Strategic Issue Logic Model

If students who are low-income and/or of color have **better prepared beginning teachers** and **more effective experienced teachers**, their academic achievement will increase.

Resources		Strategies	Outputs	Outcomes	Impact

- Facilitating partnerships between systems
- Advocacy on issues (communicating formally/ informally, externally/ internally)
- Grantmaking dollars
- Sponsoring research
	Expanding the Pool	- **Enhancing quality of clinical experiences**[1] in teacher preparation for candidates more likely to be hired and excel in high-poverty schools
		  - In traditional routes
		  - In new residency license and other alternative programs
		- Brokering **shared governance and deeper partnerships between educator preparation providers (EPPs) and school districts** that lead to better clinical experiences
			- More EPPs are enhancing clinical experiences through better placement, coaching, and support
			- More EPPs and school districts have formed formal partnerships that share governance over clinical experiences
				- Beginning teachers in high-poverty schools are as prepared as beginning teachers in lower poverty schools. [Proposed metric: edTPA scores]
				- Beginning teachers in high-poverty schools are evaluated as effective as beginning teachers in lower poverty schools. [Proposed metrics: EVAAS, classroom observations, student surveys]
					All students are making positive academic gains and are being prepared for college, career and life.
					
					[Proposed metrics: % students exceeding expected academic growth, making progress towards college and career readiness standards (proficiency rates in NC College and Career Ready Standards, ACT, WorkKeys), and are cared for, supported and challenged (student surveys, attendance, and behavior data)]

	Extending the Reach	- **Supporting school principals** to make talent management decisions that give students who need additional support a more equitable chance at a highly effective teacher[1]
		  - Using effectiveness data to schedule teachers to students who need more help
		  - Implementing innovative staffing models[1] that extend the reach of highly effective teachers through teaching more students or building capacity of other teachers
			- School leaders are using effectiveness data in scheduling educator talent with an equity lens across and within all schools
			- More districts are using innovative staffing models in their schools to increase the reach of highly effective teachers to students who need more support
				- Students who are low-income and/or of color have effective teachers at the same rate as their higher income white peers across and within schools. [Proposed metrics: EVAAS, classroom observations, student surveys]	