



Minnesota Teachers Must Demonstrate a Marxist Worldview to Obtain their Teaching License

Marxist ideology and practices have come to Minnesota schools disguised as new teacher licensing rules that take effect July 1, 2025.

The Minnesota teacher licensing board is called the [Professional Educators Licensing and Standards Board](#) or PELSB. Each board member was appointed by Governor Walz. The state adopted the new PELSB [teacher licensing requirements](#) on April 10, 2023.

The new standards embed basic Marxist principles and practices such as Diversity, Equity, & Inclusion (DEI), fluid sexual identity, and gender politics as **required instruction** into all Minnesota public schools (this includes charter schools) and adoption for public school students.

Standard Marxist practices and dogma divide people into opposing groups so that students and teachers must view themselves not as individuals, but as members of oppressor groups or oppressed groups. Students must accept the Marxist view that oppressed groups must be liberated from the exploitation of their oppressors. That is, students will be taught to become social justice warriors.

The new requirements must be met to become licensed to teach in Minnesota, including teaching in Early Childhood Family Education (ECFE) from pre-natal on, and Adult Basic Education. Since Minnesota nonpublic colleges generally train students to qualify for Minnesota education licensure, the new standards will have a major impact on those graduates who teach in nonpublic schools in Minnesota and throughout the nation as well.

Below are some of the new licensing standards. We have bracketed the commentary on the meaning and significance of the standard.

- Teachers must help students develop social identities based upon their social grouping. **[Group identities will replace individual identities];**
- Teachers must comply with the construct of “multiple theories of identity formation” **[This means they must see themselves, not as individuals, but as part of groups that they belong to, the scale of power assigned to each identity group, and how their group identities intersect. This is called “intersectionality.”];**
- Teachers must incorporate “Social and Emotional Learning” (SEL) into all classes and activities. **[SEL is designed to transform the values, attitudes, and beliefs of students and achieve full compliance with DEI and gender-fluid ideology.];**
- Teachers must understand that students have been subjected to “systemic trauma,” including racism and “micro & macro aggression.” **[Major trauma is assumed to have been inflicted upon all students because of racism, regardless of their mental health and regardless of any evidence.];**
- Teachers must be “inclusive” to reflect “diversity of cultures.” **[Teachers will have to affirm homosexuality, transgenderism, fluid sexual identity, and the absence of moral standards for sexual practices which will set the stage for the normalization of pedophilia.];**

- Teachers must fully affirm and incorporate identity politics into the school, including race, gender, gender identity, sexual orientation, religious beliefs, economic status, and ethnicity **[regardless of any evidence];**
- Teachers must focus on implicit bias and systemic racism, including “white privilege”;
- Teachers must prioritize materials from “traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, religion, nationality, migrant/refugee status... and other identities traditionally silenced or omitted from the curriculum” **[regardless of any evidence. Identity politics will drive curriculum content];**
- Teachers must teach materials that “empower learners to be agents of social change and promote equity. [**“Equity” means required equal outcomes by racial groups, not equal opportunity for individuals. Students are trained to become political activists supporting Marxist principles.**];
- Teachers must engage students in service learning. **[Service learning is political activism supporting Marxist principles];**
- Teachers must “extend student interaction with ideas and people locally and globally.” **[Connect students with local and global leftist activists and movements];**
- Teachers must understand that Minnesota’s laws were created to oppress by race, class, gender, sexual orientation, language, and nationality; **[This is the Marxist radical interpretation of history through presumed identity group power.];**
- Teachers must understand white supremacy, and how racism operates institutionally. **[The false Marxist assumption that our institutions are fundamentally racist];**
- Teachers must understand “ethnocentrism” and “eurocentrism” as undermining “equity.” **[“Ethnocentrism” and “Eurocentrism” form the core of America’s cultural, religious, and political heritage and are presented as inherently racist and oppressive. Young people will be stripped of their history and instead be told their heritage is oppressive: racist, “white” and “heteronormative.”]**

Every DEI and gender fluid buzzword is embedded into the standards, and they are required to be incorporated into the instruction. Italian Marxist Antonio Gramsci, the godfather of cultural Marxism, said that people are “trapped in a prison-house of language.” Because language determines how people think, he emphasized that **we must change the language of the culture in order to usher in the Marxist revolution.**

In summary, the new standards forces all Minnesota public school schools to become Marxist revolution indoctrination centers, and teachers become agents of the Marxist revolution.

It’s time to remove our children from the re-education camps of Marxist indoctrination. Teachers in good conscience cannot comply with the new requirements of the Minnesota teacher licensing standards.