CAL STATE EAST BAY

Doctorate in Educational Leadership for Social Justice (EdD)

Doctoral Program Information Session

Cohort 2023

Welcome!

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

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Agenda

- EDD Program Overview: 4 Aspects
- 5 Keys to a Strong Application & Student
- Current Student and Alumni Perspectives
- Tuition, Fees, & Financial Aid
- Application Process
- Q&A

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Land Acknowledgement

We would like to recognize that while we gather at Cal State University East Bay located in Hayward, CA, we are gathered on the ethno-historic tribal territory of the intermarried Jalquin (hal-keen) / Yrgin (eer-gen)Chochenyo-Ohlone-speaking tribal group, who were the direct ancestors of some of the lineages enrolled in the Muwekma Ohlone Tribe of the San Francisco Bay Area, and who were missionized into Missions San Francisco, Santa Clara and San Jose.

Source: https://www.csueastbay.edu/news-center/2021/11/whose-land-are-you-on.html

ON INDIGENOUS LAND

GIVE SHUUMI

www.sogoreatelandtrust.com

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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 advancement in practice-based professions

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Four Aspects of our EdD

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

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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

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CALIFORNIA STATE UNIVERSITY, EAST BAY DEPARTMENT OF EDUCATIONAL LEADERSHIP

SOCIAL JUSTICE PRINCIPLES

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

TRANFORMATION 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 minoritizing 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.

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Abolitionist Leadership- ALWG Definition

Abolitionist leadership **recognizes** that schools are microcosms of an anti-Black, carceral society and that carcerality structures every part of our educational system. These carceral structures **create** dehumanizing conditions and have material/bodily consequences for Black children. Abolitionist leadership **seeks to disrupt and dismantl**e the carceral state, and in its place, create school structures and practices that center, love, and affirm the full humanity of Black children and the Black community. Ultimately, abolitionist leadership **seeks the universal/collective emancipation of Black communities and all oppressed peoples**.

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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 Research Methods

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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 . . . .

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Recent Dissertations

It Takes a Team: A Framework for LGBTQ-Inclusive Leadership and Teaching by Lynn Bravewomon (2018)

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

School Justice: A Case for Understanding Brown Boys' Behavior in Urban Middle Schools by Chaunise Powell (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)

Breaking the Barriers: Exploring Experiences & Challenges of Latinx Students Seeking to Transfer from Community College . . . . by Gregoria Cahill (2019)

Building Social and Cultural Capital in a Community-Based Preschool: If Not Now, When? By Kelli Tharpe (2020)

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)

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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)

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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

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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 Mentorship program
- Affinity Groups
- Ability to do Tier II / CASC credential simultaneously

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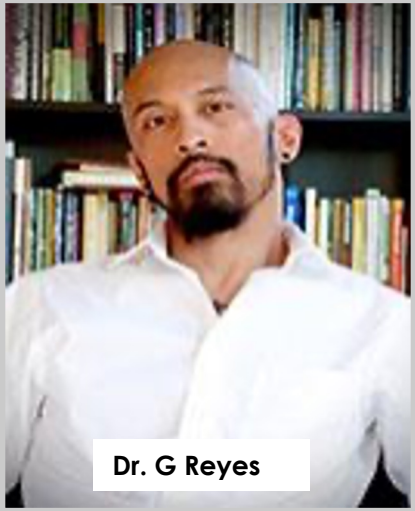
Core EDD Faculty

Dr. Ardella Dailey

Dr. Kathryn Hayes


Dr. G Reyes

Dr. Peg Winkelman

Dr. Eric Haas

Dr. Gilberto Arriaza

Dr. Katie Strom

Dr. Mari Gray

Adjunct Faculty

Dr. Nicole Williams Browning

Dr. Joe McCreary

Dr. Diana Recouvreur

Dr. Alison Richardson

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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

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Embedded, Supported, & Scaffolded 4-Plateau Sequence

Summer, Fall, Spring

Year 1

Formulate problem, examine literature

Plateau 1

Summer

Year 2

Qualifying Paper 1:

Problem statement & literature review

Fall and Spring Year 2

Conduct a pilot study to test your research design

Plateau 2

End of Spring Year 2

Qualifying Paper 2:

Problem statement, literature review, & initial research design

Plateau 3

Summer-Fall

Year 3

Proposal Defense:

Problem statement, literature review, & methods section (design)

Plateau 4 - Summit

Spring

Year 3

Dissertation Defense:

Conduct study & write dissertation

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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 (August)
  - Spring Leadership Institute (May)
- **EDD Alumni Group**
- **Abolitionist Leadership Working Group** (meets 1x per month)

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What is Abolitionist Leadership?
Defining Abolition and Its Practices

Kazu Haga

Diana Recouvreur

David Stovall

2021-2022

CAL STATE EAST BAY Rising in the East

DEL FALL FORUM 2022

Career Advancement

- Rosanna Mucetti (2011): *Superintendent, Napa Valley USD*
- Quiauna Whitfield Scott (2015): *Superintendent, Emery 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*

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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

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5 Keys to a strong application and successful student

1. **Experience** as a leader and/or in education
   - Generally, at least 5 years
2. Can state **a problem of practice or a topic** that you think you would like to research in your dissertation
3. **A commitment to social justice** in your essay and in your CV/resume
4. **Good writing skills:** you can make an argument based on logical steps and evidence (data, personal/professional experience, research)
5. Interest in and commitment to **self-reflection and growth**

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Current Student & Alumni Perspectives

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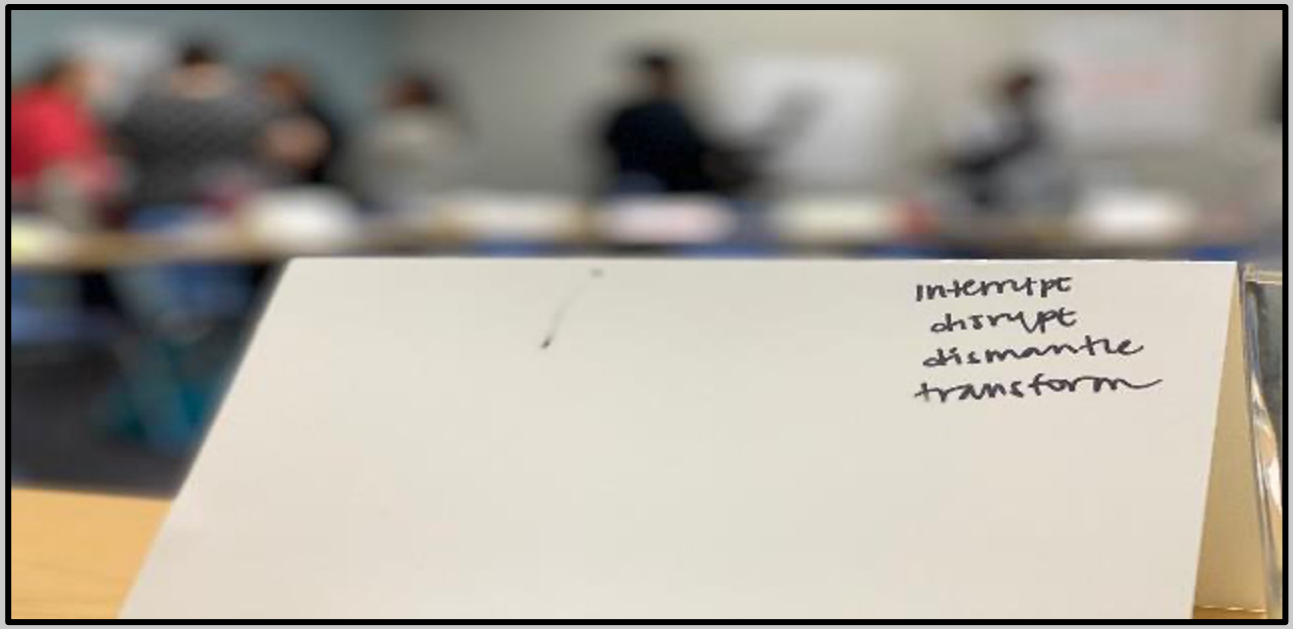
Visit a class

If you'd like a glimpse into what a class might look like, look for my email to schedule a time to sit in on a class.



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Tuition, Fees, & Financial Aid

- **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)
  - Private Scholarships
    - Soroptimist Women ($10,000)

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Application Process

Department Application: csueb.tfaforms.net/4741063

Deadline: Dec. 1, 2022

NO GRE !

- Resume/CV (upload)
- Response to Writing Prompt (upload)
- Unofficial Final Bachelor's and Master's Degree College Transcripts (upload)
- Three Confidential Recommendation Forms (email to: eddadmission@csueastbay.edu)
- Employer Statement of Support (for District employees and CSU employees)(email to: eddadmission@csueastbay.edu)

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Application Process

Recommendation and Employer Statement of Support Forms are in the application and on our website: csueastbay.edu/edd/interested/admission.html

The GRE is not required.

- Application Review: December
- Interviews: January
- Department Admission Notifications: February

If admitted by the Department, you'll be invited to apply to the University via **Cal State Apply.**

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Questions?

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