

# ***The Seamless Web: Minnesota's New Education System***

## **9 Teacher Certification Rules**

The primary focus of the "Proposed Rules Governing Teacher Licensing" is to create teachers who will implement the Profile of Learning. To that end, the first requirement under the heading of "instructional strategies" is to: "A. understand Minnesota's Graduation Standards and how to implement them."<sup>51</sup> All 249 pages of the proposed rules are pointed toward that objective. Being qualified to teach in Minnesota is now defined as implementing the Graduation Standards which mostly consist of teaching the Profile of Learning.

To meet that objective, the section on "learning environment" stresses group learning an amazing seven times in less than two pages of text. Missing from the "learning environment" section, however, are what should be the genuine priorities—good discipline, respect for teachers, pursuit of truth, academic freedom and the like. There can be no doubt, however, that these rules meet the criteria of Goals 2000 which require the following:

[States must develop] a system of teacher...licensure...to prepare students to meet state content standards and student performance standards....<sup>52</sup>

To get a sense of what these proposed rules are all about, let us compare the preceding discussion of America's foundational principles to the precepts stressed by the new rules. We will quickly determine that the new rules omit any and all specific references to the fundamental principles of our freedom (as we observed in the textbook by O'Connor and Sabato, for example) and replace those fundamental precepts in the historical development of our nation with requirements which read as follows:

A teacher of social studies is authorized to provide to students in grades 5 through 12 instruction that is designed to provide an understanding of the following social studies concepts:

A. culture and cultural diversity...

I. global connections and interdependence...

The teacher must understand:

- (1) ways in which groups, societies and cultures address human needs and concerns;
- (2) how data and experiences may be interpreted by people with diverse perspectives and frames of reference;...
- (5) benefits of cultural diversity and cohesion...
- (7) the causes and effects of stereotyping on American Indians within their society and on society as a whole:
- (8) specific cultural responses to persistent human issues;...

The teacher must understand:

- (1) that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use...
- (4) the significance of American Indian oral tradition in the perpetuation of culture and history;
- (5) processes of critical inquiry to reconstruct and reinterpret the past;

- (6) multiple historical and contemporary viewpoints with viewpoints within and across cultures;....

The teacher must understand:...

- (2) how to create, interpret, use and synthesize information from representations of the earth;...[Emphasis added.]<sup>53</sup>

As we can see, the above statements are nothing but diversity requirements. The enormity of this emphasis on diversity is particularly conspicuous and troubling. This is not education. This is not high standards. It is ideological mind-control. The teaching of the genuine principles of our country has been replaced with massive diversity training.

Notice especially statements like "that historical knowledge and the concept of time are socially influenced constructions...." This is the heart of the diversity ideology—there is no real truth because what we have thought in the past to be true is really "socially constructed." That is, "truth" about events or time is merely the viewpoint of one particular culture.

How will the education revolutionaries "solve" this problem? Notice their solution. It reads as follows: "The teacher must understand...[how to] reconstruct and reinterpret the past." (Emphasis added.)<sup>54</sup> That is, the education radicals will now, by force of law, tell teachers how to "reconstruct and reinterpret" history for our students. It is the central planners who will determine what is true and the teachers must indoctrinate our students with the preferred world-view of the planners. Teachers are forced to become agents to "re-educate" our children. The re-education camps live.

Please understand that these new certification rules mandate a state-approved belief-system for new teachers as well as for our students. "Reconstructing history," "socially influenced" knowledge and the mandate to "synthesize...various representations of the earth" are all key elements of this state-approved belief-system. Teachers who refuse to teach this radical agenda cannot be licensed to teach in Minnesota.

The state-approved belief-system in the new rules is also evident in the following chart showing a computerized count of various words used in the new rules.<sup>55</sup> The chart demonstrates how radical the new system of education really is. Never before in the history of the United States has government been allowed to dictate what people must believe in order to be acceptable members of society.

## Words Used in the New Teacher Standards

### Social Engineering Word

"Diverse" or "diversity" used 43 times

"Assessments" used 99 times

"Sex," "sexuality," or "sexual" used 12 times

"Indian" used 27 times

"Global" used 20 times

"Environmental" used 26 times

"Culture" or "cultural" used 127 times

### Genuine American History and Values Words

"Equal" or "equality" used 1 time

"Tests" used 12 times

"Abstinence," or "modesty" used 0 times

"European," "Asian" or "African-American" used 0 times

"Nationalism" used 0 times

"Private property" used 0 times

"Liberty," "right-to-life," "God-given rights" or "truth" used 0 times

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### Notes:

51. Proposed rules for teacher licensure, p. 8, Sec. 8710.2000, subd. 5, A.
52. Goals 2000: Educate America Act, Sec. 306 (C) (2).
53. Proposed rules for teacher licensure, pp. 162-164, Sec. 8710.480, subd. 1 & 3.
54. Ibid.
55. Ibid.