

Master of Education (MA) in Emancipatory School Leadership

Application Checklist for Summer 2021 Cohort

- ☐ [Cal State Apply Online](#) Application Form
- ☐ Emancipatory School Leadership Application Form
- ☐ Current résumé
- ☐ A transcript or letter reflecting the completion date of the Preliminary Administrative Services Credential (if applicable).
- ☐ One set of unofficial transcripts from each university/college previously attended.
- ☐ A [recommendation form](#) from a school leader.
- ☐ A [recommendation form](#) from a faculty member in your Preliminary Administrative Services Credential Program (if applicable).
- ☐ A [recommendation form](#) from a colleague that can speak to your collaboration with family and school communities.
- ☐ Verification of a minimum of three years of successful, full-time experience in public, private, or charter schools.
- ☐ Next step: Applicants whose files are complete will be invited to an interview to finalize the application process.
- ☐ Please submit the completed application packet to edleadership@sjsu.edu.

If Admitted:

- ☐ Please submit a high-quality, high-resolution headshot. The photo should be professional in appearance but does not need to be taken by a professional photographer. Please submit this file in .JPG or .PNG file formats, with a minimum resolution of 300dpi and a maximum file size of 1MB

Master of Education (MA) in Emancipatory School Leadership Application Form Summer 2021

First Name		Last Name	
Address		City	
State		Zip Code	
Phone (Cell)		Phone (Work)	
Email			

Part 1. Education

List the college/university where you earned your baccalaureate and any post-baccalaureate degree/credential. Unofficial transcripts can be submitted with this application.

College/University	Year	Degree Earned	Major/field

Part 1a. Administrative Services Credential

If you have completed or are enrolled in a Preliminary Administrative Services Credential Program, please list the name of the program and date of completion.

Preliminary Administrative Services Credential Program

Note: Applicants who have not completed the Preliminary Administrative Services Credential will take additional coursework or may be able to transfer some eligible graduate-level credit.

For applicants who enrolled in a Preliminary Administrative Services Credential Program prior to June 1, 2018, have you completed the CalAPA?

☐ Yes ☐ No Date of Completion: _____

Part 2. Employment.

Where you are currently employed and what positions have you held?

Year	School/District	Position	Name of Supervisor

Part 3. Personal Information

Your ethnic identity	
<input type="checkbox"/> African American	<input type="checkbox"/> Other Latinx or Hispanic
<input type="checkbox"/> American Indian	<input type="checkbox"/> Pacific Islander
<input type="checkbox"/> Asian/Asian American	<input type="checkbox"/> White (Non-Latino)
<input type="checkbox"/> Filipino	<input type="checkbox"/> Other
<input type="checkbox"/> Mexican American/Chicanx	<input type="checkbox"/> Decline to State

Gender Identity and Preferred Pronouns	
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Part 4. Written Portion

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which people deal critically and creatively with reality and discover how to participate in the transformation of their world (Freire, p.16, 1970).

The Lurie College of Education Emancipatory School Leadership Program is grounded in critical research and practices that highlight the emancipatory effects of culturally sustaining and participatory approaches to school leadership. We are excited to learn more about the insights and experiences you would bring to our learning community. Please answer the following questions within 4 pages of a double-spaced document (PDF).

1. Please describe how your personal experiences inform your vision for engaging school communities through emancipatory leadership practices.
2. What are some ways that you have engaged school community members in culturally sustaining and participatory approaches to leading and learning?
3. Please share how your views on leadership relate to your experiences with race, class, citizenship status, language, gender identity, and sexuality.
4. What equity challenges do you hope to address through your training in the Emancipatory School Leadership Program?
5. Is there anything else you would like to share?