| Table 3C-a. Research-based Activities for Shoring Up Processes and Timelines Important to Teacher Quality and Diversity |
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| 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 |  |  |  |