



EDUCATIONAL ADMINISTRATION
AND LEADERSHIP
ST. CLOUD STATE UNIVERSITY™

**FIELD
EXPERIENCE HANDBOOK**

**Department of Educational Leadership
St. Cloud State University
St. Cloud, Minnesota**

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St. Cloud State University
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FIELD EXPERIENCE HANDBOOK INTRODUCTION

This handbook is designed to detail the field experience required for licensure as an administrator by the State of Minnesota. The handbook covers the licensure areas of:

- K-12 Principal
- Superintendent
- Director of Special Education
- Director of Community Education

The competencies specified in [Minnesota Rule 3512.020](#) provide the foundation for the field experience. The State of Minnesota requires that each candidate seeking administrative licensure must show knowledge, ability, and dispositions in [Thirteen Core Competencies](#) as well as additional sub-competencies associated with the area in which the student is seeking licensure. It is the sub-competencies that distinguish one licensure area from another.

Three components are included in a successful field experience: observation, practice, and guided reflection. The on-site supervisor (licensed administrator in the licensure area sought) should afford the student the opportunity to observe and assist him/her while performing duties associated with the specific licensure area. The on-site supervisor should also serve as a mentor and facilitator in developing activities for the competencies allowing as much practice in competencies as feasible. The student should use written reflection as a tool for learning as the field experience progresses.

The intern should interact with teachers, students, parents, district office staff, principals, school board, and community to become familiar with the roles and responsibilities of the licensure area. Attendance where appropriate at administrative, school board, advisory, staff, parent, community meetings, regional administrative meetings and Minnesota Department of Education.

Exposure to the daily activities associated with the licensure area is important. The areas of planning, leadership, communication, assessment, problem solving, budgeting, program and personnel evaluation, curriculum and instruction oversight, school and district operations, safety, diversity, student interaction, policy, law, and governance should be included for interaction and observation.

An applicant for licensure as a superintendent, principal and director of special education must have field experience of at least 320 hours. Applicants for licensure serve as an intern to a licensed and practicing superintendent, principal or director of special education for each respective license. For principal licensure, field experience must include at least 40 hours at each level not represented by the applicant's primary teaching experience including elementary, middle or junior high, and high schools. For director of special education the field experience must include at least 40 hours or one week at a special education administrative unit other than the primary experience of the applicant.

An applicant for director of community education licensure must also complete a 320-hour field experience under the supervision of a licensed practicing director. It is recommended that the applicant spend 40 hours in a community education setting other than the one in which the majority of hours are collected.

The faculty in the Educational Administration and Leadership Department are the University Supervisors for the licensure areas. They have extensive practical and theoretical experience in educational administration. They can supervise students seeking licensure in more than one area when needed. The competencies in this handbook have been authorized by the Minnesota Board of School Administrators and sanctioned by the Minnesota legislature.

Professor	Area of Specialty for Field Experience	Office Phone
Dr. Amy Christensen	Community Education	(320) 308-3115
Dr. Dave Lund	K-12 Principal, Doctoral Program	(320) 308-1532
Dr. Frances Kayona	Master's Degree, Doctoral Program	(320) 308-3170
Dr. Jim Johnson	Supt., SPED Director, Doctoral Program	(320) 308-3722
Dr. John Eller	Doctoral Program	(320) 308-4272
Dr. Janine Dahms-Walker	Director of Special Education	(320) 310-6186

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FIELD EXPERIENCE STUDENT CHECKLIST

1. Beginning the Field Experience:

- Be accepted into the [School of Graduate Studies](#).
- Meet with an EDAD Advisor and complete a [Program of Study Form](#).
- Submit the signed Program of Study Form (Keep a copy for your files) to the Graduate Office to the attention of **Ann Anderson, (320) 308-2113**, or email to graduatestudies@stcloudstate.edu.
- Identify a **licensed, practicing On-Site Supervisor** in the area(s) in which you are seeking licensure. Contact that person to make sure she/he will agree to serve as your On-Site Supervisor.
- Apply for the EDAD Field Experience after a minimum of 9 credits in the licensure program is completed.
- Complete [Application for Field Experience](#) in the area for which licensure is sought (one for each licensure area if seeking multiple licenses).
- Submit the Application for Field Experience to the EDAD Office Manager **Kelli Schreiner** at kjschreiner@stcloudstate.edu. Phone: (320-308-4954), Fax: (320-308-0908). Address: Kelli Schreiner, Education Building B109, Fourth Avenue South, St. Cloud, MN 56301. Applications for SPED Director Field Experience should be emailed to Janine Dahms-Walker at jdwalker@stcloudstate.edu.
- Notify your University Supervisor when you have submitted the Application for Field Experience Form.
- Once the Application for Field Experience Form is submitted, wait for email notification that permission has been granted to register for the Field Experience and Portfolio Review courses. You have **30 days** to register after receiving the notification to register.
- Contact your University Supervisor once you are registered to inquire as to when to schedule an initial meeting with you and your University and On-Site Supervisors.

Other Important Information:

- The Field Experience course information for each licensure area is as follows:
 - EDAD 674: K-12 Principal; 4 credits
 - EDAD 676: Director of Special Education; 4 credits
 - EDAD 678: School Superintendent; 4 credits
 - EDAD 507: Director of Community Education: 4 credits
 - EDAD 611: Portfolio Review (one for each license sought): 1 credit
- The University Field Experience Supervisor should be the instructor of your EDAD 611 Portfolio Review course.
- Each Field Experience requires a separate Portfolio Review course (EDAD 611).
- Students must complete field experience in 12 months or re-register for field experience.

Note: MN Rule 3512.0200: An applicant for licensure as a superintendent, principal, director of special education or community education director must have field experience of at least 320 hours or 40 eight-hour days to be completed **within 12 continuous months**. For principal licensure, field experience must include at least 40 hours at each level not represented by the applicant's primary teaching experience including elementary, middle or junior high, and high schools. For director of special education the field experience must include at least 40 hours or one week at a special education administrative unit other than the primary experience of the applicant.

2. Preparing for the Initial Field Experience Meeting:

- Schedule the Initial Meeting with your University and On-Site Supervisors. Allow about 45 minutes for the meeting.
- Email the following information to your University Supervisor in advance of the meeting:
 - Verification of the date and time of the meeting
 - Names and titles of your On-Site Supervisor
 - Name, address and phone number of the school/location in which the meeting will take place

- Directions to the location of the meeting including street address.
- A phone number where you can be reached the day of the meeting
- Send copy of the handbook to your On-Site Supervisor.
- Discuss the Field Experience Handbook with your On-Site Supervisor before the Initial Meeting. Obtain ideas for activities for each competency and for the term project.
- Prepare a [Written Plan](#) for at least one of the thirteen core competencies and one of the specific licensure subpart competencies. Follow the [Example Written Plan](#) in this handbook
- Have the [Professional Education Program in School Administration; Statement of Understanding and Agreement Form](#) ready for signatures at the Initial Meeting.
- Complete the [Pre-Reflection Form](#) and have it ready at the Initial Meeting.
- Discuss a possible Term Project with your supervisor. This is a project decided by your On-Site Supervisor that will take up to 40 hours to complete. Several activities for the core competencies will result from your work on the Term Project.
- Host the Initial Meeting

3. During the Field Experience:

- Log all hours in a [Daily Log](#).
- Briefly describe each activity and identify the corresponding competencies that relate to that activity as part of your log. It should look something like the sample page in the handbook, [Example Daily Log](#)
- Keep copies of handouts and personal work to use as artifacts for the Efolio.
- Email your University Supervisor at least once a month to keep him/her apprised of your progress, frustrations, and accomplishments. Include your most up to date log of hours.
- Complete **Two Activities** for each of the 13 core competencies AND for each subpart competency specific to your license area using the **Written Plan** example for guidance. If completing two licenses, such as K-12 Principal and Special Education Director, one of the two activities should be for the principal and one for the special education director.
- For each competency area:
 - Briefly describe each of the two **Activities** (3-4 sentences)
 - Complete a brief **Reflection** for each activity (3-4 sentences)
 - Have at least one **Artifact** (example of or supporting evidence) for each of the 13 core competencies and for the sub competencies in the area or areas in which you seek licensure. An artifact is an item that demonstrates participation in an activity related to a competency

Other Important Information:

- You can use an activity for more than one competency area if it meets the intent of the competency.
- Communicate on a regular basis with the on-site supervisor your progress on activities.
- Complete field experience in one year (12 consecutive months) or re-register for the field experience course.

4. Completing the Efolio Process:

- Complete an electronic portfolio. Use the [Portfolio Completion Checklist](#) as a guide.
- Include the following in your Efolio:
 - Updated **Resume**
 - **Log of hours** and activities noting the site each activity was completed
 - **Professional Development Plan** (optional) This is a brief plan of how you plan to stay informed and up-to-date in your license area in the next 3-5 years.
 - A written **Philosophy Statement** for each of the 13 Core competencies (2-3 paragraphs using at least one citation)
 - **Two Activities** and an at least one **Artifact** for each Core and subpart competency
 - **Term Project** description

- Send the Efolio to your University Supervisor for approval at least one week prior to scheduling the Final Situational Panel Meeting.
- Schedule the **Final Situational Panel Meeting** with your University and On-Site Supervisor once the Efolio is submitted and approved by your University Supervisor (this meeting will take about an hour).
- Reserve a room that is equipped with computer and audiovisual equipment, which allows you to project the Efolio on a screen or wall (not to be viewed via computer screen).
- Contact your University Supervisor to:
 - Verify the date and time of the meeting
 - Identify names and titles of your On-Site Supervisor
 - Provide name, address and phone number of the school/location in which the meeting will take place
 - Provide directions to the location of the meeting
 - Provide a phone number where you can be reached the day of the meeting

5. Preparing for the Final Situational Panel Meeting:

- Provide the following at the final meeting/situation panel:
 - A copy of the [Situational Observation Assessment Rubric](#) for your On-Site and University Supervisors. (pages 40-44)
 - [A Completed Portfolio Completion Checklist](#). (page 46)
 - A completed [Application for Certificate Completion](#) (page 47)
 - A completed [Licensure Post Assessment](#) Document (pages 49 and 50)
 - Be prepared to present your Efolio electronically. Answer the following and show artifacts:
 1. What 2-3 competencies did you find difficult?
 2. What 2-3 competencies challenged you to grow?
 3. In which 2-3competencies did you feel comfortable and successful?
 4. Describe your term project
 - Answer Situational Panel members' questions.
 - The Situational Panel will be minimally comprised of the On-Site supervisor(s) and the University Supervisor. Others may be asked to participate on the Situational Panel if appropriate.
 - Questions will be posed to the student and can be philosophical or specific to the duties of the licensed administrator.
 - Scenarios or situational questions related to the role of the licensed administrator may be presented by the supervisors.
 - Obtain feedback from supervisors.
 - Make sure the electronic portfolio address is listed on the Portfolio Completion Checklist.
- Other Important Information:
- Once your supervisors sign the official letter for allowing you to apply for your license, then you will be able to move forward with license application. Directions for this can be found in the letter from Rita Moore, SCSU Certifying Licensure Officer on page 47.
 - Complete paperwork from MDE for obtaining the license. You must have your three years of teaching experience verified on the license application (see [Administrative Licensure: Directions to Apply Online](#))

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SUMMARY OF EXPECTATIONS/RESPONSIBILITIES

Expectations/Responsibilities of the Student:

1. File the Program of Study Form in the Office of Graduate Studies with Ann Anderson.
2. Schedule initial planning meeting with your on-site supervisor and University supervisor/advisor.
3. Provide the on-site supervisor with your Pre-Reflection and the Agreement form to be completed in the initial meeting.
4. Maintain scheduled times to meet with your on-site supervisor.
5. E-mail your University supervisor/advisor at least once a month to keep him/her informed of activities, challenges, and positive experiences.
6. Perform all course requirements in a manner reflecting leadership excellence.
7. Verify that you have at least 30 credits completed beyond a Master's Degree for K-12 Principal, Superintendent, and Director of Special Education licensure.
8. Maintain confidentiality in all interactions in the district, school and university environments. Breach of confidentiality potentially harmful to the field experience site may result in removal from the site and or field experience.
9. Communicate with the On-Site supervisor and/or University Supervisor any problems/concerns
10. Complete the Electronic Portfolio. (Efolio). Email Efolio to both university and on-site supervisors at least **ONE WEEK** before the final meeting.
11. Set up the final visit to present your Electronic Portfolio when Efolio is completed.
12. Complete the Application for Sixth Year Certificate when you have completed 30 credits beyond your Master's Degree.

Expectations/Responsibilities of the Supervisor:

1. Agree to the time commitment for supervising the intern
2. Verify the hours documented by the intern
3. Provide guidance on the activities for each of the competencies and help develop the Term Projects
4. Provide "shadowing" experiences when possible
5. Allow the intern to direct activities where appropriate
6. Help keep the intern focused on the competencies
7. Meet periodically with the intern to review progress
8. Communicate with the University Supervisor any problems/concerns
9. Sign the Agreement and Planning Conference forms
10. Participate on the Situational Panel and complete Situational Observation Assessment Rubric

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COMPETENCY REQUIREMENTS

MINNESOTA COMPETENCIES FOR SCHOOL ADMINISTRATORS

3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES.

Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses

A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:

A. Leadership

1. demonstrate leadership by collaboratively assessing and improving culture, and climate;
2. demonstrate leadership by providing purpose and direction for individuals and groups;
3. model shared leadership and decision-making strategies;
4. demonstrate an understanding of issues affecting education;
5. through a visioning process, formulate strategic plans and goals with staff and community;
6. set priorities in the context of stakeholder needs;
7. serve as a spokesperson for the welfare of all learners in a multicultural context;
8. understand how education is impacted by local, state, national, and international events;
9. demonstrate the ability to facilitate and motivate others;
10. demonstrate the ability to implement change or educational reform.

B. Organizational Management

1. demonstrate an understanding of organizational systems;
2. define and use processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;
3. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
4. demonstrate the ability to analyze need and allocate personnel and material resources;
5. develop and manage budgets and maintain accurate fiscal records;
6. demonstrate an understanding of facilities development, planning and management;
7. understand and use technology as a management tool.

C. Diversity Leadership

1. demonstrate an understanding and recognition of the significance of diversity, and respond to the needs of diverse learners;
2. create and monitor a positive learning environment for all students;
3. create and monitor a positive working environment for all staff;
4. promote sensitivity of diversity throughout the school community;
5. demonstrate the ability to adapt educational programming to the needs of diverse constituencies;

D. Policy and Law

1. develop, adjust, and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications;
2. recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;
3. demonstrate an understanding of state, federal, and case law governing general education, special education, and community education.

E. Political Influence and Governance

1. exhibit an understanding of school districts as a political system, including governance models;
2. demonstrate the ability to involve stakeholders in the development of educational policy;
3. understand the role and coordination of social agencies and human services;
4. demonstrate the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.

F. Communication

1. formulate and carry out plans for internal and external communications;
2. demonstrate facilitation skills;
3. recognize and apply an understanding of individual and group behavior in normal and stressful situations;
4. facilitate teamwork;
5. demonstrate an understanding of conflict resolution and problem solving strategies;
6. make presentations that are clear and easy to understand
7. respond, review, and summarize information for groups
8. communicate appropriately (speaking, listening, and writing) for different audiences— students, teachers, parents, community, and other stakeholders;
9. understand and utilize appropriate communication technology.

G. Community Relations

1. articulate organizational purpose and priorities to the community and media;
2. request and respond to community feedback;
3. demonstrate the ability to build community consensus;
4. relate political initiatives to stakeholders, including parental involvement programs;
5. identify and interact with internal and external publics;
6. understand and respond to the news media;
7. promote a positive image of schools and the school district;
8. monitor and address perceptions about school-community issues;
9. demonstrate the ability to identify and articulate critical community issues, which may impact local education.

H. Curriculum Planning and Development for the Success of All Learners

1. demonstrate the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including pre-K, elementary, middle, junior high school, high school, special education and adult levels;
2. demonstrate the ability to provide planning and methods to anticipate trends and educational implications;
3. demonstrate the ability to develop, implement, and monitor procedures to align, sequence, and articulate curriculum and validate curricular procedures;
4. demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;
5. appropriately use learning technologies;
6. demonstrate an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;
7. demonstrate an understanding of the urgency of global competitiveness.

I. Instructional Management for the Success of All Learners

1. demonstrate an understanding of research of learning and instructional strategies;
2. describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels;
3. demonstrate the ability to utilize data for instructional decision making;

4. demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes;
5. demonstrate the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;
6. demonstrate the ability to be responsive to the needs, interests and abilities of gifted and talented students;
7. demonstrate the ability to identify appropriate school structures and resources for gifted and talented students;
8. demonstrate the ability to appropriately use technology to support instruction.

J. Human Resource Management

1. demonstrate knowledge of effective personnel recruitment, selection, and retention;
2. demonstrate an understanding of staff development to improve the performance of all staff members;
3. demonstrate the ability to select and apply appropriate models for supervision and evaluation;
4. describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;
5. demonstrate understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures and directives governing human resource management;
6. demonstrate understanding of labor relations and collective bargaining;
7. demonstrate understanding of the administration of employee contracts, benefits, and financial accounts.

K. Values and Ethics of Leadership.

1. demonstrate understanding of the role of education in a democratic society;
2. demonstrate understanding of and model democratic value systems, ethics, and moral leadership;
3. demonstrate the ability to balance complex community demands in the best interest of learners; and
4. help learners grow and develop as caring, informed citizens;
5. demonstrate understanding and application of the Minnesota Board of School Administrators Code of Ethics for Administrators.

L. Judgment and Problem Analysis

1. identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;
2. demonstrate adaptability and conceptual flexibility;
3. assist others in forming opinions about problems and issues,
4. reach logical conclusions by making quality, timely decisions based on available information;
5. identify and give priority to significant issues;
6. demonstrate understanding of and utilize appropriate technology in problem analysis;
7. demonstrate understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and model appropriately their implementation.

M. Safety and Security

1. demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments;
2. demonstrate 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. demonstrate the ability to identify areas of vulnerability associated with school buses, buildings, and grounds and formulate a plan to take corrective action;
4. demonstrate understanding of procedural predictabilities and plan variations where possible;
5. demonstrate 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 will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas:

A. Policy and Law

1. demonstrate an understanding of the role policy plays in school district governance and administration;
2. demonstrate knowledge of statutory regulations affecting School Board meetings, communications, procedures, and practices;
3. demonstrate an understanding of the roles and responsibilities of the School Board.

B. Political Influence and Governance

1. demonstrate an understanding of the role the political process plays in public education and the connection between them;
2. demonstrate understanding of how to interact with local and state government;
3. demonstrate understanding of the roles played by other community leaders in the school district.

C. Communication

1. demonstrate knowledge of cultivating positive relationships between and with School Board members;
2. demonstrate understanding of the importance communication leadership between school district and its community.

D. Organizational Management

1. demonstrate knowledge of factors that affect school finance, including sources of revenue, expenditure classifications, Generally Acceptable Accounting Principals, and local, state, and federal finance calculations.

E. Judgment and Problem Analysis

1. demonstrate knowledge of how to balance varied and competing interests to assure the mission and vision of the school district is carried forward.

Subp. 3. Principal Competencies

A person who serves as a Principal will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas:

A. Instructional Leadership

1. demonstrate the ability to understand and apply school-wide literacy and numeracy systems;
2. demonstrate the ability to understand and apply district-wide literacy and numeracy systems.

B. Monitor Student Learning

1. demonstrate the ability to create a culture that fosters a community of learners;
2. demonstrate an understanding of student guidance systems and auxiliary services;
3. demonstrate the ability to implement a positive and effective student management system;
4. demonstrate the ability to develop and implement effective student discipline plans;
5. demonstrate the ability to develop a master instructional schedule;
6. demonstrate the ability to meet the enrichment, remediation, and special education needs of all students;
7. demonstrate the ability to understand and support a comprehensive program of student activities.

C. K-12 Leadership

1. demonstrate understanding of the articulation and alignment of curriculum from pre-school through

- grade 12;
2. demonstrate understanding of different organizational systems and structures at pre-K, elementary, middle or junior high and high school levels;
3. demonstrate the ability to work with children of all ages;
4. demonstrate the ability to work with parents, teachers and other staff in all levels of schooling;
5. demonstrate understanding of the characteristics of effective transitions from one level of schooling to the next;
6. demonstrate understanding of developmental needs of children of all ages.

Subp. 4. Director of Special Education Competencies

A person who serves as a Director of Special Education will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas:

A. Policy and Law

1. demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting and accounting;
2. demonstrate an understanding of state and federal regulations governing the monitoring of special education programs.

B. Organizational Management

1. demonstrate an understanding of the role policy and procedure play in school district governance and administration;
2. demonstrate knowledge of statutory regulations affecting Board meetings, communications, procedures, and practices that affect special education governance;
3. demonstrate an understanding of special education administrative models used in Minnesota.

C. Resource Allocation

1. demonstrate an understanding of special education program development including needs assessment, design and evaluation;
2. 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 will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas:

A. Community Education Concepts

1. understand and describe the history and philosophy of community education;
2. demonstrate a knowledge and application of the principles of community education;
3. demonstrate a knowledge of the role of the local school district's administrative team and the community education director's place within it;
4. demonstrate, facilitate and lead the integration of community education into the pre- K-12 system;
5. 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;
6. demonstrate knowledge of the various assessment tools used to effectively evaluate community education programs;
7. demonstrate understanding of the resources available to support learners of all abilities.

B. Community Capital

1. demonstrate a knowledge of advisory councils, their role, organization, functions and development;
2. demonstrate the ability to involve advisory councils in addressing community and school issues;
3. demonstrate the ability to build collaborative partnerships in the community;
4. demonstrate the ability to effectively identify the community political structures, both formal and informal;
5. demonstrate the ability to identify and effectively use local, civic, and business resources to enhance the lifelong learning opportunities within the community;
6. demonstrate the knowledge of the techniques used for developing leadership among community members;
7. demonstrate knowledge about sustaining community involvement in the community education process;
8. 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.

FIELD EXPERIENCE HANDBOOK INTRODUCTION

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APPLICATION FOR FIELD EXPERIENCE

Name Date

Address Home Phone

Street

School Phone

City State Zip

Student ID No. Email Address

Field experience to be served (check one)
 First Semester (fall) Second Semester (spring) Summer Year

Field experience desired (check one)
 K-12 Principal (EDAD 674) Superintendent (EDAD 678)
 Community Ed. Director (EDAD 507) Director of Special Education EDAD 676)

Indicate the Educational Administration program in which you are enrolled
 Sixth Year Program Specialist Degree Program Endorsement

Please answer the following questions **yes** or **no**: **Yes** **No**

1. Masters Degree has been completed (for EDAD 674, 678 & 676 only):
2. Meet requirements for teaching experience (see reverse for teaching experience requirements; if no, must complete Alternative Licensure Form):
3. Accepted in graduate school and have an approved Program of Graduate Studies Form on file signed by advisor and graduate dean- **Attach Program of Study**
4. At least nine (9) credits of the core program have been successfully completed at SCSU- **Attach a current transcript**
5. Prerequisite courses for field experience are completed or list when course will be taken

EDAD 605 (for K-12 Principal)	<input type="checkbox"/>	<input type="checkbox"/>
EDAD 608 (for Superintendency)	<input type="checkbox"/>	<input type="checkbox"/>
EDAD 613, EDAD 616 and EDAD 619 (for Director of Special Education)	<input type="checkbox"/>	<input type="checkbox"/>
EDAD 502 and EDAD 509 (for Community Education Director)	<input type="checkbox"/>	<input type="checkbox"/>

If any item is answered no, you must receive special permission from the department to enroll.

6. For Community Education Licensure Only
 Completed a Human Relations course: (Indicate the institution and year the Human Relations course was completed)
Attach a current transcript listing the Human Relations course)

7. List all teaching experience(s):
Attach a copy of all current licenses from MDE

Year	Location	Subject Area	License(s) Held
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Information about the proposed supervising administrator:

Name _____ Position _____

School District _____

Supervisor's Email Address _____

School Address _____

Street

City

State

Zip

School Phone _____

TO BE COMPLETED BY EDAD OFFICE PERSONNEL

Approved (University supervisor) _____

Not approved because _____

Permission to register entered Date _____

Note to student: When the "permission to register" override has been entered by department office personnel, you will be notified by telephone or e-mail to register. It is your responsibility to register in a timely manner. YOUR FIELD EXPERIENCE MUST BE COMPLETED WITHIN 12 MONTHS OR YOU WILL NEED TO RE-REGISTER FOR THE FIELD EXPERIENCE.

St. Cloud State University
ALTERNATIVE TEACHING EXPERIENCE: REQUIREMENTS

Minnesota Board of School Administrators:
Teaching Experience for Licensing School Administrators:

In accordance with Minnesota Rule 3512.0200, an applicant for licensure as a superintendent, principal, or special education director shall have three years of successful classroom teaching 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 Board of Teaching. SCHOOL PSYCHOLOGISTS, SPEECH CLINICIANS, SOCIAL WORKERS, SCHOOL COUNSELORS MUST COMPLETE THE ALTERNATIVE TEACHING INTERNSHIP FOR ANY ADMINISTRATIVE LICENSURE

Requirements for Alternative Teaching Experience:

- A. After receiving approval from the University supervisor, you will be notified when to register for EDAD 600, Alternative Teaching for 3 credits. You have one year to complete your alternative teaching experience.
- B. Meet with University supervisor for course requirements.
- C. Complete the Alternative Teaching Rubric on pages 22-25 and have it signed by the supervising administrator in your district. Your on site supervisor should be licensed and practicing in the administrative position you are seeking Alternative Licensure.
- D. Complete the Alternative Teaching Log on page 26 and have it signed by your on site supervising administrator verifying the hours are correct.
- E. Submit the completed application, Alternative Teaching Rubric, and the Alternative Teaching Log to the University supervisor.
- F. Upon completion of all course requirements, and submitting all required forms above to the University supervisor; the student will receive a grade for EDAD 600. Students will receive a letter from the University supervisor stating they have completed all requirements for Alternative Licensure. This letter is submitted in addition with the letter from the final portfolio review/situational panel for licensure to SCSU Records and Registration.
- G. Inform your field experience supervisor from SCSU you are completing Alternative Licensure before your final portfolio review/situational panel meeting.

St. Cloud State University
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND LEADERSHIP
APPLICATION FOR ALTERNATIVE FIELD EXPERIENCE

Name Date

Address Home Phone

Street

School Phone

City State Zip

Student ID No. Email Address

Indicate the Educational Administration program in which you are enrolled

Post Master Graduate Certificate Specialist Degree Program Endorsement

Please answer the following questions **yes** or **no**:

- | | Yes | No |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Accepted in graduate school into the Educational Leadership Program: | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Approved Post Master Graduate (6 th Year) Program of Study: | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Completed a Human Relations course: (Indicate the institution and year the Course was completed; and attach a transcript listing the Human Relations course) | <input type="checkbox"/> | <input type="checkbox"/> |

(If any item is answered no, you must receive special permission from the department to enroll.)

List all LICENSES AND ATTACH COPY OF CURRENT LICENSE (S)

Year	Location	Subject Area	License(s) Held
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Information about the proposed supervising administrator:

Name Position

School District

Supervisor's Email Address

School Address

Street City State Zip

School Phone

Signature of On Site Teaching Internship Supervisor _____

I agree to supervise and validate the required 1050 hours of teaching experience

Printed name of Supervisor

Approved (University Supervisor)

Not Approved because

Permission to register FOR EDAD 600 entered: Date:

Registration:

Teaching Interns must register for EDAD 600 Alternative Teaching (3 credits).

Once your application and all forms have been accepted, you will be notified when to register for EDAD 600 Alternative Teaching

**3512.0700 Alternative Licensure Without Teaching Experience Log/Rubric
St. Cloud State University – EDAD 600 Alternative Teaching**

First Name

Last Name

Date	Hours	Activity and Type of Experience 1. Curriculum 2. School Organization 3. Philosophy of Education	Grade Band A. Early Childhood B. Elementary C. Junior High/Middle D. Senior High
XX/XX/XXXX	XX	Describe the activity and how it relates to the areas in Type of Experience	List the Grade Band
Total Number of Hours			Need a minimum of 1050 hours

I verify these clock hours are correct.
Date

Signature of Site Supervisor

Printed Name of Supervisor

Title of Site Supervisor

Alternate Licensure STANDARDS	Needs Improvement -2	Meets Standards -6	Proficient -8	Excellent - 10	Evidence	Score
<p>Standard 1, Subject Matter – A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students</p>	<p>Demonstrates limited understanding of the central concepts, learning tools, and structure of the discipline(s) and needs to be able to better create learning experiences that make the subject matter meaningful for students.</p>	<p>Displays basic content knowledge, but does not articulate it clearly and/or does not make connections to effective learning experiences. There may be incomplete/inaccurate understandings of the subject matter and/or how to teach it effectively.</p>	<p>Understand and apply various methods of inquiry, connecting knowledge to everyday life. Encourage students to, analyze, understand and interpret subject matter concepts. Evaluate or design materials for accuracy and usefulness.</p>	<p>Apply multiple methods and explanations to teach key ideas and connect to prior knowledge. Encourage students to, analyze, understand and interpret subject matter concepts. Evaluate or design materials for accuracy and usefulness.</p>		
<p>Standard 2, Student Learning – A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social and personal development.</p>	<p>Insufficient evidence of understanding, skills, and abilities in assessing students' development, needs, interests, talents, and learning styles.</p>	<p>Evidence provides accurate knowledge of developmental characteristics and learning styles in general ways. Specific applications need to be developed further.</p>	<p>Evidence shows that the candidate understands how students learn and knows specific strategies for providing meaningful learning opportunities that support their intellectual, social, emotional, and physical development.</p>	<p>Evidence shows that the candidate has effectively applied perceptive understandings of how students learn, individual and group assessments of students' learning styles, and includes evidence of how students learned as a result of the candidate's teaching.</p>		
<p>Standard 3, Diverse Learner – A teacher must understand how students different in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.</p>	<p>Insufficient evidence to suggest that the candidate is able to create learning opportunities adapted for diverse learners. This includes skills of diagnosis, planning, assessing, record keeping, appropriate use of resources, and organization</p>	<p>Evidence suggests that the candidate is beginning to be able to create learning opportunities adapted for diverse learners. The candidate demonstrates a few of the skills of diagnosis, planning, assessing, record keeping, appropriate use of resources, and organization.</p>	<p>Evidence suggests that the candidate effectively creates learning opportunities adapted to diverse learners. The candidate is familiar with the students' cultural, language, and experiential backgrounds. Curricula, materials, and resources meet the needs and interests of</p>	<p>Evidence suggests that the candidate has a commitment (through consistent actions) to creating and guiding learning opportunities adapted to diverse learners. This may be through lesson design, classroom organization, individual or group projects/tasks, and examples of students' learning. Multiple perspectives are brought to learning experiences. It goes</p>		

			diverse learners. The candidate provides meaningful learning opportunities and effectively interacts with diverse students and their families.	well beyond the competent level.		
Standard 4, Instructional strategies – A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.	Needs better evidence to show that the candidate plans and implements instruction based on knowledge of subject matter, students, the community, and the curriculum goals. It needs to include more attention on task, wait time, transitions, organization of materials, standards-based lessons, multiple resources, and/or learning strategies that are developmentally appropriate.	Evidence is beginning to show that the candidate plans instruction based on knowledge of subject matter, students, the community, and the curriculum goals. Basic strategies to keep students actively engaged are identified but may not be consistent. Some awareness when and how to modify lessons is shown.	Evidence shows that the candidate plans instruction based on knowledge of subject matter, students, the community, and the curriculum goals. The candidate makes the content understandable to the students through multiple learning strategies. The candidate encourages students to extend their thinking through inquiry, critical and creative thinking, problem solving, and performance skills.	Evidence shows that the candidate has expertise in implementing learning experiences based in knowledge of subject matter, students, the community, and the curriculum goals. The candidate provides leadership and guidance to make standardbased learning goals and procedures clear to students. The candidate integrates technology as a tool to enhance learning. It goes well beyond the competent level.		
Standard 5, Learning Environment - A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.	There is insufficient evidence to show that the candidate creates a climate that is safe, fair, and conducive to learning for students and others involved in the process. This may include a need to further address classroom organization and motivation of respectful social interactions.	There is evidence to suggest that the candidate is beginning to be able to create a learning environment that supports positive social interaction, active engagement in learning, and self-motivation for students and others involved in the learning process.	There is evidence that the candidate creates a climate that promotes democratic, fair, and positive social interaction. The candidate uses an understanding of individual and group motivation to engage learners and promote self-motivation. The physical environment is safe and conducive to learning.	There is evidence that the candidate guides and leads students to develop the social skills required to learn effectively, to support one another, and to be selfmotivated. The candidate understands and uses community building theory to guide and maintain effective learning communities. The candidate performs beyond the competent level in engaging and maintaining learning.		

<p>Standard 6, Communication- A teacher must be able to use the knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>Not sufficient evidence that the candidate communicates effectively with students, families, professionals, and/or others. Language errors are not a good model for students. Voice quality needs strengthening. Technology skills need development.</p>	<p>Evidence that language and/or vocabulary are correct but inappropriate to students' age and background. Directions and procedures are clarified after initial confusion and/or lack of specificity. Technology skills are at the novice level.</p>	<p>Evidence that the candidate uses effective verbal and non-verbal communication that assists students in communicating effectively. The candidate formulates and asks questions effectively to stimulate discussion and thinking. Technology is used effectively as a learning tool for communication.</p>	<p>Consistently uses expressive language and enhances learning for students. Students are given multiple opportunities for development of social, problemsolving, oral, written, listening, and reading skills. A variety of technology tools are effectively integrated into learning and teaching opportunities.</p>		
<p>Standard 7, Planning Instruction– A teacher must be able to plan and manage instruction based on knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>Candidate does not plan and implement instruction based on knowledge of subject matter, students, the community, and the curriculum goals. Understanding of the need and purposes for lesson design and curriculum development need to be strengthened. Elements of lesson design need improvement. Materials and activities need greater relevance to the context.</p>	<p>Candidate understands basic lesson design and awareness of general instructional procedures. The candidate needs to better understand standard-based planning that will align lesson goals, instruction, and assessment. The candidate needs to better consider the students, content, and context when selecting learning methods and materials.</p>	<p>Candidate articulates clear learning goals that are appropriate for the students, content, curriculum, and context. Appropriate methods and materials are selected that align goals, academic standards, instruction, and assessment. The candidate uses supplemental materials, alternate approaches, and outside resources to enhance learning experiences. With reflective assessment, the candidate adjusts lessons to meet the needs and talents of the students.</p>	<p>Candidate goes beyond the competent level of planning learning experiences for students that engage them in investigative participation related to real life tasks. Strategies that support productive and collaborative projects that promote self-motivation and intrinsic satisfaction are utilized. The organization and planning support democratic values and a positive learning community.</p>		
<p>Standard 8, Assessment – A teacher must understand and be able to use formal and informal assessment</p>	<p>Not sufficient evidence that the candidate understands and uses assessment strategies to meet the learning needs and talents of students.</p>	<p>Basic knowledge of assessment methodology but may not implement it consistently. This knowledge is limited and/or relies solely on workbooks and pre-made tests.</p>	<p>Evidence that the candidate effectively aligns learning goals, standards, instruction, and assessment. Both formal and informal</p>	<p>Effectively aligns learning goals, standards, instruction, and assessment. There are a variety of both formal and informal performance assessment strategies that</p>		

<p>strategies to evaluate and ensure the continuous intellectual, social and physical development of the student.</p>		<p>There may be a narrow focus on analyzing student work.</p>	<p>assessment strategies are used to support the continuous academic, social, and physical growth of students. Assessment data are used to support the learning needs and talents of individual students. Students are encouraged to assess their own learning.</p>	<p>ensure the continuous academic, social, and physical growth of students. Multiple sources of data about learning are collected, analyzed, and used to make fair and valid decisions about learning experiences and assessments. Accurate records of students' progress are kept and reported appropriately. Appropriate feedback is given to students on a regular basis. Technology is used to assist with assessment.</p>		
<p>Standard 9, Reflection and Professional Development – A teacher must be a reflective practitioner who continues to consider the effect of choices and actions on others and actively seeks out opportunities for professional growth.</p>	<p>Does not demonstrate ability to reflect at a deep level and to initiate professional development opportunities.</p>	<p>Beginning to demonstrate ability to reflect effectively and to have interest in professional development.</p>	<p>Effectively and regularly reflects orally and in writing on ways to strengthen learning and teaching. The candidate understands and uses action research and research-based approaches to learning and teaching. The candidate demonstrates leadership potential for learning and teaching.</p>	<p>Competent level related to reflection and professional development. The candidate seeks and uses multiple resources to promote different perspectives with academic and social learning goals. The candidate is well read in specific content areas and demonstrates a disposition of curiosity. The candidate assumes leadership in learning and teaching.</p>		
<p>Standard 10, Collaboration, ethics and relationships – A teacher must be able to communicate and interact with parents, guardians, families to support student learning and well being.</p>	<p>Insufficient evidence that the candidate uses collaborative and ethical principles to build relationships with colleagues, staff, students, families, and/or community members. Self-confidence and maturity may need improvement. Negative and/or defensive</p>	<p>Developing collaborative skills but consistent patterns of professional relationships have not been established. Ethical principles are not consistently applied.</p>	<p>Demonstrates collaborative skills and communicates well with colleagues, staff, students, parents, and community members. Self-confidence and maturity are evident in decision-making and professional actions. The candidate uses feedback to strengthen</p>	<p>Competent level to collaborate and build relationships with colleagues, staff, students, families, and community members. Ethical principles are consistently applied and taught to students. This maturity and confidence result in obvious growth in relationships and respect among students in the setting.</p>		

	dispositions may be patterns of behavior.		teaching and learning experiences. Ethical principles are consistently applied.			
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INTERN NAME

CURRENT MN LICENSURE (S)

ALTERNATE LIC REQUESTED: Principal Special Education Director Superintendent

DISTRICT OF ALTERNATIVE INTERNSHIP

ADDRESS

SUPERVISING ADMINSTRATOR NAME (PRINTED)

SUPERVISING ADMINSTRATOR (SIGNITURE) I have reviewed the evidence submitted and the candidate meets the teacher standards for alternative licensure.

TITLE

PHONE

EMAIL

COMPLETION DATE:

SUPERVISING UNIVERSITY PROFESSOR

St. Cloud State University
LICENSURE IN SCHOOL ADMINISTRATION
STATEMENT OF UNDERSTANDING AND AGREEMENT:
FIELD EXPERIENCE

This Statement of Understanding and Agreement must be turned in prior to starting the field experience.

In the collaborative arrangement to provide a field experience as specified below, the individuals involved agree that each has read and understands the listed documents and his/her role in contributing to a quality field experience.

I. Type of field experience: EDAD 674, EDAD 676, EDAD 678, or EDAD 507

- The student is expected to apply acquired understandings and knowledge in on-site educational administration activities. The experience is cooperatively planned, implemented, and supervised by the student, school district personnel, and University professor in compliance with Minnesota licensure requirements for a minimum of 320 clock hours.
- Prerequisite: permission to enroll in field experience course from your University supervisor.

II. Essential Field Experience Components

- Electronic portfolio completed
- Assessments completed
- Demonstration of competency
- Situational Panel

III. Names and signatures of participants in the Field Experience

Student (please print name):

Signature: _____ Date:

On Site Supervisor (please print name):

Signature: _____ Date:

Supervisor Title:

District Name and Number:

St. Cloud State University Supervisor (please print name):

Signature: _____ Date:

St. Cloud State University
FIELD EXPERIENCE: PRE-REFLECTION

Student Name:

Date:

Please answer the following questions as completely as you can. Turn in your responses at the initial planning meeting. Provide copies for everyone at the meeting.

A. What would you like to accomplish during your field experience?

B. How do you plan to structure your field experience in terms of supervisors, location, time, and activities?

C. What type of project do you see as viable for your field experience? Identify at least two areas of interest.

D. Knowing yourself, what challenges will you face during your internship? Please be specific about the kinds of challenges you anticipate and how you might overcome them.

St. Cloud State University
INITIAL MEETING CHECKLIST

Student Name: _____

School District: _____

On-Site Supervisor Name: _____

University Supervisor Name: _____

Checklist of items discussed at the initial meeting:

____ Field Experience handbook

____ Role of student

____ Role of supervisor

____ Pre-reflection form

____ Statement of Understanding and Agreement Form

____ Written plan

____ Daily Log

____ Term project

____ Site visits

____ Confidentiality

____ Situational panel evaluation

____ Student post assessment

____ Suggested meetings, conferences, and/or workshops

____ Licensure requirements:

(320 Field Experience Hours, 3 years Teaching Experience, 30 Credit Hours, and Master's Degree)

Comments: _____

Student Signature: _____ **Date:** _____

On-Site Supervisor Signature: _____

University Supervisor Signature: _____

St Cloud State University
INITIAL MEETING CHECKLIST FOR
SPECIAL EDUCATION DIRECTOR

Activities to be discussed for Director's licensure:

- | | |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> SERVS/EDRS/MARSS | <input type="checkbox"/> Coordinator/Psychologist Services |
| <input type="checkbox"/> Tuition Billing | <input type="checkbox"/> Caseload analysis |
| <input type="checkbox"/> Extended School Year | <input type="checkbox"/> Special Services
Title, Nursing, English Language Learners, Homeless |
| <input type="checkbox"/> Director's Forum | <input type="checkbox"/> Cabinet Leadership Team |
| <input type="checkbox"/> Regional Director's Meeting | <input type="checkbox"/> Diversity Experiences |
| <input type="checkbox"/> Principal Meeting | <input type="checkbox"/> Major Project |
| <input type="checkbox"/> Conflict Meeting | |
| <input type="checkbox"/> Supervision of staff | |
| <input type="checkbox"/> Board Meeting | <input type="checkbox"/> Alternative 40 Hour Site |
| <input type="checkbox"/> Business Manager | |
| <input type="checkbox"/> ECSE Meeting (IEIC) | |
| <input type="checkbox"/> Transition Services, CTIC | |
| <input type="checkbox"/> Fiscal Monitoring | |
| <input type="checkbox"/> Program Monitoring | |
| <input type="checkbox"/> Parochial Schools – Child Find | |
| <input type="checkbox"/> Low Incidence Services | |

Comments: _____

Student Signature: _____ **Date:** _____

On-Site Supervisor Signature: _____

University Supervisor Signature: _____

St. Cloud State University
WRITTEN PLAN: FIELD EXPERIENCE

TEMPLATE DOCUMENT

Name:

Date:

On-Site Supervisor(s):

University Supervisor:

Competency:

Description of Activity #1:

Reflection of completed Activity #1:

Artifact:

Description of Activity #2:

Reflection of completed Activity #2:

Artifact:

St. Cloud State University
K-12 PRINCIPAL
EXAMPLE OF A WRITTEN PLAN

PRINCIPALSHIP EXAMPLE FOR ELECTRONIC PORTFOLIO

Name: Chad Smith
Date: May 1, 2009
Site Supervisor(s) Principal Supervisor
University Supervisor: Dr. Nick Miller
Competency: Policy and Law

Description of Activity #1: Develop and implement a comprehensive student handbook for the 2009-2010 school year.

- Discuss the need for a student handbook with administrative staff
- Collaborate with other schools within the district to ensure transparency among middle schools
- Design and create a working model of the student handbook
- Finalize the student handbook and send it to the school board for approval

Reflection of Activity #1:

This project was more of an undertaking than I originally thought. It was amazing to me how many policies there are in place in a school district and how comprehensive some of them can be. It took many hours of reviewing policies set in place within the district, and other districts around us to accurately establish ones to implement within Cambridge Middle School. I really liked working with policies, however some it is important when building a student handbook, to not burden administration with too many rules and regulations for student conduct.

Artifact: student handbook

Description of Activity #2: Create a working student planner with the CMS student handbook inside.

- Finalize the student handbook and send it to the school board for approval
- Contact the appropriate sources to effectively create a working student planner
- Create a student planner that fits the needs of all students and subject areas
- Contact staff to insure all needs are met with installed devices in the planner
- Finalize, print and distribute the CMS student planners with the 2009-2010 CMS student handbook incorporated into it

Reflection Activity #2:

This was a very comprehensive activity which required a lot of time and resources to be able to effectively design and implement a student planner with the 2009-2010 student handbook incorporated into it. There were many individuals who needed to be contacted in order to ensure that all student and staff needs were essentially incorporated into this student planner. The planner,

however long it took to create, is a great device to be used in our school to ensure academic and behavioral success.

Artifact: student planner

St. Cloud State University
DIRECTOR OF SPECIAL EDUCATION
EXAMPLE OF A WRITTEN PLAN

DIRECTOR OF SPECIAL EDUCATION EXAMPLE FOR ELECTRONIC PORTFOLIO

Name: John Smith
Date: May 1, 2009
Site Supervisor(s) Director of Special Education Supervisor
University Supervisor: Dr Janine Dahms-Walker
Competency: Policy and Law

Description of Activity #1: Administrative Leadership Team Presentation

- Summarize the stakeholder survey data collected by the Minnesota Department of Education's Continuous Improvement Monitoring Program (CIMP)
- Identify data trends for each member district within the Education District.
- Present information to each administrative leadership team from member districts summarized in a PowerPoint.

Reflection of Activity #1):

In order to produce a meaningful summary of the data, I had to re-enter the data into Excel spreadsheets, develop a systematic way of interpreting the data, and create a template for summarizing the data per stakeholder group. The end product consisted of five single district summaries, as well as an Education District summary highlighting data trends seen across all the districts. The summary provided information for future staff development across all the sub groups. Special education administrators are continually confronted with decisions that require them to draw on their knowledge of state, federal, and case law to meet the requirements of monitoring. In addition, special education administrators need to be skilled in aligning policy development, adjustment, and implementation with the local, state, and federal requirements.

Artifact (Example): Administrative Leadership Team Presentation Agenda

Description of Activity #2: Meeting Summary Presentations

- Attend the Regional Director's meetings for 2 meetings
- Attend a statewide MDE director forum
- Present information from each meeting in a summary document or PowerPoint regarding any changes or updates in monitoring procedures, requirements of districts or corrective action plans to the school psychologists, Birth-2 teachers and coordinators.

Reflection of Activity #2:

Directors are responsible to ensure all staff are meeting due process procedures for both monitoring and program improvement. Staying current in these areas requires attendance at local and statewide meetings and sharing information with appropriate staff and administrators. This activity focuses on special education staff though the director also condenses the most salient information for principals and superintendents.

Artifact (Example): Meeting Summary Presentations Agenda

St. Cloud State University
SUPERINTENDENT
EXAMPLE OF A WRITTEN PLAN

SUPERINTENDENCY EXAMPLE FOR ELECTRONIC PORTFOLIO

Name: Richard Smith
Date: December, 2009
Site Supervisor(s) Superintendent Supervisor
University Supervisor: Dr. Roger Worner
Competency: Policy and Law

Description of Activity #1: Directly work with the school board to update the Acceptable Internet Use policy.

- Review existing policy
- Compare to model MSBA policy
- Review policies from other school districts
- Recommend changes

Reflection of Activity #1:

Several issues related to this policy and its abuse became a public in our district so the review and updating of the policy by the board is very important. In addition to the district response and communication with the media, I worked closely with the School Board to bring some much needed changes to this policy. Looking at all district policies on a scheduled basis is what I learned from this activity.

Artifact (Example): policy

Description of Activity #2: Participate as the lead negotiator in all collective bargaining agreements for the district.

- Communicate the School Board's parameters to each negotiating group
- Ensure that the Fair Labor practices are followed
- Managed work to rule situation

Reflection of Activity #2:

After six months of arduous discussions and budget cuts being forecast, we appeared to be going backwards with our negotiations process. The public became involved and began writing nasty letters to the editors against teacher raises. I felt morale slipping and worked directly with Union Leadership to broker a tentative agreement. Negotiations are areas so difficult to experience until you really are in the superintendent role.

Artifact (Example): memo on Fair Labor Negotiations

St. Cloud State University
DIRECTOR OF COMMUNITY EDUCATION
EXAMPLE OF A WRITTEN PLAN

DIRECTOR OF COMMUNITY EDUCATION EXAMPLE FOR ELECTRONIC PORTFOLIO

Name: John Smith
Date: July 14, 2006
Site Supervisor(s) Director of Community Education Supervisor
University Supervisor: Dr. Francis Kayona
Competency: Community Capital

Description of Activity #1: Community Education Budget Analysis.

- Meet with Community Education Director regarding financial management
- Review budgeting and financial management practices from other school districts
- Review state appropriations
- Review updated census numbers
- Examine base funding per resident figures
- Examine the School Age Care definition

Reflection of Activity #1:

The Community Education Director was a big help in the learning curve of community education financing. I also met with the Business Director. We will look into the School Age Care levy right away. Our plan is to levy for the cost of our aide in K-Pals and one staff member in after school Pals. Each of these staff members is needed for us to be an open facility that can handle students with disabilities. The census information I will work on prior to the 2007-2008 academic year.

Artifact (Example): summary of key findings

Description of Activity #2: Improving Communication in the Workplace.

- Attend the summer State President's Community Education Conference
- The theme of the conference is Communication.
- Presenter will cover on a variety of work place communication methods—how to run meetings, email communication, phone communication, inter-office memos, walk through visits, scheduled evaluations, and more.
- Learn about moral, non-verbal communication, and confronting conflict.
- Apply these concepts to my current position.

Reflection of Activity #2:

I felt the conference was good in that it gave me ideas of how to communicate with my staff. Although I have supervised other in previous positions, most of my supervision has been with student workers or assistant coaches. Both of these supervisory roles are much more informal than my current situation. I took away from the conference the need to document, for me that means writing, what is happening in our office on a day-to-day basis.

Artifact (Example): conference agenda

St. Cloud State University

DAILY LOG TEMPLATE: FIELD EXPERIENCE

Principal Code: E=elementary; ML=middle level; SH=senior high

Superintendent Code: Indicate hours logged in at least two districts

Special Education Director Code: Indicate district, cooperative, educational district, and intermediate or charter school

Community Education Director Code: EC=Early Childhood; ABE=Adult Basic Ed.;

AWD=Adults with Disabilities; AE=Adult Enrichment, YE=Youth Enrichment

Date	Activity	Competency	Hours	Site

St. Cloud State University EXAMPLE OF A DAILY LOG

Principal Code: E=elementary; ML=middle level; SH=senior high

Superintendent Code: Indicate hours logged in at least two districts

Special Education Director Code: Indicate district, cooperative, educational district, and intermediate or charter school

Community Education Director Code: EC=Early Childhood; ABE=Adult Basic Ed.;

AWD=Adults with Disabilities; AE=Adult Enrichment, YE=Youth Enrichment

Date	Activity	Competency	Hours	Site
9/17 & 9/18	Opening Workshop	Organizational oversight and Oral expression	2 5 9	MILACA E JH SH
9/20	Interviewing	Judgment	3.25	BENTON STEARNS ED DISTRICT
9/21	Staff Development Meeting	Leadership Staff Development	1.5	ST CLOUD DAO
	EC Screening	Measurement & Evaluate Implementation Skills	4	MILACA E

St. Cloud State University
PORTFOLIO COMPLETION CHECKLIST

(To be completed by student prior to the scheduling the Final Situational Panel Meeting)

Student Name:

SCSU ID:

On-Site Supervisor Name and Title:

District/School Name:

Electronic Portfolio Email Address:

Date:

Semester/Year enrolled in Field Experience:

	Completed	In Progress	Comments
Vita or Resume			
Professional Development Plan (optional)			
Daily Log (must total at least 320 Hours)			
Core Competencies (13) Philosophies (one for each of 13) Activities/Reflections (2 for each of the 13) Artifacts (at least 1 for each of the 13)			
Subpart Competencies (2-5 depending on license area) Philosophies Activities/Reflections (2 for each) Artifacts (at least 1 for each)			
Term Project			
Copy of Electronic Portfolio			
Post Assessment Documents completed			

Comments:

Candidate Signature: _____ Date:

On-Site Supervisor Signature: _____ Date:

University Supervisor Signature: _____ Date:

Situational Panel Assessment Rubric: Superintendent

April 2014

(Criteria and Descriptors)

Rating	No Evidence: Responses indicate <u>no understanding</u>	Limited Evidence: Responses indicate <u>rudimentary understanding</u>	Adequate Evidence: Responses indicate <u>sufficient understanding</u>	Ample Evidence: Responses indicate <u>proficient understanding</u>
Criteria	1	2	3	4
A. Policy and Law Demonstrate an understanding of the role policy and statutory regulations plays in school district governance, administration, and School Board issues. Demonstrate knowledge of the roles and responsibilities of the School Board. <input type="checkbox"/> Points	Unable to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Basic ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Sufficient ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Notable ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.
B. Political Influence and Governance Demonstrate an understanding of the role the political process plays in public education and how to interact with local and state government and community leaders. <input type="checkbox"/> Points	Inability to articulate or show evidence of knowledge, skills, or mindsets that relate to Political Influence and Governance.	Basic ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Political Influence and Governance.	Adequate ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Political Influence and Governance.	Exceptional ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Political Influence and Governance.
C. Communication Demonstrate knowledge of cultivating positive relationships between and with School Board members and the district and community. <input type="checkbox"/> Points	Unable to explain or provide evidence of knowledge, skills, or mindsets that relate to Communication.	Basic ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Communication.	Sufficient ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Communication.	Notable ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Communication.
D. Organizational Management Demonstrate knowledge of factors that affect school finance, including sources of revenue, expenditure classifications, Generally Acceptable Accounting Principals, and local, state, and federal finance calculations.	Inability to describe or provide evidence of knowledge, skills, or mindsets that relate to Organizational Management.	Basic ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Organizational Management.	Adequate ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Organizational Management.	Exceptional ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Organizational Management.

<input type="checkbox"/> Points				
E. Judgment and Problem Analysis Demonstrate knowledge of how to balance varied and competing interests to assure the mission and vision of the school district is carried forward. <input type="checkbox"/> Points	Unable to explain or provide evidence of knowledge, skills, or mindsets that relate to Judgment and Problem Analysis.	Basic ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Judgment and Problem Analysis.	Sufficient ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Judgment and Problem Analysis.	Notable ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Judgment and Problem Analysis.

Name of Student:

Total score: /20 pts. Possible

Rubric Rating System
15-20 Meets standards
9-14 Additional work needed
0-8 Does not meet standards

University Supervisor: _____
(Signature)

Date:

On-Site Supervisor: _____
(Signature)

Title and District name:

(Please place a check beside the name of the person completing this rubric)

Situational Panel Assessment Rubric: K-12 Principal
(Criteria and Descriptors)

Rating	No Evidence: Responses indicate <u>no understanding</u>	Limited Evidence: Responses indicate <u>rudimentary understanding</u>	Adequate Evidence: Responses indicate <u>sufficient understanding</u>	Ample Evidence: Responses indicate <u>proficient understanding</u>
Criteria	1	2	3	4
<p>A. Instructional Leadership Understand apply school-wide and district-wide literacy and numeracy systems.</p> <input type="checkbox"/> Points	Unable to describe or provide evidence of knowledge, skills, or mindsets that relate to Instructional Leadership.	Basic ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Instructional Leadership.	Adequate ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Instructional Leadership.	Notable ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Instructional Leadership.
<p>B. Monitor Student Learning Demonstrate the ability to create a culture that fosters a community of learners through support services, discipline plans, and via schedules, activities, and special education programs and services.</p> <input type="checkbox"/> Points	Inability to articulate or show evidence of knowledge, skills, or mindsets that relate to Monitoring Student Learning.	Basic ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Monitoring Student Learning.	Sufficient ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Monitoring Student Learning.	Exceptional ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Monitoring Student Learning.
<p>D. K-12 Leadership Demonstrate understanding of the articulation and alignment of curriculum from pre-school through grade 12 at all organizational levels. Display the ability to work with teachers, staff, and parents to enhance the educational environment. Demonstrate understanding of developmental needs of children of all ages and abilities.</p> <input type="checkbox"/> Points	Unable to explain or provide evidence of knowledge, skills, or mindsets that relate to K-12 Leadership.	Basic ability to explain or provide evidence of knowledge, skills, or mindsets that relate to K-12 Leadership.	Adequate ability to explain or provide evidence of knowledge, skills, or mindsets that relate to K-12 Leadership.	Notable ability to explain or provide evidence of knowledge, skills, or mindsets that relate to K-12 Leadership.

Name of Student:

Total score: /12 pts. possible

University Supervisor: _____
(Signature)

Date:

On-Site Supervisor _____
(Signature)

Title District name:

(Please place a check beside the name of the person who completed this rubric)

Rubric Scoring System

9-12 Meets standards

6-8 Additional work

0-5 Does not meet standards

Situational Panel Assessment Rubric: Director of Special Education
(Criteria and Descriptors)

Rating	No Evidence: Responses indicate <u>no</u> <u>understanding</u>	Limited Evidence: Responses indicate <u>rudimentary understanding</u>	Adequate Evidence: Responses indicate <u>sufficient</u> <u>understanding</u>	Ample Evidence: Responses indicate <u>proficient understanding</u>
Criteria	1	2	3	4
<p>A. Policy and Law Demonstrate an understanding of state and federal laws, rules, and procedures governing and monitoring special education finance, budgeting and accounting.</p> <input type="checkbox"/> Points	Unable to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Basic ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Adequate ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.	Notable ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Policy and Law.
<p>B. Organizational Management Demonstrate knowledge of statutory regulations affecting Board meetings, communications, procedures, and practices that affect special education governance and policy. Demonstrate knowledge of special education administrative models used in Minnesota.</p> <input type="checkbox"/> Points	Inability to articulate or show evidence of knowledge, skills, or mindsets that relate to Organizational Management.	Basic ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Organizational Management.	Sufficient ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Organizational Management.	Exceptional ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Organizational Management.
<p>C. Resource Allocation Demonstrate an understanding of special education program development including needs assessment, design and evaluation. Demonstrate knowledge of the resources available that serve students with a disability and their families.</p> <input type="checkbox"/> Points	Unable to explain or provide evidence of knowledge, skills, or mindsets that relate to Resource Allocation.	Basic ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Resource Allocation.	Adequate ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Resource Allocation.	Notable ability to explain or provide evidence of knowledge, skills, or mindsets that relate to Resource Allocation.

Name of Student:

Total score: /12 pts. possible

University Supervisor: _____
(Signature)

Date:

On-Site Supervisor: _____ Title of Supervisor and District name:
(Signature)

Rubric Scoring System

9-12 Meets standards

6-8 Additional work needed

0-5 Does not meet standards

(Please place a check beside the name of the person completing this rubric)

Situational Panel Assessment Rubric: Director of Community Education
(Criteria and Descriptors)

Rating	No Evidence: Responses indicate <u>no understanding</u>	Limited Evidence: Responses indicate <u>rudimentary understanding</u>	Adequate Evidence: Responses indicate <u>sufficient understanding</u>	Ample Evidence: Responses indicate <u>proficient understanding</u>
Criteria	1	2	3	4
A. Community Education Concepts Understand and describe the history, philosophy, and principles of community education and its role in the PK-12 system. Demonstrate knowledge of community assessment for programming both in the schools and community. Understand how resources are used and distributed. <input type="checkbox"/> Points	Unable to describe or provide evidence of knowledge, skills, or mindsets that relate to Community Education Concepts.	Basic ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Community Education Concepts.	Adequate ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Community Education Concepts.	Notable ability to describe or provide evidence of knowledge, skills, or mindsets that relate to Community Education Concepts.
B. Community Capital Demonstrate an understanding of advisory councils, their role, organization, functions and development. Demonstrate knowledge of the importance of building partnerships with the community to increase opportunities for education for all residents. Understand how to engage local, civic and business resources for enhanced programs and services. Demonstrate an understanding of factors that affect school finance, including revenue, expenditures, accounting principles, and local, state, and federal finance calculations. <input type="checkbox"/> Points	Inability to articulate or show evidence of knowledge, skills, or mindsets that relate to Community Capital.	Basic ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Community Capital.	Sufficient ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Community Capital.	Exceptional ability to articulate or show evidence of knowledge, skills, or mindsets that relate to Community Capital.

Name of Student:

Total score: /8 pts. possible

University Supervisor: _____ Date:

(Signature)

On-Site Supervisor: _____ Title and District name:

(Signature)

(Please place a check beside the name of the person completing this rubric)

Rubric Scoring System
6-8 Meets standards
3-5 Additional work needed
0-2 Does not meet standards

Administrative Professional Portfolio Rubric – 6th Year

Criteria	Limited 1	Satisfactory 2	Proficient 3
Organization Protocols for organizing contents and use of hyperlinks)	Portfolio demonstrates little or no evidence of planning and organization-related practices; side bar or table of contents is inadequate or is missing; use of hyperlinks are missing or not working.	Portfolio demonstrates adequate evidence of planning and organization related practices; contents are well organized; sidebar or table of contents is present; hyperlinks are present and work.	Portfolio demonstrates proficient evidence of planning and organization related practices. Contents are very well organized and easily located by the reader; efficient use of hyperlinks.
Presentation (effective use of images, graphics, media, visuals, fonts)	Portfolio contains weak evidence of consistent use of type and size of font; graphics seem to distract rather than aid in understanding.	Portfolio contains adequate evidence of the use of technology; font and size of font is mostly consistent; use of visuals is present and adds to the understanding of the document.	Portfolio demonstrates excellent use of technology; formatting, and type and size of font is consistent throughout the document; visuals and other graphics aid to the understanding of the document.
Content (quality of the philosophy statements of the competency, artifacts, projects, and other portfolio components)	Portfolio demonstrates weak evidence artifacts. Candidate was unable to clearly reflect on the philosophy of the competency (ies). Some components of the portfolio are missing or incomplete; little or no evidence of scholarly thought.	Portfolio demonstrates adequate evidence of artifacts; candidate's ability to describe and reflect on the philosophy of the competency (ies) is clear; other components of the portfolio are mostly present; developing evidence of scholarly thought.	Portfolio demonstrates evidence of good quality artifacts; candidate has reflected and described the philosophy of the competency (ies) in a clear and articulate manner. All components of the portfolio are present. Candidate demonstrates strong evidence of scholarly thought.
Communication (Written and Oral)	Candidate exhibited many critical writing errors. Ability to describe or articulate thoughts and ideas is minimal. Candidate was unable to focus his/her comments. Revisions are required.	Candidate displayed few significant writing errors; ability to describe or articulate thoughts and ideas is adequate. Candidate was mostly able to keep his/her comments focused. Product is acceptable.	Candidate demonstrated exemplary writing skills; ability to describe or articulate thoughts and ideas is proficient. Candidate was able to keep his/her comments focused. Product is quite acceptable.

Student Name

University Supervisor Signature

Date

Total Points (Max. 12)

OFFICE OF RECORDS AND REGISTRATION
ST. CLOUD STATE UNIVERSITY, AS 118
720 4th AVENUE SOUTH
ST. CLOUD MINNESOTA 56301-4498

A \$10 per certificate non-refundable fee must be paid when submitting this application to the Office of Records and Registration. No application will be accepted unless accompanied by this fee. Make check payable to St. Cloud State University.

APPLICATION FOR GRADUATE CERTIFICATE COMPLETION

Students must receive formal admission to the certificate program before submitting this application for completion.

SCSU Student ID # _____

Name _____
First Middle Last

(Please print. Your name will be printed on your certificate as it appears on your academic record. If you have had a legal name change and would like that name indicated on your certificate, please complete the Name Change Request Form at <http://www.stcloudstate.edu/registrar/students/forms> and submit all documents together.)

Email Address _____ Phone Number (____) _____

I hereby apply for the review of requirement completion for the following certificate(s):

- | | | |
|------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> Addictions Specialist | <input type="checkbox"/> Instructional Technology | <input type="checkbox"/> Special Education - DD |
| <input type="checkbox"/> Autism | <input type="checkbox"/> Library Media Specialist | <input type="checkbox"/> Special Education - EBD |
| <input type="checkbox"/> Community Education | <input type="checkbox"/> Marriage and Family Therapy | <input type="checkbox"/> Special Education - LD |
| <input type="checkbox"/> Design for E-Learning | <input type="checkbox"/> Parent Education | <input type="checkbox"/> Teacher Leader |
| <input type="checkbox"/> Early Childhood Special Education | <input type="checkbox"/> Reading Teacher K-12 | <input type="checkbox"/> Traffic Safety Education |
| <input type="checkbox"/> Geographic Information Science | <input type="checkbox"/> School Counseling | <input type="checkbox"/> Sixth Year-Educational Admin. |
| <input type="checkbox"/> Gerontology | | |

At the end of Fall Spring Summer _____
Calendar Year Advisor

MAILING ADDRESS:
Certificates will be mailed approximately 6-8 weeks after the completion date.

Please enter your DIPLOMA ADDRESS online in e-Services (www.stcloudstate.edu/registrar).

If there is a change to your diploma address, please correct it online at e-Services or come to the Office of Records and Registration in AS-118 to complete an address form specifying that the change needs to be made for mailing your diploma.

PLEASE CAREFULLY READ THE FOLLOWING BEFORE SIGNING:

- **Students must have a completed program of study on file with Graduate Studies prior to submission of this form.**
- **Applications for Certificate completion are valid for a single term only.** Students who fail to complete the certificate in that term must contact the Office of Records and Registration to move their date of certificate completion to a future term.
- **Please review your degree audit report.** If changes are needed, please contact your advisor prior to submission of this form.

SIGNATURE _____ DATE: _____

02/13

Dear Administrative Licensure Candidate,

Please follow the directions to apply for a Minnesota administrative license. The Minnesota Department of Education (MDE) requires a single packet submission. Therefore, send all documents to SCSU Office of Records and Registration. Your documents will be forwarded to MDE after certified.

Instructions for Application for an administrative license

The directions outlined below are for candidates already holding a valid Minnesota license. If this is your first time full professional license in Minnesota, please refer to the instruction for a full professional license at <https://www.stcloudstate.edu/registrar/teaching-licensure/default.aspx>

IMPORTANT: The Minnesota Department of Education (MDE) requires a single packet submission for a license application. Therefore, send all documents to the SCSU Office of Records and Registration. Your application documents will be forwarded to the MDE after verification. Any partial or incomplete submission will be returned to the applicant.

Before applying for the license, do the following:

1. Verify your grades on e-services.
2. Confirm that all financial obligations have been satisfied at St. Cloud State University.
3. Submit the Application for the Sixth-Year Graduate Certificate Completion to the Office of Records/Registration: http://www.stcloudstate.edu/srfs/_files/documents/registration/certificate-completion-application-graduate.pdf

Submit the following items to the St. Cloud State Office of Records and Registration for institutional endorsement:

1. **Completed license application and conduct review statement**
 - A. Go to the Minnesota Department of Education at <http://www.education.state.mn.us/mde/index.html>. Select **Licensing**. Select **Apply for an Educator License**.
 - B. Select **Application to Add a Field to an Existing Minnesota License**.
 - C. You have two choices to complete the **Application for Minnesota Teaching/Administrative/Related Services** form:
 - Complete it on your computer and then print it **OR**
 - Print it and complete it using **black** ink. Please call 651-582-8691 if you experience any problems.
 - D. Complete sections 1, 2, 3, and 4. **Do not complete section 5** - it will be completed by the Certifying Licensure Officer at St. Cloud State.
 - E. In Section 6 – Employment Verification for Administrative Licensure – this teaching experience section must be verified by your school district. Section 6 is only for those applying for Superintendent, Principal, and/or Director of Special Education licenses. This section must be documented **BEFORE** you submit your application to St. Cloud State.
 - F. Complete the Conduct Review Statement – p.4, p.5 and, if applicable, p.6. Be sure to sign and date p.5.
2. **A copy of your Minnesota teaching license.**
3. **Personal check**, money order, or cashier's check for \$57.00 made payable to "Commissioner of MDE", and \$10.00 made payable to "St. Cloud State University" for an official St. Cloud State transcript.
4. **Original letter from your St. Cloud State Field Experience Supervisor** in the Department of Educational Leadership verifying completion of the program for which you are applying.

Send all materials for licensure to:

Office of Records and Registration, AS 118
St. Cloud State University
720 4th Avenue South St. Cloud, MN 56301-4498

For information please visit: <https://www.stcloudstate.edu/registrar/teaching-licensure/default.aspx>

If you have any questions regarding the processing of your administrative license, please contact 320-308-2111 or registrar@stcloudstate.edu.

Post Assessment Administrative Licensure

On-Site Supervisor Signature: _____ Title _____ Date _____

Candidate Signature: _____ Date _____

University Supervisor Signature: _____ Date _____

Check all that apply:

- K-12 Principal Licensure
- Superintendent Licensure
- Special Education Director Licensure
- Community Education Director Licensure

Completed by:

On-Site Supervisor: _____
(please print name)

Candidate: _____
(please print name)

St. Cloud State University
Sixth Year Licensure: Post Assessment

Print Candidate Name:

Signature: _____

Date:

Building/District:

Total points for each core competency: A-M		Pre-assessment	Post-assessment
A. Leadership	=		
B. Organizational Management	=		
C. Diversity Leadership	=		
D. Policy and Law	=		
E. Political Influence and Governance	=		
F. Communication	=		
G. Community Relations	=		
H. Curriculum Planning and Development	=		
I. Instructional Management	=		
J. Human Resource Management	=		
K. Values and Ethics of Leadership	=		
L. Judgment and Problem Analysis	=		
M. Safety and Security	=		
Core Competencies A-M Total Points (max 78)	=		

Total points for each Superintendent Subp: A-E		Pre-assessment	Post-assessment
A. Policy and Law	=		
B. Political Influence and Governance	=		
C. Communication	=		
D. Organizational Management	=		
E. Judgment and Problem Analysis	=		
Superintendent Subp A-E Total Points (max 30)	=		

Total points for each Principal Subp: A-C		Pre-assessment	Post-assessment
A. Instructional Leadership	=		
B. Monitor Student Learning	=		
C. K-12 Leadership	=		
Principal Subp A-C Total Points (max 18)	=		

Total points for each Director of Special Education Subp: A-C		Pre-assessment	Post-assessment
A. Policy and Law	=		
B. Organizational Management	=		
C. Resource Allocation	=		
Director of Special Education Subp A-C Total Points (max 18)	=		

Total points for each Community Education Director Subp: A-B		Pre-assessment	Post-assessment
A. Community Education Concepts	=		
B. Community Capital	=		
Community Education Director Subp A-B Total Points (max 12)	=		

St. Cloud State University
Sixth Year Licensure: Post Assessment

March 2013

Completed by: Print Candidate Name:

Signature: _____

Date:

Building/District:

<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	<p>Degree of Evidence:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Insufficient</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">Moderate</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">Exemplary</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Insufficient		Moderate		Exemplary	1	2	3	4	5	6				
Insufficient		Moderate		Exemplary												
1	2	3	4	5												
6																
A. Leadership																
1. demonstrate leadership by collaboratively assessing and improving culture, and climate;	<p style="text-align: center;">Reflections:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>															
2. demonstrate leadership by providing purpose and direction for individuals and groups;																
3. model shared leadership and decision-making strategies;																
4. demonstrate an understanding of issues affecting education;																
5. through a visioning process, formulate strategic plans and goals with staff and community;																
6. set priorities in the context of stakeholder needs;																
7. serve as a spokesperson for the welfare of all learners in a multicultural context;																
8. understand how education is impacted by local, state, national, and international events;																
9. demonstrate the ability to facilitate and motivate others;																
10. demonstrate the ability to implement change or educational reform.																
Total points: <input type="checkbox"/> (out of 6 pts.)																

St. Cloud State University
Sixth Year Licensure: Post Assessment

<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
B. Organizational Management						
1. demonstrate an understanding of organizational systems;	<div style="border: 1px solid black; min-height: 200px; width: 100%;"></div> <p style="text-align: right; margin-top: 0;">Reflections:</p>					
2. define and use processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;						
3. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;						
4. demonstrate the ability to analyze need and allocate personnel and material resources;						
5. develop and manage budgets and maintain accurate fiscal records;						
6. demonstrate and understanding of facilities development, planning and management;						
7. understand and use technology as a management tool.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

St. Cloud State University
Sixth Year Licensure: Post Assessment

<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
C. Diversity Leadership						
1. demonstrate an understanding and recognition of the significance of diversity, and respond to the needs of diverse learners;	<p style="text-align: right;">Reflections:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>					
2. create and monitor a positive learning environment for all students;						
3. create and monitor a positive working environment for all staff;						
4. promote sensitivity of diversity throughout the school community;						
5. demonstrate the ability to adapt educational programming to the needs of diverse constituencies.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

St. Cloud State University
Sixth Year Licensure: Post Assessment

<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
D. Policy and Law						
1. develop, adjust, and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications;	<p style="text-align: center;">Reflections:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>					
2. recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts;						
3. demonstrate an understanding of state, federal, and case law governing general education, special education, and community education.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

St. Cloud State University
Sixth Year Licensure: Post Assessment

<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
E. Political Influence and Governance						
1. exhibit an understanding of school districts as a political system, including governance models;	Reflections: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>					
2. demonstrate the ability to involve stakeholders in the development of educational policy;						
3. understand the role and coordination of social agencies and human services;						
4. demonstrate the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

St. Cloud State University
Sixth Year Licensure: Post Assessment

<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
F. Communication						
1. formulate and carry out plans for internal and external communications;	<p style="text-align: center;">Reflections:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>					
2. demonstrate facilitation skills;						
3. recognize and apply an understanding of individual and group behavior in normal and stressful situations;						
4. facilitate teamwork;						
5. demonstrate an understanding of conflict resolution and problem solving strategies;						
6. make presentations that are clear and easy to understand						
7. respond, review, and summarize information for groups						
8. communicate appropriately (speaking, listening, and writing) for different audiences— students, teachers, parents, community, and other stakeholders;						
9. understand and utilize appropriate communication technology.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

St. Cloud State University
Sixth Year Licensure: Post Assessment

<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate		Exemplary	
	1	2	3	4	5	6
G. Community Relations						
1. articulate organizational purpose and priorities to the community and media;	<div style="border: 1px solid black; min-height: 200px; width: 100%;"></div> <p style="text-align: center; margin-top: 0;">Reflections:</p>					
2. request and respond to community feedback;						
3. demonstrate the ability to build community consensus;						
4. relate political initiatives to stakeholders, including parental involvement programs;						
5. identify and interact with internal and external publics;						
6. understand and respond to the news media;						
7. promote a positive image of schools and the school district;						
8. monitor and address perceptions about school-community issues;						
9. demonstrate the ability to identify and articulate critical community issues which may impact local education.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

St. Cloud State University
Sixth Year Licensure: Post Assessment

<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
H. Curriculum Planning and Development for the Success of All Learners						
1. demonstrate the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including pre-K, elementary, middle, junior high school, high school, special education and adult levels;	<div style="text-align: center;">Reflections:</div> <div style="border: 1px solid black; height: 200px; width: 100%;"></div>					
2. demonstrate the ability to provide planning and methods to anticipate trends and educational implications;						
3. demonstrate the ability to develop, implement, and monitor procedures to align, sequence, and articulate curriculum and validate curricular procedures;						
4. demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;						
5. appropriately use learning technologies;						
6. demonstrate an understanding of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;						
7. demonstrate an understanding of the urgency of global competitiveness.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

St. Cloud State University
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<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
I. Instructional Management for the Success of All Learners						
1. demonstrate an understanding of research of learning and instructional strategies;	<p style="text-align: center;">Reflections:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>					
2. describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels;						
3. demonstrate the ability to utilize data for instructional decision making;						
4. demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes;						
5. demonstrate the ability to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications;						
6. demonstrate the ability to be responsive to the needs, interests and abilities of gifted and talented students;						
7. demonstrate the ability to identify appropriate school structures and resources for gifted and talented students;						
8. demonstrate the ability to appropriately use technology to support instruction.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

Sixth Year Licensure: Post Assessment

<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses</p> <p>A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
J. Human Resource Management						
1. demonstrate knowledge of effective personnel recruitment, selection, and retention;	<div style="border: 1px solid black; min-height: 200px; width: 100%;"></div> <p style="text-align: right; margin-top: 0;">Reflections:</p>					
2. demonstrate an understanding of staff development to improve the performance of all staff members;						
3. demonstrate the ability to select and apply appropriate models for supervision and evaluation;						
4. describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;						
5. demonstrate understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures and directives governing human resource management;						
6. demonstrate understanding of labor relations and collective bargaining;						
6. demonstrate understanding of the administration of employee contracts, benefits, and financial accounts.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

Sixth Year Licensure: Post Assessment

<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate		Exemplary	
	1	2	3	4	5	6
K. Values and Ethics of Leadership.						
1. demonstrate understanding of the role of education in a democratic society;	<p style="text-align: center;">Reflections:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>					
2. demonstrate understanding of and model democratic value systems, ethics, and moral leadership;						
3. demonstrate the ability to balance complex community demands in the best interest of learners; and						
4. help learners grow and develop as caring, informed citizens;						
5. demonstrate understanding and application of the Minnesota Board of School Administrators Code of Ethics for Administrators.						
Total points: <input style="width: 20px;" type="text"/> (out of 6 pts.)						

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<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate		Exemplary	
	1	2	3	4	5	6
L. Judgment and Problem Analysis						
1. identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;	Reflections: <div style="border: 1px solid black; height: 150px; width: 100%;"></div>					
2. demonstrate adaptability and conceptual flexibility;						
3. assist others in forming opinions about problems and issues,						
4. reach logical conclusions by making quality, timely decisions based on available information;						
5. identify and give priority to significant issues;						
6. demonstrate understanding of and utilize appropriate technology in problem analysis;						
7. demonstrate understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and model appropriately their implementation.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

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<p>Subp. 1. Core Leadership Competencies for all Minnesota Administrative Licenses A person who serves as a Superintendent, Principal, Director of Special Education, and/or Director of Community Education will demonstrate competence in the following core areas:</p>	Degree of Evidence:					
	Insufficient		Moderate		Exemplary	
	1	2	3	4	5	6
M. Safety and Security						
<p>1. demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments;</p>	<p style="text-align: center;">Reflections:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>					
<p>2. demonstrate 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;</p>						
<p>3. demonstrate the ability to identify areas of vulnerability associated with school buses, buildings, and grounds and formulate a plan to take corrective action;</p>						
<p>4. demonstrate understanding of procedural predictabilities and plan variations where possible;</p>						
<p>5. demonstrate the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling and implement recommended threat assessment procedures.</p>						
<p>Total points: <input type="checkbox"/> (out of 6 pts.)</p>						

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Subp. 2. Superintendent Competencies A person who serves as a Superintendent will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas: A-E	Degree of Evidence:					
	Insufficient		Moderate		Exemplary	
	1	2	3	4	5	6

A. Policy and Law	
1. demonstrate an understanding of the role policy plays in school district governance and administration;	<div style="text-align: right; padding-right: 10px;">Reflections:</div> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
2. demonstrate knowledge of statutory regulations affecting School Board meetings, communications, procedures, and practices;	
3. demonstrate an understanding of the roles and responsibilities of the School Board.	
Total points: <input type="checkbox"/> (out of 6 pts.)	

B. Political Influence and Governance	
1. demonstrate an understanding of the role the political process plays in public education and the connection between them;	<div style="text-align: right; padding-right: 10px;">Reflections:</div> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
2. demonstrate understanding of how to interact with local and state government;	
3. demonstrate understanding of the roles played by other community leaders in the school district.	
Total points: <input type="checkbox"/> (out of 6 pts.)	

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Subp. 2. Superintendent Competencies A person who serves as a Superintendent will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas: A-E	Degree of Evidence:					
	Insufficient		Moderate		Exemplary	
	1	2	3	4	5	6
C. Communication						
1. demonstrate knowledge of cultivating positive relationships between and with School Board members;	Reflections: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>					
2. demonstrate understanding of the importance communication leadership between school district and its community.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

D. Organizational Management						
1. 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.	Reflections: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>					
Total points: <input type="checkbox"/> (out of 6 pts.)						

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<p>Subp. 2. Superintendent Competencies A person who serves as a Superintendent will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas: A-E</p>	Degree of Evidence:					
	Insufficient		Moderate		Exemplary	
	1	2	3	4	5	6
E. Judgment and Problem Analysis						
1. demonstrate knowledge of how to balance varied and competing interests to assure the mission and vision of the school district is carried forward.	<p style="text-align: right;">Reflections:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>					
Total points: <input type="checkbox"/> (out of 6 pts.)						

St. Cloud State University
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<p>Subp. 3. Principal Competencies A person who serves as a Principal will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas: A-C</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
A. Instructional Leadership						
1. demonstrate the ability to understand and apply school-wide literacy and numeracy systems;	<div style="text-align: right; padding-right: 10px;">Reflections:</div> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>					
2. demonstrate the ability to understand and apply district-wide literacy and numeracy systems.						
Total points: <input style="width: 20px; height: 15px;" type="text"/> (out of 6 pts.)						

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<p>Subp. 3. Principal Competencies A person who serves as a Principal will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas: A-C</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
B. Monitor Student Learning						
1. demonstrate the ability to create a culture that fosters a community of learners;	<div style="text-align: right; padding-right: 10px;">Reflections:</div> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>					
2. demonstrate an understanding of student guidance systems and auxiliary services;						
3. demonstrate the ability to implement a positive and effective student management system;						
4. demonstrate the ability to develop and implement effective student discipline plans;						
5. demonstrate the ability to develop a master instructional schedule;						
6. demonstrate the ability to meet the enrichment, remediation, and special education needs of all students;						
7. demonstrate the ability to understand and support a comprehensive program of student activities.						
Total points: <input style="width: 20px;" type="text"/> (out of 6 pts.)						

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<p>Subp. 3. Principal Competencies A person who serves as a Principal will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas: A-C</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
C. K-12 Leadership						
1. demonstrate understanding of the articulation and alignment of curriculum from pre-school through grade 12;	<p style="text-align: center;">Reflections:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>					
2. demonstrate understanding of different organizational systems and structures at pre-K, elementary, middle or junior high and high school levels;						
3. demonstrate the ability to work with children of all ages;						
4. demonstrate the ability to work with parents, teachers and other staff in all levels of schooling;						
5. demonstrate understanding of the characteristics of effective transitions from one level of schooling to the next;						
6. demonstrate understanding of developmental needs of children of all ages.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

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Subp. 4. Director of Special Education Competencies A person who serves as a Director of Special Education will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas: A-C	Degree of Evidence:					
	Insufficient		Moderate		Exemplary	
	1	2	3	4	5	6
A. Policy and Law						
1. demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting and accounting;	Reflections: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>					
2. demonstrate an understanding of state and federal regulations governing the monitoring of special education programs.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

B. Organizational Management						
1. demonstrate an understanding of the role policy and procedure play in school district governance and administration;	Reflections: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>					
2. demonstrate knowledge of statutory regulations affecting Board meetings, communications, procedures, and practices that affect special education governance;						
3. demonstrate an understanding of special education administrative models used in Minnesota.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

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<p>Subp. 4. Director of Special Education Competencies A person who serves as a Director of Special Education will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas: A-C</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
C. Resource Allocation						
1. demonstrate an understanding of special education program development including needs assessment, design and evaluation;	<div style="text-align: center;">Reflections:</div> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>					
2. demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families;						
Total points: <input type="checkbox"/> (out of 6 pts.)						

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<p>Subp. 5. Director of Community Education Competencies A person who serves as a Director of Community Education will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas: A-B</p>	Degree of Evidence:					
	Insufficient		Moderate			Exemplary
	1	2	3	4	5	6
A. Community Education Concepts						
1. understand and describe the history and philosophy of community education;	<div style="text-align: right; padding-right: 10px;">Reflections:</div> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>					
2. demonstrate a knowledge and application of the principles of community education;						
3. demonstrate a knowledge of the role of the local school district's administrative team and the community education director's place within it;						
4. demonstrate, facilitate and lead the integration of community education into the pre- K-12 system;						
5. 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;						
6. demonstrate knowledge of the various assessment tools used to effectively evaluate community education programs;						
7. demonstrate understanding of the resources available to support learners of all abilities.						
Total points: <input type="checkbox"/> (out of 6 pts.)						

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<p>Subp. 5. Director of Community Education Competencies A person who serves as a Director of Community Education will demonstrate all core competencies as described in Subpart 1 as well as competence in the following specific areas: A-B</p>	Degree of Evidence:					
	Insufficient		Moderate		Exemplary	
	1	2	3	4	5	6
B. Community Capital						
1. demonstrate a knowledge of advisory councils, their role, organization, functions and development;	<p style="text-align: center;">Reflections:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>					
2. demonstrate the ability to involve advisory councils in addressing community and school issues;						
3. demonstrate the ability to build collaborative partnerships in the community;						
4. demonstrate the ability to effectively identify the community political structures, both formal and informal;						
5. demonstrate the ability to identify and effectively use local, civic, and business resources to enhance the lifelong learning opportunities within the community;						
6. demonstrate the knowledge of the techniques used for developing leadership among community members;						
7. demonstrate knowledge about sustaining community involvement in the community education process;						
8. 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.						
Total points: <input type="checkbox"/> (out of 6 pts.)						