Doctorate in Educational Leadership for Social Justice (EdD)

Doctoral Program Information Session
Cohort 2022
Welcome!

- Introduce yourself in the chat with:
  - Your name
  - Your title and where you work
Agenda

- EDD Program Overview: 4 Aspects
- Current Student and Alumni Perspectives
- Tuition, Fees, & Financial Aid
- Application Process
- Q&A
Land Acknowledgement

Wherever you sit in the United States, you are on unceded Indigenous land. Cal State East Bay settles as uninvited visitors on the ancestral homelands of the Ohlone and Bay Miwok, both of whom are still among us today. The Ohlone and Bay Miwok remain vigilant in being in good relation with this land, their traditions, each other, and so should we. As transformative educational leaders, we must remember this—a land acknowledgement is not enough. Working to counter settler colonialism cannot be reduced to the performance of making a statement. We must be in active critical engagement, which includes continuous learning and being in right relation with the land, its people, and the ongoing process of dismantling practices rooted in settler colonialism.

Learn about and contribute to the Shuumi Land Tax to support the work of rematriating Indigenous land to Indigenous people.
Cal State East Bay’s EdD in Ed Leadership for Social Justice

- A 3-year cohort-based program
- Develops scholar-practitioners—SJ Praxisioners
- Dissertation focused on improving a problem of practice in your community
- Career track in practice-based professions
Four Aspects of our EdD

1. Embedded Social Justice
2. Study What Matters to You
3. Rigorous and Supportive
4. 40-Year Community
1. Embedded Social Justice

- The mission & vision of the Educational Leadership for Social Justice (ELSJ) Doctoral Program are to...
  - Prepare critical and courageous scholar-practitioners who lead educational transformation.
  - Act as a collective of critical, courageous, and self-reflective scholar-practitioners.
  - Work in solidarity with communities to disrupt the expansion of historic inequalities and lead educational transformation.

- Lives depend on us disrupting and transforming the status quo--NOW
ONE
POWER OF TRANSFORMATIVE LANGUAGE
WE BELIEVE that language has the transformative power to courageously cultivate conditions that reject systems, practices, and behaviors that reinforce unequal power relations and create new possibilities for a more just society.

WE COMMIT to being purposeful leaders who reflect upon and problematize our choice of language in our teaching, program, work and beyond.

TWO
TRANSFORMATION OF SYSTEMS
WE BELIEVE that institutional systems and policies can contribute to the maintenance and expansion of historic oppressions, particularly for minoritized and racialized groups.

WE COMMIT to 1) critically analyzing the institutional structures that contribute to minorizing oppressed groups AND 2) leveraging our privileges, resources, and systems to lead the disruption of inequitable systems and creation of alternatives.

THREE
EMPOWERING MINORITIZED PERSPECTIVES
WE BELIEVE that empowering minoritized perspectives in critical inquiry and dialog can produce more holistic insights and inspire transformative possibilities.

WE COMMIT to becoming a community of critical practitioner scholars who empower multiple perspectives and analyses in order to provoke thought and cultivate change agency.

FOUR
COMMUNITY SOLIDARITY
WE BELIEVE that powerful change happens when people develop collective agency and efficacy to disrupt historical injustices and create more equitable learning communities.

WE COMMIT to collectively stand in solidarity with our students to build connected communities that lead the transformation of oppressive systems and practices within our educational contexts.

FIVE
CRITICAL REFLECTION
WE BELIEVE that critical, humble, and courageous self-reflection that acknowledges and identifies the ways we participate in reproducing inequalities is an essential practice for dismantling oppressive systems.

WE COMMIT to support and leverage practices of active listening and critical reflection among faculty and students that translates into leading transformative action.
Social Justice in courses & dissertations

- Dissertations address a *significant issue of social justice* in your local settings.

- All courses have a critical, transformative, social justice lens
  - Qualitative Inquiry for Social Justice
  - Transforming Teaching and Learning in Schools
  - Community Advocacy, Outreach, and Organizing
  - Critical Policy Studies in Education
2. Study What Matters to You

Study your own problem of practice using

- Qualitative methods
- Quantitative methods
- Mixed methods
- Participatory Action Research (PAR)
- Counter Narrative Story Telling
- Auto-Ethnography
- among others . . . .
Recent Dissertations


Illuminating Student Voices: The Role of Faculty & Staff in Retention and Graduation by Alison Richardson (2019)


The Missing Link: The Need for Collaboration between Special Education Teachers and Administrators to Champion Students with Disabilities in Charter Schools by Heather Ferguson (2019)

Supervising Preservice Teacher Critical Consciousness by Sonal Patel (2019)


Beyond Suspensions: Perspectives of Middle School Students by Robin Pang-Maganaris (2021)

Navigating Cultures & Myths: Case Studies of Asian Adolescent Mental Health by Dung Kim Nguyen (2021)

¡Sí se puede! Increasing Latinx Male College Degree Attainment by Richard Watters (2021)

“Are we working together?” Engaging Culturally & Linguistically Diverse Families in Special Education by Kristin Vogel-Campbell (2021)

Black Female Intersections of Leading & Leaving: An Exploration of Sustainability in the Principalship by Sabrina Moore (2021)

Breaking the Barriers: Exploring Experiences & Challenges of Latinx Students Seeking to Transfer from Community College . . . . by Gregoria Cahill (2019)
3. Rigorous and Supportive Program for Full-Time, Working Adults

- Program is HYBRID
  - 60% face to face
  - 40% online

- Classes are held on Thursdays, Fridays & Saturdays

- 3 years, year-round (Summer-Fall-Spring)
Rigorous Program, Strong Results

- Work with expert, engaged, accessible faculty as teachers, researchers, and community practitioners in classes, workshops, small groups, and one-on-one
- Read, critique, and apply the work of foundational scholars & practitioners in education and the latest thinkers & advocates
- Experience multiple levels of scaffolded practice and feedback of research and writing to achieve a doctoral dissertation that makes a difference in your work and to the field
- Do on-going reflection and self-care to enable you to grow personally as a leader for social justice
Supportive Structures

- Cohort Model (~ 20 students, preK – HEd + related organizations)
- Collaborative Faculty Mentoring/Advisory Structure
- Embedded, Scaffolded Course Sequence to provide a guided experience from developing your research topic to collecting & analyzing data to finishing your dissertation
- Alumni Buddy program
- Affinity Groups
- Ability to do Tier II / CASC credential simultaneously
- We commit to you successfully completing the program
Core EDD Faculty

Dr. Ardella Dailey
Dr. Kathryn Hayes
Dr. G Reyes
Dr. Peg Winkelman
Dr. Eric Haas
Dr. Gilberto Arriaza
Dr. Katie Strom
Dr. Mari Gray
Diverse Faculty Backgrounds

- Faculty have a range of educational backgrounds
  - Faculty are current or former superintendents or associate superintendents
  - Principals, Vice Principals
  - Curriculum Director
  - Development Director
  - K-12 teachers

- A range of faculty expertise: from leadership, organizational, system-thinking theories; culturally and linguistically relevant pedagogies; school climate and discipline; professional development; implicit bias and decision-making

- Faculty active in research/publishing
### Embedded, Supported, & Scaffolded 4-Plateau Sequence

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<tr>
<th>Plateau 1</th>
<th>Plateau 2</th>
<th>Plateau 3</th>
<th>Plateau 4 - Summit</th>
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<tbody>
<tr>
<td><strong>Summer, Fall, Spring Year 1</strong></td>
<td><strong>Fall and Spring Year 2</strong></td>
<td><strong>End of Spring Year 2</strong></td>
<td><strong>Spring Year 3</strong></td>
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<td>Formulate problem, examine literature</td>
<td>Conduct a pilot study to test your research design</td>
<td>Qualifying Paper 2: Problem statement, literature review, &amp; initial research design</td>
<td>Proposal Defense: Problem statement, literature review, &amp; methods section (design)</td>
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<td>Qualifying Paper 1: Problem statement &amp; literature review</td>
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<td>Dissertation Defense: Conduct study &amp; write dissertation</td>
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Rigor and Support
Beyond the Curriculum

- Student research opportunities
  - Local district evaluation research (CRECE)
  - NSF Professional development grants
- Publications, Conferences & PD presentations
- Department-wide programs
  - Radical Educator Speaker Series
  - Fall Forum
  - Spring Leadership Institute
- EDD Alumni Group
- Reading Group: Abolitionist Leadership
What is Abolitionist Leadership? 
Defining Abolition and Its Practices

January 27, 2021

Dr. Crystal Laura
Dr. Farima Pour-Khorshid
Dr. David Stovall
What is Abolitionist Leadership? Defining Abolition and Its Practices

Dr. Crystal Laura

Dr. Muhammad Khalifa

March 17, 2021
DEL FALL FORUM 2021

We are the ones
transform love
we rise
community
greater purpose
leaders beautiful
be present
we be united
be real
life healing
grateful together
move mountains
love
also
renew

love
We be compassionate
RE-Up THE RE-MIX
Let us Re-Up, Let us Regroup, Let us Redesign, Let us Rebuild, and Let us Revive the Cultures of our Ancestors to make things right in the world.

Poem and Presentation 2021
E’rika Chambers, Victor Small, Mia Settles-Tidwell, Rachel Vatannia, Frank Williams, Melissa Potts, Saleem Gilmore, and Monique Walton

Reflections
Dr. David Stovall
University of Illinois, Chicago
What might you do with an EdD?

- Rosanna Mucetti (2011): Superintendent, Napa Valley USD
- Martin Castillo (2018): AVP for Campus Life, CSUEB
- Gigi Cahill (2019): Interim Dean, Academic Affairs—Mission Center, CCSF
- Sonal Patel (2019): Asst Superintendent of Ed Services, San Leandro USD
- DiShawn Givens (2016): Principal, Strobridge ES, Hayward USD
- Lisa Davies (2012): Asst Superintendent, Hayward USD
- Reginald & Ronald Richardson (2015): co-principals, San Leandro HS
4. Forty-Year Community

- Department of Ed Leadership is pushing for educational improvement in our Bay Area, throughout CA, & nationally

- We are standing in solidarity with you as you are
  - An educator, activist before you enter our program
  - An EdD student during your time in our program
  - As a “scholar-practitioner, praxisioner Dr.” alumnus throughout your career
Current Student & Alumni Perspectives
Visit a class

- If you’d like a glimpse into what a class might look like, you can email us to schedule a time to sit in on a class.
9 semesters

~ $6550/semester for a total of ~ $59,000

Financial Aid (most need FAFSA)
- Subsidized and unsubsidized loans
- Work Study Research Assistantships (need based)
- Ed Doctoral Grant (need based)
  - $250 - $3,000/per semester, based on EFC and availability
- NEW Dissertation Expense Support (~ $200 - $500)
- NEW Student Research Grant (~$2,000)
- One-Time WCCUSD SJ Grant (New student; $1,000/year for 3 years)
- Private Scholarships
  - Soroptimist Women ($10,000)
Application Process

Debbie Woods, Academic Coordinator

KEY UPDATES:
- The GRE has been waived for the Summer 2022 Cohort
  - It is not part of our admission materials
- Our application deadline is December 1, with rolling admission after
- Our new online application system opens soon; check website!
Questions?