



Heritage Language Pathway Information Session

January, 2024



MINNESOTA

PROFESSIONAL EDUCATOR

LICENSING AND STANDARDS BOARD

2023 Minnesota Statute 122A.631

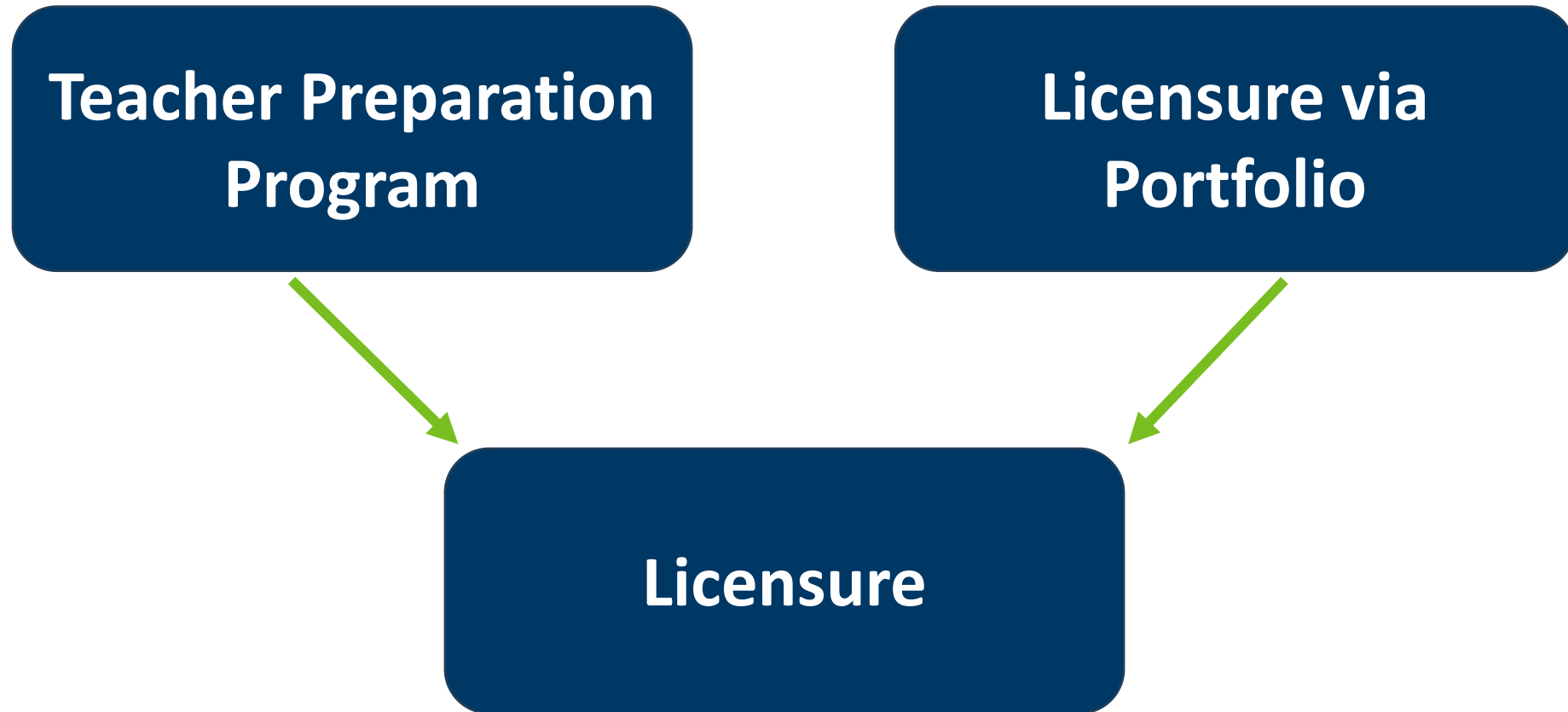
Purpose:

The purpose of this statute is to increase the number of heritage language and culture teachers in Minnesota.

Definition:

"Heritage language and culture teachers" means teachers with a connection to a community's language and culture who use this connection to support students as they learn academic content or the language and culture of that particular community.

Pathways to Licensure in Minnesota



Pathways to Licensure in Minnesota

Teacher Preparation
Program

Licensure via
Portfolio

Licensure



Licensure via Portfolio

The time and effort required to compile portfolio items documenting the knowledge, skills and competencies required for licensure is considerable.

These cohorts are designed to support candidates to prepare their portfolios for external review.

Licensure via Portfolio

As a replacement for a teacher preparation program,
candidates can expect a rigorous process.

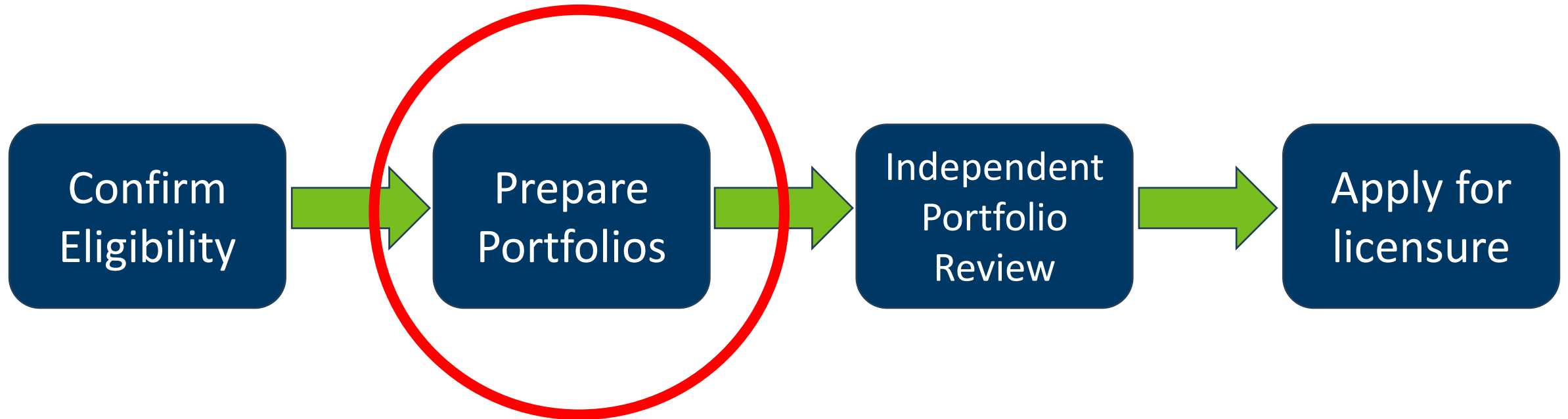
Maybe I don't need to do a portfolio!

- Completed teacher preparation in Minnesota, another state, or another country *with at least 12 weeks of student teaching* in your language; **or**
- Hold a professional teaching license in another state in World Languages **and** you have two years of teaching experience as the teacher of record; **or**
- Three years of experience as the teacher of record under a Tier 2 license.

Licensure Area

- This pathway: -> **K-12 World Languages and Cultures**
- Your goal is to become an elementary classroom teacher in a language immersion program; -> **Elementary Education**
- Your goal is to earn an American Indian Language, History and Culture license -> **AILHC license**

Licensure via Portfolio



Benefits of Cohort Participation

Prepare
Portfolios

Collaboration with other Heritage Language Teachers

PELSB Dedicated Guidance & Support

Guided Workshops and Trainings

Success Navigators – Expert Heritage Language teachers as mentors

Fees covered by PELSB

Sub costs covered by PELSB

World Languages and Cultures Non-Teaching Content Standards MET

Independent Heritage Language Review Panel for Portfolio Reviews

Two Cohorts

Initial Licensure Cohort

- I currently hold a Tier 1 or Tier 2 license
- I want to earn a K-12 World Languages and Cultures to teach my heritage language

Additional Licensure Cohort

- I already hold a Tier 3 or a Tier 4 license
- I want to add K-12 World Languages and Cultures to teach my heritage language

Duration of Each Cohort

Initial Licensure Cohort

- Still TBD
- Expectation: 18 month Cohort
- Meets regularly – 2-3 per month
 - Virtual evening meetings
 - Occasional in person meetings

Additional Licensure Cohort

- Still TBD
- Expectation: 6 month Cohort
- Meets regularly - twice per month
 - Virtual evening meetings
 - 2 - 3 in person meetings

The Commitment

Initial Licensure Cohort must complete TWO portfolios

- Portfolio demonstrating the candidate meets World Languages and Cultures Standards.
- Pedagogy portfolio demonstrating the candidate meets April 2023 Standards of Effective Practice.

Additional Licensure Cohort must complete ONE portfolio

- Portfolio demonstrating the candidate meets World Languages and Cultures Standards.

The Commitment

World Languages and Cultures Content Standards

- 5 Standards
- 24 Standards Considered "Met"

A. All teachers of modern languages and cultures must:

(1) understand language as a system

(2) understand first and second language acquisition theory and how this informs practice;

(3) demonstrate proficiency as defined by the Foreign Language Acquisition Test

(4) comprehend, received in the ta listening at the le speaking proficie

(5) use familiar to of a factual natur several paragraph speaker of the ta

Subp. 6. Teaching and learning. A candidate for licensure as a teacher of world languages and cultures must show the demonstration of an understanding of the teaching of world languages and cultures that integrates understanding of the world language and culture with an understanding of pedagogy, students, learning, classroom management, and professional development. A teacher of world languages and cultures to children, preadolescents, and adolescents in kindergarten through grade 12 shall:

A. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;

B. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;

C. develop curriculum goals and purposes based on the central concepts of language and culture and know how to apply instructional strategies and materials for achieving student understanding of the language and culture;

D. understand the role and alignment of district, school, and department mission and goals in program planning;

E. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

F. know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;

G. understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process;

H. understand the impact of reading ability on student achievement in second language studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read world language content more effectively; and

NOTE: A candidate who holds a Tier 3 or 4 Professional license may be able to demonstrate that the "understanding" required in Subp. 6 standards have been met through teacher preparation coursework or prior portfolio.

3 Options for Demonstration of Proficiency

PELSB Board-approved assessment

OR

Translator/Interpreter certificate

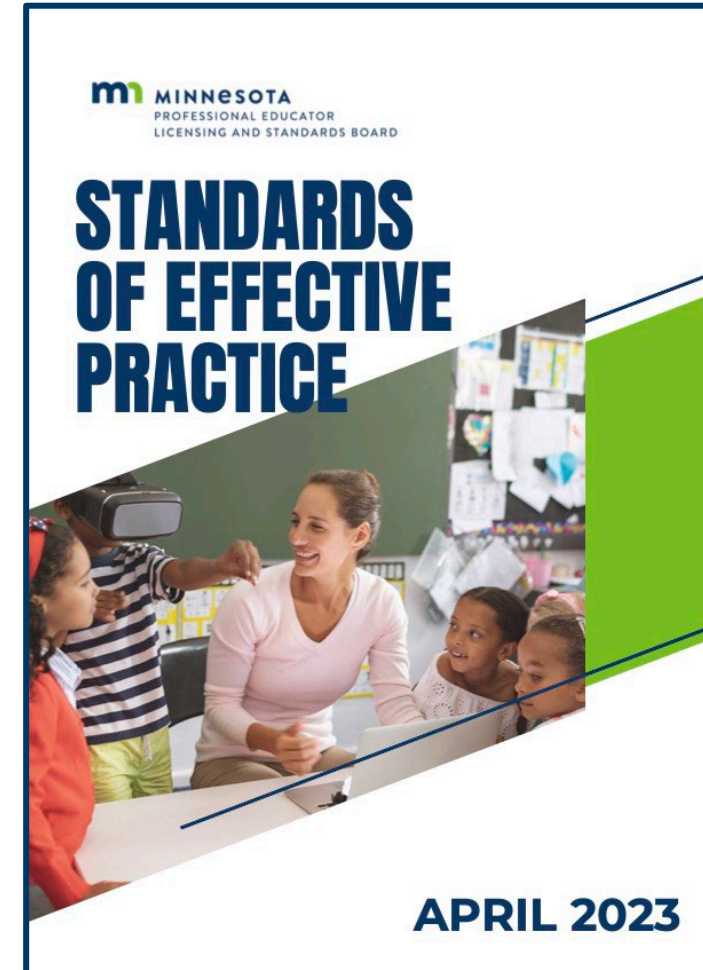
OR

International Diploma

The Commitment

Standards of Effective Practice

- 8 Standards
- Total of 71 Sub-standards



The Commitment

STANDARDS OF EFFECTIVE PRACTICE

- | | |
|---|---|
| 1 STUDENT LEARNING pg. 4 | 5 INSTRUCTIONAL STRATEGIES pg. 8 |
| 2 LEARNING ENVIRONMENTS pg. 5 | 6 PROFESSIONAL RESPONSIBILITIES pg. 9 |
| 3 ASSESSMENT pg. 6 | 7 COLLABORATION & LEADERSHIP pg. 10 |
| 4 PLANNING FOR INSTRUCTION pg. 7 | 8 RACIAL CONSCIOUSNESS & REFLECTION pg. 11 |

The Commitment

STANDARD 4. PLANNING FOR INSTRUCTION

A. The teacher understands Minnesota's English Language Development Standards Framework and uses the framework components to develop learning experiences that support the development of language in content instruction.

B. The teacher understands cross-disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge.

C. The teacher creates or adapts lessons, unit plans, learning experiences, and aligned assessments based on Minnesota's academic standards, or if unavailable, local, national, or international discipline-specific standards.

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 demonstrates the ability to feature, highlight, and use 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 by offering a wide range of curriculum materials.

G. The teacher creates opportunities for students to learn, practice, and use language of the content area.

H. Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to create opportunities for students to learn about power, privilege, intersectionality, and systemic oppression in the context of various communities and empowers learners to be agents of social change to promote equity.

I. The teacher explores and applies instructional design principles to create innovative digital learning environments that engage and support learning.

The Commitment

STANDARD 8. RACIAL CONSCIOUSNESS & REFLECTION

- A. The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.
- B. The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.
- C. The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.
- D. The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.
- E. The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.
- F. The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.
- G. The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.

Timeline for Application

Application Opens

- Thursday, January 18



Application Due

- Wednesday, January 31



Notification of Candidate Status

- Wednesday, February 7



Kickoff Meetings

- Week of February 12

Criteria Under Consideration

Criteria for Selection

Initial Pilot Cohort will support a small group of teachers

Balance between cohorts : Similar numbers of teachers for each cohort

Access to Teacher Preparation Programs : Some heritage languages have less access to teacher prep programs

Licensure via Portfolio is rigorous and self-driven



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