

AACTE
Second Strategic Planning Session

Thursday, October 22, 2020
2:30 p.m. – 4:00 p.m. ET

Facilitated by:
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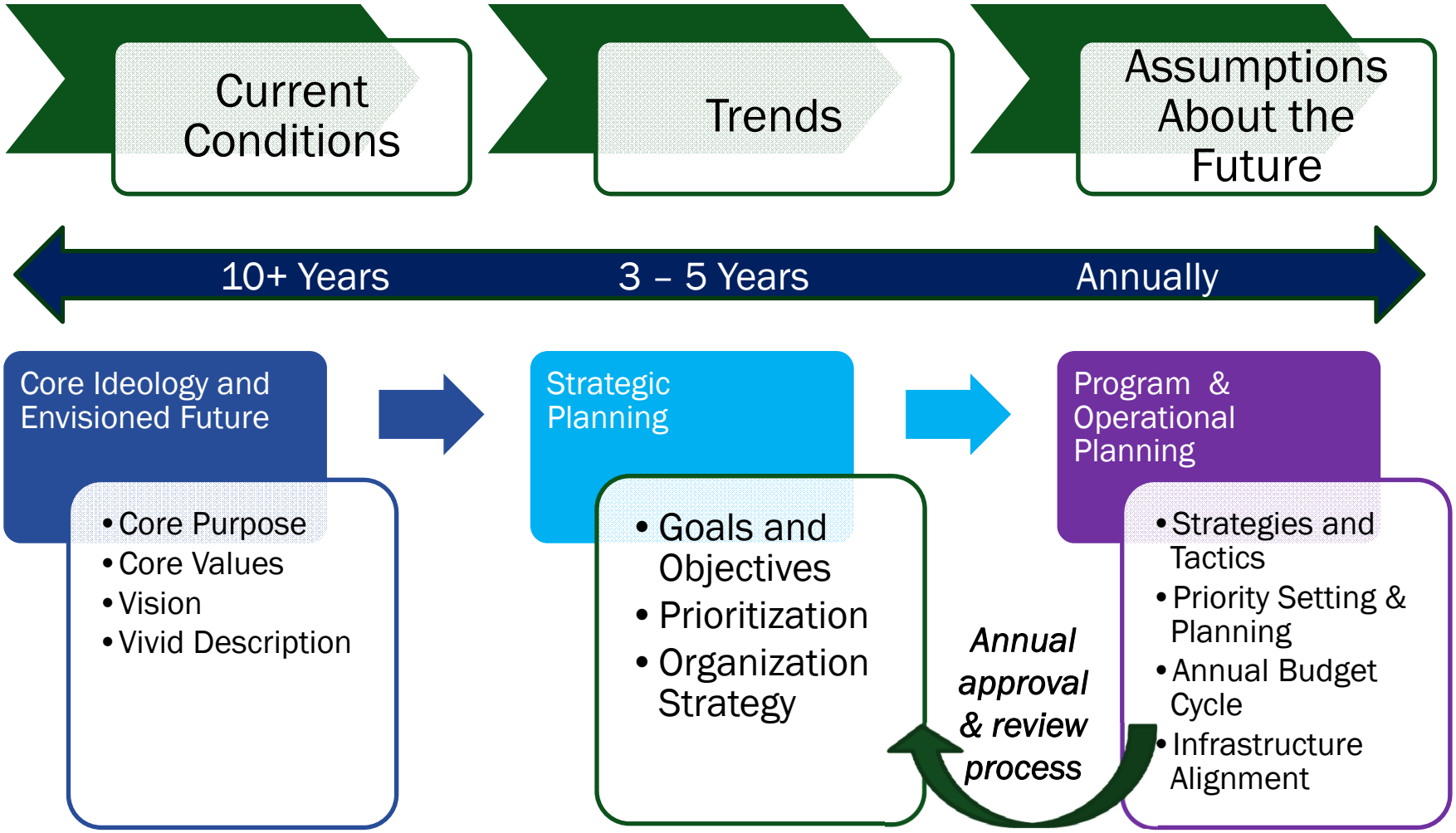
A Process for Planning and Thinking Strategically



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Process Overview



- Conduct Compressed High-Level **Environmental Scan**
  - Current Conditions
  - Trends
  - Assumptions About The Future
- Identify **Key Drivers Of Change** And Implications - *Conditions And Dynamics That Will Make Our Relevant Tomorrow Very Different Than Today*
- Clarify/Affirm **Core Ideology** (Adaptation of existing statements as appropriate)
  - Core Purpose/Mission
  - Core Values
- Develop **Envisioned Future**
  - External Vision – *A Description Of The Conditions We Seek To Achieve for Our Stakeholders*
  - Internal Vision – *What Will Constitute Success For The Academy*
- Determine **Goals** – Statements *of Outcomes We Are Committing To* Accomplish (Adaptation of existing work as appropriate)
- Determine Strategic **Objectives** –*Unsatisfactory Conditions We Want To Change and the Direction of the Change Desired*
- Develop **Strategies** - *Statements Of The Work Required To Achieve Each Goal And Its Companion Objectives*
- Set **Priorities** Among Strategies
- Discuss **Next Steps**

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AACTE Strategic Planning Workplan

Step	Topics Covered	Dates
1st Strategy Session	• Environmental Scan • Key Drivers of Change • Clarify/Affirm Core Ideology (Mission, Vision & Values)	October 7, 2020
Survey	• Envisioned Future Brainstorming	October 15-19, 2020
2nd Strategy Session	• Envisioned Future • Goals • Unsatisfactory Conditions	October 22, 2020
Review Draft	• Review & Edit 2nd Session content	Oct 29 – Nov 5, 2020
3rd Strategy Session	• Develop Strategies • Set Priorities • Identify Mega-Issues	November 12, 2020
Review Draft	• Review & Edit 3rd Session material	Nov 19 – 30, 2020
4th Strategy Session	• Finalize Draft Strategic Plan • Implementation and Action Planning	December 3, 2020

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Identity/Core Ideology

Affirmed at first session on Oct. 7th



Mission

AACTE elevates education and educator preparation through research, professional practice, advocacy, and collaboration.

Vision/Core Purpose

AACTE, its members, and partners collaborate **to revolutionize education for all learners.**

Values

- Quality and Impact
- Diversity, Equity and Inclusion
- Inquiry and Innovation

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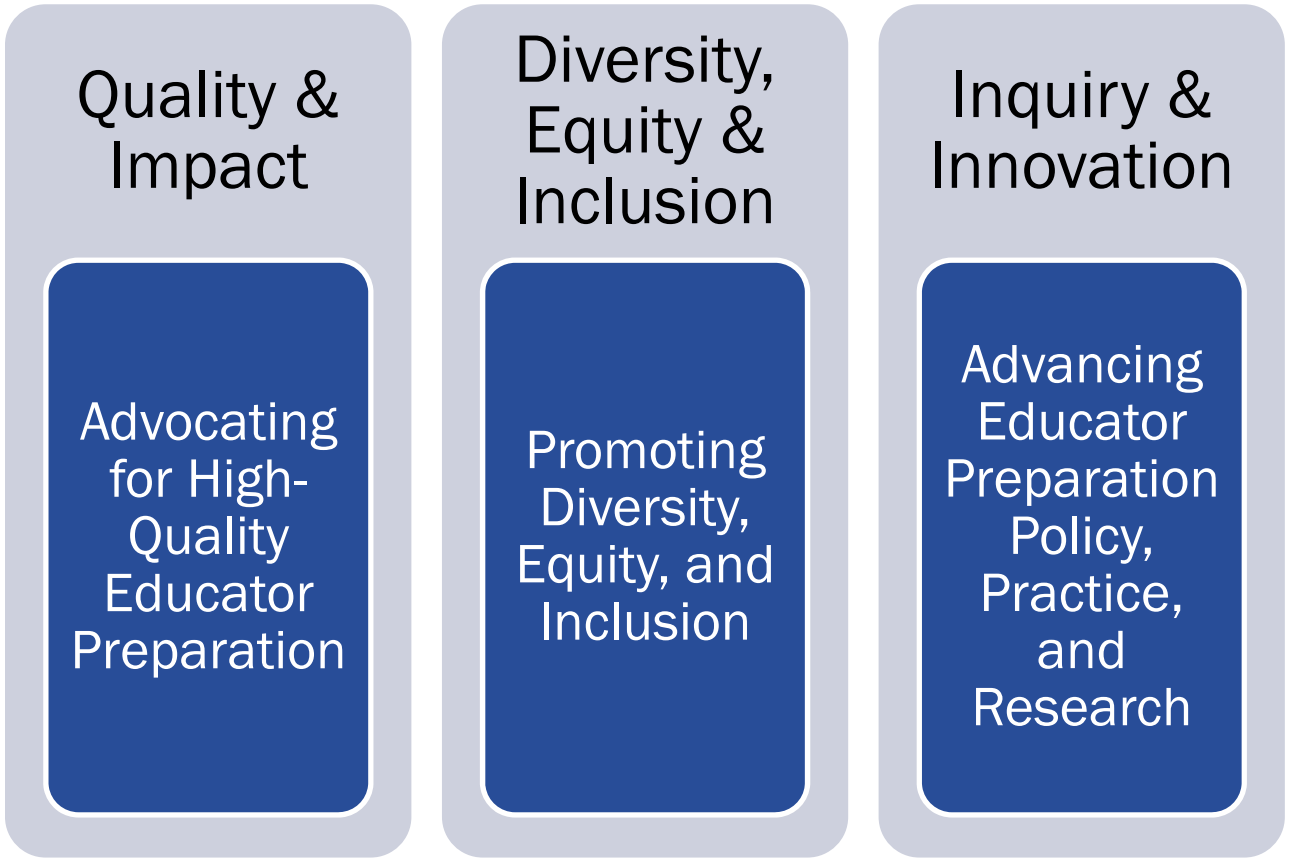
AACTE Strategic Priorities

As the leading voice on educator preparation, AACTE will focus its work on three key strategic priorities:



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Key Drivers of Change

What conditions or dynamics will make our relevant tomorrow very different than today?

1. Online Teaching (K-12 and teacher prep instruction)
2. Budget Cuts
3. Teacher Shortages
4. Student Diversity and Educational Equity
5. Ensuring Quality of Candidates
6. Long-term Loss of Learning
7. Uncertain Job Market for Graduates
8. Emotional Toll of Pandemic and Economic Uncertainty
9. Innovations and Creative Solutions
10. Impact of State and Federal Legislative Decisions
11. Declining Enrollment
12. Diversifying the Leadership Pipeline
13. Variable Impact of Pandemic on Students

Created at first session on Oct. 7th



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Envisioned Future*

** Adapted from Built to Last, Collins and Porras*

- *10+ Year Vision*
  - Huge challenge with a clear finish line.
  - Unifying focal point.
  - Is aspirational.
  - Either internally or externally focused.
  - Requires significant time to complete.
- *Vivid Description of a Desired Future*
  - A vibrant and engaging description of what your "world" would be like if the vision was achieved.
  - Paints a picture of the vision.



Envisioned Future Survey

All Strategic Planning participants were asked to envision and describe the future, 10 years from now, for their specific Strategic Priority. All input is shown on the following slides:

- Advocating for High-Quality Educator Preparation (Slides 11-14)
- Promoting Diversity, Equity, and Inclusion (Slides 15-17)
- Advancing Educator Preparation Policy, Practice, and Research (18-20)

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Envisioned Future - Survey Thought Prompters

Strategic Priority #1: Advocating for High-Quality Educator Preparation

1. AACTE develops strategies to reverse the teacher shortage that also ensure a diverse teacher workforce.

2. State actions across the country that are rooted in research on teacher education and greater connections with AACTE.

3. There is a higher percentage of teacher retention in the profession.

4. There is increased teacher pay and increased positive perception of the profession.

5. High quality programs with high standards, national accreditation, diverse teacher candidate cohorts, significant clinical immersion in P-12 settings.

6. Authentic collaboration with P-12 districts and schools, and a 1 year induction experience to support new teachers during their first year of teaching.

7. Collaboration between university and school district.

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Envisioned Future - Survey Thought Prompters

Strategic Priority #1: Advocating for High-Quality Educator Preparation (continued)

8. Continued incentives (e.g., differential pay, recruitment, hiring bonus) for high need areas (e.g., STEM, ELL, special education, early childhood education, middle level education, etc.).

9. Enhanced and 21st century-focused integration of digital transformation and instructional technology into teacher education programs.

10. AACTE focused on one or two specific policies and really pushed to make a change; AACTE led the way on eradicating praxis/cset as an obstacle.

11. AACTE is very well known beyond just the EPP community for its work advocating for high-quality educator preparation

12. The public is aware of the work AACTE has done to transform the teaching profession and helping include social justice as an important part of educating American students.

13. High quality clinical experiences that are directly tied to university course instruction.

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Envisioned Future - Survey Thought Prompters

Strategic Priority #1: Advocating for High-Quality Educator Preparation (continued)

14. State support (policy/resources) for university/school district partnerships in the preparation and advanced development of teachers, counseling, and school leaders.

15. Policy and state support to require clinically-based teacher and leader preparation.

16. Continuation of Teacher Quality Partnership and other USDOE grants to support innovation in educator preparation.

17. Challenge (require?) states to develop comprehensive data systems to inform quality educator preparation (ex: Tennessee).

18. Continue to share members' strategies on improving diversity, equity, and inclusion via the AACTE DEI Handbook. Provide more programming on faculty PD and recruitment strategies for diverse educators.

19. Continue the work of the AACTE COVID-19 resource hub with ongoing update relating to best practices, virtual simulations, and the latest state policy updates on the state policy tracker.

20. Increasing enrollment in Teach Ed programs and with students of color.

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Envisioned Future - Survey Thought Prompters

Strategic Priority #1: Advocating for High-Quality Educator Preparation (continued)

21. Teacher preparation has commitments from University Presidents and Provosts so that programs and certification are a university-wide endeavor.

22. Enhanced and public facing prestige and increased rewards for teachers.

23. Multiple models of high-quality program pathways for teacher candidates to earn degrees and certification.

24. Move the needle on teacher recruitment from a National/Federal level.

25. AACTE supports EPPs by becoming a resource for improving program quality in higher education.

26. AACTE continues to highlight innovative Teacher Preparation Programs and initiatives beyond accreditation.

27. Advocate for more federal and state grants to draw more prospective teachers into schools and provide members with professional development training for their candidates so they are better prepared when they enter the classroom.

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Envisioned Future - Survey Thought Prompters

Strategic Priority #2: Promoting Diversity, Equity, and Inclusion

1. There are strategies and positive results in countering the opportunity gap with anti-racist education and greater attention and emphasis on Neurodiversity.

2. Teacher candidates are proficient upon graduation and certification to successfully teach and support ALL learners, including culturally responsive teaching, English language learners, and students with special needs

3. The P-12 curriculum is representative, inclusive, and culturally responsive

4. Teacher candidates understand and know how to support and work with their students, understanding the complex lives of their students in schools and society, including working effectively with communities, families, and caregivers.

5. There is increased diversity of teachers in P-12 and increased diversity of educator preparations in IHEs.

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Strategic Priority #2: Promoting Diversity, Equity, and Inclusion (continued)

6. Teacher education cohorts at IHEs are diverse, inclusive and attractive for students from URGs.

7. The next wave of leaders has been brought though our junior faculty and have a positive perception of AACTE.

8. Social justice is a standard part of educator preparation and the pk-20 education.

9. Education debt satisfied - Opportunity gap eradicated - Equitable disciplinary practices.

10. Disproportionality of students of color across multiple indicators no longer evident.

11. Redesigned family engagement models that are truly inclusive and supportive of all constituents.

12. Increasing enrollment in Teach Ed programs and increasing enrollment in Teach Ed programs with Students of color.

13. There is access to PD and examples of how institutions are realizing this goal.

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Strategic Priority #2: Promoting Diversity, Equity, and Inclusion (continued)

14. Intentional integration of culturally relevant curricula in PK-20 classrooms, with a particular focus on making the curriculum of teacher education programs more reflective of the needs and demographics of students in PK-12 public schools.

15. Development of new, and expansion of existing programs and initiatives (local/state/federal) advocated for by AACTE that seek to reduce the barriers to educator diversity, including programs that provide tuition assistance, mentorship and other relevant supports to aspiring educators and faculty of color.

16. Teacher preparation programs support DEI through curricula, field and clinical experiences, induction, and professional learning communities and beyond (e.g., NBPTS certification, educational leadership pathways, etc.)

17. AACTE has highlighted and made available all the resources and case studies available (supplementing what isn't there) that would allow an EPP to buy-in and implement this strategic priority.

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Strategic Priority #3: Advancing Educator Preparation Policy, Practice, and Research

1. AACTE is a leading voice in social justice in education.

2. AACTE is acknowledged as a prime source of descriptions of educator preparation practices that have strong backing in evidence.

3. AACTE is seen by the research community as a go-to partner for studies of the effects of educator preparation policies and practices.

4. There are less teacher shortages and more funding, creating more opportunities.

5. AACTE continues to be the leading voice in educator preparation - policy and practice.

6. AACTE continues to support, advance, and disseminate the highest quality research through its membership, networks and affiliations.

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Strategic Priority #3: Advancing Educator Preparation Policy, Practice, and Research (continued)

7. AACTE has an active presence, voice and "seat at the table" in educator preparation with policy bodies, research bodies, funders (public and private), and others.

8. There is no longer a teacher shortage across the country - it is common practice for EPPs and LEAs to work in partnership to infuse new research and new technology into both teacher prep and K-12 classrooms.

9. Research that results in greater access to all learners would include an emphasis on Neurodiversity, anti-racist education, and greater collaboration with ed prep faculty outside of colleges and schools of ed.

10. Policies and practices emphasize and support the equitable education of all students with a focus on Black, Brown, and Indigenous students.

11. Advocacy efforts resulted in more equitable funding for supporting equitable education for all students.

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Strategic Priority #3: Advancing Educator Preparation Policy, Practice, and Research (continued)

12. AACTE is a thought leader and change agent to provide evidence to the public, legislative relations, association membership, and others that cutting edge research, innovative practice, and advocacy are at the core of AACTE's mission, vision and strategic plan; this will inform the field and provide a more coherent, cogent, evidence- and research-based model for educator program, with less variability and higher quality across all education preparation providers.

13. Legislation was passed that makes becoming a teacher affordable (i.e., too many fees for teacher candidates).

14. Clearinghouse that captures longitudinal data on teacher characteristics, performance, and effectiveness was created.

15. There are opportunities for non-research intensive institutions to partner and be supported in increasing their research productivity.

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Breakout Discussion #1
Envisioned Future

1. Review list of brainstormed items from the survey (focusing on your workgroup's list for your strategic priority):

- Advocating for High-Quality Educator Preparation (Slides 11-14)
- Promoting Diversity, Equity, and Inclusion (Slides 15-17)
- Advancing Educator Preparation Policy, Practice, and Research (18-20)

2. Highlight the items that resonate the most strongly with your group.
3. Add, delete or modify the list:
   - Are there any major themes or ideas missing from the list?
   - Are there any statements you disagree with and want to strikethrough?
   - Are there any statements that need clarification?
4. Make note of your changes in the workbook.
5. 30 minutes for this discussion
6. At the end of today's session, send notes to: jkelly@tecker.com and identify "AACTE Strategy Session 2" in Subject Line.

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Envisioned Future Review

Strategic Priority Area:

Item #	Add / Delete / Modify	Suggested Change
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	

Have any assumptions changed?
Are there any that are no longer relevant or likely?
Are there new ones that need to be added?

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Envisioned Future Review

Strategic Priority Area:

Item #	Add / Delete / Modify	Suggested Change
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	
	Select	

Have any assumptions changed?
Are there any that are no longer relevant or likely?
Are there new ones that need to be added?

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Building the Plan



Goals:

Describe the outcomes the organization will achieve for its stakeholders (stakeholders, customers, the organization itself, etc.).

Three-to-Five-year timeframe reviewed every year by the Board.

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Identifying Leverage Points

You can use the following criteria to make the decision:

IMPACT:

A measure of "breadth" of importance. How basic or essential is the item? How many other things depend on it or are related to it?

CONSEQUENCE:

A measure of "depth" of importance. How bad or good will it be if we: (a) achieve a desired condition; (b) take advantage of the opportunity; (c) adequately address the problem?

IMMEDIACY:

A measure of the importance of: (a) "opportunity" (how much time is available); and (b) "sequence" (how early in the chronology does this need to occur) to correct a problem before it causes irreparable damage or take advantage of an opportunity before it disappears?

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Breakout Discussion #2
Goal Statements

1. Review and discuss your specific Strategic Priority and develop a draft Goal Statement (or Goals, if appropriate).
2. Goal statements describe the **outcomes** AACTE is committing to in the next 3-to-5 years (reviewed annually by the Board).
3. Make note of your draft Goal/s in the workbook under your strategic priority.
4. After the session, send notes to: jkelly@tecker.com and identify "AACTE Strategy Session 2" in Subject Line.

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AACTE Strategic Priority #1

Quality and Impact

Strategic Priority #1: Advocating for High-Quality Educator Preparation

- AACTE and its members advocate for policies that are dedicated to building and sustaining high quality preparation of teachers and other education professionals that ensure our graduates are profession ready.

Goals describe the outcomes the organization will achieve for its stakeholders (stakeholders, customers, the organization itself, etc.).
What are we trying to accomplish?....What would constitute success?.... How would our relevant world be different if we achieved this?

Draft Goal:

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AACTE Strategic Priority #2

Diversity, Equity, and Inclusion

Strategic Priority #2: Promoting Diversity, Equity, and Inclusion

- AACTE and its members value the diversity of students, their families, and educators; equity in access to high quality instructional environments; and the inclusion of all students, defined as access and opportunity, in PK-20 classrooms.

Goals describe the outcomes the organization will achieve for its stakeholders (stakeholders, customers, the organization itself, etc.).
What are we trying to accomplish?....What would constitute success?.... How would our relevant world be different if we achieved this?

Draft Goal:

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AACTE Strategic Priority #3

Inquiry and Innovation

Strategic Priority #3: Advancing Educator Preparation Policy, Practice, and Research

- Through cutting edge research, innovative practice, and advocacy, AACTE and its members advance the field of educator preparation.

Goals describe the outcomes the organization will achieve for its stakeholders (stakeholders, customers, the organization itself, etc.).
What are we trying to accomplish?....What would constitute success?.... How would our relevant world be different if we achieved this?

Draft Goal:

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Building the Plan



Conditions:

Conditions that currently exist -relative to the goal - with which we are unsatisfied.

Things we want to see change. Change in the desired direction will indicate we are making progress.

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Breakout Discussion #3
Unsatisfactory Conditions

1. Discuss Conditions that currently exist and with which we are unsatisfied - relative to the goal (or goals statements) you just drafted.
2. Make note of your list of Unsatisfactory Conditions in your workbook.
3. After the session, send notes to: jkelly@tecker.com and identify "AACTE Strategy Session 2" in Subject Line.

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List of Unsatisfactory Conditions

Strategic Priority Area:

Conditions that currently exist - relative to the goal - with which we are unsatisfied. These are the things we want to see change.
1.
2.
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9.
10.

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Next Steps

Step	Topics Covered	Dates
Review Draft	• Consultants to create Objectives from list of Unsatisfactory Conditions • Staff to continue to develop implications for Key Drivers • Review & Edit 2nd Session content & next version of the working draft plan	Oct 29 – Nov 5, 2020
3rd Strategy Session	• Develop Strategies • Set Priorities • Identify Mega-Issues	November 12, 2020
Review Draft	• Review & Edit 3rd Session material	Nov 19 – 30, 2020
4th Strategy Session	• Finalize Draft Strategic Plan • Implementation and Action Planning	December 3, 2020

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Consultants will prepare from list of Conditions



Objectives:

Describe what we want to have happen with an issue. What would constitute success in observable or measurable terms? Indicates a direction: increase, decrease, all, none, more, reduce, consolidate, abandon, more, less, fewer etc..

Three-to-five year timeframe reviewed every year by the Board.

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Strategies:

3rd Strategy Session



Describe how the organization will commit its' resources to accomplishing a goal and its companion objectives. Brings focus to operational allocation of resources. Indicates an activity - redesign, refine, identify, revise, develop, implement, create, study, establish, publish, improve, etc.

One-to-three year timeframe reviewed every year by the Board.

Serves as a link from long-term planning to annual planning. Sets strategic priorities for committees, staff and all other work groups.

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Vetting Potential Strategies

3rd Strategy Session

Use the following criteria to assess each possible strategy

Necessity:	Is execution of this strategy necessary to achieve satisfactory progress toward this goal & its objectives?
Feasibility:	Is it reasonable to expect that this strategy can be effectively executed?
Appropriateness:	Is this organization best positioned to execute this strategy; is it consistent with our purpose and values?

Use the following criterion to assess the tentative set of strategies

Sufficiency:	If all of these strategies are executed, will we achieve satisfactory progress toward the goal and its objectives?

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Setting Priorities 3rd Strategy Session

You can use the following criteria to set priorities among the selected strategies.

- **Critical:** Work on this strategy must be completed in the coming year
- **Immediate:** Work on this strategy must occur in the coming year
- **Intermediate:** Work on this strategy should occur in the coming year if possible.
- **Later:** Work on this strategy can wait until subsequent year if necessary.

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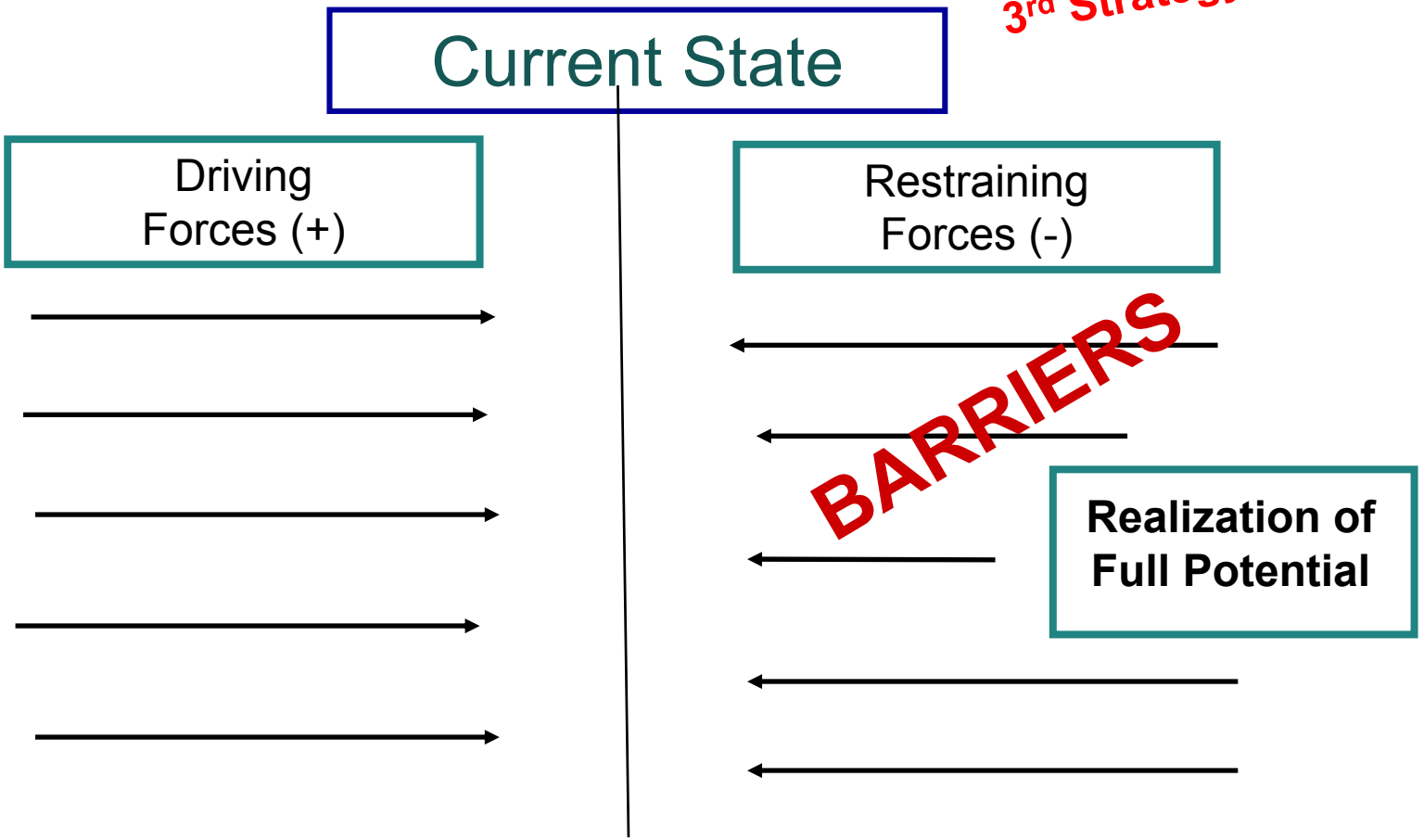
STRATEGIC "MEGA ISSUE" SCAN

3rd Strategy Session



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4th Strategy Session

Goal: _____

Objectives Served: _____

Strategy: _____

Action Plan			Resource Requirements	
Key Events	Responsibility	Target Date	Line items	$

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Glenn Tecker

Glenn Tecker is Chairman and Co-CEO of Tecker International, LLC, a multinational consulting practice that has completed projects for over 2500 groups in the U.S., Europe, Canada, Asia, Scandinavia, Mexico, and Central America.

Glenn is widely acknowledged as one of the world's foremost experts on leadership and strategy. Having worked in an executive capacity with businesses, public agencies, and non-profit organizations, he has also served as a board member for a number of non-profit and for-profit organizations. Glenn's particular expertise in the areas of governance, program strategy, organizational design, research analysis and presentation skills will be critical to the effort. Some highlights of his accomplishments include:

- Guiding National Collegiate Athletic Association [NCAA] member and staff leadership of the through a participative and transparent process that redefined the organization's core purpose and values, developed vision based strategy and action plans, and realigned the NCAA's priorities to lead a re-focusing of the university athletic experience for the 21st Century.
- Developing new organizational, program, and operational strategy with the United States Green Building Council [USGBC] to provide innovative solutions to global ecological concerns in order to successfully navigate a period of multiple opportunities, complex demands and rapid growth.
- Designing and conducting an institute for an international philanthropic organization to train representatives from 10 Asian nations with a tradition of conflict.
- Devising strategy and developing competencies with school districts, educational agencies, and school board and teacher associations working to improve teaching, learning, and organization.
- Assisting the United States Environmental Protection Agency, the American Water Works Association, the Technical Institute of the Pulp and Paper Industry and other environmental advocacy organizations to foster global use of technologies that contribute to quality of life.
- Facilitating planning activities of information, telecommunications and entertainment related organizations in high technology industries challenged by tough competition and constant dramatic change.
- Supporting research and program planning efforts of agricultural organizations addressing complex issues related to food safety, industry prosperity, and shifts in the demography and economics of agriculture.

Glenn is also the co-author of three best-selling books – The Will to Govern Well: Knowledge, Trust and Nimbleness; Building a Knowledge-Based Culture: Using 21st Century Work and Decision-Making Systems in Associations; and Successful Association Leadership: Dimensions of 21st Century Competency for the CEO. Currently he served as Board Chair of New Hope Academy – a nonprofit multi-campus nontraditional alternative school in Pa. and as Vice Chair of the Board of Guide Dogs for the Blind Foundation and America's Vet Dogs in NY. In 1998, Glenn was honored as the recipient of ASAE's Academy of Leaders Award - the highest possible recognition awarded by ASAE's Board of Directors.

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About Tecker International, LLC

For more than 30 years, Tecker International (LLC) has helped thousands of clients meet goals, impact lives and change the world. TI is a client-focused, mission-driven international consulting practice offering a broad range of services tailored to fit our clients' unique needs. In partnership with our clients, we identify opportunities, overcome challenges and create structures and processes nimble enough to adapt to environments of rapid change. Our knowledge-based, outcomes-oriented approach has helped to transform associations, not-for-profit organizations, institutions and businesses of all kinds.

The collective competencies of the Tecker team enable us to provide the talent, skills and expertise to achieve the goals of each of our clients. Drawing on the firm's knowledge base and experiential resources, we employ a friendly, collaborative approach to empower organizations to succeed. In additional to being expert strategists, skillful facilitators and subject-matter experts, Tecker consultants are also top-notch educators who are always willing to share fresh ideas and proven methods of success. When you engage with Tecker, you choose a team of friendly, responsive, respected professionals, with extensive knowledge of personal and organizational dynamics. Their passion and enthusiasm inspires and motivates leaders to take action and tackle challenges head on.

TI specializes in managing change, strategic planning, governance remodeling, repositioning companies and programs, strategic alliances and consolidations, market and member research, executive coaching, parliamentary procedure and a variety of other disciplines. We offer in-depth subject matter knowledge of specific industries, businesses and professions. TI builds a sustaining culture of innovation to support an organization's ability not only to survive but to thrive. Our clients return to us again and again because they experience the measurable, positive outcomes our knowledge-based strategic thinking and planning creates. We guide volunteer and staff leaders to lead with confidence and clarity.

With so many consultants to choose from, what factors set the Tecker team apart?

- We are committed to superior thinking achieved by a team that is constantly learning and sharing through client engagements, original research, full community participation and by serving as faculty for the ASAE CEO Symposium.
- We listen to our clients and their needs are our first priority.
- For each engagement, we build a shared vision of the future based on knowledge, not opinion.
- We provide practical tools to achieve the shared vision of the future.
- We ensure implementation by including all key stakeholders in building and supporting change.
- We understand that there are no best practices, only good practices customized to the unique needs and cultures of each of our clients.
- We develop successful volunteer/staff teams based on their unique roles and their importance to the success of the organization.
- We help staff create plans for communication, action and evaluation to ensure successful follow through on decisions made.
- We have a genuine love of what we do and a deep appreciation of the value diverse perspectives bring to analytic and creative discussions.

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