

**WACTE Strategic Planning – Prioritized Themes; Theme Summary**

Strengths Prioritized Themes	Weaknesses Prioritized Themes	Opportunities Prioritized Themes	Threats Prioritized Themes
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	lack of consensus of purpose, goals (e.g., operationalize A,B,C of mission)	the opportunity to address institutional inequalities (racism, sexism, classism, able-bodiedism, etc.) and also increasing diversity in teacher candidates	lack of understanding of the role of WACTE in the K12 world; we risk irrelevance with our aloofness
communication within the organization and across the institution and in the political arena	clear purpose or direction raised up at each meeting and how this meeting agenda connects to the larger WACTE mission and goals	the opportunity for collaboration and forming partnerships (e.g., WASA, ESSDA, ESDs, K12)	internal threats - complex constituent groups. Need internal commitment to collaboration
the importance of our increased political engagement and resources to lobby for our values & to develop a shared narrative to reflect our values	recruitment, succession planning, on-boarding	the opportunity for us to use data to inform legislators, formulate research questions and serve as a stronger resource to inform policy and practice	program-to-program competition
we reflect strong teacher education programs and there is a great deal of knowledge and quality in the room	minimal public policy/communication presence (e.g. website; documents; etc.)	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	proposed DOE Regulations
we have a range of programs, roles, geographical, candidates, endorsement types, routes			inappropriate use of data to rank programs

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Theme	Strength	Weakness	Opportunity	Threat
Collaboration	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	Recruitment/succession planning; on-boarding	the opportunity for collaboration and forming partnerships (e.g., WASA, ESSDA, ESDs, K12)	internal threats - complex constituent groups. Need internal commitment to collaboration
Communication	communication within the organization and across the institution and in the political arena	clear purpose or direction raised up at each meeting and how this meeting agenda connects to the larger WACTE mission and goals		lack of understanding of the role of WACTE in the K12 world; we risk irrelevance with our aloofness
Political engagement	the importance of our increased political engagement and resources to lobby for our values & to develop a shared narrative to reflect our values	minimal public policy / communication presence (e.g. website; documents; etc.) (Note: Make more public the decisions and policy recs we make - communicate more fully (is it an internal/external issue?).	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	proposed DOE Regulations
Data	we reflect strong teacher education programs and there is a great deal of knowledge and quality in the room		the opportunity for us to use data to inform legislators, formulate research questions and serve as a stronger resource to inform policy and practice	inappropriate use of data to rank programs
Mission/goals	we have a range of programs, roles, geographical, candidates, endorsement types, routes	lack of consensus of purpose, goals (e.g., operationalize A,B,C of mission) (Note: develop indicators for Mission elements e.g. respond to legislative action rather than lead with priorities that we want to forward.)	the opportunity to address institutional inequalities (racism, sexism, classism, able-bodiedism, etc.) and also increasing diversity in teacher candidates; (Note: Re diversity - we do not represent those whose voices are not traditionally heard (marginalized). Self-assessment?)	program-to-program competition (Note: Avoid creating "factions" or sub-groups as more types of institutions become approved: We're known for being collaborative and want to keep that )