What are WACTE's **Strengths** as an organization (top 5 Strengths from each group; top 5 Prioritized Themes).
Guiding Considerations: What advantages does WACTE have? What resources can we draw on? What do we do well? What do others see?

	Group 1	Group 2	Group 3	Strengths Prioritized Themes
Strength 1	different roles within teacher education (deans, certification officers, etc.)	WACTE members bring varied perspectives	strong team feeling	there is opportunity for collaboration among varied roles, responsibilities, and programs -- team-feeling, shared problem-solving -- can use this to bring back to our campuses and inform practice
Strength 2	different program delivery methods (fully online, hybrid, face-to-face, alternative route, etc.)	collaborative nature of organization -- there are different forms of expertise in the room; people respect each other and we share a set of values	highly collaborative - share best practices	communication within the organization and across the institution and in the political arena
Strength 3	strong and consistent communication to members	we have increased our political engagement, advocacy and information dissemination	allows all members to have a voice	the importance of our increased political engagement and resources to lobby for our values & to develop a shared narrative to reflect our values
Strength 4	shared experiences and problem solving opportunities	we are a relatively established organization - where there is some name recognition - we have long supported teacher education program quality in the state of Washington	it's political voice for education, single narrative for teacher prep programs	we reflect strong teacher education programs and there is a great deal of knowledge and quality in the room
Strength 5	united front/strength in numbers	we reach out to local, state, and national organizations to develop alignment	brings people together who might not otherwise interact on a regular basis due to geography or opportunity	we have a range of programs, roles, geographical, candidates, endorsement types, routes

What are WACTE's **Weaknesses** as an organization? (Top 5 Weaknesses from each group; Top 5 Prioritized Themes).
Guiding Considerations: What could we improve? What should we avoid? What might others see as weakness? What factors lead to loss of human or material resources?

	Group 4	Group 5	Weaknesses Prioritized Themes
Weakness 1	website-more active/interactive (directory of roles, liaisons to other groups like NTEP and OSPI committees, etc.)	lack of consensus of purpose, goals (operationalize A, B, C of mission)	lack of consensus of purpose, goals (e.g., operationalize A, B, C of mission)

Weakness 2	better clarity on roles attending and opportunities for them	lack of defining intersecting roles (between and within) and forums of different sub-groups (data managers, deans, program directors)	clear purpose or direction raised up at each meeting and how this meeting agenda connects to the larger WACTE mission and goals
Weakness 3	communication/advocacy with other groups	breakdown in feedback between WACTE and PESB organizations (lack of common lexicon and feedback loops)	recruitment, succession planning, on-boarding
Weakness 4	better use of resources and training provided by a variety of sources (e.g., AACTE on advocacy)	not engaged in succession planning as an organization	minimal public policy/communication presence
Weakness 5	clear purpose or direction raised up at each meeting and how this meeting agenda connects to the larger WACTE mission and goals	don't unearth unspoken hypothesis in data collection processes and other processes	

What are WACTE's **Opportunities** as an organization? (Top 5 Opportunities from each group; Top 5 Prioritized Themes).
Guiding Considerations: What good opportunities exist (local, regional, national)? What interesting trends exist (population, political)? What new and existing partnerships are available? What opportunities aren't we leveraging to full potential?

	Group 6	Group 7	Opportunities Prioritized Themes
Opportunity 1	collaboration in WACTE to have face-to-face conversations 3-4 times a year about common issues	current political and legislative disruption may open the door for positive change at multiple levels if we step into the void and add our collective voice to the process	the opportunity to address institutional inequalities (racism, sexism, classism, able-bodiedism, etc.) and also increasing diversity in teacher candidates
Opportunity 2	opportunities to network collectively - legislative connection	increasing diversity in teacher candidates and K-12 students	the opportunity for collaboration and forming partnerships (e.g., WASA, ESSDA, ESDs, K12)
Opportunity 3	opportunities to access resources (e.g., PESB,)	new and existing partnership opportunities (e.g., with schools, with communities, with students, with parents) to impact what education looks like through our collective responsibility	the opportunity for us to use data to inform legislators, formulate research questions and serve as a stronger resource to inform policy and practice
Opportunity 4	opportunity to speak with one voice	WEA; legislators; each other; under-represented communities & organizations; administrator groups such as WASA, WSSDA; ESDs	the current political and legislative disruption may open the door for positive change at multiple levels if we step into the void and add our collective voice to the process
Opportunity 5	to form partnerships with other institutions	to address institutional inequalities (racism, sexism, classism, able-bodiedism, etc.)	

What are WACTE's **Threats** as an organization? (Top 5 Threats from each group; Top 5 Prioritized Themes).

Guiding Considerations: What obstacles do we face? How are quality standards for educators and teacher preparation changing? Are policy or political changes a threat? Could any of our threats become a serious threat?

	Group 9	Group 10	Threats Prioritized Themes
Threat 1	lack of clear processes for admission to membership in our organization	proposed DOE Regulations	lack of understanding of the role of WACTE in the K-12 world. We risk irrelevance with our aloofness.
Threat 2	lack of financial analysis/Cost-Benefit-Analysis prior to allowing new TE programs	cyclical nature of teacher supply/demand	internal threats - complex constituent groups. Need internal commitment to collaboration.
Threat 3	inappropriate use of data to rank programs	inability to advocate for teaching as a profession vs technical training	program-to-program competition
Threat 4	is WACTE still seen as a source of valuable influence as we have in the past in light of emergency certifications	program-to-program competition	proposed DOE Regulations
Threat 5	perception of K-12 schools and WEA and other outside entities. We need to better educate outside entities of our purpose and work.	member institutions that are not engaged	inappropriate use of data to rank programs

Notes/comments:

Avoid creating "factions" or sub-groups as more types of institutions become approved; we're known for being collaborative and want to keep that.

Make more public the decisions and policy recommendations we make - communicate more fully (is it an internal/external issue?). We need to look at when we are strong and when we are not so strong. Regarding diversity - we do not represent those whose voices are not traditionally heard (marginalized). Could we do some self-assessment work in this area?

Develop indicators for Mission elements. Example - We respond to legislative action rather than lead with priorities that we want to forward.