

7-15-2008

# Minnesota Board of School Administrators

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1667 Snelling Avenue North  
Falcon Heights, MN 55108  
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651.999.7388 (Fax)

Judith M. Eaton Lamp, Ed.D  
Executive Director  
651.999.7387

Jessica Hopeman  
Legislative Reference Library  
645 State Office Building  
St. Paul, MN 55155-1050

July, 10, 2008

Dear Jessica Hopeman;

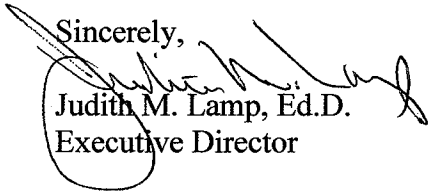
You may recall our telephone conversations in January and March 2008 in which we discussed your request to have the Minnesota Board of School Administrators submit a "Report on Accountability Measures for Programs Preparing Students for Licensure." I had explained that the Minnesota Board of School Administrators was in the Rulemaking process and we agreed that I would send you the revised documents once the Board completed the Rulemaking process.

Since our last phone conversation, we were made aware by the Administrative Law Judge that we made a procedural defect in our Rulemaking process by not sending the SONAR to the Legislative Reference Library in a timely manner as required by MN Statute 14.23.

In order to correct this procedural defect in our Rulemaking process, a revised copy of the SONAR is included. A "Notice of Intent to Adopt" must be re-published and is planned to be re-published in the State Register on July 14, 2008.

As we agreed in January and March, 2008, the Board will be mailing you copies of all of the documents you requested once our Rulemaking process has been completed.

Sincerely,

  
Judith M. Lamp, Ed.D.  
Executive Director

## **Minnesota Board of School Administrators**

### **NOTICE OF INTENT TO ADOPT RULES PERMANENT REVISIONS OF RULES RELATING TO GOVERNING EDUCATIONAL ADMINISTRATIVE LICENSURE WITHOUT A PUBLIC HEARING**

#### **Proposed Amendment to Rules Governing Educational Administrative Licensure, *Minnesota Rule 3512.***

**Introduction.** The Minnesota Board of School administrators intends to amend rules without a public hearing following the procedures in the rules of the Office of Administrative Hearings, *Minnesota Rules*, parts 1400.2300 to 1400.2310, and the Administrative Procedure Act, *Minnesota Statutes*, sections 14.22 to 14.28.

**Agency Contact Person.** You must submit comments or questions on the rules and written requests for a public hearing to the agency contact person is Judith M. Eaton Lamp, Executive Director at the Minnesota Board of School Administrators, Suite B100, TIES Building, 1667 Snelling Avenue North, Falcon Heights, MN 55108, phone: 651-999-7387, FAX: 651-999-7388, and email: [jlamp@msbsa.org](mailto:jlamp@msbsa.org).

**Subject of Rules.** The proposed amended rules are about Educational Administrative Licensure. The statutory authority to adopt the rules is *Minnesota Statutes*, Minnesota Laws 2006 Chapter 263, Article 2, section 81 authorizes the Board to change rules for MR 3512. "On or before June 30, 2007, The board of School Administrators may adopt rules to reflect the changes in duties, responsibilities, And roles of school administrators under sections 121A.035, 121A.037, and 299F.30, and to make technical revisions and clarifications to Minnesota Rules, chapter 3512." A copy of the proposed rules is published in the State Register and attached to this notice as mailed.

**Comments.** You have until 4:30 p.m. on August 12, 2008, to submit written comment in

support of or in opposition to the proposed rule amendments and any part of subpart of the rules. Your comment must be in writing and the Board contact person must receive it by the due date. The Board encourages comment. Your comment should identify the portion of the proposed rules addressed and the reason for the comment. You are encouraged to propose any change desired. You must also make any comments about the legality of the proposed rules during this comment period.

**Request for a Hearing.** In addition to submitting comments, you may also request that the Board hold a hearing on the rules. Your request must be in writing and the agency contact person must receive it by 4:30 p.m. on August 12, 2008. Your written request for a public hearing must include your name and address. You must identify the portion of the proposed rules that you object to or state that you oppose the entire set of rules. Any request that does not comply with these requirements is not valid and the agency cannot count it when determining whether it must hold a public hearing. You are also encouraged to state the reason for the request and any changes you want made to the propose rules.

**Withdrawal of Requests.** If 25 or more persons submit a valid written request for a hearing, the Board will hold a public hearing unless a sufficient number withdraw their requests in writing. If enough requests for hearing are withdrawn to reduce the number below 25, the Board must give written notice of this to all persons who requested a hearing, explain the actions the Board took to effect the withdrawal, and ask for written comments on this action. If a public hearing is required, the Board will follow the procedures in *Minnesota Statutes*, sections 14.131 to 14.20.

**Alternative Format.** Upon request, the Board can make this Notice available in an alternative format, such as large print, Braille, or cassette tape. To make such a request, please contact the Board contact person at the address or telephone number listed above.

**Modifications.** The Board may modify the proposed rules as a result of public comment. The modifications must be supported by comments and information submitted to the Board, and the adopted rules may not be substantially different than these proposed rules, unless the Board follows the procedure under Minnesota Rules, part 1400.2110. If the proposed rules affect you in any way, the Board encourages you to participate in the rulemaking process.

**Statement of Need and Reasonableness.** The statement of need and reasonableness statement contains a summary of the justification for the proposed rules, including a description of who will be affected by the proposed rules and an estimate of the probable cost of the proposed rules. It is now available from the Board contact person. You may review or obtain copies for the cost of reproduction by contacting the Board contact person.

**RE-PUBLICATION** of the Notice of Intent to Adopt Rules is made to correct certain procedural defects. The Minnesota Board of school administrators will provide, upon request, copies of the supplemental materials required by the Administrative Law Judge's report.

**Lobbyist Registration.** Minnesota Statutes, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. You should direct questions about this requirement to the Campaign Finance and Public Disclosure Board at: Suite 190, Centennial Building, 658 Cedar , Street, St. Paul, Minnesota 55155, telephone 651-296-5148 or 1-800-657-3889.

**Adoption and Review of Rules.** If no hearing is required, the Board may adopt the rules after the end of the comment period. The Board will then submit the rules and supporting documents to the Office of Administrative Hearings for review for legality. You may ask to be notified of the date the Board submits the rules to the office. If you want to be so notified, or want to receive a copy of the adopted rules, or want to register with the Board to receive notice of future rule proceedings, submit

your request to the Board contact person listed above.

June 30, 2008  
Date

Mary Mackbee  
Board Chairperson  
Minnesota Board of School Administrators

STATEMENT OF NEED AND REASONABLENESS

In the Matter of Proposed Modifications  
To Minnesota Rules Chapter 3512,  
Relating to the Requirements for School Administrative  
Licensure

Proposed Modifications Required By  
Minnesota Session Law 2005, First Special Session,  
Chapter 5, Article 2, Section 81

As Amended By

Minnesota Session Law 2006,  
Chapter 263, Article 2, Section 20  
And Amended By Minnesota Session Law 2007  
Chapter 146, Article 2, Section 33

July 8, 2008

# Minnesota Board of School Administrators

## STATEMENT OF NEED AND REASONABLENESS

### Proposed Amendment to Rules Governing Requirements for School Administrator Licensure, Minnesota Rules, Chapter 3512

#### INTRODUCTION

All school administrators are required to meet designated competencies in order to obtain state of Minnesota licensure. The current Minnesota Rule Chapter 3512 contains statewide provisions that outline the requirements for licensure of school administrators in the state of Minnesota. The Minnesota Board of School Administrators was granted the authority to rewrite the competencies (standards) that educators must meet in order to gain a license to be a K-12 principal, K-12 Superintendent, Director of Special Education, or Director of Community Education in order to comply with current research and practice and to meet specifically the requirements of 2006 Minn. Laws which requires the Board to adopt competencies referring to school safety and security.

Major provisions within the current Minnesota Rule Chapter 3512 outline the requirements for licensure of school administrators in the state of Minnesota. The major provisions in this rule include:

- General educational and experiential requirements for school administrators
- Competencies that administrators in specific areas—K-12 principal, K-12 Superintendent, Director of Special Education, Director of Community Education—must meet in order to be licensed.
- Alternative licensure requirements.
- Procedures for issuing licensure variances.
- Procedures for hearing complaints against licensed school administrators.
- Procedures for revocation of licensure.
- Procedures for approval of licensure programs.
- Code of Ethics.
- Other provisions and procedures concerning the licensure of school administrators.

It is specifically stated within Minnesota Rule 3512.1700 that the rule shall be reviewed by an independent body every two years.

The process used to draft the proposed rules consists of a series of task force, advisory committee and Minnesota Board of School Administrators meetings. Following is a list of organizations represented on the task force and a list of task force meetings:

*Organizations represented by task force members:*

Minnesota Association for School Administrators (MASA)  
Minnesota Administrators for Special Education (MASE)  
Minnesota Community Education Association (MCEA)  
Minnesota Elementary School Principals Association (MESPA)  
Minnesota Association of Secondary School Principals (MASSP)  
Minnesota Department of Education (MDE)  
Minnesota Board of School Administrators (MBSA)  
Higher education administrative licensure preparation programs

*Task force meetings:*

October 24, 2005  
November 14, 2005  
November 28, 2005  
December 2, 2005  
December 16, 2005  
January 23, 2006  
January 30, 2006  
February 13, 2006  
October 16, 2006  
November 6, 2006  
November 27, 2006  
December 18, 2006  
January 22, 2006

**ALTERNATIVE FORMAT**

Upon request, this Statement of Need and Reasonableness can be made available in an alternative format, such as large print, Braille, or cassette tape. To make a request, contact Dr. Judith M. Lamp, Executive Director of the Minnesota Board of School Administrators, 1667 Snelling Avenue North, Falcon Heights, MN 55108, phone (651) 999-7389, and fax (651) 999-7388. TTY users may call the Board at (651) 282-5332 or (800) 657-3864.



## STATUTORY AUTHORITY

All sources of statutory authority were adopted and effective prior to January 1, 1996 and this rulemaking is an amendment of rules, so Minnesota Statutes, section 14.125, does not apply. See Minnesota Laws 1995, chapter 233, article 2, section 58.

The Department's statutory authority to adopt the rules is set forth in Minnesota Statutes section 122A.14, which provides: "The board shall license school administrators. The board shall adopt rules to license school administrators under chapter 14. Other than the rules transferred to the board under section 122A.18, subdivision 4, the board may not adopt or amend rules under this section until the rules are approved by law."

Under this statute, the Minnesota Board of School Administrators has the necessary statutory authority to adopt the proposed rules.

The authority for expedited rule writing was initially granted through Minnesota Laws 2005 Chapter 5, Article 2, Section 81. In addition, full rule writing authority was granted in Minnesota Laws 2006 Chapter 263, Article 2, Section 81 and was amended by Minnesota Law 2007, Chapter 146, Article 2, Section 81.

The Minnesota Board of School Administrators (Board) is proposing to amend Minn. R. Ch. 3512 to update requirements for school administrator licensure and to comply with the requirements in Minn. laws 2005 Chapter 5, Article 2, Section 81, as amended by Minnesota Laws 2006 Chapter 263, Article 2, Section 81. The rule changes reflect the change in jurisdiction over school administration licenses from the State Board of Education to the Department of Education and the Minnesota Board of School Administrators.

The proposed changes to Minn. R. 3512.0100, 3512.0800, 3512.1200, 3512.1300, 3512.1600, 3512.2000, 3512.2100, 3512.2400, 3512.2600, 3512.2700, and 3512.5200 reflect the change of jurisdiction over licensed school administrators from the former State Board of Education, the Minnesota Department of Education and its Commissioner, to the Minnesota Board of School Administrators.

There are no economic, scientific, or other manuals or treatises that have bearing on this.

### **REGULATORY ANALYSIS**

Minnesota Statutes, section 14.131, sets out seven factors for a regulatory analysis that must be included in the SONAR. Paragraphs (1) through (7) below quote these factors and then give the Minnesota Board of School Administrator's response.

**(1) a description of the classes of persons who probably will be affected by the proposed rule, including classes that will bear the costs of the proposed rule and classes that will benefit from the proposed rule;**

- Individuals who will be completing educational administration programs

The professional organizations associated with licensure (i.e. Minnesota Association of School Administrators, Minnesota Association of Secondary School Principals, Minnesota Association of Elementary School Principals, Minnesota Administrators for Special Education (MASE), Minnesota Community Education Association (MCEA)

- Professional Organizations involved with education (i.e. Education Minnesota)
- Department of Education
- Higher Education Educational Administration programs

**(2) the probable costs to the agency and to any other agency of the implementation and enforcement of the proposed rule and any anticipated effect on state revenues;**

As required by Minn. Stat. 14.127, the Board has considered whether the cost of complying with the proposed rules in the first year after the rules take effect will exceed \$25,000 for any small business or small city. The Board has determined that the cost of complying with the proposed rules in the first year after the rules take affect will not exceed \$25,000 for any small business or small city.

As required by Minn. Stat. 14.131, the Board has consulted with the Commissioner of Finance. On July 1,

2008, prior to the Board publishing the Notice of Intent to Adopt, the documents that were sent to the Governor's office for review and approval were also sent to the Commissioner of Finance. The documents included the Governor's Office of Proposed Rule and SONAR Form; final proposed rules; and Statement of Need and Reasonableness. In a July 3, 2008 memorandum, the Department of Finance stated that the proposed rule will have little fiscal impact on local units of government.

There will be minimal costs to the Minnesota Board of School Administrators and other involved agencies with the implementation and enforcement of the rule changes. The rule changes are for purposes of clarity. Cost will occur with updating/reprinting materials and re-distributing documents that address the rule.

**(3) a determination of whether there are less costly methods or less intrusive methods for achieving the purpose of the proposed rule;**

There is minimal cost involved and minimal intrusion with the changes that have been incorporated into the rule. The purpose of the changes is to provide clarity and continuity to the rule.

The Board believes the proposed changes are not overly prescriptive, inflexible or create undo burden or cost upon anyone who is affected by these rules.

A portion of these rule changes are a result of the change of jurisdiction over administrative licensure from the Commissioner of Education to the Minnesota Board of School Administrators. Other changes deal with simplifying terms and making it easier for licensees, other educators and the public to find licensure requirements.

The competencies contained in these rules were developed after extensive consultation through numerous meetings noted in the introduction with affected groups, institutional groups and other interested parties. The competencies are more accurate and more closely reflect the areas of knowledge and skills that school administrators have to use on a daily basis. These new competencies were favored by preparatory institutions,

the Board itself, organizations representing all types of licensed administrators (i.e. superintendents, principals, directors of special education, and directors of community education). Furthermore, collaborative work with preparatory institutions on strategies for implementing the new rules has resulted in a plan for transition that all preparatory institutions support. The Board is not aware of any preparatory institution, organization representing licensees, individual licensees, school districts, parent groups, or general members of the public who oppose these changes.

**(4) a description of any alternative methods for achieving the purpose of the proposed rule that were seriously considered by the agency and the reasons why they were rejected in favor of the proposed rule;**

The Board of School Administrators and others who are involved with the implementation of the rule (Department of Education, Higher Education Educational Administration programs) have identified areas in the rule that could benefit from clearer and/or more unified language. Efforts to communicate and clarify areas of the rule have been on-going; however, the proposed rule changes will provide written, coherent clarification.

**(5) the probable costs of complying with the proposed rule, including the portion of the total costs that will be borne by identifiable categories of affected parties, such as separate classes of governmental units, businesses, or individuals;**

There will be minimal or no costs with complying with the proposed rule.

**(6) the probable costs or consequences of not adopting the proposed rule, including those costs or consequences borne by identifiable categories of affected parties, such as separate classes of government units, businesses and individuals; and**

The Board's disciplinary process will be affected because the rules as currently written do not reflect the change in jurisdiction over administrative licensure from Commissioner of Education to the Board of School Administrators.

Current Rule 3512.2400 provides that a written complaint specifying the nature of the charges against a licensee be filed with the State Board of Education. The State Board of Education no longer exists. The rules also provide that the Commissioner within 10 days after the filing of a complaint with the Board of Education serve a copy of the complaint upon the licensee. As previously noted, the State Board of Education no longer exists and the Commissioner of Education no longer has jurisdiction over administrative licensure.

The Board's ability to collect fees under Minn. Stat. 122A.14, subd.9 could be affected because certain administrators may not believe they fall under the jurisdiction of the Board.

**(7) an assessment of any differences between the proposed rule and existing federal regulations and a specific analysis of the need for and reasonableness of each difference.**

The licensure requirements for school administrators are under state jurisdiction. There are no federal regulations because jurisdiction of school administrative license is a question of state jurisdiction, not federal jurisdiction.

#### **LIST OF WITNESSES**

If these rules go to a public hearing, the Department anticipates having the following witnesses testify in support of the need for and reasonableness of the rules:

Mary Mackbee	Chairperson
Sanford Nelson	Vice-chair
Jean Haar	Board member
Bruce Kramer	Board member
Jim Rhodes	Board member
Ramraj Singh	Board member
Louise Sundin	Board member
Diane Rauschenfels	Board member

#### **RULE-BY-RULE ANALYSIS**

The proposed rule amendment is to Rule 3512. The left hand column is as the rule currently reads, and the right hand column is for the proposed rule changes.

**Part 3512.0100**

<p><b>3512.0100 DEFINITIONS</b></p> <p>Subpart 1. <b>Scope.</b> As used in parts 3512.0100 to <u>3512.1700</u>, the terms defined in this part have the meanings given them.</p> <p>Subp. 2. <b>Administrative licensure areas.</b> "Administrative licensure areas" means the licensure areas of directors, superintendent of schools, and school principal.</p> <p>Subp. 3. <b>Commissioner.</b> "Commissioner" means the commissioner of education.</p> <p>Subp. 4. <b>Department.</b> "Department" means the Department of Education.</p> <p>Subp. 5. <b>Director.</b> "Director" means the director and the assistant director of special education, or the director and assistant director of community education.</p> <p>Subp. 6. <b>Principal.</b> "Principal" means elementary and secondary school principals and assistant principals.</p> <p>Subp. 7. <b>Superintendent.</b> "Superintendent" means superintendents and assistant superintendents.</p>	<p><b>3512.0100 DEFINITIONS</b></p> <p>Subpart 1. <b>Scope.</b> As used in parts 3512.0100 to <u>3512.1700</u>, the terms defined in this part have the meanings given them.</p> <p>Subp. 2. <b>Administrative licensure areas.</b> "Administrative licensure areas" means the licensure areas of directors, superintendent of schools, and school principal.</p> <p><u>Subp. 2a. Board. "Board" means the Minnesota Board of School Administrators.</u></p> <p>Subp. 3. <b>Commissioner.</b> "Commissioner" means the commissioner of <u>the Department of Education.</u></p> <p>Subp. 4. <b>Department.</b> "Department" means the Department of Education.</p> <p>Subp. 5. <b>Director.</b> "Director" means the director and the assistant director of special education, or the director and assistant director of community education <u>who performs duties consisting of 50 percent or more in administration, personnel, supervision, evaluation, and curriculum.</u></p> <p><u>Subp. 5a. Executive director. "Executive director" means the executive director of the Board of School Administrators.</u></p> <p>Subp. 6. <b>Principal.</b> "Principal" means elementary <u>and secondary, and kindergarten through grade 12</u> school principals and assistant principals <u>who performs duties consisting of 50 percent or more in administration, personnel, supervision, evaluation, and curriculum.</u></p> <p>Subp. 7. <b>Superintendent.</b> "Superintendent" means superintendents and assistant superintendents <u>who performs duties consisting of 50 percent or more in administration, personnel, supervision, evaluation, and curriculum.</u></p>
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**Rationale:** This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

It is reasonable that the provisions in Minn. R. Chapter 3512 be consistent with the requirements contained in MN Statutes.

In addition, definitions of "director" under subp. 5, "principal" under subp. 6 and "superintendent" under subp. 7 were changed to reflect the requirements of Minn. Stat. Sec 122A.15 subd.2, which requires licensure for

supervisory personnel who devote fifty percent or more of their time to administrative or supervisory duties.

These rule changes are necessary to clarify the licensure requirements for school administrators.

**Part 3512.0200, subpart 1 and subpart 2**

<p>3512.0200 EDUCATION AND EXPERIENCE REQUIREMENTS</p> <p>Subpart 1. <b>Scope.</b> A person holding a position as a superintendent, principal, assistant superintendent, or assistant principal must hold the appropriate license as a superintendent or principal.</p> <p>Subp. 2. <b>Teaching experience.</b> An applicant for licensure as a superintendent or principal shall have three years of successful classroom teaching experience while holding a classroom teaching license valid for the position or positions in which the experience was gained. Licensure as an elementary school principal shall be granted to those applicants with an elementary teaching license and the elementary teaching experience required in this part. Licensure as a secondary school principal shall be granted to those applicants with a secondary teaching license and the secondary teaching experience required in this part. For purposes of this subpart, "classroom teaching license" means a license valid to teach elementary school, secondary school subjects, prekindergarten, or kindergarten to grade 12 subjects. It does not include limited licenses, provisional licenses, intern licenses, postsecondary vocational licenses, or secondary vocational licenses based on criteria other than degree requirements.</p>	<p>3512.0200 EDUCATION AND EXPERIENCE REQUIREMENTS</p> <p>Subpart 1. <b>Scope.</b> A person holding a position as a superintendent, <del>principal,</del> assistant superintendent, <del>principal,</del> <u>or assistant principal, special education director, or assistant special education director</u> must hold the appropriate license as a superintendent, <del>or principal</del> <u>or special education director.</u></p> <p>Subp. 2. <b>Teaching experience.</b> An applicant for licensure as a superintendent, <del>or principal,</del> <u>or special education director</u> shall have three years of successful classroom teaching experience while holding a classroom teaching license valid for the position or positions in which the experience was gained. <del>Licensure as an elementary school principal shall be granted to those applicants with an elementary teaching license and the elementary teaching experience required in this part. Licensure as a secondary school principal shall be granted to those applicants with a secondary teaching license and the secondary teaching experience required in this part.</del> For purposes of this subpart, "classroom teaching license" means a license valid to teach elementary school, secondary school subjects, prekindergarten, or kindergarten to grade 12 subjects. <u>Granted by the Board of Teaching. It does not include limited licenses, provisional licenses, intern licenses, postsecondary vocational licenses, or secondary vocational licenses based on criteria other than degree requirements.</u></p>
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**Rationale:** The changes to subparts 1 and 2 are necessary to include special education directors together with superintendents and principals, rather than have provisions

regarding special education directors contained later in the rules.

It is reasonable to include provisions for superintendents, principals, and directors of special education in one section to allow all educators easy access to common requirements.

Subp. 2 also clarifies teaching experience needed for obtaining administrative licensure. It is necessary and reasonable to have a concise, easily understood definition of teaching experience. The prior language was confusing to educators. By simplifying the definition to require a valid teaching license by the Board of Teaching, the rule makes the experience requirement more easily understood.

**Part 3512.0200, subpart 3**

<p><b>3512.0200 EDUCATION AND EXPERIENCE REQUIREMENTS</b></p> <p>B. have field experience of at least 320 hours or eight weeks to be completed within 12 continuous months in elementary or secondary schools as an administrative aide to a licensed and practicing school principal, or have placement with a licensed educational administrator appropriate for the school superintendency and principalship.</p>	<p>B. have field experience of at least 320 hours or 40 eight hour days to be completed within 12 continuous months in pre-k-<u>elementary, or secondary middle/junior high, and high schools</u> as an administrative aide to a licensed and practicing school principal or superintendent. <u>The field experience will include at least 40 hours or 1 week at each level not represented by the applicant's primary teaching experience.</u></p>
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**Rationale:** The Minnesota principal's license is a K-12 license. As the rule is currently written, it is possible that a person could be named principal at a level in which he or she has never had experience. A task force made up of representatives appointed by the professional associations—Minnesota Association of Secondary School Principals (MASSP), Minnesota Elementary School Principals Association (MESPA), Minnesota Administrators of School Administrators (MASA), Minnesota Administrators for Special Education (MASE), Minnesota Community Education Association (MCEA)—endorsed the recommendation to require at least 1 week of field experience at the levels not represented by the applicant's primary teaching experience.

**Part 3512.0300, subpart 1, 2, 4**

<p><b>3512.0300 SCHOOL SUPERINTENDENTS AND PRINCIPALS</b> Subpart 1. License required. A person who serves as or performs</p>	<p><b>3512.0300 SCHOOL SUPERINTENDENTS AND, PRINCIPALS, AND DIRECTORS OF <u>SPECIAL EDUCATION</u></b></p>
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the duties of a superintendent or principal shall hold a license appropriate to the position of school superintendent or school principal. Performance of duties includes duties that provide assistance to the superintendent or principal consisting of 50 percent or more in administration, supervision, evaluation, and curriculum.

Entrance licenses may be issued for each administrative licensure area for which licensure is sought. An applicant must meet requirements for licensure as a superintendent of schools or as a school principal.

**Subp. 2. Institutional requirement.** An institution applying to the commissioner for approval of a preparation program leading to licensure as superintendent or principal shall comply with part 3512.2500. An approved program must include a description of how applicants for licensure may have their experience and preparation in those areas listed in subpart 3 or 4 evaluated by an institution with an approved program. The evaluation must include representation from college departments involved with the licensure program and licensed practicing superintendents and principals. This evaluation must result in a plan for the applicant to complete the knowledge, skills, and abilities listed in parts 3512.0500 and 3512.0600, and may include a reduction of the required college credits necessary for an applicant to be recommended for licensure or a recommendation for licensure for currently licensed elementary and secondary principals.

An approved program for the competency and situational observation component must include an exit evaluation that requires a licensure candidate to demonstrate aptitude with the knowledge,

**Subpart 1. License required.** A person who serves as or performs the duties of a superintendent, ~~or~~ principal or special education director shall hold a license appropriate to the position of school superintendent, ~~or school principal,~~ or special education director. Performance of duties includes duties that provide assistance to the superintendent or principal consisting of 50 percent or more in administration, personnel, supervision, evaluation, and curriculum.

~~Entrance-Initial~~ licenses may be issued for each administrative licensure area for which licensure is sought. An applicant must meet requirements for licensure as a superintendent of schools, ~~or~~ as a school principal, or as a special education director.

**Subp. 2. Institutional requirement.** An institution applying to the ~~commissioner~~ board for approval of a preparation program leading to licensure as superintendent, ~~or~~ principal, or special education director shall comply with part 3512.2500. An approved program must include a description of how applicants for licensure may have their experience and preparation in those areas listed in subpart 3 or 4 evaluated by an institution with an approved program. The evaluation must include representation from college departments involved with the licensure program and licensed practicing superintendents, ~~and~~ principals, or directors of special education. This evaluation must result in a plan for the applicant to complete the knowledge, skills, and ~~abilities-dispositions~~ listed in part 3512.0510 ~~parts~~ 3512.0500 and 3512.0600, and may include a reduction of the required college credits necessary for an applicant to be recommended for licensure or a recommendation for licensure for currently licensed elementary and secondary principals.

understanding, and abilities listed in parts 3512.0500 and 3512.0600. The exit evaluation must focus on those skill components not previously demonstrated during completion of the field-based experience requirement. One acceptable model for evaluating aptitude in these components places the candidate in a series of realistic hypothetical problem-solving situations while being observed by a team of two to four persons including practicing administrators competent to evaluate the candidate's aptitude and knowledge of skill areas. This exit evaluation must allow the candidate to demonstrate aptitude with the knowledge areas within a reasonable time frame.

**Subp. 4. Persons holding life or permanent licenses.**

A. A person holding a Minnesota life or permanent license as a superintendent or principal need not hold an entrance license or a continuing license in that administrative licensure area.

B. A person holding a Minnesota life license as a superintendent may serve as a secondary school principal or assistant principal or as an elementary school principal or assistant principal.

An approved program for the competency and situational observation component must include an exit evaluation that requires a licensure candidate to demonstrate mastery of aptitude with the knowledge, understanding, and abilities dispositions listed in part 3512.0510. ~~3512.0500 and 3512.0600.~~ ~~The exit evaluation must focus on those skill components not previously demonstrated during completion of the field-based experience requirement.~~ ~~One acceptable model for evaluating aptitude in these components places the candidate in a series of realistic hypothetical problem-solving situations while being observed by a team of two to four persons including practicing administrators competent to evaluate the candidate's aptitude and knowledge of skill areas.~~ ~~This exit evaluation must allow the candidate to demonstrate aptitude with the knowledge areas within a reasonable time frame.~~

**Subp. 4. Persons holding life or permanent licenses.**

A. A person holding a Minnesota life or permanent license as a superintendent or principal need not hold an entrance initial license or a continuing license in that administrative licensure area.

B. A person holding a Minnesota life license as a superintendent may serve as a secondary school principal or assistant principal or as an elementary school principal or assistant principal.

**Rationale:** The changes to subpart 1, 2 are necessary to include special education directors together with superintendents and principals, rather than have provisions regarding special education directors contained later in the Rules.

It is reasonable to include provisions for superintendents, principals, and directors of special education in one section to allow all educators easy access to common requirements.

The word "personnel" was added to clarify what supervisory duties require administrative licensure. It is necessary to be consistent with the requirements of Minn Stat. 122A.15 subd. 2, and is reasonable to be consistent with state statute and to provide a clear, concise definition.

In subpart 1 the term "initial" replaces the former term "entrance". This is necessary to be consistent with state Statute. The current rule interchanges the terms entrance and initial. Therefore, it is reasonable to be consistent and use one term that is used in state statute.

In subpart 2 the term "commissioner" is deleted and board is inserted. This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

The rule deletes the term "abilities" and replaces it with "dispositions." This change was recommended by the administrative preparation programs to be consistent with national accrediting agency language. Nine of the ten licensure administrative preparation programs (post secondary institutions which have training programs for school administrators) have national accreditation. It is reasonable to comply with the requests of these postsecondary preparatory institutions. Mastery, skills and dispositions are also terms used by the national accreditation agency.

**Part 3512.0300, subpart 5**

<p style="text-align: center;">3512.0300 SCHOOL SUPERINTENDENTS AND PRINCIPALS.</p> <p>Subp. 5. Administrative licensure completed outside of Minnesota. A person prepared in another state must be granted an initial license in accordance with part <u>3512.2600</u>. One year of full-time experience as a superintendent, assistant superintendent, principal, or assistant principal in another state may be substituted for the field experience required by part <u>3512.0400</u>.</p>	<p style="text-align: center;">3512.0300 SCHOOL SUPERINTENDENTS, PRINCIPALS AND <u>DIRECTORS OF SPECIAL EDUCATION.</u></p> <p>Subp. 5. Administrative licensure completed outside of Minnesota. A person prepared in another state must be granted an initial license in accordance with part <u>3512.2600</u>. One year of full-time experience as a superintendent, assistant superintendent, principal, assistant principal, Director of Special Education or Assistant Director of Special Education in another state may be substituted for the field experience required by part <u>3512.0400</u>. Persons will be</p>
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	<u>required to achieve educational equivalency (by the end of their initial license) with those persons licensed in MN (30 semester credits beyond the MA or 60 semester credits above the BA</u>
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**Rationale:** This is to ensure that all superintendents principals and directors of special education in the State of Minnesota meet the same educational requirements. In the old rule, this was left open to interpretation.

**Part 3512.0300, subpart 6**

3512.0300 SCHOOL SUPERINTENDENTS AND PRINCIPALS, subpart 6 Subp. 6. <b>Effective date.</b> After December 31, 1996, persons who make application for licensure as a superintendent or principal must comply with this part.	REPEALED
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**Rationale:** It is reasonable to repeal subpart 6 since the requirements of 3512.0300 have been in effect for twelve years.

**Part 3512.0400**

3512.0400 PROGRAM REQUIREMENTS Subpart 1. <b>Field experience.</b> A college or university shall design a field experience to accommodate a person's needs and emphasize the knowledge and skills of the program outcomes. A person taking part in field experiences shall not replace required principals or superintendents. Program outcomes of the field experience should be mutually agreed upon with the candidate and the on-site administrator. Emphasis should be placed on knowledge, skills, and outcomes not included in a person's previous preparation and experiences. Subp. 2. <b>Evaluation of prior experience and preparation.</b> An approved administrative licensure program must include a description of how an applicant's experience and preparation is evaluated by an institution for licensure or for recommendation for licensure for licensed elementary and secondary school principals. Subp. 3. <b>Situational</b>	3512.0400 PROGRAM REQUIREMENTS Subpart 1. <b>Field experience.</b> A <del>college or university shall design a field experience to accommodate a person's needs and emphasize the knowledge and skills of the program outcomes.</del> <u>An approved school licensure program must include a 320-hour field experience.</u> A person taking part in field experiences shall not replace required <u>superintendents, principals or superintendents directors of special education.</u> <u>Program outcomes of the Field experience should be mutually agreed upon with the candidate and the on-site administrator.</u> <u>Emphasis should be placed on outcomes must focus on the knowledge, skills, and outcomes dispositions evident in the competencies for school administrators under part 3512.0510.</u> <del>not included in a person's previous preparation and experiences.</del> Subp. 2. <b>Evaluation of prior experience and preparation.</b> An approved administrative licensure program must include a description of how an applicant's experience and
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**observation component.** An approved licensure program for superintendents and principals must include a component that requires a person to demonstrate mastery of the program knowledge and skills contained in parts 3512.0500 and 3512.0600. The extent of mastery shall be evaluated by placing the person in a series of realistic hypothetical problem-solving situations while being observed by a team of two to four persons, including a licensed school administrator, competent to evaluate the extent of mastery of the knowledge and skills. Other committee members should be selected from higher education preparers of school administrators and school board members. The exit evaluation should focus on knowledge and skills not previously demonstrated during the field experience requirements and may contain a combination of objective examinations, portfolio reviews, and observations.

preparation is evaluated by an institution for licensure or for recommendation for licensure for licensed elementary and secondary school principals. [See repealer]  
Subp. 3. **Situational observation component.** An approved licensure program for superintendents, and principals, or directors of special education must include a component that requires a person to demonstrate mastery of the program knowledge, and skills, dispositions evident in the competencies for school administrators under part 3512.0510. ~~contained in parts 3512.0500 and 3512.0600.~~ The extent of mastery shall be evaluated by placing the person in a series of realistic hypothetical problem-solving situations while being observed by a team of two to four persons, including a licensed school administrator, competent to evaluate the extent of mastery of the knowledge and skills. Other committee members should be selected from higher education preparers of school administrators and school board members. The exit evaluation should focus on knowledge, and skills and dispositions evident in the competencies for school administrators under part 3512.0510 not previously demonstrated during the field experience requirements and may contain a combination of objective examinations, portfolio reviews, and observations.

**Rationale:** The rule is necessary because it makes the field experience more consistent with the provisions of 3512.0200 and is reasonable because the field experience requirement is clarified and more easily understood by license candidates, school districts, and preparatory institutions.

It is reasonable to include provisions for superintendents, principals, and directors of special education in one section to allow all educators easy access to all common requirements.

The reference to outcomes focusing on knowledge, skills, and dispositions for school administrators is a clarifying statement that was supported by all approved representative

changes made in subpart 3 focusing on knowledge, skills, and dispositions for school administrators is a clarifying statement that was supported by all approved representative colleges and universities with administrative licensure programs. This change was recommended by the administrative preparation programs to be consistent with national accrediting agency language. Nine of the ten licensure administrative preparation programs (post secondary institutions which have training programs for school administrators) have national accreditation. It is reasonable to comply with the requests of these postsecondary preparatory institutions.

**Part 3512.0500**

<p>See Rule</p>	<p>Delete all of 0500. Replace with 3512.510</p> <p><b>3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES.</b></p> <p><b>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses</b></p> <p>A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p> <p><b>A. Leadership</b></p> <ol style="list-style-type: none"> <li>1. demonstrate leadership by collaboratively assessing and improving culture, and climate;</li> <li>2. demonstrate leadership by providing purpose and direction for individuals and groups;</li> <li>3. model shared leadership and decision-making strategies;</li> <li>4. demonstrate an understanding of issues affecting education;</li> <li>5. through a visioning process, formulate strategic plans and goals with staff and community;</li> <li>6. set priorities in the context of stakeholder needs;</li> <li>7. serve as a spokesperson for</li> </ol>
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colleges and universities with administrative licensure programs.

- the welfare of all learners in a multicultural context;
8. understand how education is impacted by local, state, national, and international events;
  9. demonstrate the ability to facilitate and motivate others;
  10. demonstrate the ability to implement change or educational reform.

**B. Organizational Management**

1. demonstrate an understanding of organizational systems;
2. define and use processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;
3. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
4. demonstrate the ability to analyze need and allocate personnel and material resources;
5. develop and manage budgets and maintain accurate fiscal records;
6. demonstrate an understanding of facilities development, planning and management;
7. understand and use technology as a management tool.

**C. Diversity Leadership**

1. demonstrate an understanding and recognition of the significance of diversity, and respond to the needs of diverse learners;
2. create and monitor a positive learning environment for all students;
3. create and monitor a positive working environment for all staff;
4. promote sensitivity of diversity throughout the school community;



5. demonstrate the ability to adapt educational programming to the needs of diverse constituencies;

**D. Policy and Law**

1. develop, adjust, and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications;
2. recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;
3. demonstrate an understanding of state, federal, and case law governing general education, special education, and community education.

**E. Political Influence and Governance**

1. exhibit an understanding of school districts as a political system, including governance models;
2. demonstrate the ability to involve stakeholders in the development of educational policy;
3. understand the role and coordination of social agencies and human services;
4. demonstrate the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.

**F. Communication**

1. formulate and carry out plans for internal and external communications;
2. demonstrate facilitation skills;
3. recognize and apply an understanding of individual

- and group behavior in normal and stressful situations;
4. facilitate teamwork;
  5. demonstrate an understanding of conflict resolution and problem solving strategies;
  6. make presentations that are clear and easy to understand;
  7. respond, review, and summarize information for groups;
  8. communicate appropriately (speaking, listening, and writing) for different audiences— students, teachers, parents, community, and other stakeholders;
  9. understand and utilize appropriate communication technology.

**G. Community Relations**

1. articulate organizational purpose and priorities to the community and media;
2. request and respond to community feedback;
3. demonstrate the ability to build community consensus;
4. relate political initiatives to stakeholders, including parental involvement programs;
5. identify and interact with internal and external publics;
6. understand and respond to the news media;
7. promote a positive image of schools and the school district;
8. monitor and address perceptions about school-community issues;
9. demonstrate the ability to identify and articulate critical community issues which may impact local education.

**H. Curriculum Planning and Development for the Success of All Learners**

1. demonstrate the ability to enhance teaching and learning through curriculum assessment

and strategic planning for all learners, including pre-k-elementary, middle/junior high school, high school, special education and adult levels;

2. demonstrate the ability to provide planning and methods to anticipate trends and educational implications;
3. demonstrate the ability to develop, implement, and monitor procedures to align, sequence, and articulate curriculum and validate curricular procedures;
4. demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;
5. appropriately use learning technologies;
6. demonstrate an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;
7. demonstrate an understanding of the urgency of global competitiveness.

**I. Instructional Management for the Success of All Learners**

1. demonstrate an understanding of research of learning and instructional strategies;
2. describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels;
3. demonstrate the ability to utilize data for instructional decision making;
4. demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes;
5. demonstrate the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;
6. demonstrate the ability to

appropriately use technology to support instruction.

7. demonstrate the ability to meet the enrichment, remediation, and special education needs of all students;

**J. Human Resource Management**

1. demonstrate knowledge of effective personnel recruitment, selection, and retention;
2. demonstrate an understanding of staff development to improve the performance of all staff members;
3. demonstrate the ability to select and apply appropriate models for supervision and evaluation;
4. describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;
5. demonstrate understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures and directives governing human resource management;
6. demonstrate understanding of labor relations and collective bargaining;
7. demonstrate understanding of the administration of employee contracts, benefits, and financial accounts.

**K. Values and Ethics of Leadership.**

1. demonstrate understanding of the role of education in a democratic society;
2. demonstrate understanding of and model democratic value systems, ethics, and moral leadership;
3. demonstrate the ability to balance complex community demands in the best interest of learners; and
4. help learners grow and develop as caring, informed citizens;
5. demonstrate understanding and application of the Minnesota Board of School Administrators Code of Ethics for Administrators.

	<p><b>L. Judgment and Problem Analysis</b></p> <ol style="list-style-type: none"> <li>1. identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;</li> <li>2. demonstrate adaptability and conceptual flexibility;</li> <li>3. assist others in forming opinions about problems and issues,</li> <li>4. reach logical conclusions by making quality, timely decisions based on available information;</li> <li>5. identify and give priority to significant issues;</li> <li>6. demonstrate understanding of and utilize appropriate technology in problem analysis;</li> <li>7. demonstrate understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and model appropriately their implementation.</li> </ol> <p><b>M. Safety and Security</b></p> <ol style="list-style-type: none"> <li>1. demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments;</li> <li>2. demonstrate the ability to formulate safety and security plans to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures;</li> <li>3. demonstrate the ability to identify areas of vulnerability associated with school buses, buildings, and grounds and formulate a plan to take corrective action;</li> <li>4. demonstrate understanding of procedural predictabilities</li> </ol>
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and plan variations where possible;

5. demonstrate the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling and implement recommended threat assessment procedures.

**Subp. 2. Superintendent  
Competencies**

A person who serves as a Superintendent will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas:

**A. Policy and Law**

1. demonstrate an understanding of the role policy plays in school district governance and administration;
2. demonstrate knowledge of statutory regulations affecting School Board meetings, communications, procedures, and practices;
3. demonstrate an understanding of the roles and responsibilities of the School Board.

**B. Political Influence and  
Governance**

1. demonstrate an understanding of the role the political process plays in public education and the connection between them;
2. demonstrate understanding of how to interact with local and state government;
3. demonstrate understanding of the roles played by other community leaders in the school district.

**C. Communication**

1. demonstrate knowledge of cultivating positive relationships between and with School Board members;
2. demonstrate understanding of the importance communication leadership between school district and its community.

**D. Organizational Management**

1. demonstrate knowledge of factors that affect school finance,

including sources of revenue, expenditure classifications, Generally Acceptable Accounting Principals, and local, state, and federal finance calculations.

**E. Judgment and Problem Analysis**

1. demonstrate knowledge of how to balance varied and competing interests to assure the mission and vision of the school district is carried forward.

**Subp. 3. Principal Competencies**

A person who serves as a Principal will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas:

**A. Instructional Leadership**

1. demonstrate the ability to understand and apply school-wide literacy and numeric systems;
2. demonstrate the ability to understand and apply district-wide literacy and numeric systems.

**B. Monitor Student Learning**

1. demonstrate the ability to create a culture that fosters a community of learners;
2. demonstrate an understanding of student guidance systems and auxiliary services;
3. demonstrate the ability to implement a positive and effective student management system;
4. demonstrate the ability to develop and implement effective student discipline plans;
5. demonstrate the ability to develop a master instructional schedule;
6. demonstrate the ability to understand and support a comprehensive program of student activities.

**C. K-12 Leadership**

1. demonstrate understanding of the articulation and alignment of curriculum from pre-school through grade 12;
2. demonstrate understanding of different organizational systems and structures at pre-K, elementary, middle or junior

- high and high school levels;
3. demonstrate the ability to work with children of all ages;
4. demonstrate the ability to work with parents, teachers and other staff in all levels of schooling;
5. demonstrate understanding of the characteristics of effective transitions from one level of schooling to the next;
6. demonstrate understanding of developmental needs of children of all ages.

**Subp. 4. Director of Special Education Competencies**

A person who serves as a Director of Special Education will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas:

**A. Policy and Law**

1. demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting and accounting;
2. demonstrate an understanding of state and federal regulations governing the monitoring of special education programs.

**B. Organizational Management**

1. demonstrate an understanding of the role policy and procedure play in school district governance and administration;
2. demonstrate knowledge of statutory regulations affecting Board meetings, communications, procedures, and practices that affect special education governance;
3. demonstrate an understanding of special education administrative models used in Minnesota.

**C. Resource Allocation**

1. demonstrate an understanding of special education program development including needs assessment, design and evaluation;
2. demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families;



**Subp. 5. Director of Community  
Education Competencies**

A person who serves as a Director of Community Education will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas:

**A. Community Education Concepts**

1. understand and describe the history and philosophy of community education;
2. demonstrate a knowledge and application of the principles of community education;
3. demonstrate a knowledge of the role of the local school district's administrative team and the community education director's place within it;
4. demonstrate, facilitate and lead the integration of community education into the pre- K-12 system;
5. demonstrate the skills necessary to conduct community needs assessments, determine educational objectives, select learning experiences, schedule and promote programs, and establish and implement registration procedures;
6. demonstrate knowledge of the various assessment tools used to effectively evaluate community education programs;
7. demonstrate understanding of the resources available to support learners of all abilities.

**B. Community Capital**

1. demonstrate a knowledge of advisory councils, their role, organization, functions and development;
2. demonstrate the ability to involve advisory councils in addressing community and school issues;
3. demonstrate the ability to build collaborative partnerships in the community;
4. demonstrate the ability to effectively identify the community political structures, both formal and informal;
5. demonstrate the ability to identify and effectively use local, civic, and business resources to enhance the

	<p>lifelong learning opportunities within the community;</p> <ol style="list-style-type: none"> <li>6. demonstrate the knowledge of the techniques used for developing leadership among community members;</li> <li>7. demonstrate knowledge about sustaining community involvement in the community education process;</li> <li>8. demonstrate knowledge of factors that affect school finance, including sources of revenue, expenditure classifications, generally acceptable accounting principles, and local, state, and federal finance calculations.</li> </ol>
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**RATIONALE:** Competencies in 3512.0500 are now covered in proposed Rule 0510. The proposed competencies reflect three current considerations in the preparation of administrators for schools. First, they are an attempt to recognize the knowledge, skills and dispositions needed at this time by all administrators joining the field. Secondly, they are an attempt to incorporate the most current thinking from a variety of research and theoretical points of view about these knowledge, skills and dispositions. Finally, they represent an organizational structure that makes a great deal of sense in terms of identifying a core that crosses all licenses and specific competencies above and beyond the core that is reflective of the specific licensure area.

**Part 3512.0600, subpart 3, 4, and 5**

	Delete all of 3512.0600
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**RATIONALE:** Competencies in 3512.0600 are now covered in proposed Rule 0510.

**Part 3512.0700, subpart 1**

<p>Subp. 3. <b>Field experience.</b> An applicant shall have satisfactorily completed a field experience in school administration, which shall be in a school setting under the supervision of educators from an approved college or university school administration program. The field experience must consist of at least 320 hours and is in addition</p>	<p>Subp. 3. <b>Field experience.</b> An applicant shall have satisfactorily completed a field experience in school administration, which shall be in a school setting under the supervision of educators from an approved college or university school administration program. The field experience must consist of at</p>
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to the internship experience described in subpart 4.

**Subp. 4. Internship requirement.** An applicant shall have experience in curriculum, school organization, philosophy of education, and elementary and secondary schools. The internship shall:

- A. include one school year of classroom experience;
- B. be under the supervision of a practicing, licensed school administrator;
- C. include supervision provided by educators from an approved school administration program; and
- D. be based on a written agreement between the intern, the approved school administration preparation institution, and the school district in which the internship is completed.

least 320 hours, of which at least 40 must be in each school level--pre-k-elementary, middle/junior high and high school-- and is in addition to the internship experience described in subpart 4.

**Subp. 4. Teaching knowledge and skills.** An applicant shall demonstrate basic teaching knowledge and skills as required by 8710.2000, Standards of Effective Practice. The applicant shall:

A. present a portfolio or other appropriate presentation as determined by the approved school administration program demonstrating teaching knowledge and skills; or

B. meet the examination requirement of 8710.0500 Subpart 1 A and B, and Subpart 3 A and B.

**Subp. 4 5. Teaching Internship requirement.** An applicant shall have experience and knowledge in curriculum, school organization, philosophy of education, pre-K, elementary, junior high, middle school and senior high schools. The internship shall:

A. include one school year of classroom experiences; including 8 weeks of supervised teaching;

B. be under the supervision of a practicing, licensed school administrator;

C. include supervision provided by educators from an approved school administration program; and

D. be based on a written agreement between the intern, the approved school administration preparation institution, and the school district in which the internship is completed.

**RATIONALE:** The addition of a teaching internship is to ensure that the knowledge and skills base about teaching is standardized across programs in the alternative licensure track. In addition, the alternative candidate is asked to demonstrate the same knowledge and skills that a beginning teacher demonstrates in order to be licensed in the State of Minnesota.

Part 3512.0800

**3512.0800 ALTERNATIVE LICENSURE FOR SCHOOL SUPERINTENDENTS**

Subpart 1. **Intent of alternative license.** An applicant for an alternative license shall demonstrate skills and competencies needed to perform the functions of a superintendent. This alternative is intended for applicants lacking the teaching background and administrative preparation program required in parts 3512.0200 and 3512.0400.

Subp. 2. **Procedures for licensure.** An applicant for an alternative license must demonstrate that the applicant has substantive experience and education in administration, supervision, management, and executive leadership, in either education, health care, business or industry, labor, or government. An applicant for an alternative license shall:

- A. complete a written application;
- B. provide a written description of the exceptional qualifications;
- C. provide an official college transcript;
- D. document other educational and leadership experience;
- E. provide a professional resume; and
- F. include letters of recommendation and portfolio examples.

Subp. 3. **Credential review committee.** An applicant may appear before a credential review committee and present evidence relating to the applicant's proposed effectiveness as a superintendent. Data and information regarding leadership effectiveness shall be presented as may testimony from teachers, parents, students, site council members, community members, and other interested persons. The review committee may consist of a

**3512.0800 ALTERNATIVE LICENSURE FOR SCHOOL SUPERINTENDENTS**

Subpart 1. **Intent of alternative license.** An applicant for an alternative license shall demonstrate skills and competencies needed to perform the functions of a superintendent. This alternative is intended for applicants ~~lacking the teaching background and administrative preparation program required in parts~~ who do not meet the requirements for superintendent licensure as specified in part 3512.0200 and 3512.0400.

Subp. 2. **Procedures for licensure.** An applicant for an alternative license must demonstrate that the applicant has substantive experience and education in administration, supervision, management, and executive leadership, in either education, health care, business or industry, labor, or government. An applicant for an alternative license shall:

- A. complete a written application;
- B. provide a written description of the exceptional qualifications;
- C. provide an official college transcript;
- D. document competence in reference to part 3512.0510, subparts 1 and 2 and other educational and leadership experience;
- E. provide a professional resume; and
- F. include letters of recommendation and portfolio examples.

Subp. 3. **Credential review committee.** An applicant ~~may~~ shall appear before a credential review committee and present evidence relating to the applicant's proposed effectiveness as a superintendent. Data and information regarding leadership effectiveness shall be presented as may testimony from teachers, parents, students, site council members, community members, and other interested persons. The review committee ~~may~~ shall consist of a licensed administrator

licensed administrator appropriate to the field, a college or university administration preparer, and a member of a local school board or person of similar background. The credential review committee shall make a recommendation to the manager of the licensing team regarding licensure.

Subp. 4.

Subp. 5.

Subp. 6. **Issuance of license.**

Initial and renewal licenses shall be issued according to this subpart.

A. Based upon the credential review committee recommendation, the applicant may be granted a two-year entrance license. The commissioner may also identify needed activities which the candidate shall implement during the period of the entry license to strengthen the individual's skills which may lead to improved results as a principal. This may include a mentoring experience or specific skills or competencies that need improvement.

B. The two-year entrance license may be renewed for a five-year license after verification of one year of successful administrative experience. Subsequent five-year renewals shall be granted based upon continuing education requirements in part 3510.2700, subpart 4.

Subp. 7. **Appeal.** If the candidate's initial application is rejected, an appeal may be filed with the commissioner of education within 30 days of the denial.

Subp. 8. **Fee.** In addition to the license fee under part 3512.2000, subpart 1, the commissioner may charge a fee for the review process to recover costs.

appropriate to the field, a college or university administration preparer, and a member of a local school board or person of similar background. The credential review committee shall make a recommendation to the ~~manager of the licensing team regarding licensure~~ executive director.

Subp. 4.

Subp. 5.

Subp. 6. **Issuance of license.**

Initial and renewal licenses shall be issued according to this subpart.

A. Based upon the credential review committee recommendation, the applicant may be granted a two-year entrance initial license. The ~~commissioner board~~ may also identify needed activities which the candidate shall implement during the period of the entry initial license to strengthen the individual's skills which may lead to improved results as a ~~principal~~ superintendent. This may include a mentoring experience or specific skills or competencies that need improvement.

B. The two-year entrance initial license may be renewed for a five-year license after verification of one year of successful administrative experience. Subsequent five-year renewals shall be granted based upon continuing education requirements in part 3510.2700, subpart 4.

Subp. 7. **Appeal.** If the candidate's initial application is rejected, an appeal may be filed with the ~~commissioner of education~~ board within 30 days of the denial.

Subp. 8. **Fee.** In addition to the license fee under part 3512.2000, subpart 1, the ~~commissioner~~ board may charge a fee for the review process to recover costs.

**Rationale:** The change to subp. 1 is necessary because the term "lacking the teaching experience and administrative preparation program" was not understood by applicants or school districts in seeking to obtain alternative licensure for superintendents. The proposed rule is reasonable

because it allows persons who do not meet the requirements for superintendent licensure under 3512.0200 to apply for alternative licensure.

As an alternative the Board looked at repealing the requirements of alternative licensure for superintendents. However, this drastic step would be against the wishes of the legislature and school districts who seek flexibility in filling administrative positions.

The revisions to subp. 2d are necessary to be consistent with the competencies required of other superintendents. It is reasonable to have all licensure school superintendents (alternative or regular) to share the same competencies.

Changes in terminology from "may" to "shall" in subp. 3 are necessary for consistency and to insure that all candidates for licensure be treated consistently by preparatory institutions. It is reasonable to expect preparatory programs require consistent outcomes in credential review.

In subp. 6 the term "initial" replaces the former term "entrance". This is necessary to be consistent with state Statute. The current rule interchanges the terms entrance and initial. Therefore, it is reasonable to be consistent and use one term that is used in state statute. The term "commissioner" is deleted and board is inserted. This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

**Part 3512.1100, subpart 1**

<p>3512.1100 SUPERINTENDENT SKILLS AND COMPETENCIES.</p> <p>Subpart 1. <b>Scope.</b> An applicant for a superintendent license under part 3512.0800 shall demonstrate knowledge, skills, and abilities in all of the subjects listed in subparts 2 to 7.</p> <p>decisions to meet</p>	<p><del>3512.1100 SUPERINTENDENT SKILLS AND COMPETENCIES.</del></p> <p><del>Subpart 1. <b>Scope.</b> An applicant for a superintendent license under part 3512.0800 shall demonstrate knowledge, skills, and abilities in all of the subjects listed in subparts 2 to 7.</del></p> <p><del>decisions to meet</del></p> <p>Delete 3512.1100</p>
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**RATIONALE:** All superintendent candidates, whether alternative or regular license tracks, will be required to meet the same competencies. Since there is no such thing

as an alternative superintendency, it makes no sense to have two sets of competency standards for this license.

**Part 3512.1200**

**3512.1200 CONTINUING EDUCATION PROGRAMS FOR DIRECTORS, PRINCIPALS, AND SUPERINTENDENTS**

Subpart 1.

Subp. 1a. **Approval.** All continuing education programs, and the clock hours which may be earned in each program, must be approved by the commissioner. If clock hours are to be earned, approval must be secured before participants are registered in a continuing education program. Admission to all approved continuing education programs shall be open to any licensed Minnesota school administrator or supervisor who meets the education and experience requirements for admission. The department shall disseminate lists of known approved continuing education programs twice annually.

Subp. 2. **Program initiator.** The initiator of a continuing education program has complete responsibility for conducting that program. However, the initiator may use resources from professional associations, governmental agencies, and the private business sector. The program initiator is responsible for:

A. developing proposals for continuing education programs in areas of study which have been identified in cooperation with licensed directors, principals, and superintendents practicing in Minnesota school districts;

B. forwarding continuing education program proposals to the commissioner for approval;

C. maintaining communication with the commissioner concerning the status of all approved continuing education programs offered; and

D. reporting to the commissioner the names of all individuals who complete an approved continuing education

**3512.1200 CONTINUING EDUCATION PROGRAMS FOR DIRECTORS, PRINCIPALS, AND SUPERINTENDENTS**

Subpart 1

Subp. 1a. **Approval.** All continuing education programs, and the clock hours which may be earned in each program, must be approved by the ~~commissioner~~ board. If clock hours are to be earned, approval must be secured before ~~participants~~ are registered in a continuing education program. Beginning a continuing education professional development activity. Admission to all approved continuing education programs shall be open to any licensed Minnesota school administrator ~~or supervisor who meets the education and experience requirements for admission.~~ The ~~department~~ board shall disseminate lists of known approved continuing education programs twice annually.

Subp. 2. **Program initiator.** The initiator of a continuing education program has complete responsibility for conducting that program. However, the initiator may use resources from professional associations, governmental agencies, and the private business sector. The program initiator is responsible for:

A. developing proposals for continuing education programs in areas of study which have been identified in cooperation with licensed directors, principals, and superintendents practicing in Minnesota school districts;

B. forwarding continuing education program proposals to the ~~commissioner~~ board for approval; and

C. maintaining communication with the ~~commissioner~~ board concerning the status of all approved continuing education programs offered; and

~~D. reporting to the commissioner the names of all~~

program including the number of clock hours earned by each individual.

Subp. 3. **Content of continuing education program.** Each continuing education program shall consist of at least three clock hours and each program proposal shall contain:

A. a description of planning activities including a list of names, addresses, and positions of those involved in planning;

B. a description of the client group, or groups, for whom the program is designed;

C. a statement of program goals which relates goals to client demands;

D. a statement concerning any prerequisite education or experience required for admission to the program;

E. a description of the proposed continuing education program which includes:

(1) statements of expected learning outcomes;

(2) descriptions of program components designed to develop specified learning outcomes; and

(3) the means by which achievement of specified learning outcomes will be determined for each program participant;

F. statements indicating the number of clock hours requested for the proposed program, length of time for which approval is being requested, and the number of times that the program is to be offered during the approval period; and

G. evidence that qualified staff have been assigned to the program and that other resources necessary to the program have been allocated.

Subp. 4. **Term of approval.** Programs may be approved for periods of time up to two years. A program will be approved if it meets the requirements of the rules and if the commissioner determines that the program is adequate to fulfill the purposes of continuing education requirements.

~~individuals who complete an approved continuing education program including the number of clock hours earned by each individual.~~

Subp. 3. **Content of continuing education program.** Each continuing education program shall consist of at least three clock hours and each program proposal shall contain:

A. a description of planning activities including a list of names, addresses, and positions of those involved in planning;

B. a description of the client group, or groups, for whom the program is designed;

C. a statement of program goals which relates goals to client demands;

D. a statement concerning any prerequisite education or experience required for admission to the program;

E. a description of the proposed continuing education program which includes:

(1) statements of expected learning outcomes;

(2) descriptions of program components designed to develop specified learning outcomes; and

(3) the means by which achievement of specified learning outcomes will be determined for each program participant;

F. statements indicating the number of clock hours requested for the proposed program~~;~~

~~G. length of time for which approval is being requested~~;~~ and~~

H. the number of times that the program is to be offered during the approval period; and

G I. evidence that qualified staff have been assigned to the program and that other resources necessary to the program have been allocated.

Subp. 4. **Term of approval.** Programs may be approved for periods of time up to two years. A program will be approved if it meets the requirements of the rules and if the ~~commissioner~~ board determines that the program is adequate to fulfill the purposes of continuing education



requirements.

**Rationale:** This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

It is reasonable that the provisions in Minn. R. Chapter 3512 be consistent with the requirements contained in Minn. Stat.

The Board wanted to expand the types of CEUs to include learning opportunities. It is reasonable to obtain CEUs for such experiences as online discussion.

**Part 3512.1300**

**3512.1300 PROCEDURES FOR VOLUNTARY SURRENDER OF LICENSES**

Subpart 1. **Materials required to surrender license.** A person holding a license granted by the commissioner of education may voluntarily surrender the license by submitting to the manager of the personnel licensing section of the Department of Education:

- A. a written request to surrender that specifies the license or licenses to be surrendered;
- B. the applicant copy of the license;
- C. the school district copy of the license with a written statement that the employing school superintendent, or in the case of a superintendent license, the school board chair, has been notified that the school district copy of the license has been removed from the school district files; and
- D. the required processing fee under part 3512.2000.

Subp. 2. **Surrender date.** When the manager of the personnel licensing section receives the materials listed in subpart 1 by January 1, the date of surrender is July 1 of that year. If the materials are received after January 1, the date of license surrender is July 1 of the following calendar year. An applicant may revoke the request to surrender a license. The

**3512.1300 PROCEDURES FOR VOLUNTARY SURRENDER OF LICENSES**

Subpart 1. **Materials required to surrender license.** A person holding a license granted by the ~~commissioner of education board~~ may voluntarily surrender the license by submitting to the ~~manager of the personnel licensing section executive director of the Department of Education board~~:

- A. a written request to surrender that specifies the license or licenses to be surrendered;
- B. the applicant copy of the license;
- C. the school district copy of the license with a written statement that the employing school superintendent, or in the case of a superintendent license, the school board chair, has been notified that the school district copy of the license has been removed from the school district files; and
- D. the required processing fee under part 3512.2000.

Subp. 2. **Surrender date.** When the ~~manager of the personnel licensing section board~~ receives the materials listed in subpart 1 by January 1, the date of surrender is July 1 of that year. If the materials are received after January 1, the date of license surrender is July 1 of the following calendar year. An applicant may revoke the request to surrender a license. The revocation must be made in writing

revocation must be made in writing to the manager of the personnel licensing section no later than December 31 of the year in which the request for voluntary surrender is received by the manager of the personnel licensing section.

Subp. 3. **When surrender is prohibited.** A person may not voluntarily surrender a license if:

A. the school board has begun proceedings to terminate the continuing contract, pursuant to Minnesota Statutes, section 122A.40, subdivision 9 or 13, or 122A.41, subdivision 6;

B. the commissioner of education has begun proceedings to suspend or revoke the license pursuant to Minnesota Statutes, sections 122A.20 and 214.10; or

C. any educational agency or board has begun proceedings that could result in alteration of the status of the license due to the person's conduct.

Subp. 4. **Entrance license after surrender.** A person whose Minnesota administrative or supervisory license has been voluntarily surrendered may apply for entrance licensure in the field for which licensure was previously surrendered. An entrance license must be granted to the applicant if:

A. a licensure rule exists in the field for which licensure was previously surrendered;

B. the applicant meets the entrance licensure standards that are in effect in the field at the time of application and meets procedures in Department of Education rules applicable to an entrance license; and

C. the required processing fee under part 3512.2000 accompanies the application for entrance licensure.

Subp. 5. **Disclaimer.** Subparts 1 to 4 do not prohibit a person from holding or applying for a license in any administrative or supervisory field upon surrender of an administrative or supervisory

~~to the manager of the personnel licensing section executive director of the board~~ no later than December 31 of the year in which the request for voluntary surrender is received by the ~~manager of the personnel licensing section board.~~

Subp. 3. **When surrender is prohibited.** A person may not voluntarily surrender a license if:

A. the school board has begun proceedings to terminate the continuing contract, pursuant to Minnesota Statutes, section 122A.40, subdivision 9 or 13, or 122A.41, subdivision 6;

B. the ~~commissioner of education board~~ has begun proceedings to suspend or revoke the license pursuant to part 3512.5200 and Minnesota Statutes, sections 122A.20 and 214.10; or

C. any educational agency or board has begun proceedings that could result in alteration of the status of the license due to the person's conduct.

Subp. 4. **Entrance Initial license after surrender.** A person whose Minnesota administrative or supervisory license has been voluntarily surrendered may apply for entrance initial licensure in the field for which licensure was previously surrendered. An entrance initial license must be granted to the applicant if:

A. a licensure rule exists in the field for which licensure was previously surrendered;

B. the applicant meets the entrance initial licensure standards that are in effect in the field at the time of application and meets procedures in ~~Department of Education board~~ rules applicable to an entrance initial license; and

C. the required processing fee under part 3512.2000 accompanies the application for entrance licensure.

Subp. 5. **Disclaimer.** Subparts 1 to 4 do not prohibit a person from holding or applying for a license in any administrative or supervisory field upon surrender of an administrative or supervisory license in another field.

license in another field.

**Rationale:** This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

It is reasonable that the provisions in Minn. R. Chapter 3512 be consistent with the requirements contained in Minn. Stat.

The term "initial" replaces the former term "entrance". This is necessary to be consistent with state statute. The current rule interchanges the terms entrance and initial. Therefore, it is reasonable to be consistent and use one term that is used in state statute.

**Part 3512.1500**

<p><b>3512.1500 THE ISSUANCE AND RENEWAL OF LICENSES</b></p> <p>Subpart 1. <b>Renewal.</b> All licenses to serve as superintendent and principal shall bear the date of issue and the date of expiration and may be renewed on or before July 1 in the year of expiration.</p> <p>Subp. 2. <b>Expiration.</b> After July 1 in the year of expiration, all licenses to serve as superintendent and principal shall be deemed expired and no longer valid for administration.</p> <p>Subp. 3. <b>Fees.</b> Each application for the issuance and/or renewal of a license to serve as superintendent or principal shall be accompanied by a processing fee in the amount of \$40 effective July 1, 1983.</p>	<p><b>3512.1500 THE ISSUANCE AND RENEWAL OF LICENSES</b></p> <p>Subpart 1. <b>Renewal.</b> <u>All licenses A license to serve as superintendent, and principal, or director shall bear the date of issue and the date of expiration and may be renewed on or before July 1 in the year of expiration.</u></p> <p>Subp. 2. <b>Expiration.</b> After July 1 in the year of expiration, <u>all licenses a license to serve as superintendent, and principal, or director shall be deemed expired and no longer valid for administration.</u></p> <p>Subp. 3. <b>Fees.</b> Each application for the issuance and/or renewal of a license to serve as superintendent, <del>or</del> principal, <u>or director shall be accompanied by a processing fee in the amount of \$40 effective July 1, 1993 \$57 effective July 1, 2004.</u></p>
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**Rationale:** The changes to subpart 1 and 2 are necessary to include directors together with superintendents and principals. It is reasonable to include provisions for superintendents, principals, and directors in one section to allow all educators easy access to common requirements.

**Part 3512.1600**

<p><b>3512.1600 APPEALS</b></p> <p>Subpart 1. <b>Licensure denials.</b> A person denied an administrative license may appeal the denial under</p>	<p><b>3512.1600 APPEALS</b></p> <p>Subpart 1. <b>Licensure denials.</b> A person denied an administrative license may appeal the denial under</p>
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Minnesota Statutes, chapter 14, to a final decision by the commissioner of education.

Subp. 2. **Appeal request.** A person entitled to a hearing under this part shall file a written request for a hearing with the commissioner of education within 30 days from the date of the denial. Failure to file a written request for a hearing within 30 days constitutes a waiver of the person's right to a hearing.

Minnesota Statutes, chapter 14, to a final decision by the ~~commissioner of education~~ Board of School Administrators.

Subp. 2. **Appeal request.** A person entitled to a hearing under this part shall file a written request for a hearing with the ~~commissioner of education~~ executive director within 30 days from the date of the denial. Failure to file a written request for a hearing within 30 days constitutes a waiver of the person's right to a hearing.

**Rationale:** This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

It is reasonable that the provisions in Minn. R. Chapter 3512 be consistent with the requirements contained in Minn. Stat.

**Part 3512.1700**

**3512.1700 RULES REVIEW**

Licensure standards for superintendents and principals shall be reviewed every even-numbered year beginning in the year 2000. The review shall be conducted by a committee appointed by the commissioner who shall report recommendations to the commissioner of education.

**3512.1700 RULES REVIEW**

Licensure standards for superintendents, ~~and principals, and~~ directors shall be reviewed every even-numbered year beginning in the year ~~2000~~ 2008. ~~The review shall be conducted by a committee appointed by the commissioner who shall report recommendations to the commissioner of education.~~

**Rationale:** The changes to subpart 1 and 2 are necessary to include directors together with superintendents and principals. It is reasonable to include provisions for superintendents, principals, and directors in one section to allow all educators easy access to common requirements.

**Part 3512.2000**

**3512.2000 REQUIREMENTS FOR ISSUANCE AND RENEWAL OF LICENSES**

Subpart 1. **In general.** An applicant must qualify separately for each licensure area for which application is made and provide evidence of satisfactory completion of a program in such licensure area which has been approved by the commissioner.

**3512.2000 REQUIREMENTS FOR ISSUANCE AND RENEWAL OF LICENSES**

Subpart 1. **In general.** An applicant must qualify separately for each licensure area for which application is made and provide evidence of satisfactory completion of a program in ~~such the~~ the licensure area ~~which that~~ which has been approved by the ~~commissioner~~ board.

Each application for the issuance or renewal of a license shall be accompanied by a processing fee set by the Board of Teaching in part 8700.0600. The processing fee shall be nonrefundable for applicants not qualifying for a license, except the fee is refundable when the applicant for a license already holds the license for which application is made and that license does not expire in the year the application is submitted.

All licenses must be issued or renewed according to criteria established in rules of the Department of Education and are valid for the period of time specified in this part. All licenses must bear the date of issuance and expire on the specified number of years from July 1 nearest the date licensure was approved. Applications for renewal must be accepted by the commissioner after January 1 of the year of expiration. The renewal period begins on July 1 of the year of expiration. After June 30 in the year of expiration, all licenses not renewed expire and are no longer valid.

**Subp. 2. Initial license.** The initial license issued in any licensure area is an entrance license, valid for two years. Licenses valid for administration and supervision in Minnesota schools must be granted to persons who meet all requirements of applicable statutes and rules and who complete programs approved by the commissioner leading to licensure in Minnesota institutions that are approved by the Board of Teaching pursuant to part 8700.7600 to prepare persons for licensure.

**Subp. 3. Failure to complete school year of experience affecting entrance license.** When one school year of administrative or supervisory experience is not completed before the expiration of an entrance license, another entrance license in that licensure area must be issued upon

Each application for the issuance or renewal of a license shall be accompanied by ~~a~~the processing fee set ~~by the Board of Teaching~~ in part ~~8700.0600~~ 8710.200. The processing fee shall be nonrefundable for applicants not qualifying for a license, except the fee is refundable when the applicant for a license already holds the license for which application is made and that license does not expire in the year the application is submitted.

All licenses must be issued or renewed according to criteria established in rules of the ~~Department of Education~~ board and are valid for the period of time specified in this part. All licenses must bear the date of issuance and expire on the specified number of years from July 1 nearest the date licensure was approved. Applications for renewal must be accepted by the ~~commissioner~~ Minnesota Department of Education, Division of Educator Licensing and Teaching Quality, after January 1 of the year of expiration. The renewal period begins on July 1 of the year of expiration. After June 30 in the year of expiration, all licenses not renewed expire and are no longer valid.

**Subp. 2. Initial license.** The initial license issued in any licensure area is an entrance license, valid for two years. Licenses valid for administration and supervision in Minnesota schools must be granted to persons who meet all requirements of applicable statutes and rules and who complete programs approved by the ~~commissioner~~ board leading to licensure in Minnesota institutions that are approved by the ~~board of Teaching~~ pursuant to part ~~8700.7600~~ 3512.2500 to prepare persons for licensure.

**Subp. 3. Failure to complete school year of experience affecting entrance license.** When one school year of administrative or supervisory experience is not completed before the expiration of

application. If an entrance license in any licensure area is allowed to lapse, it shall be renewed, upon application, until the applicant has had one school year of administrative or supervisory experience while holding a valid entrance license after which time an applicant must qualify for a continuing license.

Subp. 4. **Continuing license.** A continuing license, valid for five years, must be issued and renewed upon application according to provisions enumerated in the specific licensure rules of the Department of Education for the continuing license being issued or renewed.

an entrance license, another entrance license in that licensure area must be issued upon application. If an entrance license in any licensure area is allowed to lapse, it shall be renewed, upon application, until the applicant has had one school year of administrative or supervisory experience while holding a valid entrance license after which time an applicant must qualify for a continuing license.

Subp. 4. **Continuing license.** A continuing license, valid for five years, must be issued and renewed upon application according to provisions enumerated in the specific licensure rules of the ~~Department of Education~~ board for the continuing license being issued or renewed.

**Rationale:** This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

It is reasonable that the provisions in Minn. R. Chapter 3512 be consistent with the requirements contained in Minn. Stat.

**Part 3512.2100**

**3512.2100 ENTRANCE LICENSE**  
 Requirements must be met for each administrative area where licensure is sought. An entrance license shall be issued to an applicant who has met all of the following requirements. An applicant must:  
 A. fulfill the requirements of parts 3512.2000, subparts 1 and 2, and 3512.2700; and  
 B. be recommended for licensure by a Minnesota college or university which, in making such a recommendation, attests to satisfactory completion of the approved program by the applicant. An applicant coming to Minnesota from another state must present to the commissioner a transcript of college or university work to be analyzed in order to determine comparability of program.

**3512.2100 ~~ENTRANCE~~ INITIAL LICENSE**  
**3512.2100 ENTRANCE LICENSE**  
 Requirements must be met for each administrative area where licensure is sought. An entrance initial license shall be issued to an applicant who has met all of the following requirements. An applicant must:  
 A. fulfill the requirements of parts 3512.2000, subparts 1 and 2, and 3512.2700; and  
 B. be recommended for licensure by a Minnesota Board of School Administrators approved Minnesota college or university which, in making such a recommendation, attests to satisfactory completion of the approved program by the applicant. An applicant coming to Minnesota from another state must present to the ~~commissioner~~ Minnesota

	Department of Education, Division of Educator Licensing and Teacher Quality, a transcript of college or university work to be analyzed in order to determine comparability of program.
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**Rationale:** This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

It is reasonable that the provisions in Minn. R. Chapter 3512 be consistent with the requirements contained in Minn. Stat.

The term "initial" replaces the former term "entrance". This is necessary to be consistent with state statute. The current rule interchanges the terms entrance and initial. Therefore, it is reasonable to be consistent and use one term that is used in state statute.

**Part 3512.2400**

<p><b>3512.2400 SUSPENSION AND REVOCATION OF LICENSES</b></p> <p>Subpart 1. <b>Cause.</b> The license of a director, superintendent, or principal may be revoked or suspended for any of the following causes:</p> <ul style="list-style-type: none"> <li>A. immoral character or conduct;</li> <li>B. a breach of contract of employment without justifiable cause;</li> <li>C. overall gross inefficiency or willful neglect of duty;</li> <li>D. fraud or misrepresentation in obtaining a license; or</li> <li>E. conviction of a felony which directly relates to the occupation for which licensure is held.</li> </ul> <p>Subp. 2. <b>Procedure for suspension and revocation of licenses.</b> The State Board of Education may act to suspend or revoke the license of a person whose license was granted by the Board of Education after the following procedures have been followed:</p>	<p><b>3512.2400 SUSPENSION AND REVOCATION OF LICENSES</b></p> <p>Subpart 1. <b>Cause.</b> The license of a <del>director,</del> superintendent, <del>or</del> principal <u>or a director</u> may be revoked or suspended for any of the following causes:</p> <ul style="list-style-type: none"> <li>A. immoral character or conduct;</li> <li>B. a breach of contract of employment without justifiable cause;</li> <li>C. overall gross inefficiency or willful neglect of duty;</li> <li>D. fraud or misrepresentation in obtaining a license; <del>or</del></li> <li>E. <u>felony</u> conviction <del>of a</del> <u>felony</u> which directly relates to the occupation for which licensure is held. ;</li> <li>F. violation of part 3512.5200, code of ethics for school administrators.</li> </ul> <p>Subp. 2. <b>Procedure for suspension and revocation of licenses.</b> The <del>State Board of Education</del> <u>board</u> may act to suspend or revoke the license of a person whose license was granted by the <del>Board of Education</del> <u>board</u> after the following procedures have been</p>
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A. A written complaint that specifies the nature and character of the charges against the licensee is filed with the State Board of Education by a student, parent, community member, the school board employing the person, or by the commissioner.

B. The commissioner, within ten calendar days after the filing of the complaint with the State Board of Education, serves a copy of the complaint upon the licensee by certified mail addressed to the licensee at the licensee's last known address.

C. The licensee, within 20 calendar days after the service of the copy of charges, files with the State Board of Education an answer to the charges specified. The failure to answer within the 20-calendar-day period is a waiver of the right to a hearing.

D. A hearing conducted according to the rules of the Office of Administrative Hearings, if not waived, must be held.

**Subp. 3. Revocation.**  
Revocation includes the cancellation or repeal of a license or renewal privilege. Revocation disqualifies a person from performing any function that is permitted on the basis of holding a license issued pursuant to the rules of the State Board of Education. Revocation is final, except that a person whose license has been revoked may petition the State Board of Education for licensure pursuant to subpart 6.

**Subp. 4. Suspension.**  
Suspension includes the temporary withdrawal of a license or renewal privilege. Suspension disqualifies a person from performing any function that is permitted on the basis of holding a license issued pursuant to the rules of the State Board of Education. The length of each suspension and any terms and conditions attached to the suspension must be determined by the State Board of Education on consideration of:

followed:

A. A written complaint that specifies the nature and character of the charges against the licensee is filed with the ~~State Board of Education~~ board by a student, parent, community member, or the school board employing the person, ~~or by the commissioner.~~

~~B. The commissioner, within ten calendar days after the filing of the complaint with the State Board of Education, serves a copy of the complaint upon the licensee by certified mail addressed to the licensee at the licensee's last known address.~~ The board notifies the licensee of the allegations contained in the complaint, giving the licensee an opportunity to respond to the allegations.

~~C. The licensee, within 20 calendar days after the service of the copy of charges, files with the State Board of Education an answer to the charges specified. The failure to answer within the 20-calendar-day period is a waiver of the right to a hearing.~~

~~D. A hearing conducted according to the rules of the Office of Administrative Hearings, if not waived, must be held.~~

**Subp. 3. Revocation.**  
Revocation includes the cancellation or repeal of a license or renewal privilege. Revocation disqualifies a person from performing any function that is permitted on the basis of holding a license issued ~~pursuant to~~ under the rules of the ~~State Board of Education~~ board. Revocation is final, except that a person whose license has been revoked may petition the ~~State Board of Education~~ board for licensure ~~pursuant to~~ under subpart 6.

**Subp. 4. Suspension.**  
Suspension includes the temporary withdrawal of a license or renewal privilege. Suspension disqualifies a person from performing any function that is permitted on the basis of holding a license issued ~~pursuant to~~ under ~~to~~ the rules of the



A. the activity of the individual that led to the license suspension;

B. any relevant mitigating factors that the individual may interpose;

C. the prior administrative, supervisory, or teaching record of the individual; and

D. other similar factors.

**Subp. 5. Applicability.**

Unless otherwise provided by the State Board of Education, a revocation or suspension applies to each license or renewal privilege held by the individual at the time final action is taken by the State Board of Education. A person whose license or renewal privilege has been suspended or revoked is ineligible to be issued any other license by the State Board of Education during the pendency of the suspension or revocation.

**Subp. 6. Issuance of license after revocation.** A person whose license or renewal privilege has been revoked by the State Board of Education may apply for and must be granted an entrance license upon presentation of reliable evidence that all terms and conditions that the board imposed have been fulfilled, and upon meeting current licensure standards.

**Subp. 7. Issuance or reinstatement of license after suspension.** A person whose license or renewal privilege has been suspended by the State Board of Education may apply for reinstatement of that license according to this subpart.

- A.
- B.
- C.
- D.
- E.

~~State Board of Education board.~~ The length of each suspension and any terms and conditions attached to the suspension must be determined by the ~~State Board of Education board~~ on consideration of:

A. the activity of the individual that led to the license suspension;

B. any relevant mitigating factors that the individual may interpose;

C. the prior administrative, supervisory, or teaching record of the individual; and

D. other similar factors.

**Subp. 5. Applicability.** Unless otherwise provided by the ~~State Board of Education board~~, a revocation or suspension applies to each license or renewal privilege held by the individual at the time final action is taken by the ~~State Board of Education board~~. A person whose license or renewal privilege has been suspended or revoked is ineligible to be issued any other license by the ~~State Board of Education board~~ during the pendency of the suspension or revocation.

**Subp. 6. Issuance of license after revocation.** A person whose license or renewal privilege has been revoked by the ~~State Board of Education board~~ may apply for and ~~must~~ may be granted an entrance initial license upon presentation of reliable evidence that all terms and conditions that the board imposed have been fulfilled, and upon meeting current licensure standards.

**Subp. 7. Issuance or reinstatement of license after suspension.** A person whose license or renewal privilege has been suspended by the ~~State Board of Education board~~ may apply for reinstatement of that license according to this subpart.

- A.
- B.
- C.
- D.
- E.

**Rationale:** These changes are necessary to allow the Board to implement its disciplinary process. These changes

reflect the statutory changes transferring jurisdiction over administrative licenses from the Commissioner of Education to the Minnesota Board of School Administrators. The current Rules reflect action by the State Board of Education, a government agency which no longer exists. The current Rules reflect action by the Commissioner of Education who no longer has jurisdiction over administrative licensure. These rules clarify the statutory changes transferring jurisdiction and are reasonable because they are consistent with the disciplinary process used by the Board of Teaching for licensed teachers.

The term "initial" replaces the former term "entrance". This is necessary to be consistent with state statute. The current rule interchanges the terms entrance and initial. Therefore, it is reasonable to be consistent and use one term that is used in state statute.

**Part 3512.2500**

<p><b>3512.2500 PROCEDURES FOR APPROVAL OF LICENSURE PROGRAMS</b></p> <p>Subpart 1. <b>Request for approval.</b> Institutions approved by the Board of Teaching pursuant to part <u>8700.7600</u> to prepare persons for licensure may request approval by the commissioner of licensure programs in administration and supervision. The programs shall be evaluated for initial approval and thereafter shall be audited for continuing approval according to this part.</p> <p>Subp. 2. <b>Content of program description.</b> Each institution shall forward from the administrator of the defined administrative and instructional unit of that institution to the commissioner a program description for each licensure program for which approval is requested. The licensure program description shall include:</p> <p>A. a statement which verifies the institutional commitment to the licensure program;</p> <p>B. a description of the organizational structure of the institution and procedures for implementing the licensure program;</p> <p>C. a description of the role</p>	<p><b>3512.2500 PROCEDURES FOR APPROVAL OF LICENSURE PROGRAMS</b></p> <p>Subpart 1. <b>Request for approval.</b> Institutions approved by the <del>Board of Teaching pursuant to board part 8700.7600</del> <u>3512.2500</u> to prepare persons for licensure may request approval by the <del>commissioner</del> <u>board</u> of licensure programs in administration and supervision. The programs shall be evaluated for initial approval and thereafter shall be audited for continuing approval according to this part.</p> <p>Subp. 2. <b>Content of program description.</b> Each institution shall forward from the administrator of the defined administrative and instructional unit of that institution to the <del>commissioner</del> <u>board</u> a program description for each licensure program for which approval is requested. The licensure program description shall include:</p> <p>A. a statement which verifies the institutional commitment to the licensure program;</p> <p>B. a description of the organizational structure of the institution and procedures for implementing the licensure program;</p> <p>C. a description of the role for which persons who enroll in the licensure program are being</p>
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for which persons who enroll in the licensure program are being prepared;

D. an enumeration of the specific knowledge, skills, and understandings to be achieved by persons completing the licensure program;

E. a description of the licensure program which relates individual program components to the knowledge, skills, and understandings to be achieved by persons completing the licensure program;

F. a description of the field-based experience, the assessment of prior experience and preparation, and the situational observation component;

G. a description of the systematic procedure for evaluation of the licensure program which assures that all requirements for licensure have been met by all persons recommended for licensure;

H. a specific identification of the plans for assessing the performance of each person who is to be judged as having successfully completed the licensure program;

I. evidence that the licensure program forwarded for approval has been developed with participation from the college departments involved with the licensure program, licensed practicing education personnel, school administrators, and interested citizens; and

J. a description of the procedures to establish and maintain an internal process for systematic evaluation of the licensure program.

Subp. 3. **Evidence required in program description.** Each program description forwarded to the commissioner by an institution for each licensure program for which approval is requested shall include evidence that:

A. rules of the Department of Education governing the licensure program are met;

B. necessary faculty and

prepared;

D. an enumeration of the specific knowledge, skills, and ~~understandings~~ dispositions to be achieved by persons completing the licensure program;

E. a description of the licensure program which relates individual program components to the knowledge, skills, and understandings to be achieved by persons completing the licensure program;

F. a description of the field-based experience, the assessment of prior experience and preparation, and the situational observation component;

G. a description of the systematic procedure for evaluation of the licensure program which assures that all requirements for licensure have been met by all persons recommended for licensure;

H. a specific identification of the plans for assessing the performance of each person who is to be judged as having successfully completed the licensure program;

I. evidence that the licensure program forwarded for approval has been developed with participation from the college departments involved with the licensure program, licensed practicing education personnel, school administrators, and interested citizens; and

J. a description of the procedures to establish and maintain an internal process for systematic evaluation of the licensure program.

Subp. 3. **Evidence required in program description.** Each program description forwarded to the ~~commissioner~~ board by an institution for each licensure program for which approval is requested shall include evidence that:

A. rules of the ~~Department of Education~~ board governing the licensure program are met;

B. necessary faculty and physical resources are allocated to implement and maintain the licensure

physical resources are allocated to implement and maintain the licensure program; and

C. adequate supervision for practicum experiences required by individual licensure rules is provided.

Subp. 4. **Appraisal of program.** Before initial approval for the licensure program is granted, department staff or persons designated as program auditors by the commissioner may visit the institution to examine the licensure program for the purpose of verifying the program description and making a recommendation regarding approval status. During the operation of an approved licensure program, an audit visit to verify that the approved program complies with this part may be arranged in consultation with the institution. Program auditors shall make a written report of their findings to the commissioner and to the institution.

Department staff or persons designated as program auditors by the commissioner in consultation with the institution shall make audit visits on a five-year cycle to verify program descriptions and to make a recommendation regarding approval status of each licensure program.

Based upon appraisal of the program description prepared by the institution and the written report of the auditors, the commissioner shall:

- A. grant initial approval;
- B. grant continuing approval;
- C. grant conditional approval, state the conditions, and establish time lines for meeting the stated conditions; or
- D. disapprove the licensure program, state the reasons for disapproval, and, if needed, stipulate a termination date that will accommodate persons enrolled in the program.

Subp. 5. **Conditional approval.** If a licensure program is

program; and

C. adequate supervision for practicum experiences required by individual licensure rules is provided.

Subp. 4. **Appraisal of program.** Before initial approval for the licensure program is granted, ~~department staff or persons~~ designated as program auditors by the ~~commissioner~~ board may visit the institution to examine the licensure program for the purpose of verifying the program description and making a recommendation regarding approval status. During the operation of an approved licensure program, an audit visit to verify that the approved program complies with this part may be arranged in consultation with the institution. Program auditors shall make a written report of their findings to the ~~commissioner~~ board and to the institution.

~~Department Board~~ staff or persons designated as program auditors by the ~~commissioner~~ board in consultation with the institution shall make audit visits on a five-year cycle to verify program descriptions and to make a recommendation regarding approval status of each licensure program.

Based upon appraisal of the program description prepared by the institution and the written report of the auditors, the ~~commissioner~~ board shall:

- A. grant initial approval;
- B. grant continuing approval;
- C. grant conditional approval, state the conditions, and establish time lines for meeting the stated conditions; or
- D. disapprove the licensure program, state the reasons for disapproval, and, if needed, stipulate a termination date that will accommodate persons enrolled in the program.

Subp. 5. **Conditional approval.** If a licensure program is conditionally approved, the ~~commissioner~~ board shall reconsider the approval status of the licensure program upon verification that the

conditionally approved, the commissioner shall reconsider the approval status of the licensure program upon verification that the stated conditions are met. If stated conditions are not met within the established time lines, conditional approval must be withdrawn.

**Subp. 6. Programs that vary in curricular design.**

Licensure programs that vary in curricular design must be approved provided that program components meet the criteria for approval in this part.

**Subp. 7. Revisions made in program.** If an institution makes revisions in an approved licensure program, the administrator of the defined administrative and instructional unit of that institution shall forward to the commissioner a written description of the licensure program revision. An audit must be made to verify that the revised licensure program continues to meet rules of the Department of Education. Each verified licensure program revision is an amendment to the approved licensure program.

**Subp. 8. Revocation or suspension due to failure to meet rules.** The commissioner shall revoke or suspend the approval of a licensure program if the commissioner determines that an approved licensure program no longer complies with this part.

stated conditions are met. If stated conditions are not met within the established time lines, conditional approval must be withdrawn.

**Subp. 6. Programs that vary in curricular design.** Licensure programs that vary in curricular design must be approved provided that program components meet the criteria for approval in this part.

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**Subp. 8. Revocation or suspension due to failure to meet rules.** The ~~commissioner~~ board shall revoke or suspend the approval of a licensure program if the ~~commissioner~~ board determines that an approved licensure program no longer complies with this part.

**Rationale:** This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

It is reasonable that the provisions in Minn. R. Chapter 3512 be consistent with the requirements contained in Minn. Stat.

**Part 3512.2600**

<p>3512.2600 LICENSURE FOR PERSONS PREPARED IN STATES OTHER THAN MINNESOTA Subpart 1. <b>Criteria.</b> Minnesota licenses shall be granted to</p>	<p>3512.2600 LICENSURE FOR PERSONS PREPARED IN STATES OTHER THAN MINNESOTA Subpart 1. <b>Criteria.</b> Minnesota licenses shall be granted to persons</p>
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persons who otherwise meet applicable statutory requirements and who complete programs leading to licensure in colleges and universities located outside Minnesota. The licenses shall be granted only in licensure fields for which the commissioner of education has established rules governing programs leading to licensure. The licenses shall be issued according to either item A or B as follows:

A. Persons who complete approved programs in colleges and universities leading to licensure within states which have signed contracts with Minnesota according to the Interstate Agreement on Qualification of Educational Personnel shall be granted a Minnesota entrance license. No licenses shall be issued on the basis of teaching experience only.

B. Persons who complete programs leading to licensure in colleges and universities within states which have not signed contracts with Minnesota according to the Interstate Agreement on Qualification of Educational Personnel shall be granted a Minnesota entrance license when all of the following criteria are met:

(1) the college or university is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools;

(2) the program leading to licensure has been recognized by the state as qualifying the applicant completing the program for such licensure within that state;

(3) the program leading to licensure completed by the applicant is essentially equivalent in content to approved programs offered by Minnesota colleges and universities according to the rules of the Department of Education

who otherwise meet applicable statutory requirements and who complete programs leading to licensure in colleges and universities located outside Minnesota. The licenses shall be granted only in licensure fields for which the ~~commissioner of education~~ board has established rules governing programs leading to licensure. Persons prepared in states other than Minnesota shall present their credentials to the board for approval. The board has jurisdiction on all matters concerning administrative licensure. The licenses shall be issued according to either item A or B as follows:

A. Persons who complete approved programs in colleges and universities leading to licensure within states which have signed contracts with Minnesota according to the Interstate Agreement on Qualification of Educational Personnel shall be granted a Minnesota ~~entrance~~ initial license. No licenses shall be issued on the basis of teaching experience only.

B. Persons who complete programs leading to licensure in colleges and universities within states outside Minnesota which have not signed contracts ~~with Minnesota according to the Interstate Agreement on Qualification of Educational Personnel~~ shall be granted a Minnesota ~~entrance~~ initial license when all of the following criteria are met:

(1) the college or university is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools;

(2) the program leading to licensure has been recognized by the state as qualifying the applicant completing the program for such licensure within that state;

(3) the program leading to licensure completed by the applicant is essentially equivalent in content to approved programs offered by Minnesota colleges and universities

governing the licensure field; and

(4) the college or university which offers the program leading to licensure verifies that the applicant has completed an approved licensure program at that institution and recommends the applicant for a license in a licensure field at a licensure level.

Notwithstanding part 3510.4000 governing human relations, persons who have been prepared for licensure in states other than Minnesota shall be granted a Minnesota entrance license based upon the provisions of this part.

Subp. 2. **Human relations requirement.** Notwithstanding part 3512.2700 governing human relations, persons who have been prepared for licensure in states other than Minnesota shall be granted a nonrenewable one-year initial license based upon the provisions of this part.

~~according to~~ under the rules of the ~~Department of Education~~ Board of School Administrators governing the licensure field; and

(4) the college or university which offers the program leading to licensure verifies that the applicant has completed an approved licensure program at that institution and recommends the applicant for a license in a licensure field at a licensure level.

Notwithstanding part 3510.4000 governing human relations, persons who have been prepared for licensure in states other than Minnesota shall be granted a Minnesota entrance ~~initial~~ license based upon the provisions of this part.

Subp. 2. **Human relations requirement.** Notwithstanding part 3512.2700 governing human relations, persons who have been prepared for licensure in states other than Minnesota shall be granted a nonrenewable one-year initial license based upon the provisions of this part.

**Rationale:** This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

It is reasonable that the provisions in Minn. R. Chapter 3512 be consistent with the requirements contained in Minn. Stat.

The term "initial" replaces the former term "entrance". This is necessary to be consistent with state statute. The current rule interchanges the terms entrance and initial. Therefore, it is reasonable to be consistent and use one term that is used in state statute.

**Part 3512.2700**

<p><b>3512.2700 HUMAN RELATIONS REQUIREMENT</b></p> <p>All applicants for licenses to be issued or renewed under authority of the commissioner of education shall complete a training program containing human relations components. Persons holding life</p>	<p><b>3512.2700 HUMAN RELATIONS REQUIREMENT</b></p> <p>All applicants for licenses to be issued or renewed under authority of the <del>commissioner of education</del> <u>board</u> shall complete a training program containing human relations components. Persons holding life</p>
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licenses are exempted from this requirement except in those instances where the person holding a life license seeks to be licensed, or to have a license renewed, in an area for which the person does not hold a life license. Persons from outside Minnesota who wish to be licensed must complete a human relations training program during the two-year period of the entrance license. Components which constitute a human relations training program must be approved by the commissioner of education.

Human relations components of programs which lead to licensure in education under authority of the commissioner of education shall be approved upon submission of evidence:

A. Showing that the human relations components have been developed with participation of members of various racial, cultural, handicapped, and economic groups. Participation in planning shall be equitably distributed between men and women.

B. Showing that the human relations components are planned to develop the ability of applicants to:

(1) understand the contributions and life styles of the various racial, cultural, handicapped, and economic groups in our society;

(2) recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

(3) create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations; and

(4) respect human diversity and personal rights.

C. Relating all of the areas enumerated in item B to specific competencies to be developed.

D. Indicating means for assessment of competencies.

licenses are exempted from this requirement except in those instances where the person holding a life license seeks to be licensed, or to have a license renewed, in an area for which the person does not hold a life license. Persons from outside Minnesota who wish to be licensed must complete a human relations training program during the two-year period of the entrance initial license. Components which constitute a human relations training program must be approved by the commissioner of education board.

Human relations components of programs which lead to licensure in education under authority of the commissioner of education board shall be approved upon submission of evidence:

A. Showing that the human relations components have been developed with participation of members of various racial, cultural, handicapped, and economic groups. Participation in planning shall be equitably distributed between men and women.

B. Showing that the human relations components are planned to develop the ability of applicants to:

(1) understand the contributions and life styles of the various racial, cultural, handicapped, and economic groups in our society;

(2) recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

(3) create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations; and

(4) respect human diversity and personal rights.

C. Relating all of the areas enumerated in item B to specific competencies to be developed.

D. Indicating means for assessment of competencies.



**Rationale:** This rule change is necessary to reflect the statutory change of jurisdiction over licensed school administrators from the Minnesota Department of Education and its Commissioner to the Board of School Administrators.

It is reasonable that the provisions in Minn. R. Chapter 3512 be consistent with the requirements contained in Minn. Stat.

The term "initial" replaces the former term "entrance". This is necessary to be consistent with state Statute. In addition these rules seem interchange the terms entrance and initial. Therefore, it is reasonable to be consistent and use one term that is used in state statute.

**Part 3512.3500, subpart 2, and 3**

<p>Subpart 3. <b>Program requirement.</b> A program leading to the licensure of directors of community education must consist of a minimum of 20 semester hours, or the equivalent, and must provide a candidate recommended for licensure with the knowledge, skills, and dispositions in all of the subjects listed in items A to H.</p> <p>A B C...</p> <p>H. Practicum, which is field experience, includes at least 200 clock hours in an administrative position under the supervision of a licensed director of community education. During the field experience, the candidate shall demonstrate the ability to apply the knowledge and skills listed in items A to G. A person prepared in another state as director of community education may substitute one year of experience as a district wide director of community education in another state for the field experience.</p>	<p>Subpart 3. <b>Program requirement.</b> A program leading to the licensure of directors of community education must consist of a minimum of 20 semester hours, or the equivalent, and must provide a candidate recommended for licensure with the knowledge, skills, and dispositions in all of the subjects listed in <del>items A to H</del> 3512.0500 Subpart 1 and Subpart 5.</p> <p>A B C...</p> <p>H. <u>The person must complete a Practicum</u>, which is a field experience, includes at least <del>200</del> 320 clock hours in an administrative position under the supervision of a licensed director of community education. During the field experience, the candidate shall demonstrate the ability to apply the knowledge and skills listed in items A to G. A person prepared in another state as director of community education may substitute one year of experience as a district wide director of community education in another state for the field experience.</p>
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**RATIONALE:** To further prepare candidates for Director of Community Education positions, the Board recommends that all field experience components for all licenses be standardized at 320 hours.

Part 3512.4000, subparts 2 and 3

<p>3512.4000 DIRECTORS OF SPECIAL EDUCATION.</p> <p>Subp. 2. <b>Licensure requirements.</b> An applicant for licensure as a director of special education shall:</p> <p>A. have two years of teaching experience in special education while holding a license valid for the position or positions in which the experience was gained;</p> <p>Subp. 3. <b>Program requirements.</b></p> <p>C. The program must provide the candidate with a practicum or field experience, that must include a minimum of 200 hours in an administrative position under the immediate supervision of a functioning director of special education.</p>	<p>3512.4000 DIRECTORS OF SPECIAL EDUCATION.</p> <p>Subp. 2. <b>Licensure requirements.</b> An applicant for licensure as a director of special education shall:</p> <p>A. have <u>three</u> <del>two</del> years of teaching experience in special education while holding a license valid for the position or positions in which the experience was gained;</p> <p>Subp. 3. <b>Program requirements.</b></p> <p>C. The program must provide the candidate with a practicum or field experience, that must include a minimum of <del>200</del> 320 hours in an administrative position under the immediate supervision of a licensed director of special education. <u>The field experience will include at least 40 hours or one week at a special education administrative unit other than the primary experience of the applicant.</u></p>
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**RATIONALE:** The proposed change from 2 years to 3 years of required teaching experience for the Director of Special Education recognizes the crucial role of teaching experience to leading in this area. To further prepare candidates for Director of Special Education positions, the Board recommends that all field experience components for all licenses be standardized at 320 hours.

Part 3512.5200

<p>3512.5200 CODE OF ETHICS FOR SCHOOL ADMINISTRATORS</p> <p>Subpart 1. <b>Scope.</b> This part applies to all persons licensed as school administrators as defined in part 3512.0100, subparts 5 to 7.</p> <p>Subp. 2. <b>Standards of professional conduct.</b> The standards of professional conduct for school administrators are listed in items A to K.</p> <p>I. A school administrator shall only accept a contract for a position when licensed for the position or when a school district is granted a variance by the commissioner of education under</p>	<p>3512.5200 CODE OF ETHICS FOR SCHOOL ADMINISTRATORS</p> <p>Subpart 1. <b>Scope.</b> This part applies to all persons licensed as school administrators as defined in part 3512.0100, subparts 5 to 7.</p> <p>Subp. 2. <b>Standards of professional conduct.</b> The standards of professional conduct for school administrators are listed in items A to K.</p> <p>I. A school administrator shall only accept a contract for a position when licensed for the position or when a school district is granted a variance or letter of</p>
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Minnesota Statutes, section 121.11, subdivision 7b.

Subp. 3. **Statutory enforcement of code, complaints, investigation, and hearing.** This part shall be enforced in accordance with Minnesota Statutes, section 214.10, subdivisions 1, 2, and 3.

Subp. 4. **Complaints handled by commissioner of education.** When oral complaints alleging violations of the code of ethics for school administrators are received, the commissioner of education shall request the complaining party to submit a written complaint. Upon receipt of a written complaint, the administrator named in the complaint shall be notified in writing within ten days of the receipt of the complaint. The administrator shall be entitled to be represented by the administrator's own counsel or representative at each stage of the investigation and hearing.

Subp. 5. **Enforcement procedures.** The commissioner of education may impose one or more of the following penalties when it has found a violation of a standard under subpart 2. These actions shall be taken only after previous efforts at remediation have been exhausted.

A. The commissioner of education may enter into agreements with administrators accused of violating the code of ethics that would suspend or terminate proceedings against the administrator on conditions agreeable to both parties.

B. A letter of censure from the commissioner of education may be sent to the person determined to be in violation of the standards of the code of ethics. A copy of the letter shall be filed with the commissioner of education. The letter shall be kept on file for a period of time not to exceed one calendar year.

C. An administrator who has been found to have violated the code of ethics may be placed on probationary licensure status for a

~~approval by the commissioner of education board. under Minnesota Statutes, section 121.11, subdivision 7b.~~

Subp. 3. **Statutory enforcement of code, complaints, investigation, and hearing.** This part shall be enforced in accordance with Minnesota Statutes, section 214.10, subdivisions 1, 2, and 3.

Subp. 4. **Complaints handled by ~~commissioner of education~~ the board.** When oral complaints alleging violations of the code of ethics for school administrators are received, the ~~commissioner of education~~ board shall request the complaining party to submit a written complaint. Upon receipt of a written complaint, the administrator named in the complaint shall be notified in writing ~~within ten days of the receipt of the~~ complaint. The administrator shall be entitled to be represented by the administrator's own counsel or representative at each stage of the investigation and hearing.

Subp. 5. **Enforcement procedures.** The ~~commissioner~~ board of education may impose one or more of the following penalties when it has found a violation of a standard under subpart 2. These actions shall be taken only after previous efforts at remediation have been exhausted.

A. The ~~commissioner of education~~ board may enter into agreements with administrators accused of violating the code of ethics that would suspend or terminate proceedings against the administrator on conditions agreeable to both parties.

B. A letter of censure from the ~~commissioner of education~~ board may be sent to the person determined to be in violation of the standards of the code of ethics. ~~A copy of the letter shall be filed with the commissioner of education.~~ The letter shall be kept on file for a period of time not to exceed one calendar year.

C. An administrator who has been found to have violated the code of ethics may be placed on

period of time to be determined by the commissioner of education. The commissioner may impose conditions on the administrator during the probationary period which are to be directed toward improving the administrator's performance in the area of the violation. During this period, the administrator's performance or conduct shall be subject to review by the commissioner of education or the commissioner's designee. The review shall be directed toward monitoring the administrator's activities or performance with regard to whatever conditions may be placed on the administrator during the probationary period. Before the end of the probationary period, the commissioner of education shall decide to extend or terminate the probationary licensure status or to take further disciplinary actions as consistent with this rule.

D. The license to practice of the person determined to be in violation of the standards of the code of ethics may be suspended for a period of time determined by the commissioner of education.

E. The license to practice of the person determined to be in violation of the standards of the code of ethics may be revoked by the commissioner of education.

probationary licensure status for a period of time to be determined by the ~~commissioner of education board~~. The ~~commissioner board~~ may impose conditions on the administrator during the probationary period which are to be directed toward improving the administrator's performance in the area of the violation. During this period, the administrator's performance or conduct shall be subject to review by the ~~commissioner of education or the commissioner's designee board~~. The review shall be directed toward monitoring the administrator's activities or performance with regard to whatever conditions may be placed on the administrator during the probationary period. Before the end of the probationary period, the ~~commissioner of education board~~ shall decide to extend or terminate the probationary licensure status or to take further disciplinary actions as consistent with this rule.

D. The license to practice of the person determined to be in violation of the standards of the code of ethics may be suspended for a period of time determined by the ~~commissioner of education board~~.

E. The license to practice of the person determined to be in violation of the standards of the code of ethics may be revoked by the ~~commissioner of education board~~.

**Rationale:** These changes are necessary to allow the Board to implement its disciplinary process. These changes also reflect the statutory changes conferring jurisdiction over administrative licenses from the Commissioner of Education to the Minnesota Board of School Administrators. The current rules reflect action by the State Board of Education, a government agency which no longer exists. The current rules reflect action by the Commissioner of Education who no longer has jurisdiction over administrative licensure.

Subp. 2, item I was amended to reflect "letters of approval" for the Director of Community Education. The Board, under statute, cannot grant a variance to a school district to hire a Director of Community Education.

However, Minn. Stat. 124D.19 authorizes the Board of School Administrators to grant a school district a letter of approval. This rule change is consistent with the Board's authority under Minn. Stat. 124D.19.

#### CONCLUSION

The Administrative Law Judge recommended three technical corrections to the rules.

1. Minn. R. 3512.0200, subpart 3, Item B: "...as an administrative aide to a licensed and practicing school principal for principal licensure or a licensed and practicing superintendent for superintendent licensure."
2. Minn. R. 3512. 0200, subpart 3, Item C: "An applicant for licensure as a director of special education must have a practicum or field experience, that must include a minimum of 320 hours in an administrative position under the immediate supervision of a licensed and practicing director of special education."
3. Minn. R. 3512.0510, subpart 1, Item C (4): "...promoting sensitivity ~~of~~ about diversity throughout the school community..."

The Board of School Administrators supports the recommendations of the Administrative Law Judge.

Based on the foregoing, the proposed rules are both needed and reasonable.

June 11, 2008

Minnesota Board of School  
Administrators.

## Minnesota Board of School Administrators

### NOTICE OF INTENT TO ADOPT RULES PERMANENT REVISIONS OF RULES RELATING TO GOVERNING EDUCATIONAL ADMINISTRATIVE LICENSURE WITHOUT A PUBLIC HEARING

#### Proposed Amendment to Rules Governing Educational Administrative Licensure, *Minnesota Rule 3512.*

**Introduction.** The Minnesota Board of School administrators intends to amend rules without a public hearing following the procedures in the rules of the Office of Administrative Hearings, *Minnesota Rules*, parts 1400.2300 to 1400.2310, and the Administrative Procedure Act, *Minnesota Statutes*, sections 14.22 to 14.28.

**Agency Contact Person.** You must submit comments or questions on the rules and written requests for a public hearing to the agency contact person is Judith M. Eaton Lamp, Executive Director at the Minnesota Board of School Administrators, Suite B100, TIES Building, 1667 Snelling Avenue North, Falcon Heights, MN 55108, phone: 651-999-7387, FAX: 651-999-7388, and email: [jlamp@msbsa.org](mailto:jlamp@msbsa.org).

**Subject of Rules.** The proposed amended rules are about Educational Administrative Licensure. The statutory authority to adopt the rules is *Minnesota Statutes*, Minnesota Laws 2006 Chapter 263, Article 2, section 81 authorizes the Board to change rules for MR 3512. "On or before June 30, 2007, The board of School Administrators may adopt rules to reflect the changes in duties, responsibilities, And roles of school administrators under sections 121A.035, 121A.037, and 299F.30, and to make technical revisions and clarifications to Minnesota Rules, chapter 3512." A copy of the proposed rules is published in the State Register and attached to this notice as mailed.

**Comments.** You have until 4:30 p.m. on August 12, 2008, to submit written comment in

**Minnesota Board of School Administrators**

**NOTICE OF INTENT TO ADOPT RULES PERMANENT REVISIONS OF  
RULES RELATING TO GOVERNING EDUCATIONAL ADMINISTRATIVE  
LICENSURE WITHOUT A PUBLIC HEARING**

**Proposed Amendment to Rules Governing Educational Administrative Licensure,  
*Minnesota Rule 3512.***

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**Comments.** You have until 4:30 p.m. on August 12, 2008, to submit written comment in

support of or in opposition to the proposed rule amendments and any part of subpart of the rules. Your comment must be in writing and the Board contact person must receive it by the due date. The Board encourages comment. Your comment should identify the portion of the proposed rules addressed and the reason for the comment. You are encouraged to propose any change desired. You must also make any comments about the legality of the proposed rules during this comment period.

**Request for a Hearing.** In addition to submitting comments, you may also request that the Board hold a hearing on the rules. Your request must be in writing and the agency contact person must receive it by 4:30 p.m. on August 12, 2008. Your written request for a public hearing must include your name and address. You must identify the portion of the proposed rules that you object to or state that you oppose the entire set of rules. Any request that does not comply with these requirements is not valid and the agency cannot count it when determining whether it must hold a public hearing. You are also encouraged to state the reason for the request and any changes you want made to the propose rules.

**Withdrawal of Requests.** If 25 or more persons submit a valid written request for a hearing, the Board will hold a public hearing unless a sufficient number withdraw their requests in writing. If enough requests for hearing are withdrawn to reduce the number below 25, the Board must give written notice of this to all persons who requested a hearing, explain the actions the Board took to effect the withdrawal, and ask for written comments on this action. If a public hearing is required, the Board will follow the procedures in *Minnesota Statutes*, sections 14.131 to 14.20.

**Alternative Format.** Upon request, the Board can make this Notice available in an alternative format, such as large print, Braille, or cassette tape. To make such a request, please contact the Board contact person at the address or telephone number listed above.



**Modifications.** The Board may modify the proposed rules as a result of public comment. The modifications must be supported by comments and information submitted to the Board, and the adopted rules may not be substantially different than these proposed rules, unless the Board follows the procedure under Minnesota Rules, part 1400.2110. If the proposed rules affect you in any way, the Board encourages you to participate in the rulemaking process.

**Statement of Need and Reasonableness.** The statement of need and reasonableness statement contains a summary of the justification for the proposed rules, including a description of who will be affected by the proposed rules and an estimate of the probable cost of the proposed rules. It is now available from the Board contact person. You may review or obtain copies for the cost of reproduction by contacting the Board contact person.

**RE-PUBLICATION** of the Notice of Intent to Adopt Rules is made to correct certain procedural defects. The Minnesota Board of school administrators will provide, upon request, copies of the supplemental materials required by the Administrative Law Judge's report.

**Lobbyist Registration.** Minnesota Statutes, chapter 10A, requires each lobbyist to register with the State Campaign Finance and Public Disclosure Board. You should direct questions about this requirement to the Campaign Finance and Public Disclosure Board at: Suite 190, Centennial Building, 658 Cedar , Street, St. Paul, Minnesota 55155, telephone 651-296-5148 or 1-800-657-3889.

**Adoption and Review of Rules.** If no hearing is required, the Board may adopt the rules after the end of the comment period. The Board will then submit the rules and supporting documents to the Office of Administrative Hearings for review for legality. You may ask to be notified of the date the Board submits the rules to the office. If you want to be so notified, or want to receive a copy of the adopted rules, or want to register with the Board to receive notice of future rule proceedings, submit

your request to the Board contact person listed above.

June 30, 2008  
Date

Mary Mackbee  
Board Chairperson  
Minnesota Board of School Administrators