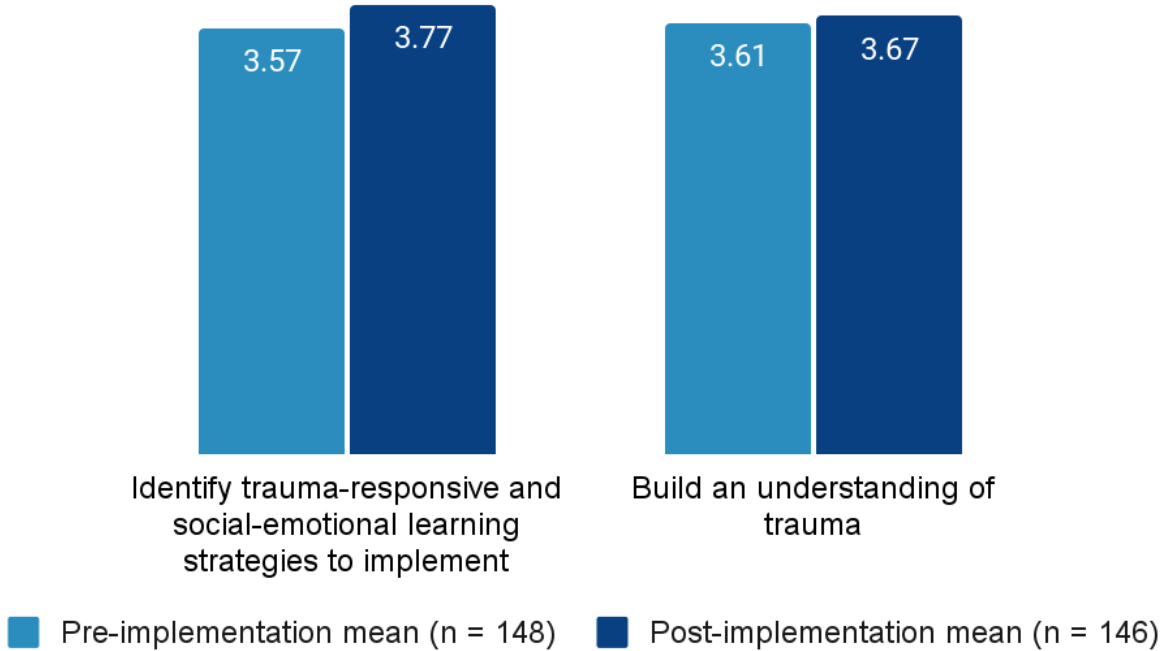
Note: Efficacy items on 5-point scale, where 1 = Not prepared at all, 2 = Somewhat prepared, 3 = Quite prepared, 4 = Very prepared, 5 = Extremely prepared

Source: Teacher Coach pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Exhibit B-5. <u>Teacher Coaches</u>' Mean Efficacy Ratings for Interpersonal Skills, Pre- to Post-Implementation

	Pre-implementation mean (n = 147)	Post-implementation mean (n = 144)
Build rapport online with someone they don't know	4.17	4.25
Identify useful problems of practice that they can collaborate on with new teachers	4.20	4.25
Provide feedback to teachers about equitable practices in the classroom	4.25	4.16
Observe teachers teaching and providing meaningful formative feedback	4.22	4.08
Encourage others when they are discouraged	4.53	4.50
Provide constructive feedback to a colleague	4.30	4.30
Identify differentiated supports to meet the needs of a teacher they support	4.31	4.39
Coach without being given a prescribed coaching framework or curriculum per se	4.22	4.30
Help new teachers think through questions regarding their school community	4.33	4.27
Help a new teacher begin to figure out their teacher persona/identity	4.11	4.27
Support a new teacher who teaches in a location and/or school context they have no experience with themselves	3.96	4.00

Note: Efficacy items on 5-point scale, where 1 = Not comfortable at all, 2 = Somewhat comfortable, 3 = Quite comfortable, 4 = Very comfortable, 5 = Extremely comfortable

Source: Teacher Coach pre- and post-implementation surveys, October 2022–January 2023 and May 2023.

Exhibit B-6. <u>Teacher Mentors</u>' **Mean Efficacy Ratings in Building Teachers' Understanding of Trauma to Support Student Learning, Pre- to Post-Implementation**

Note: Efficacy items on 5-point scale, where 1 = Not prepared at all, 2 = Somewhat prepared,
3 = Quite prepared, 4 = Very prepared, 5 = Extremely prepared

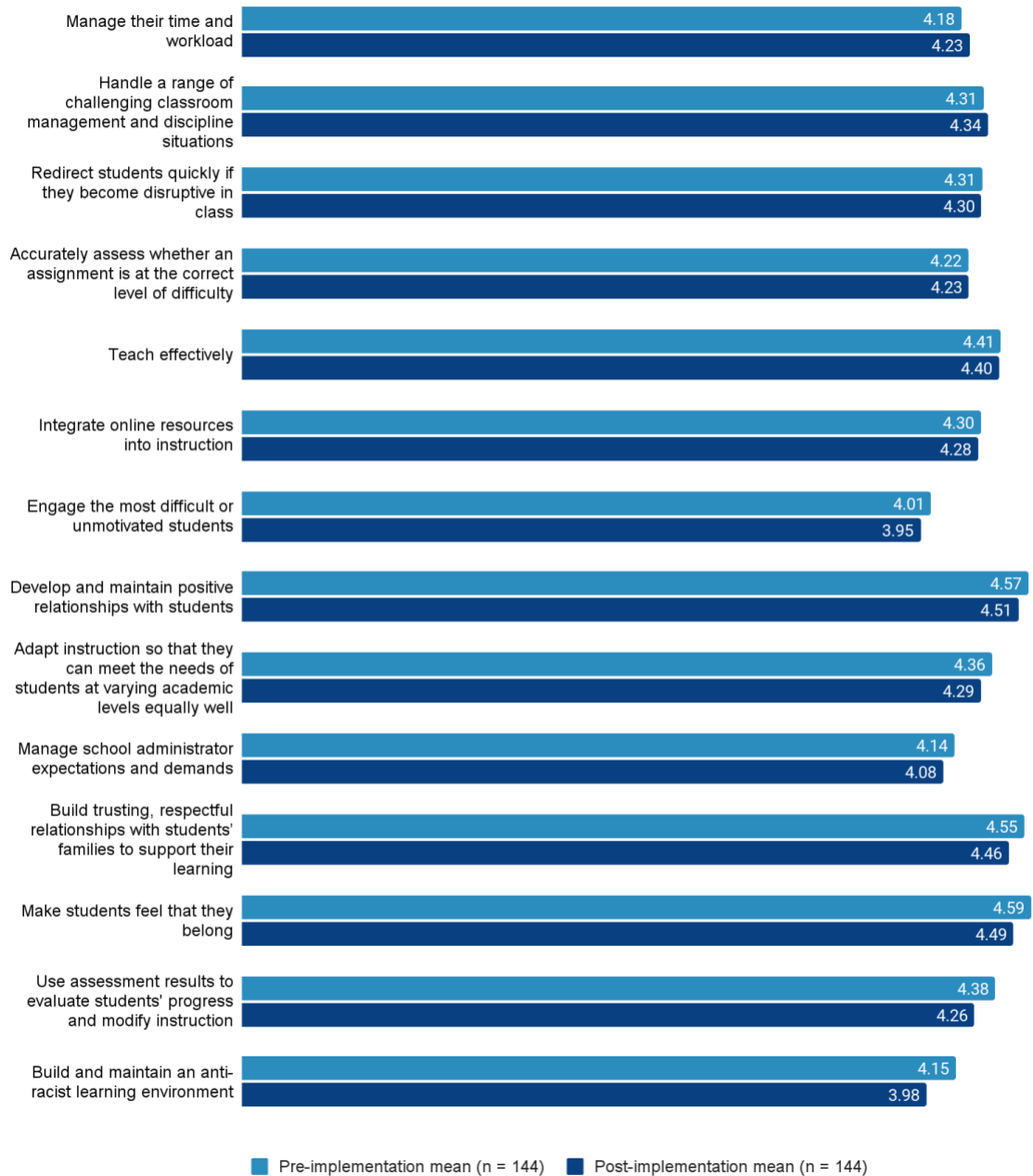*Source:* Teacher Mentor pre- and post-implementation surveys, October 2022–January 2023 and May 2023.
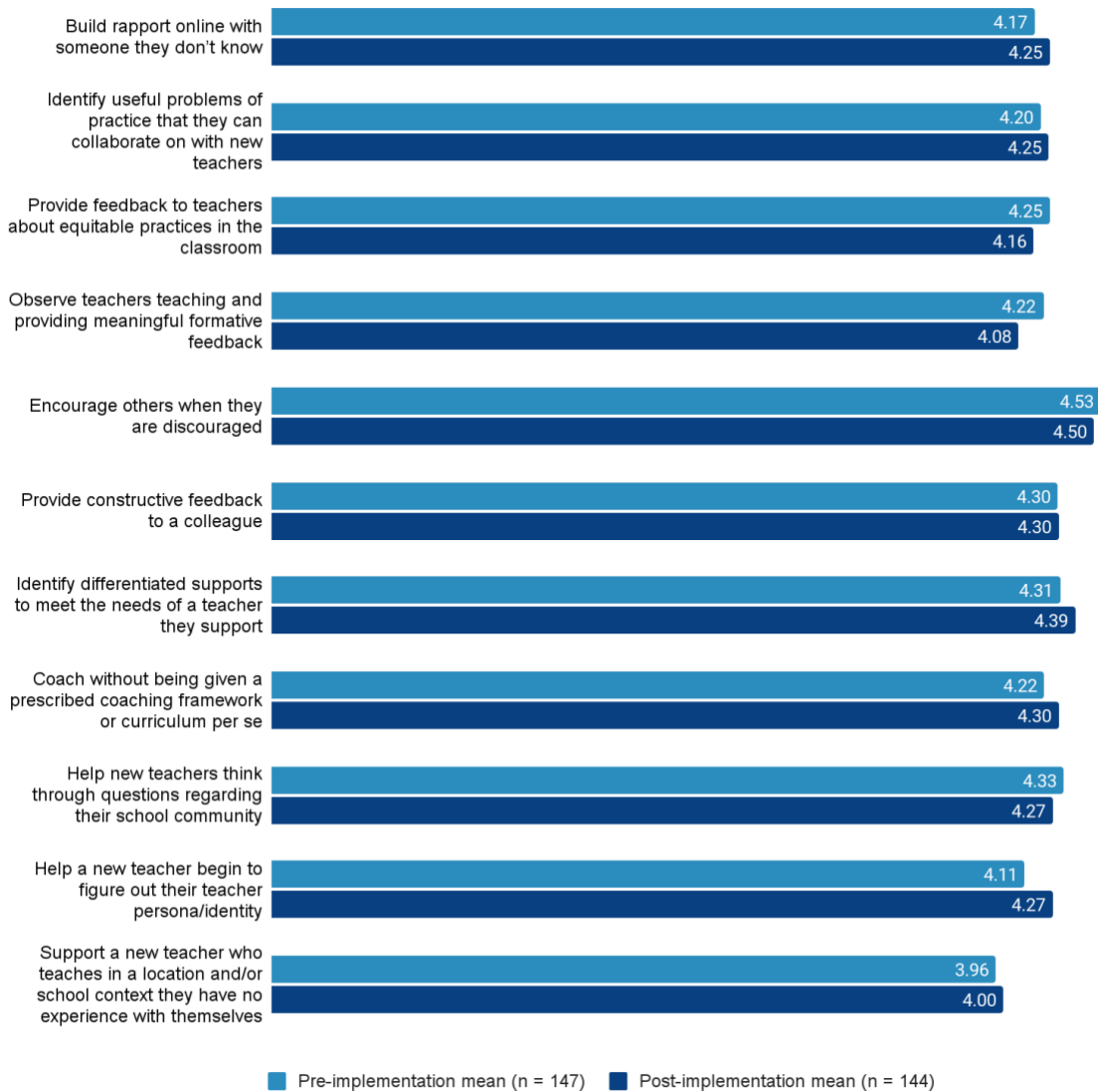
Exhibit B-7. <u>Clinician Coaches</u>' Mean Efficacy Ratings for Supporting Clinicians with their Practice, Pre-to Post-Implementation

Engage the most difficult or unmotivated students
- 4.18
- 4.18

Build trusting, respectful relationships with students' families to support their learning
- 4.64
- 4.64

Address the needs of students with IEPs and 504 plans
- 4.79
- 4.76

Use assessment results to evaluate students' progress and modify their supports
- 4.61
- 4.55

Develop and maintain positive relationships with students
- 4.79
- 4.70

Meet the standards of the beginning clinicians' specific profession
- 4.76
- 4.67

Make students feel that they belong
- 4.73
- 4.64

Communicate and work with classroom teachers to support students' learning
- 4.64
- 4.52

Manage their time and caseload
- 4.61
- 4.45

Manage school and/or district administrator expectations and demands
- 4.48
- 4.33

Communicate and work with other clinicians who also support students
- 4.70
- 4.52

Adapt their supports so that they can meet the varying needs of students
- 4.52
- 4.24

■ Pre-implementation mean (n = 33)   ■ Post-implementation mean (n = 33)

Note: Efficacy items on 5-point scale, where 1 = Not prepared at all, 2 = Somewhat prepared, 3 = Quite prepared, 4 = Very prepared, 5 = Extremely prepared

Source: Clinician Coach pre- and post-implementation surveys, October 2022–January 2023 and May 2023.
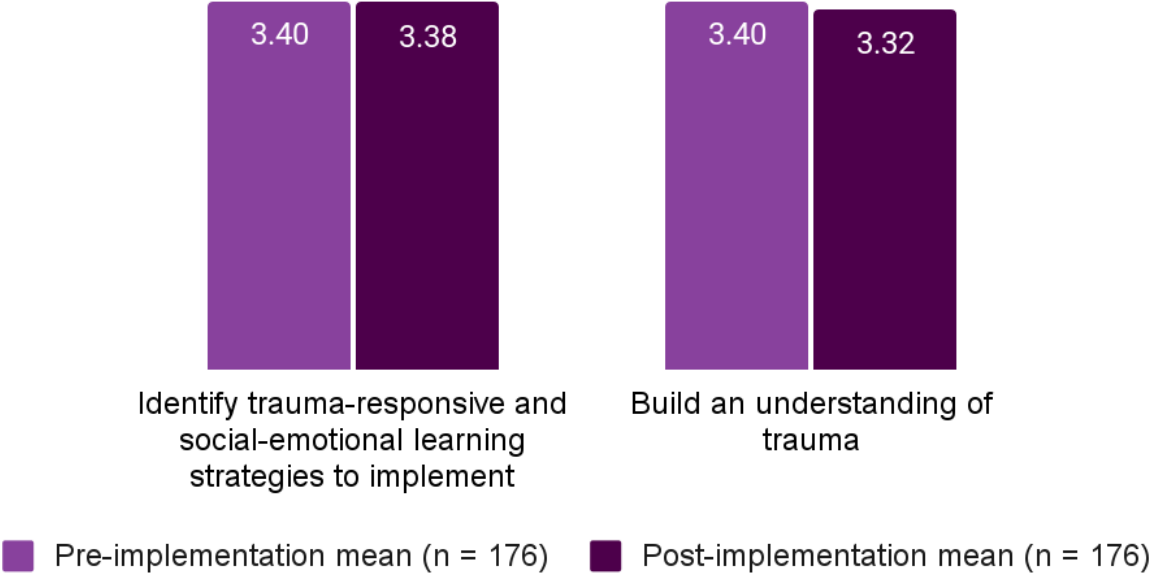
Exhibit B-8. <u>Clinician Coaches</u>' Mean Efficacy Ratings for Building Clinicians' Understanding of Trauma, Pre- to Post-Implementation

Note: Efficacy items on 5-point scale, where 1 = Not prepared at all, 2 = Somewhat prepared,
3 = Quite prepared, 4 = Very prepared, 5 = Extremely prepared

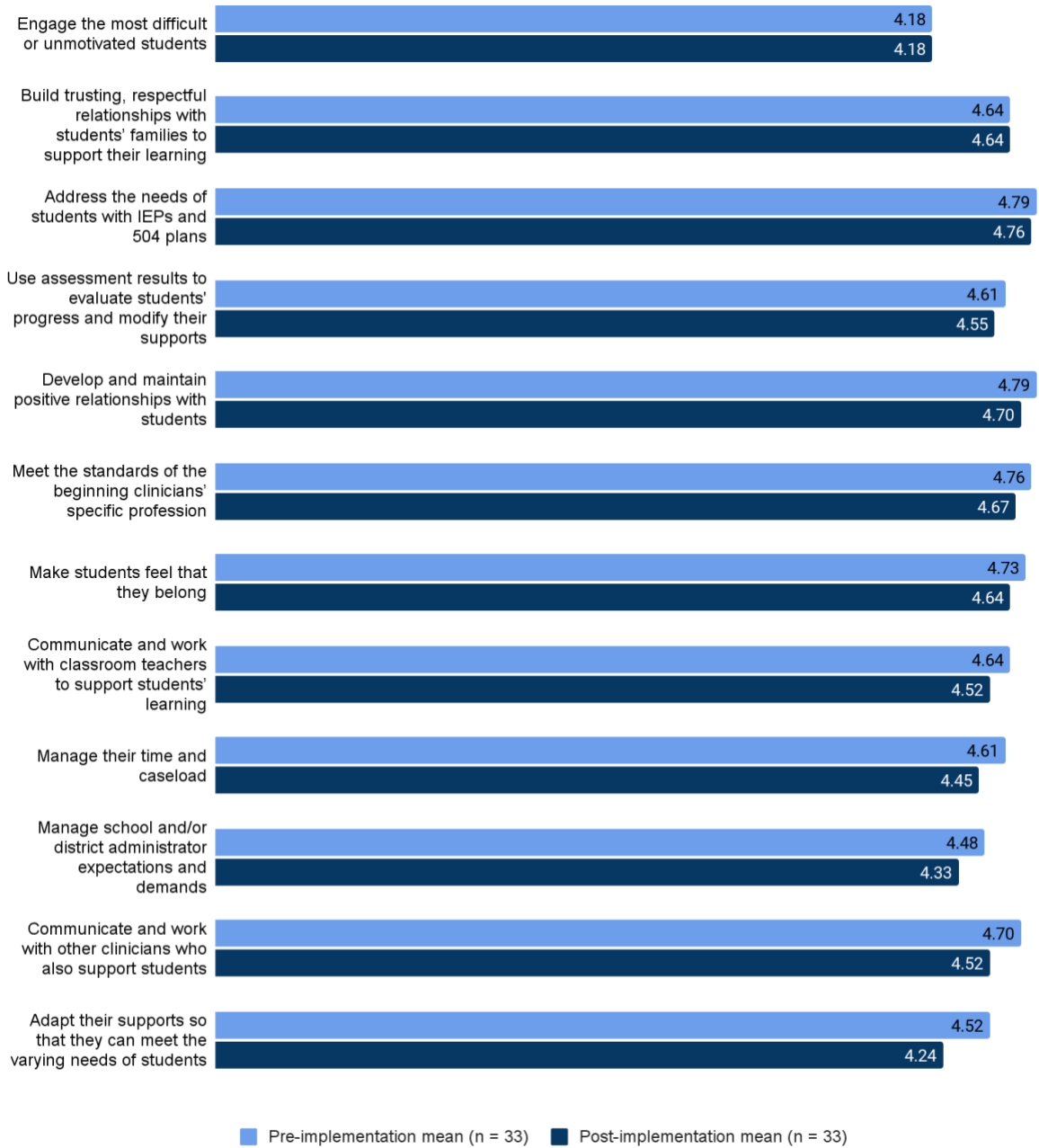*Source:* Clinician Coach pre- and post-implementation surveys, October 2022–January 2023 and May 2023.
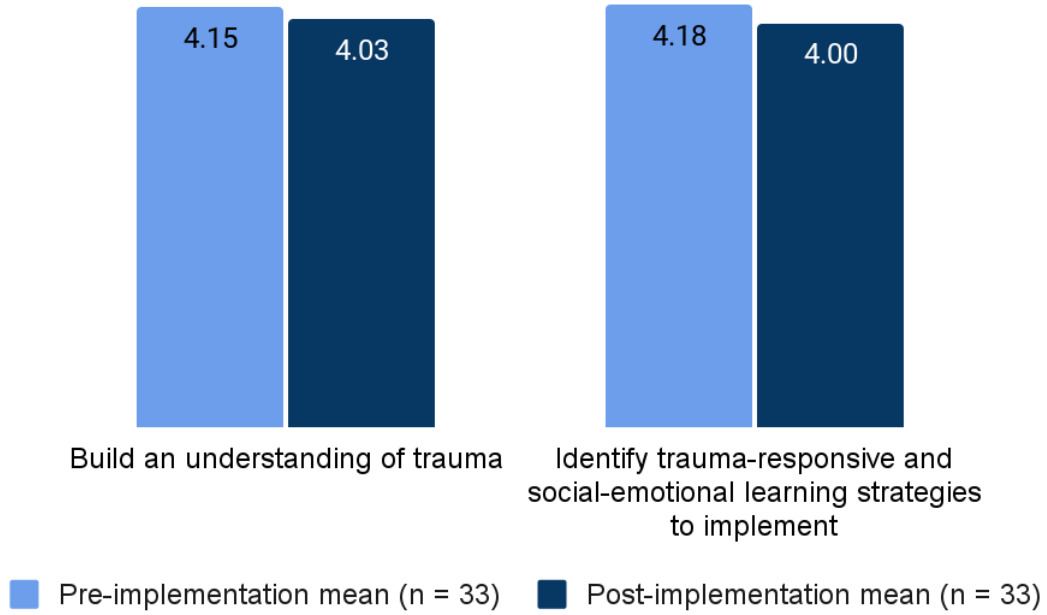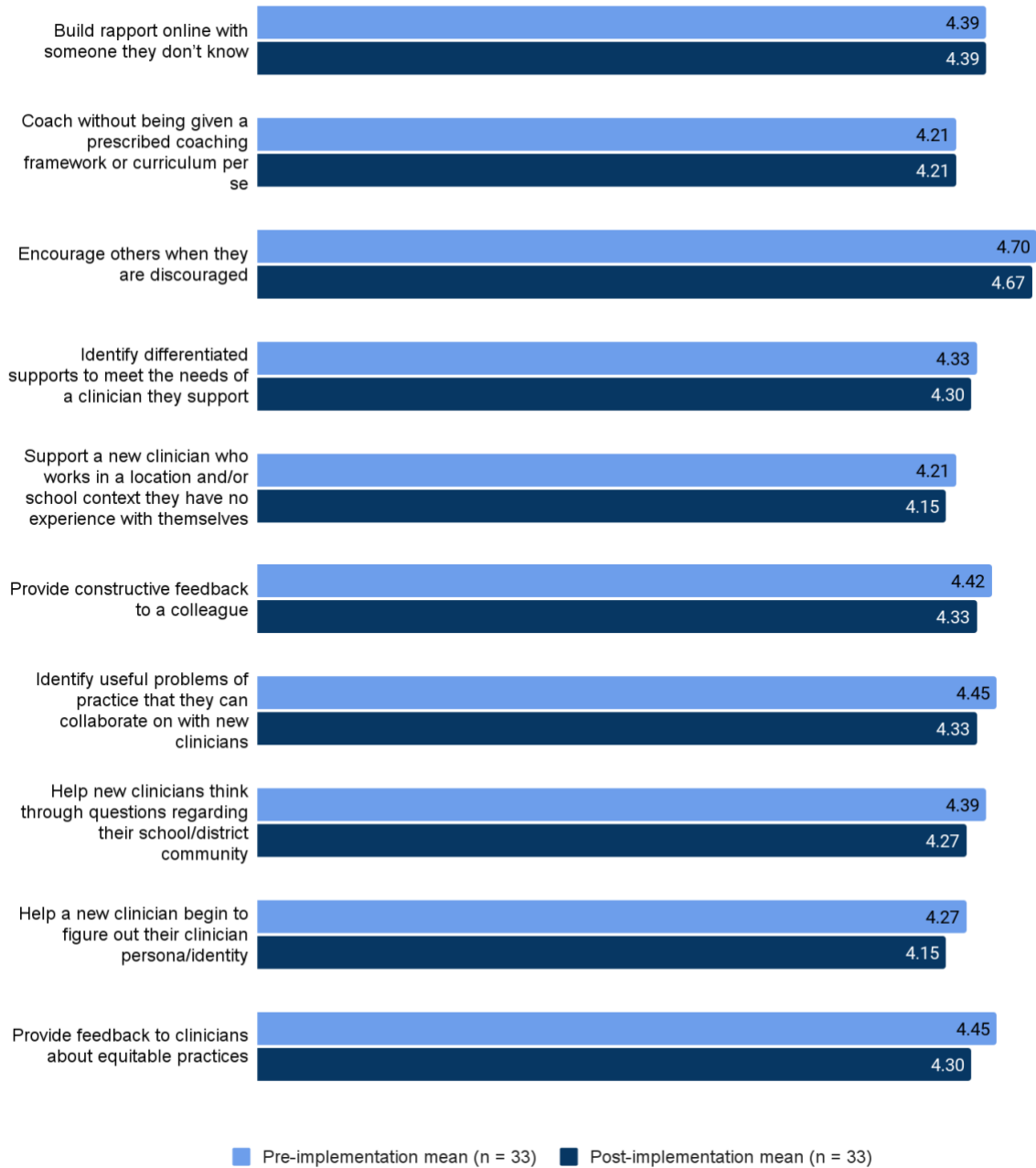
Exhibit B-9. <u>Clinician Coaches</u>' Mean Efficacy Ratings for Interpersonal Skills, Pre- to Post-Implementation

	Pre-implementation mean (n = 33)	Post-implementation mean (n = 33)
Build rapport online with someone they don't know	4.39	4.39
Coach without being given a prescribed coaching framework or curriculum per se	4.21	4.21
Encourage others when they are discouraged	4.70	4.67
Identify differentiated supports to meet the needs of a clinician they support	4.33	4.30
Support a new clinician who works in a location and/or school context they have no experience with themselves	4.21	4.15
Provide constructive feedback to a colleague	4.42	4.33
Identify useful problems of practice that they can collaborate on with new clinicians	4.45	4.33
Help new clinicians think through questions regarding their school/district community	4.39	4.27
Help a new clinician begin to figure out their clinician persona/identity	4.27	4.15
Provide feedback to clinicians about equitable practices	4.45	4.30

Note: Efficacy items on 5-point scale, where 1 = Not comfortable at all, 2 = Somewhat comfortable, 3 = Quite comfortable, 4 = Very comfortable, 5 = Extremely comfortable

Source: Clinician Coach pre- and post-implementation surveys, October 2022–January 2023 and May 2023.
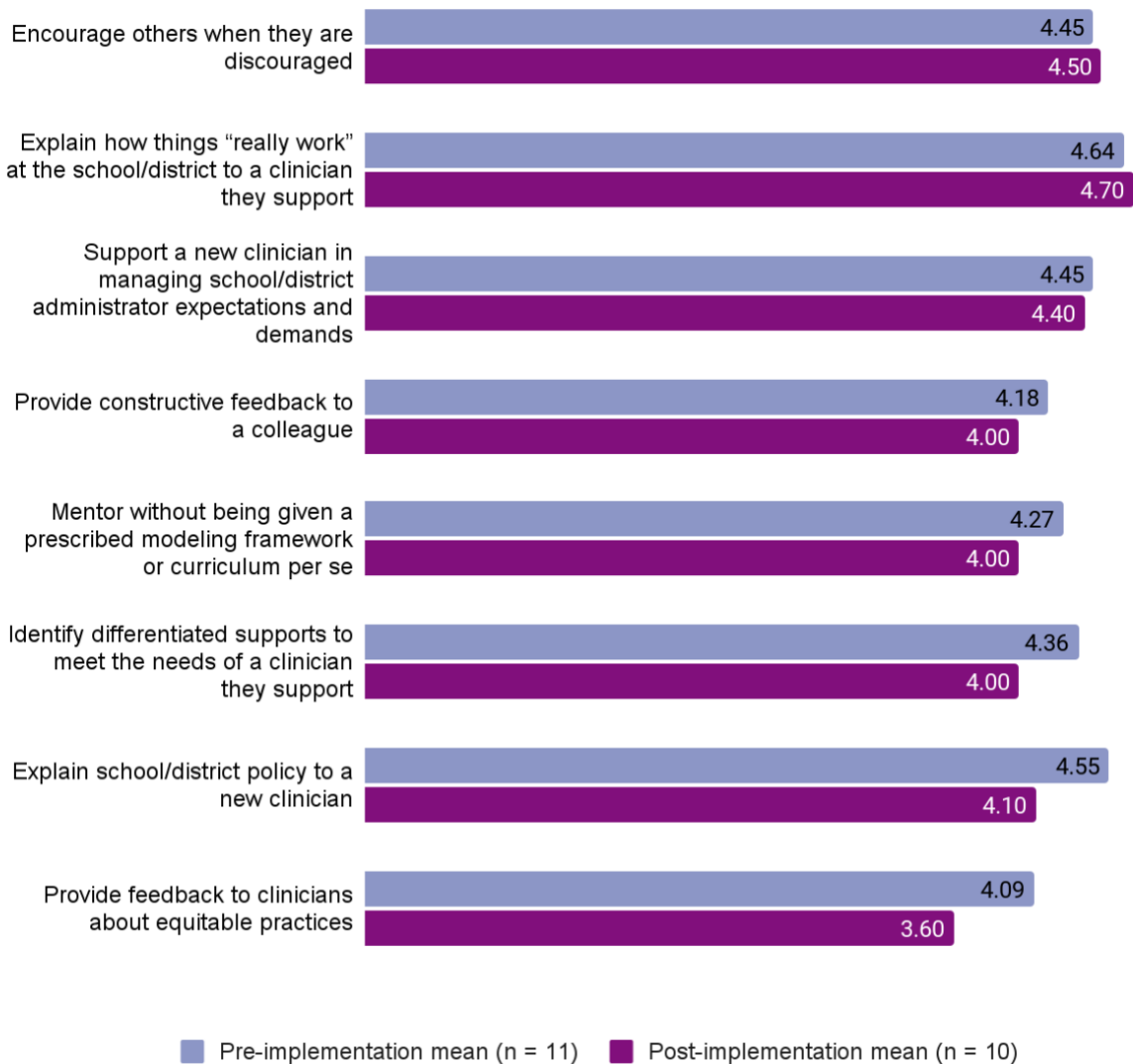
Exhibit B-10. <u>Clinician Mentors'</u> Mean Ratings for Interpersonal Skills in Providing One-on-One Mentorship, Pre- to Post-Implementation

Encourage others when they are discouraged
- Pre: 4.45
- Post: 4.50

Explain how things "really work" at the school/district to a clinician they support
- Pre: 4.64
- Post: 4.70

Support a new clinician in managing school/district administrator expectations and demands
- Pre: 4.45
- Post: 4.40

Provide constructive feedback to a colleague
- Pre: 4.18
- Post: 4.00

Mentor without being given a prescribed modeling framework or curriculum per se
- Pre: 4.27
- Post: 4.00

Identify differentiated supports to meet the needs of a clinician they support
- Pre: 4.36
- Post: 4.00

Explain school/district policy to a new clinician
- Pre: 4.55
- Post: 4.10

Provide feedback to clinicians about equitable practices
- Pre: 4.09
- Post: 3.60

Legend: ■ Pre-implementation mean (n = 11) ■ Post-implementation mean (n = 10)

Note: Interpersonal skills comfort items on 5-point scale, where 1 = Not comfortable at all, 2 = Somewhat comfortable, 3 = Quite comfortable, 4 = Very comfortable, 5 = Extremely comfortable

Source: Clinician Mentor pre- and post-implementation surveys, October 2022–January 2023 and May 2023.