

m **MINNESOTA**
BOARD OF SCHOOL
ADMINISTRATORS

DR. TONY KINKEL, EXECUTIVE DIRECTOR

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Nov. 22, 2021

Board of School Administrators Board Room
St. Paul College
317 Marshall Ave.
St. Paul, Minnesota

Committee Meetings: All Committees meet in the Board Room

ETHICS Committee

8:30 a.m. - 10:00 a.m.

LICENSING Committee

10:00 a.m. - 11:00 a.m.

PROF. DEV. AND PRO.REVIEW COMM.

No Meeting

Board Members

Chair: Nancy Antoine

Dr. Scott Wallner, Dr. Jinger Gustafson, Jill Lofald, Mary Frances Clardy,
Christine Osorio, Dr. Melissa Schaller, Dr. Tracy Reimer, Louise Sundin, Drew Hildenbrand

Board Meeting Agenda

DATE: Nov. 22, 2021

TIME: 11:00 a.m. – 12:30 p.m.

- I. Convene
- II. Approval of Agenda
- III. Approval of Minutes
- IV. Dr. Bill Bjorum's Report on the review of out-of-state candidates seeking licensure
- V. Executive Director's Report

A. Final 2022 Board meeting Schedule

2022

January 31, 2022 via Zoom

February 28, 2022

March 28, 2022

April 25, 2022

May 23, 2022

June 27, 2022

July 25, 2022

August 29, 2022 No Board Meeting

September 26, 2022

October 31, 2022

November 21, 2022

December 12, 2022 (if needed)

- B. Draft RFP (in conjunction with MNIT) to hire a private vender to upgrade and manage website, automate BOSA processes, and upgrade the fee collection system (see attachment)
- C. Review of Probationary Principal's Report (see attachment)
- D. Kurt Jaeger has appealed the executive director's decision to deny a principal's 320-hour field experience to be supervised by a "Director" of a private school instead of a "principal."

Background:

Rule 3512.0200 Subp. 3(B)

B. An applicant for licensure as a superintendent or principal must complete within 12 continuous months at least 320 hours of field experience in elementary, middle or junior high, and high schools as an administrative intern to a licensed and practicing school principal for principal licensure or a licensed and practicing superintendent for superintendent licensure. The applicant must complete at least 40 hours of field experience at each school level not represented by the applicant's primary teaching experience.

Historically, the board has required the title of "principal" to serve as supervisor of a field experience. Mr. Jaeger's argument is that his proposed field experience supervisor, Director Harrington, is a licensed principal and serves as the equivalent of a principal at Hill-Murray High School. While Mr. Jaeger is not required to have a principal's license to work at the Providence Academy, some would argue for board flexibility to facilitate his obtaining a license.

- E. Review of Revised Executive Director's Job Description (see attachment)

VII Marquette Stokes Report

IX. Committee Reports:

- a. Licensing Committee
- b. Ethics Committee
- c. Communication/Legislative Update
- d. Professional Development/Program Review

X MDE Report

XI Board Member Report

XII Public Comments

XIII New Business

XIII Adjournment

Right after Board meeting, there will be a Board Photo Shoot

Minnesota Board of School Administrators Consumer Guide to Approved Community Education Director Licenses Fall, 2021

Institution	Delivery	Credits for Community Education Director License	Instructional Specifics	Special Features	Individualized Provisional license	Program Website	Contact	Cost
University of Minnesota - Twin Cities	In-person	20	Courses are held in person. Students may attend classes on campus or participate in geographically located cohorts.	The University of Minnesota program offers all four administrator licenses. Our faculty are school and district leaders of note and provide rigorous instruction steeped in research, theory and practical experience. We are committed to integrating professional wisdom; research, inquiry, and reflection; and authentic practice. The program is a 20-23 credit K-12 Administrative Leadership Post Baccalaureate program. While most students come to us with an earned Masters, we also offer the opportunity to earn an Master of Education degree concurrently with completing the licensure program.	Yes, the U of M Administrative Licensure Program reviews transcripts/resumes of prospective students and creates an individualized program for those who have been issued a provisional license and are looking to turn that into a MN Professional Administrative License.	K-12 Administrative Licensure Certificate Organizational Leadership, Policy, and Development UMN	Dr. Gary S. Prest, Ed.D. Director of Administrative Licensure pres0004@umn.edu 612-626-8647	Tuition One Stop Student Services - Twin Cities (umn.edu)
Minnesota State University, Mankato	Hybrid	30	Hybrid cohort, meet 5 times in one semester, one morning and one afternoon class, remaining coursework online and/or in schools.	The Specialist in Educational Leadership Degree with Administrative Licensure is designed to develop school leaders who demonstrate racial competence and the experience, expertise, and tools immediately relevant to lead today's racially diverse schools.	Yes, MNSU, Mankato will review transcripts and create an individualized program for those who have been issued a provisional license and are looking to turn that into a MN Professional Administrative License.	https://ed.mnsu.edu/academic-programs/educational-leadership-administrative-licensure-ed/	Dr. Jinger Gustafson jinger.gustafson@mnsu.edu, 952-818-8891	https://mankato.mnsu.edu/university-life/campus-services/campus-hub/bills-payment/tuition-and-fees/graduate-tuition-fees-spring2021-summer2021/metro-partner-location-7700france.html
St. Cloud State University	Hybrid	20	SCSU offers a majority of its EDAD classes face-to-face or hybridized to build collegiality and collaboration which foster creating life-long professional colleagues.	A practitioner-focused program that prepares emerging and established leaders who want to further their careers and lead PK-12 schools/school districts. Our mission is to prepare leaders who are capable of leading meaningful organizational improvement efforts. Students create a program of study tailored to individual needs based on professional growth and development and prior professional experiences. With over 50% of program faculty as full time, our program offers flexibility, consistent, ongoing adviser support, and the opportunity for life-long learning.	Yes, SCSU reviews transcripts of prospective students and creates an individualized program for those who have been issued a provisional license and are looking to turn that into a standard MN administrative license.	https://www.stcloudstate.edu/graduate/ed-admin-post-master/default.aspx	Dr. Frances Kayona 320-291-0109 fkayona@stcloudstate.edu	https://www.stcloudstate.edu/education/finance/fees/default.aspx
Minnesota State University Moorhead	Online	20	All classes are offered asynchronously. Up to two optional synchronous Zoom meetings are offered to students in most courses.	Minnesota State University Moorhead provides asynchronous online licensure preparation for individuals seeking positions as a superintendent, principal, community education director, special education director, or other supervisory role in education. Admission occurs on a rolling basis, and learners move through the licensure preparation program at an individualized pace. Credit requirements for licensure recommendation vary based upon completed graduate course work upon entering the program.	Yes, assuming administrative licensure in another state and three years of successful education experience, transcripts and syllabi review can result in an individualized program.	https://navigator.mnstate.edu/Catalog/ViewCatalog.aspx?aa=ed&view=cat&catId=503&catGroup=4612&advisedEds=False	Dr. Boyd Bradbury bradbury@mnstate.edu 218-477-2471	https://www.mnstate.edu/cost-aid/tuition-fees/graduate/

University of Minnesota - Twin Cities	In-person	23	7	Courses are held in person. Students may attend classes on campus or participate in geographically located cohorts.	The University of Minnesota program offers all four administrator licenses. Our faculty are school and district leaders of note and provide rigorous instruction steeped in research, theory and practical experience. We are committed to integrating professional wisdom, research, inquiry, and reflection; and authentic practice. The program is a 26-23 credit K-12 Administrative Leadership Post Baccalaureate program. While most students come to us with an earned Masters, we also offer the opportunity to earn an Master of Education degree concurrently with completing the licensure program.	Yes, the U of M Administrative Licensure Program reviews transcripts/resumes of prospective students and creates an individualized program for those who have been issued a provisional license and are looking to turn that into a MN Professional Administrative License.	K-12 Administrative Licensure Certificate Organizational Leadership, Policy, and Development UMN	Dr. Gary S. Prest, Ed.D. Director of Administrative Licensure pres0004@umn.edu 612-625-8647	Tuition One Stop Student Services - Twin Cities tumn.edu
Minnesota State University, Mankato	Hybrid	30	9	Hybrid cohort, meet 5 times in one semester, one morning and one afternoon class, remaining coursework online and/or in schools.	The Specialist in Educational Leadership Degree with Administrative Licensure is designed to develop school leaders who demonstrate racial competence and the experience, expertise, and tools immediately relevant to lead today's racially diverse schools.	Yes - MNSU, Mankato will review transcripts and create an individualized program for those who have been issued a provisional license and are looking to turn that into a MN Professional Administrative License.	https://ed.mnsu.edu/academic-programs/educational-leadership/administrative-licensure-ed/	Dr. Jinger Gustafson jinger.gustafson@mnsu.edu, 952-818-8891	https://mankato.mnsu.edu/university-life/campus-services/campus-hub/bills-payment/tuition-and-fees/graduate-tuition-fees-spring2021-metro-partner-location-7700francesadna/
St. Cloud State University	Hybrid	30	8	SCSU offers a majority of its EDAD classes face-to-face or hybrid/blended to build collegiality and collaboration which foster creating life-long professional colleagues.	A practitioner-focused program that prepares emerging and established leaders who want to turn their careers and lead PK-12 schools/districts. Our mission is to prepare leaders who are capable of leading meaningful organizational improvement efforts. Students create a program of study tailored to individual needs based on professional growth and development and prior experiences. With over 30% program flexibility as full time, our program offers flexibility, consistent, ongoing adviser support, and the opportunity for life-long learning.	Yes - SCSU reviews transcripts of prospective students and creates an individualized program for those who have been issued a provisional license and are looking to turn that into a standard MN administrative license.	https://www.stcloudstate.edu/graduate/ed-admin-post-master/default.aspx	Dr. Frances Kayona 320-291-0109 fkayona@stcloudstate.edu	https://www.stcloudstate.edu/ehc/finance/default.aspx
Minnesota State University Moorhead	Online	26	9	All classes are offered asynchronously. Up to two optional synchronous Zoom meetings are offered to students in most courses.	Minnesota State University Moorhead provides asynchronous online licensure preparation for individuals seeking positions as a superintendent, principal, community education director, special education director, or other supervisory role in education. Admission occurs on a rolling basis, and learners move through the licensure preparation program at an individualized pace. Credit requirements for licensure recommendation vary based upon completed graduate course work upon entering the program.	Yes, assuming administrative licensure in another state and three years of successful education experience, transcripts and syllabi review can result in an individualized program.	https://navigator.mpsstate.edu/Catalog/ViewCatalog.aspx?catalogid=34&chapterid=509&topicid=4612&catalogsearch=False	Dr. Boyd Bradbury bradbury@mnstate.edu 218-477-2471	https://www.mnstate.edu/continuing-education/graduate-fees/graduate/

Minnesota Board of School Administrators Consumer Guide to Approved Community Education Director Licenses Fall, 2021

Institution	Delivery	Credits for Community Education Director License	Instructional Specifics	Special Features	Individualized Provisional license	Program Website	Contact	Cost
University of Minnesota - Twin Cities	In-person	20	Courses are held in person. Students may attend classes on campus or participate in geographically located cohorts.	The University of Minnesota program offers all four administrator licenses. Our faculty are school and district leaders of note and provide rigorous instruction steeped in research, theory and practical experience. We are committed to integrating professional wisdom; research, inquiry, and reflection; and authentic practice. The program is a 20-23 credit K-12 Administrative Leadership Post Baccalaureate program. While most students come to us with an earned Masters, we also offer the opportunity to earn an Master of Education degree concurrently with completing the licensure program.	Yes, the U of M Administrative Licensure Program reviews transcripts/resumes of prospective students and creates an individualized program for those who have been issued a provisional license and are looking to turn that into a MN Professional Administrative License.	K-12 Administrative Licensure Certificate, Organizational Leadership, Policy, and Development UMIN	Dr. Gary S. Prest, Ed.D. Director of Administrative Licensure gprest004@umn.edu 612-625-8647	Tuition One Stop Student Services - Twin Cities (umn.edu)
Minnesota State University, Mankato	Hybrid	30	Hybrid cohort, meet 5 times in one semester, one morning and one afternoon class, remaining coursework online and/or in schools.	The Specialist in Educational Leadership Degree with Administrative Licensure is designed to develop school leaders who demonstrate racial competence and the experience, expertise, and tools immediately relevant to lead today's racially diverse schools.	Yes, MNSU, Mankato will review transcripts and create an individualized program for those who have been issued a provisional license and are looking to turn that into a MN Professional Administrative License.	https://ed.mnsu.edu/academic-programs/educational-leadership/administrative-licensure-ed/	Dr. Jinger Gustafson jinger.gustafson@mnsu.edu, 952-818-8891	https://mankato.mnsu.edu/university-life/campus-services/campusship-bills-payment/tuition-and-fees/graduate-tuition-fees/ spring 2021 - summer 2021 metro-partner location - 7700franceadinal
St. Cloud State University	Hybrid	20	SCSU offers a majority of its EDAD classes face-to-face or hybridized to build collegiality and collaboration which foster creating life-long professional colleagues.	A practitioner-focused program that prepares emerging and established leaders who want to further their careers and lead PK-12 schools/school districts. Our mission is to prepare leaders who are capable of leading meaningful organizational improvement efforts. Students create a program of study tailored to individual needs based on professional growth and development and prior professional experiences. With over 50% of program faculty as full time, our program offers flexibility, consistent, ongoing adviser support, and the opportunity for life-long learning.	Yes, SCSU reviews transcripts of prospective students and creates an individualized program for those who have been issued a provisional license and are looking to turn that into a standard MN administrative license.	https://www.stcloudstate.edu/graduate/ed-admin/post-master/default.aspx	Dr. Frances Kayona 291-0109 fkayona@stcloudstate.edu	https://www.stcloudstate.edu/ehe/financial/default.aspx
Minnesota State University Moorhead	Online	20	All classes are offered asynchronously. Up to two optional synchronous Zoom meetings are offered to students in most courses.	Minnesota State University Moorhead provides asynchronous online licensure preparation for individuals seeking positions as a superintendent, principal, community education director, special education director, or other supervisory role in education. Admission occurs on a rolling basis, and learners move through the licensure preparation program at an individualized pace. Credit requirements for licensure recommendation vary based upon completed graduate course work upon entering the program.	Yes, assuming administrative licensure in another state and three years of successful education experience, transcripts and syllabi review can result in an individualized program.	https://navigator.mnstate.edu/Catalog/ViewCatalog.aspx?catalogid=506&topicid=34&chapterid=506&topicid=4612&loadusedids=False	Dr. Boyd Bradbury bradbury@mnstate.edu 218-477-2471	https://www.mnstate.edu/cost-aid/tuition-fees/graduate/

Southwest Minnesota State University	Hybrid	33	Hybrid/Combination of on-line and in person classes. Our goal is to provide a personalized learning experience for you.	A relevant, practitioners experience that offers a licensure program in K-12 Principalship, Superintendent and Special Education Director. Our program follows a Leadership Innovation Model and supports leaders to develop effective skills in leadership, decision-making and teacher development. Additionally, we offer a Specialist Degree in Ed. Leadership. We also offer a Master's Degree in Teaching, Learning and Leadership, which offers a wonderful gateway to the licensure program.	Yes. SMSU will review your transcripts and create an individualized program for students who have been issued provisional licenses and who desire to obtain a standard MN administrative license(s).	https://www.smsu.edu/academics/professional-education/graduate-studies/graduate-studies-tuition-cost.html	Dr. Bruce Locklear bruce.locklear@smsu.edu 612-759-8787	https://www.smsu.edu/graduate-studies/graduate-studies-tuition-cost.html
Winona State University	Online	27	Asynchronous online instructional model featuring weekly synchronous sessions for student support.	WSU provides a practitioner focused program in a supportive environment consisting of experienced practicing and former PK-12 administrators who are eager to support the individual needs of each aspiring administrator. WSU allows certification as a principal and/or superintendent. This can be done as a certification only program or as part of an Ed.S. or Ed.D. WSU's faculty take pride in helping you through coursework, your practical, and into your positions as educational leaders.	Yes. WSU will review your transcripts and create an individualized program for students who have been issued provisional licenses and who desire to obtain a standard MN administrative license(s).	https://www.winona.edu/education/graduate-studies/graduate-studies-tuition-cost.html	Dr. Steve Baule steve.baule@winona.edu 507-457-5375	https://www.winona.edu/education/graduate-studies/graduate-studies-tuition-cost.html
Minnesota State University, Mankato	Hybrid	30	Hybrid cohort, meet 5 times in one semester, one morning and one afternoon class, remaining coursework online and/or in schools.	The Specialist in Educational Leadership Degree with Administrative Licensure is designed to develop school leaders who demonstrate racial competence and the experience, expertise, and tools immediately relevant to lead today's racially diverse schools.	Yes MNSU, Mankato will review transcripts and create an individualized program for those who have been issued a provisional license and are looking to turn that into a MN Professional Administrative License.	https://mankato.mnsu.edu/education/graduate-studies/graduate-studies-tuition-cost.html	Dr. Jinger Gustafson jinger.gustafson@mnsu.edu 507-952-816-9891	https://mankato.mnsu.edu/education/graduate-studies/graduate-studies-tuition-cost.html
Capella University	Online	32	Classes are offered online asynchronously to meet the needs of working adults.	Capella offers competency-based programs designed by faculty with industry experts for learners to gain relevant skills to stand out in the workplace and move forward in their career. The curriculum provides the opportunity to pursue emphases in School Leadership or District Leadership, both of which offer focused exploration of the research, leadership, management, and problem-solving skills required of principals and superintendents.	No	https://www.capella.edu/graduate-studies/graduate-studies-tuition-cost.html	Dr. Laurie Hixze lhixze@capella.edu	https://www.capella.edu/graduate-studies/graduate-studies-tuition-cost.html
St. Cloud State University	Hybrid	30	SCSU offers a majority of its EDAD classes face-to-face or hybrid/blended to build collegiality and collaboration which foster creating life-long professional colleagues.	A practitioner-focused program that prepares emerging and established leaders who want to further their careers and lead PK-12 schools/school districts. Our mission is to prepare leaders who are capable of leading meaningful organizational improvement efforts. Students create a program of study tailored to individual needs based on professional growth and development and prior professional experiences. With over 50% of program faculty as full time, our program offers flexibility, consistent, ongoing adviser support, and the opportunity for life-long learning.	Yes SCSU reviews transcripts of prospective students and creates an individualized program for those who have been issued a provisional license and are looking to turn that into a standard MN administrative license.	https://www.stcloudstate.edu/graduate-studies/graduate-studies-tuition-cost.html	Dr. Frances Kayona frances.kayona@stcloudstate.edu 291-0109	https://www.stcloudstate.edu/graduate-studies/graduate-studies-tuition-cost.html
Walden University	On-line	36	Each course has a synchronous discussion in it. All other discussions are asynchronous.	Walden provides an EdS principal preparation program. Grounded in best practice and current research, this unique program for scholar-practitioners provides opportunities to apply concepts and coursework in the field while working closely with licensed practicing principals as mentors. The program's objectives provide the professional leadership, knowledge, skills, and dispositions to enhance opportunities and outcomes for every student.	No	https://www.waldenu.edu/education/graduate-studies/graduate-studies-tuition-cost.html	Gloria Kumagai Gloria.kumagai@waldenu.edu 952-444-9180	https://www.waldenu.edu/education/graduate-studies/graduate-studies-tuition-cost.html
Hamline University	Low-Residency (75% Online)	26	Classes offered online both synchronously and asynchronously. On-campus sessions generally offered once per term on Saturdays Fall and Spring terms and on weekdays in Summer.	Hamline's Administrative Licensure program is designed to promote and foster Culturally Responsive Instructional Leadership. The flexible low-residency format and allows students to begin the program each term: Spring, Summer or Fall. Most courses are taught each term allowing students to work at their own pace. Most students complete the program within 5-6 terms. Licensure offered includes: Principal, SpEd Director, and Superintendent. Students can acquire licensure-only or complete an EdS or EdD degree.	Yes The Director of the Hamline Administrative Licensure program will review transcripts for administrators from other states to determine if acquiring a Provisional license is possible.	https://www.hamline.edu/education/graduate-studies/graduate-studies-tuition-cost.html	Dr. Kim Hartung kim.hartung@hamline.edu 651-523-2926	https://www.hamline.edu/education/graduate-studies/graduate-studies-tuition-cost.html

Board of School Administrators Consumer Guide to Approved Superintendent License Programs

Institution	Delivery	Credits Rec'd for a MN Superintendent License	Credits Rec'd to Add MN Sup't to Existing MN Admin License	Instructional Specifics	Special Features	Individualized Provisional license	Program Website	Contact	Cost
Winona State University	Online	27	6	Asynchronous online instructional model featuring weekly synchronous sessions for student support.	WSU provides a practitioner focused program in a supportive environment consisting of experienced practicing and former PK-12 administrators who are eager to support the individual needs of each aspiring administrator. WSU allows certification as a principal and/or superintendent. This can be done as a certification only program or as part of an Ed.S. or Ed.D. WSU's faculty take pride in helping you through coursework, your practicum, and into your positions as educational leaders.	Yes, WSU will review your transcripts and create an individualized program for students who have been issued provisional licenses and who desire to obtain a standard MN administrative license(s).	https://www.winona.edu/education/leadership/teacher&school.asp	Dr. Steve Baule steven.baule@winona.edu 907-457-3375	https://www.winona.edu/education/leadership/teacher&school.asp
Minnesota State University, Mankato	Hybrid	39	9	Hybrid cohort, meet 5 times in one semester, one morning and one afternoon class, remaining coursework online and/or in schools.	The Specialist in Educational Leadership Degree with Administrative License is designed to develop school leaders who demonstrate racial competence and the experience, expertise, and tools immediately relevant to lead today's racially diverse schools.	Yes, MNSU, Mankato will review transcripts and create an individualized program for those who have been issued a provisional license and are looking to turn that into a MN Professional Administrative License.	https://ed.mnsu.edu/academic-programs/educational-leadership/administrative-licensure-ed/	Dr. Jinger Gustafson jinger.gustafson@mnsu.edu 952-878-4891	https://ed.mnsu.edu/academic-programs/educational-leadership/administrative-licensure-ed/
Capella University	Online	32		Classes are offered online asynchronously to meet the needs of working adults.	Capella offers competency-based programs designed by faculty with industry experts for learners to gain relevant skills to stand out in the workplace and move forward in their career. The curriculum provides the opportunity to pursue emphases in School Leadership or District Leadership, both of which offer focused exploration of the research, leadership, management, and problem-solving skills required of principals and superintendents.	No	https://www.capella.edu/career-guides/grad-educational-administration-leadership/	Dr. Laurie Hinze LHinze@Capella.edu	https://www.capella.edu/career-guides/grad-educational-administration-leadership/
Hamline University	Low-Residency (75% Online)	26	11 to 12	Classes offered online both synchronously and asynchronously. On-campus sessions generally offered once per term on Saturdays Fall and Spring terms and on weekdays in Summer.	Hamline's Administrative Licensure program is designed to promote and foster Culturally Responsive Instructional Leadership. The flexible low-residency format and allows students to begin the program each term: Spring, Summer or Fall. Most courses are taught each term allowing students to work at their own pace. Most students complete the program within 5-8 terms. Licenses offered include: Principal, SPED Director, and Superintendent. Students can acquire licensure-only or complete an EdS or Ed.D degree.	The Director of the Hamline Administrative Licensure program will review transcripts for administrators from other states to determine if acquiring a Provisional license is possible.	https://www.hamline.edu/offices/studies-in-accounts/hse-union.html#Admin-Licensure	Dr. Kim Hartung khartung02@hamline.edu 651.523.2923	https://www.hamline.edu/offices/studies-in-accounts/hse-union.html#Admin-Licensure
Saint Mary's University of Minnesota	Online	29	6	Learning happens asynchronously. Optional weekly synchronous sessions are available. Students are expected to attend a 2-day summer institute held in Minneapolis each year.	Grounded by the pursuit of rigor, relevance, and relationships, our curriculum is centered on the practitioner and aims to provide the intellectual and empathic foundation for leading ethical lives of service and leadership. Content related to character education and virtue formation are embedded across courses. Taught by experts in the field, instruction combines organizational leadership theories with the practical skills needed to become effective leaders and manage the demands of a contemporary school community.	Yes, Saint Mary's University will review transcripts/resumes in order to create an individualized program for students who have been issued provisional licenses and who desire to obtain a standard MN administrative license(s). We will carefully examine transcripts and experiences to define how they align with current Minnesota competencies and requirements.	https://www.smu.edu/academic/graduate/education/eds-in-educational-administration	Craig Sundberg; csund07@smu.edu 612-728-5143	https://www.smu.edu/academic/graduate/education/eds-in-educational-administration
University of St. Thomas	Online	38	7	Classes are typically held through synchronous evening webinar on Wednesdays and occasional Saturdays.	University of St. Thomas online EdS cohort offers a variety of tracks for participants to pursue a leadership role in the field of education, including principal, superintendent or director of special education. The coursework will help participants analyze and implement sound administrative policy, create successful strategies for change and put into service leading practices for the day-to-day needs of their schools. This is a 31-credit degree program for K-12 licensure.	No	https://education.stthomas.edu/academic/education-specialist/principal-licensure/	Dr. Wharton-Beck, anwhartonbeck@stthomas.edu, 651.962.4887	https://education.stthomas.edu/academic/education-specialist/principal-licensure/

Bethel University	Online	30	3 if principal, 8 if special ed dir	Students can begin their program with any 8 week (asynchronous) course and adapt an individualized learning plan based on evolving schedules. Possible face-to-face summer courses.	Earn your doctorate while attaining your administrative license. Students with an admin license may transfer in a year of coursework. Focused on personal formation and individual strengths and passions, the program equips students to lead with authenticity, creativity, and wisdom. Students' experience is steeped in an integrative approach to cultural responsiveness and equity as evidenced in outcomes, assessments, and diverse student/faculty demographics. Practitioner-scholar faculty model relational leadership as they mentor students in work and life.	Yes - Bethel will review transcripts and create an individualized program for students who have been issued provisional licenses and who desire to obtain a standard MN administrative license(s).	https://www.bethel.edu/graduate/academic/tuition/	Dr. Tracy Reimer, 651-635-8502, t-reimer@bethel.edu	https://www.bethel.edu/graduate/academic/tuition/
Southwest Minnesota State University	Hybrid	33		Hybrid/Combination of on-line and in person classes. Our goal is to provide a personalized learning experience for you.	A relevant, practitioners experience that offers a licensure program in K-12 Principalship, Superintendent and Special Education Director. Our program follows a Leadership Innovation Model and supports leaders to develop effective skills in leadership, decision-making and teacher development. Additionally, we offer the Specialist Degree in Ed Leadership. We also offer a Master's Degree in Teaching, Learning and Leadership, which offers a wonderful gateway to the licensure program.	Yes, SMSU will review your transcripts and create an individualized program for students who have been issued provisional licenses and who desire to obtain a standard MN administrative license(s).	https://www.smsu.edu/academics/professional-development/graduate-studies/tuition-cost.html	Dr. Bruce Locklear, bruce.locklear@smsu.edu, 612-799-8787	https://www.smsu.edu/academics/professional-development/graduate-studies/tuition-cost.html
Minnesota State University Moorhead	Online	26	9	All classes are offered asynchronously. Up to two optional synchronous Zoom meetings are offered to students in most courses.	Minnesota State University Moorhead provides asynchronous online licensure preparation for individuals seeking positions as a superintendent, principal, community education director, special education director, or other supervisory role in education. Admission occurs on a rolling basis, and learners move through the licensure preparation program at an individualized pace. Credit requirements for licensure recommendation vary based on prior completed graduate course work upon entering the program.	Yes, assuming administrative licensure in another state and three years of successful education experience, transcripts and syllabi review can result in an individualized program.	https://navigator.mnstate.edu/Catalog/ViewCatalog.aspx?PageId=509&TopicId=4612&loaduserdef=false	Dr. Boyd Bradbury, bradbury@mnstate.edu, 218-477-2471	https://www.mnstate.edu/cost-and-tuition-fee-graduate/
St. Cloud State University	Hybrid	30	8	SCSU offers a majority of its EDAD classes face-to-face or hybrid/blended to build collegiality and collaboration which foster creating life-long professional colleagues.	A practitioner-focused program that prepares emerging and established leaders who want to further their careers and lead PK-12 schools/school districts. Our mission is to prepare leaders who are capable of leading meaningful organizational improvement efforts. Students create a program of study tailored to individual needs based on professional growth and development and prior professional experiences. With over 50% of program faculty as full time, our program offers flexibility, consistent, ongoing adviser support, and the opportunity for life-long learning.	Yes, SCSU reviews transcripts of prospective students and creates an individualized program for those who have been issued a provisional license and are looking to turn that into a standard MN administrative license.	https://www.stcloudstate.edu/graduate/ed-admin-post-master/default.aspx	Dr. Frances Kayona, 320-291-4109, fkayona@stcloudstate.edu	https://www.stcloudstate.edu/cost-and-tuition-fee-graduate/
Concordia University	Online	30		A cohort model that involves a weekly synchronous online video-conferencing session using Zoom.	Concordia's online cohort Ed.S. degree program for administrator licensure is designed to prepare candidates for the dynamic role of school and district leadership. Focused on transforming communities through educational leadership, the foundation of the program is based on developing equity-focused, ethically-driven, and reflective servant leaders through responsive, relevant, and real learning experiences. The program involves eight (8) three-credit online semester courses and three (3) two-credit semester internship experience courses for a total of 30 graduate credits.	Yes, CSP reviews transcripts of students with a provisional license and develops an appropriate program of study so the student is able to meet MN licensure requirements. In that CSP is a degree-based program, a maximum of 15 department-approved graduate hours may be accepted toward their Ed.S. Ed. Leadership licensure degree.	https://www.gradualprogram.org/concordia-saint-paul/programs/educational-specialist/	Dr. Stephen O'Connor, oconnor@cp.edu, 651-603-6258	https://www.csp.edu/tuition-and-financial-aid/graduate-tuition-aid/
University of Minnesota - Twin Cities	In-person	23	7	Courses are held in person. Students may attend classes on campus or participate in geographically located cohorts.	The University of Minnesota program offers all four administrator licenses. Our faculty are school and district leaders of note and provide rigorous instruction designed in research, theory and practical experience. We are committed to integrating professional wisdom, research, inquiry, and reflection; and authentic practice. The program is a 20-23 credit K-12 Administrative Leadership Post Baccalaureate program. While most students come to us with an earned Masters, we also offer the opportunity to earn an Master of Education degree concurrently with completing the licensure program.	Yes, the U of M Administrative Licensure Program reviews transcripts/resumes of prospective students and creates an individualized program for those who have been issued a provisional license and are looking to turn that into a MN Professional Administrative License.	https://www.gradualprogram.org/concordia-saint-paul/programs/educational-specialist/	Dr. Gary S. Priest, Ed.D., Director of Administrative Licensure, gpriest004@umn.edu, 612-626-8647	https://www.gradualprogram.org/concordia-saint-paul/programs/educational-specialist/

Hello XXXXXXXXXXXXX,

Greetings from the Minnesota Board of School Administrators (BOSA)! Your application for a Minnesota educator's license was recently received at PELSB and was forwarded to BOSA for review.

I was recently hired to assist applicants who completed administrative preparation programs in other states and are seeking administrative licensure in Minnesota. I am a former principal and district administrator and more recently, director of a university licensure program with over 12 years of experience guiding administrative license candidates.

There are several kinds of education administration licenses in Minnesota: Provisional, Continuing five-year, and Initial – two year. The provisional license is good for two years but is not renewable. Provisional licenses are granted for principal (PK-12), special education director (PK-12) and district superintendent. The provisional license allows folks who have an administrative license in another state and three years of experience working as a teacher or administrator, time to work with a BOSA approved university license program in Minnesota to fully qualify for their continuing five year license. Folks with provisional licenses can be hired as administrators while working to complete the requirements for a continuing license. Upon completion of the work required by the university, a provisional license holder can apply for a continuing five year license. Currently there are 14 universities that are able to assist you complete the requirements for a continuing five year license listed on the attached Consumer Guide. These are the universities that offer education administration licenses that comply with Minnesota requirements.

I have determined that based on the license you earned, your master's degree, and your years of experience, you can qualify for a provisional license. This license expires two years from the issuing date, but it will allow you time to complete the work required for your continuing license. We recommend you contact the program directors listed to see what they will offer in terms of an individualized program designed to complement and take into account your previous training and experience. Many are able to design a personalized, abbreviated program. At the completion of their requirements, they will assist in the completion and sign the application, qualifying you for your Minnesota education administration license. Please send or email a copy of a signed and dated acceptance letter from the university of your choice, and your provisional license will be issued.

The Continuing five year license must be renewed every five years allows applicants to work in any district or education institution according to their license. Five year licenses are granted to principal (PK-12), special education directors (PK-12), Community education directors, and district superintendents.

An Initial license is granted any graduate of a BOSA approved license program for two years. Initial licenses are renewable when they expire. When the holder of an Initial license gets hired as an administrator, at next license renewal, their two year license will convert to a five year license.

Applicants from other states who apply for a Continuing five year renewable education administration license in Minnesota who are coming from another state may be granted a continuing five-year license provided the applicant meets four requirements. The first requirement is the applicant must have teaching and/or administration of at least 3 full time years or the equivalent under a valid license. We must verify that the applicant holds the proper license and has the required experience by a supervisor's signature on the application. For a principal and/or superintendent license, any teaching experience counts. For a special education director, the teaching license and experience must be in special education. Coaching licenses and experience does not count for this requirement.

The second requirement is that the applicant has earned at least 60 total graduate credits in which the applicant has a master's degree and has earned an administrative license in another state.

The third requirement, not clearly described in the application, is that the applicant must demonstrate the completed education administration program includes completion of at least 320-hour university mentored administrative field experience internship serving as an administrative intern to a licensed and practicing administrator. This requirement may be met by showing completion of one full year of service in the role for which you are applying. If you do not have a full year in the role, the following field experience is required: For a principal candidate, the field experience requires 320 total hours, at least 40 hours at each level – elementary, middle/junior high, and senior high. For superintendent, the field experience requires 320 hours mentored by a licensed, practicing superintendent, and for special education directors, the 320 hour field experience must be mentored by a licensed, practicing director and include at least 40 hours at a special education administrative unit not represented by the applicant's primary special education experience. While internship field experiences can be completed in a single district, applicants are able to log hours in multiple organizational units such as schools, districts, programs, cooperative and collaborative districts among others. Most transcripts alone do not indicate specifically that the internships are 320 hours or that they cover the license-specific requirements, so BOSA requires evidence for that all of the field experience requirements have been met. This can be done by submitting a letter from a university adviser or program director, a detailed syllabus of the completed internship field experience, program/course description.

The fourth requirement, also not clearly described in the application but the most difficult to meet for out-of-state candidates, is to show the applicant's preparation program has met the administrative competencies and sub-competencies listed in Minnesota Rule 3512.0510. Board rules require that candidates prepared in a non-BOSA approved program show evidence of mastering 80% of the 12 leadership competencies and sub-competencies required of all administrators and 80% of the licensure specific competencies including a minimum of one sub-competency in each broad competency. A summary of the competencies and sub-competencies is attached to this email. The board hired me with the specific instructions to verify that all candidates prepared out-of-state meet the 80% standard. (Minnesota prepared candidates must meet 100% of the competencies). 80% means showing how 56 of the Core leadership sub-competencies ~~has~~ have been addressed. In addition, principal candidates must include evidence for at least 12 of the principal specific sub-competencies, superintendent candidates must include evidence for 7 of the superintendent sub-competencies, and director candidates are required to include evidence of at least 12 director sub-competencies. Please closely examine the Evidence for Competencies Summary for Administrators attached to this email. For me to make a precise judgment about your previous program, I would need to examine specific material from the courses you actually took (not current courses) including course-specific-syllabi, assignments, and official transcripts. In some cases, details of work experience might serve as evidence if they are verified by a district or school official. A full listing of the competencies and sub-competencies can be found at <https://bosa.mn.us>. Note that while some competencies are generic to leadership, some are specific to Minnesota, i.e., school and district finance, state assessments, and reports required by MDE such as assessment, attendance, staffing, etc.

Admittedly, Minnesota has the highest standards in the nation to become an administrator. We recognize there is much to sort out here, so please feel welcome to connect with me with questions, concerns, or clarifications as you ponder the opportunities and obligations of education administration licenses in Minnesota.

If you disagree with my review, you may appeal this judgment by writing to the executive director of Board of School Administrators, Dr. Kinkel, at <https://bosa.mn.gov> specifying the basis for your appeal.

All licensed school administrators in Minnesota are expected to diligently adhere to Minnesota Rule 3512 Section 5200 which is the Code of Ethics. This is included on the Evidence for Competencies for your use. Please be aware that there can be severe consequences for violations of the Code of Ethics.

Best Regards,
William Bjorum, EdD
Out of State License Specialist, BOSA

Checklist of Education Administration Competencies - A checklist for applicants prepared in education administration programs not recognized by BOSA

Applicants who completed their education administration license at a program not recognized by the Minnesota Board of School Administrators must provide evidence of how they have met at least eighty percent of the Core Leadership subcompetencies listed in Minnesota Rule 3512 summarized below <u>and</u> eighty percent of the licensure specific subcompetencies listed. In addition, applicants must provide evidence of how they met at least one subcompetency in each broad competency.	
Use the spreadsheet below to indicate which of the subcompetencies have been met and briefly describe in the third column how each has been met. Evidence is required for each.	
Acceptable as evidence are courses in education administration programs, workshops, in-services, etc. Course titles alone will not meet the requirement to demonstrate the subcompetency. Applicants will be required to provide documents such as syllabi, course descriptions, completed assignments, details of work experience, etc. demonstrating how the subcompetencies are met.	
Administrative experience may be used to demonstrate subcompetency. In this case, details of how the experience applies is required. Be explicit when describing work experience.	
When completed, a hard copy of this checklist and the supporting documents need to be sent to:	
A detailed list of the competencies can be found at: http://bosa.mn.us	
Questions on the use of this form can be emailed to Bill.Bjorum@state.mn.us	
Core Competencies (abbreviated language) (All applicants must meet 80% of the subcompetencies overall AND at least one in each broad competency)	Met ?
A. Provide evidence for competency in Leadership 1. Collaboratively assess, improve culture of engagement 2. Collaboratively develop a shared educational mission 3. Sharing decision making to empower others 4. Showing how education is impacted by events and issues 5. Formulating strategic plans and goals collaboratively 6. Setting priorities, mindful of stakeholder needs 7. Serving as spokesperson for the welfare of all learners 8. Understanding dynamics of, ability to implement change, program reform	
B. Provide evidence for competency in Organizational Management 1. Understanding organizational systems, structural and cultural dynamics 2. Define processes for gathering, analyzing data for program evaluation 3. Planning personal, organizational work procedures to empower others 4. Analyze needs, allocation of personnel, resources 5. Manage budgets, maintain accurate fiscal records 6. Understand facilities management, planning 7. Understand and use technology as a management tool	

Core Competencies, continued	Met?	Specific Evidence
<i>C. Provide evidence for competency in Equitable, Culturally Responsive Leadership</i>		
1. Champion fair, equitable, respectful treatment of each student		
2. Recognizing each student's strengths, diversity, and culture		
3. Ascertain each student has equitable access to effective teaching and support		
4. Promote proactive policies for positive behavior, respond in unbiased manner		
5. Identify and address individual and institutional biases		
6. Promote student preparation for productive contributions to societies		
7. Address matters of equity, cultural responsiveness in all leadership aspects		
8. Enforce policies and practices that address mental, physical health and trauma		
<i>D. Provide evidence for competency in Policy and Law</i>		
1. Implement policies to meet local, state, federal requirements, regulations		
2. Apply standards involving civil, criminal liability - negligence, harassment, torts		
3. Demonstrate knowledge of MN, federal laws, rules, regulations for general, special, and community education		
<i>E. Provide evidence for competency in Political Influence and Governance</i>		
1. Show understanding of school district as political system, governance models		
2. Show understanding of involving stakeholders in developing policy		
3. Show how coordinating social agencies and human services provide resources		
4. Demonstrate processes to align constituencies to support school priorities		
<i>F. Provide evidence for competency in Communication</i>		
1. Show understanding, commitment to shared mission, vision and core values		
2. Demonstrate individual and team facilitation skills		
3. Recognition, application of understanding individual, group behaviors		
4. Demonstrate, conflict resolution, problem-solving strategies		
5. Demonstrate clear, easy to understand presentations		
6. Show ability to respond to, review, summarize information for groups		
7. Show appropriate communication - speaking, listening, and writing		
8. Show understanding, utilization of appropriate communication technologies		
<i>G. Provide evidence for competency in Community Relations</i>		
1. Articulate organizational purpose, advocate for children's needs, priorities		
2. Demonstrate engagement in extended school community		
3. Show effective communication generation and response using various media		
4. Show effective strategies to promote positive image of school, district		
5. Show how to monitor, address perceptions about school-community issues		
6. Show ability to identify, articulate critical issues impacting local education		

Core Competencies continued		Met?	Specific Evidence
<i>H. Provide evidence for competency in Curriculum, Instruction, and Assessment</i>			
1. Show strategies to implement and assess a culturally responsive curriculum			
2. Show strategies to develop, assess, and support a staff's professional practice			
3. Show ways to integrate curriculum, technology, other resources for learning			
4. Show ways to implement alternative instruction, curriculum, behavior mgmt.			
5. Demonstrate using data to monitor student success			
6. Demonstrate leading, supporting, and assessing instruction for individuals			
7. Demonstrate differentiated and personalized instruction			
<i>I. Provide evidence for competency in Human Resource Management</i>			
1. Show how to recruit, select, train, and retain a diversified staff			
2. Demonstrate methods to effectively develop the performance of all staff			
3. Show how to apply effective models for supervision and evaluation			
4. Describe legal requirements for selecting, developing, retaining and dismissal			
5. Show management responsibilities governing human resource management			
6. Describe labor relations and collective bargaining for human resources			
7. Describe administration of contracts, benefits, and financial accounts			
<i>J. Provide evidence for competency in Values and Ethics of Leadership</i>			
1. Show knowledge of the role of education in a democratic society			
2. Show knowledge of and model democratic values, ethics, and moral leadership			
3. Show how to balance complex community demands			
4. Show how to help learners become caring, informed citizens			
5. Demonstrate knowledge of the Code of Ethics in MN Rule 3512.5200 (Attached)			
<i>K. Provide evidence for competency in Judgment and Problem Solving</i>			
1. Identify all elements of problems by analyzing, framing, identifying causes			
2. Demonstrate adaptability and conceptual flexibility			
3. Show how to reach logical conclusions, timely decisions			
4. Show how to give appropriate priority to significant issues			
5. Show how to use appropriate technologies in problem analysis			
6. Demonstrate various leadership and decision making strategies			
<i>L. Provide evidence for competency in Safety and Security</i>			
1. Show development of policies and procedures for safe, secure environments			
2. Demonstrate the means to address emergency and crisis situations			

Principal Competencies (Applicants for a principal license must meet 80% of these subcompetencies including one in each broad competency category)	Met?	Specific Evidence
A. Provide evidence for competency in Instructional Leadership		
1. Show how to support staff implement state academic standards and culturally responsive curriculum, instruction, and assessment to maximize learning		
2. Show how to apply district-wide and lead school-wide literacy throughout all content areas including numeracy		
B. Provide evidence for competency in Monitoring Student Learning		
1. Demonstrate creating a culture that fosters a community of learners		
2. Demonstrate understanding of student support systems and services		
3. Show how to implement and monitor student management data systems		
4. Demonstrate policies and practices promoting positive behavior without bias		
5. Demonstrate developing a school's master instructional schedule		
6. Demonstrate meeting diverse learning needs of all students		
7. Demonstrate understanding of a comprehensive program of student activities		
C. Provide evidence for competency in PreK through Grade 12 Leadership		
1. Demonstrate how to align curriculum preK - grade 12		
2. Analyze the differing organizational systems and structures PreK - grade 12		
3. Demonstrate the ability to work with children of all ages		
4. Demonstrate working with parents, teachers and staff at levels PreK - grade 12		
5. Show an understanding of effective transitions between grade levels		
6. Demonstrate understanding of developmental needs of children at all ages		
Superintendent Competencies (Applicants for a superintendent license must meet 80% of these subcompetencies including one in each broad competency category)		
A. Provide evidence for competency in Policy and Law		
1. Demonstrate the role policy and law plays in district governance and operation		
2. Show knowledge and application of statutory regulations affecting school board meetings, communications, procedures, and practices		
3. Show understanding of roles, responsibilities of the board and superintendent		
B. Provide evidence for competency in Political Influence and Governance		
1. Demonstrate understanding of the political process in public education		
2. Show understanding how to interact with local, state, and federal governments		
3. Show understanding of the roles of other community leaders in the district		

3512.5200 CODE OF ETHICS FOR SCHOOL ADMINISTRATORS.

Subpart 1. Scope. This part applies to all persons licensed as school administrators as defined in part 3512.0100, subparts 5 to 7.

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

A. A school administrator shall provide professional educational services in a nondiscriminatory manner.

B. A school administrator shall take reasonable action to protect students and staff from conditions harmful to health and safety.

C. A school administrator shall take reasonable action to provide an atmosphere conducive to learning.

D. A school administrator shall not misuse professional relationships with students, parents and caregivers, staff or colleagues to private advantage.

E. A school administrator shall disclose confidential information about individuals only when a compelling professional purpose is served in accordance with state and federal laws, and district policies.

F. A school administrator shall not knowingly falsify or misrepresent records or facts relating to the administrator's qualifications, or to the qualifications of other staff or personnel.

G. A school administrator shall not knowingly make false or malicious statements about students, student's families, staff or colleagues.

H. A school administrator shall not accept gratuities, gifts, or favors that impair professional judgement, nor offer any favor, service, or item of value to gain special advantage.

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

J. A school administrator, in filling positions requiring licensure, shall employ, recommend for employment, and assign only appropriately licensed personnel, or persons for whom the school district has been granted a variance by the appropriate state board or agency, unless, after making reasonable efforts to obtain a variance, an appropriately licensed person cannot be assigned and the position must be filled to meet a legitimate emergency educational need.

K. A school administrator shall not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties

Out Of State Inquiries

	Date	PLD?	Name	Location	Situation	Action
1	3/31/2021		Buetel, Catherine	New York	Principal license inquiry	Guide, spreadsheet, email
2			Netty, John		Principal license inquiry	Refer back to PELSB
3		X	Polak, Alyssa		Teacher license inquiry	Refer back to Sue Kohler
4	04/02/2021		Casteel, Dawn			Guide, comps spreadsheet, email
5			Opp, Mike	So Dak	Principal license inquiry	Guide, comps spreadsheet, email
6	04/07/2021		Bush, Courtney		Principal license inquiry	Guide, comps spreadsheet, email
7			Jones, Melissa	St Louis MO	Principal license inquiry	Guide, comps spreadsheet, email
8	04/09/2021		McGlone, Pierce	Brooklyn, NY	Principal license inquiry	Guide, comps spreadsheet, email
9	04/13/2021		Yonke, Denise	MN	Principal license inquiry	Guide, comps spreadsheet, email
10	04/14/2021		Licatta, Cindy	AZ	Compliance officer, ASU	Guide, comps spreadsheet, email
11	04/15/2021		Hessburg, Joe	Shakopee	Lic in AZ, none in MN	Guide, comps spreadsheet, email
12	04/17/2021		Said, Mohamed	Mpls	EDD post secondary, wants Principal	Guide, comps spreadsheet, email, phone
13	04/19/2021		Henn, Paula	Seattle WA	Wants to renew expired 5 year MN	Refer back to PELSB
14	04/22/2021		Eriksson, Madison	ND	Sp ed teacher, wants MN license	Refer back to PELSB
15			Thorvilson, Travis	AZ	Renew expired MN principal	Refer to Tony
16		X	Giardino, Ann	AZ?	36 cr @ ASU, lic MASS + AZ	Several exchanges, Guide, comps, email
17	04/23/2021		Carkhuff, Caitlyn	ND	Has ND principal, Principal lic inquiry	Guide, comps spreadsheet, email
18	04/26/2021		Sieber, Alyssa	Robbinsdale	Tech in MS @ Grand Canyon St, AZ	Guide, comps spreadsheet, email
19	04/28/2021		Szymberski, Jacob	Mexico	Dean of school, MA, Princ lic Inq	Guide, comps spreadsheet, email
20			Netty, John	Iowa	10 yr principal, 58 grad cr, no elem exp	Guide, comps spreadsheet, email
21	04/29/2021		Wagner, Kari	Iowa	MA+ 9 or 12, was at Concordia	Guide, comps spreadsheet, email
22	05/06/2021		Perry, David	MN	Wants to renew expired 5 year MN	Refer to Tony
23			Schmidt, Garrett	So Dak	At U So Dak, MN principal lic Inq	Guide, comps spreadsheet, email, phone
24			Crain, Debby	MN	Tech, princ from Lamar, TX, MN lic Inq	Guide, comps spreadsheet, email
25			Carroll, Elizabeth	Wisc	Lic in WI, MN principal license inquire	Guide, comps spreadsheet, email
26			Stankiewicz, Lisa	NV	ECOE - Commun ed wants Dir Com Ed	Refer back to Sue Kohler
27	05/10/2021		Selk, Todd	ND	Former MN princ, lic in ND, wants renew	Needs 125 CEUs, application, check
28	05/11/2021		Wanasinghe, Wajs	Sri Lanka	Elem tchr MN, MN principal license ins	Guide, comps spreadsheet, email
29			Lukens, Robert	ND	EDD student, 82 cr, 480 hr intern	Guide, comps spreadsheet, email
30	05/15/2021		Cook, Emily	Wisc	MA, WI teaching, principal, MN Inquirer	Guide, comps spreadsheet, email
31	05/19/2021	X	Engstrom, David	CO springs	MN teach, principal, superintendent Inq	Guide, comps spreadsheet, email
32			Henn, Paula (see 4/19)	Seattle WA	Has 2yr initial MN, principal in WA, wants	Refer to Tony
33	05/24/2021		Haas, Maria	UW - Sup	MA, WI teaching, principal, MN Inquirer	Guide, comps spreadsheet, email
34			Dalchow, Dan	ND	Expired MN teach, princ, sup, wants renew	Refer to Tony
35	05/26/2021	X	Kowprowski, Jayne	UW - Sup	Ed admin @ U Alabam, MN princ Inquirer	Guide, comps spreadsheet, email
36	06/21/2021		Chiglo, Alex	ND	MA @ West Gov U and MN U Moorehead	Responded if completing at MN U M, ok
37		X	Rasmussen, Jerry	So Dak	17 yr sup, 6 yr princ in Iowa, sup Inquirer	Guide, comps spreadsheet, email, phone, has enrolled in Mankato
38	06/21/2021		Schneider, Rich		Principal license inquiry	Guide, comps spreadsheet, email
39	07/20/2021		Berzinski, Brad	MN/OR	Lapsed MN tchr, princ, needs 125 hrs,	Direct email, req 125 hrs, check, applic
40			Nichols, Stephanie	CA	Lapsed MN lic, 2 yr princ CA, 5 yr princ FL	Direct email, req 125 hrs, check, applic
41		XO	Benedict, Nissa	MN	UW-Sup, internship Fond du Lac, MN	Document Intern hrs, applic should be ok
42	07/22/2021	XO	Hamilton, Ellie (Zeiser)	K12 P and "supervisor" IA	Northern Iowa, Viterbo (60 grad car?)	Exchange w/ S Kohler, recommend Provisional Principal when accepted
43	08/05/2021		Berzinski, Brad	2ns contact	Expired MN princ, wants renew add sup	Direct email, req 125 hrs, check, applic, Sup program at a BOSA approved
44	08/05/2021		Bernard, David	MN	Applic received but needs clarification	Direct email sent. Enrolled in Mankato
45			Gomez, Alba	Columbia	Spanish, U of Antioquia — foreign lang	Direct email, refer to PELSB/MDE
46			Yonke, Denise	2nd contact	Inq re funding for ed admin programs	Direct email, BOSA doesn't know sources
47	08/10/2021	XO	Andrews, Christopher	CA	Comm Arts, Lit secondary principal?	Guide, comps spreadsheet, email
48		XO	Saxberg, David	ND	Elem tchr, MA, EdD, wants principal, sup	Guide, comps spreadsheet, email. Refer to Tpony
49	08/11/2021		Zuest, Rosalyn	Mn Dept Hum Serv	EdD Vanderbilt, U So Cal. Will it fulfill MN?	Guide, comps spreadsheet, email
50	08/12/2021	XO	Lacher, Sarah	Wisc	Dir in WI, 67 grad cr. Principal	Guide, comps spreadsheet, email Working to get letter from Concordia,
51		X	Schmidt, Garrett	Benson, MN	Dakota St, Concordia CA, U So Dak princ	Email guide comps
52	08/21/2021	XO	Rankin, Dennis	NoStPaul	Working on print @ NotreDame, wants MN	I agree with Brian, grant initial license
53			Bruce, John	Small Island Bering Sea	Is sup, did work in MN, wants sup, K-12p	Phone call, guide, comps, email
54	08/24/2021	XO	Krenz, Kevin	CO	Is principal, wants MN K-12P	Email guide comps
55	08/28/2021		Henry, Amanda	Horizon Middle, Mrhd	Is assistant P, wants license	Email guide comps
56			Morli, Rikki	AP @ Benilde St. M	MA SMU, princ Viterbo, 59 cr	Phone call, guide, comps, email
57	09/10/2021	XO	Nordvedt, Kala	Midvill NY	Teaching, lic in NY completed EDD Bethel	May be good to license, email sent, notified Hanna
58			Hovland, Dan	China	Lapsed MN lic, needs to renew	Refer to Tony
59	09/12/2021		Van De Loarschoot,	CA	MN teacher, CA Tchr, Princ	Guide, comps spreadsheet, email
60	09/30/2021		Stowers, Spenser	CO	Not on PLD	Email, guide
61	10/01/2021		Lee, Lauren		Inq re principal lic, Western States Co	Email, guide
62	10/05/2021		Gustafson, Clendon		Inquiry re Principal and Superintendent	Email, guide, comps
63	10/16/2021		Ingle, Alyssa	ND	Emailled lots of questions - principal	Email, guide, suggest Moorhead, Boyd Bradbury
64			Thlner, Andrea	NDSU, U ST. Thomas	Inq re internship, lives close to Moorhead	Email, guide

65	10/21/2021		Christiansen, Davia	From Marquette, St. Paul	OT, Inq re director Lic	Email, guide, comps
66	10/26/2021		Rios, Antonio	TX 36 cr MA, Walden	Wants principal	Email guide comps
67	10/27/2021		Tuitt, Adam	Duluth	Lapsed provisional 2017	Per Tony, Must do whole program, email, guide, comps
68	10/29/2021	X	Howard, Evan	Winona Goodview	At Cotter HS, (7-12) wants principal	Email, guide
69	11/04/2021	XO	Cruzan, Kristena	Minnetonka, MN	Teaching lic M/Sch Math	Has over 60 grad ed admin credits, over 3yrs experience, gets a provisional
70	11/05/2021		Koprowski, Jayne	Wisconsin	Sp ed dir in Wisconsin	Email general requirements for MN Dir, she responded she'll stay in
71	11/12/2021		Bayless, Jacqueline	unknown	EdD, license program @ U So Mississippi	Email, guide, answered query re: level of rigor, suggested shop programs
72			Smith, Christopher	Parochial principal MN	2 MAs, lapsed MN provisional, Indiana	Email, guide, answered query re: level of rigor, suggested shop programs
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MNSITE Request for a Deliverables-Based Event

Background:

This request is for the Minnesota Board of School Administrators (BOSA): [BOSA Home \(mn.gov\)](http://mn.gov). This link describes purpose and role of the board: [Sec. 122A.14 MN Statutes](#).

BOSA's core function is licensing school administrators. Minnesota has four administrative licenses. They are superintendent, principal, director of special education, and director of community education. BOSA manages approximately 7,000 licenses, half of these licenses are active administrators.

Minnesota law requires each licensed administrator pay annual fee of \$100 by April 1 of each school year to the Board of School Administrators or have their license suspended. Administrators not currently employed, or not employed in a position that requires a license, may pay the "inactive" fee of \$50 each year.

Currently the BOSA web site is hosted at the MN Dept. of Education on Oracle UCM and the administrative license fee payment system is hosted on cold Fusion at the Office of Higher Education: [2020 - 21 BOSA License Renewal \(state.mn.us\)](#) with integration to the US Bank Fee Payment system.

The initial administrator licensing process is currently managed by the MN Professional Educator Licensing and Standards Board (PELSB). PELSB processes the application and assigns a File Folder (FF) number which is then used to identify the administrator over the course of their career. [BOSA - Licensure Information \(mn.gov\)](#)

BOSA currently takes the contact info (personal email address) and FF number of all administrators from PELSB and then provides a public facing web portal and internal workflow tools for BOSA staff to manage the license renewal/fee payment status of all non-retired administrators.

The board is seeking a vendor to design and support a single platform to help modify and automate four existing processes:

- [The variance process](#). Currently, BOSA staff must manually process three separate variance requests. They include a school district variance to hire a nonlicensed administrator, an individual variance for those who let their license lapse, and a variance for initiators who failed to obtain prior approval for offering official continuing education activities.
- [The continuing education process](#). BOSA rule requires that all five-year licensed administrators must obtain a 125 BOSA-approved clock hours of professional development every five years. BOSA staff must manually obtain, review, and distribute approved clock hours to initiators of events. In addition, BOSA staff must manually enter approved BOSA activities on the website.

- The annual fee collection system. In 2020, MNIT designed in automated fee collection system allowing administrative license holders to pay an annual fee electronically using credit cards via the US Bank payment system mandated by Minnesota Management and Budget.

BOSA is seeking improvements in the system including:

- a) System must allow for a \$100 annual fee for “active” members in a \$50 annual fee for “inactive” members.
 - b) System must integrate with PELSB’s system to automatically populate the BOSA system with the contact information of new license holders.
 - c) The system must have the capability of automatically sending information via email about the Fee to all new license holders.
 - d) The system must have the capability to check payment status of those seeking to renew an existing license.
 - e) Fees are due by April 1 of each school year. System must be able to electronically send multiple reminders to all licensed administrators on March beginning on February 15th of each year.
 - f) System must allow school districts to pay on-behalf of its licensed administrators with one lump-sum payment. Whether the individual is paying or the school district is paying, the system must also be able to record individual administrator’s payment status.
 - g) System must be designed to prevent individuals and /or school districts from double-paying for licenses.
 - h) System must be have a reporting tool that allows BOSA staff to export the email and contact information of non-payers.
 - i) System must be able to use File Folder numbers to protect privacy.
 - j) System must allow administrators who forget their File Folder number to access the number by linking to MDE’s License Look up website: Search For Educators (mn.gov)
 - k) System must be able to send out a receipt of payment.
 - l) License holders must be able to look up their own payment record on the BOSA website, both current year and the previous year.
 - m) Must have a public search directory function to research payment status of administrator.
 - n) License holders must be able to go to the web-site and change their own contact information via profile
 - o) License holders must be able change their status from “active” to “inactive” or vice versa.
 - p) System must be able to create a special category called “past due fees” that would allow license holders to pay past due fees (the Board requires that license holders owe for up to two previous years of unpaid fees).
- The Conduct Review process. Currently, when determining eligibility for administrative licensure, the board uses a system designed by PELSB to licensed teachers. The system uses a set of questions called a “Conduct Review” to determine ethical eligibility. Some of the questions asked are not appropriate for administrators. The Board of School Administrators is required by rule to ask a slightly different set of questions for administrative licensure.

Additional Membership Management System changes needed include:

1. Redesigning the current web site and replace the payment system with a capability that includes robust membership management.
 - I. Modern look and feel
 - II. State of MN Branding
 - III. Meets State of MN Accessibility guidelines
 - IV. Supports document downloads
 - V. Content management system that allows business users to add/edit content
2. Modifying the system ~~has~~ to stop administrators from renewing their license past the due date.
3. Modifying the system to allow Board of School Administrators' staff to add administrative variances (Waiver).

Technical Requirements:

1. System needs to support State MN Security requirements
2. System could internally or cloud hosted based on guidance from the vendor and cost.
3. Vendor will use the DevOps model including Version Control, separate dev, test, and prod. Environments and CI testing.

Project Management requirements:

1. Manage communications between parties including weekly status reports.
2. Develop and maintain project budgets, timeline, and deliverables
3. Create required documentation including an online manual for site editors
4. Provide training on site administration tools
5. Provide QA and testing across major browsers.

New Legislative Reporting Requirements

District #	Name of Principal and Assistant Principal who finished their probationary period in the 2020 - 2021 school year*	Principal's Summative Performance Evaluation as determined by the Superintendent **	Offered a Continuing Contract	Accepted a Continuing Contract	University where the Principal/Assistant Principal completed their preparation program
0	Ryan Barnick	Satisfactory	yes	yes	Minnesota State Mankato
1	Joseph Groves	Proficient	yes	yes	St. Mary's University
1	Carrie Hernandez	Developing	yes	yes	Minnesota State University Mankato
1	Clint Whisler	Developing	yes	yes	Saint Cloud State University
1	Stephen Uhler	Proficient	yes	yes	University of Minnesota
1	Sherrill Lindsey	Proficient	yes	yes	Bethel University St. Paul
1	Lori Proulx	Exemplary	yes	yes	Saint Cloud State University
1	Said Garaad	Proficient	yes	yes	Hamline University
1	Heather Frye	Proficient	yes	yes	Concordia University, St. Paul
1	Meghan O'Connor Fisher	Proficient	yes	yes	University of St. Thomas
6	Leah Bourg	Distinguished	yes	yes	St. Mary's University
13	Matthew Miller	Very Good	yes	yes	Saint Cloud State University
14	Veronica Mathison	satisfactory	yes	yes	University of St. Thomas
14	S. Jason Carver	satisfactory	yes	yes	Minnesota State University Mankato
77	Brian Grensteiner	Satisfactory	yes	yes	MSU-Mankato
77	Mollie Meyer	Satisfactory	yes	yes	MSU-Mankato
77	Marti Sievek	Satisfactory	yes	yes	MSU-Mankato
77	Brian Grensteiner	Proficient	yes	yes	St. Mary's University
77	Mollie Meyer	Proficient	yes	yes	Minnesota State University Mankato
88	Rachel Sandquist	Proficient	yes	yes	St. Mary's University
94	Tim Prosen	Excellent	yes	yes	University of Minnesota - Duluth
97	Ryan Stewart	Meets Expectations	yes	yes	University of Minnesota
110	Ivin Andrews	Effective	yes	yes	St. May's University Minnesota
116	Wade Martenson	Proficient	yes	yes	Southwest State University
152	Meagan Blake	Proficient	yes	yes	MSUM-Moorhead
152	Amanda Henry	Proficient	yes	yes	North Dakota State University
162	Mark Bensen	satisfactory	yes	yes	St. Mary's University of MN
162	Kristi Moritz	satisfactory	yes	yes	Northern Arizona University
191	Sharah Noble	Meets our Standards	yes	yes	Concordia
191	Isis Buchanan	Meets our Standards	yes	yes	University of Minnesota
192	Tracey Magnuson	proficient	yes	yes	Minnesota State - Mankato
192	Dan Thompson	proficient	yes	yes	St. Mary's Winona
194	Kristin Johnson	Excellent	yes	yes	Minnesota State University Mankato
252	Steven Strauss	excellent	yes	yes	MSU-Mankato

256	Bobbi Seleski	Proficient	yes	yes	St. Mary's University
256	Jen Grove	Proficient	yes	yes	University of Minnesota
271	Samuel Schroeder	Proficient	yes	yes	Minnesota State University Mankato
271	Carey Dzierzak	Proficient	yes	yes	Hamline University
272	Valora Unowsky	Proficient	yes	yes	St. Catherine University
276	Domonique Gilmer	Pending/TBD	yes	yes	University of Minnesota
276	Jennifer Smasal	Meets Standards	yes	yes	St. Cloud State University
279	Ryan Bisson	Accomplished	yes	yes	University of Minnesota
279	Ben Karls	Accomplished	yes	yes	Minnesota State University Mankato
279	Artwan Harris	Accomplished	yes	yes	Saint Cloud State University
279	Amber Hegland	Accomplished	yes	yes	University of Minnesota
279	Amy Janeczek	Accomplished	yes	yes	University of Minnesota
279	Adam Woods	Accomplished	yes	yes	University of Minnesota
279	Jennifer Tollefson	Accomplished	yes	yes	University of Minnesota
279	Adam Woods	Accomplished	yes	yes	University of Wisconsin
280	Colleen Mahoney	Proficient	yes	yes	Capella University
280	Stacy Theilen-Collins	Proficient	yes	yes	MN State Mankato
281	Lana Lindeman	Proficient	yes	yes	Hamline University
281	Jen Smith	Proficient	yes	yes	University of MN
281	Kimuel Royston	Proficient	yes	yes	MN State Mankato
281	Robert Ware	Meets Expectations	yes	yes	Bethel University St. Paul
286	Constance Robinson	Proficient	yes	yes	MN State Mankato
309	Mike LeMier	Meet Expectations	yes	yes	St. Cloud State University
332	Jennifer Fussy	Meet Expectations	yes	no	St. Mary's University
413	Tony Alberts	Proficient	Yes	Yes	Hamline University
477	Charlie Bakker	Proficient	Yes	Yes	Concordia University, St. Paul
482	Christopher Dobis	Satisfactory	yes	yes	U of M - Moorhead
492	Jill Rolie	Satisfactory	yes	yes	St. Mary's University
492	Amy Schulz	Satisfactory	yes	yes	Winona State University
492	Blake Henley	Satisfactory	yes	yes	Bethel University St. Paul
497	CoriMcRae	satisfactory	yes	yes	St. Mary's University, MN
535	Rose-Martine Heglund	satisfactory	yes	yes	Winona State University
535	Ryan Bacon	satisfactory	yes	yes	St. Mary's University, MN
535	JenniferBenson	satisfactory	yes	yes	St. Cloud State University
535	Angela McAndrews	satisfactory	yes	yes	Concordia University, St. Paul
535	Orieon Thurston	satisfactory	yes	yes	Minnesota State University Moorhead
535	Andrew Kappel	satisfactory	yes	yes	North Dakota State University
550	Artck Follingstad	Highly Effective	yes	yes	St. Mary's University
592	David Rufsvold	satisfactory	yes	yes	St. Mary's University
621	Carol Kampa	Meets Standards	yes	yes	Mankato State University
621	Cori Thompson	Meets Standards	yes	yes	St. Mary's University
621	Michelle Christenson	Meets Standards	yes	yes	St. Mary's University
621	Zavier Reed	Meets Standards	yes	yes	St. Mary's University

622	Diana Morton	Effective	yes	yes	St. Mary's University
623	Johnny R. Cook	Proficient	yes	yes	St. Mary's University of MN
625	Abigail Felber-Smith	Proficient	yes	yes	University of MN/Concordia College - St. Paul
625	Elizabeth Cherek	Proficient	yes	yes	Grand Canyon College
625	Elizabeth Diemer	Proficient	yes	yes	Mankato State University
625	Elzbieta Murphy	Developing	yes	yes	Mankato State University
625	Hatti Moeller	Proficient	yes	yes	Concordia College - St. Paul
625	Jennifer Ewald	Proficient	yes	yes	University of St. Thomas
625	Lydia Kabaka	Proficient	yes	yes	St. John's University
625	Melissa Kalinowski	Proficient	yes	yes	University of St. Thomas
625	Ryan Eggers	Proficient	yes	yes	University of St. Thomas
625	Stacie Bonnick	Developing	yes	yes	St. Mary's University
625	Theresa Jackson	Developing	yes	yes	University of St. Thomas
625	Timothy Brown	Developing	yes	yes	University of St. Thomas
659	Nancy Veverka	Effective	yes	yes	Hamline University
659	Ricardo Bohren	Effective	yes	yes	Concordia-St. Paul
671	Andrew Kellenberger	Proficient	yes	yes	University of St. Mary's
700	Gretchen Applewick	Meets Expectations 3 out of 4	yes	yes	Concordia - St. Paul
701	Ranae Seykora	Meets Expectations	yes	yes	Saint Cloud State University
719	Kathleen Schuerman	Exemplary	yes	yes	University of Saint Thomas
742	Brian Nutter	Proficient	yes	yes	St. Mary's University of MN
742	Joel Heitkamp	Proficient	yes	yes	St. Mary's University of MN
742	Heather Ebnert	Proficient	yes	yes	St. Mary's University of MN
742	Meredith Boucher	Proficient	yes	yes	St. Mary's University of MN
742	Justin Skaalerud	Proficient	yes	yes	St. Cloud State University
742	Andrea Laning	Proficient	yes	yes	Winona State University
742	Jennifer Holm	Proficient	yes	yes	St. Cloud State University
742	Kim McVay	Proficient	yes	yes	Minnesota State Mankato
750	Josh Austad	Meets Expectations	yes	yes	St. Cloud State University
761	Brenton Shavers	Proficient	yes	yes	University of Northern Iowa
829	Justin Johnston	Proficient	yes	yes	University of Northern Iowa
831	Julie Hull	Effective	yes	yes	MN State-Mankato
831	Gretchen Mattson	Effective	yes	yes	Minnesota State University Makato
832	Susan Prather	Proficient	yes	yes	University of St. Thomas
832	Scott Briske	Proficient	yes	yes	St. Mary's University
832	Justin Hahn	Proficient	yes	yes	St. Mary's University
837		Excellent	yes	yes	Minnesota State University, Mankato (Edina Campus)
840	Liam Dawson	Developing	yes	yes	Concordia-St. Paul
861	Jacob Feldman	Meets Expectations	yes	yes	Winona State University

885	John Reeves	exemplary	yes	yes	yes	Concordia University, St. Paul
885	Dave Holler	Proficient	yes		yes	Saint Cloud State University
2134	Julie Stauber	Developing	yes		yes	St. Mary's University Minnesota
2149	Nathan Meissner	Proficient	yes		yes	St. Mary's University of MN
2149	Scott Lempka	Distinguished	yes		yes	Eastern Washington University
2536	Taylor Topinka	Proficient	yes		yes	Hamline University
2753	Barton Rud	Proficient	yes		yes	Northern Arizona University
	Russ Lofthus	Exemplary	yes	no		North Dakota State
2907						
2908	Trent Hintermeister	Proficient	yes		yes	MN State Moorhead
2898	Sam Woitalewicz	Meets expectations	yes		yes	SMSU Marshall
6012	Amy Stites	Meets Expectations	yes		yes	University of Minnesota
23	NONE					
32	NONE					
38	NONE					
38	NONE					
47	NONE					
85	NONE					
91	NONE					
91	NONE					
108	NONE					
111	NONE					
112	NONE					
160	NONE					
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404	NONE					

415	NONE					
463	NONE					
485	NONE					
495	NONE					
500	NONE					
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534	NONE					
534	NONE					
547	NONE					
561	NONE					
561	NONE					
564	NONE					
630	NONE					
635	NONE					
695	NONE					
707	NONE					
720	NONE					
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743	NONE					
743	NONE					
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768	NONE					
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833	NONE					
834	NONE					
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891	NONE					
915	NONE					
966	NONE					
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2143	NONE					
2144	NONE					
2165	NONE					
2168	NONE					
2169	NONE					
2171	NONE					
2174	NONE					
2180	NONE					
2195	NONE					
2580	NONE					
2609	NONE					
2687	NONE					

[illegible]

**State of Minnesota
Board of School Administrator
Executive Director Position Description**

Employee Name: Dr. Anthony G. Kinkel
Agency/Division: Board of School Administrators
Job Classification:
Working Title: Executive Director
Position Number:
Established/Revised By:
Date:
Appraisal Period:

Employee's Signature: _____

Date _____

Chair, Board of School Administrators' Signature: _____

Date _____

Position Purpose: The executive director serves as the chief administrative officer of the Minnesota State Board of School Administrators (BOSA) and is responsible for performing the executive duties of the board as outlined in *Minnesota Statute 122A.14* and *Minnesota Rule 3512*.

The executive director will:

- effectively manage the office of executive director
- manage, resolve and enforce the laws and rules pertaining to administrative licensure
- manage the planning, policymaking and rule-making functions of the board
- oversee compliance requirements of state agencies, i.e., Attorney General, Dept. of Administration, MMB, MNIT, PELSB, MDE
- assess and collect the legislatively-mandated annual fee
- direct legislative and executive branch relations
- provide assistance to Minnesota's 14 university administrative preparation programs. Responsible for coordinating the board's five-year review process.
- review and approve the professional development activities of Minnesota's administrators
- develop, promote and sustain BOSA's positive reputation and relationships

The Executive Director will be the BOSA liaison with the following professional associations:

- Minnesota School Board Association (MSBA)
- Education Minnesota
- Association of Metropolitan School Districts (AMSD)
- Minnesota Rural Education Association (MREA)
- Minnesota Association of School Administrators (MASA)
- Minnesota Community Education Association (MCEA)
- Minnesota Administrators of Special Education (MASE)
- Minnesota Elementary School Principals Association (MESPA)
- Minnesota Association of Secondary School Principals (MASSP)
- Minnesota Association of Charter Schools (MACS)

Reports to: a 10-member board, appointed by the governor, specifically to the board-elected chair.

Supervises: The executive director directly supervises BOSA staff and coordinates PELSB staff who are involved with licensing administrators. The executive director may also supervise project consultants and contractors.

Budget: Annual budget of approximately \$319,000.

Clientele: The executive director will work with the governor's office; the legislature; school districts; charter schools; teachers; school administrators and staff; prospective applicants; deans; chairs and faculty of college/university departments of education; state and national professional education organizations; general public and all other taxpayers for the betterment of Minnesota's administrators.

Responsibilities and Tasks:

1. Effectively manage the Office of executive director

Priority: A **Percentage of Time:** 20 **Discretion:** A

- Schedule, conduct and record public board meetings in accordance with Minnesota's Open Meeting Laws.
- Ensure that the BOSA By-Laws are followed.
- Respond to correspondence, phone calls and emails concerning board business.
- Compose materials for signature and approval by board chair.
- Make travel, lodging and meeting arrangements associated with the board business.
- Staff the standing committees of BOSA.
- Initiates, prepares and submits the agency's biennial budget request to the Governor's Office.

- Initiates, crafts and presents the annual operating budget to the board for approval.
- Effectively manage the administrative budget, approve expenditures, execute contracts for professional services and purchased services.
- Manage human resources needs of board staff to work effectively to achieve agency's goals, strategies and outcomes.
- Ensure coordination with MNIT for adequate IT functions.
- Coordinate with MDE on adequate web resources.

2. Effectively manage, resolve and enforce the laws and rules pertaining to administrative licensure

Priority: A Percentage of Time: 10 Discretion: A

- Each year, compile and distribute to the Legislative Library the Report on Probationary Principals and Summary Data on Administrative Preparation Programs in compliance with Minnesota Statutes.
- Provide leadership in administering the rulemaking process for BOSA in accordance with *Minnesota's Statutes*, 122A.14.
- Provide assistance to the public concerning how to file complaints under the Code of Ethics for School Administrators.
- Maintain a database of code of ethics complaints for reporting and statistical purposes.
- Work with school districts regarding their obligations of mandatory reporting requirements.
- Prepare legal documents and confidential correspondence for the Ethics Committee and the Attorney General's Office regarding disciplinary hearings and subsequent Board of School Administrators actions.
- In cooperation with PELSB, oversees the issuance, renewal, and tracking of licenses to provide a high quality system and ensure licensure activities are effective, accessible and in compliance with required state and federal laws.
- Provide judgement and technical assistance to PELSB and university staff regarding licensure.
- Adequately advise the profession and the general public in matters of the interpretation of the licensure rules.
- Conduct the alternative pathway process for superintendents.
- Coordinate all variance requests for the Licensing Committee.
- Ensure effective and timely communication with administrators and potential administrators regarding needs, issues, concerns, information, and questions regarding administrator preparation and licensure.

3. Manage planning, policymaking and rule-making functions so that the statutory requirements and responsibilities of the Board are fulfilled.

Priority: A Percentage of Time: 5 Discretion: A

- Supervise the publication and dissemination of all rules, requirements, and policies.
- Track and interpret current trends and research in administrative education and licensure and recommend courses of action to the Board regarding policy issues which directly impact Minnesota's administrators.
- Conduct and manage a long-range planning and policy review.
- Oversee the preparation of written policy statements, motions, and resolutions to implement and explain the policy decisions of BOSA.
- Ensure that BOSA members are informed of all policy alternatives and the ramifications of major Board decisions prior to taking action on any significant matter.

4. Oversee compliance requirements of state agencies, i.e., Attorney General, Dept. of Administration, MMB, MNIT, PELSB, MDE

Priority: A Percentage of Time: 5 Discretion: A

- Work with the Governor's Office to appoint members of the Board of School Administrators when vacancies occur.
- Consult with Attorney General's Office, Dept. of Administration, MMB, MNIT, PELSB, MDE, and other cabinet-level staff and other senior managers regarding agency requirements related to administrators.
- Consult with state agencies on legal matters relating to data-privacy, ethics, policymaking, governing, and rulemaking responsibilities and duties.
- Ensure that the agency is in compliance with all legal and regulatory requirements, especially pertinent State of Minnesota collective bargaining agreements and personnel directives issued by Executive Order or Minnesota Management and Budget.
- Ensure that the agency is an effective steward of public resources and is in compliance with all fiscal requirements of the State of Minnesota.

5. Collect and administer the legislatively-mandated annual fee

Priority: A Percentage of Time: 10 Discretion: A

- Annually provide adequate notice and fee statements to all licensed administrators.
- Ensure that fees are deposited to the state treasurer in a legal and timely manner.
- Develop and maintain a database of license holders and fee payers.
- Respond to inquiries from school districts and licensed school administrators regarding collection of fees.

6. Direct legislative and executive branch relations

Priority: A Percentage of Time: 15 Discretion: A

- Provide leadership in preparing legislative proposals which the BOSA Board seeks to have enacted by the governor and legislature.
- Provide leadership in explaining BOSA positions and direction to the governor and key legislators and legislative staff regarding legislative proposals of BOSA.
- Provide leadership in preparing and presenting testimony on BOSA's legislative proposals to education committee of the Legislature.
- Provide leadership in monitoring education committees of the Legislature to keep informed of legislative action affecting BOSA's proposals.
- Provide leadership in consulting with and advising other groups that plan to propose legislation that impacts BOSA.

7. Review and provide leadership to Minnesota's 14 university administrative preparation programs

Priority: A

Percentage of Time: 15

Discretion: A

- Review and revise the University Consumer Guide for the BOSA website.
- Plan, coordinate and conduct three meetings a year of the University Collaborative.
- Aid universities in implementing Rule 3512.
- Keep universities abreast of changes in licensure and preparation standards..
- Plan, coordinate and conduct the five-year university reviews of preparation programs.
- Staff the Professional Development and Program Review Committee.
- Aid the universities in the collection of legislatively mandated data.

8. Supervise and approve the professional development activities of Minnesota's administrators

Priority: A

Percentage of Time: 10

Discretion: A

- Staff the Professional Development and Program Review Committee.
- Review and approve requests for organizations to offer professional activities for Official BOSA Certificates.
- Publish on the website all approved BOSA CEU events in a timely manner.
- Review clock hour requests from international, private and charter school administrators to determine if the hours meets the board standard. Contact applicants to resolve any discrepancies.
- Process and send out clock hour certificates in a timely manner.
- Respond to inquiries regarding clock hours either via phone, email or written correspondence.

9. Develop, promote and sustain BOSA's positive reputation and relationships.

Priority: A

Percentage of Time: 10

Discretion: B

- a. Develop and manage an effective public relations strategy.
- b. Serve as BOSA's spokesperson.
- c. Develop and sustain productive relationships with key stakeholders including but not limited to the Governor's Office, legislature, state agencies, professional education organizations, school districts, and higher education institutions.
- d. Oversee the development and dissemination of information regarding BOSA's activities, policies, and interpretations of policies.
- e. Oversee the development and dissemination of information concerning administrative preparation and licensure.
- f. Represent BOSA at conferences, meetings, and hearings of MDE, Minnesota legislature, state and national professional organizations, higher education institutions and school districts.

POSITION DESCRIPTION C

Nature and Scope

Relationships:

The executive director of the Board of School Administrators is the chief administrative officer of the board responsible for administering the statutory requirements of licensure, reviewing and approving professional development activities, approving administrative licensure programs and adjudicating ethics complaints. The executive director is responsible for enforcing Minnesota Rule 3512. The executive director is accountable to the Board for the leadership and administration of the organization. As spokesperson and public presence to the community on behalf of the Board, the director advocates, shares information, and educates as needed.

The success of the board depends upon the numerous relationships established and maintained by the executive director. The incumbent must establish positive, trustworthy, collegial relationships with board members, board staff, and all educational stakeholders.

The executive director must develop and maintain effective communications with groups and individuals. These communications take the form of memoranda, comprehensive written reports, meetings, telephone conversations, presentations, participation on committees, and testimony at hearings.

In many of these relationships, the executive director works with the individuals at the highest level of executive authority.

Knowledge, Skills and Abilities:

This position requires a thorough knowledge of fundamentals of management, leadership, and human relations principles sufficient to maintain ongoing positive relationships with subordinates, co-workers, administrative and executive leadership, and non-agency personnel.

It is necessary to understand current policies and trends and issues in administrator preparation and licensure, the legislative process, budget development and control, and complaint procedures. Knowledge of administrator education and higher education is essential in order to provide the necessary leadership and assistance to policymakers. The incumbent must possess the ability to work with a wide variety of individuals, organizations, special interest groups and government agencies. S/he must be able to design and implement new methods/changes, and lead the agency through transformational change and policy development and licensing procedure.

Managerial and organizational skills are essential in providing guidance and direction to the board for a systematic and operational administrator preparation and licensure systems and procedure. These skills are also essential in managing the procedures related to all licensure rule hearings, disciplinary cases, and licensure appeal hearings. The

incumbent must also have the ability to supervise and direct staff who provide services to the board.

The position of executive director requires a high level of interpersonal skills in order to work effectively with a large and diverse clientele. These skills are necessary to maintain positive working relationships with principal clientele and to maintain support for the BOSA's role in the policymaking process. The position requires sensitivity to the political environment and differing concerns of constituents.

The position also requires the ability to understand the complex relationships among the various agencies and constituencies and their respective authorities and jurisdictions. The executive director must have a keen understanding of the legislative process. The director must possess a high degree of knowledge about laws, rules and policies related to administrator licensure and must be capable of interpreting these laws and policies to others in very understandable ways. The incumbent must possess a thorough understanding of federal and state laws applying to the preparation and qualifications of professional personnel and be familiar with administrator education initiatives and reform movements nationwide. The executive director must administer confidential data related to complaints and assure its confidentiality.

The executive director must have the ability to analyze issues and make recommendations to the board regarding policy recommendations and in the preparation of reports to comply with legislative reporting requirements. The executive director must have the ability to write and speak at a very professional level. The director must be adept at planning, facilitating, and conducting meetings. The director must translate complex, technical matters into publicly understood communications and have the ability to manage a number of initiatives at the same time.

Problem Solving and Creativity:

This position requires broad problem solving and management skills in such areas as political conflict resolution, interpersonal relationships, and decision making. This position requires the ability to devise strategies for involving diverse, and in some instances, competing groups of individuals to constructive efforts to reach solutions to complex problems. This includes not only applying expertise, but often requires judgement, persuasion, and/or negotiation in emotionally-charged situations and makes recommendations to the board.

Freedom to Act:

The executive director is responsible for the day-to-day activities delegated to them by the board. Oversight and policy direction is done by the board.

The executive director is entrusted with the responsibility for determining and implementing problem-solving strategies within the confines of state and federal law and BOSA rules. The nature and scope of the responsibilities of the executive director involve extensive consequences. Errors in judgement may have long-term political implications

and be detrimental to school districts and individual administrators resulting in serious damage to the credibility of the board.

Performance evaluations are conducted annually by the board with measurement against broad goals and objectives, in compliance with BOSA by-laws.