Board of School Administrators

Proposed Permanent Rules Relating to Administrative Licensure, including Administrator Preparation and Issuance and Renewal of Licenses; Enforcement of the Code of Ethics for School Administrators; and Modernization and Technical Changes to Administrative Licenses

3512.0100 DEFINITIONS.

Subpart 1. Scope. As used in parts 3512.0100 to 3512.1700 this chapter, the terms defined in this part have the meanings given them.

Subp. 2. Administrative licensure areas. "Administrative licensure areas" means the licensure areas of directors, superintendents of schools, and school principals.

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

Subp. 3. Commissioner. "Commissioner" means the commissioner of the Department of education.

[For text of subp 4, see M.R.]

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

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

Subp. 6. Principal. "Principal" means elementary, secondary, and kindergarten through grade 12 school principals and assistant principals who perform duties consisting of 50 percent or more in of their duties in the areas of administration, personnel, supervision, evaluation, and curriculum.
Subp. 7. **Superintendent.** "Superintendent" means superintendents and assistant superintendents who perform duties consisting of 50 percent or more in of their duties in the areas of administration, personnel, supervision, evaluation, and curriculum.

Subp. 8. **License definitions.**

A. "Professional license" means a two-year initial license or a five-year continuing license issued by the board to a qualified applicant who meets the program requirements and applicable administrative experience requirements for each administrative area in which the applicant seeks licensure.

B. "Initial license" means a two-year professional license issued by the board to a qualified applicant pursuant to part 3512.2100.

C. "Continuing license" means a five-year professional license issued by the board to a qualified applicant pursuant to part 3512.2300.

D. "Provisional license" means a two-year nonrenewable license issued by the board pursuant to part 3512.2050.

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

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

Subp. 2. **Teaching experience.**

A. An applicant for licensure as a superintendent, principal, or must have three years of combined experience as any of the following:
(1) a public school classroom teacher (i) teaching in a position that required
a state-issued license, and (ii) holding the state-issued license for the position or permission
from the licensing agency while holding an educator license;

(2) a nonpublic school teacher teaching in a school that (i) is accredited by
an accrediting agency recognized by the state in which the school is operated, (ii) is directly
recognized as a school by the state, or (iii) is a Bureau of Indian Education school; or

(3) a school psychologist, school social worker, speech-language pathologist,
or school counselor working in a school if the person held the appropriate state-issued
license at the time of the experience.

B. An applicant for licensure as a director of special education shall must
have three years of successful classroom teaching combined special education experience
while holding a classroom teaching license valid for the position or positions in which the
experience was gained. For purposes of this subpart, "classroom teaching license" means a
license valid to teach granted by the Professional Educator Licensing and Standards Board:
as any of the following:

(1) a public school special education classroom teacher (i) teaching in a
position that required a state-issued license, and (ii) holding the state-issued license for the
position or permission from the licensing agency while holding an educator license;

(2) a nonpublic school special education teacher teaching in a school that (i)
is accredited by an accrediting agency recognized by the state in which the school is operated,
(ii) is directly recognized as a school by the state, or (iii) is a Bureau of Indian Education
school; or

(3) a school psychologist, school social worker, or speech-language pathologist
working in a school if the person held the appropriate state-issued license at the time of the
experience.
4.1 C. For purposes of this subpart, teaching may be in an in-person classroom, hybrid classroom, or online classroom.

Subp. 3. **K-12 Kindergarten through grade 12 superintendents, principals, and directors of special education.**

A. An applicant for licensure as a superintendent, principal, or director of special education must complete: at a regionally accredited Minnesota graduate school

(1) a specialist or doctoral program of a minimum of 60 semester credits or a program consisting of 60 semester credits beyond the bachelor's degree that includes a terminating graduate master's degree and topics preparatory for educational administration and the Minnesota competencies identified in preparation for completing the program requirements under part 3512.0510 leading to a professional license. Each program must be approved by the Board of School Administrators. The board must approve each licensure program pursuant to part 3512.2500, and be offered at a regionally accredited Minnesota graduate school; and

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

B. An applicant for licensure as a superintendent or principal must have field experience of complete within 12 continuous months at least 320 hours or 40 eight-hour days to be completed within 12 continuous months in elementary, middle or junior high, and high schools as an administrative aide to a licensed and practicing school principal for principal licensure or a licensed and practicing superintendent for superintendent licensure 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 field experience applicant must include complete at least 40 hours or one week of field experience at each school level not represented by the applicant's primary teaching experience.
C. An applicant for licensure as a director of special education must have complete a practicum or field experience within 12 continuous months, that which must include a minimum of 320 hours in an administrative position under the immediate supervision of a licensed and practicing director of special education. The field experience will must include at least 40 hours of one week at a special education administrative unit other than the not represented by the applicant's primary special education experience of the applicant.

Subp. 4. Licensed elementary and secondary school principals. To qualify for a kindergarten through grade 12 principal license, a person licensed under this part as an elementary school principal must complete a field experience of at least 200 120 hours in secondary administration to qualify for licensure as a K-12 principal, and a person licensed under this part as a secondary school principal must complete a field experience of at least 200 120 hours in elementary administration to qualify for licensure as a K-12 principal. In addition to the field experience required in this subpart, an elementary or secondary school principal must meet the requirements in part 3512.0400, subparts 2 and subpart 3.

Subp. 5. [See repealer.]

Subp. 6. Corrections. A license issued in error is not valid. To correct a license issued in error, the board must expunge the license issued in error to the unqualified applicant or correct at no charge the incorrect license issued to the qualified applicant. A person denied an administrative license may appeal the denial under part 3512.1600.
superintendent, principal, or director of special education consisting of 50 percent or more
in with administration of personnel, employee supervision, employee evaluation, and
curriculum implementation, or notwithstanding Minnesota Statutes, section 122A.40,
subdivision 8, any of the person's duties including the duties listed in Minnesota Statutes,
section 179A.03, subdivision 17.

The board may issue an initial licenses may be issued professional license for each
administrative licensure area for which the applicant seeks licensure is sought. An provided
the applicant must meet requirements for licensure as a superintendent of schools, as
a school principal, or as a director of special education.

Subp. 2. Institutional requirement. An institution applying to the board for approval
of a preparation program leading to licensure as superintendent, principal, or director of
special education shall must comply with part 3512.2500. An approved institution with a
board-approved program must include a description of how the institution evaluates
the experience and preparation of licensure applicants for licensure may have their experience
and preparation in those areas listed in subpart 3 or 4 evaluated by an institution with
an approved program. The evaluation must include representation. Representatives from
college departments involved with the licensure program and licensed practicing
superintendents, principals, and directors of special education must participate in the
evaluation. This evaluation must result in a plan for the applicant to complete the knowledge,
skills, and dispositions listed in part 3512.0510.

The competency and situational observation components of an approved program for
the competency and situational observation component must include an exit evaluation that
requires a licensure candidate to demonstrate mastery of aptitude with the knowledge,
skills, and dispositions in the competencies under part 3512.0510 as part of the exit
evaluation.
Subp. 3. **Continuing licensure.** The board must issue or renew a continuing license shall be issued and renewed according to part 3512.2300 governing continuing licenses.

*[For text of subp 4, see M.R.]*

Subp. 5. [See repealer.]

Subp. 6. [Repealed, 33 SR 658]

**3512.0400 PROGRAM REQUIREMENTS.**

Subpart 1. **Field experience.** An approved A board-approved school licensure program must include a 320-hour field experience. A person taking part participating in field experiences shall must not replace required superintendents, principals, or directors of special education employed at the participating school or district. Field experience outcomes must focus on the knowledge, skills, and dispositions evident in the competencies for school administrators under part 3512.0510.

Subp. 2. [Repealed, 33 SR 658]

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

**3512.0505 DIRECTORS OF COMMUNITY EDUCATION.**

Subpart 1. **Scope.** A person who serves as a district director or assistant director of community education or assistant director of community education shall must hold a license as a director of community education.
Subp. 2. License requirement. An applicant recommended for licensure as a director of community education shall must:

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

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

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

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

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

Subp. 5. **Situational observation component.** An approved licensure program for superintendents, principals, or directors of special education must include a component that requires a licensure candidate to demonstrate mastery of the requirements in subpart 3 as part of the exit evaluation. The extent of mastery must be evaluated by placing the candidate in a series of realistic hypothetical problem-solving situations while being observed by a team of at least four persons competent to evaluate the extent of mastery of the requirements in subpart 3. This component must allow the candidate to demonstrate mastery of all the requirements in subpart 3 during a single period of observation. The exit evaluation must focus on knowledge, skills, and dispositions in the competencies for school administrators under part 3512.0510 and may include objective examinations, portfolio reviews, and observations.

A written test to evaluate the extent of mastery must not count for more than 50 percent of the score evaluating mastery of all the requirements in subpart 3.

Subp. 6. **Issuance and renewal of licenses.** The board must issue a license according to part 3512.2000. The board must renew a continuing license according to part 3512.2300.

Subp. 7. [See repealer.]

Subp. 8. **Continuing license.** The board must issue a continuing license to a person who was issued an entrance license between July 1, 1984, and July 1, 1990, based upon one year of experience between July 1, 1984, and July 1, 1990, shall be granted the first five-year continuing license after completing the human relations requirement in 3512.0505.
part 3512.2700 and who continues to hold an initial license if the person completes one year of experience as either a part-time or full-time director of community education while holding the entrance license as verified by the employing superintendent of schools. Later, the person must renew subsequent continuing licenses according to part 3512.2300.

Subp. 9. [See repealer.]

3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES.

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

A. Leadership. To demonstrate competence in leadership, a superintendent, principal, director of special education, or director of community education must:

1. demonstrate leadership by collaboratively assessing and improving culture and climate; a professional culture of engagement, ethical and equitable practice, and systems perspective;

2. provide leadership by the development of an educational mission for the school or district, which provides purpose and direction for individuals and groups;

3. model 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) demonstrating an understanding of issues affecting education and how education is impacted by historical, local, state, national, and international events and issues;

(5) through a visioning process, formulating 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) serving demonstrate an ability to serve as a spokesperson for the welfare of all learners in a multicultural context to ensure high expectations; and

(8) understanding how education is impacted by local, state, national, and international events; understand the dynamics of change and demonstrate the ability to implement change and educational reform.

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

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

B. To demonstrate competence in organizational management by, a superintendent, principal, director of special education, or director of community education must:

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

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

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

3512.0510
12.1 (4) demonstrating demonstrate the ability to analyze need and allocate
12.2 personnel and material resources;
12.3 (5) developing and managing develop and manage budgets and maintaining
12.4 maintain accurate fiscal records;
12.5 (6) demonstrating demonstrate an understanding of facilities development,
12.6 planning, and management; and
12.7 (7) understanding and using understand and use technology as a management
12.8 tool.

C. Diversity To demonstrate competence in equity and culturally responsive
12.10 leadership by, a superintendent, principal, director of special education, or director of
12.11 community education must demonstrate knowledge and skills to:
12.12 (1) demonstrating an understanding and recognition of the significance of
12.13 diversity, and responding to the needs of diverse learners;
12.14 (2) creating and monitoring a positive learning environment for all students;
12.15 (3) creating and monitoring a positive working environment for all staff;
12.16 (4) promoting sensitivity about diversity throughout the school community;
12.17 and
12.18 (5) demonstrating the ability to adapt educational programming to the needs
12.19 of diverse constituencies;
12.20 (1) ensure that each student is treated fairly, respectfully, and with an
12.21 understanding of each student's culture and context;
12.22 (2) recognize, respect, and employ each student's strengths, diversity, and
12.23 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 prevent problem behavior, encourage positive behavior, and respond to student behavior not aligned with expectations 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.

D. To demonstrate competence in policy and law by, a superintendent, principal, director of special education, or director of community education must:

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

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

(3) demonstrating demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.
E. To demonstrate competence in political influence and governance by, a superintendent, principal, director of special education, or director of community education must:

1. exhibiting an understanding of school districts as a political system, including governance models;
2. demonstrating the ability to involve stakeholders in the development of educational policy;
3. understanding the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community; and
4. demonstrating the ability to align constituencies in support of school and district priorities and build coalitions for programmatic and financial support.

F. To demonstrate competence in communication by, a superintendent, principal, director of special education, or director of community education must:

1. formulating and carrying out plans for internal and external communications, understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community;
2. demonstrating individual and team facilitation skills;
3. recognizing and applying an understanding of individual and group behavior in normal and stressful situations;
4. facilitating teamwork;
5. demonstrating an understanding of conflict resolution and problem-solving strategies relative to communication;
making presentations that are clear and easy to understand;
responding, reviewing, and summarizing information for groups;
communicating appropriately, through speaking, listening, and writing, for different audiences such as students, teachers, parents, the community, and other stakeholders; and
understanding and utilizing appropriate communication technology;

G. To demonstrate competence in community relations, a superintendent, principal, director of special education, or director of community education must:

articulating organizational purpose and advocate publicly for the needs and priorities to the community and media of students, families, and the community;
requesting and responding to community feedback demonstrate the ability to engage the extended community;
demonstrating the ability to build community consensus effectively generate and respond to various forms of communication through media;
relating political initiatives to stakeholders, including parental involvement programs;
identifying and interacting with internal and external publics;
understanding and responding to the news media;
promoting a positive image of schools and the school district;
monitoring and addressing perceptions about school-community issues; and
demonstrating the ability to identify and articulate critical community issues that may impact local education:

H. To demonstrate competence in curriculum planning and development, instruction, and assessment for the success of all learners by a superintendent, principal, director of special education, or director of community education must:

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

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

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

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

(5) appropriately using learning technologies;

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

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

(1) implement state academic standards, a coherent system of culturally responsive curriculum, instruction, and assessment that promotes the mission, vision, and core values of the district to embody high expectations for student learning:
(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 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 instructional practice that is consistent with knowledge of child learning and development, intellectually challenging, authentic to student experiences, recognizes student strengths, and differentiated and personalized.

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

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

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

(3) demonstrating the ability to utilize data for instructional decision making;
(4) demonstrating the ability to design appropriate assessment strategies for measuring learner outcomes;

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

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

18.8 J. I. To demonstrate competence in human resource management by a superintendent, principal, director of special education, or director of community education must:

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

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

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

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

(5) demonstrating 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) demonstrating an understanding of labor relations and collective bargaining; and
(7) demonstrating demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.

K. To demonstrate competence in values and ethics of leadership by a superintendent, principal, director of special education, or director of community education must:

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

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

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

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

(5) demonstrating demonstrate an understanding and application of the code of ethics for school administrators under part 3512.5200.

L. To demonstrate competence in judgment and problem analysis by a superintendent, principal, director of special education, or director of community education must:

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

(2) demonstrating demonstrate adaptability and conceptual flexibility;

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

(4) reaching reach logical conclusions by making quality, timely decisions based on available information;
identifying and giving priority to significant issues; 

demonstrating an understanding of and utilize appropriate technology in problem analysis; and 

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

M-L. To demonstrate competence in safety and security by a superintendent, principal, director of special education, or director of community education must: 

(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. 

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

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

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

(5) demonstrating the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling, and implement recommended threat assessment procedures.
Subp. 2. Superintendent competencies. A person who serves as a superintendent shall must demonstrate all core competencies described in subpart 1 and competence in the following specific areas under this subpart.

A. To demonstrate competence in policy and law by, a superintendent must:

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

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

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

B. To demonstrate competence in political influence and governance by, a superintendent must:

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

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

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

C. To demonstrate competence in communication by, a superintendent must:

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

(2) demonstrating an understanding of the importance of communication leadership between school district and its community; demonstrate effective skills in
communication leadership between the school district and the community, including internal and external constituencies.

D. Organization To demonstrate competence in fiscal management by demonstrating, a superintendent must demonstrate knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations; and.

E. To demonstrate competence in judgment and problem analysis by demonstrating knowledge of how to, a superintendent must effectively balance varied and competing interests to ensure the mission and vision of the school district is carried forward.

Subp. 3. Principal competencies. A person who serves as a principal shall demonstrate all core competencies described in subpart 1 and competence in the following specific areas under this subpart.

A. To demonstrate competence in instructional leadership by, a principal must:

(1) demonstrating the ability to understand and apply schoolwide literacy and numeracy systems; and support teachers and staff in the implementation of state academic standards, coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the school district to embody high expectations for student learning; and

(2) demonstrating the ability to understand and apply districtwide literacy and numeracy systems; lead schoolwide literacy efforts in all content areas including numeracy.

B. Monitor To demonstrate competence in monitoring student learning by, a principal must:

(1) demonstrating the ability to create a culture that fosters a community of learners;
23.1 (2) demonstrating demonstrate an understanding of student guidance support systems and auxiliary services;

23.2 (3) demonstrating demonstrate the ability to implement a positive and effective and monitor student management system data systems;

23.3 (4) demonstrating the ability to develop and implement effective student discipline plans implement schoolwide policies and practices that encourage positive behavior, and respond to student misconduct in a positive, fair, and unbiased manner;

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

23.5 (6) demonstrating demonstrate the ability to meet the enrichment, remediation, and special education diverse learning needs of all students; and

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

C. Early childhood To demonstrate competence in prekindergarten through grade 12 leadership by, a principal must:

23.7 (1) demonstrating demonstrate an understanding of the articulation and alignment of curriculum from preschool prekindergarten through grade 12;

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

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

23.10 (4) demonstrating demonstrate the ability to work with parents, teachers, and other staff in all levels of schooling;
(5) demonstrating demonstrate an understanding of the characteristics of effective transitions from one level of schooling to the next; and

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

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

A. To demonstrate competence in policy and law by, a director of special education must:

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

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

B. To demonstrate competence in organizational management by, a director of special education must:

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

(2) demonstrating knowledge of statutory regulations relative to school districts affecting board meetings, policies, communications, procedures, and practices that affect special education governance; and

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

C. To demonstrate competence in resource allocation by and fiscal management, a director of special education must:
demonstrate an ability to apply state and federal laws, rules, and procedures
governing special education finance, budgeting, and accounting to school district funding
structures;

(1) (2) demonstrating demonstrate an understanding of special education
program development including needs assessment, design, implementation, and evaluation; and

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

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

A. To demonstrate competence in community education concepts by, a director of community education must:

(1) understanding and describing understand and describe the history and philosophy of community education;

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

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

(4) demonstrating, facilitating, and leading demonstrate, facilitate, and lead the integration of community education into the early childhood prekindergarten through grade 12 system;
26.1 (5) demonstrating demonstrate the skills necessary to conduct community needs assessments, determine educational objectives, select learning experiences, schedule and promote programs, and establish and implement registration procedures as required by statute and district policy;

26.2 (6) demonstrating demonstrate knowledge of the various assessment tools used to effectively evaluate community education programs and determine educational objectives and learning experiences; and

26.3 (7) demonstrating demonstrate an understanding of the resources available to support learners of all abilities and ages.

B. To demonstrate competence in community capital by, a director of community education must:

26.4 (1) demonstrating demonstrate a knowledge of the advisory councils, including their role, organization, functions, and development of advisory councils;

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

26.6 (3) demonstrating demonstrate the ability to build collaborative partnerships in the community;

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

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

26.9 (6) demonstrating demonstrate knowledge of the techniques used for developing leadership among community members;
(7) demonstrating demonstrate knowledge about sustaining community
involvement in the community education process; and

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

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

Subpart 1. Scope. This part is intended for an applicant for licensure applies to
applicants for K–12 kindergarten through grade 12 principal, superintendent, and or director
of special education completing an approved licensure who complete a board-approved
licensure program, but lacking lack the teaching experience requirement required in part
3512.0200, subpart 2.

Subp. 2. Degree requirement. An applicant shall must meet the degree requirement
in part 3512.0200, subpart 3.

Subp. 3. Field experience. An applicant shall have must satisfactorily completed
complete a field experience in school administration as an intern in the license area sought.
The applicant must attain the field experience shall be in a school district setting appropriate
for the license under the supervision of while supervised by both educators from an approved
a board-approved college or university school administration program and a licensed
practicing school administrator working in the area of the intern's field experience. The field
experience must consist of at least 320 hours, of which with at least 40 must be hours in
each school level; including elementary, middle grades or junior high, and high school,
and is in addition to the teaching experience described in subpart 4.

Subp. 3a. Teaching knowledge and skills. An applicant shall must demonstrate basic
teaching knowledge and skills as required by part 8710.2000. The applicant shall; must
A. present a portfolio or other appropriate presentation, as determined by the approved board-approved school administration program demonstrating, to demonstrate the applicant's appropriate teaching knowledge and skills; or,

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

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

A. include one school year with a minimum hour equivalency of 1,050 hours of classroom experiences, including eight weeks of supervised teaching experience for a principal or superintendent license or 1,050 hours of special education experience for a director of special education license. A candidate may count up to 250 hours of online classroom teaching experience toward meeting the 1,050 hours of classroom experience;

B. be supervised by a licensed practicing school administrator;

C. include supervision provided by educators from an approved school administration program; and

D. be subject to a written agreement between the intern, the approved board-approved school administration preparation institution, and the school district in which the internship is completed.

3512.0800 ALTERNATIVE PATHWAY LICENSURE FOR SCHOOL SUPERINTENDENTS.

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

Subp. 2. Procedures for licensure. An applicant for licensure through an alternative license pathway must demonstrate that the applicant has substantive experience and education in areas including but not limited to administration, supervision, management, and executive leadership, in either education, health care, business or industry, labor, or government. A candidate also may consult with a board-approved program. An applicant for an alternative license shall:

A. complete a written application;

B. provide a written description of the applicant's exceptional qualifications;

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

Subp. 3. Credential review committee. An applicant shall appear before a credential review committee and present evidence relating to the applicant's proposed effectiveness as a superintendent. The applicant may present data and information regarding about the applicant's leadership effectiveness shall be presented as through testimony from teachers, parents, students, site council members, community members, and other interested persons. The review committee shall consist of a licensed administrator appropriate to the field, a college or university administration preparer, and a member of a local school board or person of similar background. The credential review committee shall recommend to the executive director whether to approve or disapprove the applicant's initial application. The executive director may accept or reject the credential committee's recommendation based on board-approved criteria. If the executive director disapproves the application, the applicant may appeal the executive director's decision to the board.
Subp. 4. **Leadership experience.** The applicant **shall** *must* demonstrate a level of responsibility comparable to the position for which the applicant seeks a license is sought and **must** *must* present a record of successful and effective administrative behavior. The level of responsibility **shall** *must* include in the record any administrative, managerial, or supervisory positions the applicant held.

Subp. 5. **Education.** The candidate **shall** *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.

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

A. Based upon **The board must** either accept or reject the executive director's licensure recommendation. If the board accepts the executive director's recommendation to approve licensure, the credential review committee recommendation, **board must issue** the applicant **may be granted** a two-year initial license. The board may also identify needed activities which the candidate **shall** individual **must** implement during the period of the initial license period to strengthen the individual's skills which may lead to improved and improve the individual's results as a superintendent. **This** These activities may include a mentoring experience or improving specific skills or competencies that need improvement.

B. The two-year initial license may be **renewed for** board must issue a five-year continuing license to an individual holding an initial license under this part after verification of verifying the individual completed one year of successful administrative experience. **Subsequent five-year renewals shall be granted** The board must consider any subsequent renewals of the individual's continuing license based upon continuing education requirements in part 3510.2700, subpart 4 3512.1200.
Subp. 7. Appeal. If the candidate's initial application is rejected, an appeal may be filed with the board. The applicant may appeal the executive director's decision to the board within 30 days of receiving notice of the decision.

[For text of subp 8, see M.R.]

3512.1200 CONTINUING EDUCATION PROGRAMS FOR DIRECTORS, PRINCIPALS, AND SUPERINTENDENTS.

[For text of subp 1, see M.R.]

Subp. 1a. Approval. The board, executive director, or board designee must approve all continuing education programs, and the clock hours which a licensee may be earned in each program, must be approved by the board. If clock hours are to be earned, approval must be secured before beginning a continuing education professional development activity. Admission to all approved continuing education programs shall be open to any licensed Minnesota school administrator. The board shall disseminate lists of known approved continuing education programs twice annually.

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

A. ensure prior approval for continuing education programs. Programs not receiving prior approval or a waiver from the executive director must obtain a continuing education variance from the board to be considered meeting the standards for a continuing license as defined in part 3512.0100, subpart 8;

B. collect and verify attendance;
A. C. developing proposals for continuing education programs in areas of study which have been identified in cooperation cooperatively with licensed directors, principals, and superintendents practicing in Minnesota school districts;

D. identify competency areas under part 3512.0510; and

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

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

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

A. a description of planning activities, including a list of names, addresses, and positions of those involved in planning;

B. a description of the client group; or groups; for whom the program is designed;

C. a statement of the program goals which relates goals related to client demands;

D. a statement concerning any prerequisite education or experience required for admission to the program;

E. a description of the proposed continuing education program which includes:

   (1) statements of expected learning outcomes;

   (2) descriptions of program components designed to develop specified learning outcomes; and

3512.1200
(3) the means by which achievement of specified learning outcomes will be determined for each program participant;

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

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

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

I. evidence show that qualified staff have been assigned to the program and that other needed resources are allocated to the program.

Subp. 4. Term of approval. The board may approve programs for periods of time up to two years. The board must approve a program if it meets the requirements of the rules and if the board determines that the program fulfills continuing education requirements.

3512.1300 PROCEDURES FOR VOLUNTARY SURRENDER OF LICENSES.

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

A. a written request to surrender that specifies the license or licenses to be surrendered;

B. the applicant's copy of the license;

C. if still employed, the school district's copy of the license with a written statement indicating the employing school superintendent, or in the case of a superintendent license, the school board chair, has been notified that the school district's copy of the license has been removed from the school district files; and
D. the required processing fee under part 3512.2000.

Subp. 2. **Surrender date.** When the board receives the materials listed in subpart 1 by January 1, the date of license surrender is July 1 of that year. If the board receives the materials after January 1, the date of license surrender is July 1 of the following calendar year. An applicant may revoke the request to surrender a license. An applicant must submit a written request for the revocation must be made in writing to the executive director of the board no later than December 31 of the year in which the board received the applicant's request voluntarily to voluntarily surrender is received by the board the applicant's license.

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

A. the school board has begun proceedings to terminate the continuing contract, pursuant to Minnesota Statutes, section 122A.40, subdivision 9 or 13, or 122A.41, subdivision 6;

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

C. any educational agency or board has begun proceedings that could result in alteration of the status of the license due to the person's conduct.

Subp. 4. **Initial license after surrender.** A person whose voluntarily surrenders a Minnesota administrative or supervisory license has been voluntarily surrendered may apply for initial licensure in the field for which licensure was previously surrendered license was issued. The board must issue an initial license must be granted to the applicant if:

A. a licensure rule exists in the field for which licensure was the previously surrendered license was issued:
B. the applicant meets the initial licensure standards that are in effect in the field at the time of application and meets board procedures in board rules applicable to an initial license; and

C. the applicant submits the required processing fee under part 3512.2000 accompanies with the application for initial licensure.

Subp. 5. **Disclaimer.** Subparts 1 to 4 do not prohibit a person from holding or applying for a license in any administrative or supervisory field upon surrender of another field.

### 3512.1500 The Issuance and Renewal of Licenses.

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

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

**Subp. 3. Fees.** Effective July 1, 2004, each application for the issuance and/or renewal of issuing or renewing a license to serve as superintendent, principal, or director shall must be accompanied by a $57 processing fee in the amount of $57 effective July 1, 2004.

### 3512.1600 Appeals.

**Subpart 1. Licensure denials.** A person denied an administrative license may appeal the denial under Minnesota Statutes, chapter 14, to a final decision by the board of School Administrators. The board's decision is final.

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

3512.1700 RULES REVIEW.

The board must review licensure standards for superintendents, principals, and directors shall be reviewed every even-numbered year beginning in the year 2008.

3512.2000 REQUIREMENTS FOR ISSUANCE AND RENEWAL OF LICENSES.

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

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

The board must issue and renew all licenses must be issued or renewed according to criteria established in board rules of the board, and the licenses are valid for the period of time specified in this part. All licenses must bear the date of issuance and expire on the specified number of years from July 1 nearest the date licensure was the board approved the license. Applications for renewal must be accepted by the Minnesota Department of Education, Division of Educator Licensing and Teaching Quality, The Professional Educator Licensing and Standards Board must accept applications to renew a license after January 1 after June 30 in the year of expiration. The renewal period begins on July 1 of the year of expiration. After June 30 in the year of expiration, all licenses not renewed expire and are no longer valid.
Subp. 1a. **Provisional license.** The provisional license issued in any licensure area is a two-year license. The board must issue provisional licenses to persons who meet all requirements of applicable statutes and rules.

Subp. 2. **Initial license.** The initial license issued in any licensure area is an entrance license, valid for two years. The board must issue licenses valid for administration and supervision in Minnesota schools to persons who meet all requirements of applicable statutes and rules and who complete board-approved licensure programs approved by the board leading to licensure in Minnesota institutions that are approved by the board pursuant to part 3512.2500 to prepare persons for licensure.

Subp. 3. **Failure to complete school year of experience affecting entrance initial license.** When a person does not complete one school year of administrative or supervisory experience is not completed before the expiration of an entrance initial license expires, the board must issue another entrance initial license in that licensure area must be issued upon application after receiving the person's licensure renewal application. If an entrance initial license in any licensure area is allowed to lapse, it shall be renewed, upon application, lapses, the board must renew the license after receiving the person's licensure renewal application. The board must continue to renew the license until the applicant has had completes one school year of administrative or supervisory experience while holding a valid entrance initial license, after which time an applicant must qualify qualifies for a continuing license.

Subp. 4. **Continuing license.** The board must issue and renew a continuing license, valid for five years, must be issued and renewed upon after receiving an application according to provisions enumerated in the specific licensure board rules of the board for the issuing and renewing continuing license being issued or renewed licenses.

Subp. 5. **Conduct review.** All applicants for licensure and license renewals are subject to a criminal history background check as required under Minnesota Statutes, section 122A.18, subdivision 8, and a conduct review performed by the board. The board may
refuse to issue a license or deny a license renewal based on the results of the background check or conduct review. An applicant who is denied a license or license renewal as a result of the background check or conduct review may appeal the board's decision pursuant to part 3512.1600.

3512.2050 PROVISIONAL LICENSE.

A. The board may issue a two-year nonrenewable license to an applicant who has not met all Minnesota preparation program requirements. The applicant must enroll and make progress in a board-approved program leading to licensure as a superintendent, a director of special education, or a kindergarten through grade 12 principal at a regionally accredited college or university during the applicant's two-year provisional status. The applicant must:

(1) have completed an applicable preparation program in another state; or

(2) hold an appropriate administrative license.

B. The board may extend a provisional license issued under this part for one additional school year if the board determines an extension is warranted based on board-adopted criteria.

C. A candidate for a provisional license under this part may substitute one year of full-time experience as a superintendent, assistant superintendent, principal, assistant principal, or director of special education in another state for the field experience required in part 3512.0400, subpart 1.

3512.2100 INITIAL LICENSE.

A. Licensure applicants must meet the requirements for each administrative area where the applicant seeks licensure is sought. The board must issue an initial license shall be issued to an applicant who has met all of the following requirements. An applicant must:
A. (1) fulfill the requirements of parts part 3512.2000, subparts 1 and 2, and
part 3512.2700; and

B. (2) be recommended for licensure by a Minnesota Board of School
Administrators board-approved Minnesota college or university which, in making
such a recommendation, attests to satisfactory completion of the applicant satisfactorily
completing the approved program by the applicant. An applicant coming to Minnesota from
another state must present to the Minnesota Department of Education, Division of Educator
Licensing and Teacher Quality, Professional Educator Licensing and Standards Board
application intake staff a college or university transcript of college or university work to be
analyzed in order to determine program comparability of program.

B. A candidate who does not qualify for a continuing license issued under part
3512.2300 may apply to renew an initial license every two years and is not required to
complete any clock hours of continuing education in order to renew an initial license.

3512.2300 CONTINUING LICENSE.

Subpart 1. Continuing license for those holding entrance initial license. The board
must issue a five-year continuing license to an applicant who completes at least one school
year of administrative or supervisory experience in a licensure area while holding an entrance
initial license shall be issued a continuing license, valid for five years. Supervisory experience
includes the tasks listed in Minnesota Statutes, section 179A.03, subdivision 17. When an
applicant adds a licensure area is added to a continuing license already in force effect, the
board must issue a continuing license is issued, and with the same expiration date becomes
that already established for the continuing license already in force effect.

Subp. 2. Life license. The board must issue a five-year continuing license to an
applicant who holds a life license and who subsequently completes an approved a
board-approved program in an additional licensure area shall be issued a continuing license,
valid for five years. The board must issue the license for the additional licensure area.
Subp. 3. **Renewal of continuing licenses.** The renewal of board must renew the continuing licenses must be issued to license of an applicant who provides evidence of completion of completing 125 clock hours of approved administrative and supervisory continuing education earned according to part 3512.1200 during the five-year period immediately before renewal of renewing the continuing license. Approval of The board must approve continuing education programs, and the clock hours that may be earned an applicant may earn in each program, must be according to part 3512.1200. An applicant may apply relevant courses completed at accredited colleges and universities may be used toward the clock hour clock-hour requirement. One quarter college credit equals 15 clock hours; and one semester college credit equals 20 clock hours. An applicant must meet the renewal requirements must be met during the five-year period of each continuing license, and no clock hours shall carry forward into any subsequent five-year licensure period. The applicant may appeal to the board for a continuing education variance to allow credits the applicant earned outside the five-year period to count toward the 125-clock-hour requirement.

Subp. 4. **Lapsed license.** If an applicant allows a continuing license has been allowed to lapse for more than 60 days and the applicant has not been is currently employed as an administrator or supervisor during the year immediately before the application for renewal, the applicant must provide evidence that, the applicant must obtain a variance from the board while the board renews the license. If the applicant was not employed as an administrator or supervisor during the year immediately before applying to renew the license, the applicant must demonstrate to the board that the applicant:

A. earned 125 clock hours of approved administrative and supervisory continuing education have been earned according to this part during the five-year period immediately before the application applying for a continuing license, in which case the board must issue a five-year continuing license must be granted; or
41.1 B. was offered a position has been offered contingent upon holding a valid license; and demonstrate that if the applicant demonstrates there is insufficient time to complete 125 clock hours of approved administrative and supervisory continuing education, in which case the board may issue a nonrenewable one-year license may be granted. Upon expiration of. When the applicant's nonrenewable one-year license expires, the applicant must qualify for a continuing license according to subpart 3.

41.7 3512.2400 SUSPENSION AND REVOCATION OF LICENSES.

41.8 Subpart 1. Cause. The board may revoke or suspend the license of a superintendent, principal, or director may be revoked or suspended for any of the following causes:

41.10 A. immoral character or conduct;

41.11 B. a breach of contract of employment without justifiable cause;

41.12 C. overall gross inefficiency or willful neglect of duty;

41.13 D. fraud or misrepresentation in obtaining a license;

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

41.16 F. violation of the code of ethics for school administrators under part 3512.5200; code of ethics for school administrators.

41.18 Subp. 2. Procedure for suspension and revocation of licenses. The board may act to suspend or revoke the person's license if the following procedures have been followed:

41.21 A. A student, a parent, a community member, or the school board employing the licensee must file a written complaint that specifies with the board specifying the nature and character of the charges against the licensee is filed with the board by a student, parent, community member, or the school board employing the person.
B. The board must notify the licensee of the allegations contained in the complaint, giving the licensee an opportunity to respond to the allegations.

C. The board must hold a hearing conducted according to the rules of the Office of Administrative Hearings, if not waived, must be held unless the licensee waives the licensee's right to a hearing.

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

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

A. the activity of the individual that led to the license suspension;

B. any relevant mitigating factors that may interpose;

C. the prior administrative, supervisory, or teaching record of the individual; and

D. other similar factors.

Subp. 5. Applicability. Unless otherwise provided by the board, a revocation or suspension applies to each license or renewal privilege held by the individual at the time the board takes final action. The board must not issue any other license to a person whose license or renewal privilege has been suspended or revoked.
to be issued any other license by the board during the pendency of the suspension or revocation.

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

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

A. If the person's suspended license was an entrance initial license that has lapsed during the suspension, the board must reinstate that license upon proper application if the person:

(1) properly applies to the board after the period of suspension has expired and upon presentation of expires;

(2) presents reliable evidence that the person met all terms and conditions that the board imposed have been fulfilled, if the applicant has; and

(3) had less than one year of administrative or supervisory experience while holding the entrance initial license.

If the applicant person gained a year or more of experience on the entrance initial license before the suspension and the license has lapsed during the suspension, the board must issue a five-year continuing license must be granted after the person meets all other conditions stated in this part have been met.

B. If the person's suspended license is an entrance initial license that has not lapsed during the suspension, the person may resume administrative or supervisory functions for
whatever period of time remains on that license after the period of the suspension has expired and upon presentation of reliable evidence to the board that the person met all terms and conditions that the board imposed have been fulfilled.

C. If the suspended license is a continuing license that has not lapsed during the period of the suspension, the person may resume administrative or supervisory functions for whatever period of time remains on the continuing license after the suspension has expired and upon presentation of reliable evidence to the board that the person met all terms and conditions that the board imposed have been fulfilled.

D. If the suspended license is a continuing license that lapsed during the period of the suspension, the person may apply for another continuing license that must be granted. The board must issue the person a continuing license if:

1. the suspension has expired;

2. the person presents reliable evidence that the person met all terms and conditions the board imposed have been fulfilled; and demonstrates

3. the person completed the current continuing education requirements have been completed.

E. If the suspended license was a life license, the person may resume administrative or supervisory functions after the period of the suspension has expired and after presenting reliable evidence to the board that the person met all terms and conditions imposed by the board have been fulfilled.

3512.2500 PROCEDURES FOR APPROVAL OF LICENSURE PROGRAMS.

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

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

A. a statement which verifies the institutional commitment to the licensure program;

B. a description of the institution's organizational structure of the institution and;

C. procedures describe the process to align strategic planning, assessment, and decision-making for implementing or sustaining the licensure program;

D. a description of describe the anticipated role for which persons who enroll in the licensure program are being prepared;

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

E. a description of list and describe how the licensure program which relates individual program components to the knowledge, skills, and dispositions to be achieved by that persons completing the licensure program must achieve;

F. a description of describe the field-based experience, the assessment of prior experience and preparation, and the situational observation component;

G. a description of describe the systematic procedure for evaluation of evaluating the licensure program which assures that to ensure that all persons recommended for licensure
meet all licensure requirements for licensure have been met by all persons recommended for licensure;

H. a specific identification of specifically identify the plans for assessing the performance of each person who is to be judged as having successfully completed the licensure program;

I. evidence that list the college departments involved with the licensure program, licensed practicing education personnel, school administrators, and interested citizens who participated in developing the licensure program forwarded for approval has been developed with participation from the college departments involved with the licensure program, licensed practicing education personnel, school administrators, and interested citizens; and

J. a description of describe the procedures to establish and maintain an internal process for systematically evaluate the licensure program; and

K. include program review data as mandated by the legislature and the board and describe how that data are utilized.

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

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

B. allocates necessary faculty and physical resources are allocated to implement and maintain the licensure program; and

C. provides adequate supervision for practicum experiences required by individual licensure rules is provided.
Subp. 4. **Appraisal of Program appraisal.** Before initial approval for initially approving the licensure program is granted, persons designated by the board may visit the institution to examine the licensure program for the purpose of verifying the program description and making a recommendation regarding approval status. During the operation of an approved licensure program, the board may arrange, in consultation with the institution, an audit visit to verify that the approved program complies with this part. Program auditors shall make a written report of their findings to the board and to the institution.

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

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

A. grant initial approval;

B. grant continuing approval;

C. grant conditional approval, state the conditions, and establish time lines for the program to meet the stated conditions; or

D. disapprove the licensure program, state the reasons for disapproval, and, if needed, stipulate a termination date that will accommodate persons enrolled in the program.

Subp. 5. **Conditional approval.** If the board conditionally approves a licensure program, the board shall reconsider the licensure program's approval status upon verification that the program complies with this part.
board's stated conditions are met. If the board's stated conditions are not met within the established time lines, the board must withdraw its conditional approval must be withdrawn.

Subp. 6. Programs that vary in curricular design. The board must approve licensure programs that vary in curricular design must be approved provided that if the program components meet the approval criteria for approval in this part.

Subp. 7. Revisions made in program. If an institution makes revisions in an approved revises a board-approved licensure program, the administrator of the defined administrative and instructional unit of that institution shall must forward to the board a written description of the licensure program revision. The board must undertake an audit must be made to verify that the revised licensure program continues to meet board rules of the board. Each verified licensure program revision is an amendment to the approved licensure program.

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

3512.2600 LICENSURE FOR PERSONS PREPARED IN STATES OTHER THAN MINNESOTA.

Subpart 1. Criteria.

A. The board must issue Minnesota licenses shall be granted to persons who otherwise meet applicable statutory requirements and who complete programs leading to licensure in colleges and universities located outside Minnesota and the requirements of this part. The board must issue licenses shall be granted only in licensure fields for which the board has established rules governing licensure programs leading to licensure. Persons prepared in other states other than Minnesota shall must present their credentials to the board for approval. The board has jurisdiction on all matters concerning administrative licensure. The licenses shall be issued according to either item A or B as follows:
A. Persons who complete approved programs in colleges and universities leading to licensure within states which have signed contracts with Minnesota according to the Interstate Agreement on Qualification of Educational Personnel shall be granted a Minnesota initial license. No licenses shall be issued on the basis of teaching experience only.

B. The board must issue an initial professional license to persons who complete administrative preparation programs leading to licensure in colleges and universities within states outside Minnesota which have not signed contracts with Minnesota shall be granted a Minnesota initial license when all of the following criteria are met:

1. the college or university is regionally accredited by the Association for the Accreditation of Colleges and Secondary Schools;

2. the program leading to licensure has been recognized by the state as qualifying the applicant for such employment as an administrator or licensure within that state;

3. the program leading to licensure the applicant completed is essentially equivalent in content to approved programs offered by Minnesota colleges and universities under the board rules of the Board of School Administrators governing the licensure field. A person licensed under this part must achieve educational equivalency with persons licensed in Minnesota by the time the person's initial professional license expires. Educational equivalency includes 30 semester credits beyond a master's degree or 60 semester credits beyond a bachelor's degree, including a master's, specialist, or doctoral degree; and

4. the college or university which offers the program leading to licensure verifies that the applicant has completed an approved licensure administrative preparation program at that institution and recommends the applicant for a license in a licensure field at a licensure level if licensure is required by that state.
Notwithstanding part 3510.4000 governing human relations, persons who have been prepared for licensure in states other than Minnesota shall be granted a Minnesota initial license based upon the provisions of this part.

Subp. 2. [See repealer.]

Subp. 3. Field experience equivalency. A licensure candidate may substitute one year of full-time experience as a superintendent, assistant superintendent, principal, assistant principal, or director of special education in another state for the field experience required by part 3512.0400, subpart 1.

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 must provide professional educational services in a nondiscriminatory manner.

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

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

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

E. A school administrator shall must disclose confidential information about individuals only when a compelling professional purpose is served in accordance with state and federal laws, and school 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, students' families, staff, or colleagues.

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

Subp. 3. Statutory enforcement of code, complaints, investigation, and hearing. The board must enforce this part shall be enforced in accordance with Minnesota Statutes, section 214.10, subdivisions 1, 2, and 3.

Subp. 4. Complaints handled by board. When oral complaints alleging violations of the code of ethics for school administrators are received, the board shall request the
complaining party to submit a written complaint. Upon receipt of a written complaint, the administrator named in the complaint shall be notified in writing of the complaint.

A. When the board receives complaints alleging violations of the code of ethics for school administrators, the board must require the complaining party to submit:

(1) a signed, written complaint specifying the nature and character of the allegations; and

(2) a consent form provided by the board.

B. The board must consider only those complaints that comply with this subpart. The administrator shall be entitled to be represented by the administrator's own counsel or representative at each stage of the investigation and hearing.

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

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

B. The board may send a letter of censure to the person determined to be in violation of it determines is violating the standards of the code of ethics. The board must keep the letter on file for a period of time not to exceed up to one calendar year.

C. The board may place an administrator who has been found to have violated the code of ethics on probationary licensure status for a period of time to be determined by the board. The board may impose conditions on the administrator during the probationary period which are directed toward improving the administrator's performance in the area of the violation. During this period, the administrator's performance
or conduct shall be subject to board review by the board. The board must direct the review shall be directed toward monitoring the administrator's activities or performance with regard to whatever and the conditions may be placed on the administrator during the probationary period. Before the end of the probationary period ends, the board shall decide to extend or terminate the administrator's probationary licensure status or to take further disciplinary actions as consistent with this rule subpart.

D. The board may suspend the license to practice of the person determined to be in violation of it determines is violating the standards of the code of ethics may be suspended for a period of time determined by the board. The board must determine the time period of any suspension.

E. The board may revoke the license to practice of the person determined to be in violation of it determines violated the standards of the code of ethics may be revoked by the board.

3512.5300 VARIANCE.

Subpart 1. Scope. Pursuant to Minnesota Statutes, section 14.055, a person or entity may apply for a variance from any rule or portion of a rule under the jurisdiction of the board of school administrators. The board may not consider a request for a variance from a statute or court order.

Subp. 2. Application. The applicant must file an application for a variance in writing on a form provided by the board. The application form must comply with Minnesota Statutes, section 14.056, subdivision 1, and must include instructions for completing the form and a description of the variance process.

Subp. 3. Criteria. In reviewing a variance request, the board must consider the information required under Minnesota Statutes, section 14.056, subdivision 1, and the following:
A. whether application of the rule to the individual circumstances of the applicant would serve the purpose of the rule variance from the rule would serve a compelling public purpose;

B. whether application of the rule to the individual circumstances of the applicant would result in hardship or injustice;

C. whether variance from the rule would be consistent with the public interest and the educational interests of students, school districts, and the profession;

D. whether variance from the rule would positively serve an educational need or opportunity;

E. whether variance from the rule would compromise the purpose of the rule; and

F. whether variance from the rule would prejudice the substantial legal or economic rights of any person or entity.

Pursuant to Minnesota Statutes, section 14.055, subdivision 3, the board must grant issue a variance from a rule if the applicant can provide provides evidence that application of applying the rule to the applicant's individual circumstances of the applicant would not serve the purpose of the rule. The board may not grant issue a variance under any circumstances if the variance would compromise the purpose of the rule or the variance would prejudice the substantial legal or economic rights of any person or entity.

Subp. 4. Oral argument. Upon the applicant's request from the applicant, the board may permit an applicant to present an oral argument in defense of defending a variance application.

Subp. 5. [See repealer.]

Subp. 6. Order; timing. Within 60 days of receiving a completed variance application, the board must issue a written order granting or denying a variance.
specifying the scope and period of the variance. The board must not grant a
discretionary variance for a period longer than one year. The board's order must include a
statement of the relevant facts and the reasons for the board's action.

Subp. 7. Limitations. The board may issue a variance may be granted to the applicant
only for the specific circumstances for which the request is made. The applicant described
in the variance application. The applicant may not apply the variance to other circumstances
without specific approval from the board, and is prohibited from transferring a variance
is not transferable to other individuals or entities in similar situations without specific board
approval from the board.

Subp. 8. Fees. The application must include a nonrefundable processing fee of $25.
An application is not complete until the board receives the processing fee. The applicant
may be charged additional fees if the cost for the board to process the variance application
exceeds $25. The fee for the variance application must be charged consistent with Minnesota
Statutes, section 14.056.

Subp. 9. Reconsideration. A board decision of the board to grant or deny a variance is final unless
the board reverses the decision by through a subsequent board action. The applicant may submit an application for reconsideration if the applicant
is able to submit additional information in support of its variance request.

Subp. 10. Record. The board must maintain a record of all orders and denying variances in compliance with Minnesota Statutes, section 14.056, subdivision 7.

Subp. 11. Variance for director of community education. Subject to the conditions
in this subpart, the board must annually issue an administrative variance to a school district
to allow the district to use an individual who is not fully licensed as the community education
director if the school district is unable to employ a fully licensed director of community education.
A. The board must issue an administrative variance to school districts only if the individual is enrolled in a board-approved program leading to licensure as a director of community education and can show evidence the individual will complete the program within three school years.

B. A school district must apply annually for an administrative variance and must not exceed the three years stated in item A for any one individual.

C. The school superintendent must verify in writing the district's inability to contract with a fully licensed director of community education for a position. The superintendent must verify how the district advertised the director of community education position and that the district did not place a licensed director of community education interested in the position on unrequested leave of absence.

REPEALER. Minnesota Rules, parts 3512.0200, subpart 5; 3512.0300, subpart 5; 3512.0505, subparts 7 and 9; 3512.2600, subpart 2; 3512.2700; and 3512.5300, subpart 5, are repealed.