Edina Public Schools

DEFINING EXCELLENCE

Board Workshop: 12.2.24

Title: K-5 Media Specialist Update

Type: Discussion

Presenter(S): Bethany Van Osdel, Assistant Director of Teaching and Learning; and Brianna Buck, Digital Learning Coordinator

Description: This report outlines a strategic, systematic approach to transforming elementary library media programming for the 2024-2025 academic year. It will outline an intentional approach to reimagining the role of media specialists in Edina Public Schools to ensure a cohesive experience for all students across the Edina elementary system.

Recommendation: There is no recommendation at this time.

Desired Outcomes for the Board: Review in detail, have questions prepared, and your initial reactions (comments and questions) on the content provided.

Background Materials:

- K-12 Program Overview below
- ☐ Media Specialist Board Presentation 12.2.24
- ☰ Guiding Change Plan for Media Programming
- Media Specialists Board Report 6.10.24

K-12 Program Overview:

A media specialist is critical in a school district for developing students' information literacy, promoting reading, integrating technology, facilitating inquiry-based learning, providing equitable access, and fostering a positive learning environment.

A media specialist plays a critical role in a school district for several key reasons:

Developing Information Literacy Skills: The media specialist helps students develop essential information and digital literacy skills, such as how to effectively search for, evaluate, and use information from various sources. These skills are crucial for students' academic success and lifelong learning.

Promoting Reading and Literature: Media specialists curate and manage the school library's collection of books and other media. They introduce students to high-quality literature, foster a love of reading, and guide students in selecting appropriate and engaging materials.

Integrating Technology: As technology becomes increasingly integrated into the classroom, media specialists provide support and training for teachers and students on the effective use of digital resources, tools, and platforms. They help bridge the gap between traditional and digital learning.

Facilitating Inquiry-Based Learning: Media specialists often facilitate project-based and inquiry-driven learning experiences, helping students develop critical thinking, problem-solving, and research skills through the use of library resources and technology. Media specialists also work closely with classroom teachers to align library resources and instruction with the curriculum.

Providing Equitable Access: The media center, under the management of the media specialist, ensures that all students have equal access to information, resources, and learning opportunities, regardless of their socioeconomic or cultural background.

Fostering a Positive Learning Environment: The media center serves as a welcoming and engaging hub for learning, creativity, and collaborative work, contributing to a positive and enriching educational experience for students.

The Edina Elementary Media Specialists primary responsibilities include:

- Maintain learning environment in the media center
- Provide instructional lessons to students in Media and Digital Literacy
- Create relationships with students and support their growth
- Identify print and other resources for school
- Support teachers with lesson planning (options for technology integration, media literacy, etc.), resource discovery and instructional support
- Help to coordinate Media team day to day work and projects

There are two other media support roles at each site. These two additional roles are the Building Technology Paraprofessional and the Media Assistant.

Media Assistant

- Provides clerical, technical and project assistance to students and employees.
- Assists students, employees, and visitors with general inquiries and refers questions to the appropriate person when needed.
- Provides support to technical systems and applications.
- Assists the Media Specialist in providing assistance with technology and materials in the media center, classroom and other events.
- Maintains print resources for students and employees.
- Organizes Destiny Catalog, maintains books and manages reports.
- Supports Book Check-In and Check-Out support for classes.
- Assists with delivery of online assessments.
- Completes general media center duties.

Building Tech Paraprofessional

- Provides student assistance.
    - Assists students in using instructional materials and district technologies.
    - Password reset support
    - Device and Book check-out/check-in support
- Provides assistance in preparing the learning environment.
    - Installs, configures, and tracks district technologies.
    - Works with students and staff to determine and resolve technological issues.
    - Performs regular maintenance on district-supported technologies.
    - Assists with the decommissioning of outdated technologies.
    - Maintains documentation and inventory of technology as directed by supervisor(s).
    - Assists with delivery of online assessments.

- Provides teacher and other district employee assistance.
  - Trains and conducts orientations of employees on district technologies.
  - Assists staff in using technology tools and district technologies.
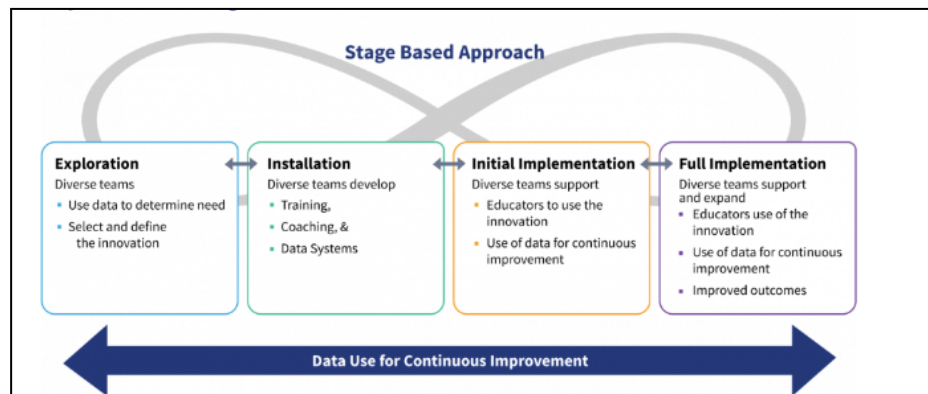
The following portion of this report will focus on the Elementary Media Specialist Role because of the changes to the Elementary Media Specialist in 2024-2025.

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In April 2024, Edina Public Schools completed a Guiding Change process that outlined the acceptable means and outcomes expected in elementary media programming. The process was completed through an inclusive process that involved cabinet and union members, principals, media specialists and DMTS staff. The following results were identified by this team:

- Proportional Assignment
- 4.5 FTE Media Specialist Assignment
- One - 0.5 FTE Media Specialist Assignment
- Prioritize tasks and responsibilities on job description and meet the expectations laid out by PELSB
  - Consistent grade banded Student Experience (Content and Time) across the district
  - Effective Media Resource Management and Administration
- The model will support alignment and coherency across K-12.
- The roles of media specialists will advance specific elements of the strategic plan to include:
  - Components of STEAM K-5 such as Inquiry, Integration, Partnership and Authenticity
  - Computer Science K-5
  - Digital Citizenship integration
  - Information Literacy 6-12

Timeline, Goals and Milestones

The Elementary Media Specialist program is being implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation. There is not a defined amount of time spent in each stage. The goal is to complete the steps in each stage. The progress of the Elementary Media Specialist plan is outlined below:

Exploration	Installation	Initial Implementation	Full Implementation
● Define current reality ● Unpack standards ● Research best practices ● Select and define the practice/program	● The program/practice has been identified and defined ● Professional Development and coaching are used to prepare for the implementation ● Resources are purchased ● Data systems are prepared	● Educators begin using the program/practice ● Data is collected around both implementation and student outcomes ● Adjustments and alignments	● More than 50% of educators are using the program/practice as intended ● Student outcome data is showing improved outcomes
2024	**Winter/Spring 2025**	**August 2025**	**August 2026 (on-going)**

Year-to-date Updates:

The Media Program team has engaged in intensive curriculum development and alignment work to support the district's vision of enabling each student to discover their possibilities and thrive. This report details the systematic approach started to develop a guaranteed and viable curriculum that supports academic excellence while fostering an inclusive learning environment. The team has been meeting regularly to develop this work. The following timeline is a detailed report of their work to this point as it aligns to the strategic plan.

September 2024

Strategic Alignment: Academic Excellence, Equity and Inclusion
- Established working agreements emphasizing inclusive accountability, positive contributions, and forward-thinking approaches
- Conducted Working Genius assessment to optimize team collaboration and program development
- Initiated development of Guaranteed and Viable Curriculum (GVC) framework
- Evaluated curriculum alignment opportunities with forthcoming MN Computer Science standards

Key Outcomes:
- ➢ Developed preliminary framework for cross-building consistency in media instruction
- ➢ Identified integration points within Units of Instruction

October 2024

Team building and cohesiveness (Working Genius)
Working Genius is a workplace productivity model developed by Patrick Lencioni that helps individuals and teams understand their natural strengths and potential areas of struggle in work processes. It identifies six different types of work "geniuses" or natural talents that people bring to team projects and problem-solving.

The Six Working Geniuses are:

1. Wonder (W)
2. Invention (I)

3. Discernment (D)
4. Galvanizing (G)
5. Enablement (E)
6. Tenacity (T)

The Working Genius assessment transforms team dynamics by providing a common language and framework for understanding individual contributions. When teams take the assessment together, they gain deep insights into how each member naturally approaches work. This helps prevent common workplace frustrations like miscommunication, task misalignment, and unproductive conflict. For example, a team might discover they're heavy on "Invention" (creative problem-solving) but light on "Tenacity" (completing tasks), which explains why they generate great ideas but struggle to implement them. Facilitators can then strategically assign roles and responsibilities that match team members' natural talents. The assessment also reduces personal judgment, as it reframes differences not as personal shortcomings but as complementary strengths. Teams learn to appreciate diverse work styles instead of becoming frustrated by them. Additionally, the model helps individuals understand their own work preferences and potential areas of drain, allowing them to seek support or develop strategies to manage less comfortable aspects of work. By creating a more transparent, compassionate, and strategic approach to teamwork, Working Genius helps organizations build more cohesive, efficient, and satisfied teams that can navigate complex projects with greater ease and collective intelligence.

The elementary media specialists engaged in Working Genius this fall to learn more about our team and how we can best work together. We identified our working geniuses and working frustrations. We spent time looking at our team map and identifying our team strengths and gaps. As we continue to meet throughout this year we remind each other of our working geniuses and follow the process to ensure all Working Genius types are included in decision making.

Strategic Alignment: Academic Excellence
- Advanced curriculum mapping for 2025-2026 academic year
- Refined standards-based instruction approach
- Established framework for Media Literacy Anchor standards implementation
- Initiated grade-level specific scope and sequence development

Key Outcomes:
- ➢ Created unified approach to teach students about library media usage
- ➢ Established "tight" curriculum elements ensuring consistency across buildings
- ➢ Developed grade-level specific performance tasks aligned with state standards
- ➢ Integrated ELA standards into media curriculum framework

October 2024 (continued)
Strategic Alignment: Academic Excellence, Equity and Inclusion
- Finalized scope and sequence framework for K-5 media instruction
- Established a consistent number of curriculum lessons per grade level
- Developed flexibility framework to accommodate school-specific programming
- Created integrated approach to five media themes/units

Key Outcomes:
- ➢ Implemented balanced calendar accounting for:
  - 24 five-day weeks for core instruction
  - 7 four-day weeks for flexible programming
  - School-specific programming opportunities (e.g., Camp Read A Lot)
  - Additional planning and collaboration time throughout the 2024-2025 school year to develop the work.

Strategic Alignment: Academic Excellence, Equity and Inclusion

- Further developed the Guaranteed and Viable Curriculum (GVC) framework.

A Guaranteed and Viable Curriculum (GVC) is a curriculum that ensures all students have an equal opportunity to learn the same rigorous content across all grade levels and subject areas. The term was introduced by educational researcher and author Robert J. Marzano.

A GVC is made up of two parts:

Guaranteed
All students in the same class, course, or grade level are taught the same content, regardless of the teacher. Teachers are aware of the content they are responsible for teaching and are teaching it.

Viable
The amount of content is teachable within the time available for instruction.

Using research from Marzano on a Guaranteed and Viable Curriculum, the team determined what would be the SAME between media center teaching and learning and what would be different. The team finalized this template to document their Guaranteed and Viable Curriculum:

Tight across all sites:	**Loose (might be different at each site):**
- **Unit:** ☐ 🦺Digital Citizenship ☐ 🖥️Technology and Design (Innovation) ☐ 🔍Information Literacy (Library Procedures) ☐ 🤔Inquiry and Research ☐ 💚Love of Reading (Literacy Engagement) - Lesson Title - Standards Aligned (ITEM and ELA if applicable) - Learning Outcomes - Performance Task (the actual task may vary depending on the lesson)	- Specific lesson activities and details of lesson design (i.e. Slideshows will not be exactly the same). - Timing/pacing

Here is the [home base for curriculum map organization](). *This is a work in progress.*

Curriculum Integration:

Our newly adopted literacy curriculum Benchmark Advance has digital components. One of our goals as a media specialist team is to look into the new curriculum and see how it will support our ELA Media Literacy Standards. Our K-1 students use a digital tool called Seesaw and there are aligned activities to our new literacy curriculum. As a media specialist team we will review these activities and help our teachers integrate them with their classes and our media lessons.