

Impact of Technical Assistance on Teachers' Work Efficacy

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ABSTRACT: Technical assistance is one of the major responsibilities of instructional supervisors like school heads and master teachers and even education program supervisors, in enhancing teachers' professional growth. This study aimed to assess the technical assistance received by the teachers and the level of teachers' work efficacy. It also investigated the significant relationship between the technical assistance received by the teachers and their work efficacy and identified which of the dimensions in the independent variable singly or in combination impact teachers' work efficacy. This study utilized correlational and causal research designs. A self-made questionnaire which passed the validity and reliability tests was conducted to 108 teachers who were selected through stratified random sampling using Slovin's Formula from East 1 District in the Division of Gingoog City. Mean, Frequency, Percentage, Pearson Product Moment Correlation Coefficient and Multiple Linear Regression were used to analyze and interpret the data collected. Results revealed that teachers are well provided with technical assistance. Teachers have very high work efficacy. The technical assistance specifically teaching strategies, assessment and classroom management which the teachers received have significant relationship with their work efficacy. Among the technical assistance received, assessment and classroom management influence teachers' work efficacy. Thus, teachers perform better when technical assistance is well provided. Consistent technical assistance may be provided by instructional supervisors to teachers for better performance and in this way support their continuous professional development.

KEYWORDS: assessment, classroom management, teachers' work efficacy, teaching strategies, technical assistance

I. INTRODUCTION

Achieving educational greatness is primarily dependent on teachers' competence, efficiency, and sustained professional development. Teachers as the primary facilitators of learning are the forefront of shaping future generations. Their work efficacy, encompassing their confidence, skills and commitment to their profession, directly impacts students' achievement and overall educational outcomes (Alwaely et Al., 2023). This goal can only be realized if teachers received Technical Assistance (TA), one of the primary roles of instructional supervisors such as the school heads or the master teachers in school and even education supervisors in the division. It is important to understand that some teachers view challenges in a positive way. Some see them as opportunities for growth, while others see them negatively. They view TA as an extra load rather than a source of assistance. But if teachers view technical assistance as a great help to them and if they feel fully supported by instructional supervisors, teachers' work efficacy would be the result. Thus, this study aimed to determine the impact of technical assistance on teachers' work efficacy.

Technical assistance as described by Ryberg et al. (2024), increases organizational capability that leads to improve pupils' perceptions of the school climate. Effective professional development and support systems are essential in nurturing teachers; work efficacy, and technical assistance stand as a key strategy in this regard. This is how targeted technical assistance programs can empower teachers, enhance their pedagogical skills and ultimately contribute to a more robust and effective educational system.

Based on DepEd Order No. 008, s. 2023, which is known as Multi-Year Guidelines on the Results-Based Performance Management System-Philippine Professional Standards for Teachers, considered that classroom observation is conducted for the purpose of giving technical assistance to teachers to improve their teaching practices. Classroom observations have indicators in which teachers are observed focusing on instructional delivery, classroom management and assessment. It offers a collaborative opportunity to identify strengths and areas for growth.

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In addition to this, Department of Education (DepEd) Order No. 017, s. 2025, faithful to its commitment to providing support to teachers to be able to deliver quality education for Filipino learners. The DepEd reviewed the Results-Based Performance Management System (RPMS) issued as implementation of the RPMS in DepEd, ensured streamlined, improved and simplified processes and requirements for the performance management system. Also, it is stressed out that to ensure the effective design and implementation of teaching and learning process and materials, including lesson plans, instructional materials (IMs), technical assistance shall be conducted, complemented with immediate and constructive feedback. This feedback will allow teachers to make timely improvements and enhancements on teaching strategies and material development.

Essentially, TA is a structured support system, empowers individuals and organizations to adopt and sustain evidence-based practices (EBPs) and drives a broader improvement initiative. Rather than simply dictating solutions, TA focuses on building internal capacity, offering guidance, training and resources tailored to the specific needs of the teachers. This collaborative approach recognizes the lasting change, requires more than just knowledge dissemination, it necessitates a sustained partnership that cultivates the skills infrastructure necessary for successful implementation and ongoing development (Scott et al., 2022).

This study aimed to determine the significant relationship between technical assistance received by the teachers and their work efficacy in the East 1 District of the Division of Gingoog City.

This study aligned with DepEd Order No. 017, s. 2025, reflecting a commitment to supporting teachers in delivering quality education to Filipino learners. The Department of Education (DepEd) evaluated the Results-Based Performance Management System to enhance and simplify the processes and requirements associated with its implementation. It is emphasized that effective design and implementation of the teaching and learning process, including lesson plans and instructional materials, require technical assistance accompanied by immediate and constructive feedback. This feedback enables educators to implement timely improvements and enhancements in teaching strategies and material development.

Added above, Multi-Year Guidelines on the Results-Based Performance Management System - Philippine Professional Standards for DepEd Order No. 008, s. 2023, serves as the foundation for this study. Teachers may be observed in the classroom to provide technical support to help them enhance their teaching methods. However, a Ratee's performance rating will not be influenced by classroom observations made for technical support purposes. Before any planned classroom observation, the goal or aim of the observation must be made apparent. The technical assistance, which is frequently provided by experienced educators such as master teachers or school administrators, provides a cooperative chance to pinpoint areas of strength and improvement.

Moreover, Social Cognitive Theory (SCT) of Bandura (2004) as cited by Lee & Tseng (2024) and Zhao et al. (2024) can be added in this study. It is a psychological framework that explores how individuals acquire and maintain behavior patterns through the interaction of cognitive, environmental, and social factors. The SCT emphasizes the role of observational learning, social experiences, and the cognitive processes that underpin behavior which makes it a widely applicable theory in understanding human actions across various contexts, including health, education, and environmental behaviors. Within the educational context, it highlights how mentorship, modeling, and cooperative learning experiences enable teachers to grow and improve their professional practices. Since technical support mechanisms encourage professional development, promote instructional efficacy, and support long-term gains in teaching performance, SCT is in particular pertinent to assessing the impact of technical assistance. By combining these procedures, SCT offers a solid theoretical framework for comprehending how technical support can have a direct impact on teachers' long-term professional growth and work effectiveness.

II. METHODOLOGY

The researcher used correlational and causal research designs. Correlational research is a procedural approach that aims to identify and analyze the relationship between two or more variables without manipulation. The data were examined in order to determine whether or not there is a statistical relationship or association between the variables (Putri et al., 2025).

Additionally, this study was also causal research design that aimed to determine cause-and-effect relationships. It manipulated the independent variable and controls for extraneous variables to see if changes in the independent variable resulted in changes in the dependent variable (Liu & Xu, 2024).

The quantitative data were collected, computed, analyzed, and interpreted with the use of statistical procedures. Problems 1 and 2 used Mean and Standard Deviation. In such manner, Pearson Product Moment Correlation Coefficient was utilized in Problem 3. And in Problem 4, Multiple Linear Regression was used.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of technical assistance received by teachers in terms of:

1.1 teaching strategies;

1.2 assessment; and

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1.3 classroom management?

Table 4 shows the summary Technical Assistance received by the teachers. It reveals that it has an overall Mean of 4.36 with SD = 0.67, qualitatively described as Well Provided. It means that teachers perceive technical assistance as consistently accessible and effective in supporting their instructional approaches. The relatively high mean indicates that technical help is widely recognized as an important tool for improving pedagogical competence, classroom management, and assessment literacy. These results emphasize how important ongoing support systems are for enhancing teacher effectiveness and eventually, for raising student learning outcomes.

According to Scott et al. (2022), technical assistance (TA) is a customized, practical strategy for increasing an organization's or the community's capabilities. It involves providing specific guidance resources, and expertise that adapt to specific needs in order to promote sustained growth and enhanced performance. In this way, TA serves as a capacity-building tool that strengthens institutions, fosters creativity, and promotes long-term organization or community development instead of just providing temporary support.

Table 1. Summary of Technical Assistance

Variables	Mean	SD	Qualitative Description
Teaching Strategies	4.38	0.66	Well Provided
Assessment	4.34	0.67	Well Provided
Classroom Management	4.37	0.67	Well Provided
Overall	4.36	0.67	Well Provided

Note: 4.21-5.00 Well Provided; 3.41-4.20 Provided; 2.61-3.40 Moderately Provided 1.81-2.60 Less Provided; 1.00-1.80 Least Provided

Moreover, teaching strategies has the highest Mean of 4.38 with SD = 0.66, qualitatively described as Well Provided. It means that the technical assistance in terms of teaching strategies was the most positively received and highly regarded by the teachers. This simply implies that teachers place a high value on the assistance that they receive in the area of teaching strategies as they appreciate how important it is in enhancing the way lessons are delivered and improves student engagement and retention of the subject matter thus improving student learning outcomes. According to San Martin et al. (2021) educators who want to implement inclusive teaching practices are more likely to do so and keep doing so in the classroom. It reflects how educators' attitudes and values shape their willingness to embrace diversity, improve their methods of instruction, and ensure equal opportunity for all students. Further, the continuous implementation of inclusive practices fosters an environment in which students are valued, motivated, and empowered, all of which eventually led to increased involvement, academic success, and social growth.

On the other hand, Assessment got the lowest Mean of 4.36 with SD = 0.67, qualitatively described as Well Provided. Though it has the lowest Mean but it still meant as Well Provided. It implies that teachers view support in this area to be considerably important, also. It also means that, while assessment-related instruction is often adequate, there is still room to improve teachers' ability to create and administer effective and inclusive assessment processes. This is true to the study of Burdett (2025) that assessment must be clearly defined in order to ensure validity, reliability, and consistency when measuring student learning results. Such clarity supports instructional decisions that are relevant to student needs, allows constructive feedback, and provides teachers a framework for consistent evaluation which improves students' learning, accountability, and quality of education.

Problem 2. What is the level of teachers' work efficacy?

Table 2 presents the level of teachers' work efficacy. It reveals the overall Mean of 4.38 with SD= 0.64, qualitatively described as Very High. This implies that teachers generally have a high level of confidence in their professional abilities and preparedness to carry out instructional tasks, managing classrooms, and promoting student learning. Relatively such confidence is a reflection of teachers' work efficacy, a key component impacting teachers' resilience, motivation, and perseverance while dealing with instructional difficulties.

This increased sense of effectiveness not only improves the quality of instruction but also helps to build a more encouraging and productive learning environment that supports student success and overall growth. Fathi et al. (2021) stated that teachers who have high levels of work efficacy are more dedicated and less likely to experience burnout. Strong work-efficacy provides teachers the confidence they need to cope with the demands of instruction, deal with challenges within the classroom, and have a positive impact on the learning outcomes of their students.

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Also, it encourages adaptability, perseverance, and resilience, which help teachers stay dedicated even when faced with obstacles or disappointments. As a result, educators who possess greater work efficacy not only preserve their professional health but also enhance teaching methods, foster closer bonds with students, and raise the standard of education as a whole.

Moreover, the indicator 1, *I feel more confident in my teaching abilities* has the highest Mean of 4.47 with SD=0.58, with a qualitatively described as Very High and indicator 2, *I feel well-prepared to address the diverse learning*, has the highest Mean of 4.47 with SD= 0.63, qualitatively described as Very High. It means that teachers are not only highly confident in their ability to teach, but also feel ready to modify their teaching techniques to meet students' diverse needs. Such results emphasized the high level of professional efficacy, indicating that educators are prepared to provide inclusive and productive learning settings that promote students' academic success as well as their overall development.

According to Shu (2022), teachers' work efficacy enables teachers to perfect and improve their teaching practices, educator-learner and educator-guardian relationships, peer collaboration, decision-making, and the school environment. Strong work efficacy also promotes constructive peer collaboration, allowing teachers to share best practices, offer mutual assistance, and work together to solve problems. Besides that, it enhances teachers' confidence in their ability to make decisions, enabling them to use good judgment while dealing with behavioral and academic issues. In the end, effective teachers help to build a positive and stimulating learning environment in the classroom that fosters a culture of professionalism, collaboration, and ongoing development in addition to advancing student learning.

Table 2. Teachers' Work Efficacy

Indicators <i>As a teacher I...</i>	Mean	SD	Qualitative Description
1. feel more confident in my teaching abilities.	4.47	0.58	Very High
2. feel well-prepared to address the diverse learning needs of my students.	4.47	0.63	Very High
3. can effectively collaborate with colleagues and contribute to school-wide initiatives.	4.32	0.68	Very High
4. have strategies that positively impacted my sense of accomplishment in my teaching role.	4.33	0.65	Very High
5. believe my instructional strategies are successful in fostering meaningful student learning.	4.38	0.69	Very High
6. am confident in my ability to adapt my teaching methods to meet evolving educational standards.	4.38	0.64	Very High
7. am successful in accurately assessing student learning and using assessment data to instruction.	4.43	0.63	Very High
8. can effectively manage classroom behavior and maintain a positive learning environment.	4.43	0.62	Very High
9. am confident in my ability to effectively implement the curriculum objectives within my classroom.	4.42	0.64	Very High
10. am empowered to take greater initiative and feel more in control of my professional growth and development.	4.40	0.62	Very High
Overall	4.38	0.64	Very High

Note: 4.21-5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High 1.81-2.60 Less 1.00-1.80 Least

On the other hand, the indicator 3, *I can effectively collaborate with colleagues and contribute to school-wide initiatives*, has the lowest Mean of 4.32 with SD=0.68, qualitatively described as Very High. It implies that teachers typically feel capable of supporting institutional goals and participating in collegial collaboration, even if it obtained the lowest score among the indicators. Nonetheless, the comparatively lower Mean might indicate areas where improved professional development, team-building exercises, and organized chances for shared decision-making could further strengthen collaboration and involvement in school-wide initiatives. These elements are essential for promoting collective efficacy and a more cohesive school culture.

Addressing these needs could possibly enhance overall teacher efficacy and foster a stronger sense of community and shared purpose within the school. It is thought that teachers' physical characteristics and personalities affect how productive they are when they are employed by the school (Utami & Vioreza, 2021). Although psychological qualities like openness, patience, adaptability, and resilience affect how teachers engage with students, coworkers, and the larger school community, physical well-being contributes to energy, stamina, and overall presence in the school community. Collectively, these elements influence

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classroom management and instructional delivery while also fostering a supportive learning environment that encourages student participation and success and in an organization as a whole.

Problem 3. Is there a significant relationship between the technical assistance received by the teachers and their work efficacy?

Table 3. Test of Correlation Between Technical Assistance and Work Efficacy

Variables	r-value	p-value	Qualitative Description	Decision on Ho	Qualitative Description
Teaching Strategies	0.856**	0.000	Very High Positive	Reject	Significant
Assessment	0.909**	0.000	Very High Positive	Reject	Significant
Classroom Management	0.914**	0.000	Very High Positive	Reject	Significant

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows Pearson's Correlation test between technical assistance and work efficacy. All independent variables in technical assistance shows strong positive correlation towards work efficacy, which are the teaching strategies, assessment, and classroom management. If the correlated independent variables change its direction, the work efficacy of the teacher will also change in the same direction.

In addition, the table took the analysis at the independent variable level by looking at the correlation test while holding the dependent variable constant at a time. As can be seen from the same table, all three independent variables are significant at 0.05. In summary, taking it at the coefficient level, these technical assistance dimensions are correlated to the teachers' work efficacy, with a p -value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test is rejected, with strong positive correlation.

Furthermore, assessment registered a computed value of 0.909 with computed p -value of 0.000 which is described as very highly positive and described as significant. This implies that the computed p -value is lower than 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. This implies that teachers' work efficacy and technical assistance are strongly and directly correlated and that the more technical assistance teachers receive especially in assessment practices, the more confident and capable they are of performing their professional duties. In a broader, it emphasizes how important TA is for improving teachers' decision-making, classroom management, and instructional competency.

Additionally, it emphasizes how consistent assessment support enhances teachers' effectiveness and supports better teaching practices, which in turn increase student learning results. Thompson and Houston (2024) assessment was designed as a genuine, immersive, and ongoing aspect of learning design that integrates theory with industry standards and practices. As it emphasized the significance of making assessment an authentic process that reflects real-world applications rather than a detached or isolated activity. This viewpoint is consistent with the study's assessment findings. Teachers can give students meaningful opportunities to demonstrate competencies, apply skills in real-world situations, and participate in reflective learning by integrating assessment into the learning process. In addition to guaranteeing conformity with professional standards, this method improves the legitimacy, applicability, and influence of evaluation in preparing students for further academic and professional paths.

Also, teaching strategies registered a computed value of 0.856 with computed p -value of 0.000 which is described as very high positive and interpreted as significant. This implies that the computed p -value is lower than 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. It means that technical assistance in teaching strategies is closely related to teachers' work efficacy, implying that the more support teachers receive in adopting and improving instructional approaches, the more confident and effective they become in carrying out their professional tasks. As well as it emphasizes the vital relevance of giving ongoing educational advice, since well-structured teaching practices not only improve instructional delivery but also boost student involvement, inclusion, and achievement. Finally, the strong association between TA in teaching strategies and work efficacy demonstrates how capacity-building interventions directly improve teacher performance and educational quality.

San Martin et al. (2021) emphasized that educators who are committed to implementing inclusive teaching practices demonstrate a sustained willingness to adapt and refine their instructional approaches to meet the diverse needs of learners. This persistence reflects not only their professional dedication but also their recognition of inclusivity as a vital component of equitable education, where all students are given meaningful opportunities to engage and succeed. By consistently applying inclusive strategies, teachers foster classroom environments that value diversity, promote participation, and enhance both academic and social outcomes, thereby contributing to a more just and responsive educational system.

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Problem 4. Which of the dimensions of the independent variable singly or in combination influence the teachers' work efficacy?

Table 4. Multiple Linear Regression Between Technical Assistance and Teachers' Work Efficacy

Independent Variables	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
(Constant)	0.460	0.166		2.771	0.007
Teaching Strategies	0.009	0.100	0.009	0.091	0.928
Assessment	0.396	0.136	0.408	2.904	0.004
Classroom Management	0.497	0.119	0.518	4.178	0.000
	R=0.923		R ² =0.853	F=200.391	Sig.=0.000

Dependent Variable: Work Efficacy

Predictors: (Constant), Teaching Strategy, Assessment, Classroom Management

The table 4 presents Multiple Regression Analysis with moderating variables that predict the teachers' work efficacy. It is hypothesized that the three (3) predictors will be positively or negatively associated with the teachers' work efficacy $\beta = 0$ as null and the alternative of $\beta \neq 0$. That explains whether the independent variables are good predictors of the teachers' work efficacy. In addition, $F(3, 108) = 200.391, p < .001$. Moreover, Assessment ($\beta = 0.408, t\text{-value} = 2.904, p\text{-value} = 0.004$) and Classroom Management ($\beta = 0.518, t\text{-value} = 4.178, p\text{-value} = 0.000$) are positively have a relationship with the teachers' work efficacy. It can be concluded that if the Technical Assistance in terms of assessment and classroom management change by 1% the teachers' work efficacy also increases by 85.3%.

Taking it in the coefficient level, Technical Assistance in terms of assessment and classroom management are a good predictor of teachers' work efficacy with a p value lesser than 0.05. Hence, the regression analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the following regression equation;

$$Y = 0.396X_1 + 0.497X_2 + 0.460$$

Where: 0.460 = Constant

Y = Work Efficacy

X_1 = Assessment

X_2 = Classroom Management

Assessment has a considerable impact on instructors' work efficacy, as indicated by a positive beta coefficient ($\beta = 0.408$) and statistical significance ($p = 0.004$). This emphasizes the necessity of systematic support for teachers in planning, administering, and evaluating assessments in order to improve both instructional practices and student learning results. When teachers are mentored in using authentic, trustworthy, and reflective assessment methods, they not only gain confidence in evaluating students' progress, but also improve their capacity to tailor instruction to the various needs of their students. This results in a feedback loop in which enhanced assessment techniques boost teachers' work efficacy, which in turn improves educational effectiveness and student engagement.

Fischer et al. (2024) underlined the importance of researching the impact of assessment on learning, since assessment serves not only as a tool for assessing accomplishment but also as a process for influencing learners' abilities, dispositions, and long-term educational trajectories. Effective assessment procedures offer learners with timely feedback, promote self-regulation, and stimulate reflective thinking, giving them the cognitive and metacognitive tools, they need to learn independently and sustainably. By aligning assessment with the principles of authentic and formative evaluation, educators can provide chances for students to engage in critical inquiry, apply knowledge in real-world contexts, and acquire transferable skills that go beyond formal education.

Similarly, classroom management was a good predictor of teachers' work efficacy ($\beta = 0.518, p = 0.000$). This conclusion stresses the importance of technical assistance in classroom management, such as strategies for cultivating positive conduct, preserving order, and creating inclusive learning environments, in increasing teachers' confidence and efficacy in their positions. A well-managed classroom lays the groundwork for meaningful education, freeing instructors to focus on encouraging learning rather than dealing with interruptions.

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Consequently, consistent classroom management support not only increases teachers' professional efficacy but also creates a productive and supportive learning environment that benefits both teachers and students. Seufert et al. (2022) underline that classroom management (CM) is a fundamental ability that underpins the efficacy of all teaching and learning processes. It entails teachers' abilities to maintain order, create a conducive learning environment, and apply strategies that promote student participation, discipline, and respect in the classroom. Likewise, CM prepares teachers to create a good learning environment in which students feel safe, motivated, and encouraged to engage actively. Mastery of this ability not only improves instructional delivery but also adds to better academic performance, social growth, and general classroom harmony, making it an essential component of professional teacher preparation and practice.

On the other hand, teaching strategies ($\beta = 0.009$, $t\text{-value} = 0.091$, $p\text{-value} = 0.928$) is not good predictor of teachers' work efficacy. This implies that using teaching strategies without the requisite reinforcement of contextual supports does not significantly improve teachers' sense of efficacy. It implies also that while approaches can guide instructional delivery, their efficacy is dependent on their alignment with proper assessment tools, classroom management systems, and institutional support mechanisms that allow teachers to witness actual changes in student learning outcomes.

Moreover, this study emphasizes the multifaceted character of teacher efficacy, which is based not just on the availability of teaching strategies, but also on how these strategies are used in a supportive and well-structured environment. Teachers may use new methods, but without strong classroom management or credible evaluation feedback, their confidence and perceived efficacy may not improve considerably. As a result, the findings emphasize the need of incorporating teaching strategies into a larger framework of professional development that includes pedagogy, assessment literacy, and classroom management in order to maximize their impact on teacher efficacy and overall instructional quality.

According to Hu et al. (2024) emphasized that well-designed instructional strategies are critical in enhancing students' learning processes and boosting academic accomplishment. These strategies enhance deeper understanding, critical thinking, and active participation, allowing learners to apply knowledge more successfully. Additionally, the careful use of teaching strategies promotes differentiated learning by addressing unique student needs and maximizing overall academic success.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn.

1. Instructional supervisors, such as the school head and master teachers, are doing their first and most important responsibility, which is to provide technical assistance to teachers.
2. Technical Assistance provided to teachers improves their work efficacy.
3. Technical assistance helped teachers enhance efficacy in delivering instruction.
4. Teachers provided with Technical Assistance improved their self- efficacy.

V. RECOMMENDATIONS

The following recommendations were made in consideration with the findings and conclusions.

1. Instructional supervisors are encouraged continue to provide technical assistance to teachers for them to deliver effective teaching approaches.
2. Technical Assistance may be provided consistently to the teachers to sustain their high work efficacy.
3. Technical Assistance may be the top priority for teachers' continued enhancement of their work efficacy.
4. Instructional supervisors may continue to provide Technical Assistance to teachers to maintain their work efficacy.

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