

[Pam Johnson](#) at September 06, 2022 at 8:58pm CDT

Honorable Judge Mortenson,

First of all I want to thank you for your patience and grace as you listened to all 70+ testimonies during the day long zoom hearing. I am a current school board member in one of our Independent school districts in MN. We are currently unable to fill all of our teaching positions due to a shortage of teachers. I believe these standards will cause even more teachers to move out of their teaching careers thus greatly impacting the school boards ability to hire teachers. I oppose these rules.

First of all, I did not even learn about these changes being developed by PELSB until 2 days before the hearing. Thus, I do not believe this was well communicated to school boards or the greater community and done under cover. We have all been made aware of the Social Studies and Comprehensive Sex Ed revisions and have had opportunities to stay up to date on those changes but these licensing standards have not been communicated well and thus caught us by surprise.

Secondly, I believe these standards go against Independent School Board authority to control and assign curriculum. Current MN Statute states: 120B.10 FINDINGS; IMPROVING INSTRUCTION AND CURRICULUM. The legislature finds that a process is needed to enable school boards and communities to decide matters related to planning, providing, and improving education instruction and curriculum in the context of the state's high school graduation standards. The process should help districts evaluate the impact of instruction and curriculum on students' abilities to meet graduation standards, use evaluation results to improve instruction and curriculum, and determine services that districts and other public education entities can provide collaboratively with institutions including families and private or public organizations and agencies. The legislature anticipates that a highly focused public education strategy will be an integral part of each district's review and improvement of instruction and curriculum.

RD4615 goes against MN State law by taking the responsibility for direction for curriculum away from the communities and their elected school board members and gives it directly to each individual teacher as show in the below standards 4 and 5.

Subp. 4. Standard 4. Planning for instruction. D. The teacher designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings. E. The teacher plans how to achieve each student's learning goals by choosing anti-racist, culturally relevant, and responsive instructional strategies, accommodations, and resources to differentiate instruction for individuals and groups of learners. F. The teacher features, highlights, and uses resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum.

Subp. 5. Standard 5. Instructional strategies. A. The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access

family and community resources to develop their areas of interest. B. The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction. C. the teacher develops learning experiences that engage students in collaborative and self-directed learning and that extend student interaction with ideas and people locally and globally. instructional strategies for multilingual learners developing literacy skills. F. The teacher asks questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question. H. The teacher encourages critical thinking about culture and race and includes missing narratives to dominant culture in the curriculum.

For these reasons again I request that you do not allow these proposed changes. Send this to the legislature/people to decide.

Sincerely, Pam Johnson