

Learning and Growing CCTE

Cynthia Grutzik

California State University, Long Beach

By the time I was nominated to run for President-Elect of the California Council on Teacher Education in 2010, it made a lot of sense to me. I had been a steady member of CCTE for 14 years as a faculty member, program director, department chair, associate dean, and even as a mother—my daughter played on the tiny beach at the Kona Kai and my son practiced his toddler steps on the carpet of the Sainte Claire. My early participation in conference planning committees showed me how approachable and essential this work was, and led to my co-chairing a conference in San Diego a few years later. At the conferences, I found the collegial support and practical information I needed to be successful in my job. More importantly, I started to see the big picture—the connections between state agencies, higher educations, legislation, and California's K-12 school system that shape the daily experiences for teachers and students.

I was in a unique situation as I came into the CCTE presidency: two of us had been elected as president-elect in a tie that held even when more members went to vote. Since I was starting a new position at California State University, Long Beach, Andrea Whittaker (then at San Jose State University) agreed to serve the first term as president-elect. Then Andrea accepted a new position at Stanford University working

Cynthia Grutzik is associate dean of the College of Education at California State University, Long Beach. She was president of the California Council on Teacher Education from 2012 to 2014.

with a national program of teacher assessment and her workload grew significantly, so we switched positions in the line-up, and I finished out the two-year term as president-elect, joining Magaly Lavadenz (Loyola Marymount University) and Jim Cantor (California State University, Dominguez Hills) on the leadership team.

Being president of this dynamic and storied organization from 2012 through 2014, with Andrea as president-elect, was a chance to learn more about it and to grow it at the same time. Even though I had been a member for many years, I found that more was going on related to the governance and sustenance of CCTE than I had realized. As I became more familiar with that reality, I also found ways to support and direct its growth. There are three areas in particular that I learned a great deal about and that I will discuss here: the investment so many make in CCTE, the unique role of CCTE in California, and the strengthening of CCTE's organizational capacity.

The Impact of Long-time Investment in CCTE

As president, I gained new perspective on what it means for so many to invest time and resources in CCTE over the years. In fact, this is one of CCTE's best assets. Individuals, institutions, the Board of Directors, our Executive Secretary, partner agencies, and many outside of CCTE make it clear through their active or even peripheral participation that CCTE is worth investing in, and this in turn adds ongoing value to the organization and makes all kinds of good work possible.

At the fundamental level, there are many individual members and institutional delegates who regularly attend conferences and renew their memberships, some for over 40 years. In his January 2013 report to the Board, Alan Jones wrote, "We exceeded our CCTE membership goals last year, and we are off to a good start to repeat that accomplishment during this 2012-13 membership year." At the time of that report, there were 59 paid institutional members (with 12 more expected), each with six delegates, and another 77 individual members for a total of 431 members and delegates. A year later in his April 2014 financial report, Alan counted 67 institutional memberships and 45 individual memberships (15 more were still expected) for about 462 members and delegates. Despite the difficult budget situation across the state, membership in CCTE has remained surprisingly consistent, and to me this means that CCTE is perceived as worthwhile, and its meetings as important to attend. The only real dip in conference attendance that we observed was when our conference was scheduled too close to the American Educational Research Association in the Spring of 2014.

The career span of our membership is also remarkable to me. As president I got to stand at the podium twice a year and look out on the crowd, and what I saw each time was a wonderful range of novice, experienced, and even retired teacher educators gathered around our ballroom tables. I believe this has resulted in a strong culture of mentoring and networking among colleagues. Retired faculty often invest their own resources to attend conferences, which is why I initiated a reduced conference fee for retired colleagues. There is something about seeing a group of experienced professors at a conference that reminds us that this is a profession that can last a lifetime. Our shared work extends beyond our paid positions, and professional learning is still interesting and even essential, as are the relationships and networks built so steadily over time. And some colleagues even remind us that not so long ago we used to change into coats and ties for the President's Reception.

The other group that consistently invests in CCTE, even as our organization invests in them, is graduate students. It says a lot about CCTE that our newest professionals regularly wedge this organization's events and opportunities to their very busy lives. What I observed is that at CCTE they find like minds, and colleagues encountering similar struggles, and mentors ready to listen and offer support. The Graduate Student Caucus provides a space for networking and for in-depth conversations with our conference keynotes. These students' investment in CCTE also joins them to a statewide network of experienced teacher educators, and it can lead to strong job prospects and induction support as they begin employment as teacher educators.

One important dynamic I have appreciated is the investment that institutions make when they send groups of faculty to attend and learn together. Even when California's budget crisis decimated travel funds, participation in CCTE and attendance at the conferences continued at near-normal levels. Whether or not faculty are presenting research and best practices, their time with colleagues at CCTE's conferences is often spent problem-solving and generating ideas to take back to their campus, and getting to know each other away from the daily constraints of campus life. These working relationships carry back into universities and shape work lives there.

Another kind of serious investment over time is at the Board level. Prior to becoming president, I had served on the Board as an elected member from 2006-2009, and subsequently as a Policy Committee co-chair and Conference Committee chair. During this time, I began to fully appreciate the time, energy, and resources CCTE's Board members invest through their commitment to the organization. Reading through some of the literature on governing board development, I learned that many

organizations struggle to energize a board, or to engage board members in the work of the group. Yet this is not an issue for CCTE, whose board members consistently show up, complete committee assignments, come up with creative ideas, and support each other as colleagues. I carried on a practice started by Jim Cantor of asking each Board member to share something about work and something from their personal life at the beginning of each Board meeting, and just this small gesture helped us understand each other and continues to shape the dynamic of our work together.

At its core, CCTE has been the beneficiary of a long-term investment of professional energy and skill by our Executive Secretary, Alan Jones. He was the kind person who welcomed me to my first conference in 1998, reassured me my check must be in the mail, and handed me a registration packet anyway. During my presidency, he was a sounding board for my ideas, and cheered my efforts even though I was just one of many presidents he's worked with during his tenure. It's clear to me that Alan's belief in CCTE and its role in making schools better for teachers and students lies at the heart of his own investment in this organization, one he's made as executive secretary for over 15 years.

A notable level of commitment comes from the three associated groups that have aligned their meetings with CCTE's conferences for years. They have shared leadership and contributed to our membership at a significant level. As statewide organizations, the California Association of Bilingual Teacher Educators, the California Association of Professors of Special Education, and the Independent California Colleges and Universities Council on the Education of Teachers bring participants to the conferences and ensure that CCTE keeps matters related to diverse learners in the forefront. Each associated organization is joined to CCTE in the bylaws, and each president attends CCTE's Board meetings. While these partnerships are mutually beneficial, I came to appreciate the long-term investment of these groups in CCTE and their diligence in sharing ideas, concerns, and resources.

During my presidency I also became keenly aware of the willingness of state agencies, scholars, and higher education leaders from outside the organization to invest their time and resources in CCTE. Nationally renowned scholars and researchers regularly keynote at our conferences, often waiving their fees, and more recently several have agreed to spend two full days participating in conference activities and having long conversations with graduate students, faculty, and CCTE leadership. What they tell us about our organization affirms what we ourselves experience and are working for. In Spring 2013, for instance, Ann Lieberman told us that CCTE is the only place she knows where

you don't have to prepare to come to; there is a great deal of substance but it is also nurturing. She said CCTE is the conference where we're challenged and encouraged without getting lost in a crowd, and where real intellectual and practical work gets done in a collegial cross-field context. In Fall 2013, both keynote speakers—Frances O'Connell Rust (University of Pennsylvania) and Bob Bullough (Brigham Young University)—talked about the unique nature of CCTE and its conferences, letting us know that we have something special going on here, and that our journals and meetings remain authentic to the field in a context of market-driven professional development. Other keynote speakers have described similar experiences, and although they've come at our invitation, they've been glad to come and have fully participated. Their investment in our conferences signifies the value CCTE has to offer to the field.

Similarly, our organization has benefitted from an ongoing investment on the part of the Commission on Teacher Credentialing (CTC). Recognizing our gathering of educator preparation professionals as an important forum for sharing information and gathering feedback, the CTC has regularly sent leaders and consultants to listen, present, and participate, when funding permitted. CTC's current Executive Director, Mary Sandy, served as a CCTE Board member and as a leader of our Policy Committee a few years ago. Other CTC staff and consultants have participated individually in CCTE's conferences for years. These ties foster the kind of collaboration that allows authentic conversations around accountability measures and accreditation processes.

As president, I took all of these diverse and focused investments seriously, and appreciated it more than I had as a member. The impact of this long-term investment in CCTE on the part of individuals, institutions, the Board, our Executive Secretary, and outside scholars and partners is significant, and results in a community of practice that serves our members as well as educator preparation programs across the state.

CCTE's Key Role in California as a Community of Practice for Educator Preparation Professionals

This is the second area that I learned about, and in which I supported CCTE's growth during my presidency. The concept of communities of practice, coined by Etienne Wenger and Jean Lave in the early 1990s, is that they are "groups of people who share a concern or passion for something they do, and learn how to do it better as they interact regularly" (see introduction to *Communities of Practice*.¹ Lave and Wenger² coined the term as a way to refer to a community that acts as a "living curriculum" for the learners, an environment that allows them to observe from the

periphery or be part of the action at the core. As they describe it, learning involves a deepening process of participation in a community of practice (see Jean Lave, Etienne Wenger, and *Communities of Practice*.)³

During my presidency, I began to perceive our organization as an important community of practice for educator preparation professionals in California, with room for multiple roles and different types of participation. We are a learning organization, as our mission states: we are “devoted to stimulating the improvement of the pre-service and in-service education of teachers and administrators. We do this by organizing together all teacher educators who seek to be informed, reflective, and active towards advancing research, practice, and policy for quality education.” Beyond offering two conferences a year and two journals, CCTE offers something more important: a forum for learning and the exchange of ideas among professionals with similar interests, goals, and passions. It is the only forum in California that brings together members from public and private universities, K-12 districts, and county and state agencies to specifically focus on educator preparation.

Early in my presidency I began to articulate this reality at conferences and in reports as it became clear to me. For example, in February 2013 I wrote, “This organization is an important and unique forum for bringing us together to learn what’s going on in educator preparation and to collectively get better at it.” To welcome visitors to our CCTE website and organization I suggested, “Look to CCTE for a friendly and dedicated professional environment, where you’ll find like minds, an energetic and approachable group of colleagues, and plenty of opportunities to get involved and to have an impact on educator preparation in the state” (www.ccte.org). This environment is frequently confirmed by members and conference presenters. At the Spring 2013 conference, for instance, panelists Brad Olsen and Cindy Coleman spoke of CCTE as an important resource for educators. Brad encouraged CCTE to take the lead in creating a discourse around issues of teacher educator development. And from her standpoint as a new faculty member recently transitioned from K-12, Cindy found CCTE to be a great way to meet other teacher educators, develop friendships, and find support.

Our CCTE community of practice spans a wide range of roles in the preparation of teachers, and in this sense it is a place where other communities “jigsaw” and learn from each other. We have been very intentional over the last five years in engaging members from every segment of the Learning-to-Teach Continuum⁴—undergraduate faculty and directors, initial credential faculty and coordinators, BTSA/Induction mentors and directors, teacher leaders, and education administrators from higher education and K-12.

In support of this concept, I set aside one hour at each Board meeting for a guest from one of these areas of practice. I wanted the Board to have an opportunity to learn together, to develop some shared understandings and language, and to honor the range of roles involved in educator preparation. Our “voices from the field” included LaRie Colosimo and Paula Motley from BTSA/Induction; Dan O’Connor and Sue Parsons from the CSULB and Cerritos College undergraduate teacher pathway; Martin Brandt, a teacher leader from San Jose Unified; and Chris Reising of the San Diego County Office of Education. I found this to be a valuable use of our meeting time because it always got us talking about the experiences and insights they shared, and the challenges they posed for us to work on.

Another community that is present within CCTE is the group of California State University education deans, who meet three times each year. As a member of this group, I kept them informed about upcoming conferences and keynotes. So in Spring 2013, they scheduled their meeting in San Jose to encourage deans to participate in the CCTE conference. This allowed us to have deans on a panel, in table discussions, and supporting their own faculty who were presenting research. Similarly, an Association of Independent California Colleges and Universities (AICCU) representative frequently attends our conferences and brings the voice of independent college and university deans and directors to the conversation. To have higher education leaders present in this way affirms the relevance of CCTE’s community of practice to their schools and colleges of education, and thus adds a big-picture layer of information and analysis to the issues under discussion.

CCTE’s role as a statewide community of practice positions the organization to serve as an information exchange and feedback loop for education issues and reforms underway in the state and nationally. I believe this minimizes the “us-them” dichotomy that plagues education reform work. When I became CCTE president in Spring 2012, two panels were underway whose work was distinct yet overlapping. The Educator Effectiveness Task Force, convened by Superintendent of Public Instruction Tom Torlakson and CTC Executive Director Mary Sandy, met throughout the Spring and produced a report called *Greatness By Design*.⁵ The work of that panel dovetailed with the CTC’s Teacher Preparation Advisory Panel (TAP), which was charged with examining current practice in Multiple and Single Subject credential programs and recommending revisions and updates. As recommendations from both panels were rolled out, they were presented at CCTE. Several of us were on one or both of those panels, and we were able to bring CCTE’s perspectives to that work, and also to share the recommendations and

processes once they were complete. I found that this brought buy-in to many of the recommendations, and built trust in the process.

With Policy Sessions scheduled at each CCTE conference, and with regular updates from CTC, we are a community where members have frequent opportunities to hear from each other and from state-level colleagues about how policy issues play out on campuses across the state. This was the case throughout California's budget crisis. During my two years as CCTE president, California struggled with extreme funding shortfalls that over time decimated higher education and K-12 budgets. Thousands of teachers lost their jobs, and this had a serious impact on credential programs as prospective students stayed away from what they perceived to be a jobless career. The CTC reported in 2012-13 that only 15,252 new teaching credentials were issued, down from 21,750 just five years earlier. Many universities put holds on new faculty hires, and constrained faculty travel and professional development funding. At the same time, California's budget problems impacted public and private universities in different ways. Enrollments in private colleges did not drop as severely as they did in public universities. And for the first time, the percentage of credentials recommended by private colleges neared 45%, while the percentage prepared by the CSU hovered at 50% (CTC 2012-13 Teacher Supply Report.⁶ These issues were discussed during CCTE conference panels, table talks, policy sessions, and also informally in ways that helped all of us learn the impact of this austerity on our colleagues and their campuses.

Over the last four years, the CCTE community's shared commitment to excellent educator preparation has connected with other initiatives to enhance the profession. One example of this has been CCTE's increasing interest in joining the national conversation on educator preparation. Magaly Lavadenz initiated this effort when she worked with Etta Hollins, then Vice-Chair of AERA's Division K, to create a sub-committee of Division K called the Teacher Education Policy Initiatives Meeting. During my presidency, this work toward growing our profession continued in the planning of the our Fall 2013 conference around the theme "Regenerating the Field: Our Future Scholars, Practitioners, and Partners." We articulated a critical issue—to be intentional about how teacher educators themselves are prepared. We wrote, "The Learning to Teach Continuum for educators must be matched by a parallel and equally vital learning continuum for the development and support of those who prepare new educators in IHEs and P-12" (Fall Conference Overview, March 2013 *CCNews*). Under the thoughtful guidance of our keynotes and presenters, the CCTE community of practice addressed key questions related to "growing our own" teacher educators, especially

as many in the field are approaching retirement: What are we doing to support and develop educator preparation faculty and K-12 leaders? What sets educator preparation apart as a field that demands its own experts, practitioners, and scholarship? These are questions that are not often addressed, but are so important. Student learning and school improvement depends on excellent teachers, and these teachers study with teacher educators who must themselves be highly skilled and knowledgeable about how to grow good teachers. Yet as my Fall 2013 conference co-chair Tom Nelson and his doctoral students discovered, very few Ph.D. programs focus on preparing scholars in the field of teacher education. As president, it was exciting to bring this issue forward.

From conferences to policies to leadership, CCTE plays a key role as a community of practice for educator preparation in California. Keeping this community healthy and sustainable, especially in its status as a nonprofit organization, became a further focus of mine as president in early 2013.

Building CCTE's Capacity to Achieve its Strategic Goals

Two years as CCTE president measures out into eight Board meetings, two summer Board Retreats, eight *CCNews* president's messages, and four semi-annual conferences. Early on, Magaly Lavadenz encouraged me to think about continuity across these events. Just as she developed a theme across her two years of identifying our Board's strategic goals and strengthening our fiscal base, she challenged me to consider using my skill set and interests around a particular effort.

As we talked over the summer of 2012, a set of questions and issues came up for me that all seemed related to how CCTE will function into the future. I began to realize that as a Board we did not have enough shared knowledge of our own organization and its bylaws, of Board responsibilities, of the CCTE "home office" and the role of our Executive Secretary, and of how our journals are operated. As I read about types of nonprofits and looked for information about how to strengthen ours, I found studies and articles describing capacity-building and organizational effectiveness. One article on the National Council of Nonprofits website stated, "There is a startling lack of awareness about what nonprofit capacity building is, especially when our society depends so heavily on the nonprofit sector... Simply put, nonprofit capacity building refers to activities that improve and enhance a nonprofit's ability to achieve its mission and sustain itself over time."⁷ One study sponsored by the Weingart Foundation looked for predictors of organizational sustainability and lifecycle advancement among Los Angeles nonprofits.

These included organizational learning, motivating and developing the staff and board, strengthening the board's capacity to lead the organization, and resource development (<http://www.weingartfnd.org/files/Capacity-Executive-Summary.pdf>, *Fortifying L.A.'s Nonprofit Organizations: Capacity-Building Needs and Services in LA County*, Sept. 2010, retrieved 5-21-13). With this in mind, I began to plan the 2013 Summer Board Retreat with our consultant, Roberto Vargas, as an opportunity to focus on capacity building for CCTE. In May 2013 I briefly analyzed CCTE's strengths and areas for capacity building. I wrote:

Here's where we are strong:

- ◆ We have made great strides in articulating and enacting our strategic plan, mission, and vision.
- ◆ We have tightened up our financial operations in planning, transparency, and reporting.
- ◆ Our leadership and staffing structure continues to serve our membership well.
- ◆ I'm particularly impressed and grateful for the commitment and participation of board members over the years.
- ◆ Our journals are recognized as excellent sources of research and information, and are sought after by authors across the state, nation, and even globally.
- ◆ Our website is better than ever.
- ◆ Our conferences are consistently well attended, which speaks to their relevance and well-planned operations.
- ◆ CCTE is gaining visibility in California and nationally though our participation in affiliate and other organizations.
- ◆ CCTE continues to be the only forum in the state where all segments of educator preparation can learn from each other and work on issues of common care and concern.

Here's where we are working to build capacity:

- ◆ Overall, we are building Board awareness of what it means to be an excellent nonprofit organization, along with the responsibilities and requirements of a Board.
- ◆ We are examining our Bylaws to make sure they reflect our current practice and vision, and allow us the flexibility we need.
- ◆ We are developing a succession plan for the Executive Secretary position.

- ◆ We are examining our board operations and responsibilities.
- ◆ We are looking at what it takes to maintain our nonprofit status.
- ◆ We are learning more about our journals, their future, and the relationship between the Board and the journals.

To further inform this analysis, Roberto Vargas developed a Board Self-Assessment to get a better sense of how much we knew about CCTE, the Board, and its operations. I also began to have in-depth conversations with Alan Jones to think through all of these areas from his perspective of having served as Executive Secretary for over 15 years. His openness and flexibility around some very difficult topics were testament to his deep commitment to CCTE and his belief in its future. At the 2013 summer Retreat, we articulated three areas for capacity building, and outlined our follow-up plans for each: the Bylaws, staffing, and the journals.

Revising the CCTE Bylaws

As the Board members read through the bylaws, it became clear that some sections were obsolete, while others needed updating and cleanup. We wanted to make sure that they were broad enough to optimize CCTE's ability to build capacity, and to serve as an orientation document for members by including clear definitions and processes. We recognized that CCTE has a culture of being "home grown," which has supported a certain informality in our processes. While this has been an asset to the organization, we could see the need for some more formalized structures. Following a discussion of what constitutes bylaws, we made a distinction between the bylaws, our strategic priorities, and a policy manual to be developed in the future. Roberto Vargas clarified these priorities in his report to the Board following the 2013 Retreat: Unlike the second two, "bylaws should focus on governance of the organization and incorporate clear understandings, yet be written with enough flexibility to allow for ongoing change and evolution" (2013-14 CCTE Strategic Plan Report, p. 6). Over the next six months, I led the Coordinating Committee (composed of the chairs of each standing Board committee, the president-elect and past president, and Executive Secretary) through the bylaws revision process. Prior to the Spring 2014 conference, we sent the revisions to the membership for review, and were able to present the revised bylaws for delegate vote at the newly-named Assembly. We summarized the key changes in our presentation:

- ◆ We clarified five membership categories: institutional delegates, organizations and governmental agencies, individual members, student members, and retired members.

- ◆ We changed the name of the Delegate Assembly to simply the Assembly, to reflect the gathering and voting rights of all those categories of members.
- ◆ We simplified the description of the role of Executive Secretary, with the understanding that the full position description would appear in the policy manual (to be developed) and in related evaluation materials.
- ◆ We made many updates, including removing a section about sending ballots by mail, and updating the language about non-discrimination.
- ◆ We updated the names and types of standing Board committees to reflect changes that had occurred over the years.
- ◆ We made changes to the sections related to both journals. First, we aligned the language so that both journals were similarly described and governed in the bylaws. (Note that each journal editor can also develop journal bylaws for governance of the Editorial Board.) Also, we had a discussion with our current editors about the length of editorial service, and changed it from 6-year terms to 3-year renewable terms.
- ◆ Finally, we removed the last section that described the history of the merger leading to the formation of CCTE.

At the March 27 Assembly meeting, all nine sections of the Bylaws, and the Bylaws in their entirety, were approved by the membership. And for the first time, they are available for viewing on the CCTE website.⁸

Exploring Current and Future Staffing Models for CCTE

Since his appointment in 1998, Alan Jones has served as CCTE's Executive Secretary. I expect his service—characterized by sure-footed guidance, unfailing institutional memory, and plain hard work—will be a common theme through several articles in this volume. When I stepped into my role as president, Alan figuratively took me by the elbow and made sure I didn't miss a step: due dates, letters, statements, conference logistics, and agendas. Our organization has been able to function so well because of Alan's consistent behind-the-scenes leadership. So as I began to consider ways to build capacity for CCTE's future, the Executive Secretary role and function was a central consideration. Once Alan's current three-year appointment was re-confirmed by the Board, I asked him to think with me about an eventual succession plan, and about CCTE's staffing in general.

In preparation for our conversation with the Board, Alan created a detailed description of his current role as Executive Secretary. Many Board members were surprised to learn Alan serves as a part-time "Independent Contractor" with no benefits. The main responsibilities

include monitoring of all financial transactions, maintenance of the CCTE membership database, support and planning for conferences, communication on behalf of the organization, and oversight of the website and the part-time webmaster. Alan observed that in some ways, the position is structured more as an Executive Director position, not Secretary. This led to clarification of the role of the Board in financial oversight and policy setting. The Board also had an extensive conversation about the staffing needs generated by our use of technology, both for social media and the website. These functions alone push the current staffing needs well beyond a part-time position, and the Board affirmed a commitment to hire tech-related staff in the near future.

The summary of overall staffing priorities at the end of the June 2014 Retreat listed three areas to keep working on: ensuring fair compensation for our Executive Secretary, augmenting staff to address our web or social media objectives, and securing funding for additional staff. We also began to consider ways to make the CCTE “home office” more mobile, instead of dependent upon the location of the Executive Secretary. This means creating a plan for CCTE’s archival materials, securing the database in a more current version, housing confidential Board materials on the server, and generally operating in a virtual context. Will CCTE ever want to lease office space? Will the organization eventually have more than one employee? Do we have the capacity yet to operate in the 21st century context in which our members live? These are the questions that Alan and the Board are continuing to explore.

Valuing and Supporting our CCTE Journals

The third focus of capacity building for CCTE has been related to our two scholarly journals, *Issues in Teacher Education* (ITE) and *Teacher Education Quarterly* (TEQ). Roberto Vargas’ report from the 2013 summer Board Retreat states that “the overall presentations and discussions underscored the tremendous value these journals have to CCTE as a resource for the greater education community and as a benefit to our CCTE members” (p. 8). In thinking about CCTE as an organization with two highly-recognized journals, I realized that we as a Board knew very little about their day-to-day operation, and about how the world of journal publication works in general. My conversations with Alan Jones about his role as Executive Secretary also touched on his other role as owner of Caddo Gap Press and the publisher of both journals. This unique situation—CCTE’s Executive Secretary also being the journal publisher—has been in place for years and has generally worked well. Alan knows both sides of the work so well and has been

an ardent supporter of each journal, its editor(s), and editorial boards. At the same time, as the Board and editors learned more about journal operations, we understood that a healthy awareness of both roles—their overlaps and distinctions—is necessary. Other questions were surfacing as well: how are these journals different from each other? What are the revenue streams for each journal? How can CCTE support the journals financially if a host institution is unable to? Could the journals be offered online as well as in print?

These conversations were taking place for the first time in the history of the journals, and it was gratifying to see the Board and our publisher, Alan, delve into the complexities of these issues in such a collegial and productive fashion. At the 2013 summer Board Retreat, the Board reaffirmed the importance of having two CCTE journals, and heard from the editors about the features and goals of each one. We also agreed to continue working on clarifying the agreement between our publisher and the journals in order to maintain a strong working relationship. We learned that both journals face common challenges, such as finding enough reviewers, getting enough submissions from California researchers, and managing ongoing operations with very little financial support from CCTE. At that time the editors' own universities—University of California, Davis for Chris Faltis and Chapman University for Suzanne SooHoo and Joel Colbert—contributed significant support in the form of graduate assistants and released time, as well as technical support for online submissions. Becoming aware of these supports helped the Board recognize the resources necessary to operate excellent journals, as well as the value of these journals to the field.

Conclusion

These efforts towards building the capacity of CCTE and its Board became the theme of my presidency in the second year, and some of them are carrying forward in my role now as Past President. What makes this work possible is the investment each Board member makes to the organization, and the community of practice that CCTE represents. I believe that CCTE is in an important growing phase, gaining significance as a voice in the state for educator preparation, and becoming more intentional about its organizational structures. Recently I was having lunch with a colleague and she asked me, not knowing that I was writing this piece, “What was it like to be president of CCTE?” I told her I loved it. I relished the gathering of colleagues around common projects, and liked the challenge of articulating the connections across policy work, strategic goals, and organizational learning. I am a believer, an

optimist, and I know from years of watching all of this that when there is a place, like CCTE, where educators can come together consistently, all kinds of learning and growth are possible.

Notes

- ¹ Retrieved 9/19/2014 from <http://wenger-trayner.com/theory/>
- ² Lave, J., & Wenger, E. (1993). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press.
- ³ Retrieved 9/19/2014 from <http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/>
- ⁴ Commission on Teacher Credentialing Agenda of June 2004, see <http://www.ctc.ca.gov/agendas/2004-06/june-2004-7A.pdf>
- ⁵ <http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>
- ⁶ Retrieved 9/20/2014 from <http://www.ctc.ca.gov/reports/TS-2012-2013-Annual-Rpt.pdf>
- ⁷ Retrieved 9/21/2014 from (<http://www.councilofnonprofits.org/capacity-building/what-capacity-building>)
- ⁸ <http://ccte.org/wp-content/pdfs/ccte-bylaws-approvedmarch2014.pdf>