



MINNESOTA

**BOARD OF SCHOOL
ADMINISTRATORS**

**Board of School Administrators
COMPREHENSIVE FORM E**

University -

Date -

Administrative License(s) -

Required Standard	Comments	
A. The university verified the institution's commitment to the licensure program	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>
Description of the institution's commitment to the licensure program. The program may use budget spreadsheets, charts, graphics, and letters from administrators and supporters to indicate its commitment to the program.		
Description of how the university, department, and/or program budget aligns with the program mission, vision, and values to prepare students to meet all requirements outlined in MN Rule 3512.		
Description of university and department human resources that ensure the success of the licensure program(s). This may include but is not limited to full-time and part-time faculty, ty; administration, and staff.		
Description of the physical and online resources dedicated to the program's success.		
B. The university described the institution's organizational structure.	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>
A description of the changes made in this area since the last five-year review.		
Brief descriptions or titles for individuals listed in the organizational chart (e.g., program chair, department chair, dean, vice presidents, provosts, chief financial officer, or president).		
Agenda and minutes from departmental meetings, Advisory Board meetings, faculty meetings, and decision-making stakeholders.		
C. The university described the process of aligning strategic planning, assessment, and decision-making for implementing or sustaining the licensure program.	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>

<p>A description of the changes made in this area since the last five-year review.</p>	
<p>A copy of the strategic plan for the university and how the administrative preparation program aligns with the university's and department's mission, vision, and values.</p>	
<p>A description of how the licensure program or/or department conducts strategic planning. Includes key steps and participants.</p>	
<p>A description of the process used to conduct short-term and long-term departmental planning, including how the strategic planning process addresses the department in a post-pandemic world, prioritization of change initiatives, and organizational adaptability.</p>	
<p>A description of the processes used to make a program change, improvement, strategic planning, etc.</p>	
<p>A description of the decision-making tools used by the licensure program and/or department (e.g., quality tools such as Affinity Diagram, Force Choice, Plus/Delta).</p>	
<p>A description of departmental metrics and key performance measures or indicators used to track the achievement and effectiveness of the strategic plan, program objectives, and/or action plans.</p>	
<p>A description of the departmental assessment and evaluation processes. Program may include Gantt Charts, Timetable, End-of-Course evaluations/student surveys, and action plans.</p>	
<p>A description of the university's efforts to ensure the program meets all regulatory requirements (e.g., program outcome assessment, Higher Learning Council, BOSA, MN Rule 3512).</p>	
<p>A description of the contingency plan in the event the licensure program is discontinued.</p>	

D. The university described the anticipated role for persons who enroll in the licensure program.	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>
A description of the changes made in this area since the last five-year review		
A description of how the department delineates each licensure program and how the licensure program prepares candidates for effective educational leadership as a school administrator. The program may use the university website and BOSA Consumer Guide as examples.		
A description of how the department prepares candidates for current and future trends in educational leadership.		
A copy of the department's self-assessment and continual reflection processes for candidates.		
A description of the department's induction and preparation sessions, specifically regarding leadership dispositions		
A description of how the department addresses equity, inclusion, and diversity in their application and enrollment process, preparation, and assessment.		
E. The university listed and described how the licensure program relates individual program components to the knowledge, skills, and dispositions that persons completing the licensure program must achieve.	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>
A description of the changes made in this area since the last five-year review.		
Examples of course assignments that are application-focused and relevant to the licensure program and educational leadership.		
Evaluation, assessment, and reflection practices are used to determine whether students understand and/or demonstrate the competencies outlined in Minnesota Rule 3512. The program may use Form D, exit evaluation processes, course objectives, and syllabi as examples.		

<p>If in the licensed program there are requirements beyond those listed in MR3512, include some examples of how they are assessed.</p>		
<p>F. The university described the field-based experience, the assessment of prior experience and preparation, and the situational observation component.</p>	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>
<p>A description of the changes made in this area since the last five-year review.</p>		
<p>A description of how the program assesses candidates' prior experience and preparation.</p>		
<p>A description of a midpoint assessment for candidates.</p>		
<p>An explanation of what happens when a candidate becomes ineligible or unable to move forward in the licensure program.</p>		
<p>Any additional university requirements beyond Rule 3512 that candidates must meet prior to beginning the required field experience and/or situational observation component of the licensure program.</p>		
<p>A description of the field experience that includes:</p> <ul style="list-style-type: none"> • Licensure program resources available to support licensure candidates during the field experience. • Site supervisor roles and responsibilities for field experience. • University supervisor roles and responsibilities for candidate's field experience. • How the program ensures internships include relevant leadership experiences. • A record of assessors and roles in the exit evaluation <p>Program may include the Field Experience Handbook and electronic sample portfolios as evidence</p>		

G. The university described the systematic procedure for evaluating the licensure program to ensure that all persons recommended for licensure meet all licensure requirements.	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>
A description of the changes made in this area since the last five-year review.		
A description of processes for how licensure program courses, content, instruction, and assessment are evaluated to ensure they meet all licensure requirements outlined in Minnesota Rule 3512.		
Explain how your program utilizes individual assessment to ensure students meet requirements via student reflection, university supervisor, and site supervisor evaluations.		
H. The university specifically identified the plans for assessing the performance of each person who successfully completed the licensure program.	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>
A description of the changes made in this area since the last five-year review.		
A description of the process used by the department to determine if candidates have met the standards required for licensure in Minnesota Rule 3512. The program may include self-evaluation, mentor evaluation, portfolios, panel reviews, and student profile reviews as evidence.		
A description of the evaluation tools used by the department (e.g., rubric, interview, portfolio, etc.) demonstrating the candidate has met the competencies under part 3512.0510.		
I. The university listed the college departments involved with the licensure program, licensed practicing education personnel, school administrators, and interested citizens who participated in developing the licensure program	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>

A description of the changes made in this area since the last five-year review.		
A description of the purpose and membership of the administrator licensing advisory committee(s).		
<p>Specific examples of how committee input is garnered, utilized and implemented as part of the licensure program continuous improvement and continuous improvement process.</p> <p>The program may use bylaws, membership, attendance records, procedures, agendas and minutes, and the appointing process as evidence.</p>		
J. The university described the procedures to establish and maintain an internal process to systematically evaluate the licensure program.	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>
A description of the changes made in this area since the last five-year review.		
<p>A description of the departmental process of evaluation and continuous improvement of the licensure program.</p> <p>A description of how the systemic evaluation processes address the current and future needs of school administrators in Minnesota. The program may use minutes from faculty meetings, external accreditations, departmental evaluations, course assessments, final projects, candidate exit surveys, course assessments, and employer and graduate surveys as evidence.</p>		
An internal plan to address barriers that keep students of color and marginalized populations from entering and successfully completing an administrator licensure program.		
K. The university included program review data mandated by the legislature and the board and described how that data is utilized.	Met	Not Met
	<input type="checkbox"/>	<input type="checkbox"/>

Narrative

Quotes –

Areas of Strength -

Suggestions for Improvement -

Conditions that must be met for approval -



mn MINNESOTA
BOARD OF SCHOOL
ADMINISTRATORS

| Executive Director – Karen Schaub |
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