The impact of comprehensive student support on teachers: Knowledge of the whole child, classroom practice, and Teacher Support

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HIGHLIGHTS

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for teachers when their students face these external challenges.

While schools have a long history of attempting to address out-of-school challenges through the work of school nurses, psychologists, and social workers, there is growing momentum to expand and systematize student support as a core function of schools. Over the past decade, districts have also turned to the surrounding community, where a wide range of services and enrichments may be available. Researchers have called for moving student support from the margins of schools to a central position (Adelman & Taylor, 2011), and for implementing a systematic practice with measurable outcomes. In the United States, momentum to address out-of-school factors is growing. Recently, an in-depth review of current trends in student support not only identified many organizations across the country that integrate school, district, and community supports in a systematic manner, but also reported that some of

provided to teachers).

4.3.2.

The overarching qualitative approach included exploratory content analysis that served as a complement to the analysis of quantitative items. For each of the three open-ended questions, responses from all participants were downloaded from Qualtrics and combined into a single Microsoft Word document. To maintain anonymity, any specific names of people or schools were removed from the responses and replaced with generic terms (e.g., [Coordinator name], [principal name], [school name]). The resulting documents (one for each open-ended question) were converted into text files and uploaded to ATLAS-ti for analysis.

Responses were analyzed by one coder in 2012e13 and by two independent coders in 2013e14. In 2012e13, a coder identified themes within each document and tagged all examples of text associated with each. A codebook recorded the code's name, definition, inclusion examples, and (for some codes) exclusion examples. In 2013e14, a coder carried out the same process with the new data and the previously established codebook, adding codes when new themes emerged. A second coder then applied the full set of codes independently to the 2013-14 data. An analysis of inter-rater reliability for the 2013-14 data identified coding agreements and disagreements for themes appearing in both year's codes. Kappa values were created for each theme as recommended by Viera and Garrett (2005). The average Kappa value across themes was 0.53 for themes discussed in this paper, signaling moderate agreement overall. We return to the details of coding and inter-rater reliability below.

4.3.3.   -

Mixed methods data analysis involved the integration of statistical and thematic data analytic techniques, requiring the investigators to transition back and forth between quantitative and qualitative data in the analysis (Teddlie & Tashakkori, 2009, p. 8). As

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5.3.3. C

Coordinator supports teachers "By being someone teachers can talk about their students with" (71% in 2013ℯ2014). The fifth item related to this subtheme asked respondents whether they found the Whole Class Review process to be helpful. In 2012ℯ2013, 84% of respondent endorsed this item; in 2013ℯ2014, 87% of respondents endorsed this item.

These quantitative findings were directly mirrored in and

from the easing of teacher stress when these connections are made. Lower stress and a sense that the teacher has a supportive colleague who is knowledgeable about outside services may both contribute indirectly to positive academic outcomes for students. This research is significant because the benefits of lower stress, feeling supported, and understanding students' out-of-school lives may enable teachers to focus on teaching, becoming freer to engage

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