

# ABSTRACT

**Professional Educator Licensing and Standards Board (PELSB)  
The proposed revised Teacher Licensing Standards  
References in Minnesota Rule & Statute**

Julie Quist

July 18, 2022

The Minnesota Professional Educator Licensing and Standards Board (PELSB) is an 11-member board appointed by the Governor. PELSB licenses candidates for teaching in Minnesota and also directs, evaluates, monitors and approves teacher training programs for compliance with their standards.

PELSB teacher training standards for K-12 education, early childhood, and adult education are defined in the *Standards of Effective Practice for Teachers* in Minnesota Rule 8705.0200.

<https://www.revisor.mn.gov/rules/8710.2000/>

The *Standards of Effective Practice for Teachers* are being completely revised and transformed. Under the [proposed licensure standards](#) [page 36] teachers will be required to demonstrate that they accept as true and implement in their teaching false and dangerous worldview values, attitudes, and beliefs.

[Commentary: State to require teachers to demonstrate Marxist worldview to obtain license - Alpha News.](#)

PELSB will monitor the higher education teacher training programs to ensure that they comply with these standards.

Unless stopped, the proposed revised standards will take effect sometime after an administrative law judge hearing on August 24, 2022. The public may comment during this hearing. However, the administrative law judge is usually a rubber stamp for policy issues being adopted.

Because these revisions affect all licensed teachers in Minnesota, nonpublic schools and institutions of higher education that prepare students for licensure will be subject to these new radical teaching standards, contrary to the beliefs and values of many teachers and schools. The newly adopted standards for teaching will essentially undermine school choice and all education in Minnesota.

**The Professional Educator Licensing and Standards Board (PELSB)**  
**The proposed revised Teacher Licensing Standards**  
**References in Minnesota Rule & Statute**

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(Quotations from Minnesota Statute and Rules are indented and in italics and emphasis is added.)

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The *Standards of Effective Practice For Teachers* are being completely revised and transformed. Under the [proposed licensure standards](#) [page 36] teachers will be required to demonstrate that they accept as true and implement in their teaching false and dangerous worldview values, attitudes, and beliefs. (See [State to require teachers to demonstrate Marxist worldview to obtain license](#).)

PELSB will monitor the higher education teacher training programs to ensure that they comply with these standards.

Unless stopped, the proposed revised standards will take effect sometime after an administrative law judge hearing on August 24, 2022. [The public may comment](#) during this hearing. However, the administrative law judge is usually a rubber stamp for policy issues being adopted.

Because these revisions affect all licensed teachers in Minnesota, nonpublic schools and institutions of higher education that prepare students for licensure will be subject to these new radical teaching standards, contrary to the beliefs and values of many teachers and schools. The newly adopted standards for teaching will essentially undermine school choice and all education in Minnesota.

Following are the references to the Statutes and Rules describing the governing process.

- A. The Minnesota Professional Educator Licensing and Standards Board (PELSB) is an 11-member board appointed by the Governor. [Sec. 122A.07 MN Statutes](#)

PELSB [licenses candidates](#) for K-12 teaching in Minnesota. See the following Rule:

***8710.0310 DEFINITIONS AND GENERAL RULES FOR TEACHING LICENSES...***

***Subp. 2. Teaching licenses, in general.***

***A. Teaching licenses must be granted by the board to applicants who meet all requirements of applicable statutes and rules.***

- B. Teacher training programs within Minnesota institutions of higher education are directed, evaluated, and approved by PELSB for their compliance with PELSB Rules and Standards, as stated in

the following Rules (see paragraphs 1-3 below):

**1. 8705.0100 PURPOSE.** [8705.0100 - MN Rules Part](#)

*A teacher preparation provider based in a Minnesota institution of higher education, school district, charter school, or nonprofit corporation organized under Minnesota Statutes, chapter 317A, **must be approved** as a unit in accordance with the rules and procedures in this chapter to prepare candidates for licensure in Minnesota.*

**2. Minnesota Administrative Rules in [8710.2000](#), STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS, **itemize the PELSB standards**** that institutions must follow to be accepted as an approved teacher training program and to prepare students for teaching.

**3. 8705.0300 EVALUATION OF A TEACHER PREPARATION UNIT WITHIN AN INSTITUTION OF HIGHER EDUCATION.**

*Each Minnesota institution granting baccalaureate degrees, postbaccalaureate degrees, or both requesting approval to prepare persons for teacher licensure shall be evaluated for compliance to unit standards according to parts [8705.1000](#) and [8705.1100](#) and **shall be evaluated for compliance to program standards according to parts [8705.2000](#) to [8705.2600](#).***

C. All teacher training content, evaluations, and licensure are governed by the Standards of Effective Practice, 8705.0200, as seen in the following quoted references:

**Subp. 4.** Board. "Board" means the Minnesota Professional Educator Licensing and Standards Board. (See [8705.0200 - MN Rules Part](#))

**8705.1000 UNIT APPROVAL FOR TEACHER PREPARATION.** (See [8705.1000 - MN Rules Part](#))

**Subpart 1. Written application required.**

*A written, electronic application for approval, including initial and continuing approval, of a unit **must be submitted to the board 60 days prior to a scheduled on-site visit and must include the requirements in subparts 2 to 10.***

**Subp. 2.** Professional, pedagogical, and content studies.

*The unit must provide professional, pedagogical, and content studies that include the following:*

*A. the unit provides professional education programs with a clear and consistent conceptual framework threaded throughout the instructional program based on research, theory, and accepted practice;*

*B. the unit provides and assures that candidates complete a professional sequence of courses **based on the standards for both pedagogy and subject matter under parts 8710.2000 to 8710.8080;** ...*

**Subp. 3. Field experience.**

*The unit must demonstrate field experiences that include the following:*

*A. the teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities **to demonstrate the unit's indicators of professional dispositions and the required skills and knowledge under parts 8710.2000 to 8710.8080** spanning the scope of the license;*

*B. the unit has a process to assure that programs provide and require experiences in the field aligned to the scope and content of the licensure field sought; ...*

*G. for initial licensure, each program requires a student teaching period of a minimum of 12 continuous weeks, full time, face-to-face, which could be split into two placements, and **in compliance with program-specific field experience and student teaching requirements set forth in parts 8705.2000 to 8705.2600 and parts 8710.3000 to 8710.8080;** ...*

**Subp. 6. Monitoring candidate progress and demonstrating standards.**

*The unit must have a defined process to monitor candidate progress and demonstration of standards that includes the following:*

*A. maintaining complete, accurate, consistent, and current records of candidate progress through the programs, including coursework, field experiences, and other program requirements;*

***B. monitoring and assessing candidates' attainment of standards of parts 8710.2000 to 8710.8080** at a minimum of three identified checkpoints after admission throughout the professional education sequence;*

*C. a uniform, operational assessment system applied to candidates in all licensure programs which identifies key assessments, including performance assessments;*

*D. evidence that multiple assessments are used to demonstrate candidates' academic competence in the content they plan to teach;*

*E. evidence that assessment of teacher candidate performance includes data about the performance of the students they teach; and*

*F. an established and published set of exit criteria and outcomes from each program consistent with the licensure requirements of the Professional Educator Licensing and Standards Board.*

**Subp. 7. Monitoring program effectiveness.**

*The unit must demonstrate monitoring program effectiveness that includes the following:*

*A. the unit collects, aggregates, analyzes, and uses aggregated data from its key assessments to evaluate program effectiveness and to make program improvement changes;*

***B. the unit has a process to collect and evaluate aggregate data as required by parts [8705.2000](#) to [8705.2600](#) for the purpose of biennial continuing program approval;***

*C. the unit has an operational process to obtain feedback from graduates and employers of graduates on the performance of graduates for use in program evaluation; and*

*D. the unit has an advisory group with external members including cooperating teachers, other school partners, and graduates that regularly assists with the ongoing evaluation and improvement of programs.*

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See also the following Statute, [Sec. 122A.06 MN Statutes](#):

**Subd. 7. Teacher preparation program.**

*"Teacher preparation program" means a program approved by the Professional Educator Licensing and Standards Board for the purpose of preparing individuals for a specific teacher licensure field in Minnesota. Teacher preparation programs include traditional programs delivered by postsecondary institutions, alternative teacher preparation programs, and nonconventional teacher preparation programs.*

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**Subd. 8.** *Teacher preparation program provider.*

**"Teacher preparation program provider" or "unit"** means an entity that has primary responsibility for overseeing and delivering a teacher preparation program.

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See the following Rule, [8705.1010 - MN Rules Part](#):

**8705.1010 UNIT STANDARDS. ...**

**Subp. 3.** *Standards for clinical experiences...*

**C. Standard 11.** *For candidates seeking an initial professional license, the unit must:*

...

**(2)** *provide a minimum of 12 full-time weeks, or the equivalent number of weeks where the candidate is participating in at least 80 percent of the contracted school week, of face-to-face student teaching that: ...*

**(f)** *includes a written evaluation by the supervisor that addresses the candidate's ability to meet the standards in parts [8710.2000](#) to [8710.8080](#) and the required professional dispositions ...*

*E. Standard 13. For candidates who have completed licensure via portfolio or a state-approved initial licensure teacher preparation program, and are seeking an additional license or endorsement, the unit must: ...*

*(2) design a practicum experience that addresses any gaps in prior experience listed in subitem (1) and that: ...*

*(f) includes a written evaluation by the supervisor that addresses the candidate's ability to meet the standards in parts [8710.2000](#) to [8710.8080](#) and the candidate's professional dispositions.*

**Subp. 4. Standards for candidates. ...**

*D. Standard 19. The unit must monitor each candidate's attainment of content and pedagogical knowledge and skills as required by parts [8710.2000](#) to [8710.8080](#), enactment of unit-determined professional dispositions, and progress toward completing the program by assessing each candidate:*

*(1) at a minimum of three identified checkpoints, including at entry, midpoint through the program, and at exit; and*

*(2) through multiple assessments implemented throughout the program.*

*E. Standard 20. The unit must provide each candidate with individualized advising, which includes:*

*(1) prior to student teaching or practicum, discussing the candidate's attainment of content and pedagogical knowledge and skills as required by parts [8710.2000](#) to [8710.8080](#), enactment of professional dispositions, and progress toward completing the program;*

*(2) counseling a candidate out of the program who is failing to evidence the necessary content and pedagogical knowledge and skills or professional dispositions to be an effective teacher; and*

*(3) documenting program completion.*