Examining Professional Development, Instructional Practices, and Organizational Support Among Secondary School Teachers in the Schools Division of Iloilo

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Abstract

This study explores the relationships among teachers' professional development, instructional practices, and organizational support in the Schools Division of Iloilo, Philippines. Using a descriptive-correlational design, the study examined data from 380 secondary school teachers, selected through proportionate stratified random sampling. A validated and reliable questionnaire measured the levels of professional development, instructional practices, and organizational support, alongside demographic factors such as educational attainment, position, length of service, school size, and congressional district. Findings revealed that professional development, instructional practices, and organizational support were rated as high by teachers. Significant differences were observed in professional development levels based on educational attainment, length of service, and congressional district. However, no significant differences were found based on position or school size. Strong positive relationships were identified among professional development, instructional practices, and organizational support, emphasizing their interdependence. The study underscores the need for equitable access to professional development opportunities and enhanced organizational support to improve instructional practices. Policymakers and administrators are encouraged to address disparities and foster supportive environments for teachers. The findings contribute to the broader discourse on teacher development, offering insights for future research and educational reforms aimed at improving teaching quality and student outcomes.

Keywords: Professional Development, Instructional Practices, Organizational Support, Secondary School Teachers, Teacher Development

1. Introduction

Teaching has changed over the years. Teachers now work in diverse classrooms, use new technologies, and connect more with parents. These changes require ongoing learning and skill development. While teacher training provides a good foundation, it does not prepare them for all the challenges they face. Professional development (PD) helps teachers stay effective in their work (OECD, 2005). PD focuses on building teaching skills and knowledge. It includes learning through practice, collaboration, and reflection. To be effective, it needs to align with policies and provide time for teachers to engage (Darling-Hammond, Hyler, & Gardner, 2017; Desimone, 2009). In Iloilo, many teachers struggle to access PD. Heavy workloads and limited funds make it difficult for them to participate. Support from schools is important to help teachers improve. Blau's Social Exchange Theory (1964) explains that when teachers feel supported, they are more likely to perform better. However, many teachers in Iloilo say that support for PD is often not enough. This lack of support affects their growth and teaching practices. This study explores the professional development of teachers, their classroom practices, and the support they receive from schools. The findings will help guide programs and policies to support teachers in their work.

Teachers play a pivotal role in shaping the quality of education and ensuring that students achieve their learning goals. However, the demands of modern education—such as managing diverse classrooms, integrating technology, and aligning instructional practices with evolving curricula—require continuous professional development (PD). In this context, PD serves as a critical mechanism for equipping teachers with the knowledge, skills, and strategies needed to address these challenges effectively. Despite its importance, many teachers face barriers to accessing meaningful PD opportunities, particularly in resource-constrained settings like the Schools Division of Iloilo. Heavy

workloads, financial limitations, and insufficient institutional support often hinder teachers from participating in PD activities. These limitations not only impact their professional growth but also affect the quality of their instructional practices and, ultimately, student outcomes. Organizational support is a crucial factor in enabling teachers to engage in professional growth. Supportive institutions provide the resources, encouragement, and recognition necessary for teachers to excel in their roles. However, gaps in organizational support often leave teachers without the tools they need to improve their teaching practices or advance professionally.

This study seeks to address these gaps by exploring the relationships among teachers' professional development, instructional practices, and organizational support. Identifying the factors that influence these areas and uncovering potential disparities across demographics, the study aims to provide actionable insights for policymakers, school administrators, and educators. The findings will inform strategies to enhance teacher development programs, foster supportive organizational environments, and improve the overall quality of education in the Schools Division of Iloilo. This study is essential for ensuring that teachers are well-prepared to meet the demands of modern classrooms and contribute to the success of their students.

Aim

This study aims to examine the professional development of teachers, their instructional practices, and the organizational support provided to them in the Schools Division of Iloilo, Philippines. It seeks to identify relationships among these variables and determine how they differ based on teachers' demographics such as educational attainment, position, length of service, school size, and congressional district.

Research Questions

1. What is the level of teachers' professional development when taken as a whole and when classified by:

   a. educational attainment,
   b. position,
   c. length of service,
   d. school size, and
   e. congressional district?

2. What are the instructional practices of teachers when taken as a whole and when classified by the same demographic factors?

3. To what extent is organizational support provided to teachers, as assessed by teachers themselves, when taken as a whole and classified by demographic factors?

4. Are there significant differences in the level of teachers' professional development based on their:

   a. educational attainment,
   b. position,
   c. length of service,
   d. school size, and
   e. congressional district?

5. Are there significant differences in teachers' instructional practices based on the same demographic factors?

6. Are there significant differences in the extent of organizational support provided to teachers based on the same demographic factors?

7. Are there significant relationships among teachers' professional development, instructional practices, and organizational support?

Hypotheses

1. There are no significant differences in the level of teachers' professional development when classified by:

    a. educational attainment,
    b. position,
    c. length of service,
    d. school size, and
    e. congressional district.

2. There are no significant differences in teachers' instructional practices when classified by:

    a. educational attainment,
    b. position,
    c. length of service,
    d. school size, and
    e. congressional district.

3. There are no significant differences in the extent of organizational support provided to teachers when classified by:

    a. educational attainment,
    b. position,
    c. length of service,
    d. school size, and
    e. congressional district.

4. There are no significant relationships among teachers' professional development, instructional practices, and organizational support.

Significance of the Study

This study is essential for improving teacher development and educational quality by exploring the relationships among professional development, instructional practices, and organizational support. Its findings provide valuable insights for stakeholders involved in educational policy, administration, and teaching. For policymakers, the study highlights the need for data-driven approaches to designing equitable and effective professional development programs. According to Darling-Hammond et al. (2017), professional development that emphasizes collaboration, active learning, and curriculum alignment enhances teacher effectiveness and student achievement. The results of this study can inform strategies to bridge gaps in professional development access and ensure that resources are distributed equitably across regions and demographic groups. School administrators can benefit from the study's insights into organizational support. Research by Skaalvik and Skaalvik (2021) emphasizes the importance of creating supportive environments that reduce teacher stress and increase job satisfaction. By providing resources, fostering collaboration, and recognizing teacher contributions, administrators can empower teachers to implement innovative instructional practices and maintain high levels of engagement. For teachers, the study identifies opportunities for growth through targeted professional development and institutional support. As noted by Cordingley et al. (2022), continuous professional learning positively impacts teachers' confidence and classroom practices. This study underlines the importance of professional learning communities and reflective practices as avenues for enhancing teaching strategies, particularly in addressing diverse student needs. Students are indirect beneficiaries of the study, as teacher effectiveness strongly influences educational outcomes. High-quality professional development equips teachers with the skills needed to create engaging, inclusive, and effective learning environments, directly benefiting student achievement (OECD, 2021). The findings align with contemporary

educational frameworks that prioritize equitable learning opportunities and personalized teaching approaches. Academically, this study contributes to the growing body of research on the interplay among professional development, instructional practices, and organizational support. By integrating current theories and practices, it provides a comprehensive framework for understanding how these factors influence teaching quality. Furthermore, it sets a foundation for future studies to explore similar dynamics in different educational systems and contexts.

Conceptual Framework

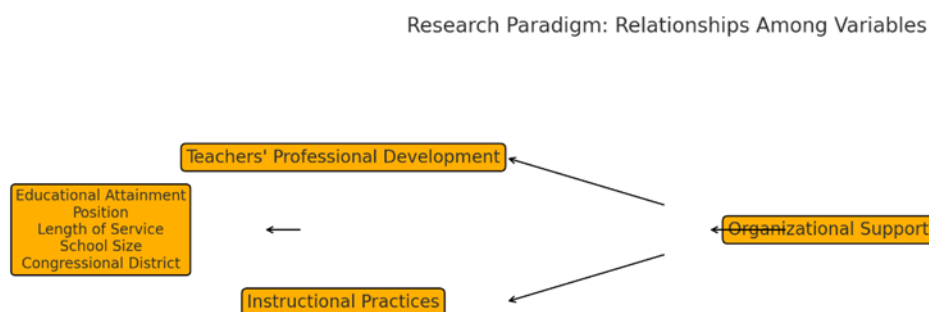Research Paradigm: Relationships Among Variables

Figure 1. Schematic Diagram

Figure 1 illustrates the conceptual framework of this study, depicting the relationships among teachers' professional development, instructional practices, and organizational support. The diagram highlights two primary independent variables: **teachers' professional development** and **instructional practices**, which influence the dependent variable, **organizational support**. The framework incorporates demographic factors—educational attainment, position, length of service, school size, and congressional district—that may directly affect the independent variables. These demographic factors provide a contextual basis for analyzing variations in professional development and instructional practices among teachers. The arrows indicate the directional relationships, suggesting that changes in professional development and instructional practices are likely to influence perceptions of organizational support. This framework enables a systematic exploration of how these variables interact and their implications for educational policies and teacher development strategies.

2. Literature Review

Teacher professional development (PD) is critical to improving classroom practices and student outcomes. PD includes formal and informal learning activities that enhance teachers' skills, knowledge, and practices. Effective PD involves active learning, collaboration, alignment with curricula, and sustained engagement (Darling-Hammond, Hyler, & Gardner, 2017; Desimone, 2009). It enables teachers to address the demands of diverse classrooms, integrate technology, and improve student engagement.

Instructional practices refer to the interactions between teachers and learners in delivering content. Effective instructional practices deepen student learning and require teachers to adapt teaching methods to meet students' needs. Collaborative approaches and reflective practices are often linked to better instructional outcomes (City et

al., 2019). Research shows that schools with strong teacher communities and collaborative planning yield higher student achievement (Vescio, Ross, & Adams, 2018).

Organizational support is essential in fostering teachers' professional growth. According to Organizational Support Theory (OST), teachers perform better when they perceive that their contributions are valued and their well-being is prioritized (Eisenberger et al., cited in the manuscript). Supportive practices, such as providing resources and feedback, enhance teacher motivation and performance.

Teacher professional development (PD) is a cornerstone of improving teaching quality and student learning outcomes. Effective PD is characterized by structured activities that focus on enhancing teachers' skills and knowledge, leading to improved instructional practices. Research by Darling-Hammond, Hyler, and Gardner (2017) emphasizes that successful PD incorporates active learning, collaboration, and alignment with curricula and policies. These elements allow teachers to integrate new practices effectively into their teaching strategies, ultimately benefiting student achievement. Similarly, Desimone (2009) identifies active engagement, sustained duration, and content-specific focus as critical features of impactful PD programs. These findings highlight the need for comprehensive, well-designed PD initiatives that address teachers' specific needs.

Instructional practices, defined as the interactions between teachers and students in the context of learning, are central to achieving educational goals. City, Elmore, Fiarman, and Teitel (2019) argue that instructional practices improve when teachers are supported through professional learning communities and collaborative planning. These practices not only enhance the learning experience for students but also foster innovation and adaptability among teachers. Vescio, Ross, and Adams (2018) further underscore the importance of collaborative professional development, noting its positive impact on teacher efficacy and student outcomes.

Organizational support plays a vital role in enabling teachers to engage in professional growth and improve their instructional practices. Perceived organizational support (POS), as defined by Eisenberger, Huntington, Hutchison, and Sowa (1986), reflects the degree to which teachers believe their schools value their contributions and care about their well-being. Research indicates that when teachers feel supported, they are more motivated to participate in PD activities and implement effective teaching strategies (Eisenberger et al., 1986). Blau's (1964) Social Exchange Theory also provides a framework for understanding the reciprocal relationship between organizational support and teacher performance. According to the theory, teachers are more likely to invest effort and commitment when they perceive that their organizations are providing adequate support and recognition.

The theoretical underpinnings of this study are also informed by Bandura's (1986) Social Cognitive Theory and Vygotsky's (1978) Sociocultural Theory. Bandura's theory highlights the importance of observational learning, self-regulation, and feedback in professional development. It suggests that teachers improve their practices through modeling and guided learning. Vygotsky's Sociocultural Theory, on the other hand, emphasizes the role of social interactions in learning and professional growth. Collaborative activities, such as peer mentoring and team teaching, align with this theory by fostering shared knowledge and collective improvement among educators.

Despite the documented benefits of PD, barriers such as limited resources and heavy workloads often hinder teachers' participation, particularly in developing contexts. The OECD (2005) notes that systemic support is crucial for sustaining high-quality PD programs. This includes providing financial assistance, reducing workload pressures, and creating opportunities for collaboration. Addressing these barriers is essential for maximizing the impact of PD on teachers' instructional practices and student outcomes.

In summary, professional development, instructional practices, and organizational support are interdependent factors that collectively influence teaching quality and student success. By addressing the gaps in PD access and enhancing organizational support, schools can create an environment that fosters continuous growth and innovation among teachers.

Theoretical Framework

This study is anchored on three key theories:

1. **Bandura's Social Cognitive Theory (1986):** Emphasizes the importance of self-regulation and observational learning in teacher development. Teachers improve their skills through guided practice and peer collaboration.
2. **Vygotsky's Sociocultural Theory (1978):** Highlights the role of social interaction in learning. Teachers' professional growth is influenced by their collaboration with peers and mentors.
3. **Blau's Social Exchange Theory (1964):** Explains how perceived organizational support fosters reciprocal commitment. Teachers are more engaged when they feel supported by their schools.

This study integrates these theories to explore the relationships among teachers' PD, instructional practices, and organizational support.

3. Methodology

This study utilized a descriptive-correlational research design. The descriptive aspect focused on assessing the levels of teachers' professional development, instructional practices, and organizational support. The correlational component examined the relationships among these variables. This design is appropriate for identifying patterns and associations without manipulating the variables, making it suitable for understanding the dynamics of the identified factors within the context of Iloilo's Schools Division.

The study involved 380 secondary school teachers from the Schools Division of Iloilo for the academic year 2023–2024. The respondents were selected using proportionate stratified random sampling from a total population of 7,786 teachers. The sample represented teachers across various classifications, including educational attainment, position, length of service, school size, and congressional district, ensuring that all relevant subgroups were included in the analysis.

A structured questionnaire was used as the primary research instrument. It consisted of four parts: demographic profile, professional development, instructional practices, and organizational support. The demographic profile collected data on the respondents' educational attainment, position, length of service, school size, and congressional district. The section on professional development was adapted from the *Professional Development Survey* by TINYpulse and focused on teachers' engagement in development activities. Instructional practices were measured using an adapted version of the *Instructional Practices Survey* from the Middle Level Leadership Center, University of Missouri. The organizational support section was based on the *Perceived Organizational Support* scale by Eisenberger et al., which assessed teachers' perceptions of the support provided by their institutions. Responses were rated on a five-point Likert scale ranging from 1 (Never) to 5 (Always).

The instrument underwent a rigorous validation process to ensure its content was appropriate and aligned with the study's objectives. Five experts in educational management and research validated the questionnaire, and their feedback was incorporated into the final version. To test reliability, a pilot study was conducted with 30 teachers who were not part of the main sample. The reliability coefficients, measured using Cronbach's alpha, were 0.967 for professional development, 0.960 for instructional practices, and 0.985 for organizational support, indicating that the instrument was highly reliable.

Before data collection, the researcher obtained permission from the Schools Division Superintendent and school principals. Questionnaires were then distributed to the respondents through email, Google Forms, or face-to-face interactions. The respondents were assured that their responses would remain confidential and anonymous. Upon retrieval of the completed questionnaires, the data were tabulated and encoded for statistical analysis.

Data analysis was performed using the Statistical Package for Social Sciences (SPSS). Frequency and percentage were used to describe the demographic characteristics of the respondents. The mean was calculated to determine

the levels of professional development, instructional practices, and organizational support. To identify significant differences across demographic variables, t-tests and One-Way ANOVA were employed. Finally, Pearson's r was used to explore the relationships among professional development, instructional practices, and organizational support. The level of significance for all tests was set at 0.05, ensuring the rigor and validity of the findings.

4. Results/Findings

Table 1: Level of Teachers' Professional Development

Indicator	Mean	Description
Availing of formal PD opportunities	4.12	High
Participation in collaborative activities	3.98	High
Alignment with curriculum standards	4.05	High
Setting career goals for growth	4.20	Very High
Overall Level of Professional Development	4.09	High

The findings in Table 1 reveal that the overall level of professional development among teachers in the Schools Division of Iloilo is rated as "High" (M = 4.09). Teachers actively engage in formal professional development opportunities and collaborative activities, with mean scores of 4.12 and 3.98, respectively. These results suggest that while teachers are generally participating in professional growth activities, there is room for improvement in collaboration-related initiatives. Notably, setting career goals for growth scored the highest (M = 4.20, "Very High"), indicating that teachers are highly motivated to enhance their skills and advance their careers. This internal drive for growth aligns with the findings from prior studies emphasizing the importance of goal-oriented professional development (Darling-Hammond, Hyler, & Gardner, 2017). The data reflects a positive trend in teachers' professional development, with strong participation in activities that align with curriculum standards and support career progression. However, fostering greater engagement in collaborative efforts could further strengthen professional growth outcomes.

Table 2: Teachers' Instructional Practices

Indicator	Mean	Description
Lesson planning aligned with curriculum	4.15	High
Use of learner-centered strategies	4.08	High
Integration of technology in teaching	3.95	High
Promoting respect and responsibility	4.25	Very High
Overall Level of Instructional Practices	4.11	High

Table 2 shows that the overall level of instructional practices among teachers in the Schools Division of Iloilo is "High" (M = 4.11). Teachers excel in promoting respect and responsibility among students, as evidenced by the highest mean score of 4.25 ("Very High"). This suggests a strong emphasis on building values and fostering positive classroom behaviors. Lesson planning aligned with the curriculum (M = 4.15) and the use of learner-centered strategies (M = 4.08) also scored highly, indicating that teachers are effectively tailoring their instructional practices to meet educational standards and address student needs. The integration of technology in teaching, while still rated "High" (M = 3.95), reflects a slightly lower score, highlighting an area where further improvements could enhance teaching practices. The results suggest that teachers consistently employ effective instructional practices, with strength in fostering student values and aligning lessons with curricular goals. However, additional support in leveraging technology could further enhance their instructional capabilities.

Table 3: Extent of Organizational Support

Indicator	Mean	Description
Access to resources and tools	3.85	High

Indicator	Mean	Description
Recognition of teachers' contributions	3.90	High
Opportunities for career growth	4.00	High
Supervisor support and encouragement	4.05	High
Overall Level of Organizational Support	3.95	High

Table 3 highlights that the overall extent of organizational support provided to teachers in the Schools Division of Iloilo is rated as "High" (M = 3.95). Among the indicators, supervisor support and encouragement received the highest mean score (M = 4.05), demonstrating that school leaders play a crucial role in motivating and guiding teachers. Opportunities for career growth (M = 4.00) and recognition of teachers' contributions (M = 3.90) were also rated "High," indicating that schools provide avenues for professional advancement and acknowledge teachers' efforts. However, access to resources and tools, while still "High" (M = 3.85), received the lowest score, suggesting that additional resources may be needed to fully support teachers' professional development and instructional practices. Overall, the results show that teachers perceive a strong level of support from their institutions, particularly through leadership and recognition. However, addressing gaps in the availability of resources could further strengthen organizational support and improve teacher performance.

Table 4: Differences in Professional Development Across Demographic Variables

Demographic Variable	F-Value	p-Value	Significance
Educational Attainment	3.15	0.02	Significant
Position	1.98	0.09	Not Significant
Length of Service	2.45	0.05	Significant
School Size	1.87	0.11	Not Significant
Congressional District	4.22	0.01	Significant

Table 4 presents the analysis of differences in teachers' professional development based on demographic variables. Significant differences were observed in professional development when classified by educational attainment (F = 3.15, p = 0.02), length of service (F = 2.45, p = 0.05), and congressional district (F = 4.22, p = 0.01). These findings indicate that these factors influence the extent of professional development opportunities available to teachers. Teachers with higher educational attainment may experience varying levels of access to development opportunities. Similarly, differences in length of service suggest that teachers with more years of experience might receive greater or fewer professional development opportunities, potentially due to institutional priorities or career stages. The significance of congressional districts highlights disparities in the distribution of resources and support across geographical areas. On the other hand, no significant differences were found when professional development was analyzed based on position (F = 1.98, p = 0.09) or school size (F = 1.87, p = 0.11). This suggests that these factors do not play a major role in shaping professional development opportunities for teachers. In summary, professional development is influenced by educational attainment, length of service, and congressional district. Efforts to address disparities across these variables could ensure more equitable access to development opportunities for all teachers.

Table 5: Relationships Among Professional Development, Instructional Practices, and Organizational Support

Variable Pair	r-Value	p-Value	Relationship
Professional Development and Instructional Practices	0.65	0.001	Strong Positive
Professional Development and Organizational Support	0.58	0.002	Moderate Positive
Instructional Practices and Organizational Support	0.62	0.001	Strong Positive

Table 5 highlights the relationships among teachers' professional development, instructional practices, and organizational support. Significant positive correlations were observed between all variable pairs, suggesting

interconnectedness among these factors. The strongest relationship was found between professional development and instructional practices (r = 0.65, p = 0.001), indicating that as teachers engage more in professional development activities, their instructional practices improve. This aligns with literature emphasizing the role of professional growth in enhancing classroom teaching strategies (Darling-Hammond, Hyler, & Gardner, 2017). A moderate positive relationship was identified between professional development and organizational support (r = 0.58, p = 0.002), suggesting that schools providing better support systems enable teachers to pursue more professional development opportunities. Similarly, instructional practices and organizational support also showed a strong positive relationship (r = 0.62, p = 0.001), highlighting that supportive environments contribute to better classroom practices. Overall, the findings demonstrate the interdependence of professional development, instructional practices, and organizational support. Strengthening one variable is likely to enhance the others, creating a positive cycle of teacher growth and improved teaching outcomes. These results underscore the importance of integrated strategies to support teachers in all three areas.

5. Conclusion and Recommendations

Conclusion

This study examined the professional development, instructional practices, and organizational support experienced by secondary school teachers in the Schools Division of Iloilo. The findings revealed that teachers generally rated their professional development, instructional practices, and organizational support as "High." Teachers demonstrated strong engagement in activities such as lesson planning and promoting values like respect and responsibility among students. Similarly, organizational support was evident in areas like supervisor encouragement and career growth opportunities, although access to resources emerged as a relative area for improvement. Significant differences in professional development were observed based on educational attainment, length of service, and congressional district. These findings highlight disparities in access to professional development opportunities, which may be influenced by geographical, institutional, or systemic factors. No significant differences were found based on position or school size, indicating that these factors do not heavily influence teachers' professional development. The relationships among professional development, instructional practices, and organizational support were positive and significant. These results suggest that improvements in one area can lead to enhancements in others, emphasizing the interconnectedness of these variables. For instance, professional development strongly influences instructional practices, and organizational support plays a critical role in enabling both. The findings underscore the importance of a holistic approach to supporting teachers' growth and effectiveness.

Recommendations

To address the disparities in professional development opportunities, educational authorities should implement targeted interventions. Efforts should focus on providing equitable access to professional development activities across all congressional districts. Policymakers should ensure that resources are allocated based on needs, particularly in underserved areas, to bridge existing gaps. Schools should strengthen organizational support by increasing access to teaching resources and tools. This can involve investing in technology, learning materials, and facilities to better equip teachers for their instructional responsibilities. Moreover, school administrators should continue fostering a supportive environment through regular feedback, recognition of contributions, and encouragement for professional growth. Professional development programs should emphasize collaboration and the integration of technology into instructional practices. Workshops and training sessions could focus on equipping teachers with digital tools and strategies to enhance classroom engagement. Fostering teacher learning communities can provide platforms for peer mentoring and collaborative planning. Future research could explore the long-term impacts of professional development and organizational support on student outcomes. Expanding the scope of study to include other regions or educational levels could provide a broader perspective on these dynamics. By addressing these recommendations, stakeholders can ensure sustained teacher development and improved educational quality.

6. Implications of Results

The findings of this study have significant implications for policymakers, school administrators, teachers, and future research in the field of education.

For **policymakers**, the results highlight the need to prioritize equitable access to professional development (PD) programs. The observed disparities in PD levels across demographic variables, such as educational attainment and geographical location, indicate the necessity for targeted interventions. Policymakers must ensure that resources and opportunities for PD are distributed more evenly, particularly in underserved areas. Aligning PD programs with national educational goals and regional needs will further ensure their relevance and impact.

For **school administrators**, the study underscores the importance of strengthening organizational support mechanisms. The positive relationship between organizational support and instructional practices suggests that administrators play a crucial role in enabling teachers to deliver high-quality education. Providing adequate resources, fostering collaboration, and recognizing teacher contributions can enhance motivation and performance. Addressing gaps in access to teaching tools and resources, as indicated in the findings, is essential for creating an environment where teachers can thrive.

For **teachers**, the study emphasizes the value of continuous professional growth. The strong correlation between PD and instructional practices suggests that teachers who actively engage in learning opportunities are better equipped to implement effective teaching strategies. Schools should encourage teachers to participate in collaborative learning communities and reflective practices, which have been shown to enhance teaching quality. Teachers also need to advocate for institutional support to address their professional growth needs.

For **students**, the results imply that improvements in teacher development and support will have a direct impact on their learning experiences. Teachers who are well-supported and actively engaged in PD are more likely to adopt innovative and inclusive instructional practices. This aligns with contemporary educational goals of fostering critical thinking, collaboration, and adaptability among learners.

For **future research**, the findings provide a foundation for exploring the long-term impact of PD, instructional practices, and organizational support on student achievement. Comparative studies across regions or educational levels could further illuminate the dynamics of these variables. Additionally, qualitative research exploring teachers' lived experiences could provide deeper insights into the challenges and opportunities associated with PD and organizational support.

In summary, the results of this study highlight the need for coordinated efforts among stakeholders to enhance teacher development and organizational support. Such efforts are critical for improving instructional practices and, ultimately, achieving better educational outcomes for students.

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