### Oklahoma Theory of Action
Progressing Toward Creativity, Innovation, and Global Perspectives

<table>
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<tr>
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<th>Inputs</th>
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| **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 | **Creative approaches for license 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 | **Recommendations for educator preparation programs’ continuous improvement** |
| **Long Term**        | - Licensure  
                      | - Programs of study  
                      | - Cross-agency data system | **An educator preparation system fueled by data sharing to develop learner-ready teachers and school-ready principals** |

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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.
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