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Instructional Supervision of School Head and Teacher's Practices in Addressing Early Literacy Challenges among Struggling Readers and Academic Performance of Elementary Learners

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Abstract — This study determines the significant relationship between the instructional supervision of school head and teacher's practices in addressing early literacy challenges among struggling readers and academic performance of elementary learners. The study employed a descriptive-correlational research design utilizing a survey questionnaire adapted and modified from the study of Alkrdem & Mofareh (2015). The researcher used the following instruments to gather the necessary data. Similarly, to measure the teacher's practices in addressing early literacy challenges, the researcher utilized the researcher-made survey questionnaire taken form the literature review. This is a 15-item survey which described the teacher's practices in addressing early literacy challenges. Further, to gather the data on academic performance of the elementary learners, the researcher gathered the final rating of the learners in reading and literacy. The data gathered on the instructional supervision of school head showed consistently high ratings across all dimensions, with a grand mean interpreted as Always, based on the weighted mean scale while the extent of teacher's practices in addressing early literacy challenges received a rating which is interpreted as agree and finally, the academic performance of the elementary learners received a very satisfactory rating. Hence, this study showed significant relationship between the extent of instructional supervision of school head and extent of teacher's practices in addressing early literacy challenges among elementary learners. It was also revealed on the study that there exists a significant relationship between the extent of teacher's practices in addressing early literacy challenges and academic performance of elementary learners. This indicates that strengthening instructional supervision systems, providing continuous teacher development, and ensuring administrative support are essential in enhancing the quality of instruction and improving literacy outcomes. Equally important is addressing lingering concerns such as teacher motivation, change management, and student readiness to ensure that both teachers and learners can fully benefit from these interventions.

Keywords — Instructional Supervision, School Head, Teacher's Practices, Addressing Early Literacy Challenges, Academic Performance, Elementary Learners

I. Introduction

Success in reading is essential throughout the educational journey of the learners from early grades and into adulthood. Many reports have shown that the consequences of leaving school without basic reading skills or early literacy skills are profound at the individual learners' level and for society. Children who fail to read by the third grade have lower level of achievement, are more likely to drop out of school, and are more likely to engage with the criminal justice system (Lara, 2018). Failure to read not only diminishes attainment at the individual level but also affects the economic growth and well-being of the nation. Adults with low literacy levels have higher levels of unemployment, a reduced earning potential, and lower chances for success (Lara, 2018). Consequently, they contribute less to the economy, and if unemployed, increase the unemployment expenditures of state and local governments. Thus, tackling reading difficulties early in children's school career has undeniable long-term benefits for individuals as well as society.

Young children at risk of reading difficulty encounter impediments in understanding and using foundational skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. The underlying cause placing children at risk of reading difficulty can be biological or environmental. For example, dyslexia is a specific language disability associated with reading difficulty. Dyslexia affects reading, specifically decoding and accurate and/ or fluent word recognition and spelling. Consequently, children with dyslexia have difficulty with reading comprehension, aspects of written language, and limited vocabulary due to a reduced reading experience.

Learners who acquire foundational literacy skills in primary grades are better equipped to maximize future educational and life experiences. Educators use early literacy development as a mechanism to predict students' educational development (Callaway, 2020). In recent decades, intervention programs to correct literacy deficits have resulted in less time for students reading whole text, a declined focus on reading comprehension, and fragmented skill instruction (Ortlieb, 2012 as cited by Callaway, 2020). To reduce these barriers to learning and to eliminate early literacy gaps as soon as possible, instruction must be highly effective and developmentally engaging (Gage, MacSuga-Gage, Prykanowski, Coyne, & Scott, 2015) and regular monitoring of school heads through instructional supervision must be done to determine the difficulty of the teachers in developing reading and literacy lessons.

Instructional supervision is a core aspect of effective school heads with an intentional focus and demonstrated impact on continuous improvement in quality teaching and learning (Education Improvement Research Centre, 2022). At present, the world of supervision in the department of education has evolved as school heads and master teachers play an important and crucial role in instructional supervision as they assist teachers in improving their teaching and learning through the conduct of instructional supervision. They perform quarterly classroom observations, prepare a supervisory plan, give dialogue and discussion through pre- and post- conferences on instructional practices, rate teachers performance, conduct and facilitate trainings, seminars, and

workshops, and motivate teachers to attain peak performance and practices (DepEd Memorandum No. 8, s. 2023) to improve learners' academic performance.

Moreover, teachers, as one of the key factors in the education system, play essential roles in the teaching and learning process; their efficacy in instruction must be supported and strengthened through constant supervision. The quality of education they provide partially depends on how they are trained and supervised. Moreover, a study revealed that supervision could enhance classroom performance by strengthening and enhancing teachers' performance in teaching reading and literacy in particular (Kholid, I., & Rohmatika, RV., 2019). Hence, it is important to conduct regular instructional supervision activities for this will help improve the performance of teachers to improve the learning outcomes of the learners.

One effective method for enhancing teachers' teaching abilities is through instructional supervision. This process involves supporting teachers in enhancing the quality of their teaching methods and classroom settings, ultimately aiming to improve student learning outcomes. However, while instructional supervision is designed to achieve these goals, its impact on learning quality has not been conclusively demonstrated (Maisyaroh et al., 2021).

According to Livingstone and Andala (2023), the quality of the education system depends on its educators. Exposing their potential is crucial to enhance academic performance of students. Proof that learner's academic performance improves when teachers are supported but it deteriorates if they are not. Teachers cannot shoulder the responsibility alone. Teachers can only perform well in the right context, with well-designed curricula and assessments strategies to improve student academic performance most especially in the literacy performance of the learners. Indirect assistance for the learning process is provided by instructional monitoring for both teachers and students (UNESCO, 2014). With participatory engagement between instructors and supervisors, instructional supervision is viewed as a process that improves the curriculum, the professional development of teachers, and the teaching methods used in the classroom, (Okendu, 2012 as cited by Livingstone & Andala, 2023). The role of instructional supervisor in addressing early literacy challenges among struggling learners must be exercise and continually performed for it is through instructional supervision where issues and challenges in terms of teaching and learning will be addressed, and solutions will be formulated. Despite of the numerous activities undertaking to address the literacy challenges of every school, there are still children who were identified as struggling in their reading and literacy performance. Hence, it is in this premise that the researcher decided to conduct this study to determine the effective role of instructional supervision in addressing early literacy challenges among struggling readers and performance of elementary learners. A proposed instructional supervision plan will be formulated based on the findings of the study.

This study determines the relationship between the instructional supervision of school head and teacher's practices in addressing early literacy challenges among struggling readers and academic performance of elementary learners in Ma-asin Elementary School, Hindang District,

Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

Further, it seeks to answer the following sub-problems:

1. What is the extent of instructional supervision in addressing early literacy challenges elementary learners in terms of the following:

   a. resource provider,

   b. instructional specialist,

   c. curriculum specialist,

   d. learning facilitator, and

   e. school leader?

2. What is the extent of teacher's practices in addressing early literacy challenges among elementary learners?

3. What is the level of performance of elementary learners in quarter 4?

4. Is there a significant relationship between the extent of instructional supervision of school head and extent of teacher's practices in addressing early literacy challenges among elementary learners?

5. Is there a significant relationship between the extent of teacher's practices in addressing early literacy challenges and academic performance of elementary learners?

6. What instructional supervision plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed descriptive-correlational research design to determine the relationship between the instructional supervision of school head and teacher's practices in addressing early literacy challenges among struggling readers and academic performance of elementary learners. This study is descriptive because it describes the variables-extent of instructional supervision in terms of as resource provider, instructional specialist, curriculum specialist, learning facilitator and school leader, teacher's practices in addressing early literacy challenges and academic performance of elementary learners. Further, this is also correlational because it finds the relationship between the dependent and independent variables. The locale of this study is Ma-asin Elementary School, one of the schools of Hindang Leyte, Schools Division of Leyte. It is in Barangay Ma-asin, Hindang, Leyte. The eight (8) teachers, one (1) school head and 25 struggling elementary learners were included in the study. The researcher utilized the

survey questionnaire adapted and modified from the study of Alkrdem & Mofareh (2015). The researcher used the following instruments to gather the necessary data. The questionnaire assessed the school heads' supervisory practices that were implemented in conducting the instructional supervision to teachers such as resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. Similarly, to measure the teacher's practices in addressing early literacy challenges, the researcher utilized the researcher-made survey questionnaire taken form the literature review. This is a 15-item survey which described the teacher's practices in addressing early literacy challenges. Further, to gather the data on academic performance of the elementary learners, the researcher gathered the final rating of the learners in reading and literacy.

Sampling. The respondents of this study were the eight (8) teachers, (1) school head and 25 struggling learners in literacy. Complete enumeration in choosing the teacher and school head respondents while purposive sampling will be utilized in choosing the learner-respondents of the study were employed.

Research Procedure. After the research was approved, data gathering followed. Letter requests to conduct the study were submitted to the proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for approval to proceed with data gathering among the identified respondents. After the approval of the SDS, permission letters were also submitted to the Public Schools District Supervisor and the School Principal. After receiving the necessary approvals, the researcher proceeded with data gathering. The researcher conducted an orientation for the respondents together with the parents of the learner-respondents. During the orientation, the respondents were informed about the study's goals and their right to confidentiality. Anonymized data were used solely for research purposes, minimizing any burden on participants. The data were stored securely and were accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the respondents having the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting the participants' views without bias or alterations. Further, a consent form was provided to the respondents, stipulating their agreement to participate in the study. After the orientation, survey questionnaires were distributed to the respondents. They were given ample time to complete the survey. In addition, the school head conducted the reading and literacy tests for the learners to check the improvement in their performance. After the survey was accomplished and the results of the reading and literacy tests were gathered, all data were collected, tallied, and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the

study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference.

Treatment of Data. The quantitative responses were tallied and tabulated. The data were treated statistically using the following tools; The Simple Percentage and Weighted Mean were employed to evaluate the role of instructional supervision in addressing early literacy challenges among struggling learners, as well as the performance level of the learners in literacy. Pearson r was used to determine the significant relationship between the dependent and independent variables.

III. Results and Discussion

Table 1
Extent of Supervisory Support of School Heads

	A. Resource Provider	Weighted Mean	Interpretation
1	demonstrates effective use of time and resources.	3.80	Often
2	plan, organizes, schedule, and prioritize work to be done.	3.90	Often
3	delegates work as appropriate.	5.00	Always
4	assigns staff members according to their strengths.	5.00	Always
5	establishes ongoing process for planning and making necessary changes within the school.	3.85	Often
6	creates a positive climate and nurture creative approaches to change.	4.50	Always
7	demonstrates the ability to motivate teachers.	3.97	Often
8	knows the teachers' strengths about instructional resources that may be helpful to them.	5.00	Always
	Mean	**4.38**	**Always**
	B. Instructional Specialist		
1	demonstrates the ability to evaluate and reinforce appropriate and effective instructional strategies.	4.90	Always
2	uses knowledge and skill in effective instructional strategies.	5.00	Always
3	supervises the teachers using strategies that focus on the improvement of instruction	4.40	Always
4	provides teachers with evidence of continuity between clinical supervision observations.	4.60	Always
5	develops intervention procedures designed to identify strengths and remediate weaknesses.	4.45	Always
6	conducts conferences effectively with teachers regarding performance	4.00	Often
7	knows the importance of student learning objectives to the implementation of the instructional	4.90	Always
8	communicates to staff and community the extent to which learning objectives for the school have been mastered	5.00	Always
	Mean	**4.65**	**Always**
	C. Curriculum Specialist		
1	focuses on knowledge, skills and ability towards curriculum improvement and staff development	5.00	Always

2	displays mastery in the discussion of curriculum planning and implementation.	5.00	Always
3	guides teacher in delivering accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	5.00	Always
4	helps teacher to select, prepare, and utilize available technology and other instructional materials appropriate to the learners and the learning objectives.	4.40	Always
5	assists the teacher to align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners.	5.00	Always
6	develops and organize in-service training programs for teachers and provide continuous and effective professional development.	5.00	Always
7	develops and use a variety of appropriate curriculum assessment strategies to monitor and evaluate teaching and learning.	5.00	Always
8	creates and utilizes appropriate instructional planning and implementation.	4.90	Always
	Mean	**4.91**	**Always**
	D. Learning Facilitator		
1	monitors teachers to determine instruction that include elements of effective instruction.	5.00	Always
2	engages teachers in mutual inquiry which aims for the improvement of instruction.	5.00	Always
3	shares the responsibility of the instructional supervision and teaching improvement.	5.00	Always
4	intensifies the conduct of instructional supervision to include all school aspects.	5.00	Always
5	provides teachers with an adequate amount of information to become familiar with the supervisory process.	5.00	Always
6	makes efforts to reduce teachers' level of anxieties concerning the supervisory practices.	4.50	Always
7	ensures that all teachers in the school receive supervisory feedback.	4.50	Always
8	helps teachers to identify appropriate teaching and learning processes.	4.30	Always
	Mean	**4.79**	**Always**
	E. School Leader		
1	places priority on curriculum and instruction issues.	5.00	Always
2	creates a climate of high expectations characterized by a tone of respect for teachers, students, parents, and community.	5.00	Always
3	functions as a leader with direct involvement in instructional policy by communicating the school policies.	4.40	Always
4	demonstrates commitment to academic goals, ability to develop and articulate a clear vision of long-term goals for the school.	5.00	Always
5	monitors student progress toward school achievement and teacher effectiveness in achieving goals.	5.00	Always
6	consults with others by involving the faculty and other groups in school decision processes.	5.00	Always
7	mobilizes resources such as materials, time, and support to enable the school and its personnel to meet academic goals.	4.40	Always
8	works cooperatively with the staff and the community to develop clear goals that relate to the organization's mission.	5.00	Always
	Mean	**4.85**	**Always**
	Grand Mean	**4.72**	**Always**

Legend:
RANGES DESCRIPTION
4.21-5.00 Always
3.21-4.20 Often
2.61-3.40 Sometimes
1.81-2.60 Rare
1.00-1.80 Never

The data gathered on the instructional supervision of school leaders showed consistently high ratings across all dimensions, with a grand mean of 4.72, interpreted as Always, based on the weighted mean scale. Specifically, the Resource Provider role obtained a mean of 4.38 (Always), indicating that school leaders often demonstrated effective resource management, though with room for improvement in areas such as motivating teachers and planning for change. The Instructional Specialist role received a mean of 4.65 (Always), reflecting consistent application of effective instructional strategies and supervision. The Curriculum Specialist role garnered the highest mean of 4.91 (Always), highlighting the strong emphasis on curriculum planning, content mastery, and teacher guidance. Likewise, the Learning Facilitator role recorded a mean of 4.79 (Always), showing that school leaders actively monitored instruction, engaged teachers in professional inquiry, and fostered a positive supervisory environment. The School Leader role obtained a mean of 4.85 (Always), affirming that leaders placed clear priority on curriculum, instruction, and goal setting. The high scores across these roles indicate that instructional supervision is consistently practiced and perceived to significantly contribute to improving literacy outcomes among struggling learners. However, areas with slightly lower scores suggest the need for enhanced efforts in motivating teachers, addressing their anxieties, and strengthening change management strategies to further support instructional improvement. Overall, the data imply that effective instructional supervision plays a critical role in fostering a supportive learning environment and addressing early literacy challenges.

Table 2
Extent of Teachers' Practices in Addressing Literacy Challenges

	Indicators of Practices	Weighted Mean	Interpretation
1	If I use cooperative learning, the students tend to veer off task	2.90	Undecided
2	I understand cooperative learning well enough to implement it successfully	4.00	Agree
3	The costs involved in implementing cooperative learning are great.	3.85	Agree
4	Competition best prepares students for the real world.	4.50	Strongly Agree
5	The amount of cooperative learning training I have received has prepared me to implement it successfully	4.30	Strongly Agree
6	Cooperative learning holds bright students back.	2.5	Disagree
7	There are too many demands for change in education today.	4.00	Agree
8	Cooperative learning is consistent with my teaching philosophy	4.30	Strongly Agree
9	My students presently lack the skills necessary for effective cooperative group work	4.05	Agree
10	For me to succeed in using cooperative learning depends on receiving support from my colleagues	3.95	Agree
11	Using cooperative learning is likely to create too many disciplinary problems among my students	4.05	Agree
12	Using cooperative learning enhances my career advancement	4.05	Agree
13	For me to succeed in using cooperative learning requires support from the school administration.	4.40	Strongly Agree
14	Cooperative learning contradicts parental goals	3.5	Agree
15	Cooperative learning is a valuable instructional approach.	4.50	Strongly Agree
	Grand Mean	**3.92**	**AGREE**

Legend:

RANGES	DESCRIPTION
4.21- 5.00	Strongly Agree
3.41- 4.20	Agree
2.61-3.40	Undecided
1.81- 2.60	Disagree
1.00-1.80	Strongly Disagree

Table 2 presents the indicators of practices related to the extent of teacher's practices in addressing early literacy challenges, with an overall grand mean of 3.92, interpreted as Agree, based on the weighted mean scale. The results suggest that, in general, teachers hold favorable perceptions toward cooperative learning as an instructional approach. Notably, the statement "Cooperative learning is a valuable instructional approach" and "Competition best prepares students for the real world" both received a high mean of 4.50, interpreted as Strongly Agree, indicating that teachers see cooperative learning as beneficial while still valuing competition in preparing students for real-life situations. Likewise, strong agreement was expressed in areas such as receiving adequate training to implement cooperative learning (4.30) and alignment of cooperative learning with personal teaching philosophies (4.30), as well as the belief that administrative support is crucial for successful implementation (4.40). However, there were areas of uncertainty and disagreement, such as the belief that cooperative learning holds bright students back (2.50, Disagree) and uncertainty regarding whether students tend to veer off task during cooperative learning activities (2.90, Undecided). These results imply that while teachers generally support cooperative learning, concerns about student readiness, classroom management, and the need for institutional support persist. Therefore, providing continuous training, addressing misconceptions, and ensuring administrative and peer support are essential to maximize the effective integration of cooperative learning in classrooms.

Table 3
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	0	0
4	Very Satisfactory	85-89	14	56
3	Satisfactory	80-84	11	44
2	Fairly Satisfactory	75-79	0	0
1	Did Not Meet Expectations	Below 75	0	0
	Total		25	100
	Average		85.08	Very Satisfactory

Table 3 shows the performance level of learners based on their reading and literacy test results. The data reveal that 56% of the learners achieved a Very Satisfactory rating with scores ranging from 85 to 89, while 44% obtained a Satisfactory rating with scores between 80 and 84. Notably, no learners fell within the Outstanding (90-100), Fairly Satisfactory (75-79), or Did Not

Meet Expectations (below 75) categories. The computed average score of 85.08, interpreted as Very Satisfactory, indicates that learners, on average, performed well in the reading and literacy assessments. These findings imply that while the majority of learners meet the expected literacy standards, there is still room for improvement to elevate their performance to the Outstanding level. The absence of learners performing below satisfactory levels also reflects positively on the existing instructional supervision and literacy interventions being implemented. However, the results suggest that targeted support and enrichment programs are necessary to push more learners towards achieving higher levels of literacy performance.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Instructional Supervision to Teacher's Practices in Addressing Challenges	0.54	2.844	1.996	Reject Ho	Significant Relationship (Moderate)
Teachers' Practices in Addressing Challenges to Academic Performance of Learners	0.81	2.513	0.784	Reject Ho	Significant Relationship (Strong)

Table 4 presents the test of relationship between instructional supervision, teachers' practices in addressing challenges, and the academic performance of learners. The results reveal a moderate positive relationship between Instructional Supervision and Teachers' Practices in Addressing Challenges, as indicated by an r-value of 0.54 and a computed t-value of 2.844, which exceeds the table value of 1.996 at a 0.05 level of significance. Consequently, the null hypothesis was rejected, confirming a significant relationship between the two variables. Likewise, a strong positive relationship was found between Teachers' Practices in Addressing Challenges and the Academic Performance of Learners, with an r-value of 0.81 and a computed t-value of 2.513, also exceeding the table value of 0.784, leading to the rejection of the null hypothesis. These results imply that effective instructional supervision contributes to improving teachers' practices in addressing literacy challenges, which in turn significantly enhances the academic performance of learners. This highlights the critical role of both instructional supervision and teacher practices in fostering literacy improvement and academic success.

IV. Conclusion

The research results affirm the presence of a significant relationship between instructional supervision, teachers' practices in addressing early literacy challenges, and the academic performance of learners. The findings highlight that effective instructional supervision practices significantly influence teachers' ability to implement appropriate strategies to address literacy difficulties, which, in turn, positively impact learners' performance in reading and literacy. The consistently high ratings in the various dimensions of instructional supervision, along with the

significant correlations found, underscore the crucial role of school leaders and supervisors in providing sustained guidance, resource management, and professional support to teachers. Accordingly, strengthening instructional supervision systems, providing continuous teacher development, and ensuring administrative support are essential in enhancing the quality of instruction and improving literacy outcomes. Equally important is addressing lingering concerns such as teacher motivation, change management, and student readiness to ensure that both teachers and learners can fully benefit from these interventions.

V. Recommendations

1. Apply the recommended instructional supervision plan to attain the research goal.

2. School heads should continue their active role as instructional leaders, particularly in providing regular feedback, coaching, mentoring, and support that focuses on early literacy development. Emphasis should be placed on observing classroom practices, facilitating data-informed discussions, and guiding teachers in implementing evidence-based literacy strategies.

3. Since teacher practices significantly influence learner performance, targeted professional development programs should be designed and implemented. These may include workshops on phonemic awareness, decoding strategies, vocabulary building, comprehension techniques, and multi-sensory approaches that are tailored to early literacy needs.

4. Encourage collaborative planning and reflective sessions among teachers focused on analyzing reading data, identifying struggling readers, sharing interventions, and tracking progress.

5. Schools should adopt or refine a comprehensive early literacy plan that includes early assessment, tiered interventions, home reading programs, and consistent monitoring, aligned with national and local reading initiatives.

6. Parents, community members, and local stakeholders should be involved through reading campaigns, literacy outreach programs, and resource mobilization efforts to create a stronger literacy-rich environment both in school and at home.

7. Regular monitoring of both teacher practices and learner outcomes should be conducted to ensure alignment of instructional strategies with literacy goals and to inform further interventions or support as needed, and

8. Future researchers are encouraged to replicate this study to incorporate other locales and other variables beyond the ones identified in this study.

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AUTHOR'S PROFILE

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Vivian A. Abenales, born on September 22, 1993, in Brgy Tabok, Hindang, Leyte, is a dedicated and passionate kindergarten educator who strives to make learning interactive, fun, and student-centered. Her journey in education began at Tabok Elementary School, where she was deployed for her practice teaching, followed by her secondary education at Hindang National High School.

Vivian continued her higher academic journey at Saint Michael College Inc.- Hindang Leyte, where she earned her Bachelor of Elementary Education in 2015. That same year, she

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Although she encountered difficulties and was not appointed to a DepEd position , she persisted and secured employment at a private school, Saint Peter College of Ormoc City in 2016. After a year of teaching in private school she was finally hired in a public school and given a regular permanent teaching position in her hometown. Driven by her passion for learning and her desire for personal and professional growth, she decided to pursue a Master of Arts in Education (MAEd) program, majoring in School Administration and Supervision. She successfully completed the academic requirements for her MAEd in July 2025.

Currently, Vivian is an esteemed Kindergarten teacher at Ma-asin Elementary School, Hindang Leyte. Her enthusiasm and commitment to education, advance degree and community involvement, help her provide the best quality learning for her students in understanding concepts and skills in the most effective way making a meaningful impact in the educational landscape.