

**Capella Program Review Team requirements and recommendations:**

**In accordance with Minnesota Rules Chapter 3512.2500 Procedures for Approval of Licensure Programs, a Program Review Team was appointed by Minnesota Board of School Administrators for the purpose of auditing and verifying that Capella University has met the requirements established in rule.**

**As of the conclusion of the site visit, the Program Review Team chooses to delay action at this time. If the following conditions are met prior to June 1, 2003 the Review Team will recommend a five-year initial approval to the Board of School Administrators. If conditions are not met by this date, the Team will recommend a conditional approval for one year.**

**The following are requirements the Review Team has presented:**

- 1. In order to be granted Minnesota educational administrative licensure endorsement authority for licensing of K-12 principals and superintendents, Capella University's educational administration program shall provide that learners seeking Minnesota educational administration licensure endorsement and Capella University instructors preparing MN candidates be versed in MN licensure rules.**
- 2. Capella University's educational administration program shall provide the learners seeking Minnesota licensure endorsement with course content and opportunities for application that is Minnesota specific. For example: specifically stating required Minnesota educational administration licensure competencies, the unique components of Minnesota finance, Minnesota law, teacher tenure, MN Fair Pupil Dismissal Act, and community education.**
- 3. When a learner is ready for their field experience, Capella University's educational administration program will provide the learner, field experience site supervisor and the university field experience advisor with Minnesota specific content and the application of that content as it pertains to the field experience.**
- 4. Capella University's educational administration program must verify that the learner demonstrates application and practice of all the competencies and other provisions of the MN Rule 3512.0500 and MN Rule 3512.0600 have been met prior to endorsement for licensure by Capella University.**
- 5. Capella University's educational administration program must address their position on MN Rule 3512.0700 preparation of principals without teaching experience.**
- 6. Correction needed: Page 100 of the program proposal includes an error in the number of hours required to add a license. When changing an elementary or**

**a secondary principal's license to a K12 license 200 additional hours of field experience are required. However, when adding a superintendent's license to a principal's license or a principal's license to a superintendent's license 320 hours of field experience is required. The Board members feel that is correction needed is a result of incorrect information passed on to Capella University through inaccurate program review materials.**

**Recommendations:**

- 1. Capella's University's educational administration program advisory committee and/or other licensed Minnesota administrators should be an excellent resource to inform Capella University of the Minnesota specific content and practices.**
- 2. Capella's University's educational administration program continue to look for the means to enhance learner opportunities for face-to-face human contact for the purpose of ensuring learners demonstrate appropriate abilities in the development of human interactions conducive to achieve success in educational administration practice as required in MN Rule 3512.**

**The Program Review Team members wanted to share with Capella University's School of Education administrators, faculty and staff some of the many positive aspects sighted by Board of School Administrator's during the visitation. The following provides a brief listing:**

**A focus on learners was evident in decision making.**

**There was a tremendously positive organizational structure accessible to all workers and clients.**

**High quality current curriculum has been developed.**

**Students are allowed the opportunity to reflect instantly in "courserooms", "no one hides".**

**Adjunct staff are valued and have opportunities for input in such things as curriculum.**

**High quality staff.**

**A future focus: always anticipating, staff, curriculum.**

**Incredible infrastructure.**

**REVIEW TEAM MEMBERS:**

**Jerry Horgan, Superintendent, Pipestone-Jasper Schools**  
**Mary Ann Nelson, Superintendent, Fridley Schools**  
**Jim Hoogheem, Elementary Principal, Osseo Schools**  
**Jane Liepold, retired Secondary Principal, Columbia Heights, MN**  
**Marc Boehlke, Executive Director, Board of School Administrators**

**MN BOARD OF SCHOOL ADMINISTRATOR TEAM MEMBERS:**

**Dr. Ann Zweber-Werner, Program Review Committee**  
**Ken LaCroix, Program Review Committee**  
**Sandy Nelson, Program Review Committee**

**Bethel Program Review Team Requirements and Recommendations, August, 2003:**

**In accordance with Minnesota Rules Chapter 3512.2500 Procedures for Approval of Licensure Programs, a Program Review Team was convened by Minnesota Board of School Administrators for the purpose of auditing and verifying if Bethel College has met the requirements for initial educational administration programs as established in rule.**

**As of the conclusion of the site visit, the Program Review Team suggests that the Program Development Team resubmit a proposal for review by October 10<sup>th</sup> with the following concerns and recommendations.**

**The following concerns were cited by the Review Team:**

- **The team felt that the proposal was written more for the approval of the doctoral program versus Minnesota licensure for superintendents and principals.**
- **Define the doctoral degree program as being different from licensure.**
- **The program description should include how a doctoral student may seek licensure without the completion of the doctoral program.**
- **The program should clearly define the candidate pre-assessment processes (MN Rule 3512.0500 for K-12 principals, 3512.0600 for superintendents, and 3512.0300 Subpart 2, Institutional requirement).**
- **In examining the course competency matrix, emphasis was placed on meeting competencies for principals with less emphasis on the superintendency. Superintendent competencies seemed to be overlooked in the written documentation.**
- **In examining the coursework, the delineation of competencies for principals and superintendents should be re-enforced for these very different roles.**
- **A written institutional commitment must be signed by the college president.**
- **A contract for the student to meet defined competencies must be developed for the field experience and signed by the student, mentor and site supervisor.**
- **The field experience must be completed within 12 continuous months.**
- **The field experience supervisor must be a practicing Minnesota licensed administrator.**

- Processes must be clearly defined for the portfolio reviews, exit assessments, situational observations, and program evaluations. The composition of review panel memberships should be defined.
- Since online learning may be offered beyond Minnesota borders, in order to be granted Minnesota educational administrative licensure endorsement authority for licensing of K-12 principals and superintendents, Bethel's educational administration program shall provide all learners seeking Minnesota educational administration licensure endorsement, and Bethel instructors, and site supervisors preparing MN candidates be versed in MN licensure rules.
- Bethel's educational administration program shall provide the learners seeking Minnesota licensure endorsement with course content and opportunities for application that is Minnesota specific. For example: specifically stating required Minnesota educational administration licensure competencies for components of Minnesota finance, Minnesota law, teacher tenure, the MN Fair Pupil Dismissal Act, and community education.

**Clarifications:**

- Both a principal's license and a superintendent's license each require 320 hours of field experience.
- Candidates seeking principal and superintendent license must have 3 years of teaching experience. Administrative experience is not equal to teaching experience.
- Minnesota Rules govern preparation of school administrators and should be correctly referenced. State agencies do not have rules but are authorized by statute to enforce rules.

**Recommendations:**

Since adjunct instructors demonstrate a strong background in the secondary principalship, additional staffing should include elementary principals, middle school principals and superintendents.

Be consistent in all language of the program descriptions.

Delineate program evaluation from student evaluation.

The timeline for the doctorate must be realistic avoiding the writing of the dissertation along with completing an internship for licensure and the completion of other coursework.

**Minnesota Board of School Administrators  
Bethel College Program Review  
Response to October 10, 2003 Written Documentation  
November 29, 2003**

**I've examined the documentation provided by Bethel College in Volumes I & II dated Oct. 10, 2003 and find the following as continued recommendations:**

- Bethel College must provide all faculty and staff involve with the educational administration program with copies of MN Rules 3512 regarding the requirements for licensing superintendents and K-12 principals. Knowledge of MN Rules by staff help guide and answer questions students may have in both enrollment and during their course of study.**
- The Review Team recommends expanding the staffing of faculty to improve depth of knowledge and experience in the content area of elementary principal. A check of licenses finds only Douglas DeWitt, John Greupner, Craig Paulson, and Christine C. Miller have current administrative licenses. The role of Christine Miller is undefined in documentation.**

**These are my findings and I would be interested in hearing from review team members regarding issues I may have overlooked and you may have found. I intend to share these recommendations with the Board's Program Review Committee for their consideration and possible recommendation to the Board at it's Wednesday, Dec. 3<sup>rd</sup> Board meeting.**

**The Board of School Administrators granted Bethel College an approval of educational administration programs for K-12 principal and superintendent on December 3, 2003.**

**BETHEL COLLEGE REVIEW TEAM MEMBERS:**

**Dennis Rettke, Superintendent, Mahtomedi Schools**

**James Unger, Elementary Principal, Annandale Schools**

**Janine Dahms-Walker, Professor of Special Education, St. Cloud State University**

**Harry McLenighan, Director of Education, Capella University**

**Marc Boehlke, Executive Director, Board of School Administrators**

**MN BOARD OF SCHOOL ADMINISTRATOR TEAM MEMBERS:**

**Dr. Ann Zweber-Werner, Program Review Committee**

**Sandy Nelson, Program Review Committee**

# **Minnesota Board of School Administrators**

**TIES Building – 1667 Snelling Avenue North – Falcon Heights, MN 55108 – 651.999.7387**

**In accordance with Minnesota Rules Chapter 3512.2500 Procedures for Approval of Licensure Programs, a Continual Program Review Team was convened by Minnesota Board of School Administrators for the purpose of continual review of Winona State University's Educational Administration programs for K-12 Principal and Superintendent on October 22, 2003. The review process includes confirming that the program meets all requirements established in Minnesota Rule.**

**As a conclusion to the site visit, the Program Review Team suggests that the Winona State University's Program Development Team resubmit a response within 90 days of receiving this report to the following concerns and recommendations.**

**Winona State University's Continual Program Review Team reviewed written program materials and participated in the on site visitation. As a result the information gathered is summarized in the following format.**

## **Requirements and Recommendations for Continual Program Improvement:**

**In accordance with Minnesota Rules Chapter 3512.2500 Procedures for Approval of Licensure Programs, a Program Review Team was convened by Minnesota Board of School Administrators for the purpose of auditing and verifying that Winona State University has met the program requirements established in MN Rule.**

**Following the site visit on October 22, 2003, the Program Review Team acknowledges possible MN Rule violations. The following recommendations are submitted for the K-12 Principal and Superintendent Programs.**

## **Comments aligned with the Reviewers Guide (MN Rule 3512.2500):**

### **Subpart 2. Program Content**

- A. An institutional commitment form (Form A) needs to be completed for the superintendent's program.**
- C. Missing from written documents is a description of the role for which persons who enroll in the licensure program are being prepared.**
- J. Disclosure was provided by both the Winona faculty, through Review Team interviews with faculty and in written documentation, that a procedure to establish and maintain an internal process of systematic evaluation of the licensure programs does not exist. Faculty need to address this issue.**



### **Subpart 2, 3. Situational Observation**

- A. The team examined the chart entitled "Models of Instruction Department of Educational Leadership" which does not include the situational observation as a model or an assessment tool. Exhibit #5 does not verify that situational observation is included as part of the preparation of administrators or indicate how and/or where a situational observation could be used as a student assessment

The Review Team requests copies of examples of situational observations that may be provided and identification of course(s) in which the process may be included.

### **Subpart 2 Institutional Requirement (MN Rule 3512.0300)**

- C. Team members identified a need for a broader participation in the portfolio review process to include involvement of practitioners and possibly internship supervisors.

#### **General Recommendations:**

- Page 4 of the Winona Program Proposal continues to refer to secondary principals and should indicate (or K-12 principal).
- Winona State University's educational administration program must address their position on MN Rule 3512.0700 preparation of principals without teaching experience.
- Winona State University should consider an educational administration program advisory committee composed of licensed Minnesota administrators to inform Winona State University's educational administration faculty of practitioners needs, concerns, and practice trends specific to Minnesota content and practices.
- The Review Team recommends that each licensure candidate write a reflection for each of the competency areas prior to the exit interview. This reflection could be available for viewing by members of the exit interview committee.

**The Program Review Team members identified the following positive program attributes:**

Faculty know students well!

The small number of faculty enhance the student/faculty relationships.

Faculty members are highly qualified and committed.

Faculty do a tremendous job of preparing educational administrators not only for Minnesota but also for Wisconsin and Iowa.

There is an obvious commitment of caring and assisting students to learn in a positive environment. Intensive development of students was obvious from discussions with students. This illustrated the very positive relationships established by faculty.

**Board of School Administrators Evaluation Team  
Proposed Slate  
Winona State University Program Review Team  
Wednesday, October 22, 2003**

**Review Team Members**

Ken LaCroix – St. Mary’s University  
David Krenz - Superintendent, Wabasha - Kellogg  
Craig Paul - Principal, Wayzata High School  
Joyce Dammer - Principal, Churchill Elementary School, Rochester  
Marc Boehlke – Program review facilitator

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**In accordance with Minnesota Rules Chapter 3512.2500 Procedures for Approval of Licensure Programs, a Program Review Team was convened on February 28, 2004 by Minnesota Board of School Administrators for the purpose of continual review of St. Mary's University's Educational Administration programs for K-12 Principal and Superintendent. The review includes confirming that the program meets all requirements established in rule.**

**As of the conclusion of the site visit, the Program Review Team suggests that the St. Mary's Program Development Team resubmit a response within 90 days of this report responding to the following concerns and recommendations.**

**St. Mary's Continual Program Review Team reviewed their written program materials and participated in the on site visitation:**

**Recommendations:**

- The St. Mary's Program Review Team recommend the creation of an addition course for the Director of Special Education licensure program which should focus on the topic of "Research and Evaluation of Special Education Topics". The purpose of the course is to equip students in the program with skills to be able to research special education topics, complete an analysis of the topic, and be able to share application of the research to an appropriate situation with is under the direction of special education teachers with special needs students.
- The St. Mary's Program Review Team also recommended the K-12 principals licensure program seek multiple field internships for their students to provide opportunities in areas other than their past experiences. As an example, an educational administration student with a background of being a secondary teacher should gain experiences in the areas of elementary and middle school administration.
- In interviewing faculty and adjunct faculty the review team noted that there seems to be a disconnect between faculty members and the adjunct faculty members. The concern is a lack of possible consistency in the coordination, delivery and preparation of coursework. Actions should be taken by the educational administration program to remedy this communications disconnect.

Findings of the review team regarding the above recommendation include:

- There is a collequality of all instructors, however, meetings between faculty and adjuncts are infrequent.
- There are regular meetings for instructors in the masters degree programs, possibly because of accreditation, but regular meetings are lacking for the licensure program staff.
- There is a need for articulation of issues between faculty and adjunct staff.
- There seems to be a difference of accessibility for students to make contacts with adjuncts versus faculty members.
- There is need for more uniform course syllabi for staff and adjunct. This seemed to be do to the variety of adjunct staff and faculty teaching the same course content with different materials, references, resources and personal backgrounds and experiences.

Discussions by Review Team members focused on the following concerns:

**Processes for the evaluation of prior experiences of licensure candidates because this process lock steps individuals into a program and affect the creation of a cohort.**

Is there a different process that could be used for the pre-assessment of the portfolio evaluation of a candidate?

Is there a better way than to use academic transcripts for the evaluation of prior experience?

Can clearer expectations be identified for the candidates before exit evaluation process?

Suggestions for St. Mary's staff by the review team to respond to the above concerns included:

Develop and use a rubric for determining if competencies are met.

Use the process to probe the knowledge of the individual rather than seeking to validate competencies that have not been demonstrated.

“Systemically and consistently evaluate competencies as attested by the University to have an objective assessment.”

There is room for an outside (external) view.

Move more towards a performance based assessment.

Ensure self-confidence in the candidates.

Is there a plan for recycling rather than “stopping out” students?

Comments from Alumni from St. Mary's University Education Administration Program:

Program Strengths:

- The practicality of the program.
- A strength of the program – it draws on reflective application.
- Students gained different perspectives from school districts.
- Instructors serve or served as practitioners.
- The portfolio is an asset for my use as a principal.
- The exit interview focused on strengths – students used self reflection for improvement.
- As a beginning principal I have now supervised six interships.
- I felt the mission of the program was to take students from where they are. They help people.

- Licensure candidates may not have successfully completed the internship but they benefited from the experience.
- Cohorts provided networking.
- The program used hands on materials to improve the preparedness of the principal's position.
- An advisory panel: "Resource Development" class was changed as a result of input from the panel.
- "Cohort experience" versus "Campus classes".
- St. Mary's can be described as a consumer friendly environment.
- Trends class imprinted the realization of constant change.
- Program promotes confidence & ethics.
- Field site supervisors guided individuals appropriately.

Improvements needed:

- My portfolio was not looked at in the exit interview.
- "How to manage conflict" needs to be added as a preparatory option.
- Didn't have exposure for the preparation of dealing with "students of color and students of ESL".
- We would have liked more experiences in the supervision of adults.
- We would have liked more special education preparation.
- We would have liked more knowledge of 504 plans.

Comments from current students:

- Liked flexibility of the program.
- Learned a lot from peers.
- Welcomed the blended environment.
- It was nice to hear about a theory and a story applying the theory.
- Staff provided student support.
- Would like to know if there would be added value in focusing on gaining experience in programs in an elementary, middle, or secondary school.
- Lack knowledge in and increased experience in special education.
- Faculty are recommending to the administration increased special education exposure.

- Would like to see more instructors with recent experiences in urban schools.
- White board activity provided an update of current events in education.
- Only one instructor was comfortable with applying research interpretations.
- Students feel valued in courses.
- Students believe the St. Mary's University is inclusive.
- Students feel comfortable in challenging professors.
- Diversity is used and enriches the program.
- Coursework has been relevant for the preparation of the exit interviews.
- PR Media Relations is not looked at as helpful because it's irrelevant to make comments in the schools situations.
- Feel competencies for the principal #20 and #21 are irrelevant.

St. Mary's Review Team Members:

Nick Waldock, Superintendent, Braham

Bruce Kramer, University of St. Thomas

Lynn Searcy, University of Minnesota

Chris Swaggert, Retired Principal

Kim Gibbons, Director of Special Education, St. Croix Education District

Marc Boehlke, Ex. Director, Board of School Administrators

**In accordance with Minnesota Rules Chapter 3512.2500 Procedures for Approval of Licensure Programs, a Continual Program Review Team was convened by Minnesota Board of School Administrators for the purpose of continual review of Minnesota State University's Educational Administration programs for K-12 Principal, Superintendent, Director of Community Education, and Director of Special Education on April 15, 2004. The review process includes confirming that the program meets all requirements established in Minnesota Rule.**

**As a conclusion to the site visit, the Program Review Team suggests that the Mankato State University Program Development Team resubmit a response within 90 days of receiving this report to the following concerns and recommendations.**

**Mankato State University's Continual Program Review Team reviewed written program materials and participated in the on site visitation. As a result the information gathered is summarized in the following format.**

**Recommendations:**

- The Mankato State University Program Review Team recommends greater inclusion of the knowledge and the practices of special education processes and procedures be incorporated into course content and experiences during the internship for the superintendent, principal licensure areas.

**Concerns:**

- The review team was concerned that the program may not be providing collaboration and coordination of adjunct faculty members ensuring opportunities to meet with faculty ensuring continuity of the programs. Concerns include opportunities for adjunct faculty to meet with faculty, and the program advisory group.
- The review team was also concerned about whether there was continuity of course syllabi for faculty and adjuncts. The team realizes that course content may be taught with different materials, references, resources relating to the instructor's personal backgrounds and experiences. The impression some team member were perceiving was that instructors could openly modify the syllabi to meet their needs.
- In feedback from educational administration program alumni and current students, the review team expressed concerns regarding instructors not being the most appropriate instructor to teach classes. There was some concern that faculty and adjuncts may not be actually teaching classes that most align with their areas of expertise.
- In feedback from students and some adjuncts, the review team questioned whether school finance content may be offered differently to help meet the needs of the four administrative licensure areas?



### **Comments from Adjunct faculty indicated:**

- That they meet with faculty for reviewing course content.
- There is a collegiality of all instructors, however, meetings between faculty and adjunct faculty are infrequent.
- The situational observation process helps ensure competencies are met.
- The shadowing process during the internship helps ensure competencies are met.
- During coursework faculty disclose the roles of school administrators through a variety of scenarios.
- Strengths of the program are finance classes and business management.
- 80 – 90 percent of the students are prepared in the content, ready to enter the profession.
- The strength of the program maybe the very positive aspects of grouping or cohorts. This is where positive professional interrelationships are developed.
- A program need is the strengthening of interpersonal relationships to deal with confrontive parents.
- Could school finance content be offered differently to help meet the needs of all four administrative licensure areas?
- There are regular meetings for instructors in the masters degree programs, possibly because of accreditation, but regular meetings are lacking for the licensure program staff, and adjuncts/faculty.

### **Comments from the Advisory Panel:**

- The program is very thorough in the development of leadership skills.
- The use of the portfolio process is better than using courses to teach to competencies – it causes more stress, but it's better a better summative process.
- The portfolio process provides a clear picture of the individuals level of meeting the competencies;
- Overall the advisory panel indicated that the program's classes are very good;
- The school finance course was of poor quality, a weakness of the program
- Faculty, adjunct faculty, and staff demonstrate that they care about the students;
- Overall the advisory panel members feel the program is excellent;
- They felt the classes in which they were enrolled, were practical throughout the program;
- A strength cited by the advisory panel was the diversity of individuals in classes including pre-cohort students was a strength;
- Students identified that they felt support from staff;
- Students felt pushed to know all areas of the licensure competencies;
- The ethics and leadership course was a plus for the program;
- Advisory members felt that School Finance should focus more on special education funding.
- Advisory members indicated that the internship was very productive. The experience at the school was very beneficial. Students were pushed to find an

- internship that would meet their needs, and found the experience was a key to preparing for meeting competencies of the portfolio.
- Advisory members felt that there was a lack of continuity between their Fall and Spring meetings. They also indicated that more frequent meetings could be beneficial.
  - The Advisory Panel suggested courses to be included in the program include: “Negotiations Skills” and “Models to Produce Finance Projections”.
  - There is a need for articulation of some issues between faculty and adjunct faculty.
  - There seems to be a difference of accessibility for students to make contacts with adjunct faculty versus faculty members.

**Student comments:**

- Students indicated that within the general educational administration courses there always is specific content pertaining to their licensure area included in the course.
- Students commented about the fact that “early on” in the coursework, the licensure competencies could have been ‘covered” better.
- Students commented that the special education competencies were too wordy and that the list of licensure competencies were provided only at the end of the program.
- Students indicated that the highlight of their program was their internship which was the focus of their licensure competencies.
- Students indicated that they felt program support was always present.
- Preparation for special education directors did not include special education finance content; i.e. tuition billing, EDRS, overview of categorical funding and related areas.
- Students felt a licensed practitioner, as a the panel member, would be helpful for the portfolio review.
- Students indicated that they were frustrated with how to deal with learning the competencies in their licensure area.
- When asked “What class prepared you the least?”, students indicated: Finance – guest speakers were good; Leadership Studies; School Administration (a new syllabus was used and speakers were good).
- When the question was asked, “What other coursework would you take?” responses included: “Advanced Law”, “School Law”, and the Community Education Seminar Class. One student commented that special education law was lacking within the School Law course, others indicated that the course had now changed.

**Other findings of the Board's Review Team:**

The review team was impressed with the Dean's commitment to the program, faculty, and the college to bring about changes in diversity to help match the diversity in the student population. Information shared from faculty indicated that a sense of vision and a leadership direction was being provided by the College of Education Dean, Dr. Michael Miller.

**Board of School Administrators Program Review Team**

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**In accordance with Minnesota Rules Chapter 3512.2500 Procedures for Approval of Licensure Programs, a Program Review Team was convened by Minnesota Board of School Administrators for the purpose of continual review of the University of Minnesota, Department of Educational Policy and Administration, educational administration programs for K-12 Principal, Superintendent, Director of Community Education, and Director of Special Education on April 28, 2004. The review includes confirming that the program meets all requirements established in Minnesota Rule.**

**As a conclusion the to the site visit, the Program Review Team suggests that the University of Minnesota Program Development Team resubmit a response within 90 days of receiving this report to the following concerns and recommendations.**

**The Board of School Administrator's Continual Program Review Team reviewed written program materials and participated in the on site visitation. As a result the information gathered is summarized in the following format.**

**Recommendations:**

The review team identified a lack of diverse faculty members and adjunct faculty. The educational administration program needs to examine if the diversity of instructors should match the diversity of the student population.

The University of Minnesota Licensing and Leadership Development Program for Educational Administrators program description indicates that there are general advisory committees. The review team is void of information that identifies the advisories and their purpose or function to the program. The review team would like clarification of this issue.

**Comments from Adjunct faculty indicated:**

Adjunct faculty seem to have the same set of goals as faculty.

Adjuncts and faculty share core beliefs regarding academic study.

Adjuncts and faculty provide consistent answers to the same questions.

Conversations indicated that adjuncts provide preparation for supervision as part of the human resources course, however, the EdPA 5348 Administration of Human Resources content doesn't articulate how a system of supervision is shared with ed. admin. students. A student preparing for licensure as a special education director indicated they received no training for supervision. Portfolios indicate a lack of supervision examples. Some student's indicated that they lacked preparation to supervise and evaluate teachers. Assistance is needed to clarify the issue of supervision to review team members.

**Student comments:**

Students in the K-12 principal program indicated that they were well prepared for dealing with special education issues based on designed projects and exposure in taking the special education law course or the standard administrative law course.

Students indicated that they would have liked preparation for dealing with confrontive and diverse parents.

Students in the alternative licensure program indicated that they needed assistance in interpreting the program competencies.

When students were asked the question: What's the best thing about the program their responses are below:

Students complained about the large amount of work in the program but realize it was worth it.

Students complained about "All those reflection sheets".

Students appreciated the collegial conversations regarding research and best practice.

Students complained about the large amount of work in the program but realize it was worth it.

One student stated, "I grappled with the competencies to learn".

Students indicated the cross references of competencies was beneficial.

Students stated instructors are incredibly supportive.

One student stated, "you must make the initiative". Another student commented, "I like that. It prepares me to become a good administrator".

Students feel the standards of meeting competencies are high.

**Other findings of the Board's Review Team:**

The College of Education and Human Development subsidizes the funding of the educational administration licensure programs which demonstrates commitment from the college to the importance of the program.

A uniqueness of the University of Minnesota's educational administration program is that credits must apply to graduate programs. Additional coursework can be taken following licensure.

Program staff indicated that the adding of two staff members to focus on the licensure program has really added to the program.

Many courses include some special education content.

Portfolio panel reviewers are prepared before serving on a panel.

Faculty indicate that the content of many classes revert to problems of culture and diversity.

The community education licensure program may need a business model that includes how to develop a business plan in preparing directors of community education. Community education licensure students asked: should the entrepreneurship class also be available to licensure areas other than community education directors?

Program instructors defined differentiated instruction. This allows the program guide to assist students to identify needed coursework.

There is a high degree of importance on the internship experience to validate learning.

The program assumes that you can complete many competencies before you begin the educational administration licensure program.

Pre-assessment does not affirm you may know what you know.

Students are expected to be self-directed and make judgment of their competencies through reflections.

Program staff seem open to modifying the program.

Program staff have created an elementary principals listening group which they are using as a means of identifying what are the needs of principals.

**SLATE OF REVIEWERS**  
**University of Minnesota Program Review**  
**April 28, 2004**

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**In accordance with Minnesota Rules Chapter 3512.2500 Procedures for Approval of Licensure Programs, a Program Review Team was convened by Minnesota Board of School Administrators for the purpose of continual review of the University of St. Thomas Educational Administration programs for K-12 Principal, Superintendent, Director of Community Education, and Director of Special Education on December 15, 2004. The review includes confirming that the program meets all requirements established in Minnesota Rule.**

**As a conclusion to the site visit, the Program Review Team suggests that the University of St. Thomas submit a response within 90 days of receiving this report to the following concerns and recommendations.**

**The University of St. Thomas Continual Program Review Team reviewed written program materials online and participated in the on site visitation. As a result the information gathered is summarized in the following format.**

**Recommendations:**

- The University of St. Thomas Educational Administration Program should consider a greater inclusion of the knowledge and the practices of special education law, processes, and procedures be incorporated into course content and experiences in the K-12 principal licensure program.
- The University of St. Thomas Educational Administration Program should consider whether school finance and law content may be offered differently to help meet the needs of the four administrative licensure areas. Alumni indicated a need for “the nuts and bolts of school finance”.
- Comments aligned with the Reviewers Guide (MN Rule 3512.2500):

**Subpart 2. Program Content**

- C. An institutional commitment form (Form A) needs to be completed for all four educational administration programs. Some of the electronic language was inaccurate.

**Comments from Adjunct faculty indicated:**

- The strength of the program may be the very positive aspects of grouping or cohorts. This is where positive professional interrelationships are developed.
- The program is very focused on the development of leadership skills.

### **Comments from Alumni/students:**

- Overall the alumni indicated that the program's classes are very good;
- Student alumni indicated the school finance course contained too much theory and not enough information needed for the day to day operations of schools.
- Faculty, adjunct faculty, and staff demonstrate their care for student success.
- Alumni indicated they feel the program is excellent; to the extent that one student who has attended three different colleges wished she had attended St. Thomas first. If that had been the case, she would have completed all her programs at St. Thomas.
- A strength cited by the alumni was the student diversity in classes.
- The internship experience was highly valued by alumni. Alumni indicated that their internship experiences were excellent in preparing them for their licensure area, strengthening their professional network and ability to obtain administrative positions. Alumni were also impressed with assistance in finding an internship that would meet their needs.
- A program need is the strengthening of interpersonal relationships to deal with confrontive parents.
- Staff were clear in defining expectations for the student portfolio, helpful in pre-assessing the portfolio and were advised not to prepare the portfolio until they were ready. The portfolio forced the gaining of technology knowledge.
- Alumni expressed that St. Thomas is a flexible organization for students, in it's connection of students to staff, follow up by staff, and connections on a national level.

### **Other comments:**

- A uniqueness in the St. Thomas program is the use of trained school board members serving as portfolio review panel members.

### **Other findings of the Board's Review Team:**

The use of the NASSP principal assessment process was hailed highly by the St. Thomas program review team members as providing intensive and accurate feedback and an opportunity to clearly advise students who do not meet the NASSP criteria to seek other educational opportunities.

There were no opportunities to hear comments from an advisory panel.

Information shared from faculty indicated that there is a sense of vision and a leadership direction was being provided by the department chair with support from faculty, and adjunct faculty.

**Slate of Program Reviewers for the University of St. Thomas  
Educational Administration Program – December 15, 2004**

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