Minnesota Board of School Administrators

Approval Process for Administrative Licensure Handbook

Principal K-12

Superintendent

Director of Special Education

Community Education Director

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Introduction to BOSA

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
- One 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 to conduct 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 <u>initial approval</u> 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 determining 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 6-12 members, depending on the number of licensure programs, and must include at least one practicing, licensed administrator from each licensure field being reviewed. The Review Team also includes one member from an approved higher education program, one member of the Board, one member from a local school board, BOSA Licensing Specialist and the Executive Director.

Executive Director Responsibilities

The Executive Director serves as chairperson 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 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. Ensures 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 Advisory Councils/Group Field Partner. 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 to study findings to reach a consensus concerning the team's findings and recommendations.

On-Site Review

Program approval on-site visits run for approximately 2 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. The team workroom, including all the materials the program selects to provide to support program compliance, should be in 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 (one 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 the 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 Review Team will present 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 can 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 timelines for meeting the stated conditions; or
D. Disapprove the licensure program, state the reasons for disapproval and 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). If the Review Team arrives the night before the Site Review, the University is responsible for the cost of the meal.

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 the bill to 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.

On-Site Schedule Template

DAY 1

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

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

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

- Advisory Board Members
- Internship Supervisors
- 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 graduates

12:00 PM -1:00 PM   Working lunch for Review Team

1:00 PM - 3:00 PM   Continued interviews as determined between Chair and Program Director

3:00 PM - 3:30 PM   Break

3:30 PM - 5:30 PM   Worktime

5:30 PM - 7:30 PM   Dinner

DAY 2

8:00 AM - 9:00 AM	Working breakfast for Review Team
9:00 AM - 10:00 AM	Meeting with program faculty
10:00 AM - 12:00 PM	Worktime
12:00 PM - 1:00 PM	Working lunch for Review Team
1:00 PM - 2:00 PM	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 complying. 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

University Programs are reviewed every five years for accreditation. View BOSA's Schedule for Continuous Program Review.

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 follows 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.

Essential Program Review Documents

1. 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. 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. 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. Form D: Competencies/Course & Experience Matrix. Submit how the competencies are met through courses.

5. Form E: Standards. Submit how the university has met the standards within the past five years.

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   Signature Chief Academic Officer   Signature Date

_____   _____   _____
Name and Title School or College Dean or Head   Signature School or College Dean or Head   Signature Date

_____   _____   _____
Name and Title Program Director   Signature Program Director   Signature Date

Form B

Program Personnel and Partners

Check Applicable Programs

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

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

Program Personnel

Program	Name	Position or Role (Example – Coordinator, Professor)	FT = Full Time PT = Part Time Ad = Adjunct
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			

Program	Name	Position or Role	
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			

Program Collaborative Field Partners

(Advisory Board Members, Professional Associations, etc.)

Program	Name	Position or Role (Example – Coordinator, Professor)	FT = Full Time PT = Part Time Ad = Adjunct
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			

☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K – 12 Principal ☐ Superintendent			

Form C

Program Sequence

Check Applicable Programs:

☐ **Director of Community Education**

☐ **Director of Special Education**

☐ **K-12 Principal**

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

Program	Course Number and Title	Credits	Course Description
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			

Field Experience and Assessment Courses

Program	Course Number and Title	Credits	Course Description
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			
☐ Director of Community Education ☐ Director of Special Education ☐ K-12 Principal ☐ Superintendent			

Form D

Matrices Aligning

Courses with Competencies

Core Leadership Competencies

STANDARD A		
Courses and/or Experiences		
Leadership		
A1: Demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective	☐ ☐	
A2: Demonstrate leadership by the development of an educational mission for the school or district, which provides purpose and direction for individuals and groups	☐ ☐	
A3: Demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school	☐ ☐	

Leadership																							
A4: Understand how education is impacted by historical, local, state, national, international events and issues	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
A5: Through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
A6: Demonstrate setting priorities in the context of stakeholder needs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
A7: Demonstrate an ability to serve as a spokesperson for the welfare of all learners to ensure high expectations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
A8: Understand the dynamics of change and demonstrate the ability to implement change and educational reform	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD B																							
Courses and/or Experiences																							
Organizational Management																							
B1: Demonstrate an understanding of organizational systems including structural and cultural dynamics	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B2: Define and use processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B3: Plan and schedule personal and organizational work, establish procedures to regulate activities and projects, delegate and empower others at appropriate levels	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Organizational Management																								
B4: Demonstrate the ability to analyze need and allocate personnel and material resources	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B5: Develop and manage budgets and maintain accurate fiscal records	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B6: Demonstrate an understanding of facilities development, planning and management	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
B7: Understand and use technology as a management tool	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD C

Courses and/or Experiences																									
Equity and Culturally Responsive Leadership C1: Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C2: Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C3: Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Equity and Culturally Responsive Leadership																										
C4: Ensure policies and practices are in place that prevent problem behavior, encourage positive behavior, and respond to student behavior not aligned with expectations in a positive, fair, and unbiased manner.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C5: Recognize, identify and address individual and institutional biases	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C6: Promote the preparation of students to live productively in and contribute to the diverse and global society.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C7: Address matters of equity and cultural responsiveness in all aspects of leadership.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
C8: Ensure policies and practices are in place that address student and staff mental and physical health and trauma	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD D

Courses and/or Experiences																								
Policy and Law																								
D1: Understand and implement policy to meet local, state and federal requirements and constitutional provisions, standards and regulatory applications so as to promote student success	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
D2: Recognize and apply standards of care involving civil and criminal liability for negligence, harassment and intentional torts	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
D3: Demonstrate an understanding of state, federal and case law and rules and regulations governing general education, special education and community education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD E

Courses and/or Experiences																							
Political Influence and Governance																							
E1: Exhibit an understanding of school districts as political systems, including governance models	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
E2: Demonstrate an understanding of involving stakeholders in the development of educational policy	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
E3: Understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
E4: Demonstrate an understanding of processes to align constituencies in support of school and district priorities	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD F																							
Courses and/or Experiences																							
Communication																							
F1: Understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
F2: Demonstrate individual and team facilitation skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
F3: Recognize and apply an understanding of individual and group behavior in all situations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
F4: Demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Communication																							
F5: Make presentations that are clear and easy to understand	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
F6: Respond to, review, and summarize information for groups	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
F7: Communicate appropriately through speaking, listening and writing, for different audiences including students, teachers, parents, the community and other stakeholders	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
F8: Understand and utilize appropriate and relevant communication technology	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD G

Courses and/or Experiences																								
Community Relations																								
G1: Articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
G2: Demonstrate the ability to engage the extended community.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
G3: Effectively generate and respond to various forms of communication through media	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
G4: Promote a positive image of schools and the school district	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Community Relations																								
G5: Monitor and address perceptions about school-community issues	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
G6: Demonstrate the ability to identify and articulate critical community issues which may impact local education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD H

Courses and/or Experiences																								
Curriculum Instruction and Assessment for the Success of all Learners																								
H1: Implement state academic standards, a coherent system of culturally responsive curriculum, instruction, and assessment that promotes the mission, vision, and core values of the district to embody high expectations for student learning	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
H2: Develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
H3: Apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Curriculum Instruction and Assessment for the Success of all Learners																								
H4: Understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
H5: Demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
H6: Lead and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
H7: Promote instructional practice that is consistent with knowledge of child learning and development, intellectually challenging, authentic to student experiences, recognizes student strengths, and differentiated and personalized	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD I

Courses and/or Experiences																									
Human Resource Management																									
I1: Demonstrate knowledge of effective personnel recruitment, selection and retention	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I2: Demonstrate an understanding of staff development to improve the performance of all staff members	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I3: Demonstrate the ability to select and apply appropriate models for supervision and evaluation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I4: Describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Human Resource Management																						
I5: Demonstrate an 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	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I6: Demonstrate an understanding of labor relations and collective bargaining	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I7: Demonstrate an understanding of the administration of employee contracts, benefits and financial accounts	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD J

Courses and/or Experiences																							
Values and Ethics of Leadership																							
J1: Demonstrate an understanding of the role of education in a democratic society	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
J2: Demonstrate an understanding of and model democratic value systems, ethics and moral leadership	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
J3: Demonstrate the ability to balance complex community demands in the best interest of learners	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
J4: Help learners grow and develop as caring, informed citizens	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
J5: Demonstrate an understanding and application of the Minnesota Board of School Administrators Code of Ethics for Administrators	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD K

Courses and/or Experiences																								
Values and Ethics of Leadership																								
K1: Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes and reframing possible solutions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
K2: Demonstrate adaptability and conceptual flexibility	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
K3: Reach logical conclusions by making quality, timely decisions based on available information	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
K4: Identify and give priority to significant issues	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
K5: Demonstrate an understanding of and utilize appropriate technology in problem analysis	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
K6: Demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD L

Courses and/or Experiences																							
Safety and Security																							
L1: Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
L2: Demonstrate the means to address emergency and crisis situations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

STANDARD M

Courses and/or Experiences																									
Safety and Security																									
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

Policy and Law

Courses and/or Experiences																							
Policy and Law																							
A1: Demonstrate an understanding of the role policy plays in school district governance and administration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
A2: Know and apply statutory regulations affecting school board meetings, communications, procedures and practices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
A3: Demonstrate an understanding of the district roles and responsibilities of the school board and superintendent	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Superintendent Competencies Continued

Courses and/or Experiences																							
Political Influence and Governance																							
Demonstrate an understanding of the role the political process plays in public education and the connection between them	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate an understanding how to interact with local, state and federal governments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of the roles played by other community leaders in the school district	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

The heading "Political Influence and Governance" appears as a green banner above the table.

Superintendent Competencies Continued

Communication																								
Courses and/or Experiences																								
Communication																								
Demonstrate knowledge of cultivating positive relationships between and with school board members	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate effective skills in communication leadership between the school district and the community, including internal and external constituencies	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Superintendent Competencies Continued

Fiscal Management																						
Courses and/or Experiences																						
Fiscal Management To demonstrate competence in fiscal management a superintendent must demonstrate knowledge of factors that affect school finance, including sources of revenue; expenditure classification; generally acceptable accounting principles; and local, state and federal finance calculations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Superintendent Competencies Continued

Judgement and Problem Analysis																						
Courses and/or Experiences																						
Judgement and Problem Analysis To demonstrate competence in judgement and problem analysis a superintendent must effectively balance varied and competing interests to ensure the mission and vision of the school district is carried forward	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

K-12 Principal Competencies

Instructional Leadership																								
Courses and/or Experiences																								
Instructional Leadership																								
Support teachers and staff in the implementation of state academic standards, coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the school district to embody high expectations for student learning	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to understand districtwide literacy and lead school-wide literacy efforts in the content areas including numeracy.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

K-12 Principal Competencies Continued

Courses and/or Experiences																								
Monitor Student Learning																								
Demonstrate the ability to create a culture that fosters a community of learners	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of student support systems and services	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to implement and monitor student management data systems	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Implement school wide policies and practices that encourage positive behavior, and respond to student misconduct in a positive, fair, and unbiased manner	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to develop a master instructional schedule	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to meet the diverse learning needs of all students	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to understand and support a comprehensive program of student activities.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

K-12 Principal Competencies Continued

Monitor Student Learning																								

Courses and/or Experiences																								
PK-12 Leadership																								
Demonstrate understanding of the articulation and alignment of curriculum from PK through grade 12	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate understanding of different organizational systems and structures at prekindergarten, elementary, middle or junior high and high school levels	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to work with children of all ages	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to work with parents, teachers and other staff in all levels of schooling	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of the characteristics of effective transitions from one level of schooling to the next	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of developmental needs of children of all ages	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Director of Special Education Competencies

Policy and Law																								
Courses and/or Experiences																								
Policy and Law																								
Demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of state and federal regulations governing the monitoring of special education programs services	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Director of Special Education Competencies Continued

Organizational Management																								
Courses and/or Experiences																								
Organizational Management Demonstrate knowledge of statutory regulations relative to School Districts affecting board meetings, policies, communications, procedures, and practices that affect special education governance	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of special education administrative models used in Minnesota	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Director of Special Education Competencies Continued

Courses and/or Experiences	Resource and Fiscal Management																							
Resource and Fiscal Management Demonstrate an ability to apply state and federal laws, rules, and procedures governing special education finance, budgeting and accounting to school district funding structures	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of special education program development including needs assessment, design, implementation and evaluation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Director of Community Education Competencies

Community Education Concepts																								
Courses and/or Experiences																								
Community Education Concepts																								
Understand and describe history and philosophy of community education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate a knowledge and application of the principles of community education	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate a knowledge of the role of the local school district's administrative team	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate, facilitate and lead the integration of community education into the prekindergarten through grade 12 system	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the skills necessary to conduct community needs assessments as required by state statute and district policy	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate knowledge of the various assessment tools used to effectively evaluate community education programs and determine educational objectives and learning experiences	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate an understanding of the resources available to support learners of all abilities and ages.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Director of Community Education Competencies Continued

Courses and/or Experiences																								
Community Capital																								
Community Capital																								
Demonstrate a knowledge of advisory councils, including their role, organization, functions and development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to involve advisory councils in addressing community and school issues	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to build collaborative partnerships in the community	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to effectively identify formal and informal community political structures	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate the ability to identify and effectively use local, civic, and business resources to enhance lifelong learning opportunities within the community	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Community Capital Continued

Community Capital																							
Demonstrate the ability to identify and effectively use local, civic, and business resources to enhance lifelong learning opportunities within the community	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Demonstrate knowledge about sustaining community involvement in the community education process	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

MINNESOTA
BOARD OF SCHOOL ADMINISTRATORS

Form E

University: _____

Date: _____

Administrative License(s):

☐   Community Education Director   ☐   Special Education Director

☐   Director of Special Education   ☐   Superintendent

STANDARD A
The university verified the institution's commitment to the licensure program

Required Standard	Met ☐	Not Met ☐
A1. Description of the institution's commitment to the licensure program. The program may use budget spreadsheets, charts, graphics, and letters from administrators and supporters to indicate its commitment to the program.		
A2. Description of how the university, department, and/or program budget aligns with the program mission, vision, and values to prepare students to meet all requirements outlined in MN Rule 3512.		
A3. Description of university and department human resources that ensure the success of the licensure program(s). This may include but is not limited to full-time and part-time faculty, administration, and staff.		
A4. Description of the physical and online resources dedicated to the program's success.		

STANDARD B
The university described the institution's organizational structure.

Required Standard	Met ☐	Not Met ☐
B1. A description of the changes made in this area since the last five-year review.		
B2. 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).		
B3. Agenda and minutes from departmental meetings, Advisory Board meetings, faculty meetings, and decision-making stakeholders.		

STANDARD C

The university described the process of aligning strategic planning, assessment, and decision-making for implementing or sustaining the licensure program.

Required Standard	Met ☐	Not Met ☐
C1. A description of the changes made in this area since the last five-year review.		
C2. A copy of the strategic plan for the university and how the administrative preparation program aligns with the university's and department's mission, vision, and values.		
C3. A description of how the licensure program or/and department conducts strategic planning. Includes key steps and participants.		

C4. 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.	
C5. A description of the processes used to make a program change, improvement, strategic planning, etc.	
C6. A description of the decision-making tools used by the licensure program and/or department (e.g., quality tools such as Affinity Diagram, Force Choice, Plus/Delta).	

C7. 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.	
C8. A description of the departmental assessment and evaluation processes. Program may include Gantt Charts, Timetable, End-of-Course evaluations/student surveys, and action plans.	
C9. A description of the university's efforts to ensure the program meets all regulatory requirements (e.g., program outcome assessment, Higher Learning Council, BOSA, MN Rule 3512).	
C10. A description of the contingency plan in the event the licensure program is discontinued.	

STANDARD D
The university described the anticipated role for persons who enroll in the licensure program.

Required Standard	Met ☐	Not Met ☐
D1. A description of the changes made in this area since the last five-year review.		
D2. 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.		
D3. A description of how the department prepares candidates for current and future trends in educational leadership.		

D4. A copy of the department's self-assessment and continual reflection processes for candidates.	
D5. A description of the department's induction and preparation sessions, specifically regarding leadership dispositions	
D6. A description of how the department addresses equity, inclusion, and diversity in their application and enrollment process, preparation, and assessment.	

STANDARD 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.

Required Standard	Met ☐	Not Met ☐
E1. A description of the changes made in this area since the last five-year review.		
E2. Examples of course assignments that are application-focused and relevant to the licensure program and educational leadership.		
E3. Evaluation, assessment, and reflection practices are used to determine whether 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.		

E4. If in the licensed program there are requirements beyond those listed in MR3512, include some examples of how they are assessed.	

STANDARD F

The university described the field-based experience, the assessment of prior experience and preparation, and the situational observation component.

Required Standard	Met ☐	Not Met ☐
F1. A description of the changes made in this area since the last five-year review.		
F2. A description of how the program assesses candidates' prior experience and preparation.		
F3. A description of a midpoint assessment for candidates.		

F4. An explanation of what happens when a candidate becomes ineligible or unable to move forward in the licensure program.	
F5. 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.	
F6. A description of the field experience that includes: • Licensure program resources available to support licensure candidates during the 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 electronic sample portfolios as evidence.	

STANDARD G
The university described the systematic procedure for evaluating the licensure program to ensure that all persons recommended for licensure meet all licensure requirements.

Required Standard	Met ☐	Not Met ☐
G1. A description of the changes made in this area since the last five-year review.		
G2. 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.		
G3. Explain how your program utilizes individual assessment to ensure students meet requirements via student reflection, university supervisor, and site supervisor evaluations.		

STANDARD H
The university specifically identified the plans for assessing the performance of each person who successfully completed the licensure program.

Required Standard	Met ☐	Not Met ☐
H1. A description of the changes made in this area since the last five-year review.		
H2. 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.		
H3. 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.		

STANDARD 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

Required Standard	Met ☐	Not Met ☐
I1. A description of the changes made in this area since the last five-year review.		
I2. A description of the purpose and membership of the administrator licensing advisory committee(s).		
I3. Specific examples of how committee input is garnered, utilized and implemented as part of the licensure program continuous improvement and continuous improvement process. The program may use bylaws, membership, attendance records, procedures, agendas and minutes, and the appointing process as evidence.		

STANDARD J

The university described the procedures to establish and maintain an internal process to systematically evaluate the licensure program.

Required Standard	Met ☐	Not Met ☐
J1. A description of the changes made in this area since the last five-year review.		
J2. A description of the departmental process of evaluation and continuous improvement of the licensure program. A description of how the systemic evaluation processes address the current and future needs of school administrators in Minnesota. The program may use minutes from faculty meetings, external accreditations, departmental evaluations, course assessments, final projects, candidate exit surveys, course assessments, and employer and graduate surveys as evidence.		

J3. An internal plan to address barriers that keep students of color and marginalized populations from entering and successfully completing an administrator licensure program.	

STANDARD K
The university included program review data mandated by the legislature and the board and described how that data is utilized.

Met ☐	Not Met ☐

NARRATIVE

QUOTES

AREAS OF STRENGTH

SUGGESTIONS FOR IMPROVEMENT

CONDITIONS TO MEET PRIOR TO APPROVAL

The undersigned affirm that this report represents their recommendations and is based on documented evidence. The undersigned also affirm that the recommendations were determined based on Minnesota Board of School Administrators standards.

Name	**Title**	**Signature**	**Date**

Name	**Title**	**Signature**	**Date**

Name	**Title**	**Signature**	**Date**

Name	**Title**	**Signature**	**Date**

Name	Title	Signature	Date

Name	Title	Signature	Date

Name	Title	Signature	Date

Name	Title	Signature	Date

Name	Title	Signature	Date