



MINNESOTA

PROFESSIONAL EDUCATOR

LICENSING AND STANDARDS BOARD

Professional Educator Licensing and Standards Board (PELSB) Presentation

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Mission & Vision

MISSION:

Ensuring all Minnesota students have high quality educators in their schools

VISION:

To ensure equitable education practices through high licensure standards, quality educator preparation programs, and stakeholder engagement.



Minnesota Statutes 122A.187, Subdivision 7

The Professional Educator Licensing and Standards Board must adopt rules that require all licensed teachers renewing their license under sections 122A.181 to 122A.184 to include in the renewal requirements professional development in the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Minnesota Tribal Nations.

Thank you for meeting with us individually over the winter to discuss the new renewal requirement in American Indian History and Culture for Minnesota's teachers.

Since this new renewal requirement was established by the legislature last summer, the Professional Educator Licensing and Standards Board has met with 10 of the Tribal Nations that share geography with Minnesota, as well as the Tribal Nations Education Committee (TNEC), to help us develop a first draft of the rule.

Initial Training

During a teacher's first renewal period, the teacher must complete training in American Indian History and Culture that addresses:

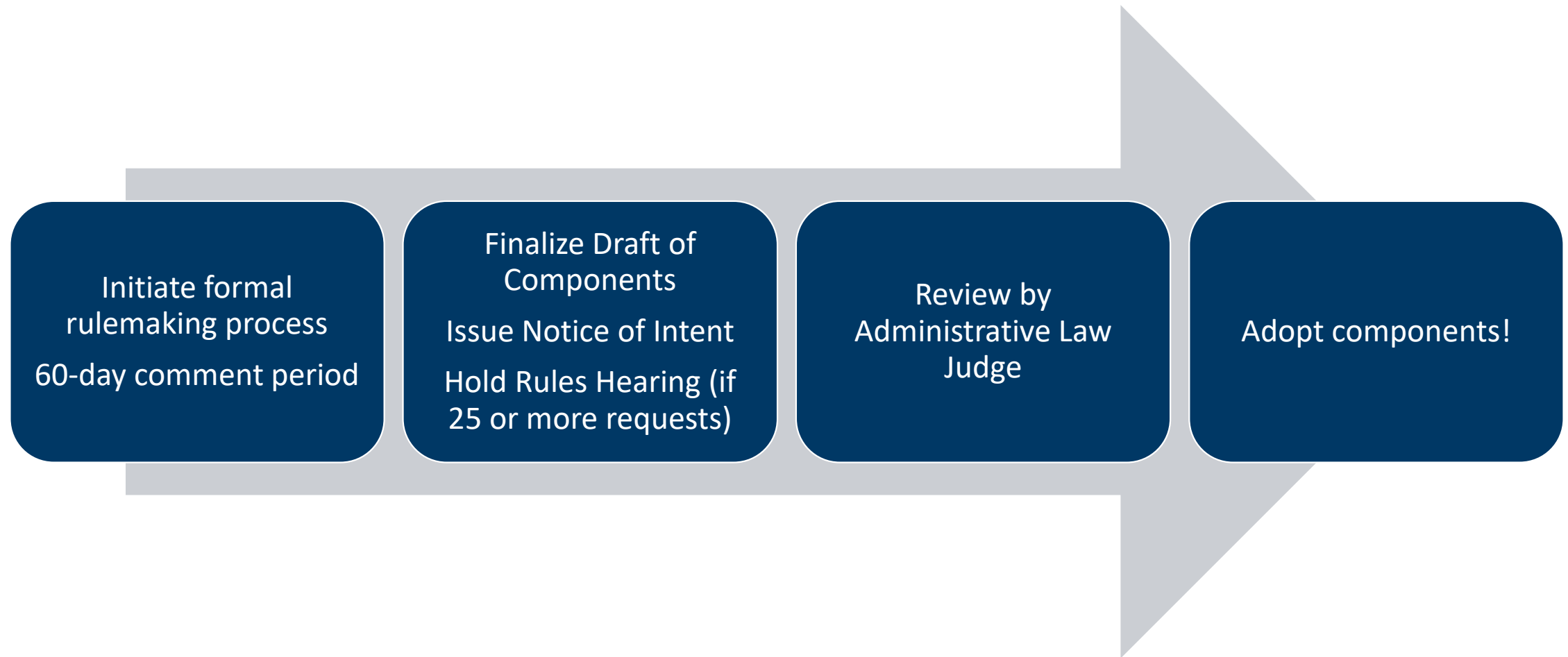
1. Key concepts and terminology including tribal sovereignty, tribal nation, Indian, and Indigenous;
2. The Dakota and Ojibwe peoples' relationship with Minnesota, and their unique and distinct cultural heritages and sovereignty; and
3. The laws that govern how Minnesota teachers, schools, and districts work with the 11 Tribal Nations that share geography with the state of Minnesota.

Ongoing Training

During subsequent renewal periods, the teacher must complete training that addresses one of the following topics or concepts:

1. Incorporating Dakota or Ojibwe history, language, and culture into curriculum, resources, and classroom activities;
2. Understanding historical events and treaties relevant to the relationships among the federal government, the State of Minnesota, and the 11 Tribal Nations that share geography with the state of Minnesota;
3. Understanding the current status of treaty and land rights for the 11 Tribal Nations that share geography with Minnesota;
4. Understanding the impact of federal and state laws and policies that were in place to undermine cultural practices and the coherence of Tribal Nations, such as the Native American boarding school system; and
5. Best practices for serving American Indian students.

Next steps



Contact Us



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