I would like to thank the editor and referees for their constructive comments.

In response to the feedback given by both reviewers and the editor that the article needs greater detail and explanation about the communities in the study so that it will be understandable to readers from outside of these communities, we made the following changes:

We added details about the traits of the *Haredi* (ultra-Orthodox Jewish) population in Israel.

We added information about developments that took place in this community during the Covid-19 pandemic.

We added explanations and analyses that appeared in the literature, reflecting this community’s distinctive characteristics.

It is noted that, to the best of our knowledge, no previous studies have been published about the population of Haredi teachers and their training processes during the Covid-19 pandemic.

1. In response to the reviewers’ request that the paper be thoroughly proofread/edited to enhance the clarity of the language, the article has now undergone several rounds of professional linguistic editing, including one following the comments and suggestions made by the reviewers and editor.
2. In response to the request to clarify the group, the following changes were made. Data source triangulation (Thurmond, 2001) was applied to the study in order to enable the presentation of complementary viewpoints and to obtain a comprehensive view, within the context of *Haredi* society and its institutions. Therefore, members of three groups that participated in the study, namely the partners in the triadic training system, were interviewed about the teacher-training process they experienced. The study followed the entire process from the time that the female *Haredi* students started their training, at the beginning of the Covid-19 pandemic, through their certification as new teachers during this time. These are not narratives of teachers or the college staff, but the story of the teaching training, from the perspective of the three partners in the process. To further clarify these groups, the following changes were made in the text:
   1. We added an explanation of the triadic training system that clarifies who the partners were during the teacher education process: the students, the coaching teachers from the educational institution, and the pedagogical instructors from the college staff. The latter two figures were in close interaction with the students during their practicum.
   2. We changed the nomenclature that distinguishes between the groups and adhered to this throughout the article.

**Students**. This refers to the female students learning to become teachers. Data on these students was collected in the first phase of the study (spring semester of 2020) through interviews and diaries. During the second cycle (2021) data was collected through interviews with these same students, who by then had finished their studies and began their first year working as teachers. In the article’s discussions of the data associated with them during this cycle, they were referred to as **novice teachers**.

**Teachers**. These were the teachers and kindergarten teachers who coached and guided the students in the educational institutions where they carried out their practical learning experience. Data was collected from them through interviews during the first phase (spring semester 2020).

**Faculty members**. This included the pedagogical instructors and members of the administration at the teaching college who guided the students regarding the practical learning experience, on behalf of the college.