

	Inputs →	Process →	Outcomes
Short Term	<ul style="list-style-type: none"> ➤ Cost-prohibitive nature of certification exams ➤ Non-recognition of out-of-state certification ➤ Difficulty using approved work experience as a criteria for alternative certification 	<ul style="list-style-type: none"> ➤ Collaboration among OSDE, OEQA, CTE, and Regents for Higher Education ➤ Administrative rule changes of respective boards ➤ Potential legislative changes 	Creative approaches for <u>licensure</u> requirements and funding sources
Medium Term	<ul style="list-style-type: none"> ➤ Alignment to CAEP standards ➤ Intentional field experience in high poverty and high minority settings ➤ Inclusion of classroom management, curriculum development, cultural competence, and data literacy in educator prep programs 	<ul style="list-style-type: none"> ➤ Collaboration among OSDE, OEQA, and OACTE ➤ Implement Equity Plan strategies ➤ Review scope and sequence 	Recommendations for <u>educator preparation programs</u>' continuous improvement
Long Term	<ul style="list-style-type: none"> ➤ Licensure ➤ Programs of study ➤ Cross-agency data system 	<ul style="list-style-type: none"> ➤ <u>Research and policy</u> producing an aligned set of expectations for the realm of <u>practice</u> 	An educator preparation system fueled by <u>data sharing</u> to develop learner-ready teachers and school-ready principals

Essential to the revisions and reinforcements of these outcomes is the purposeful use of data. A cross-sector shared data dashboard will allow stakeholders to make decisions informed by the supply and demand levers within the educator labor market. Data flow is necessary among short, medium, and long term goals for a feedback loop that feeds the cycle of continuous improvement based upon information.

