



Minnesota Board of School Administrators  
Alternative Pathway Manual Toward  
Superintendency

Revised: February 26, 2024



Greetings from the Minnesota Board of School Administrators!

Education Administration is a calling to lead one of the most important professions! It guides our learners – from very little ones to young adults – to graduation and beyond.

The superintendent is important to fulfilling the mission of the organization and ensuring that all learners are prepared to thrive in life. Through the research of Waters and Marzano (2006), we know that there is a relationship between an effective superintendent and meeting the needs of learners.

**However, we have found a substantial and positive relationship between district-level leadership and student achievement when the superintendent, district office staff, and school board members do the “right work” in the “right way.” These findings suggest that superintendents, district office staff, and school board members can contribute to school and student success when they are focused on fulfilling key leadership responsibilities and using the practices reported in this study. [School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement](#)**

**Finding 1: District-level leadership matters** The McREL research team, led by McREL President and CEO Tim Waters and McREL Senior Fellow Robert J. Marzano, found a statistically significant relationship (a positive correlation of .24) between district leadership and student achievement.

**School District Leadership that Works The Effect of Superintendent Leadership on Student Achievement A Working Paper J. Timothy Waters, Ed.D. & Robert J. Marzano, Ph.D.**

Because of the positive impact of the superintendent on student achievement, it is vital that Minnesota superintendent candidates are fully prepared to lead our educational systems.

In Minnesota, individuals who want to be school superintendents but are not licensed as educators can complete the alternative program to fulfill the requirements for licensure as a superintendent. This alternative pathway to licensure is found in Minnesota Rule 3512.0800.

## **Background Requirements for Applicant:**

As stated in MN Rule 3512.0800, Subpart 1: “An applicant for licensure through an alternative pathway must demonstrate skills and competencies needed to perform the functions of a superintendent.”

Also, “An applicant for licensure through an alternative pathway must demonstrate the applicant has substantive experience and education in areas including but not limited to administration, supervision, management, and executive leadership in education, health care, business or industry, labor, or government.” (Subp. 2)

Additional guidance is provided in Subparts 4 and 5:

“Subp. 4. **Leadership experience.** The applicant must demonstrate a level of responsibility comparable to the position for which the applicant seeks a license and must present a record of successful and effective administrative behavior. The applicant must include in the record any administrative, managerial, or supervisory positions the applicant held.

Subp. 5. **Education.** The candidate must have an undergraduate degree from a regionally accredited institution and broad formal preparation at the post-baccalaureate level, including a master's degree or equivalent in areas such as those listed in subpart 2. The educational requirements under part [3512.0200](#), subpart 3, item A, do not apply to applicants under this part.”

## **Specific Requirements for the License**

The Alternative Pathway, found in MR 3512.0800, Subpart 2. includes the components A - F.  
“An applicant for an alternative license must:

### **3512.0800 ALTERNATIVE PATHWAY LICENSURE FOR SCHOOL SUPERINTENDENTS.**

Subpart 1. **Intent of alternative pathway to license.** An applicant for licensure through an alternative pathway must demonstrate the skills and competencies needed to perform the functions of a superintendent. This alternative pathway is for applicants who do not meet the requirements for superintendent licensure in part [3512.0200](#).

Subp. 2. **Procedures for licensure.** An applicant for licensure through an alternative pathway must demonstrate the applicant has substantive experience and education in areas including but not limited to administration, supervision, management, and executive leadership in education, health care, business or industry, labor, or government. An applicant for an alternative license must:

- A. complete a written application;
- B. provide a written description of the applicant's organizational leadership experience that includes examples of creating culture, managing budgets, empowering employees, implementing change, administering federal, state, and local regulation, resolving conflict, creating policy, communicating with stakeholders, and balancing political interests. Examples may include activities effectively performed in and outside the field of education;
- C. provide an official college transcript;
- D. document competence in reference to part [3512.0510](#), subparts 1 and 2, and other educational and leadership experience;
- E. provide a professional resume; and
- F. include letters of recommendation and portfolio examples.

Subp. 3. **Credential review committee.** An applicant must appear before a credential review committee and present evidence of the applicant's proposed effectiveness as a superintendent. The applicant may present data and information about the applicant's leadership effectiveness through testimony from teachers, parents, students, site council members, community members, and other interested persons. The review committee must consist of a licensed administrator appropriate to the field, a college or university administration preparer, and a member of a local school board or a person of similar background. The credential review committee must recommend whether to approve or disapprove the applicant's initial application to the licensing

committee. The licensing committee may accept or reject the credential committee's recommendation. The licensing committee shall make its recommendation to the board for final determination.

Subp. 4. **Leadership experience.** The applicant must demonstrate a level of responsibility comparable to the position for which the applicant seeks a license and must present a record of successful and effective administrative behavior. The applicant must include in the record any administrative, managerial, or supervisory positions the applicant held.

Subp. 5. **Education.** The candidate must have an undergraduate degree from a regionally accredited institution and broad formal preparation at the post-baccalaureate level, including a master's degree or equivalent in areas such as those listed in subpart 2. The educational requirements under part [3512.0200](#), subpart 3, item A, do not apply to applicants under this part.

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Subp. 6. **Issuance of license.** The board must issue initial licenses and renew licenses according to this subpart.

A. The board must either accept or reject the licensing committee's licensure recommendation. If the board accepts the licensing committee's recommendation to approve licensure, the board must issue the applicant a two-year initial license. The board may also identify activities the individual must implement during the initial license period to strengthen the individual's skills and improve the individual's results as a superintendent. These activities may include a mentoring experience or improving specific skills or competencies.

B. The board must issue a five-year continuing license to an individual holding an initial license under this part after verifying the individual completed one year of successful administrative experience. The board must consider any subsequent renewals of the individual's continuing license based upon continuing education requirements in part [3512.1200](#)

Subp. 7. **Appeal.** The applicant may appeal the licensing committee's recommendation to the Office of Administrative Hearings pursuant to the process in part [3512.1600](#).

Subp. 8. **Fee.** In addition to the license fee under part [3512.2000](#), subpart 1, the board may charge a fee for the review process to recover costs.

## Steps to Complete the Superintendent Alternative Pathway

Step 1:	<p>Complete the Written Application:</p> <p>The written application consists of:</p> <ul style="list-style-type: none"> <li>● A letter with basic contact information and expressing the intent to engage in the process of getting a superintendent’s license</li> <li>● B, C, E, and F (three letters of recommendation) of MN rule 3512.0800, Subpart 2.</li> </ul> <p>Send the letter and documents B, C, E, and F (three letters of recommendation) to the Executive Director of the Board of School Administrators (BOSA).</p> <p>The BOSA Executive Director will review the written application (letters B, C, E, and F), and the decision will be communicated to the candidate. If the application has questions or concerns, the Executive Director will consult with the Licensing Committee.</p>
Step 2:	<p>Optional Step: Upon receipt of the approval from the Executive Director of BOSA, the applicant will contact a program director at a BOSA-approved Minnesota university. The program director will review the applicant’s information and provide a plan for the person, i.e., courses that are needed.</p>
Step 3:	<p>The candidate completes the requirements per Minnesota Rule 3512.0800.</p>
Step 4:	<p>The candidate informs BOSA of the possible portfolio completion date.</p> <p>A candidate will have one (1) year to complete the “Alternative Superintendent License” process after the Executive Director approves the person to be a candidate to complete the process.</p>
Step 5:	<p>The candidate sends the draft portfolio, including Subp. 2, D, MN Statute 3512.0800, to the BOSA Executive Director for review and comment.</p> <p><b><i>Document collection will be done in a Google account set-up for the candidate through the BOSA office. Note: Evidence documents need to be in PDF format and attached by the candidate.</i></b></p>
Step 6:	<p>The BOSA Executive Director and Licensing Specialist complete the initial review of the portfolio and provide feedback to the candidate. (Approximately 2 weeks)</p>
Step 7:	<p>The BOSA Executive Director recruits members for the Credential Review Committee (CRC). CRC membership is designed (to the degree possible) to include people from the geographical area in which the candidate hopes to serve (urban, suburban, rural).</p>

Step 8:	BOSA sets the CRC's date, time, and location. A \$300 fee to BOSA is due at this time.
Step 9:	The candidate reviews the feedback, completes the final portfolio, and sends it to the BOSA Executive Director. (Approximately 2 weeks)
Step 10:	The portfolio is sent to Credential Review Committee members for review prior to the presentation date. (Approximately 1- 2 weeks)
Step 11:	<p>The CRC gathers for the presentation by the candidate, and the candidate receives the recommendation of the CRC regarding Minnesota superintendent licensure.</p> <p>The candidate's presentation is a PowerPoint (or similar software) that provides evidence of the candidate's leadership experience. "Subp. 4. <b>Leadership experience.</b> The applicant must demonstrate a level of responsibility comparable to the position for which the applicant seeks a license and must present a record of successful and effective administrative behavior. The applicant must include in the record any administrative, managerial, or supervisory positions the applicant held."</p> <p>The portfolio will be assessed using the assessment matrix.</p>
Step 12:	<p>The CRC recommends to the Licensing Committee whether to approve or disapprove the applicant for licensure.</p> <p>The CRC can make a conditional approval based on completing additional work.</p>
Step 13:	The Licensing Committee makes a recommendation to the Board for final determination.
Step 14	<p>Following the approval by the BOSA Board, the candidate completes the application and submits it to PELSB.</p> <ol style="list-style-type: none"> <li>1. This is an initial application. Select "alternative program" in the <a href="#">online application</a> .</li> <li>2. In Section 6, check the box that says "a Minnesota alternative pathway program."</li> <li>3. Under "Institution," list the Board of School Administrators, and under "Officer," list the name of the Executive Director, Karen Schaub.</li> <li>4. Request a fingerprint card directly through PELSB when you apply online.</li> <li>5. Send the full fee (\$90.25) to PELSB.</li> <li>6. PELSB needs official transcripts in a sealed envelope.</li> </ol>

## **Credential Review Committee (CRC)**

As stated in MN Rule 33512.0800, Subpart 1, the applicant “must demonstrate skills and competencies needed to perform the functions of a superintendent.” After the applicant completes the portfolio, the applicant presents data and information to a Credential Review Committee (CRC), which is the evidence regarding the applicant’s proposed effectiveness as a superintendent.

The CRC membership includes a licensed administrator appropriate to the field, a college or university administration preparer, and a member of a local school board or a person of similar background.

The role of the CRC is to determine whether the candidate has demonstrated the skills and competencies needed to perform the responsibilities of a superintendent and recommend to the BOSA Licensing Committee whether to approve or disapprove the applicant's initial application. “The licensing committee may accept or reject the credential committee's recommendation. The licensing committee shall make its recommendation to the board for final determination.”

(Subpart 3) (With a typical candidate, a Board approved program makes the recommendation. With an alt pathway candidate, the Board makes the recommendation regarding the application.)

*Note: In Subpart 6, The BOSA Board can also identify activities that the individual must implement during the initial license period “to strengthen the individual’s skills and improve the individual’s results as a superintendent. These activities may include a mentoring experience or improving specific skills or competencies.”*

If the candidate is conditionally approved, with additional actions needed to be completed by the candidate, the candidate will work with the Executive Director. The candidate is responsible for verifying that the additional actions are completed in the time determined by the candidate and the Executive Director.

## **Further Information Regarding BOSA Board Decision**

As stated in Subpart 6, **Issuance of license:** “The board must issue initial licenses and renew licenses according to this subpart.

A. The board must either accept or reject the licensing committee's licensure recommendation. If the board accepts the licensing committee's recommendation to approve licensure, the board must issue the applicant a two-year initial license. The board may also identify activities the individual must implement during the initial license period to strengthen the individual's skills and improve the individual's results as a superintendent.



These activities may include a mentoring experience or improving specific skills or competencies.

B. The board must issue a five-year continuing license to an individual holding an initial license under this part after verifying the individual completed one year of successful administrative experience. The board must consider any subsequent renewals of the individual's continuing license based upon continuing education requirements in part [3512.1200](#).”

Subpart 7. **Appeal.** The applicant may appeal the licensing committee's recommendation to the Office of Administrative Hearings pursuant to the process in part [3512.1600](#).

Subp. 8. **Fee:** “ In addition to the license fee under part [3512.2000](#), subpart 1, the board may charge a fee for the review process to recover costs.”

### **Assessment Matrix**

**The Credential Review Committee will use the Assessment Matrix** to determine if the candidate demonstrates the skills and competencies needed to perform the functions of a superintendent. (Minnesota Rule 3512.0800 Subpart

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

A. Leadership by:	Circle:	MET	NOT MET
(1) demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective;			
(2) demonstrate leadership by collaboratively developing a shared educational mission for the school or district, which provides purpose and direction for individuals and groups;			
(3) demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student pursuant to the mission, vision, and core values of the school;			
(4) understand how education is impacted by historical, local, state, national, and international events and issues;			
(5) through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student;			
(6) demonstrate setting priorities in the context of stakeholder needs;			
(7) demonstrate an ability to serve as a spokesperson for the welfare of all learners to ensure high expectations; and			
(8) understand the dynamics of change and demonstrate the ability to implement change and educational reform			

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

B. **Organizational Management** by:

Circle:

MET

NOT MET

(1) demonstrate an understanding of organizational systems, including structural and cultural dynamics;

(2) define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;

(3) plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;

(4) demonstrate the ability to analyze needs and allocate personnel and material resources;

(5) develop and manage budgets and maintain accurate fiscal records;

(6) demonstrate an understanding of facilities development, planning, and management; and

(7) understand and use technology as a management tool.

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

**C. Equity and Culturally Responsive Leadership** by:

Circle:

MET

NOT MET

(1) ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;

(2) recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;

(3) ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;

(4) ensure policies and practices are in place that proactively encourage positive behavior and respond to student behavior needs in a positive, fair, and unbiased manner;

(5) recognize, identify, and address individual and institutional biases;

(6) promote the preparation of students to live productively in and contribute to a diverse and global society;

(7) address matters of equity and cultural responsiveness in all aspects of leadership; and

(8) ensure policies and practices are in place that address student and staff mental and physical health and trauma.

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

D. Policy and Law by:

Circle:

MET

NOT MET

(1) understand and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications to promote student success;

(2) recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts; and

(3) demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

<b>E. Political Influence and Governance</b> by:	Circle:	MET	NOT MET
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(1) exhibit an understanding of school districts as political systems, including governance models;

(2) demonstrate an understanding of involving stakeholders in the development of educational policy;

(3) understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community; and

(4) demonstrate an understanding of processes to align constituencies in support of school and district priorities.

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

F. <b>Communication</b> by:	Circle:	MET	NOT MET
(1) understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community;			
(2) demonstrate individual and team facilitation skills;			
(3) recognize and apply an understanding of individual and group behavior in all situations;			
(4) demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication;			
(5) make presentations that are clear and easy to understand;			
(6) respond to, review, and summarize information for groups;			
(7) communicate appropriately, through speaking, listening, and writing, for different audiences, including students, teachers, parents, the community, and other stakeholders; and			
(8) understand and utilize appropriate communication technology.			

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

G. **Community Relations** by:

Circle:

MET

NOT MET

(1) articulate the organizational purpose and advocate publicly for the needs and priorities of students, families, and the community;

(2) demonstrate the ability to engage the extended community;

(3) effectively generate and respond to various forms of communication through media;

(4) promote a positive image of schools and the school district;

(5) monitor and address perceptions about school-community issues; and

(6) demonstrate a community-centric perspective and the ability to identify and articulate critical community issues that may impact local education.



## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

H. Curriculum, Instruction, and Assessment by:	Circle:	MET	NOT MET
(1) implement state academic standards and a coherent system of culturally responsive curriculum, instruction, and assessment that promotes the mission, vision, and core values of the district to embody high expectations for student learning;			
(2) develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development;			
(3) apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels;			
(4) understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs;			
(5) demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress;			
(6) lead, support with meaningful and effective feedback, and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student; and			
(7) promote and support instructional practice that is consistent with knowledge of child learning and development, is intellectually challenging, is authentic to student experiences, recognizes student strengths, and is differentiated and personalized.			

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

I. **Human Resource Management** by:

Circle:

MET

NOT MET

(1) demonstrate knowledge of diversifying, effectively recruiting, selecting, and retaining personnel;

(2) demonstrate an understanding of staff development to improve the performance of all staff members;

(3) demonstrate the ability to select and apply appropriate models for supervision and evaluation;

(4) describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;

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

(6) demonstrate an understanding of labor relations and collective bargaining; and

(7) demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

J. Values and Ethics of Leadership by:	Circle:	MET	NOT MET
(1) demonstrate an understanding of the role of education in a democratic society;			
(2) demonstrate an understanding of and model democratic value systems, ethics, and moral leadership;			
(3) demonstrate the ability to balance complex community demands in the best interest of learners;			
(4) help learners grow and develop as caring, informed citizens; and			
(5) demonstrate an understanding and application of the code of ethics for school administrators under part <a href="#">3512.5200</a> .			

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

K. Judgment and Problem Analysis by:	Circle:	MET	NOT MET
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(1) identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;

(2) demonstrate adaptability and conceptual flexibility;

(3) reach logical conclusions by making quality, timely decisions based on available information;

(4) identify and give priority to significant issues;

(5) demonstrate an understanding of, and utilize appropriate technology in, problem analysis; and

(6) demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES

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

L. **Safety and Security** by:

Circle:

MET

NOT MET

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

(2) demonstrate the means to address emergency and crisis situations.

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 Subp. 2. Superintendent competencies

A person who serves as a superintendent must demonstrate all core competencies described in subpart 1 and competence in the specific areas under this subpart.

A. **Policy and Law** by:

Circle:

MET

NOT MET

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

(2) know and apply statutory regulations affecting school board meetings, communications, procedures, and practices; and

(3) demonstrate an understanding of the distinct roles and responsibilities of the school board and superintendent.

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 Subp. 2. Superintendent competencies

A person who serves as a superintendent must demonstrate all core competencies described in subpart 1 and competence in the specific areas under this subpart.

**B. Political Influence & Governance** by:

Circle:

MET

NOT MET

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

(2) demonstrate an understanding of how to interact with local, state, and federal governments; and

(3) demonstrate an understanding of the roles played by other community leaders in the school district.

## Minnesota Alternative Superintendent Licensure Competency Assessment Matrix

### 3512.0510 Subp. 2. Superintendent competencies

A person who serves as a superintendent must demonstrate all core competencies described in subpart 1 and competence in the specific areas under this subpart.

C. **Communication** by:

Circle:

MET

NOT MET

(1) demonstrate knowledge of cultivating positive relationships between and with school board members;  
and

(2) demonstrate effective skills in communication leadership between the school district and the community,  
including internal and external constituencies



**Minnesota Alternative Superintendent Licensure Competency Assessment Matrix**

**3512.0510 Subp. 2. Superintendent competencies**

A person who serves as a superintendent must demonstrate all core competencies described in subpart 1 and competence in the specific areas under this subpart.

D. **Fiscal Management** by:

Circle:

MET

NOT MET

demonstrates knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.

**Minnesota Alternative Superintendent Licensure Competency Assessment Matrix**

**3512.0510 Subp. 2. Superintendent competencies**

A person who serves as a superintendent must demonstrate all core competencies described in subpart 1 and competence in the specific areas under this subpart.

E. <b>Judgment &amp; Problem Analysis</b> by:	Circle:	MET	NOT MET
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demonstrate competence in judgment and problem analysis, a superintendent must effectively balance varied and competing interests to ensure the mission and vision of the school district is carried forward.

**Minnesota Board of School Administrators (BOSA)**

**Alternative Pathway for Superintendent License**

**Credential Review Committee**

The Credential Review Committee (CRC) heard the presentation of \_\_\_\_\_  
on \_\_\_\_\_ (date) for an Initial License as a superintendent in the State of  
Minnesota. The CRC recommends to the Board of School Administrators Licensing Committee  
that the BOSA Licensing Committee:

- approve the application for the superintendent’s initial license
- approve the application for the superintendent’s initial license with conditions
- not approve the application for the superintendent’s initial license

Signatures:

Name	Position
_____	_____
_____	_____
_____	_____
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