| Table 3C-a. Research-based Activities for Shoring Up Processes and Timelines Important to Teacher Quality and Diversity | | | |
| --- | --- | --- | --- |
| Activity | In your own words, what does the research say this activity involves? | How, if at all, is this activity important to selection in support of teacher quality diversity? | What is an example from your experience that illustrates what this activity is and why this activity is important to selection in support of teacher quality and diversity? |
| Eliminate and automate steps |  |  |  |
| Fundamentally transform key processes |  |  |  |