The Educational Leadership
Department at CSU East Bay
is currently recruiting for Fall 2010
Urban Teacher Leadership Master’s Program
(with Option for the Preliminary Administrative Credential)

If you are concerned about the seemingly ever increasing inequality facing urban students, and are looking for a hands-on, critical race theory-centered academic program to deepen your personal approaches to educational equity work, then consider Cal State East Bay's Urban Teacher Leadership Program in Oakland.

Program Overview
This two-year master’s degree program (with option for the preliminary administrative credential) prepares educators to serve in formal leadership capacities within schools, districts, charter organizations, and community-based organizations for the purpose of building and sustaining equitable school communities. Guiding principles include a continual focus on addressing structural racism and classism, on modeling democratic, multicultural leadership, and on developing personal and community voice to de-center school inequality. As such, the program is led by a collaborative advisory board, consisting of critical educators, community advocates, and practitioners who center critical race theory, and culturally responsive, youth-centered approaches. Most courses are hosted at schools in Oakland, and focus on social justice principles to ensure educators challenge the normalization of academic failure for students of color in urban schools.

Participants develop habits to engage in collaborative educational innovations that reflect the culture, experiences, and knowledge base of urban youth. As the program prepares participants for Bold, Socially Responsible Leadership, key focus remains on developing strategies for systemic reform and on the nuts and bolts that ensure equitable outcomes. This program is ideal for teachers, teacher leaders, administrators, community educators, and advocates dedicated to creative, community-centered school communities.

Program Scope and Focus
Full time coursework begins Fall, 2010. The first year focuses on understanding the social context of educational inequality and reform efforts. Participants develop site and community-based leadership skills while examining instruction, supervision, law, and finance as keys to sustained educational equity. Educators working towards their Tier I Preliminary Certificate engage in additional site-based fieldwork. The second year focuses on developing collaborative leadership teams that then implement youth participatory action research on key equity issues, as educators complete requirements for the Master’s degree.

Upon successful completion of all academic and fieldwork-based requirements, participants will earn a Master’s Degree in Educational Leadership. With additional activities (built into the program), participants who meet state requirements will also earn a Preliminary Administrative Credential.

University Application due April 15, 2010

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