



Board Meeting: November 10, 2025

Title: Curriculum Implementation Update

Type: Discussion

Presenter(S): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Mark Carlson, K-12 Science and Mathematics Coordinator

Description: A curriculum review is most often prompted by a change in the Minnesota State Standards in a specific content or subject area. It most often results in a change to resources used to teach that content area. Over the last four years there have been changes to resources in K-12 Science, English Language Arts, and Social Studies. This report provides an overview of the curriculum review process used in Edina Public Schools and a highlight of where Science, English Language Arts, and Social Studies are in this process.

Recommendation: There is no recommendation at this time.

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key information presented.

Background Materials:

[Policy 603](#)

Appendices:

Appendix I: A Comprehensive List of Design Team Members

Appendix I of Policy 603 states:

In Edina, a core belief we share is “Professional Excellence.” This means that, “We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.” This is done through the use of “district design teams.”

District design teams are intentionally created to ensure representation of key educators that will be impacted by the change created while advancing strategic and innovative initiatives.

District design teams are formed when there is a strategic and/or innovative initiative to make a collective decision on changes and even more importantly to collectively engage in the implementation phase once the decision making is completed.

What is a District Design Team:

- Design teams are formed with representation of all educators impacted by potential change.
- Design teams are the decision makers for changes.
- Design teams shift to implementation teams to ensure the conditions are set for successful implementation of the change.
- Design teams support successful implementation for multiple years following the initial implementation to ensure the greatest impact on student outcomes.

What is a Curriculum Review:

- A curriculum review is an example of a strategic and innovative initiative.
- A curriculum review is most often prompted by a change in the Minnesota State Standards in a specific content area.
- A curriculum review follows Implementation Science in Edina.

What is Implementation Science:

- The study of how to implement evidence-based practices and resources so that they have the greatest impact.

Implement with Impact, Pizzuto & Carney, page 23

Why Implementation Science:

- It ensures that we go beyond the what and include the who, why, where, when and how.
- It utilizes “design teams” (a decision and implementing team) to lead through the transitions that occur with change.
- It uses various forms of data to drive decision making and continuous improvement.
- It develops capacity through systems that create ongoing opportunities to increase knowledge and skills associated with the innovation.
- It ensures the voices of the implementers are included and matter.

Implement with Impact, Pizzuto & Carney, page 25

The Stages of Implementation Science:

Design teams of educators participate in all of the following stages. Their input, experience, and professional excellence is critical to every stage of the process.

<p>Exploration:</p> <p><i>*Critical to Assess Need, Select Action/Resource, Assess Readiness</i></p>	<ul style="list-style-type: none"> ● Assemble your design team ● Define current reality & identify the issue that needs to be addressed and understand why it needs to be addressed ● Develop the goal to articulate what implementation will achieve ● Identify the evidence based solutions that may work ● Assess fit and feasibility of the possible solutions to address the changes needed ● Assess organizational readiness ● Collect stakeholder input/feedback ● Use CPSS ● Select and define the practice/program
<p>Installation: The Plan & Prepare Stage</p> <p><i>* Critical to set the conditions for success by creating infrastructures, systems and training for readiness.</i></p>	<ul style="list-style-type: none"> ● Create an Implementation Team (can be the same as the design team and it may be different) ● Create an implementation plan ● Define the core components responsible for program's efficacy (active ingredients/commitments) ● Select the implementation strategies (define what will get in the way of implementation and create plans to overcome) ● Create an ongoing Professional Development plan ● Develop a plan to monitor the implementation
<p>Early Implementation:</p> <p><i>*Critical to test, problem-solve and refine.</i></p>	<ul style="list-style-type: none"> ● Some educators begin using the program/practice ● Build supportive foundations ● Cultivate a learning culture with improvement cycles ● Data is collected around both implementation and student outcomes ● Harness data for strategic action
<p>Full Implementation: The Spread and Sustain Stage</p> <p><i>*Critical to long-term integration through attention to consistency, quality, and outcomes.</i></p>	<ul style="list-style-type: none"> ● All educators being using the program/practice ● Spread and sustain through monitoring and improving support infrastructures ● Monitor student data to celebrate improved outcomes and implementation success

Edina Teaching and Learning utilizes the following Implementation Science Resources to follow the process outlined above:

[National Implementation Research Network: NIRN](#)

Implement with Impact: A Strategic Framework for Leading School and District Initiatives:

By: Jenic Pizzuto and Steven Carney

Current Edina Content Areas that are in installation to full implementation:

School Year:	Content Area:
2024-2025	Science
2025-2026	K-12 ELA
2026-2027	Social Studies

K-12 Science:

In an ongoing commitment to Implementation Science, K-12 Science curriculum reviews are all in Full Implementation. At the elementary level, more than 90% teachers are using Mystery Science as intended across all elementary schools and choice programs. Staff reflect that the fit and feasibility of the resource is strong and, even more importantly, student engagement when using Mystery Science is high. The areas of challenge are specifically time in the elementary schedule to complete all units and complete all assessments. Teaching and Learning continues to be a resource and support when addressing time constraints, material needs, and instructional support. During the 2024-2025 school year French translations of the curriculum were completed for Normandale.

At the middle school level, the majority of 6-8 Science teachers are using Amplify with adjustments. Adjustments have been done with intentionality to align standards and increase student engagement. These adjustments have been done in building level and grade specific teams with Teaching and Learning support as needed. An area of challenge that is being discussed is time to complete assessments and assessment formatting.

At the high school level, all Science teachers are using the purchased curricular resources with intentional adjustments and department created resources with fidelity. Regularly scheduled Teaching and Learning meetings with the Science Area Lead are currently indicating the new standards have been implemented. These regularly scheduled meetings allow for the collective ownership of science instruction and resources at Edina High School.

In response to performance on the new Science MCA IV assessments, Teaching and Learning will work with grade level and department leaders to make sure that instruction is aligned with the newly released Performance Level Descriptors (PLD's). This will also help ensure students experience assessment events that align with the expectations of this new assessment. Teachers will also respond to individual student needs through the use of WIN and FLEX times.

Science Curriculum Update Aligned with Implementation Science Stages:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
K-5	Exploration Tier I Curriculum	COVID Break	Installation Tier I Curriculum (<u>Mystery Science</u>)	Early Implementati on Tier I Curriculum (<u>Mystery Science</u>)	Full Implementati on Tier I Curriculum (<u>Mystery Science</u>)	Full Implementati on Tier I Curriculum (<u>Mystery Science</u>) New MCA Assessment 5th Grade	Full Implementati on Tier I Curriculum (<u>Mystery Science</u>)
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
6-8	Exploration Physical Earth Science	Installation Physical Earth Science	Early Implementati on Physical Earth Science	Full Implementati on Physical Earth Science	Full Implementati on Physical Earth Science	Full Implementati on Physical Earth Science	Full Implementati on Physical Earth Science
	Exploration Tier I Curriculum	Exploration Tier I Curriculum (<u>Amplify</u>)	Installation Tier I Curriculum (<u>Amplify</u>)	Early Implementati on Tier I Curriculum (<u>Amplify</u>)	Full Implementati on Tier I Curriculum (<u>Amplify</u>)	Full Implementati on Tier I Curriculum (<u>Amplify</u>)	Full Implementati on Tier I Curriculum (<u>Amplify</u>)
	Early Implementati on Compacted Pathway	Full Implementati on Compacted Pathway	Full Implementati on Compacted Pathway	Full Implementati on Compacted Pathway	Full Implementati on Compacted Pathway	Full Implementati on Compacted Pathway New MCA Assessment 8th Grade	Full Implementati on Compacted Pathway *Adjusted to 7th and 8th grade instead of 6-8th.
9-12	Exploration Tier I Curriculum all disciplines	COVID Break	Exploration Chemistry Biology Physics	Installation Chemistry Biology Physics	Early Installation Chemistry Biology Physics	Full Implementati on Chemistry Biology Physics Physics Physical Earth Science	Full Implementati on Chemistry Biology Physics Physics Physical Earth Science
			Installation Physical Earth Science	Early Implementati on Physical	Full Implementati on Physical		

				Earth Science	Earth Science	New MCA Assessment Biology	
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Early Learning - 12 English Language Arts:

In our ongoing commitment to excellence in literacy education, we've made significant strides at all levels. At the early learning level, the use of Creative Curriculum is in Full Implementation in alignment with Science of Reading principles. With strong infrastructures in place, our Early Learning Literacy Administrative team will ensure Full Implementation stays strong as new staff transition.

At the elementary level, our Elementary ELA Design Team (Literacy Lead Team) has developed grade-specific commitments aligning Science of Reading principles with district resources. They've unanimously recommended Benchmark Advance, a top-rated comprehensive curriculum, for adoption. We are currently in full implementation of Benchmark Advance, Benchmark Adelante and Benchmark Express (for English Language Learners) across all elementary grade levels and all sites in EPS. The focus is now on supporting teachers to implement the new program with fidelity. Initial survey data shows that 72.3% of teachers are feeling positive so far about the implementation.

The Middle School ELA is in year 2 of implementing StudySync. The implementation has been yielding positive results for students as shown on both FASTBridge aReading and MCA assessments. Teachers continue to receive professional development throughout this year from trained trainers. The training is sensitive to their needs and focused on supporting staff to use the program as intended. Themes of support this year are using scaffolds and tools for differentiation, fine-tuning our use of assessments and overall support navigating the robust resource.

The high school is in phase 2 of a multi-layered curriculum redesign. The team is in year 2 of Phase 1 which consisted of implementing ELA Survey and ELA Round Table courses for 9th and 10th grade and 2 new College In the Schools courses for 11th and 12th grade. Teachers continue to refine the course plans and engage in professional learning and collaboration to support the on-going implementations in Phase 1. Phase 2 is in Early Implementation this year (2025-2026). There have been 8 new courses added to the menu of choices for high school students.

Course Title: Literature of Science Fiction

Course Description: Students will analyze the genre of science fiction literature, specifically how authors use the genre to give commentary on societal issues of their time.

Course Title: Voices in US Literature

Course Description: Students will explore the modern American experience through late 20th and 21st century literature.

Course Title: Gothic and Horror Literature

Course Description: This course will explore the horror genre through classic and modern texts that look into the ways in which writers across different contexts explore the idea of fear of the unknown and how culture influences it.

Course Title: Global Literature

Course Description: Students will explore fiction, nonfiction, and oral traditions from around the world with an emphasis on non-Western perspectives.

Course Title: African American Literature

Course Description: Students will examine African American history and the cultural contributions of Black Americans through the study of fiction and nonfiction texts.

Course Title: Women Writers

Course Description: Students will consider women's voices in a variety of forms (stories, essays, novels, and poems), exploring the issues these works raise, the roles women accept or reject, and the ways they confront, accept or reimagine convention.

Course Title: Crime in Literature

Course Description: Students will examine and analyze a variety of fiction and true crime texts that reveal the dark side of the human experience.

Course Title: Literature in War

Course Description: Students will read a variety of texts that provide perspectives on the war experience. By studying the literature of war, students explore soldiers' dilemmas, personal responsibility versus taking orders, the aims and consequences of imperialism, and what happens to an individual in and after combat.

Each of these curriculum developments in ELA represent our dedication to providing our students with high-quality, evidence-based literacy instruction at all levels. Through both changes in resources and instructional practices, our teachers continue to show a strong commitment to our Edina vision. As they navigate change they recognize the increase in rigor and engagement.

English Language Arts Curriculum Update Aligned with Implementation Science Stages:

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Pre K	PreK-Grade 5 Comprehensive Literacy Plan approved by the Edina School Board in June of 2021	Exploration Tier 1 Curriculum	Installation Tier 1 Curriculum (<u>Creative Curriculum</u>)	Early Implementation Tier 1 Curriculum (<u>Creative Curriculum</u>)	Full Implementation Tier 1 Curriculum (<u>Creative Curriculum</u>)	Full Implementation Tier 1 Curriculum (<u>Creative Curriculum</u>)
K-5	PreK-Grade 5 Comprehensive Literacy Plan approved by the Edina School Board in June of 2021	Exploration Tier 1 Curriculum	Exploration Tier 1 Curriculum	Exploration Tier 1 Curriculum	Installation Tier 1 Curriculum (<u>Benchmark Advance</u>)	Early Implementation Benchmark Advance, Benchmark Adelante (SDL) and Benchmark Advance (EL) Grades 3-5 New MCA Assessment

6-12		Secondary Comprehensive Literacy Plan approved by the Edina School Board in June of 2022	Exploration Tier 1 Instruction	Exploration Tier 1 Curriculum	Installation Tier 1 Curriculum and ELA Courses 6-8 (<u>Study Sync</u>) 9-10 (<u>Into Literature & Rewards</u>) 9-10 Round Table CIS Courses	Full Implementation Tier 1 Curriculum and ELA Courses 6-8 (<u>Study Sync</u>) 9-10 (<u>Into Literature & Rewards</u>) 9-10 Round Table CIS Courses New MCA Assessment Early Implementation of Phase 2 courses
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K-12 Social Studies:

In preparation for the 2026-2027 implementation of the new Minnesota Social Studies Standards, an Elementary Social Studies Design Team comprising teachers and administrators was formed in 2023-24. The team is currently in Early Implementation with the approved program, Studies Weekly. The team is engaging in regular professional development and meeting monthly to develop support resources for all staff when we move to Full Implementation in 2026-2027.

In addition, Secondary Social Studies in middle school is in their first year implementing the board approved program from Savaas called MyWorld in grades 7 and 8. The team is engaging in on-going professional learning and collaboration to ensure students receive robust and aligned instruction across both sites.

The following Social Studies courses at the high school are in Early Implementation of new resources. The teams are engaging in on-going professional learning and collaboration to ensure students receive robust and aligned instruction.

- Cultural Geography
- AP Human Geography
- AP African American History

Social Studies Curriculum Update Aligned with Implementation Science Stages:

	2023-2024	2024-2025	2025-2026	2026-2027 Standards must be implemented
K-5	Exploration Tier 1 Curriculum	Installation Tier 1 Curriculum	Early Implementation Studies Weekly	Full Implementation Studies Weekly
6-8	Exploration Tier 1 Curriculum	Installation Tier 1 Curriculum	Early Implementation Savaas MyWorld	Full Implementation Savaas MyWorld

9-12	Exploration Tier 1 Curriculum	Exploration Tier 1 Curriculum	Early	Early
	Installation Cultural Geography AP Human Geography-9 and AP Human Geography <u>(Human Geography a Spatial Perspective)</u>		Implementation <ul style="list-style-type: none"> Cultural Geography AP Human Geography AP African American History 	Implementation <ul style="list-style-type: none"> AP Econ AP Gov

Appendix I: Design Team Members

Erik Anderson (Social Studies)
 Jane Andrews (ELA)
 Tess Bademan (ELA)
 Julie Baker (Social Studies)
 Alyssa Barnes (Science, ELA)
 Troy Beckman (Social Studies)
 Nicole Bey (ELA)
 Stephanie Błachowiak (ELA)
 Leah Bulver (Science)
 Sarah Burgess (ELA)
 Patrick Burley (Social Studies)
 Mark Carlson (Science)
 Drew Cole (Science)
 Ally Dardis (Social Studies)
 Jody De St. Hubert (All)
 Heidi Degener (ELA)
 Liz Denn (ELA)
 Paul Domer (ELA)
 Erica Gardner (ELA)
 Elizabeth Graser (Social Studies)
 Kristin Greene (Science)
 Chris Griggs (Social Studies)
 Christy Groener (Science)
 Jennifer Gross (ELA)
 Laura Hanson (ELA)
 Sandra Harley (ELA)
 Jaime Hawkinson (Social Studies)
 Jonathan Heeringa (Social Studies)
 Kjersti Humphrey (Social Studies)
 Ana Jankowski (ELA)
 Jennifer Johnson (ELA)
 Anne Kile (ELA)

Allison Knoph (Science)
 Kristie Kris (Science)
 Ashley Leidholdt (Science)
 Julie Maegi (Science)
 Julia Mason (ELA)
 Christine McCarthy (ELA)
 Mike McCarthy (Social Studies)
 Shannon McGinnis (ELA)
 Gavin Mclean (Science)
 Eli Mickelson (ELA)
 Tyler Moberg (Science)
 Stephanie Molitor (Science)
 Anile Morales (Social Studies)
 Kylee Muehlberg (ELA)
 Emily Nuss (ELA)
 Molly O'Keefe (ELA)
 Emily Olson (ELA)
 Kelly Paulson (ELA)
 Zach Prowell (ELA)
 Isa Punchard (Science)
 Jason Pusey (Social Studies)
 Jodi Ramirez (Science)
 Jennifer Rauen (ELA)
 Timothy Ronhovde (Science)
 Leonna Santillan (ELA)
 Nicole Schweigert (ELA)
 Randy Smasal (Science)
 Michael Smith (Science)
 Margaret Smith (ELA)
 Katherine Stengel (Science)
 Katrina Stern (Science)
 Molly Swiderski (ELA)

Rolland Talan (Science)
Britt Theis (Science)
Katherine Thomas (ELA)
Karen Uhler (Social Studies)
Bethany Van Osdel (ELA, Social Studies)
Lara Wark (Social Studies)
Janel Weiland (Science)
Bill Wiard (Science)
Dana Wieland (Science)
Cathy Williams (Science)
Krista Winkel (ELA)
Jamie Young (Social Studies)
Julie Baker (Social Studies)
Elizabeth Graser (Social Studies)
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