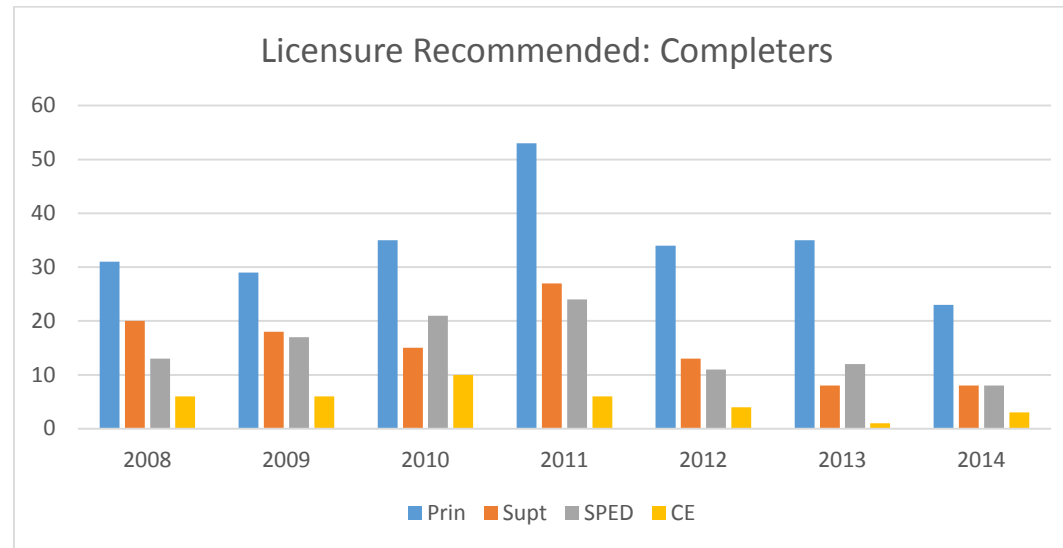


Post Masters Graduate Certificate: Licensure

Educational Administration Program Data

Table1: 2008-2014



1. From 2008-2015, Minnesota Department of Education has licensed 435 SCSU candidates to serve as MN school administrators via our recommendations for licensure;
2. Today, there are 233 SCSU candidates (completers) serving in school administrator positions in the state of Minnesota;
3. Currently, 54% of all completers since 2008 are in administrative positions in the state of Minnesota. (MDE Licensing Data, 2015)
4. A unique aspect of our school administrator licensure program is that the State of MN does not require that candidates for licensure complete degrees or certificates from institutions. State Statute only requires 60 credits above the Bachelor's degree to be licensed. In 2010, we realized that SCSU institutional student enrollment data did not reflect the actual number of students we were serving in our program. Not all licensure candidates were applying for admission into degree or certificate programs; yet we were serving a high number of students. Resources, including faculty lines are tied to student enrollment, this was detrimental to our program as it appeared as though enrollment was low. We made great strides in identifying those students who had not applied for the graduate certificate in past years and asked that they apply for the certificate. This strategy proved to be quite successful and many students applied for their graduate certificate after-the-fact. This resulted in a bump in graduate certificates awarded by the institution (see 2011 data). Subsequently, we have worked to make certain that all licensure students be admitted into a certificate program and apply for the certificate upon graduation to ensure that student numbers are captured and are aligned with that of the institution.

Gender Demographics

Table 2: 2008-2014 Principals

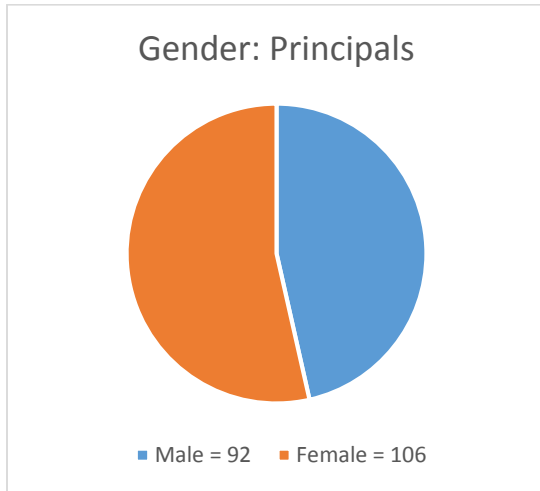


Table 3: 2008-2014 Supts

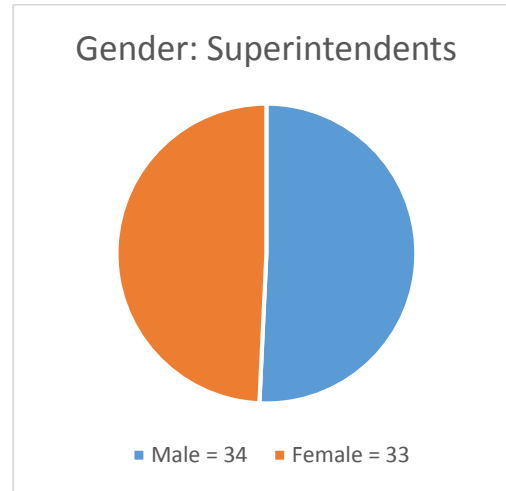


Table 3 2008-2014 SPED Dir

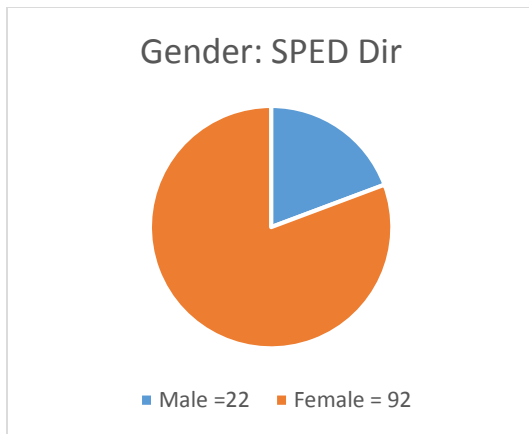
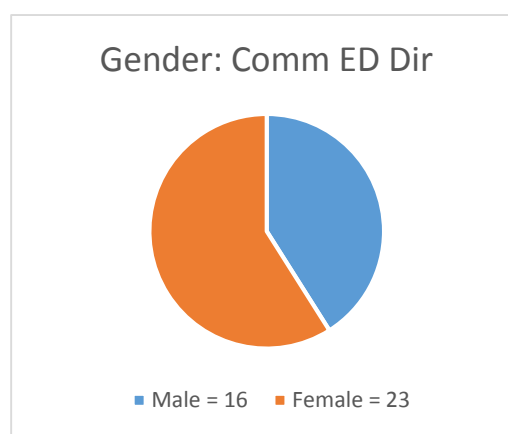
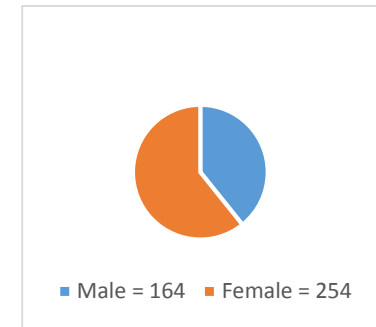


Table 4: 2008-2014 CE Dir



1. In total, since 2008, our program has prepared 164 male candidates; and 254 female candidates



65% female
35% male

2. The largest disparity in terms of gender is seen in the SPED DIR area where men consist of only 24% of those licensed.

Diversity in Field Experiences

Educational Administration

1. Based on the Minnesota Department of Education district data, using Free and Reduced Lunch variables, in 2012, 30% of our candidates planned their field experiences in diverse settings. In 2013, 29% planned their field experiences in diverse settings; and in 2014 that number dipped to just 17%.
2. Our licensure candidates self-select their field experience placements; a majority of these school settings are located within the central Minnesota region. It is clear that our program needs to be more intentional in assisting candidates to select school settings; less out of convenience to the candidate, and with greater emphasis on settings with diverse populations.
3. 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. 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.

Field Experience Overview:

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.

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.

See the complete Licensure Field Experience handbook for additional details related to the field experience and assessments.