MINNESOTA
BOARD OF SCHOOL
ADMINISTRATORS

2021 Approval Process for Administrative Licensure Handbook

Licensure Fields:

K-12 Principal
Superintendent
Director of Special Education
Director of Community Education

Introduction

Professionals have a responsibility to set standards and expectations of its members. To provide the leadership in the profession and promote the effective governance of Minnesota school administrators, the 2001 Minnesota legislature established the Minnesota Board of School Administrators BOSA). Minnesota Statute 122A.12, subdivision 1 established BOSA as an autonomous licensing board consisting of ten members appointed by the governor with the advice and consent of the senate, and includes:

- one elementary school principal,
- one secondary school principal,
- one higher education faculty member in an educational administration program,
- one higher education administrator for an educational administration program,
- one school superintendent,
- one classroom teacher,
- one community education director,
- one special education director; and
- one at-large member of the public
- one present or former school board member.

Licensure Rules and Program Approval:

In 1996, the Minnesota legislature authorized the adoption of new outcome-based licensure rules for school administrators in Minnesota Statute, Section 125.05, and Laws of Minnesota 1993, Chapter 224, Article 12, Section 34 and Laws of Minnesota 1996, Chapter 412, Article 9, Section 14. The program licensure requirements for K-12 Principals, Superintendents, Directors of Special Education, and Directors of Community Education define the knowledge, skills, and dispositions school administrators must demonstrate for administrative licensure identified by competencies.

Minnesota Statutes 2001, 122A.14 authorizes the Minnesota Board of School Administrators to license school administrators. The rules shall include the licensing of persons who have successfully completed alternative preparation programs (122A.27) or other alternative competency-based preparation programs. The Board shall review and approve preparation programs for school administrators and alternative preparation programs for administrators (122A.27) and must consider other alternative competency-based preparation programs leading to licensure.

The Minnesota Board of School Administrators was granted full rule writing authority in Minnesota Laws 2006, Chapter 263, Article 2, Section 20. The authority was amended by Minnesota Law 2007, Chapter 146, Article 2, Section 33. The rulemaking authority allows the Board to amend Minn. R. Ch. 3512 to update requirements for school administrator licensure and to comply with requirements in Minnesota Law.

Overview of the Program Approval Process

Administrative Licensure Program Approval is the process through which a team of reviewers is appointed by the executive director and conducts an evaluation of professional programs for school administrators. Procedures for approval of licensure programs are identified in Minnesota Rule 3512.2500.

> In accordance with Minnesota Rule 3512.2500, subpart *1. The program shall be evaluated for initial approval and thereafter shall be audited for continuing approval....*

Program approval is a continuous process of program improvement accompanied by a review every five years. Each program is required to prepare a report that demonstrates the program compliance with Board requirements and competencies.

Before initial approval for the licensure program is granted, Board staff and/or the Review Team examines the written program report and visits the institution to examine the licensure program for the purpose of verifying the program description and making a recommendation to the Board of School Administrators.

The program approval process focuses on making a determination of the degree to which the institution and its administrative program(s) comply with the Procedures for Approval of Licensure Programs in Minnesota Rule 3512.2500, and program competencies specific to the preparation program.

Review Team:

The Review Team is generally composed of 5- 9 members, depending on the number of licensure programs, and must include at least one practicing, licensed administrator from each licensure field being reviewed. The Team also includes one member from an approved higher education program, one member of the state board, one member from a local school board and the executive director /or a designated staff person (liaison).

Executive Director Responsibilities

The executive director serves as chair-person of the Review Team and performs the following responsibilities:

1. Establishes team membership
2. Assists the institution with suggestions on compliance and upon request from the institution, may conduct a preliminary review of the application.
3. Works with the program's administrator/coordinator to make initial arrangements for the review and on-site visit.
4. Provides orientation and training to team members, shares team objectives and the roles and responsibilities of team members.
5. Gathers and distributes the written application submitted by the institution to the members of the Review Team.
6. Coordinates an on-site visit to the institution to verify the accuracy and completeness of the written application prepared by the institution.

7. Provides technical and administrative support to the team.
8. Presides during team meetings and facilitates team discussions regarding standards in order to reach consensus.
9. Acts as mediator, if necessary, to resolve differences of opinion through discussion, the gathering of further information, or arrangement of additional interviews.
10. Presides during the final reporting session.
11. Completes the final written report.
12. Secures completed expense reports and critiques of the team visit procedures from team members at the close of the visit.
13. Insures that the Review Team submits a report of their findings and makes a recommendation indicating whether standards are met or not met to the Professional Development and Program Review Committee of the Minnesota Board of School Administrators. The Report also includes areas of strength, areas of concern, suggestions, and recommendations for improvement.

Review Team Responsibilities

The Team's role is a combination of auditing and verifying findings of the institutional report, and observing actual compliance through interviews of students, alumni, staff, faculty, administrators and the general public. During the Review Team visit, Team members review written information and interview persons who have relevant information and experiences with the licensure program. Team members meet together to study findings to reach a consensus concerning the Team findings and recommendations.

On-site Review:

Program approval on-site visits run for approximately 2.5 days. The Review generally includes a reception hosted by the program at the end of the first full day. At the end of the visit, the Review Team reviews its findings with the institution and shares with the institution a sense of what will be submitted to the Minnesota Board of School Administrators.

The program is required to provide an on-campus workroom for the review team's exclusive use during the on-site visit, and provide IT support. A team workroom, including all of the materials the program selects to provide to support program compliance should be in close proximity of the campus or program administrative office.

Examples of documents that might be kept in the workroom include minutes from committee meetings, manuals and handbooks, policies and procedures, student program plans, samples of student work, student portfolios, etc. Consideration should be given to the layout of the exhibits to ensure that adequate space is available for reviewing the materials. All exhibits must be coded to state requirements and competencies. A list of the documents in the exhibits shall be compiled (hard copy and electronically). Additional information on arrangements for on-site visits will be provided during a pre-visit meeting between the executive director and the licensure program coordinator.

Report to Board:

The Team's recommendation on approval/disapproval, along with a written report of the findings, and any additional information presented by the institution is prepared by the executive

director who forwards the report to the Professional Development and Program Review Committee of the Minnesota Board of School Administrators for Board action.

Reporting Process:

- At the conclusion of the visit, the executive director presents an oral summary of the Team's findings to the program coordinator and their team. The executive director also provides next steps of the reporting process;
- Within 30 days after the on-site visit, (a) the executive director sends one copy of the final draft of the report to the program coordinator who reviews it for *factual errors only* and communicates any recommended changes to the chairperson *within five days of receipt of the report.* At the executive director's discretion, corrections identified will be incorporated into the final report.
- Within 30 days of receipt of the final report, the program coordinator shall acknowledge receipt of the report and has the opportunity to rejoin it. The rejoinder must be received by the executive director of the Minnesota Board of School Administrators 30 days after the receipt of the report. The Minnesota Board of School Administrators will determine approval status of the program at the next meeting after receipt of the institutional rejoinder.

Based upon appraisal of the program description prepared by the institution and the written report of the auditors, the 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.

The decision of the board regarding approval status of the licensure program is forwarded by the executive director of the board to the chief administrative officer of the college/university or program.

Budgeting for the Review:

The institution/program is responsible for all costs associated with the preparation of the written report and expenses of the team during an on-site review (food, lodging, mileage and substitute teacher when necessary). The university is not responsible for the pre-session meal, typically held on the Wednesday night before the review.

Lodging and food expenses should be calculated not to exceed two full days/nights. Calculating mileage will be limited to state reimbursement amounts paid to state employees. *To the greatest extent possible, the hotel should direct bill the college for lodging eliminating the need for Review Team members to use their credit cards for their rooms.* Costs associated with the chairperson's participation in a pre-visit are the responsibility of the program. Costs associated with an accompanying Review Team member's significant other/spouse will be borne by the Review Team member.

Hotel accommodations must allow each member of the team to have a separate room. When possible, the program should select a hotel near the university and/or a dining facility. In addition to meals, the program is to provide refreshments in the campus workroom.

If hotel accommodations are not within walking distance of the campus workroom, the university may be required to provide transportation of the Team members from the hotel to the campus workroom. Details of the transportation plan will be determined prior to the visit.

Conflict of Interest and Ethical Guidelines:

The participation of Team members in the program approval process is voluntary and reflective of the high level of professional commitment of the team members. Any form of financial payments to team members, other than reimbursement of costs associated with the review, is prohibited.

Maintaining the highest standards of objectivity and credibility of the program approval process is paramount to the Board of School Administrators. In accordance with board standards, Team members should avoid serving as a reviewer of programs if they:

- Were a former faculty member from the college being reviewed
- Served as a consultant for the college being reviewed
- Served as member of the college's advisory committee
- Was a student in the licensure program being reviewed
- Have/had a son/daughter who is/has attended a licensure program being reviewed

All elements of the approval process must be treated in the most professional manner. Information acquired through the process must not be used for other purposes. Confidentiality is an integral part of the program approval process and must be protected by those who participate as reviewers. Program reviewers are not to discuss findings with anyone other than team members and Board staff.

Draft On-site Schedule Template:

Wednesday night, day one (The university is not responsible for the Wednesday night dinner)

3:30-5:30	Review Team arrival

4:00-5:30   Institutional orientation (including workroom/exhibit room)

6:00-7:00   Dinner with Review Team members and spouses/significant others (m)

7:00-9:00   Orientation meeting for the Review Team. The chairperson will review the Minnesota Board of School Administrators forms, standards, and procedures for the review, the roles and responsibilities of team members emphasizing the importance of professionalism and confidentiality, and share scheduling and/or other information about the visit.

                     Team members will review plans for carrying out assignments for the next day and identify documents and/or other forms of evidence which have not been shared that they need to make an informed decision.

Thursday, day two

8:00-9:00   Breakfast (Generally, to be held on campus. May even be catered into the meeting room)

9:00-10:00   Meeting with College Dean and Program Director

10:00- 12:00   Prearranged interviews (determined between chair and coordinator)
                     At a minimum, the scheduled interviews must include:

                     Advisory board members
                     Internship supervisors/situational observation reviewers
                     Alumni from each of the licensure programs being reviewed
                     Current students from each licensure program being reviewed
                     Representatives from K-12 partnerships who have hired your graduates.

12:00-1:00   Working lunch for Review Team
                     Chairperson checks for status of data collection.

1:00-3:00   Continued interviews as determined between chair and program director

3:00-3:30   Review Team break to check with offices

3:30-5:30   Chairperson and team members begin to work on Form E.

5:30-7:30   Reception/Dinner

Friday, day three

8:00-9:00	Working breakfast (continue working on Form E)
9:00- 10:00	Meeting with program faculty (including adjuncts)
10:00- 12:00	Continued work on Form E
12:00- 1:00	Working lunch (generally catered into the work room). Completion of Form E. Determines strengths and areas of concern. If possible, reach a consensus on the team's recommendation on whether each standard is met or not met. If consensus cannot be reached, the team should vote with the majority prevailing.
1:00-2:00	Exit conference Chairperson meets with the college leadership and program faculty to present summary of team's findings and to describe the next steps of the review process

Guidelines for Program Approval

The Minnesota Board of School Administrators applies state adopted standards to the approval of licensure educational administration programs in the following licensure areas: (a) Superintendents, (b) K-12 Principals, (c) Directors of Special Education, (d) Directors of Community Education.

To request approval to offer administrative licensure programs or an alternative preparation program (122A.27), a complete electronic application must be submitted to the Executive Director of the Minnesota Board of School Administrators. The report must state the content of each Program Requirement and clearly describe how the program is in compliance. These guidelines are intended to provide the program with every opportunity to evidence how the program(s) complies with procedures in Minnesota Rule 3512.2500 and competencies identified for each licensure field. The reporting design is intended to present the information in a clear and focused method for reviewers to meet their responsibilities to the institution/program and the state.

June 1:	Submit a letter of intent that the institution will make application.
June 30:	Board Executive Director will furnish requirements for application.
October 30:	Submit a portfolio detailing how program will meet Rule Requirements.
January 30:	Program Review Team will make a visit on-site to evaluate institutional application.
March 30:	Board will file report and recommendation.

No institution may apply to be a licensure-granting institution more than once per calendar year.

Timeline for Continuous Review Process:

To be determined. See Board of School Administrators' schedule of visits.

Program Approval Components:

Each program shall forward to the executive director of the Minnesota Board of School Administrators a program description for each licensure program for which approval is requested.

The licensure program description shall include a *written report* addressing Minnesota Rule 3512.2500, subp. 2, A-K and Minnesota Rule 3512.2500, subp. 3, A-C. The report should provide the reviewers with enough information to support that the program is in compliance with the requirements and competencies. References should be made to specific documents that support the claims made in the report.

It is suggested that the university provide a brief historical, geographical, and contextual review of the college/department/program. This section is the program's opportunity to set the context of the report for the program auditors. It may also be used to provide the program reviewers with an understanding of changes, developments, activities on the campus, and any state or national initiatives which may influence the mission, directions, and delivery of the licensure program.

Documents to be included in Program Review

1. **Complete and attach Form A: Institutional Authorization.** The institution has designated a faculty member responsible for providing instructional leadership for this licensure program and the course of study established to meet these standards was developed in collaboration with the institution's education faculty and licensed, practicing K-12 public school administrators.

2. **Complete and attach Form B: Program Personnel and Partners.** Submit Faculty vitae of those faculty responsible for teaching courses aligned to this licensure program are qualified by academic preparation (degrees and major fields of study) and, where applicable, by professional experiences. Also include background of program partners.

3. **Complete and attach Form C: Program Sequence**. Submit syllabi and course description for all courses and experiences used to demonstrate and assess candidate performance of the standards. Submitted syllabi must include the course number, name, and credits; the course objectives; expected levels of achievement and how achievement will be measured; and required texts and materials.

4. **Complete and attach Form D:** Competencies/Course & Experience Matrix.

5. **Address the standards listed in Comprehensive Form E**

Form A

Institutional Authorization/Application for Program Approval

Check Applicable Programs:
 □ Superintendent
 □ K-12 Principal
 □ Director of Special Education
 □ Director of Community Education

Name of Institution: _____

Proposal Prepared By: _____ Telephone No._____

Fax No. _____ E-mail: _____

We the undersigned affirm that the institution is committed to providing the resources needed to implement and maintain the course of study required to provide licensure candidates with the knowledge, skills, and abilities in the standards of this licensure program, and that the information provided in this proposal is accurate and true.

Name and Title Chief Academic Officer	Name and Title School or College Dean or Head	Name and Title Program Director
Signature Chief Academic Officer	Signature School or College Dean or Head	Signature Program Director
Signature Date	Signature Date	Signature Date

Form B

Check Applicable Programs: □ CE-Director of Community Education   □ SPE-Director of Special Education
□ PR-K-12 Principal   □ SU-Superintendent

Name and position of person with responsibility for providing instructional leadership for the program:

_____

Program Personnel

Program	Name	Position or Role (e.g. coordinator, professor)	FT = Full-time PT = Part-time Ad = Adjunct
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			

Program Collaborative Field Partners
(advisory board members, professional associations, etc.)

Program	Name	Position or Role (e.g. coordinator, professor)	FT = Full-time PT = Part-time Ad = Adjunct
□ CE-　□ SPE- □ PR-　□ SU			
□ CE-　□ SPE- □ PR-　□ SU			
□ CE-　□ SPE- □ PR-　□ SU			
□ CE-　□ SPE- □ PR-　□ SU			
□ CE-　□ SPE- □ PR-　□ SU			
□ CE-　□ SPE- □ PR-　□ SU			
□ CE-　□ SPE- □ PR-　□ SU			
□ CE-　□ SPE- □ PR-　□ SU			
□ CE-　□ SPE- □ PR-　□ SU			
□ CE-　□ SPE- □ PR-　□ SU			

Form C

Program Sequence

Check Applicable Programs: □ CE-Director of Community Education   □ SPE-Director of Special Education

□ PR-K-12 Principal   □ SU-Superintendent

Please list all required courses first followed by numbers and descriptions of field experiences, internships, and formal assessments. Add rows as necessary.

Courses Other than Field Experiences

Program	Course Number and Title	Credits	Course Description (Catalog/Bulletin)
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			

Field Experience and Assessment Courses

Program	Course name and number for field experience, internship, and/or assessment experience(s)	Credits	Description (Catalog/Bulletin)
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			
□ CE- □ SPE- □ PR- □ SU			

Form D

Matrices Aligning Courses With Competencies

CORE LEADERSHIP COMPETENCIES

Courses and/or Experiences Competencies																				
A. Leadership																				
A1. Collaboratively assessing and improving culture, and climate;																				
A2. Providing purpose and direction for individuals and groups;																				
A3. Modeling shared leadership and decision-making strategies;																				
A4. Demonstrating an understanding of issues affecting education																				
A5: Through a visioning process, formulating strategic plans and goals with staff and community;																				
A6: Setting of priorities in the context of stakeholder needs;																				
A7: Serving as a spokesperson for the welfare of all learners in a multicultural context;																				
A8: Understanding how education is impacted by local, state, national, and international, events;																				
A9: Demonstrating the ability to facilitate and motivate others;																				
A10: Demonstrating the ability to implement change or educational reform.																				

Competencies / Courses and/or Experiences																										
B. Organizational Management																										
B1: Demonstrating an understanding of organizational systems;																										
B2: Defining and using processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;																										
B3: Planning and scheduling personal and organizational work, establishing procedures to regulate activities and projects, and delegating and empowering others at appropriate levels;																										
B4: Demonstrating the ability to analyze need and allocate personnel and material resources;																										
B5: Developing and managing budgets and maintain accurate fiscal records																										
B6: Demonstrating an understanding of facilities development, planning and management;																										
B7: Understanding and using technology as a management tool.																										
C: Diversity Leadership																										
C1: Demonstrating an understanding and recognition of the significance of diversity, and responding to the needs of diverse learners;																										
C2: Creating and monitoring a positive learning environment for all students;																										
C3: Creating and monitoring a positive working environment for all staff;																										

Courses and/or Experiences Competencies																							
C4: Promoting sensitivity of diversity throughout the school community;																							
C5: Demonstrating the ability to adapt educational programming to the needs of diverse constituencies;																							
D: Policy and Law																							
D1: Developing, adjusting, and implementing policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications;																							
D2: Recognizing and applying standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;																							
D3: Demonstrating an understanding of state, federal, and case law governing general education, special education, and community education.																							
E. Political Influence and Governance																							
E1: Exhibiting an understanding of school districts as a political system, including governance models;																							
E2: Demonstrating the ability to involve stakeholders in the development of educational policy;																							
E3: Understanding the role and coordination of social agencies and human services;																							

Competencies / Courses and/or Experiences																								
E4: Demonstrating the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.																								
F. Communication																								
F1: Formulating and carrying out plans for internal and external communications;																								
F2: Demonstrating facilitation skills;																								
F3: Recognizing and applying an understanding of individual and group behavior in normal and stressful situations;																								
F4: Facilitating teamwork;																								
F5: Demonstrating an understanding of conflict resolution and problem solving strategies																								
F6: Making presentations that are clear and easy to understand;																								
F7: Responding, reviewing and summarizing information for groups;																								
F8: Communicating appropriately speaking, listening, and writing for different audiences such as students, teachers, parents, community, and other stakeholders																								
F9: Understanding and utilizing appropriate communication technology																								

Competencies / Courses and/or Experiences																								
G: Community Relations																								
G1: Articulating organizational purpose and priorities to the community and media;																								
G2: Requesting and responding to community feedback;																								
G3: Demonstrating the ability to build community consensus;																								
G4: Relating political initiatives to stakeholders, including parental involvement programs;																								
G5: Identifying and interacting with internal and external publics;																								
G6: Understanding and responding to the news media;																								
G7: Promoting a positive image of schools and the school district;																								
G8: Monitoring and addressing perceptions about school-community issues;																								
G9: Demonstrating the ability to identify and articulate critical community issues that may impact local education.																								
H: Curriculum Planning and Development for the Success of All Learners																								
H1: Demonstrating the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including pre-kindergarten,																								

Competencies	Courses and/or Experiences																						
elementary, middle and junior high school, high school, special education, gifted and talented, and adult levels;																							
H2: Demonstrating the ability to provide planning and methods to anticipate trends and educational implications;																							
H3: Demonstrating the ability to develop, implement, and monitor procedures to align sequence, and articulate curriculum and validate curricular procedures;																							
H4: Demonstrating the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;																							
H5: Appropriately using learning technologies;																							
H6: Demonstrating an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;																							
H7: Demonstrating an understanding of the urgency of global competitiveness.																							
I: Instructional Management for the Success of All Learners																							

Competencies	Courses and/or Experiences																						
I1: Demonstrate an understanding of research of learning and instructional strategies;																							
I2: Describing and applying research and best practices on integrating curriculum and resources to help all learners achieve at high levels;																							
I3: Demonstrating the ability to utilize data for instructional decision making;																							
I4: Demonstrating the ability to design appropriate assessment strategies for measuring learner outcomes;																							
I5: Demonstrating the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.																							
I6: Demonstrating the ability to appropriately use technology to support instruction.																							
J. Human Resources Management																							
J1. Demonstrating knowledge of effective personnel recruitment, selection, and retention;																							
J2. Demonstrating an understanding of staff development to improve the performance of all staff members;																							
J3. Demonstrating the ability to select and apply appropriate models for supervision and evaluation;																							

Competencies / Courses and/or Experiences																									
J4. Describing and demonstrating the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;																									
J5. Demonstrating 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;																									
J6. Demonstrating understanding of labor relations and collective bargaining; and																									
J7. Demonstrating understanding of the administration of employee contracts, benefits, and financial accounts;																									
K. Values and Ethics of Leadership																									
K1: Demonstrating understanding of the role of education in a democratic society;																									
K2: Demonstrating understanding of and model democratic value systems, ethics, and moral leadership																									
K3: Demonstrating the ability to balance complex community demands in the best interest of learners;																									
K4: Helping learners grow and develop as caring, informed citizens;																									

Courses and/or Experiences Competencies																								
K5: Demonstrating understanding and application of the Code of Ethics for Administrators under Part 3512.5200.																								
L: Judgment and Problem Analysis																								
L1: Identifying the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;																								
L2: Demonstrating adaptability and conceptual flexibility;																								
L3: Assisting others in forming opinions about problems and issues,																								
L4: Reaching logical conclusions by making quality, timely decisions based on available information;																								
L5: Identifying and giving priority to significant issues;																								
L6: Demonstrating understanding of and utilize appropriate technology in problem analysis																								
L7: Demonstrating understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation																								
M. Safety and Security																								

Courses and/or Experiences Competencies																								
M1: Demonstrating the ability to develop and implement policies and procedures for safe and secure educational environments.																								
M2: Demonstrating 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;																								
M3: Demonstrating the ability to identify areas of vulnerability associated with school buses, buildings and grounds and formulate a plan to take corrective action;																								
M4: Demonstrating understanding of procedural predictabilities and plan variations where possible.																								
M5: Demonstrating the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling and implement recommended threat assessment procedures.																								

SUPERINTENDENT COMPETENCIES

Courses and/or Experiences Competencies																												
A. Policy and Law																												
A1: Demonstrating an understanding of the role policy plays in school district governance and administration;																												
A2: Demonstrating knowledge of statutory regulations affecting School Board meetings, communications, procedures, and practices;																												
A3: Demonstrating an understanding of the roles and responsibilities of the School Board.																												
B: Political Influence and Governance																												
B1: Demonstrating an understanding of the role the political process plays in public education and the connection between them;																												
B2: Demonstrating understanding of how to interact with local and state government.																												
B3: Demonstrating understanding of the roles played by other community leaders in the school district.																												
C: Communication																												

Courses and/or Experiences Competencies																							
C1: Demonstrating knowledge of cultivating positive relationships between and with School Board members;																							
C2: Demonstrating understanding of the importance of communication leadership between school district and its community.																							
D: Organizational Management																							
D1: Demonstrating knowledge of factors that affect school finance, including sources of revenue, expenditure classifications, generally acceptable accounting principles; and local, state, and federal finance calculations																							
E: Judgment and Problem Analysis																							
E1: Demonstrating knowledge of how to balance varied and competing interests to ensure the mission and vision of the school district is carried forward.																							

PRINCIPAL COMPETENCIES

Courses and/or Experiences Competencies																							
A. Instructional Leadership																							

Courses and/or Experiences Competencies																						
A1: Demonstrating the ability to understand and apply school-wide literacy and numeracy systems;																						
A2: Demonstrating the ability to understand and apply district wide literacy and numeracy systems.																						
B. Monitor Student Learning																						
B1: Demonstrating the ability to create a culture that fosters a community of learners;																						
B2: Demonstrating an understanding of student guidance systems and auxiliary services;																						
B3: Demonstrating the ability to implement a positive and effective student management system;																						
B4: Demonstrating the ability to develop and implement effective student discipline plans;																						
B5: Demonstrating the ability to develop a master instructional schedule;																						
B6: Demonstrating the ability to meet the enrichment, remediation, and special education needs of all students;																						
B7: Demonstrating the ability to understand and support a comprehensive program of student activities.																						

Courses and/or Experiences Competencies																							
C. K-12 Leadership																							
C1: Demonstrating understanding of the articulation and alignment of curriculum from pre-school through grade 12;																							
C2: Demonstrating understanding of different organizational systems and structures at pre-K, elementary, middle or junior high, and high school levels.																							
C3: Demonstrating the ability to work with children of all ages;																							
C4: Demonstrating the ability to work with parents, teachers and other staff in all levels of schooling;																							
C5: Demonstrating understanding of the characteristics of effective transitions from one level of schooling to the next;																							
C6: Demonstrating understanding of the developmental needs of children of all ages.																							

DIRECTOR OF COMMUNITY EDUCATION COMPETENCIES

Courses and/or Experiences Competencies																							
A. Community Education Concepts																							
A1 understand and describe the history and philosophy of community education;																							

A2 demonstrate a knowledge and application of the principles of community education;																					
A3 demonstrate a knowledge of the role of the local school district's administrative team and the community education director's place within it;																					
A4 demonstrate, facilitate and lead the integration of community education into the pre-K-12 system;																					
A5 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;																					
A6 demonstrate knowledge of the various assessment tools used to effectively evaluate community education programs;																					
A7 demonstrate understanding of the resources available to support learners of all abilities.																					
B. Community Capital																					
B1 demonstrate a knowledge of advisory councils, their role organization, functions, and development;																					

B2 demonstrate the ability to involve advisory councils in addressing community and school issues;																						
B3 demonstrate the ability to build collaborative partnerships in the community;																						
B4 demonstrate the ability to effectively identify the community political structures, both formal and informal;																						
B5 demonstrate the ability to identify and effectively use local, civic, and business resources to enhance the lifelong learning opportunities within the community;																						
B6 demonstrate the knowledge of the techniques used for developing leadership among community members;																						
B7 demonstrate knowledge about sustaining community involvement in the community education process;																						
B8 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.																						

DIRECTOR OF SPECIAL EDUCATION COMPETENCIES

Courses and/or Experiences Competencies																				
A. Policy and Law																				
A1 Demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting and accounting;																				
A2 Demonstrate an understanding of state and federal regulations governing the monitoring of special education programs.																				
B. Organizational Management																				
B1 Demonstrate an understanding of the role policy and procedure play in school district governance and administration;																				
B2 Demonstrate knowledge of statutory regulations affecting Board meetings, communications, procedures, and practices that affect special education governance;																				
B3 Demonstrate an understanding of special education administrative models used in Minnesota.																				
C. Resource Allocation																				
C1 Demonstrate an understanding of special education program development																				

including needs assessment, design and evaluation;																							
C2 Demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families;																							

Form E

Board of School Administrators

COMPREHENSIVE FORM E

University:

Administrative License(s):

Required Standard	*Met*	*Not Met*	
A. The university verified the institution's commitment to the licensure program.			
<mark>*To verify this Standard, the university may include, but is not limited to, the following evidence*</mark>	*Examples*	*Examples*	**Comments**
Description of the institution's commitment to the licensure program. The program may use budget spreadsheets, charts, graphs and letters from administrators and supporters to indicate its commitment to the program.			
Description of how the university, department, and/or program budget aligns with the program mission, vision, and values to prepare students in meeting all requirements outlined in MN Rule 3512.			

Description of university and department human resources that ensure the success of the licensure program(s). This may include but not limited to full-time and part-time faculty; administration, and staff.			
Description of the physical and online resources dedicated to the success of the program.			
B. The university described the institution's organizational structure.			
	Examples	*Examples*	**Comments**
A description of the changes made in this area since the last five-year review.			
Brief descriptions or titles for individuals listed in the organizational chart (e.g. program chair, department chair, dean, vice presidents, provosts, chief financial officer, or president).			
Agenda and minutes from departmental meetings, Advisory Board meetings, faculty meetings, and decision making stakeholders.			
C. The university described the process to align strategic planning, assessment, and decision-making for implementing or sustaining the licensure program.			

To verify this Standard, the university may include, but is not limited to, the following evidence	Examples	Examples	Comments
A description of the changes made in this area since the last five-year review.			
A copy of the strategic plan for the university and how the administrative preparation program aligns with the mission, vision, and values of the university and department.			
A description of how the licensure program or/or department conducts strategic planning. Includes key steps and participants.			
A description of the process used to conduct short-term and long-term departmental planning including how the strategic planning process addresses the department in a post-pandemic world, prioritization of change initiatives, and organizational adaptability.			
A description of the processes used to make program change, improvement, strategic planning, etc.			
A description of the decision-making tools used by licensure program and/or department (e.g. quality tools such as Affinity Diagram, Force Choice, Plus/Delta).			
A description of departmental metrics and key performance measures or indicators used to track the achievement and effectiveness of the strategic plan, program objectives, and/or action plans.			
A description of the departmental assessment and evaluation processes. Program may include Gantt Charts,			

Timetable, End-of-Course evaluations/student surveys and action plans.			
A description of the university efforts to ensure the program meets all regulatory requirements (e.g. program outcome assessment, Higher Learning Council, BOSA, MN Rule 3512).			
A description of the contingency plan in the event the licensure program is discontinued.			
D. The university described the anticipated role for persons who enroll in the licensure program.			
	Examples	*Examples*	**Comments**
A description of the changes made in this area since the last five-year review			
A description of how the department delineates each licensure program and how the licensure program prepares candidates for effective educational leadership as a school administrator. The program may use the university website and BOSA Consumer Guide as examples.			
A description of how the department prepares candidates for current and future trends in educational leadership.			
A copy of the department's self-assessment and continual reflection processes for candidates.			

A description of the department's induction and preparation sessions, specifically regarding leadership dispositions.			
A description of how the department is addressing equity, inclusion, and diversity in their application and enrollment process, preparation, and assessment.			
E. The university listed and described how the licensure program relates individual program components to the knowledge, skills, and dispositions that persons completing the licensure program must achieve.			
<mark>***To verify this Standard, the university may include, but is not limited to, the following evidence***</mark>	*Examples*	*Examples*	**Comments**
A description of the changes made in this area since the last five-year review.			
Examples of course assignments that are application-focused and relevant to the licensure program and educational leadership.			
Evaluation, assessment, and reflection practices used to determine students understand and/or demonstrate the competencies outlined in Minnesota Rule 3512. The program may use Form D, exit evaluation processes, course objectives and syllabi as examples.			
If in the license program there are requirements beyond those listed in MR3512, include some examples of how they are assessed.			

F. The university described the field-based experience, the assessment of prior experience and preparation, and the situational observation component.			
			Comments
A description of the changes made in this area since the last five-year review.			
A description of how the program assesses candidates' prior experience and preparation.			
A description of a midpoint assessment for candidates.			
An explanation of what happens when a candidate becomes ineligible or unable to move forward in the licensure program.			
Any additional university requirements beyond Rule 3512 that candidates must meet prior to beginning the required field experience and/or situational observation component of the licensure program.			
A description of the field experience that includes: ● Licensure program resources available to support licensure candidates during field experience. ● Site supervisor roles and responsibilities for field experience. ● University supervisor roles and responsibilities for candidate's field experience. ● How the program ensures internships include relevant leadership experiences.			

• A record of assessors and roles in the exit evaluation. Program may include the Field Experience Handbook and sample electronic portfolios as evidence.			
G. The university described the systematic procedure for evaluating the licensure program to ensure that all persons recommended for licensure meet all licensure requirements.			
<mark>*To verify this Standard, the university may include, but is not limited to, the following evidence*</mark>	<mark>*Examples*</mark>	<mark>*Examples*</mark>	**Comments**
A description of the changes made in this area since the last five-year review.			
A description of processes for how licensure program courses, content, instruction, and assessment are evaluated to ensure they meet all licensure requirements outlined in Minnesota Rule 3512.			
An explanation of how your program utilizes individual assessment to ensure students are meeting requirements via student reflection, university supervisor, and site supervisor evaluations.			
H. The university specifically identified the plans for assessing the performance of each person who successfully completed the licensure program.			
<mark>*To verify this Standard, the university may include, but is not limited to, the following evidence*</mark>	<mark>*Examples*</mark>	<mark>*Examples*</mark>	**Comments**

A description of the changes made in this area since the last five-year review.			
A description of the process used by the department to determine if candidates have met the standards required for licensure in Minnesota Rule 3512. The program may include self-evaluation, mentor evaluation, portfolios, panel reviews, and student profile reviews as evidence.			
A description of the evaluation tools used by the department (e.g. rubric, interview, portfolio, etc.) demonstrating the candidate has met the competencies under part 3512.0510.			
I. *The university listed the college departments involved with the licensure program licensed practicing education personnel, school administrators, and interested citizens who participated in developing the licensure program.*			
<mark>***To verify this Standard, the university may include, but is not limited to, the following evidence***</mark>	<mark>*Examples*</mark>	<mark>*Examples*</mark>	**Comments**
A description of the changes made in this area since the last five-year review.			
A description of the purpose and membership of the administrator licensing advisory committee(s).			
Specific examples of how committee input is garnered, utilized, and implemented as part of the development and continuing improvement process of the licensure program.			

The program may use bylaws, membership, attendance records, procedures, agendas and minutes, and the appointing process as evidence.			
J. The university described the procedures to establish and maintain an internal process to systematically evaluate the licensure program.			
	Examples	*Examples*	**Comments**
A description of the changes made in this area since the last five-year review.			
A description of the departmental process of evaluation and continuing improvement of the licensure program. A description of how the systemic evaluation processes are addressing current and future needs of school administrators in Minnesota. The program may use minutes from faculty meetings, external accreditations, departmental evaluations, course assessments and final projects, candidate exit surveys, course assessments, and employer and graduate surveys as evidence.			
An internal plan to address barriers that keep students of color and marginalized populations from entering and successfully completing an administrator licensure program.			

K. The university included program review data as mandated by the legislature and the board and describe how that data are utilized.			

Narrative

<u>*Areas of strength*</u>:

<u>*Suggestions for improvement*</u>:

Conditions that must be met for approval: