CSB/SJU EDUCATION DEPARTMENT

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Teacher as a Reflective Decision Maker

The CSB|SJU Education Department recognizes teaching as a complex task that requires the effective utilization of appropriate knowledge (including the teacher's body of knowledge and professional standards), pedagogical skills, and dispositions (values) to engage in *reflective* decision-making. Teaching requires making short- and long-term decisions to improve the learning and holistic development of students. Decision-making is a complex phenomenon that requires a high degree of reflection. In addition, it is important to emphasize the *context* in which students live as well as the learning environment to ensure culturally relevant and equity-oriented pedagogy.

Decision-Making

Research documents that decision-making involves multiple components, which include considering the topic of instruction, identifying the desired end result, determining options toward achieving the end result, selecting the most suitable option, reflection, evaluation, and re-calibration or adaptation. Within the context of education, there are at least four general categories in which teachers regularly engage in decision-making: planning, implementing, assessing instruction, and creating the conditions that support a positive learning environment.

Each of these four categories must consider students' academic, cognitive, social, emotional, and behavioral development and goals (Barbour, 1986; Burden & Byrd, 2019; Cooper, 1999; Smith, 1992). In addition, "values are at the core of the decision-making process" (Brubaker & Simon, 1993, p. 12).

The CSB|SJU Education Department emphasizes that decision-making should be a *reflective* process. In fact, reflective decision-making leads to teachers who can effectively plan and prepare for teaching, establish a positive classroom environment, engage in effective instruction, and carry out professional responsibilities in an ethical manner (Danielson, 2007, 2013; Darling-Hammond and Baratz-Snowden, 2007).

Reflection

Reflection occurs when teachers think carefully about matters related to education, engage in making rational choices and a careful decision-making process, and assume responsibility for their choices (Burden & Byrd, 2019; Dewey, 1933). Reflection is considered a critical component in several prominent education professional standards, including the Minnesota Standards of Effective Practice, InTASC standards, and with national accrediting bodies (Council for the Accreditation of Educator Preparation, 2015; Council of Chief State School Officers, 2011; Minnesota Legislature, 2016).

A reflective approach to teaching practice is deliberately curated in students throughout the CSB|SJU teacher education program, drawing on a variety of knowledge, skills, and dispositions. Reflection requires introspection, open-mindedness, and accepting responsibility for one's decisions and actions. When engaging in reflection, teachers must identify their strengths and weaknesses, set goals, and engage in focused practice to meet their goals. An additional layer of self-examination in terms of cultural assumptions further deepens reflection in support of equity-oriented pedagogy. We recognize that utilizing a systematic approach when engaging in reflection has been shown to improve instructional practice (Marzano, 2012). The CSB|SJU Education Department seeks to support such reflective practice by establishing an environment that is supportive and encourages open communication, critical dialogue, risk-taking, and collaboration (Osterman & Kottkamp, 2004). This communication and dialogue occur between students and their peers, between students and their instructors, as well as within the classrooms in which they work as part of their ongoing field experiences.

Numerous benefits can be attributed to the use of ongoing reflection as part of professional practice. In general, reflection promotes learning and growth, enhances professional competence, and is necessary for short- and long-term teacher effectiveness (York-Barr, Sommers, Ghere, & Montie, 2016), and is especially important for novice teachers (Metcalf, Cruickshank, & Bainer, 2016; Pultorak & Barnes, 2009). In terms of specific teaching skills, reflection helps teachers better meet the needs of their students, promotes life-long learning and professional and personal development related to teaching, facilitates self-monitoring and the analysis and understanding of classroom events, and helps to establish a positive classroom environment (Metcalf et al., 2016). Reflection helps to build contextualized knowledge, critical thinking and inquiry skills, and facilitates teachers' abilities to react, respond, address, assess,

and revise during teaching. It is also associated with more effective coping strategies and the ability to implement new approaches (Minott, 2007).

Bringing it Together in the CSB|SJU Education Department

Reflection plays a critical role in effective teaching and represents a career-long developmental process. Effective teachers must utilize their knowledge, skills, experiences, and dispositions to make decisions about what to teach, how to teach, and how to build and develop an atmosphere supportive of students' holistic development and learning (Cooper, 2014). It is critical that teachers reflect upon and examine their own teaching, reflect upon their students, and critically examine their own biases and assumptions to support equity and engage in culturally relevant pedagogy (Gorski, 2013; Gorski & Swalwell, 2015; Ladson-Billings, 2009).

A primary goal of the CSB|SJU Education program is to support our candidates throughout their development related to reflective decision-making, such that they can make decisions that advocate for the ethical and equitable treatment of their students and their families. The Education faculty and staff devote time and energy to reflection and equity to embody this commitment to reflective decision-making. In addition, the CSB|SJU Education faculty use a variety of approaches to support their students, and themselves, in becoming more reflective, and to gather information to reflect upon our practice (Marzano, 2012; Brookfield, 2017; Putman & Rock, 2017).

This commitment to purposeful and ongoing reflection is supported by the larger context of CSB|SJU, where the Benedictine values of concern for community, respect for all persons, openness to change, and balancing mind, body, and spirit are at the core (de Waal, 1984). CSB|SJU is also deeply committed to transformative inclusion:

> At the heart of this work is the idea that inclusion requires a transformative, instead of a merely additive, process wherein our community is necessarily reformed and enriched through deep engagement among all members. Thus, true inclusion is not an end goal, but an ongoing process as we engage continually in becoming an inclusive community. (College of Saint Benedict and Saint John's University, 2019)

Components of the CSB|SJU Conceptual Framework

Body of Knowledge

Our conceptual framework represents a commitment to the development of content and pedagogical knowledge and skills that are central to the work of teachers. In order to foster a deep understanding of content knowledge and pedagogical skills in our candidates, we focus on the ten Minnesota Standards of Effective Practice **(SEPs),** which represent our departmental goals. Therefore, our program focuses on the development of our candidates in the following areas: Subject Matter; Student Learning; Diverse Learners; Instructional Strategies; Learning Environment; Communication; Planning Instruction; Assessment; Reflection and Professional

Development; and Collaboration, Ethics, and Relationships. We recognize that successful teachers will have well-developed content knowledge (CK) as well as pedagogical content knowledge (PCK). Additionally, successful teachers develop technological content knowledge (TPK) that will enable them to understand how instructional technologies influence teaching and learning. Our candidates also develop ethical and Culturally Relevant Teaching (CRT) practices.

Development through courses and field experiences

Pedagogical content knowledge (PCK) is critical to teacher development. In addition to content-knowledge specific to a teacher's subject area, successful teachers also have explicit knowledge relating to how to teach that content, and how learners experience the processes of learning in that content area (Grossman, 1990). PCK was originally defined as specialized subject-specific professional knowledge that recognizes a connection between content knowledge and teaching practice (Shulman, 1986). Contemporary understandings of PCK include subcategorizations of types of specialized knowledge used by teachers in their respective disciplines (Ball, Thames, & Phelps, 2008). These subcategories include knowledge of skills unique to teaching in that field (*specialized content knowledge),* knowing about students' knowledge and gaps in that knowledge (*knowledge of content and students),* and knowing about teaching for learning (*knowledge of content and teaching)* (Ball et al., 2008). Our program aims to prepare candidates for each of these kinds of PCK through coursework and associated field experiences.

One important aim of our program is to develop PCK in pre-service teachers because it will benefit them in their careers as teachers (Mecoli, 2013). PCK development is a central function of the Tier II pedagogy courses, wherein students develop a theoretical understanding of how subject areas are taught, as well as practical knowledge and skills for working with students effectively. Technological pedagogical knowledge (TPK) refers to teachers' understandings of how technology tools can be used appropriately in different disciplines to enhance learning, as well as knowledge of both affordances and constraints presented by those technologies (Mishra & Koehler, 2006).

Central to CK development are courses that our candidates take in a variety of content areas, taught by faculty throughout our institutions.

For Elementary Education majors, Content Knowledge (CK) is developed in each of the content areas through coursework taught by faculty within the Education Department, as well as through coursework offered through a variety of academic departments on our campuses:
- Art
- English
- Mathematics
- Music
- Natural Sciences
- Theater

For Secondary (including K-12) Education, CK is developed through coursework in the major area of study.

- Art
- English as a Second Language: Any major, with coursework in Education and English
- Language Arts: Communication and English
- Music (Choral or Instrumental)
- Social Sciences: Anthropology, Economics, History, Political Science, Geography, Sociology, Psychology
- Science: Environmental Science, Integrative Sciences, Natural Sciences, Physics
- Mathematics
- World Languages: Hispanic Studies, French, German

PCK is developed through each pedagogy course, and is further developed through student teaching.

Culturally Responsive Teaching

Culturally Responsive Teaching (CRT) refers to an educational approach that aims to support a pluralistic democracy in which equal rights and opportunities are afforded to all, including groups that have been marginalized in the past (Chartock, 2010). CRT has been described as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994, p. 382). Culturally Relevant Teaching is first introduced in Education 111: Teaching in a Diverse World, and is further explored and practiced in pedagogy courses and through student teaching. Critical to building CRT capacities is knowing "how to examine their own cultural assumptions to understand how these shape their starting points for practice" (Banks, Cochran-Smith, Moll, Richert, Zeichner, LePage, Darling-Hamond, Duffy and McDonald, 2005, p. 243). Through field experiences, candidates reflect on their identities and roles as teachers, and build their own culturally responsive practices for working with diverse learners.

Values

"True education enables us to love life and opens us to the fullness of life"
Pope Benedict, 2014

The theoretical framework of the Education Department at the College of St. Benedict and St. John's University is rooted in Benedictine values. We strive to instill the Benedictive values of hospitality, humility, community, and service in our students (Pratt & Homan, 2000). Our values are also informed by the State of Minnesota Teacher Code of Ethics , the National Education Association's (NEA) Code of Ethics, and other guidance, such as Klassen, Renner, and Reuter (2001) "Catholic, Benedictine Values in an Educational Environment."

The themes that emerge across these works emphasize a commitment to the common good, community, justice (including social justice), service and humility. It is these core values that support faculty and pre-service teachers in their role as a reflective educational decision makers. Being a reflective decision maker includes being aware of the body of knowledge regarding teaching, contexts that we live and work in, and the professional standards of the field of

education. Every decision a teacher makes is rooted in their knowledge of students, pedagogy and deeply-held values. These values are the foundation for the art and science of teaching.

Throughout their education program at CSB/SJU, pre-service teachers are asked to reflect on dispositions necessary to becoming highly effective educators. At critical points in their course of study, students self-rate and are rated by professors on the following dispositions: Positive Outlook, Intellectual Integrity, Advocacy for Diversity and Equity, Effective Communication and Collaboration, Ethical Outlook, and Professionalism. We expect students to demonstrate growth in these dispositional areas as they develop their professional identity.

The Education Department is also a vital part of the larger CSB/SJU community. We position the department in alignment with the values of the larger community. Our department values are aligned with the Institutional Learning Goals of embracing differences, thinking deeply, engaging globally, serving graciously, and living courageously. Additionally, the Education Department has been a full participant in the [Mellon Becoming Community](#) initiative which " aims to create transformative inclusion among faculty, staff, monastics, students, alumni, and community partners (CSBSJU, 2019)." Through participation in this initiative the Department of Education has developed a peer mentoring program to support our first year education students.

Contexts

Teaching exists in the center of complex cultural contexts. It is only in understanding our students and the contexts in which they live that we can be truly effective educators. The Education Department is committed to developing future teachers who view their teaching through an ecological model and an equity lens.

Urie Bronfenbrenner (1989) developed a framework for understanding individuals as part of an ecological system. Within this model, Bronfenbrenner discusses the influences on the developing person through their own personal characteristics, the microsystem (immediate, direct influences, such as family, school, neighborhoods, etc.), the mesosystem (interactions between the microsystems, such as home and school), the exosystem (community structures, institutions, values, educational systems, and macrosystems (cultural patterns, social and economic systems, political influences, etc.). To be effective educators we must understand the contexts in which students live.

In order to prepare CSB/SJU pre-service teachers for the increasingly complex and changing environment of teaching, the Education Department emphasizes a commitment to understanding the breadth of an individual's influences and experiences. We are committed to multicultural education, culturally relevant teaching and equity literacy. We believe that these frameworks can address many types of equity issues such as economic diversity, gender, disability status, etc.

Frameworks for conceptualizing multicultural and social justice teacher education abound (Rodriguez, Bohn-Gettler, & Israelson, 2020). We draw specifically from theories and practices of critical multicultural education (Grant & Sleeter, 2006), culturally relevant teaching (Ladson-Billings, 2005; 2006), and equity literacy (Gorski, 2014; Gorski & Swalwell, 2015; Swalwell,

2013). Although distinct, these approaches are complementary. Taken together, they offer insights into social justice teachers' ways of "doing" and "being" (Ladson-Billings, 2006, p. 41).

Equity literacy particularly stems from and embraces tenets of the other two, but synthesizes goals of multicultural education and culturally relevant teaching while going "beyond" culture to more directly address equity. According to Gorski and Swalwell (2015), a central tenet of equity literacy is that "any meaningful approach to diversity or multiculturalism relies more on teachers' understandings of equity and inequity and of justice and injustice than on their understanding of this or that culture" (p. 36). Further, in line with Grant and Sleeter (2006), Swalwell (2013) asserts that social justice pedagogy relies on three essential elements: exposing students to multiple perspectives that include the voices of marginalized peoples; a democratic classroom structure that values student voice; and opportunities to participate in project-based learning and community-based social action that addresses issues of injustice (p. 18).

In addition to these elements that highlight how to "do" social justice pedagogy, Swalwell describes the identity of the "activist ally" teacher as one "intent upon facilitating the development of justice-oriented citizens with a deep understanding of systemic injustices, a sense of agency that is empowered and critically self-reflective, and the ability to mobilize their resources in order to act in concert with others (p. 108). In summary, we find this "doing" and "being" framework useful in designing curriculum and conceptualizing our work with social justice-oriented preservice teachers.

Professional Standards

The College of St. Benedict & St. John's University Education Department is committed to supporting candidates in the development of **professional standards** during teacher preparation program and as they join the teaching profession to contribute to their success as classroom teachers.

> A. *Standards of Effective Practice and Content Standards*
>
> The Minnesota Professional Educators and Licensing and Standards Board ensures that all higher education institutions are aligning college course curriculum with the Standards of Effective Practice and Content Standards aligned with each licensure area. Our program ensures each teacher education candidate must be held accountable to show verification of completing the Standards of Effective Practice and content standards for each approved licensure program.
>
> The Standards of Effective Practice for Teachers, the principles upon which licensure of Minnesota's teachers is based. The full text of code can be here. They include: **Standard 1 Subject Matter** - The candidates we prepare for licensure as Minnesota teachers understand the central concepts, tools of inquiry, and structures of the disciplines they are preparing to teach so that they will be able to make this subject matter meaningful for their students

Standard 2 Student Learning - The candidates we prepare for licensure draw on their understanding of learning and developmental processes to choose optimal ways that encourage their students' intellectual, social, and personal development.

Standard 3 Diverse Learners - Our candidates, recognizing how differences among students can influence their learning, make instructional decisions that reflect to their students' backgrounds and exceptionalities.

Standard 4 Instructional Strategies - Our candidates use their knowledge of instructional strategies to decide upon and employ those which are most likely to encourage their students' critical thinking, problem solving, and performance skills.

Standard 5 Learning Environment - Our candidates for licensure use their knowledge and skills to create just, disciplined learning communities that can motivate students to achieve personal and academic success through positive social interaction and active engagement in their learning.

Standard 6 Communication - The candidates we prepare for licensure as teachers use effective verbal, nonverbal, and media communication techniques to foster their students' learning.

Standard 7 - Planning Instruction - Our candidates for licensure plan and effect instruction as they decide what content they will teach, to whom they will teach it, in what ways they will do so, and with what effect.

Standard 8 Assessment - Our candidates for teacher licensure use information provided through their use of formal and informal assessment methods to make instructional decisions that will support their students' continuous development.

Standard 9 Reflection and Professional Development - Our candidates for licensure critically reflect on the effects of their instructional decisions on the performance of their students, on the practice of their colleagues, and on the actions of others in their learning communities, using those reflections to direct and sustain their professional renewal.

Standard 10 Collaboration, Ethics, and Relationships - The candidates we prepare for licensure as Minnesota teachers enhance their effectiveness as educators by working together with their colleagues, their students' parents, and members of their school community to create and sustain a positive learning environment that can enhance students' learning and well-being .

Together, these are the major components of the **Minnesota Standards of Effective Practice for Teachers** and the **Interstate New Teacher Assessment Support Consortium** (INTASC).

Content Area Standards

Our program ensures each teacher education candidate must be held accountable to show verification to content standards that aligns with the required demonstration of knowledge and skills aligned with that licensure area. A link to the content standards by licensure are listed here.

B. *Dispositions*

The Education Department at the College of St. Benedict/St. John's University is committed to preparing future teachers with the **dispositions** necessary to becoming

highly effective educators. Our dispositional goals reflect our departmental conceptual framework, the missions of our colleges, relevant literature, and the expectations of external accreditors. As such, we have created a unit-wide process that provides ongoing opportunities for candidates to learn about and develop dispositions in the following five areas:

Positive Outlook: The candidate has a positive outlook toward students, learning, challenges, collaboration, and colleagues.

Intellectual Integrity: The candidate values important intellectual and reflective thinking practices, believes that he/she can always improve upon his/her thinking and skills, and is devoted to the truth in his/her work as a learner and teacher.

Advocacy for Diversity and Equity: The candidate appreciates learner differences, promotes equitable outcomes within inclusive environments, and respects the dignity of all students.

Effective Communication and Collaboration: The candidate values effective communication and collaboration with important stakeholders, including students, colleagues, peers, professors, and parents.

Ethical Outlook: The candidate values and engages in reflective practices, ethical thinking, and strives for ethical behavior.

Professionalism: The candidate recognizes professional responsibility for engaging in and supporting professional practices for self and colleagues.

C. *Code of Ethics*

Upon entering the teaching profession, teachers assume a number of obligations, one of which is to adhere to a set of principles which defines **professional conduct**. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Minnesota Board of Teaching. The full text of the code can be found here. The standards of professional conduct are as follows:

A. A teacher shall provide professional education services in a nondiscriminatory manner.
B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.

E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
G. A teacher shall not deliberately suppress or distort subject matter.
H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

D. *Academic Standards*

Upon entering the teaching profession, teachers assumes the obligation of teaching is adhere to the **Minnesota and National Academic Standards:** Teachers do have choices regarding the content they teach. However, these choices are often limited by local, state, and national standards. **The Minnesota Academic Standards** define a core of five academic content area standards: language arts, mathematics, science, social studies and the arts. Standards for Social Studies were adopted in 2004, Mathematics in 2007, Language Arts in 2010, Arts and Physical Education in 2018, and Science in 2019. Language Arts will be revised in 2019-2010. Each set of state academic standards is supplemented by grade-level benchmarks specifying the academic knowledge and skills that students must achieve to affirm attainment of a standard.

In addition to the core academic standards areas, there are several elective subject areas. School districts must **create local elective standards and must offer elective courses covering health and physical education, vocational and technical education, and world languages.** The law requires students to complete a specified number of course credits covering both core and elective subject areas in order to receive a high school diploma. The Minnesota Academic Standards as well as selected national standards, organized by subject, are summarized below. The link to the full standards can be found here.

Arts: Artistic literacy is a combination of foundational knowledge and skills in an art form with the ability to work in four processes fundamental to the arts: Creating, Responding, Performing/Presenting, and Connecting. The *Minnesota K-12 Academic Standards in the Arts* include five arts areas: dance, media arts, music, theater, and visual arts. The Minnesota Academic Standards in the Arts were revised in 2018. They are organized into five strands: Foundations; Processes: Create; Respond: Perform and Present; and Connect. Though not yet set, it is estimated that the new standards will need to be fully implemented in all Minnesota school districts by the 2021-22 school year. Graduation requirements for art state that all students are required to satisfactorily complete 1 credits of art.

English Language Arts: The Minnesota K-12 Academic Standards in English Language Arts were, which include reading, writing, speaking, viewing, listening, media literacy, and language standards, were revised in 2010 and were to be implemented by the 2012-2013 school year. The standards also cover Literacy in History/Social Studies, Science and Technical Subjects and require that students learn to read and write across disciplines. *Minnesota's adoption of the Common Core National Standards in 2011, modified to include greater emphasis on media arts, provides a third guiding document to shape the preparation of those seeking to be licensed as teachers of language arts and literature (*http://www.corestandards.org/*).* The standards are being reviewed in 2019-2020.

All of the ELA standards, including reading, writing, speaking, viewing, listening, media literacy and language, are assessed at the classroom level through teacher- and district-selected assessments and through The Minnesota Comprehensive Assessments (MCAs) and the Minnesota Test of Academic Skills (MTAS), that are the state tests that help districts measure student progress toward Minnesota's academic standards
The graduation requirements for English Language Arts (ELA) include credit requirements and standards requirements. All students are required to satisfactorily complete four credits in ELA encompassing the high school academic standards.

Social Studies: Social Studies is the interdisciplinary study of citizenship and government, economics, geography, history, and other disciplines in the social sciences and humanities in which students develop the content, concepts, skills, and dispositions necessary to be informed and engaged citizens in the contemporary world. The Minnesota K-12 Academic Standards in Social Studies 2011 sets the minimum statewide requirements for K-12 student achievement in the disciplines of **citizenship and government, economics, geography, and history**. Although the standards in this document are organized by discipline, they may be delivered in an interdisciplinary context.

- For grades K-8, there are grade-specific standards for each of the four main disciplines.
- In grades 4-8, there is one lead discipline for each grade level.
- The high school social studies standards are banded and must be taught within the grade span of 9-12. Schools may offer courses in additional disciplines including anthropology, psychology, and sociology.
- Additionally, social studies students in grades 6-12 must complete the Literacy in History/Social Studies standards included in the Minnesota K-12 Academic Standards in English Language Arts (2010) (pages 80-90).

Graduation requirements for social studies state that all students are required to satisfactorily complete three and one-half (3.5) credits of social studies, including U.S. history, geography, government and citizenship, world history and economics sufficient to satisfy all of the academic standards in social studies.

Mathematics: The Minnesota K-12 Academic Standards in Mathematics set the expectations for achievement in mathematics for K-12 students. The standards are grounded in the belief that all students can and should be mathematically proficient, and all students should learn and understand important mathematical concepts, skills, and relationships. The standards and benchmarks describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections, and representation. The four mathematics content strands are 1) Number and Operation, 2) Algebra, 3) Geometry and Measurement, and 4) Data Analysis and Probability (Minnesota Department of Education, 2011).

Science: The 2019 Minnesota K-12 Academic Standards in Science (Standards) set the expectations for achievement in science for grades K-12 students in Minnesota. The Standards are grounded in the belief that all students can and should be scientifically literate. Scientific literacy enables people to use scientific principles and processes to make personal decisions and to participate in discussions of scientific issues that affect society (NRC, 1996). Graduates should be prepared for career and college opportunities. Student progress on the science standards is assessed by the Minnesota Comprehensive Assessment (MCAs) at grades five and eight, and once in high school in the year that the student completes a biology course.
In addition to the state science standards, there are standards for literacy in science included in the *Minnesota K-12 Academic Standards in English Language Arts (2010)*. Graduation requirements for science state that all students are required to satisfactorily complete 3 credits of science, including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement.

Physical Education and Health Standards: The Minnesota Department of Education released the official 2018 *Minnesota K-12 Academic Standards in Physical Education* document on February 1, 2018. The standards are to be fully implemented in all Minnesota school districts by the 2021-22 school year. Full implementation of the 2018 Minnesota Academic Standards in Physical Education is defined as:
- By the 2021-22 school year, instruction in physical education in grades K-8 must include all the 2018 Minnesota physical education standards and grade-level benchmarks.
- Instruction at the high school level must include all the 2018 Minnesota physical education standards and grade-level benchmarks for grades 9-12 beginning with the 2021-22 freshman (9th grade) class.
- All school districts are required to develop assessments to ensure students are meeting the benchmarks.

The National Health Education Standards and Minnesota Benchmarks were developed by the Minnesota Department of Education to serve as a guide for districts for locally developed standards providing sample grade-specific benchmarks for K-12 health education.

Foreign (World) Languages: Minnesota world language standards are locally developed but must be based on the most recent ACTFL world language standards. The Minnesota

Department of Education provides a model that districts can use to develop local world language standards. School districts must use a locally selected assessment to determine if students have achieved standards in world languages.

English as a Second Language: Minnesota ESL teachers follow the WIDA standards, organized around subject areas. WIDA standards are available at Wida.wisc.edu

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