



NREN Interim Menu: Regional Services and Supports

For more details about these strategies check out the full breakdown on the next page!

This is the general framework provided by the EAC for all RENs.

		Regional Strategies				
		Improved Systems	Culture & Climate	Preparation & Growth	High Quality Professional Learning	Flexible School Systems
<i>Problems of Practice (POP) Categories</i>	Systemic POP	District Strategic Planning	Organizational Assessment & Development	HR Talent Management Systems	Culturally & Linguistically Sustaining School Systems	Designing Adaptable School Systems
	Adult Centered POP	Instructional Leadership Teams	Networked Communities	Aspiring Educators	Differentiated Staff Training Plan	Integrated Service Delivery
	Student Centered POP	School Acceleration Strategies	Family-Centered Partnerships	Mentoring and Induction Supports	Supporting Academic Enrichment	Personalized Learning Designs

All applications for NREN funding must be able to demonstrate alignment within this menu framework. For more information, get in touch with our team at nren@nwresd.k12.or.us

<p>Improved Systems: Understanding adult needs in the system and applying improvement science methodology to change policies, organization, management, and leadership systems to improve the school-level, district-level, and systems-level structural conditions which impact recruitment and retention of personnel (i.e. data driven budgets, collaborative structures, master schedules, inclusive decision-making and engagement, recruitment messages, strategic plans related to talent management or development of human capital)</p>	<p>Culture and Climate: Building an inclusive culture for the adults in your system where all personnel feel seen, valued, and respected through policies, approaches, and actions</p>	<p>Staff Preparation and Growth: Ensuring personnel are prepared to meet the demands of their jobs and are supported to advance in their careers (i.e. opportunities to earn a degree, credit toward recertification, or other credentials, or to gain additional qualifications to prepare for a leadership position, develop new knowledge and skills to better serve students, or towards building systems of professional learning).</p>	<p>High Quality Professional Learning: Ensuring equitable access to resources for differentiated training and professional development for personnel at various stages of their career, and tailored to their specific roles in the system.</p>	<p>Flexible School Systems: Adapting the use of resources such as personnel, space, and time to best support innovations that increases retention.</p>
<p>District Strategic Planning: Engage in disciplined inquiry to co-develop a process that includes multiple perspectives to collect and share data in order to identify problems of practice and build shared understandings of root causes that contribute to inequitable outcomes for educators and students</p>	<p>Organizational Assessment and Development: Utilize various assessment tools aimed to analyze organizational culture and climate to Identify priorities for shifting organization culture so every employee feels valued, seen and heard.</p>	<p>HR Talent Management Systems: Develop protocols that include pathways for recruitment and retention for Educators of Color, and hard to fill areas, using data and research to drive decisions and improve working conditions including professional development and systems or support that reduce burnout.</p>	<p>Culturally and Linguistically sustaining school systems: Identify and support opportunities for professional learning that teaches the required knowledge, skills and dispositions required for culturally responsive practices, has embedded assessments, has evidence of rigor and critical thinking and reduces inequitable outcomes for educators and students.</p>	<p>Designing adaptable school systems: Develop processes to allow for flexible supports such as staff schedules, building policies, classroom environments through piloting innovative educator and staff-led solutions In service of building more flexible, responsible and adaptable schools through ongoing cycles of improvement.</p>
<p>Instructional Leadership Teams: Build a culture of collaboration, innovation. and capacity building the instructional lead to examine school wide disaggregated data to improve teaching and learning through Increased collaboration and distributed leadership.</p>	<p>Networked Communities: Utilizing a systemic approach, educators across the continuum examine and Identify strategies that will address root causes or working conditions that lead to burnout, such as providing staff with supportive structures, time for planning, and collaboration, job -embedded learning opportunities.</p>	<p>Aspiring Leader Development (administrators, teacher leaders): Identify administrators and teachers in the system who show a strong level of efficacy and create a plan to develop their leadership skills and professional practice so they have a role and influence that extends beyond their own dassroom and to others within the school and elsewhere.</p>	<p>Differentiated Staff Training Plan: Establishes a flexible process that disaggregates the needs of educators by employee groups and affinities in the school to create opportunities for collaborative feedback to support a lens or cultural understanding in decision making and support improved instructional practices.</p>	<p>Integrated Service Delivery (MTSS): Through a team approach and collaborative leadership and responsibility, establish a system to support teaching and learning with the whole child in mind in order to create systems that will lead to accelerated rated growth reducing inequitable outcomes in student achievement.</p>
<p>School Acceleration Strategies: Identify research-based acceleration strategies to design a process that provides ongoing support for educator collaboration to improve instructional practices, student learning and school growth using multiple forms of data.</p>	<p>Family Community Partnership: Develop a process to ensure equitable and accessible partnerships with family and community that prioritizes engagement, ongoing communication and input to support student achievement and wellbeing.</p>	<p>Mentoring and Induction Supports: Establish/Strengthen district or regional mentorship programming supports matched by licensed educator, instructional aide, and paraprofessional. Establish/strengthen district or regional support for novice educators by role.</p>	<p>Supporting Academic Enrichment: Develop a comprehensive, accessible, and equitable system across a district to provide students with multiple opportunities that are centered on their lived experiences, culture and multilingual skills as strengths.</p>	<p>Personalized Leaming Designs: Develop multiple entry points into learning that provides students with differentiated instructional practices to support student engagement and learning.</p>