

1.1 **Board of School Administrators**

1.2 **Proposed 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 ~~and~~ 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**
 1.25 **EDUCATION.**

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

2.5 Subp. 2. **Teaching experience.** An applicant for licensure as a superintendent ~~or,~~
 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
 2.8 or positions in which the experience was gained. ~~Licensure as an elementary school~~
 2.9 ~~principal shall be granted to those applicants with an elementary teaching license and the~~
 2.10 ~~elementary teaching experience required in this part. Licensure as a secondary school~~
 2.11 ~~principal shall be granted to those applicants with a secondary teaching license and~~
 2.12 ~~the secondary teaching experience required in this part. For purposes of this subpart,~~
 2.13 "classroom teaching license" means a license valid to teach elementary school, ~~secondary~~
 2.14 ~~school subjects, prekindergarten, or kindergarten to grade 12 subjects~~ granted by the
 2.15 Board of Teaching. ~~It does not include limited licenses, provisional licenses, intern~~
 2.16 ~~licenses, postsecondary vocational licenses, or secondary vocational licenses based on~~
 2.17 ~~criteria other than degree requirements.~~

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

2.20 A. An applicant for licensure as a ~~K-12 principal or superintendent, principal, or~~
 2.21 director of special education must complete:

2.22 A. (1) ~~complete a specialist or doctoral program or a program consisting~~
 2.23 ~~of a master's degree plus 45 quarter credits in school administration~~ 60 semester credits
 2.24 beyond the bachelor's degree that includes a terminating graduate degree and topics

2.25 preparatory for educational administration and the Minnesota competencies identified in
 2.26 part 3512.0510. Each program must be approved by the ~~commissioner~~ Board of School
 3.1 Administrators pursuant to part 3512.2500 and be offered at a regionally accredited
 3.2 Minnesota graduate school; and

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

3.5 B. An applicant for licensure as a superintendent or principal must have field
 3.6 experience of at least 320 hours or ~~eight weeks~~ 40 eight-hour days to be completed within
 3.7 12 continuous months in elementary ~~or secondary~~, middle or junior high, and high schools
 3.8 as an administrative aide to a licensed and practicing school principal, ~~or have placement~~
 3.9 with a licensed educational administrator appropriate for the school superintendency and
 3.10 principalship. for principal licensure or superintendent for superintendent licensure. The
 3.11 field experience must include at least 40 hours or one week at each level not represented
 3.12 by the applicant's primary teaching experience.

3.13 C. An applicant as a director of special education must have a practicum or field
 3.14 experience, that must include a minimum of 320 hours in an administrative position under
 3.15 the immediate supervision of a licensed director of special education. The field experience
 3.16 will include at least 40 hours or one week at a special education administrative unit other
 3.17 than the primary experience of the applicant.

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

3.19 **3512.0300 SCHOOL SUPERINTENDENTS AND, PRINCIPALS, AND**
 3.20 **DIRECTORS OF SPECIAL EDUCATION.**

3.21 Subpart 1. **License required.** A person who serves as or performs the duties
 3.22 of a superintendent ~~or~~ principal, or director of special education shall hold a license
 3.23 appropriate to the position of school superintendent ~~or school~~ principal, or director of
 3.24 special education. Performance of duties includes duties that provide assistance to the

3.25 superintendent ~~or~~, principal, or director of special education consisting of 50 percent or
 3.26 more in administration, personnel, supervision, evaluation, and curriculum.

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

4.4 Subp. 2. **Institutional requirement.** An institution applying to the ~~commissioner~~
 4.5 board for approval of a preparation program leading to licensure as superintendent ~~or~~,
 4.6 principal, or director of special education shall comply with part 3512.2500. An approved
 4.7 program must include a description of how applicants for licensure may have their
 4.8 experience and preparation in those areas listed in subpart 3 or 4 evaluated by an institution
 4.9 with an approved program. The evaluation must include representation from college
 4.10 departments involved with the licensure program and licensed practicing superintendents
 4.11 ~~and~~, principals, and director of special education. This evaluation must result in a plan for
 4.12 the applicant to complete the knowledge, skills, and ~~abilities~~ dispositions listed in parts
 4.13 ~~3512.0500 and 3512.0600, and may include a reduction of the required college credits~~
 4.14 ~~necessary for an applicant to be recommended for licensure or a recommendation for~~
 4.15 ~~licensure for currently licensed elementary and secondary principals~~ part 3512.0510.

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

4.25 ~~This exit evaluation must allow the candidate to demonstrate aptitude with the knowledge~~
 4.26 ~~areas within a reasonable time frame.~~

4.27

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

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

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

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

5.6 **Subp. 5. Administrative licensure completed outside of Minnesota.** A person
 5.7 prepared in another state must be granted an initial license in accordance with part
 5.8 3512.2600. One year of full-time experience as a superintendent, assistant superintendent,
 5.9 principal, or assistant principal in another state may be substituted for the field experience
 5.10 required by part 3512.0400. A person licensed in another state must achieve educational
 5.11 equivalency by the end of their initial license with persons licensed in Minnesota.
 5.12 Educational equivalency includes 30 semester credits beyond a masters degree or 60
 5.13 semester credits beyond a bachelor degree.

5.14 Subp. 6. [See repealer.]

5.15 **3512.0400 PROGRAM REQUIREMENTS.**

5.16 Subpart 1. **Field experience.** ~~A college or university shall design a field experience~~
 5.17 ~~to accommodate a person's needs and emphasize the knowledge and skills of the~~
 5.18 ~~program outcomes.~~ An approved school licensure program must include a 320-hour
 5.19 field experience. A person taking part in field experiences shall not replace required
 5.20 superintendents, principals, or superintendents. ~~Program outcomes of the directors of~~
 5.21 special education. ~~Field experience should be mutually agreed upon with the candidate~~

5.22 ~~and the on-site administrator. Emphasis should be placed on~~ outcomes must focus on the
 5.23 knowledge, skills, and outcomes not included in a person's previous preparation and
 5.24 experiences dispositions evident in the competencies for school administrators under
 5.25 part 3512.0510.

6.1 Subp. 2. [See repealer.]

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

6.15 **3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE**
 6.16 **LICENSES.**

6.17 Subpart 1. **Core leadership competencies for Minnesota administrative**
 6.18 **licenses.**A person who serves as a superintendent, principal, director of special education,
 6.19 or director of community education shall demonstrate competence in the following core
 6.20 areas:

6.21 A. **Leadership by:**

6.22 (1) **collaboratively assessing and improving culture and climate;**

- 6.23 (2) providing purpose and direction for individuals and groups;
- 6.24 (3) modeling shared leadership and decision-making strategies;
- 6.25 (4) demonstrating an understanding of issues affecting education;
- 7.1 (5) through a visioning process, formulating strategic plans and goals with
7.2 staff and community;
- 7.3 (6) setting priorities in the context of stakeholder needs;
- 7.4 (7) serving as a spokesperson for the welfare of all learners in a
7.5 multicultural context;
- 7.6 (8) understanding how education is impacted by local, state, national, and
7.7 international events;
- 7.8 (9) demonstrating the ability to facilitate and motivate others; and
- 7.9 (10) demonstrating the ability to implement change or educational reform;
- 7.10 B. Organizational management by:
- 7.11 (1) demonstrating an understanding of organizational systems;
- 7.12 (2) defining and using processes for gathering, analyzing, managing, and
7.13 using data to plan and make decisions for program evaluation;
- 7.14 (3) planning and scheduling personal and organizational work, establishing
7.15 procedures to regulate activities and projects, and delegating and empowering others at
7.16 appropriate levels;
- 7.17 (4) demonstrating the ability to analyze need and allocate personnel and
7.18 material resources;
- 7.19 (5) developing and managing budgets and maintaining accurate fiscal
7.20 records;

7.21 (6) demonstrating an understanding of facilities development, planning, and
 7.22 management; and

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

7.24 C. Diversity leadership by:

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

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

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

8.5 (4) promoting sensitivity of diversity throughout the school community; and

8.6 (5) demonstrating the ability to adapt educational programming to the
 8.7 needs of diverse constituencies;

8.8 D. Policy and law by:

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

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

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

8.15 E. Political influence and governance by:

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

8.18 (2) demonstrating the ability to involve stakeholders in the development of
 8.19 educational policy;

8.20 (3) understanding the role and coordination of social agencies and human
8.21 services; and

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

8.24 F. Communication by:

9.1 (1) formulating and carrying out plans for internal and external
9.2 communications;

9.3 (2) demonstrating facilitation skills;

9.4 (3) recognizing and applying an understanding of individual and group
9.5 behavior in normal and stressful situations;

9.6 (4) facilitating teamwork;

9.7 (5) demonstrating an understanding of conflict resolution and
9.8 problem-solving strategies;

9.9 (6) making presentations that are clear and easy to understand;

9.10 (7) responding, reviewing, and summarizing information for groups;

9.11 (8) communicating appropriately, speaking, listening, and writing, for
9.12 different audiences such as students, teachers, parents, community, and other stakeholders;
9.13 and

9.14 (9) understanding and utilizing appropriate communication technology;

9.15 G. Community relations by:

9.16 (1) articulating organizational purpose and priorities to the community
9.17 and media;

9.18 (2) requesting and responding to community feedback;

- 9.19 (3) demonstrating the ability to build community consensus;
- 9.20 (4) relating political initiatives to stakeholders, including parental
 9.21 involvement programs;
- 9.22 (5) identifying and interacting with internal and external publics;
- 9.23 (6) understanding and responding to the news media;
- 10.1 (7) promoting a positive image of schools and the school district;
- 10.2 (8) monitoring and addressing perceptions about school-community issues;
 10.3 and
- 10.4 (9) demonstrating the ability to identify and articulate critical community
 10.5 issues that may impact local education;
- 10.6 H. Curriculum planning and development for the success of all learners by:
- 10.7 (1) demonstrating the ability to enhance teaching and learning through
 10.8 curriculum assessment and strategic planning for all learners, including early childhood,
 10.9 elementary, middle and junior high school, high school, special education, and adult levels;
- 10.10 (2) demonstrating the ability to provide planning and methods to anticipate
 10.11 trends and educational implications;
- 10.12 (3) demonstrating the ability to develop, implement, and monitor procedures
 10.13 to align, sequence, and articulate curriculum and validate curricular procedures;
- 10.14 (4) demonstrating the ability to identify instructional objectives and
 10.15 use valid and reliable performance indicators and evaluative procedures to measure
 10.16 performance outcomes;
- 10.17 (5) appropriately using learning technologies;

10.18 (6) demonstrating an understanding of alternative instructional designs,
10.19 curriculum, behavior management, and assessment accommodations and modifications;
10.20 and

10.21 (7) demonstrating an understanding of the urgency of global
10.22 competitiveness;

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

11.1 (1) demonstrating an understanding of research of learning and instructional
11.2 strategies;

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

11.5 (3) demonstrating the ability to utilize data for instructional decision
11.6 making;

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

11.9 (5) demonstrating the ability to implement alternative instructional designs,
11.10 curriculum, behavior management, and assessment accommodations and modifications;
11.11 and

11.12 (6) demonstrating the ability to appropriately use technology to support
11.13 instruction;

11.14 J. Human resource management by:

11.15 (1) demonstrating knowledge of effective personnel recruitment, selection,
11.16 and retention;

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

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

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

11.23 (5) demonstrating an understanding of management responsibilities to
11.24 act in accordance with federal and state constitutional provisions, statutory and case
12.1 law, regulatory applications toward education, local rules, procedures, and directives
12.2 governing human resource management;

12.3 (6) demonstrating an understanding of labor relations and collective
12.4 bargaining; and

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

12.7 K. Values and ethics of leadership by:

12.8 (1) demonstrating an understanding of the role of education in a democratic
12.9 society;

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

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

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

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

12.17 L. Judgment and problem analysis by:

- 12.18 (1) identifying the elements of a problem situation by analyzing relevant
12.19 information, framing issues, identifying possible causes, and reframing possible solutions;
- 12.20 (2) demonstrating adaptability and conceptual flexibility;
- 12.21 (3) assisting others in forming opinions about problems and issues;
- 12.22 (4) reaching logical conclusions by making quality, timely decisions based
12.23 on available information;
- 12.24 (5) identifying and giving priority to significant issues;
- 13.1 (6) demonstrating an understanding of and utilize appropriate technology
13.2 in problem analysis; and
- 13.3 (7) demonstrating an understanding of different leadership and
13.4 decision-making strategies, including but not limited to collaborative models and model
13.5 appropriately their implementation; and
- 13.6 M. Safety and security by:
- 13.7 (1) demonstrating the ability to develop and implement policies and
13.8 procedures for safe and secure educational environments;
- 13.9 (2) demonstrating the ability to formulate safety and security plans to
13.10 implement security procedures including an articulated emergency chain of command,
13.11 safety procedures required by law, law enforcement assistance, communication with the
13.12 public, and evacuation procedures;
- 13.13 (3) demonstrating the ability to identify areas of vulnerability associated
13.14 with school buses, buildings, and grounds and formulate a plan to take corrective action;
- 13.15 (4) demonstrating an understanding of procedural predictabilities and plan
13.16 variations where possible; and

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

13.20 Subp. 2. Superintendent competencies.A person who serves as a superintendent
 13.21 shall demonstrate all core competencies described in subpart 1 and competence in the
 13.22 following specific areas:

13.23 A. Policy and law by:

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

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

14.3 (3) demonstrating an understanding of the roles and responsibilities of the
 14.4 school board;

14.5 B. Political influence and governance by:

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

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

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

14.12 C. Communication by:

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

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

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

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

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

15.4 A. Instructional leadership by:

15.5 (1) demonstrating the ability to understand and apply schoolwide literacy
 15.6 and numeracy systems; and

15.7 (2) demonstrating the ability to understand and apply districtwide literacy
 15.8 and numeracy systems;

15.9 B. Monitor student learning by:

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

15.12 (2) demonstrating an understanding of student guidance systems and
 15.13 auxiliary services;

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

15.16 (4) demonstrating the ability to develop and implement effective student
15.17 discipline plans;

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

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

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

15.23 C. Early childhood through grade 12 leadership by:

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

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

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

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

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

16.10 (6) demonstrating an understanding of the developmental needs of children
16.11 of all ages.

16.12 Subp. 4. **Director of special education competencies.**A person who serves as a
16.13 director of special education shall demonstrate the core competencies described in subpart
16.14 1 and competence in the following specific areas:

16.15 A. Policy and law by:

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

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

16.20 B. Organizational management by:

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

17.1 (2) demonstrating knowledge of statutory regulations affecting board
 17.2 meetings, communications, procedures, and practices that affect special education
 17.3 governance; and

17.4 (3) demonstrating an understanding of special education administrative
 17.5 models used in Minnesota.

17.6 C. Resource allocation by:

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

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

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

17.14 A. Community education concepts by:

17.15 (1) understanding and describing the history and philosophy of community
 17.16 education;

- 17.17 (2) demonstrating a knowledge and application of the principles of
17.18 community education;
- 17.19 (3) demonstrating a knowledge of the role of the local school district's
17.20 administrative team and the community education director's place within it;
- 17.21 (4) demonstrating, facilitating, and leading the integration of community
17.22 education into the early childhood through grade 12 system;
- 18.1 (5) demonstrating the skills necessary to conduct community needs
18.2 assessments, determine educational objectives, select learning experiences, schedule and
18.3 promote programs, and establish and implement registration procedures;
- 18.4 (6) demonstrating knowledge of the various assessment tools used to
18.5 effectively evaluate community education programs; and
- 18.6 (7) demonstrating an understanding of the resources available to support
18.7 learners of all abilities.
- 18.8 B. Community capital by:
- 18.9 (1) demonstrating a knowledge of the role, organization, functions, and
18.10 development of advisory councils;
- 18.11 (2) demonstrating the ability to involve advisory councils in addressing
18.12 community and school issues;
- 18.13 (3) demonstrating the ability to build collaborative partnerships in the
18.14 community;
- 18.15 (4) demonstrating the ability to effectively identify the community political
18.16 structures, both formal and informal;
- 18.17 (5) demonstrating the ability to identify and effectively use local, civic, and
18.18 business resources to enhance the lifelong learning opportunities within the community;

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

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

20.3 B. be under the supervision of a ~~practicing~~ licensed practicing school
 20.4 administrator;

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

20.6 **3512.0800 ALTERNATIVE LICENSURE FOR SCHOOL SUPERINTENDENTS.**

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

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

20.16 A. complete a written application;

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

20.18 C. provide an official college transcript;

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

20.21 E. provide a professional resume; and

20.22 F. include letters of recommendation and portfolio examples.

20.23 Subp. 3. **Credential review committee.** An applicant ~~may~~ shall appear before a
 20.24 credential review committee and present evidence relating to the applicant's proposed
 21.1 effectiveness as a superintendent. Data and information regarding leadership effectiveness
 21.2 shall be presented as ~~may~~ testimony from teachers, parents, students, site council
 21.3 members, community members, and other interested persons. The review committee ~~may~~
 21.4 shall consist of a licensed administrator appropriate to the field, a college or university
 21.5 administration preparer, and a member of a local school board or person of similar
 21.6 background. The credential review committee shall make a recommendation to the
 21.8 ~~manager of the licensing team regarding licensure~~ executive director.

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

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

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

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

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

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

21.25 **3512.1200 CONTINUING EDUCATION PROGRAMS FOR DIRECTORS,**
 21.26 **PRINCIPALS, AND SUPERINTENDENTS.**

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

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

22.9 Subp. 2. **Program initiator.** The initiator of a continuing education program has
 22.10 complete responsibility for conducting that program. However, the initiator may use
 22.11 resources from professional associations, governmental agencies, and the private business
 22.12 sector. The program initiator is responsible for:
 22.13

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

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

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

22.18 ~~D. reporting to the commissioner the names of all individuals who complete~~
 22.19 ~~an approved continuing education program including the number of clock hours earned~~
 22.20 ~~by each individual.~~

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

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

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

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

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

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

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

23.10 **3512.1300 PROCEDURES FOR VOLUNTARY SURRENDER OF LICENSES.**

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

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

23.16 Subp. 2. **Surrender date.**When the ~~manager of the personnel licensing section~~
 23.17 board receives the materials listed in subpart 1 by January 1, the date of surrender is July 1
 23.18 of that year. If the materials are received after January 1, the date of license surrender is
 23.19 July 1 of the following calendar year. An applicant may revoke the request to surrender
 23.20 a license. The revocation must be made in writing to the ~~manager~~ executive director of
 23.21 the ~~personnel licensing section~~ board no later than December 31 of the year in which the
 23.22 request for voluntary surrender is received by the ~~manager of the personnel licensing~~
 23.23 ~~section~~ board.

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

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

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

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

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

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

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

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

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

24.16 **3512.1500 THE ISSUANCE AND RENEWAL OF LICENSES.**

24.17 Subpart 1. **Renewal.**~~All licenses~~ A license to serve as superintendent ~~and,~~ principal,
24.18 or director shall bear the date of issue and the date of expiration and may be renewed on
24.19 or before July 1 in the year of expiration.

24.20 Subp. 2. **Expiration.**After July 1 in the year of expiration, ~~all licenses~~ a license
24.21 to serve as superintendent ~~and,~~ principal, or director shall be deemed expired and no
24.22 longer valid for administration.

25.1 Subp. 3. **Fees.**Each application for the issuance and/or renewal of a license to serve
25.2 as superintendent ~~or,~~ principal, or director shall be accompanied by a processing fee in the
25.3 amount of ~~\$40 effective July 1, 1983~~ \$57 effective July 1, 2004.

25.4 **3512.1600 APPEALS.**

25.5 Subpart 1. **Licensure denials.**A person denied an administrative license may appeal
25.6 the denial under Minnesota Statutes, chapter 14, to a final decision by the ~~commissioner of~~
25.7 education Board of School Administrators.

25.8 Subp. 2. **Appeal request.**A person entitled to a hearing under this part shall file a
25.9 written request for a hearing with the ~~commissioner of education~~ executive director within
25.10 30 days from the date of the denial. Failure to file a written request for a hearing within 30
25.11 days constitutes a waiver of the person's right to a hearing.

25.12 **3512.1700 RULES REVIEW.**

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

25.17 **3512.2000 REQUIREMENTS FOR ISSUANCE AND RENEWAL OF LICENSES.**

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

25.22 Each application for the issuance or renewal of a license shall be accompanied by
 25.23 a the processing fee set by the ~~Board of Teaching~~ in part ~~8700.0600~~ 8710.0200. The
 25.24 processing fee shall be nonrefundable for applicants not qualifying for a license, except
 26.1 the fee is refundable when the applicant for a license already holds the license for which
 26.2 application is made and that license does not expire in the year the application is submitted.

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

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

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

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

26.22 **3512.2100 ~~ENTRANCE~~ INITIAL LICENSE.**

26.23 Requirements must be met for each administrative area where licensure is sought. An
 26.24 ~~entrance~~ initial license shall be issued to an applicant who has met all of the following
 26.25 requirements. An applicant must:

27.1 A. fulfill the requirements of parts 3512.2000, subparts 1 and 2, and 3512.2700;
 27.2 and

27.3 B. be recommended for licensure by a Minnesota Board of School
 27.4 Administrators approved Minnesota college or university which, in making such a
 27.5 recommendation, attests to satisfactory completion of the approved program by the
 27.6 applicant. An applicant coming to Minnesota from another state must present to the
 27.7 ~~commissioner~~ Minnesota Department of Education, Division of Educator Licensing and
 27.8 Teacher Quality, a transcript of college or university work to be analyzed in order to
 27.9 determine comparability of program.

27.10 **3512.2400 SUSPENSION AND REVOCATION OF LICENSES.**

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

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

27.14 D. fraud or misrepresentation in obtaining a license; ~~or~~

27.15 E. felony conviction ~~of a felony~~ which directly relates to the occupation for
 27.16 which licensure is held; or

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

27.18 Subp. 2. **Procedure for suspension and revocation of licenses.**~~The State Board of~~
 27.19 ~~Education~~ board may act to suspend or revoke the license of a person whose license was
 27.20 granted by the board ~~of Education~~ after the following procedures have been followed:

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

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

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

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

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

28.15 Subp. 4. **Suspension.**Suspension includes the temporary withdrawal of a license
 28.16 or renewal privilege. Suspension disqualifies a person from performing any function
 28.17 that is permitted on the basis of holding a license issued ~~pursuant to~~ under the rules of
 28.18 the State Board ~~of Education~~ board. The length of each suspension and any terms and

28.19 conditions attached to the suspension must be determined by the ~~State Board of Education~~
 28.20 board on consideration of:

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

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

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

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

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

29.12 **3512.2500 PROCEDURES FOR APPROVAL OF LICENSURE PROGRAMS.**

29.13 Subpart 1. **Request for approval.** Institutions approved by the board of Teaching
 29.14 ~~pursuant to~~ under part ~~8700.7600~~ 3512.2500 to prepare persons for licensure may
 29.15 request approval by the ~~commissioner~~ board of licensure programs in administration and
 29.16 supervision. The programs shall be evaluated for initial approval and thereafter shall be
 29.17 audited for continuing approval according to this part.

29.18 Subp. 2. **Content of program description.** Each institution shall forward from the
 29.19 administrator of the defined administrative and instructional unit of that institution to the
 29.20 ~~commissioner~~ board a program description for each licensure program for which approval
 29.21 is requested. The licensure program description shall include:

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

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

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

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

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

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

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

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

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

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

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

31.1 Subp. 5. **Conditional approval.** If a licensure program is conditionally approved,
 31.2 the ~~commissioner~~ board shall reconsider the approval status of the licensure program upon
 31.3 verification that the stated conditions are met. If stated conditions are not met within the
 31.4 established time lines, conditional approval must be withdrawn.

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

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

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

31.16 **3512.2600 LICENSURE FOR PERSONS PREPARED IN STATES OTHER THAN**
 31.17 **MINNESOTA.**

31.18 Subpart 1. **Criteria.** Minnesota licenses shall be granted to persons who otherwise
 31.19 meet applicable statutory requirements and who complete programs leading to licensure in

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

32.22

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

32.23 **3512.2700 HUMAN RELATIONS REQUIREMENT.**

32.24 All applicants for licenses to be issued or renewed under authority of the
 32.25 ~~commissioner of education~~ board shall complete a training program containing human
 32.26 relations components. Persons holding life licenses are exempted from this requirement
 33.1 except in those instances where the person holding a life license seeks to be licensed, or
 33.2 to have a license renewed, in an area for which the person does not hold a life license.
 33.3 Persons from outside Minnesota who wish to be licensed must complete a human
 33.4 relations training program during the two-year period of the ~~entrancee~~ initial license.
 33.5 Components which constitute a human relations training program must be approved
 33.6 by the ~~commissioner of education~~ board.

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

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

33.11 **3512.3500 DIRECTORS OF COMMUNITY EDUCATION.**

33.12 Subpart 1. **Scope.** A person who serves as a district director of community
 33.13 education or assistant director of community education shall hold a license as a director
 33.14 of community education.

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

33.17 A. hold a baccalaureate degree from a regionally accredited college or
 33.18 university; and

33.19 B. satisfactorily complete a preparation program listed in subpart 3, approved by
 33.20 the ~~commissioner~~ board leading to licensure of directors of community education.

33.21 Subp. 3. **Program requirement.** A program leading to the licensure of directors
 33.22 of community education must consist of a minimum of ~~30-quarter~~ 20 semester hours,
 33.23 or the equivalent, and must provide a candidate recommended for licensure with the
 33.24 knowledge, skills, and ~~abilities~~ dispositions in all of the subjects listed in items A to H
 33.25 part 3512.0510, subparts 1 and 5.

34.1 ~~A. Community assessment includes the ability to:~~

34.2 ~~(1) prepare and conduct a survey and tabulate and interpret the results;~~

34.3 ~~(2) conduct interviews with community leaders, interagency personnel,~~
 34.4 ~~and residents;~~

34.5 ~~(3) address values and attitudes of various racial, ethnic, and socioeconomic~~
 34.6 ~~subgroups within the community;~~

34.7 ~~(4) understand the concept that individuals can determine their destiny~~
 34.8 ~~within a rapidly changing society;~~

34.9 ~~(5) analyze community power structure and its interaction for promoting~~
 34.10 ~~community growth; and~~

34.11 ~~(6) identify the physical, human, civic, social, financial, and cultural~~
 34.12 ~~resources of the community.~~

34.13 B. Community involvement includes:

34.14 (1) ~~skill in the application of the resolution of community issues process;~~

34.15 (2) ~~knowledge of the types of advisory councils and their organization~~
34.16 ~~and potential functions;~~

34.17 (3) ~~ability to involve an advisory council in addressing community issues;~~

34.18 (4) ~~knowledge of methods of sustaining community involvement in the~~
34.19 ~~community education process; and~~

34.20 (5) ~~knowledge of the techniques for developing leadership among~~
34.21 ~~community members.~~

34.22 C. ~~Public relations and communications includes the:~~

34.23 (1) ~~ability to speak before varied community groups to impart information~~
34.24 ~~about and understanding of community education;~~

35.1 (2) ~~ability to identify the media outlets available to local programs and~~
35.2 ~~the conditions under which each is used;~~

35.3 (3) ~~skill to develop articles such as publications, newsletters, and program~~
35.4 ~~brochures for program dissemination;~~

35.5 (4) ~~ability to articulate the community education concept, its development,~~
35.6 ~~implementation, maintenance, and expansion;~~

35.7 (5) ~~knowledge of the process available to identify community wants and~~
35.8 ~~needs; and~~

35.9 (6) ~~skills necessary to conduct effective meetings and the ability to train~~
35.10 ~~others to conduct effective meetings.~~

35.11 D. ~~Coordination and cooperation includes the ability to:~~

35.12 (1) ~~develop strategies for building trust among community groups and~~
35.13 ~~between individuals;~~

35.14 (2) ~~participate in mutual goal setting activities with other groups and~~
35.15 ~~agencies; and~~

35.16 (3) ~~acknowledge and accept the autonomy of various groups and programs.~~

35.17 E. ~~Program management includes the:~~

35.18 (1) ~~knowledge of the philosophy, mission, purpose, and current rules and~~
35.19 ~~regulations for community education programs;~~

35.20 (2) ~~skills necessary to conduct needs assessments, determine educational~~
35.21 ~~objectives, select and organize learning experiences, schedule and promote programs, and~~
35.22 ~~registration procedures;~~

35.23 (3) ~~skills necessary to recruit and provide in-service education to staff~~
35.24 ~~members; and~~

36.1 (4) ~~skills needed to supervise facilities, activities, and personnel.~~

36.2 F. ~~Evaluation includes skills to:~~

36.3 (1) ~~evaluate personnel;~~

36.4 (2) ~~work with staff in evaluating individual programs; and~~

36.5 (3) ~~monitor evaluation efforts of staff and consultants for the total~~
36.6 ~~community education program.~~

36.7 G. ~~Philosophy and administration of community education includes knowledge~~
36.8 ~~of:~~

36.9 (1) ~~the role of the local school district's administrative team and the~~
36.10 ~~community education director's place within it;~~

36.11 (2) ~~the professional responsibilities of superintendents, principals, teachers,~~
36.12 ~~and staff;~~

36.13 (3) ~~management styles;~~

- 36.14 ~~(4) management by objectives;~~
- 36.15 ~~(5) history and philosophy of education;~~
- 36.16 ~~(6) general education curriculum development;~~
- 36.17 ~~(7) goal development and achievement and the ability to implement goals;~~
- 36.18 ~~(8) education law as it pertains to community education;~~
- 36.19 ~~(9) education finance as it pertains to community education;~~
- 36.20 ~~(10) the history and philosophy of community education; and~~
- 36.21 ~~(11) human relations including intercultural and interpersonal components.~~

36.22 H: The person must complete a practicum, which is a field experience, that
 36.23 includes at least ~~200~~ 320 clock hours in an administrative position under the supervision
 37.1 of a licensed director of community education. During the field experience, the candidate
 37.2 shall demonstrate the ability to apply the knowledge and skills listed in ~~items A to G~~ part
 37.3 3512.0510, subparts 1 and 5. A person prepared in another state as director of community
 37.4 education may substitute one year of experience as a district wide director of community
 37.5 education in another state for the field experience.

37.6 Subp. 4. **Institutional requirement.** An institution applying to the ~~commissioner~~
 37.7 board for approval of a program leading to licensure as directors of community education
 37.8 shall comply with part 3512.2500. An approved program must include a description of
 37.9 how applicants for licensure may have their experience and preparation in those areas
 37.10 listed in subpart 3 evaluated by an institution with an approved program. The evaluation
 37.11 must include representation from college departments involved with the licensure program
 37.12 and licensed practicing directors of community education. This evaluation must result in a
 37.13 plan for the applicant to complete the knowledge, skills, and ~~abilities~~ dispositions listed
 37.14 in subpart 3 and may include a reduction of the required college credits necessary for an
 37.15 applicant to be recommended for licensure.

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

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

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

37.22 **3512.5200 CODE OF ETHICS FOR SCHOOL ADMINISTRATORS.**

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

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

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

38.2 I. A school administrator shall only accept a contract for a position when
 38.3 licensed for the position or when a school district is granted a variance or letter of approval
 38.4 by the ~~commissioner of education under Minnesota Statutes, section 121.11, subdivision~~
 38.5 ~~7b~~ board.

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

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

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

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

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

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

39.1 C. An administrator who has been found to have violated the code of ethics may
39.2 be placed on probationary licensure status for a period of time to be determined by the
39.3 ~~commissioner of education~~ board. ~~The commissioner~~ board may impose conditions on the
39.4 administrator during the probationary period which are to be directed toward improving
39.5 the administrator's performance in the area of the violation. During this period, the
39.6 administrator's performance or conduct shall be subject to review by the ~~commissioner~~
39.7 ~~of education or the commissioner's designee~~ board. The review shall be directed
39.8 toward monitoring the administrator's activities or performance with regard to whatever
39.9 conditions may be placed on the administrator during the probationary period. Before the
39.10 end of the probationary period, the ~~commissioner of education~~ board shall decide to
39.11 extend or terminate the probationary licensure status or to take further disciplinary actions
39.12 as consistent with this rule.

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

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

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

39.20 **REPEALER.** Minnesota Rules, parts 3512.0300, subpart 6; 3512.0400, subpart 2;
39.21 3512.0500; 3512.0600; 3512.1100; and 3512.1400, are repealed.