TECHNICAL SUPPORT OF SCHOOL HEADS TO IMPROVE TEACHERS' COMPETENCIES

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ABSTRACT

Providing professional support to others to become effective and efficient in the delivery of functions is an expected act in a workplace with a highly motivating ambiance. Such an idea has been emphasized by the Supportive Leadership Theory which further stresses the involvement of building trust, inspiration and helping colleagues to overcome the challenges they encounter.

Guided by this theory, the present study entitled, Technical Support of School Heads in Improving Competencies of Teachers, was conducted to find the answer to the following sub problems:

1.What are the forms of technical assistance provided by the school principals to improve the competencies of teachers?2. What is the level of effectiveness of the technical assistance provided to teachers? 3. How does technical assistance improve teachers' competencies? 4.What are the problems encountered in providing technical assistance?

5. What possible solutions can be suggested for effective technical assistance thereby improve teachers' competencies?

There were secondary school principals in the Province of Sorsogon who were involved in the study. The data from them were generated through questionnaire and interviews. Through the social media platforms, the needed data were provided to the researcher. There were instances that the researcher personally visited the schools where the respondents were assigned to verify the data. The mixed method of research   was employed in this study.

INTRODUCTION:

In the modern world of technology, teachers need to have technical support to improve instructional competencies and help the students' learning on the technical processes. Teachers play a vital role in molding the youths in a competitive world and carry this big responsibility to their learners as parents, counselors, advisers, facilitators, and influencers for improving their personality and skills as well. They are not only educators but also mentors and role models, therefore, render the best service providing an environment conducive to such learning and growth[1].

A teacher is a facilitator of learning and the development of youth and development of the youth Similarly, a teacher's competence, knowledge, interest, devotion, commitment, dedication, professional training, attitude, and personality could help to mold and shape the minds of the youth and be adept technically in this changing and innovative world.

The role of the teacher in learning activities at school is like a facilitator who helps and makes it easier for students to achieve learning goals which ultimately refer to the achievement of educational goals. Therefore, in order to achieve the goals of education, professional teachers who have high dedication to their duties as educators and teachers are needed in order to achieve the quality of education.

Effective teachers are vital in developing a student's success in learning. They have a very significant, lifelong impact on all their students. They can also change a student's life in many ways. Teacher's mold and shape a student's personality, and sometimes their future.

The Department of Education (DepED) is currently implementing the Schools First Initiative, an effort to improve basic education outcomes through a broadly participated, popular movement featuring a wide variety of initiatives undertaken by individual schools and communities as well as networks of schools at localities involving school districts and divisions, local governments, civil society organizations and other stakeholder groups and associations.

Even as the Schools First Initiative seeks to improve the way all public schools perform now, the DepED is also undertaking fundamental reforms to sustain better performance. DepED is pursuing a package of policy reforms that as a whole seeks to systematically improve critical regulatory, institutional, structural, financial, cultural, physical and informational conditions affecting basic education provision, access and delivery on the ground. These policy reforms are expected to create critical changes necessary to further accelerate, broaden, deepen and sustain the improved education effort already being started by the Schools First Initiative. This package of policy reforms is called the Basic Education Sector Reform Agenda (BESRA).

The policy actions comprising the BESRA seek to create a basic education sector that is capable of attaining the country's Education for All Objectives by the year 2015.Specifically, it focuses on specific policy actions with key reform thrust KRT 2: Enable teachers to further enhance their contribution to learning outcomes which will be the biggest role of teachers because of the educational system today.

Classroom performance of teachers is a critical factor behind learning outcomes attained by students of schools. A critical part of school improvement thus involves improvement of teacher performance in classrooms. Schools must be provided with more and better teachers capable of improving their capacity to teach well classes of reasonable size due to this, school heads have big part in this case. Furthermore, since most education managers start out as teachers, improving the competence of teachers in the service will also likely improve the quality of future education managers. A central insight of this reform thrust is that teachers themselves have the greatest stake and most direct influence in raising the prevailing standards governing the practice of their profession in order to meet social demands for better learning outcomes.

This policy undertaken by DepED is a part of the implementation of Chapter 1 – Governance of Basic Education of Republic Act No. 9155, Governance of Basic Education Act. A framework for competency-based standards for teachers: Adopt a national framework using teacher competencies as the basis of standards for assessing new teachers' readiness for hiring and deployment, incumbent teachers' current performance, and teachers' priority needs for professional development. Teacher competencies cover such areas as language proficiency, subject matter mastery, pedagogical and classroom management skills, and commitment to profession and community, among others, which define various dimensions of teacher capability known to be important for improved learning outcomes.

This policy encourages each division to adapt the national framework for competency-based standards for teachers to the specific conditions and needs of the schools of the division. Use the division-specific teacher competency framework (and develop division and district staff capable of providing technical support on its use to schools) as the basis for each school's regular assessment of incumbent teachers' performance and determination of their priority development needs, linked to identified gaps and opportunities in student learning outcomes.

Base on R.A 9155 otherwise known as Governance of Basic Education Act of 2001 and its implementing Rules and Regulations stated in Rule VI that the school

head shall form an instructional leader and administrative manager. Since the principal leads the school he is empowered and has an authority to make decisions that would resultin the achievement of instructional goals. It also means that he was going to be accountable for all the school level concerns.

As mandated by the Governance Education Act of 2001 or R.A. 9155, the instructional leaders being the pillars of the educational system play as the instructional supervisor, communicator, resource allocator, and technical assistance provider. He shares his knowledge about instruction by observing teachers and providing feedback on how they can improve their instructional and management skills. The assistance he extends to teachers may take the forms of pointers or guidelines in lesson planning, tips in the preparation and utilization of instructional materials and other visual aids, innovative methods and techniques in teaching, an inventory of appropriate evaluation instruments and methods of controlling classroom routine.

The researcher decided to conduct the study that determined the Improvement of teaching competencies of teachers. School Heads have also a big part in the type of instruction teachers use in the classroom through their actions as instructional leaders as stated by Blasé & Roberts, King, Sheppard.

Principals today face more demands, more complex decisions, and more responsibilities than principals of the past. The principal's day is filled with activities of   management such as handling relations with parents and community, dealing with multiple teacher and student crisis that are inevitable especially this pandemic. However , principals should facilitate best practices and keep the school focused on curriculum, instruction, and assessment to meet students' learning needs and improve achievement. The principal should take on an innovative role as an instructional leader who possesses the requisite skills, capacity and commitment to lead an effective school.

In addition to this, the principal has a big factor in influencing teachers whether teaching inside the classroom or on distance learning, Since School Heads are considered strong Instructional leaders, they need to focus on the teacher's competencies to improve teaching instructions and teaching skills.Similarly, School Head is considered a ministry official, or simply a school Principal who is interested in the outcomes of good quality education but they need to rely on the teacher's performance to obtain these outcomes. Thus, Educators have great moral, ethical, and legal obligations to create schools where all students can achieve their full potential and receive an equal opportunity to succeed in society. Central to that goal is principals who act as instructional leaders.

Principals/School Heads with very different communication, management, and personal styles can all be strong instructional leaders. Possessing the key qualities of resource provider, instructional resource, communicator, and visible presence, strong instructional leaders spend a substantially greater percentage of time on educational program improvement. Instructional leadership is a significant factor in facilitating, improving, and promoting the academic progress of students.

Bennis, Bennis &Nanus, said that litany of characteristics has been identified from research studies on school improvement and instructional leader effectiveness, including high expectations of students and teachers, an emphasis on instruction, and provision of professional development, and use of data to evaluate students' Similarly, the literature about leadership frequently distinguishes between managers and leaders by stating that a manager does things right and a leader does the right things.

Additionally, a leader is characterized as the vision holder, the keeper of the dream, or the person who has a vision of the purpose of the organization. Bennis believes that leaders are the ones who "manage the dream" (p. 46). Leaders have not only a vision but the skills to communicate that vision to others, to develop a "shared covenant"

Galal's defined the principal-agent problem as being the core of any education reform. Due to this teacher needs to have quality instructions and strong assistance from their principals. In addition to this, Instructional Supervision includes various roles and responsibilities that entail technical, professional, and interpersonal aspects. It means the principal needs to supervise the teacher's performance in the classroom and monitor the instructional methods that the teacher uses. The principal needs to implement strong assistance and supervision to teachers to be more competent to produce quality graduates and effective professionals. The purpose of this study is to measure how teachers will be more competitive with the use of effective instructional methods in teaching and also to see the technical support given by the School Head to their teachers.

The role of the school head is not an easy task. Therefore, the DepEd must schedule the different leadership trainings to school heads to ensure that they will be fully functional to their duties and responsibilities. And more so, to enhance their school supervision and monitoring skills. Building learning communities can contribute to effective learning where collaborative learning is a function of active responsibility for learning on the part of the students. As an instructional leader, the school heads as chief executive, he is responsible for the smooth relationship among

teachers and staff, personnel and the quality of delivery education, integrating and aligning the curriculum, and ensuring curriculum efficiency and regularly evaluating, enriching and updating teachers.

Another role of the school heads is to create an environment within the school that is conducive to teaching and learning. He also implements the school curriculum and be accountable on the higher learning outcomes. He also introduces new and innovative modes of instructions to achieve higher learning outcomes.

According to the Governance of Basic Education Act of 2001, the principal's role as Instructional Leader refers to what the principal does to make sure that student learning goals are clearly articulated and understood, and that everyone in the school is accountable for the achievement of the goals. The principal also leads curricular and instructional processes and serves as manager and mentor who empowers students and teachers in learning and teaching.

Principal leadership in developing teacher performance potential is very necessary. Educator or teacher plays an important role in the success of the ongoing Education process especially nowadays of pandemic. Therefore, efforts of the school heads are needed to develop the teacher's performance potential which enables an increase in professionalism, because the teacher is an educator who is central to the implementation of educational activities and interacts directly with students in the process of teaching and learning activities, to realize and determine student's quality and character. The teacher is required to have the potential, a good personality besides teaching, for this reason it is necessary to have technical assistance from the principal so that teachers will have good performance in accordance with the demands and needs of the community. Technical Assistance is conducted to help, solve problems, improve performance, get better results, and gather data to inform policy formulation (RO).

Teachers play a crucial role in improving the quality of the teaching and learning process. Good teachers are vital to raising student achievement. Hence, enhancing teacher quality ranks foremost in the many educational reform efforts toward quality education.

To complement reform initiatives on teacher quality, the Philippine Professional Standards for Teachers (PPST) has been developed and nationally validated. This was signed into policy by Department of Education (DepEd) Secretary Leonor Magtolis Briones through DepEd Order No. 42, s. 2017.The PPST articulates what constitutes teacher quality through well-defined domains, strands and indicators that provide measures of professional learning, competent practice and effective engagement across teachers' career stages. This document serves as a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development.

The Philippine Professional Standards for Teachers (PPST) plays a significant role in the teaching-learning process. It captures the teacher's quality requirements in the K to 12 programs. It gives focus on the skills and strategies that facilitate the teaching and learning process. It incorporates the effective and appropriate use of Information and Communication Technology for both teachers and students. It gives educators knowledge that for them to be considered quality teachers, they should know what to teach and how to teach the lessons to students.

The Philippine Professional Standards for Teachers (PPST) aims to produce better teachers in our country by improving their qualifications skills and by increasing their levels of knowledge, practice, and professional engagement. Teachers must exert efforts for them to attain proficiency in teaching. In today's 21st century, there is a need for teachers to become digital literate. They must know how to operate and utilize digital resources to make teaching and learning meaningful and engaging for learners.

PPST has seven Domains, namely: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessmentand Reporting, Community Linkages and Professional Engagement, Personal Growth, and Professional Development. It also has four career stages, such as Beginning, Proficient, Highly Proficient, and Distinguished. The 37 indicators in each career stage show a developmental progression from beginning to distinguished practice. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement.

This set of standards provides clear information of what teachers should know, be able to do, and value to achieve competent, improved student learning outcomes, and eventually quality education. It serves as a basis of professional accountability that can help teachers reflect on and assess their practices as they aspire for personal growth and professional development. PPST helps to have quality and effective teachers here in the Philippines when it comes to teaching. It allows them to recognize the importance of having a critical understanding of the application of theories and principles of teaching and learning. It encourages them to display proficiency in teaching and exhibit the needed skills in the use of communication strategies, teaching strategies, and technologies to promote high-quality learning

outcomes. It inspires them to create a conducive learning environment that promotes learner responsibility and achievement and increases learner engagement.

Teachers become responsive to learner diversity. They come to understand that learners are different from each other. They differ in their interests, learning styles, etc. They need to incorporate teaching practices that are differentiated to be able to meet the needs of the learners, especially disabled learners. It allows teachers to apply a variety of assessment tools and strategies in monitoring, evaluating, documenting, and reporting learner's needs, progress, and achievement. They use the information that they have collected from the assessment to inform and enhance the teaching and learning process by providing learners with the necessary feedback about their learning outcomes. It enables teachers to select, organize, and use appropriate assessment tools. Most importantly, It teaches teachers to value personal growth and professional development. It encourages them to exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as respect and integrity. They can value personal and professional reflection and learning to improve their practices. It helps them assume a sense of responsibility for personal growth and professional development for lifelong learning. And it can only achieve with the help of their school heads.

SCRIBD[1] also emphasized that Teachers are considered the most important resources in an educational system. The quality of education depends on them, how they teach, motivate, and inspire students to learn and to become more effective. Due to this, the teacher needs to be aware of the level of their learner's ability and the learner's needs.

Students will be competent if the teachers are competent as well. Similarly, with Guillaume's[2] statement that every teacher is a part of a system; No teacher serves as an island; no teacher teaches solely for his purposes, instead a teacher serves as the center of a set of nested circles of influence, p.5. Meaning a teacher is a noble profession that can be treasure and considered as a vocation.

Mujis and Reynolds[3] claimed how a teacher teaches becomes a vital key in promoting effective teaching and learning to the students. According to Onike, a teacher occupies an important position and is a key element in the operations of the school system. It means that the teacher is also facing big challenges and it needs to be focused on all aspects.

The teacher needs to be competent and technically literate in return, there would be a good outcome for the learners since students are facing also new challenges when it comes to technology. Teacher has a big part on their future. Due to this, teachers must possess talents, insights, and professional judgments to encourage students learning and development. The researcher proves that it is necessary for the teachers to be adept and be more knowledgeable in technology. Similarly, Guillame3 stated that the fierce and pervasive influence of technology in our society affects the nature of teaching today.

Mujis and Reynolds claim that how a teacher teaches becomes a vital key in promoting effective teaching and learning to the students. The researchers took interest in the study of how the teachers' instructional competencies affect the learning of the students whom they are teaching. Therefore, the teachers themselves are given the obligation to mold students into learned, competent, responsible, and moral citizens of the country which is aligned with the aim of every educational institution, that is to produce competent also and excellent graduates.

Given the current demands of society to have a competent graduate, the researcher chose to look into this topic to further know the different techniques and Technical Support. Upon noticing the impact of the quality of education on the future of the students, the researchers came up with a common view that the present condition of the teachers' competencies could still be raised higher.

The teachers are the primary focus mainly because they are in charge of the facilitation of their students' learning experiences and the principal who will assist teachers with their instructions for them to be competent. The effectiveness of their teaching is one of the factors that determines how well the students would do in their journey towards knowledge acquisition.

The teachers play a vital role in the daily lives of their students. Thus, the technical assistance that will be provided by the principals could help teachers to become more competent in the public schools in the Province of Sorsogon. In this manner, technical assistance is extremely necessary to increase the performance of teachers to achieve the expected goal.

In recent years, reflective, collaborative, inquiry-oriented approaches to supervision of teachers and teacher development have been discussed in the professional literature. However, few published studies have

directly examined teachers 'perspectives on principals 'everyday instructional leadership characteristics and the impact of those characteristics on teacher.

OBJECTIVES

This study is being made to find out the Technical Support of the School Head to Improve the Competency of the Teachers in teaching the students, particularly the School Heads of Public Secondary Schools in the Province of Sorsogon. It included the Instructional Leadership and Provisions of Technical Assistance provided to teachers. It also determined the problems and possible solutions and suggestions encountered by the School Heads in providing Technical Support for the Improvement of the Competencies of the Teachers.

Specifically, this study answered the following questions:

1.What is the performance of Teachers on the different competencies based on the RPMS?
2. What is the technical support given by the school principal to improve the competencies of teachers?
3. What is the level of effectiveness of technical support provided by school heads in improving the competencies of teachers?
4. How does technical support provided by school heads improve the competencies of teachers?
5. What problems and possible solutions can be identified and suggested to improve the competencies of teachers by the school heads.

METHODOLOGY

This study determined the population sampling scheme, selection and description of the respondents, research and validation of instruments, procedures in the gathering of data, and the statistical treatment employed in the analysis and interpretation of data. A qualitative transcendental phenomenological approach was used in this study. A Phenomenology is an approach to qualitative research that describes the meaning of a lived Experienced of a phenomenon for several individuals, which in this case is the experience of School Heads in providing technical support to teachers to improve their competencies. the purpose is to describe the commonalities and differences of the experience. There are two types of Phenomenologies-hermeneutical and transcendental-the latter of which is applied in this study. The transcendental phenomenology approach by Moustaskas adapted from Husseri,focuses on the Participants' given descriptions to generate and essence of the lived experience, as opposed to Hermeneutical phenomenology which more relies on the researcher's interpretations of what the Lived experience means.

The choice of a qualitative phenomenological design was considered against the four other qualitative approaches and their primary focus. According to Creswell , the four other qualitative traditions (biography, grounded theory, case studies, and ethnographic research) do not do in their application derive meanings from experiences that provide an understanding of the essence of experiences in relation to phenomena. Biography and ethnography provides individual and group specific modes of research. As the name suggests, biography focuses on the life of an individual, while ethnography describes and interprets cultural or social groups Applying a grounded theory approach would just offer the fabric to evolve a theory established in the data compiled within a unique context. Additionally, case studies only provide in-depth analysis of data from cases that may either be single or multiple As such, the application of a phenomenological approach to the present study provides the context from teacher's technical assistance provided by their school heads can be explored.

Phenomenology explores the essence of experiences of individuals or groups with firsthand accounts. Phenomenological research is used to generate a theoretical account that permits researcher to elicit the effect and significance of an experience or experiences that an individual may have undergone. This framework provides a path of increased knowledge within the research context other Qualitative phenomenological research is utilized as an interpretive framework as well as a descriptive one. In fact, the limitations of the experiment scientific method of extracting the meaning of human experiences provided the premise for the interpretive phenomenological approach On the other hand, descriptive phenomenology arose as a systematic approach that allows for the examination of the human experience within the context of how they are perceived and understood by individuals

In contrast to interpretive phenomenology, the descriptive approach provides a basis for outlining the experience of individuals without the influence of the researcher's personal feelings regarding the phenomenon under investigation. Consequently, this study of technical assistance provided by the school heads to teachers' competence processes is delineated purely on account of the constructed meanings of teachers.

Descriptive research methods through questionnaires/interviews were employed in the study to gather data from the respondents. This particular method and techniques were chosen because of their appropriateness to the problem. It allows the qualitative description or the phenomenological study of the current status to further discuss the experiences of the school heads in assisting teachers and their manner of providing support or technical assistance by the school heads to teachers. It also applies both factual and practical information that can be used to evaluate the conditions. Further, it attaches significant differences that exist or does not exists.

The condition and information contained in the survey questionnaire were the different forms of technical issues provided by the school head that is aligned with the KRA's and other questions to assess the technical assistance given by their principals. Furthermore, it also contained problems encountered by teachers and principals in implementing technical assistance.

The respondents of this study were the school heads from different public secondary schools in the Province of Sorsogon. A sample of fifteen school heads participated in this study. They are all secondary school heads who have been principal/ school heads or Teacher-in-charge for two or more years in public schools with different positions/ designations. They were all given the same questionnaire regardless of their designations.
School Heads were asked to complete their answers from the given both in survey questionnaire and through interview to further check their technical assistance to their teachers.

The researcher formulated, edited, and prepared the data in this study. In collecting the data, the researcher secured a letter of permission from the Head Teacher and Principals to conduct this study. The researcher distributed the survey questionnaires and conducted an interview with the respondents upon the approval of the Dean of the graduate school and the School Superintendent, due to the geographical location of the schools, and the situation of pandemic. Most of the data gathered were through internet. The data were completed over a period of a month or two. And it took two weeks to two months to retrieve questionnaire and receive the data due to internet issues and due to pandemic. The data gathered were tabulated, interpreted, and analyzed with the help of a Statistician.

Survey questionnaire and interviews were the principal instruments in gathering data including questions or assessments with technical assistance implemented by school principals to improve teachers' competencies. The researcher used phenomenological qualitative approach with questionnaire as the basic research tool. The current study also employed interviews to capture the teachers' competencies from the technical assistance provided by their school heads. Refinement of the instrument was done by presenting copies to her adviser for content analysis and critical evaluation. Suggestions were analyzed to enrich the content of the instruments.

Considering the nature of this research work which is basically qualitative in terms of approach, the researcher utilized the simple frequency statistics. This tool provided framework to deepen the discussion on the results of the interview.

RESULT AND DISCUSSION

FINDINGS:

Based from the data gathered, the following findings were revealed:

1. The secondary school principals were concerned about the development of teachers' competence along with the key result areas such as Content Knowledge and Pedagogy, Learning Environment, and Diversity of Learners, Curriculum and Planning, and Assessment and Reporting. To ensure the improvement of the competencies relative to KRA's, these secondary schools adopted mostly information sharing by which they discussed the essential information to their key teachers, master teachers, and department heads, then the latter becomes responsible to relay information to the teachers.

- Work management is another form of technical assistance utilized by the secondary school principals which is evident when they conduct meetings, group discussion, workshops, Learning Action Cells, and the Focus Group Discussion.

Likewise, capability building was used by the secondary school principals as a form of technical assistance when they allowed teachers to engage in ICT training to require competencies as deemed essential by the Key Result Areas.

2. The technical assistance provided to the teacher through the different forms which were adopted by secondary school heads was effective. The proofs of achieving such a level were the successful learning material delivery to the learners, the active participation of learners in distance learning, and the high passing rate of learners in their quarter assessment. On the part of the teacher, the school head respondents were able to note the exhibited enthusiasm of those education frontlines in their performance of work.

3. Respondents viewed technical assistance as a support mechanism that capacitated teachers in coming up right decisions to effectively manage the tasks. Through the adoption of the varied forms of technical assistance, the creativity of teachers was enhanced that resulted in teachers' competency development.

4. Several problems were identified by the secondary school principals in providing technical assistance, most of them noticed the intentional deviation of some teachers from what was agreed upon relative to activities to engage with and their resistance to the suggested change in a form of intervention. These respondents found out also the overlapping of activities which resulted in non-realization of the technical assistance. Likewise, the personality of teachers hindered also the technical assistance implementation for some of them were sensitive, and emotional, and egoistic.

5. The respondents affirmed the idea of the promotion of open communication between the school head as the mentor and the teacher being the mentee in the provision of technical assistance. They further viewed group and work management as an effective modality of technical assistance. This scheme the adoption of workshops, trainings

and the conduct of LACs. The idea of teacher-friendly monitoring surfaced also as a solution suggested.

CONCLUSIONS:

  The following are the conclusions of the study.

1. The secondary school principals provide varied forms of technical assistance such as information sharing, capability building, and group and work management.

2. The technical assistance provided by the secondary school principals to the teacher is effective. Technical assistance provides valuable support to the teacher in the development of their competencies essential in discharging their functions.

3. The secondary school principal noted teacher-related factor problems relative to the provision of technical assistance which includes being self-centered and their resistance to effective change.

4. The promotion of healthy and open communication and the relationship between the mentor and the mentee is the best solution in achieving effective technical assistance, as well as the adoption of a teacher-friendly monitoring scheme.

RECOMMENDATIONS:

  The following are the offered recommendations.

1.The secondary school principals be adept with the emerging forms of technical assistance by exposing themselves to literature offered online that discusses the topic.

2. The effectiveness of every form of technical assistance be assessed by employing valid and reliable monitoring and evaluation tools.

3. The secondary school principals be comprehensive enough in crafting technical assistance plans with the goal of wholistic development of the teacher.

4. The technical assistance plan of the school heads and the teacher be prepared in a collegial manner.

Future researchers are encouraged to conduct the study on the following suggested topics:

a. Provision of Technical to Teachers: A Case Study
b. Professional Learning Community: A Model for an Effective Technical Assistance in a Teaching Workplace.
c. Best Practices in Providing Technical Assistance Among Teachers.

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