

1.1 **Board of School Administrators**

1.2 **Adopted Permanent Rules Relating to Board of School Administrators' Duty,**  
1.3 **Responsibility, and Role, and Technical Changes**

1.4 **3512.0100 DEFINITIONS.**

1.5 [For text of subps 1 and 2, see M.R.]

1.6 Subp. 2a. **Board.** "Board" means the Minnesota Board of School Administrators.

1.7 Subp. 3. **Commissioner.** "Commissioner" means the commissioner of the  
1.8 Department of Education.

1.9 Subp. 4. **Department.** "Department" means the Department of Education.

1.10 Subp. 5. **Director.** "Director" means the director and the assistant director of  
1.11 special education, or the director and assistant director of community education who  
1.12 perform duties consisting of 50 percent or more in administration, personnel, supervision,  
1.13 evaluation, and curriculum.

1.14 Subp. 5a. **Executive director.** "Executive director" means the executive director of  
1.15 the Board of School Administrators.

1.16 Subp. 6. **Principal.** "Principal" means elementary, secondary, and kindergarten  
1.17 through grade 12 school principals and assistant principals who perform duties consisting  
1.18 of 50 percent or more in administration, personnel, supervision, evaluation, and  
1.19 curriculum.

1.20 Subp. 7. **Superintendent.** "Superintendent" means superintendents and assistant  
1.21 superintendents who perform duties consisting of 50 percent or more in administration,  
1.22 personnel, supervision, evaluation, and curriculum.

1.23 **3512.0200 EDUCATION AND EXPERIENCE REQUIREMENTS FOR**  
1.24 **SUPERINTENDENT, PRINCIPAL, AND DIRECTOR OF SPECIAL EDUCATION.**

2.1 Subpart 1. **Scope.** A person holding a position as a superintendent, assistant  
2.2 superintendent, principal, assistant principal, special education director, or assistant  
2.3 special education director must hold the appropriate license as a superintendent or  
2.4 principal, or special education director.

2.5 Subp. 2. **Teaching experience.** An applicant for licensure as a superintendent,  
2.6 principal, or special education director shall have three years of successful classroom  
2.7 teaching experience while holding a classroom teaching license valid for the position or  
2.8 positions in which the experience was gained. For purposes of this subpart, "classroom  
2.9 teaching license" means a license valid to teach granted by the Board of Teaching.

2.10 Subp. 3. **K-12 superintendents, principals, and directors of special education.**

2.11 A. An applicant for licensure as a superintendent, principal, or director of  
2.12 special education must complete:

2.13 (1) a specialist or doctoral program or a program consisting of 60 semester  
2.14 credits beyond the bachelor's degree that includes a terminating graduate degree and topics  
2.15 preparatory for educational administration and the Minnesota competencies identified in  
2.16 part 3512.0510. Each program must be approved by the Board of School Administrators  
2.17 pursuant to part 3512.2500 and be offered at a regionally accredited Minnesota graduate  
2.18 school; and

2.19 (2) item B for an applicant for superintendent or principal or item C for an  
2.20 applicant for director of special education.

2.21 B. An applicant for licensure as a superintendent or principal must have  
2.22 field experience of at least 320 hours or 40 eight-hour days to be completed within  
2.23 12 continuous months in elementary, middle or junior high, and high schools as an  
2.24 administrative aide to a licensed and practicing school principal for principal licensure or

2.25 a licensed and practicing superintendent for superintendent licensure. The field experience  
3.1 must include at least 40 hours or one week at each level not represented by the applicant's  
3.2 primary teaching experience.

3.3 C. An applicant for licensure as a director of special education must have  
3.4 a practicum or field experience, that must include a minimum of 320 hours in an  
3.5 administrative position under the immediate supervision of a licensed and practicing  
3.6 director of special education. The field experience will include at least 40 hours or one  
3.7 week at a special education administrative unit other than the primary experience of  
3.8 the applicant.

3.9 [For text of subps 4 and 5, see M.R.]

3.10 **3512.0300 SCHOOL SUPERINTENDENTS, PRINCIPALS, AND DIRECTORS**  
3.11 **OF SPECIAL EDUCATION.**

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

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

3.21 Subp. 2. **Institutional requirement.** An institution applying to the board for  
3.22 approval of a preparation program leading to licensure as superintendent, principal, or  
3.23 director of special education shall comply with part 3512.2500. An approved program  
3.24 must include a description of how applicants for licensure may have their experience and  
3.25 preparation in those areas listed in subpart 3 or 4 evaluated by an institution with an

3.26 approved program. The evaluation must include representation from college departments  
4.1 involved with the licensure program and licensed practicing superintendents, principals,  
4.2 and ~~director~~ directors of special education. This evaluation must result in a plan for the  
4.3 applicant to complete the knowledge, skills, and dispositions listed in part 3512.0510.

4.4 An approved program for the competency and situational observation component  
4.5 must include an exit evaluation that requires a licensure candidate to demonstrate mastery  
4.6 of aptitude with the knowledge, skills, and dispositions in part 3512.0510.

4.7 [For text of subp 3, see M.R.]

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

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

4.12 [For text of item B, see M.R.]

4.13 Subp. 5. **Administrative licensure completed outside of Minnesota.** A person  
4.14 prepared in another state must be granted an initial license in accordance with part  
4.15 3512.2600. One year of full-time experience as a superintendent, assistant superintendent,  
4.16 principal, or assistant principal in another state may be substituted for the field experience  
4.17 required by part 3512.0400. A person licensed in another state must achieve educational  
4.18 equivalency by the end of their initial license with persons licensed in Minnesota.  
4.19 Educational equivalency includes 30 semester credits beyond a masters degree or 60  
4.20 semester credits beyond a bachelor degree.

4.21 Subp. 6. [See repealer.]

4.22 **3512.0400 PROGRAM REQUIREMENTS.**

4.23 Subpart 1. **Field experience.** An approved school licensure program must  
4.24 include a 320-hour field experience. A person taking part in field experiences shall not

4.25 replace required superintendents, principals, or directors of special education. Field  
5.1 experience outcomes must focus on the knowledge, skills, and dispositions evident in the  
5.2 competencies for school administrators under part 3512.0510.

5.3 Subp. 2. [See repealer.]

5.4 Subp. 3. **Situational observation component.** An approved licensure program for  
5.5 superintendents, principals, or directors of special education must include a component  
5.6 that requires a person to demonstrate mastery of the program knowledge, skills, and  
5.7 dispositions in part 3512.0510. The exit evaluation should focus on knowledge, skills, and  
5.8 dispositions evident in the competencies for school administrators under part 3512.0510  
5.9 and may contain a combination of objective examinations, portfolio reviews, and  
5.10 observations.

5.11 **3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE**  
5.12 **LICENSES.**

5.13 Subpart 1. **Core leadership competencies for Minnesota administrative licenses.**

5.14 A person who serves as a superintendent, principal, director of special education, or  
5.15 director of community education shall demonstrate competence in the following core  
5.16 areas:

5.17 A. Leadership by:

5.18 (1) collaboratively assessing and improving culture and climate;

5.19 (2) providing purpose and direction for individuals and groups;

5.20 (3) modeling shared leadership and decision-making strategies;

5.21 (4) demonstrating an understanding of issues affecting education;

5.22 (5) through a visioning process, formulating strategic plans and goals with  
5.23 staff and community;

5.24 (6) setting priorities in the context of stakeholder needs;

6.1 (7) serving as a spokesperson for the welfare of all learners in a  
6.2 multicultural context;

6.3 (8) understanding how education is impacted by local, state, national, and  
6.4 international events;

6.5 (9) demonstrating the ability to facilitate and motivate others; and

6.6 (10) demonstrating the ability to implement change or educational reform;

6.7 B. Organizational management by:

6.8 (1) demonstrating an understanding of organizational systems;

6.9 (2) defining and using processes for gathering, analyzing, managing, and  
6.10 using data to plan and make decisions for program evaluation;

6.11 (3) planning and scheduling personal and organizational work, establishing  
6.12 procedures to regulate activities and projects, and delegating and empowering others at  
6.13 appropriate levels;

6.14 (4) demonstrating the ability to analyze need and allocate personnel and  
6.15 material resources;

6.16 (5) developing and managing budgets and maintaining accurate fiscal  
6.17 records;

6.18 (6) demonstrating an understanding of facilities development, planning, and  
6.19 management; and

6.20 (7) understanding and using technology as a management tool;

6.21 C. Diversity leadership by:

6.22 (1) demonstrating an understanding and recognition of the significance of  
6.23 diversity, and responding to the needs of diverse learners;

6.24 (2) creating and monitoring a positive learning environment for all students;

7.1 (3) creating and monitoring a positive working environment for all staff;

7.2 (4) promoting sensitivity of about diversity throughout the school

7.3 community; and

7.4 (5) demonstrating the ability to adapt educational programming to the

7.5 needs of diverse constituencies;

7.6 D. Policy and law by:

7.7 (1) developing, adjusting, and implementing policy to meet local, state, and  
7.8 federal requirements and constitutional provisions, standards, and regulatory applications;

7.9 (2) recognizing and applying standards of care involving civil and criminal  
7.10 liability for negligence, harassment, and intentional torts; and

7.11 (3) demonstrating an understanding of state, federal, and case law governing  
7.12 general education, special education, and community education;

7.13 E. Political influence and governance by:

7.14 (1) exhibiting an understanding of school districts as a political system,  
7.15 including governance models;

7.16 (2) demonstrating the ability to involve stakeholders in the development of  
7.17 educational policy;

7.18 (3) understanding the role and coordination of social agencies and human  
7.19 services; and

7.20 (4) demonstrating the ability to align constituencies in support of priorities  
7.21 and build coalitions for programmatic and financial support;

7.22 F. Communication by:

7.23 (1) formulating and carrying out plans for internal and external  
7.24 communications;

- 8.1 (2) demonstrating facilitation skills;
- 8.2 (3) recognizing and applying an understanding of individual and group  
8.3 behavior in normal and stressful situations;
- 8.4 (4) facilitating teamwork;
- 8.5 (5) demonstrating an understanding of conflict resolution and  
8.6 problem-solving strategies;
- 8.7 (6) making presentations that are clear and easy to understand;
- 8.8 (7) responding, reviewing, and summarizing information for groups;
- 8.9 (8) communicating appropriately, speaking, listening, and writing, for  
8.10 different audiences such as students, teachers, parents, community, and other stakeholders;  
8.11 and
- 8.12 (9) understanding and utilizing appropriate communication technology;
- 8.13 G. Community relations by:
- 8.14 (1) articulating organizational purpose and priorities to the community  
8.15 and media;
- 8.16 (2) requesting and responding to community feedback;
- 8.17 (3) demonstrating the ability to build community consensus;
- 8.18 (4) relating political initiatives to stakeholders, including parental  
8.19 involvement programs;
- 8.20 (5) identifying and interacting with internal and external publics;
- 8.21 (6) understanding and responding to the news media;
- 8.22 (7) promoting a positive image of schools and the school district;



9.1 (8) monitoring and addressing perceptions about school-community issues;  
9.2 and

9.3 (9) demonstrating the ability to identify and articulate critical community  
9.4 issues that may impact local education;

9.5 H. Curriculum planning and development for the success of all learners by:

9.6 (1) demonstrating the ability to enhance teaching and learning through  
9.7 curriculum assessment and strategic planning for all learners, including early childhood,  
9.8 elementary, middle and junior high school, high school, special education, gifted and  
9.9 talented, and adult levels;

9.10 (2) demonstrating the ability to provide planning and methods to anticipate  
9.11 trends and educational implications;

9.12 (3) demonstrating the ability to develop, implement, and monitor procedures  
9.13 to align, sequence, and articulate curriculum and validate curricular procedures;

9.14 (4) demonstrating the ability to identify instructional objectives and  
9.15 use valid and reliable performance indicators and evaluative procedures to measure  
9.16 performance outcomes;

9.17 (5) appropriately using learning technologies;

9.18 (6) demonstrating an understanding of alternative instructional designs,  
9.19 curriculum, behavior management, and assessment accommodations and modifications;  
9.20 and

9.21 (7) demonstrating an understanding of the urgency of global  
9.22 competitiveness;

9.23 I. Instructional management for the success of all learners by:

10.1 (1) demonstrating an understanding of research of learning and instructional  
10.2 strategies;

10.3 (2) describing and applying research and best practices on integrating  
10.4 curriculum and resources to help all learners achieve at high levels;

10.5 (3) demonstrating the ability to utilize data for instructional decision  
10.6 making;

10.7 (4) demonstrating the ability to design appropriate assessment strategies  
10.8 for measuring learner outcomes;

10.9 (5) demonstrating the ability to implement alternative instructional designs,  
10.10 curriculum, behavior management, and assessment accommodations and modifications;  
10.11 and

10.12 (6) demonstrating the ability to appropriately use technology to support  
10.13 instruction;

10.14 J. Human resource management by:

10.15 (1) demonstrating knowledge of effective personnel recruitment, selection,  
10.16 and retention;

10.17 (2) demonstrating an understanding of staff development to improve the  
10.18 performance of all staff members;

10.19 (3) demonstrating the ability to select and apply appropriate models for  
10.20 supervision and evaluation;

10.21 (4) describing and demonstrating the ability to apply the legal requirements  
10.22 for personnel selection, development, retention, and dismissal;

10.23 (5) demonstrating an understanding of management responsibilities to  
10.24 act in accordance with federal and state constitutional provisions, statutory and case

11.1 law, regulatory applications toward education, local rules, procedures, and directives  
11.2 governing human resource management;

11.3 (6) demonstrating an understanding of labor relations and collective  
11.4 bargaining; and

11.5 (7) demonstrating an understanding of the administration of employee  
11.6 contracts, benefits, and financial accounts;

11.7 K. Values and ethics of leadership by:

11.8 (1) demonstrating an understanding of the role of education in a democratic  
11.9 society;

11.10 (2) demonstrating an understanding of and model democratic value systems,  
11.11 ethics, and moral leadership;

11.12 (3) demonstrating the ability to balance complex community demands in  
11.13 the best interest of learners;

11.14 (4) helping learners grow and develop as caring, informed citizens; and

11.15 (5) demonstrating an understanding and application of the Code of Ethics  
11.16 for School Administrators under part 3512.5200;

11.17 L. Judgment and problem analysis by:

11.18 (1) identifying the elements of a problem situation by analyzing relevant  
11.19 information, framing issues, identifying possible causes, and reframing possible solutions;

11.20 (2) demonstrating adaptability and conceptual flexibility;

11.21 (3) assisting others in forming opinions about problems and issues;

11.22 (4) reaching logical conclusions by making quality, timely decisions based  
11.23 on available information;

11.24 (5) identifying and giving priority to significant issues;

12.1 (6) demonstrating an understanding of and utilize appropriate technology  
12.2 in problem analysis; and

12.3 (7) demonstrating an understanding of different leadership and  
12.4 decision-making strategies, including but not limited to collaborative models and model  
12.5 appropriately their implementation; and

12.6 M. Safety and security by:

12.7 (1) demonstrating the ability to develop and implement policies and  
12.8 procedures for safe and secure educational environments;

12.9 (2) demonstrating the ability to formulate safety and security plans to  
12.10 implement security procedures including an articulated emergency chain of command,  
12.11 safety procedures required by law, law enforcement assistance, communication with the  
12.12 public, and evacuation procedures;

12.13 (3) demonstrating the ability to identify areas of vulnerability associated  
12.14 with school buses, buildings, and grounds and formulate a plan to take corrective action;

12.15 (4) demonstrating an understanding of procedural predictabilities and plan  
12.16 variations where possible; and

12.17 (5) demonstrating the ability to develop plans that connect every student  
12.18 with a school adult, eliminate bullying and profiling, and implement recommended threat  
12.19 assessment procedures.

12.20 Subp. 2. **Superintendent competencies.** A person who serves as a superintendent  
12.21 shall demonstrate all core competencies described in subpart 1 and competence in the  
12.22 following specific areas:

12.23 A. Policy and law by:

12.24 (1) demonstrating an understanding of the role policy plays in school  
12.25 district governance and administration;

13.1 (2) demonstrating knowledge of statutory regulations affecting school board  
13.2 meetings, communications, procedures, and practices; and

13.3 (3) demonstrating an understanding of the roles and responsibilities of the  
13.4 school board;

13.5 B. Political influence and governance by:

13.6 (1) demonstrating an understanding of the role the political process plays in  
13.7 public education and the connection between them;

13.8 (2) demonstrating an understanding of how to interact with local and state  
13.9 governments; and

13.10 (3) demonstrating an understanding of the roles played by other community  
13.11 leaders in the school district;

13.12 C. Communication by:

13.13 (1) demonstrating knowledge of cultivating positive relationships between  
13.14 and with school board members; and

13.15 (2) demonstrating an understanding of the importance of communication  
13.16 leadership between school district and its community;

13.17 D. Organization management by demonstrating knowledge of factors that  
13.18 affect school finance, including sources of revenue; expenditure classifications; generally  
13.19 acceptable accounting principles; and local, state, and federal finance calculations; and

13.20 E. Judgment and problem analysis by demonstrating knowledge of how to  
13.21 balance varied and competing interests to ensure the mission and vision of the school  
13.22 district is carried forward.

14.1 Subp. 3. **Principal competencies.** A person who serves as a principal shall  
14.2 demonstrate all core competencies described in subpart 1 and competence in the following  
14.3 specific areas:

14.4 A. Instructional leadership by:

14.5 (1) demonstrating the ability to understand and apply schoolwide literacy  
14.6 and numeracy systems; and

14.7 (2) demonstrating the ability to understand and apply districtwide literacy  
14.8 and numeracy systems;

14.9 B. Monitor student learning by:

14.10 (1) demonstrating the ability to create a culture that fosters a community of  
14.11 learners;

14.12 (2) demonstrating an understanding of student guidance systems and  
14.13 auxiliary services;

14.14 (3) demonstrating the ability to implement a positive and effective student  
14.15 management system;

14.16 (4) demonstrating the ability to develop and implement effective student  
14.17 discipline plans;

14.18 (5) demonstrating the ability to develop a master instructional schedule;

14.19 (6) demonstrating the ability to meet the enrichment, remediation, and  
14.20 special education needs of all students; and

14.21 (7) demonstrating the ability to understand and support a comprehensive  
14.22 program of student activities; and

14.23 C. Early childhood through grade 12 leadership by:

15.1 (1) demonstrating an understanding of the articulation and alignment of  
15.2 curriculum from preschool through grade 12;

15.3 (2) demonstrating an understanding of different organizational systems and  
15.4 structures at early childhood, elementary, middle or junior high, and high school levels;

15.5 (3) demonstrating the ability to work with children of all ages;

15.6 (4) demonstrating the ability to work with parents, teachers, and other staff  
15.7 in all levels of schooling;

15.8 (5) demonstrating an understanding of the characteristics of effective  
15.9 transitions from one level of schooling to the next; and

15.10 (6) demonstrating an understanding of the developmental needs of children  
15.11 of all ages.

15.12 Subp. 4. **Director of special education competencies.** A person who serves as a  
15.13 director of special education shall demonstrate the core competencies described in subpart  
15.14 1 and competence in the following specific areas:

15.15 A. Policy and law by:

15.16 (1) demonstrating an understanding of state and federal laws, rules, and  
15.17 procedures governing special education finance, budgeting, and accounting; and

15.18 (2) demonstrating an understanding of state and federal regulations  
15.19 governing the monitoring of special education programs.

15.20 B. Organizational management by:

15.21 (1) demonstrating an understanding of the role policy and procedure play in  
15.22 school district governance and administration;

16.1 (2) demonstrating knowledge of statutory regulations affecting board  
16.2 meetings, communications, procedures, and practices that affect special education  
16.3 governance; and

16.4 (3) demonstrating an understanding of special education administrative  
16.5 models used in Minnesota.

16.6 C. Resource allocation by:

16.7 (1) demonstrating an understanding of special education program  
16.8 development including needs assessment, design, and evaluation; and

16.9 (2) demonstrating an understanding of the resources available, along with  
16.10 the agencies and organizations that serve students with a disability and their families.

16.11 Subp. 5. **Director of community education competencies.** A person who serves as  
16.12 a director of community education shall demonstrate the core competencies described in  
16.13 subpart 1 and competence in the following specific areas:

16.14 A. Community education concepts by:

16.15 (1) understanding and describing the history and philosophy of community  
16.16 education;

16.17 (2) demonstrating a knowledge and application of the principles of  
16.18 community education;

16.19 (3) demonstrating a knowledge of the role of the local school district's  
16.20 administrative team and the community education director's place within it;

16.21 (4) demonstrating, facilitating, and leading the integration of community  
16.22 education into the early childhood through grade 12 system;



17.1 (5) demonstrating the skills necessary to conduct community needs  
17.2 assessments, determine educational objectives, select learning experiences, schedule and  
17.3 promote programs, and establish and implement registration procedures;

17.4 (6) demonstrating knowledge of the various assessment tools used to  
17.5 effectively evaluate community education programs; and

17.6 (7) demonstrating an understanding of the resources available to support  
17.7 learners of all abilities.

17.8 B. Community capital by:

17.9 (1) demonstrating a knowledge of the role, organization, functions, and  
17.10 development of advisory councils;

17.11 (2) demonstrating the ability to involve advisory councils in addressing  
17.12 community and school issues;

17.13 (3) demonstrating the ability to build collaborative partnerships in the  
17.14 community;

17.15 (4) demonstrating the ability to effectively identify the community political  
17.16 structures, both formal and informal;

17.17 (5) demonstrating the ability to identify and effectively use local, civic, and  
17.18 business resources to enhance the lifelong learning opportunities within the community;

17.19 (6) demonstrating the knowledge of the techniques used for developing  
17.20 leadership among community members;

17.21 (7) demonstrating knowledge about sustaining community involvement  
17.22 in the community education process; and

18.1 (8) demonstrating knowledge of factors that affect school finance, including  
18.2 sources of revenue; expenditure classifications; generally acceptable accounting  
18.3 principles; and local, state, and federal finance calculations.

18.4 **3512.0700 ADMINISTRATIVE LICENSURE WITHOUT TEACHING**  
18.5 **EXPERIENCE FOR SUPERINTENDENTS, PRINCIPALS, AND DIRECTORS**  
18.6 **OF SPECIAL EDUCATION.**

18.7 Subpart 1. **Scope.** This part is intended for an applicant for licensure for K-12  
18.8 principal ~~and~~, superintendent, and director of special education completing an approved  
18.9 licensure program, but lacking the teaching experience requirement.

18.10 [For text of ~~subps 1 and~~ subp 2, see M.R.]

18.11 Subp. 3. **Field experience.** An applicant shall have satisfactorily completed a  
18.12 field experience in school administration as an intern in the license area sought. The  
18.13 field experience shall be in a school district setting appropriate for the license under the  
18.14 supervision of educators from an approved college or university school administration  
18.15 program and a licensed practicing school administrator working in the area of the intern's  
18.16 field experience. The field experience must consist of at least 320 hours, of which at least  
18.17 40 must be in each school level: elementary, middle grades, and high school, and is in  
18.18 addition to the teaching experience described in subpart 4.

18.19 Subp. 3a. **Teaching knowledge and skills.** An applicant shall demonstrate basic  
18.20 teaching knowledge and skills as required by part 8710.2000. The applicant shall:

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

18.24 B. meet the examination requirement of part 8710.0510, subpart 1, items A and  
18.25 B, and subpart 3, items A and B.

19.1 Subp. 4. **Teaching internship requirement.** An applicant shall have experience and  
19.2 knowledge in curriculum, school organization, philosophy of education, early childhood,  
19.3 elementary, junior high, middle school, and senior high schools. The internship shall:

19.4 A. include one school year with a minimum hour equivalency of 1,050 hours of  
19.5 classroom experiences, including eight weeks of supervised teaching;

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

19.7 [For text of items C and D, see M.R.]

19.8 **3512.0800 ALTERNATIVE LICENSURE FOR SCHOOL SUPERINTENDENTS.**

19.9 Subpart 1. **Intent of alternative license.** An applicant for an alternative license shall  
19.10 demonstrate skills and competencies needed to perform the functions of a superintendent.  
19.11 This alternative is intended for applicants who do not meet the requirements for  
19.12 superintendent licensure as specified in part 3512.0200.

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

19.17 A. complete a written application;

19.18 B. provide a written description of the exceptional qualifications;

19.19 C. provide an official college transcript;

19.20 D. document competence in reference to part 3512.0510, subparts 1 and 2, and  
19.21 other educational and leadership experience;

19.22 E. provide a professional resume; and

19.23 F. include letters of recommendation and portfolio examples.

20.1 Subp. 3. **Credential review committee.** An applicant shall appear before a  
20.2 credential review committee and present evidence relating to the applicant's proposed  
20.3 effectiveness as a superintendent. Data and information regarding leadership effectiveness  
20.4 shall be presented as testimony from teachers, parents, students, site council members,  
20.5 community members, and other interested persons. The review committee shall consist  
20.6 of a licensed administrator appropriate to the field, a college or university administration  
20.7 preparer, and a member of a local school board or person of similar background. The  
20.8 credential review committee shall make a recommendation to the executive director.

20.9 [For text of subps 4 and 5, see M.R.]

20.10 Subp. 6. **Issuance of license.** Initial and renewal licenses shall be issued according  
20.11 to this subpart.

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

20.17 B. The two-year initial license may be renewed for a five-year license after  
20.18 verification of one year of successful administrative experience. Subsequent five-year  
20.19 renewals shall be granted based upon continuing education requirements in part  
20.20 3510.2700, subpart 4.

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

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

20.25 **3512.1200 CONTINUING EDUCATION PROGRAMS FOR DIRECTORS,**  
20.26 **PRINCIPALS, AND SUPERINTENDENTS.**

21.1 [For text of subpart 1, see M.R.]

21.2 Subp. 1a. **Approval.** All continuing education programs, and the clock hours  
21.3 which may be earned in each program, must be approved by the board. If clock hours are  
21.4 to be earned, approval must be secured before ~~participants are registered in a continuing~~  
21.5 ~~education program~~ beginning a continuing education professional development activity.  
21.6 Admission to all approved continuing education programs shall be open to any licensed  
21.7 Minnesota school administrator. The board shall disseminate lists of known approved  
21.8 continuing education programs twice annually.

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

21.13 [For text of item A, see M.R.]

21.14 B. forwarding continuing education program proposals to the board for  
21.15 approval; and

21.16 C. maintaining communication with the board concerning the status of all  
21.17 approved continuing education programs offered.

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

21.20 [For text of items A to E, see M.R.]

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

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

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

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

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

22.7 **3512.1300 PROCEDURES FOR VOLUNTARY SURRENDER OF LICENSES.**

22.8 Subpart 1. **Materials required to surrender license.** A person holding a license  
22.9 granted by the board may voluntarily surrender the license by submitting to the executive  
22.10 director of the board:

22.11 [For text of items A to D, see M.R.]

22.12 Subp. 2. **Surrender date.** When the board receives the materials listed in subpart  
22.13 1 by January 1, the date of surrender is July 1 of that year. If the materials are received  
22.14 after January 1, the date of license surrender is July 1 of the following calendar year. An  
22.15 applicant may revoke the request to surrender a license. The revocation must be made in  
22.16 writing to the executive director of the board no later than December 31 of the year in  
22.17 which the request for voluntary surrender is received by the board.

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

22.20 [For text of item A, see M.R.]

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

22.23 [For text of item C, see M.R.]

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

23.3 [For text of item A, see M.R.]

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

23.7 C. the required processing fee under part 3512.2000 accompanies the  
 23.8 application for ~~entrance~~ initial licensure.

23.9 [For text of subp 5, see M.R.]

#### 23.10 **3512.1500 THE ISSUANCE AND RENEWAL OF LICENSES.**

23.11 Subpart 1. **Renewal.** A license to serve as superintendent, principal, or director  
 23.12 shall bear the date of issue and the date of expiration and may be renewed on or before  
 23.13 July 1 in the year of expiration.

23.14 Subp. 2. **Expiration.** After July 1 in the year of expiration, a license to serve  
 23.15 as superintendent, principal, or director shall be deemed expired and no longer valid  
 23.16 for administration.

23.17 Subp. 3. **Fees.** Each application for the issuance and/or renewal of a license to serve  
 23.18 as superintendent, principal, or director shall be accompanied by a processing fee in  
 23.19 the amount of \$57 effective July 1, 2004.

#### 23.20 **3512.1600 APPEALS.**

23.21 Subpart 1. **Licensure denials.** A person denied an administrative license may  
 23.22 appeal the denial under Minnesota Statutes, chapter 14, to a final decision by the Board of  
 23.23 School Administrators.

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

24.5 **3512.1700 RULES REVIEW.**

24.6 Licensure standards for superintendents, principals, and directors shall be reviewed  
24.7 every even-numbered year beginning in the year 2008.

24.8 **3512.2000 REQUIREMENTS FOR ISSUANCE AND RENEWAL OF LICENSES.**

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

24.12 Each application for the issuance or renewal of a license shall be accompanied by the  
24.13 processing fee in part 8710.0200. The processing fee shall be nonrefundable for applicants  
24.14 not qualifying for a license, except the fee is refundable when the applicant for a license  
24.15 already holds the license for which application is made and that license does not expire  
24.16 in the year the application is submitted.

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

24.25 Subp. 2. **Initial license.** The initial license issued in any licensure area is an  
24.26 entrance license, valid for two years. Licenses valid for administration and supervision in



25.1 Minnesota schools must be granted to persons who meet all requirements of applicable  
25.2 statutes and rules and who complete programs approved by the board leading to licensure  
25.3 in Minnesota institutions that are approved by the board pursuant to part 3512.2500 to  
25.4 prepare persons for licensure.

25.5 [For text of subp 3, see M.R.]

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

25.9 **3512.2100 INITIAL LICENSE.**

25.10 Requirements must be met for each administrative area where licensure is sought.  
25.11 An initial license shall be issued to an applicant who has met all of the following  
25.12 requirements. An applicant must:

25.13 A. fulfill the requirements of parts 3512.2000, subparts 1 and 2, and 3512.2700;  
25.14 and

25.15 B. be recommended for licensure by a Minnesota Board of School  
25.16 Administrators approved Minnesota college or university which, in making such a  
25.17 recommendation, attests to satisfactory completion of the approved program by the  
25.18 applicant. An applicant coming to Minnesota from another state must present to the  
25.19 Minnesota Department of Education, Division of Educator Licensing and Teacher  
25.20 Quality, a transcript of college or university work to be analyzed in order to determine  
25.21 comparability of program.

25.22 **3512.2400 SUSPENSION AND REVOCATION OF LICENSES.**

25.23 Subpart 1. **Cause.** The license of a superintendent, principal, or director may be  
25.24 revoked or suspended for any of the following causes:

25.25 [For text of items A to C, see M.R.]

26.1 D. fraud or misrepresentation in obtaining a license;

26.2 E. felony conviction which directly relates to the occupation for which licensure  
26.3 is held; or

26.4 F. violation of part 3512.5200, code of ethics for school administrators.

26.5 Subp. 2. **Procedure for suspension and revocation of licenses.** The board may act  
26.6 to suspend or revoke the license of a person whose license was granted by the board after  
26.7 the following procedures have been followed:

26.8 A. A written complaint that specifies the nature and character of the charges  
26.9 against the licensee is filed with the board by a student, parent, community member, or  
26.10 the school board employing the person.

26.11 B. The board notifies the licensee of the allegations contained in the complaint,  
26.12 giving the licensee an opportunity to respond to the allegations.

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

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

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

26.25 [For text of items A to D, see M.R.]

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

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

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

27.13 [For text of items A to E, see M.R.]

#### 27.14 **3512.2500 PROCEDURES FOR APPROVAL OF LICENSURE PROGRAMS.**

27.15 Subpart 1. **Request for approval.** Institutions approved by the board under part  
27.16 3512.2500 to prepare persons for licensure may request approval by the board of licensure  
27.17 programs in administration and supervision. The programs shall be evaluated for initial  
27.18 approval and thereafter shall be audited for continuing approval according to this part.

27.19 Subp. 2. **Content of program description.** Each institution shall forward from the  
27.20 administrator of the defined administrative and instructional unit of that institution to the  
27.21 board a program description for each licensure program for which approval is requested.  
27.22 The licensure program description shall include:

27.23 [For text of items A to C, see M.R.]

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

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

28.4 [For text of items F to J, see M.R.]

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

28.8 A. rules of the board governing the licensure program are met;

28.9 [For text of items B and C, see M.R.]

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

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

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

28.23 [For text of items A to D, see M.R.]

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

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

29.3 [For text of subp 6, see M.R.]

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

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

29.13 **3512.2600 LICENSURE FOR PERSONS PREPARED IN STATES OTHER THAN**  
29.14 **MINNESOTA.**

29.15 Subpart 1. **Criteria.** Minnesota licenses shall be granted to persons who otherwise  
29.16 meet applicable statutory requirements and who complete programs leading to licensure in  
29.17 colleges and universities located outside Minnesota. The licenses shall be granted only in  
29.18 licensure fields for which the board has established rules governing programs leading to  
29.19 licensure. Persons prepared in states other than Minnesota shall present their credentials to  
29.20 the board for approval. The board has jurisdiction on all matters concerning administrative  
29.21 licensure. The licenses shall be issued according to either item A or B as follows:

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

30.1 B. Persons who complete programs leading to licensure in colleges and  
30.2 universities within states outside Minnesota which have not signed contracts with  
30.3 Minnesota shall be granted a Minnesota initial license when all of the following criteria  
30.4 are met:

30.5 [For text of subitems (1) and (2), see M.R.]

30.6 (3) the program leading to licensure completed by the applicant is  
30.7 essentially equivalent in content to approved programs offered by Minnesota colleges  
30.8 and universities under the rules of the Board of School Administrators governing the  
30.9 licensure field; and

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

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

30.16 [For text of subp 2, see M.R.]

30.17 **3512.2700 HUMAN RELATIONS REQUIREMENT.**

30.18 All applicants for licenses to be issued or renewed under authority of the board shall  
30.19 complete a training program containing human relations components. Persons holding  
30.20 life licenses are exempted from this requirement except in those instances where the  
30.21 person holding a life license seeks to be licensed, or to have a license renewed, in an area  
30.22 for which the person does not hold a life license. Persons from outside Minnesota who  
30.23 wish to be licensed must complete a human relations training program during the two-year  
30.24 period of the initial license. Components which constitute a human relations training  
30.25 program must be approved by the board.

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

31.3 [For text of items A to D, see M.R.]

31.4 **3512.3500 DIRECTORS OF COMMUNITY EDUCATION.**

31.5 Subpart 1. **Scope.** A person who serves as a district director of community  
31.6 education or assistant director of community education shall hold a license as a director  
31.7 of community education.

31.8 Subp. 2. **License requirement.** An applicant recommended for licensure as a  
31.9 director of community education shall:

31.10 A. hold a baccalaureate degree from a regionally accredited college or  
31.11 university; and

31.12 B. satisfactorily complete a preparation program listed in subpart 3, approved  
31.13 by the board leading to licensure of directors of community education.

31.14 Subp. 3. **Program requirement.** A program leading to the licensure of directors of  
31.15 community education must consist of a minimum of 20 semester hours, or the equivalent,  
31.16 and must provide a candidate recommended for licensure with the knowledge, skills, and  
31.17 dispositions in all of the subjects listed in part 3512.0510, subparts 1 and 5.

31.18 The person must complete a practicum, which is a field experience, that includes at  
31.19 least 320 clock hours in an administrative position under the supervision of a licensed  
31.20 director of community education. During the field experience, the candidate shall  
31.21 demonstrate the ability to apply the knowledge and skills listed in part 3512.0510,  
31.22 subparts 1 and 5. A person prepared in another state as director of community education  
31.23 may substitute one year of experience as a district wide director of community education  
31.24 in another state for the field experience.

32.1 Subp. 4. **Institutional requirement.** An institution applying to the board for  
32.2 approval of a program leading to licensure as directors of community education shall  
32.3 comply with part 3512.2500. An approved program must include a description of how  
32.4 applicants for licensure may have their experience and preparation in those areas listed  
32.5 in subpart 3 evaluated by an institution with an approved program. The evaluation must  
32.6 include representation from college departments involved with the licensure program and  
32.7 licensed practicing directors of community education. This evaluation must result in a  
32.8 plan for the applicant to complete the knowledge, skills, and dispositions listed in subpart  
32.9 3 and may include a reduction of the required college credits necessary for an applicant to  
32.10 be recommended for licensure.

32.11 [For text of subps 5 to 8, see M.R.]

32.12 Subp. 9. **Approval for exception.** Subject to the conditions in this subpart, the  
32.13 board shall issue a letter of approval to a school district annually to allow the district to use  
32.14 an individual who is not fully licensed as the community education director if the school  
32.15 district is unable to employ a fully licensed director of community education.

32.16 [For text of items A to C, see M.R.]

32.17 **3512.5200 CODE OF ETHICS FOR SCHOOL ADMINISTRATORS.**

32.18 [For text of subpart 1, see M.R.]

32.19 Subp. 2. **Standards of professional conduct.** The standards of professional  
32.20 conduct for school administrators are listed in items A to K.

32.21 [For text of items A to H, see M.R.]

32.22 I. A school administrator shall only accept a contract for a position when  
32.23 licensed for the position or when a school district is granted a variance or letter of approval  
32.24 by the board.

32.25 [For text of items J and K, see M.R.]



33.1 [For text of subp 3, see M.R.]

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

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

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

33.14 B. A letter of censure from the board may be sent to the person determined to  
33.15 be in violation of the standards of the code of ethics. The letter shall be kept on file for a  
33.16 period of time not to exceed one calendar year.

33.17 C. An administrator who has been found to have violated the code of ethics may  
33.18 be placed on probationary licensure status for a period of time to be determined by the  
33.19 board. The board may impose conditions on the administrator during the probationary  
33.20 period which are to be directed toward improving the administrator's performance in the  
33.21 area of the violation. During this period, the administrator's performance or conduct shall  
33.22 be subject to review by the board. The review shall be directed toward monitoring the  
33.23 administrator's activities or performance with regard to whatever conditions may be placed  
33.24 on the administrator during the probationary period. Before the end of the probationary  
33.25 period, the board shall decide to extend or terminate the probationary licensure status or to  
33.26 take further disciplinary actions as consistent with this rule.

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

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

34.6 **REVISOR INSTRUCTION.** The revisor of statutes shall renumber Minnesota Rules,  
34.7 part 3512.3500, as part 3512.0505 and correct cross references.

34.8 **REPEALER.** Minnesota Rules, parts 3512.0300, subpart 6; 3512.0400, subpart 2;  
34.9 3512.0500; 3512.0600; 3512.1100; and 3512.1400, are repealed.