Oklahoma Theory of Action Progressing Toward Creativity, Innovation, and Global Perspectives	NTEP [Network for Transforming Educator Preparation]

	Inputs →	**Process →**	**Outcomes**
Short Term	➢ Cost-prohibitive nature of certification exams ➢ Non-recognition of out- of -state certification ➢ Difficulty using approved work experience as a criteria for alternative certification	➢ Collaboration among OSDE, OEQA, CTE, and Regents for Higher Education ➢ Administrative rule changes of respective boards ➢ Potential legislative changes	**Creative approaches for _licensure_ requirements and funding sources**
Medium Term	➢ 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	➢ Collaboration among OSDE, OEQA, and OACTE ➢ Implement Equity Plan strategies ➢ Review scope and sequence	**Recommendations for _educator preparation programs'_ continuous improvement**
Long Term	➢ Licensure ➢ Programs of study ➢ Cross-agency data system	➢ _Research_ and _policy_ producing an aligned set of expectations for the realm of _practice_	**An educator preparation system fueled by _data sharing_ 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.			