



Board Meeting: November 4, 2024

Title: Curriculum 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 in detail, have questions prepared, and provide your initial reactions on the content provided.

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 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.

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.

| | |
|--|---|
| Exploration: The Decide Stage <i>* Critical to defining the problem and selecting the best solution.</i> | <ul style="list-style-type: none"> • <i>Assess and create readiness</i> • Define current reality & identify changes needed (name the problem to be solved) • Unpack standards • Research best practices • <i>Assess fit and feasibility of the options to address the changes needed</i> • Select and define the practice/program • <i>Determine actions to optimize readiness & develop capacity</i> |
| Installation: The Plan & Prepare Stage <i>* Critical to set the conditions for success.</i> | <ul style="list-style-type: none"> • The program/practice has been identified and defined • A plan for implementation is created (can include practicing/piloting) • Professional Development and coaching are used to prepare for the implementation • <i>Ensure infrastructure resources and supports are in place (technology, schedule, etc)</i> • <i>Develop feedback loops for continuous improvement</i> • <i>Communication plans are created and utilized</i> |
| Initial Implementation: The Implement Stage <i>*Critical to grow the implementers.</i> | <ul style="list-style-type: none"> • All educators begin using the program/practice • <i>Build supportive foundations</i> • <i>Cultivate a learning culture with continue Professional Development and job embedded support</i> • Data is collected around both implementation and student outcomes • Adjustments and alignments are made • <i>Communication plans are followed and adjusted</i> |
| Full Implementation: The Spread and Sustain Stage <i>*Critical to long-term integration.</i> | <ul style="list-style-type: none"> • Monitor and improve support infrastructures • Continue to collect and use implementation data • Continue to cultivate learning • Scale implentors • <i>*more than 50% of educators are using the program/practice as intended in this phase with the goal to move to 80% - 100%</i> • Monitor student data to celebrate improved outcomes |

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 review and engaging in the Implementation Science process:

| 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. 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 translation of the curriculum for Normandale. Teaching and Learning continues to be a resource and support when addressing time constraints and a Normandale teacher in phased retirement is currently translating materials for Normandale K-5.

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.

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 and EHS is systematically prepared for the new MCA assessment this year. These regularly scheduled meetings allow for the collective ownership of science instruction and resources at Edina High School.

Science Curriculum Update Aligned with Implementation Science Stages:

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|-----|----------------------------------|-------------|--|---|--|--|
| K-5 | Exploration Tier I Curriculum | COVID Break | Installation Tier I Curriculum (<u>Mystery Science</u>) | Initial Implementation Tier I Curriculum (<u>Mystery Science</u>) | Full Implementation Tier I Curriculum (<u>Mystery Science</u>) | Full Implementation Tier I Curriculum (<u>Mystery Science</u>) New MCA Assessment 5th Grade |

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|------|---|--|--|--|---|---|
| 6-8 | Exploration Physical Earth Science | Installation Physical Earth Science | Initial Implementation Physical Earth Science | Full Implementation Physical Earth Science | Full Implementation Physical Earth Science | Full Implementation Physical Earth Science |
| | Exploration Tier I Curriculum | Exploration Tier I Curriculum (Amplify) | Installation Tier I Curriculum (Amplify) | Initial Implementation Tier I Curriculum (Amplify) | Full Implementation Tier I Curriculum (Amplify) | Full Implementation Tier I Curriculum (Amplify) |
| | Initial Implementation Compacted Pathway | Full Implementation Compacted Pathway | Full Implementation Compacted Pathway | Full Implementation Compacted Pathway | Full Implementation Compacted Pathway | Full Implementation Compacted Pathway Compacted Pathway New MCA Assessment 8th Grade |
| 9-12 | Exploration Tier I Curriculum all disciplines | COVID Break | Exploration Chemistry Biology Physics | Installation Chemistry Biology Physics | Initial Installation Chemistry Biology Physics | Full Implementation Chemistry Biology Physics Physical Earth Science |
| | | | Installation Physical Earth Science | Initial Implementation Physical Earth Science | Full Implementation Physical Earth Science | New MCA Assessment Biology |

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 Coach 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 and we are in the Installation Phase in the process. All members of the Elementary ELA Design Team are piloting Benchmark Advance to learn what conditions need to be addressed for future success in this stage of planning and preparing. Initial Implementation is planned for 2024-2025, pending board approval, with Full Implementation in 2025-2026.

At the middle level, following a thorough three-year Exploration and Installation phase, our Middle School ELA Design Team has recommended and begun Initial Implementation of the StudySync curriculum for both enriched and standard ELA courses this academic year (2024-2025). The team has developed specific commitments to ensure implementation integrity and professional development has been provided in August and on the October 4th District Professional Development Day. Professional development will continue to be provided throughout the 2024-2025 school year focusing on the action steps in this critical growth stage of Implementation Science. Middle School ELA teachers are collaborating with StudySync Support Staff, Teaching and Learning, Digital Media Technology Services, and building administrators and coaches to work through challenges and celebrate successes. Staff are currently experiencing a balance of both challenges and successes. This is expected of the Initial Implementation Stage.

At the high school level, following a thorough three-year Exploration and Installation phase, our Edina High School ELA Design Team has recommended the Into Literature curriculum for the 9th and 10th grade Survey Course this academic year (2024-2025) and is in Initial Implementation. Professional development has been provided in August and on the October 4th District Professional Development Day. Professional development will continue to be provided throughout the 2024-2025 school year focusing on the action steps in this critical growth stage of Implementation Science. The 9th and 10th grade ELA teachers are collaborating with Into Literature Support Staff, Teaching and Learning, Digital Media Technology Services, and building administrators and the ELA content area leader to work through challenges and celebrate successes. Staff are currently experiencing a balance of both challenges and successes. This is expected of the Initial Implementation Stage.

Each of these curriculum adoptions represent our dedication to providing our students with high-quality, evidence-based literacy instruction at all levels.

English Language Arts Curriculum Update Aligned with Implementation Science Stages:

| | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|-------------|--|-----------------------------------|---|--|---|-----------|
| PreK | <i>PreK-Grade 5 Comprehensive Literacy Plan approved by the Edina School Board in June of 2021</i> | 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>) | |

| | | | | | | |
|-------------|--|---|--------------------------------|-------------------------------|---|--------------------------------------|
| K-5 | <i>PreK-Grade 5 Comprehensive Literacy Plan approved by the Edina School Board in June of 2021</i> | Exploration Tier 1 Curriculum | Exploration Tier 1 Curriculum | Exploration Tier 1 Curriculum | Installation Tier 1 Curriculum (<u>Benchmark Advance</u>) | Grades 3-5 New MCA Assessment |
| 6-12 | | <i>Secondary Comprehensive Literacy Plan approved by the Edina School Board in June of 2022</i> | 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 | New MCA Assessment |

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 currently remains in the Exploration Stage and will begin to shift to the Installation Stage throughout this year.

In addition a Secondary Social Studies Design Team was formed in 2023-24. The entire secondary team spent time together in the Exploration Stage in 2023-24 unpacking standards for vertical alignment. The middle school team specifically remains in the Exploration stage and is shifting to the Installation stage during 2024-25. This means they are continuing to unpack standards and moving towards defining a change to or shift in curriculum. The high school team moved quickly through the Exploration and Installation phase due to legislation changes and recommended course changes with an aligned curriculum purchase for AP Human Geography. All high school social studies staff that are teaching the new AP Human Geography are using the new curriculum, Human Geography a Spatial Perspective in Initial Implementation. The Cultural Geography class is using existing resources and creating internal curriculum resources in alignment with the new standards. Regularly scheduled Teaching and Learning meetings with the Social Studies Area Lead are currently indicating success in Initial Implementation with a potential quick shift to Full Implementation. These regularly scheduled meetings allow for collective ownership in cultivating growth, collecting implementation data, and making adjustments and alignments as needed.

Finally, a diverse design team of teachers, administrators, and subject matter experts will begin exploration this year to specifically move through Implementation Science to ensure Full Implementation of the new Ethnic Studies standards in 2026-27. This year, the teams will be in exploration focused on defining current reality, unpacking the new standards, and reviewing/aligning resources.

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 | Installation Tier 1 Curriculum | Early Implementation |
| 6-12 | Exploration Tier 1 Curriculum Installation Cultural Geography AP Human Geography-9 and AP Human Geography (<u>Human Geography a Spatial Perspective</u>) | Exploration Tier 1 Curriculum | Exploration Tier 1 Curriculum | Early Implementation |

Appendix I: Design Team Members

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|------------------------------------|---|
| Erik Anderson (Social Studies) | Tyler Moberg (Science) |
| Jane Andrews (ELA) | Stephanie Molitor (Science) |
| Tess Bademan (ELA) | Anile Morales (Social Studies) |
| Julie Baker (Social Studies) | Kylee Muehlberg (ELA) |
| Alyssa Barnes (Science, ELA) | Emily Nuss (ELA) |
| Troy Beckman (Social Studies) | Molly O'Keefe (ELA) |
| Nicole Bey (ELA) | Emily Olson (ELA) |
| Stephanie Blachowiak (ELA) | Kelly Paulson (ELA) |
| Leah Bulver (Science) | Zach Prowell (ELA) |
| Sarah Burgess (ELA) | Isa Punchard (Science) |
| Patrick Burley (Social Studies) | Jason Pusey (Social Studies) |
| Mark Carlson (Science) | Jodi Ramirez (Science) |
| Drew Cole (Science) | Jennifer Rauen (ELA) |
| Ally Dardis (Social Studies) | Timothy Ronhovde (Science) |
| Jody De St. Hubert (All) | Leonna Santillan (ELA) |
| Heidi Degener (ELA) | Nicole Schweigert (ELA) |
| Liz Denn (ELA) | Randy Smasal (Science) |
| Paul Domer (ELA) | Michael Smith (Science) |
| Erica Gardner (ELA) | Margaret Smith (ELA) |
| Elizabeth Graser (Social Studies) | Katherine Stengel (Science) |
| Kristin Greene (Science) | Katrina Stern (Science) |
| Chris Griggs (Social Studies) | Molly Swiderski (ELA) |
| Christy Groener (Science) | Rolland Talan (Science) |
| Jennifer Gross (ELA) | Britt Theis (Science) |
| Laura Hanson (ELA) | Katherine Thomas (ELA) |
| Sandra Harley (ELA) | Karen Uhler (Social Studies) |
| Jaime Hawkinson (Social Studies) | Bethany Van Osdel (ELA, Social Studies) |
| Jonathan Heeringa (Social Studies) | Lara Wark (Social Studies) |
| Kjersti Humphrey (Social Studies) | Janel Weiland (Science) |
| Ana Jankowski (ELA) | Bill Wiard (Science) |
| Jennifer Johnson (ELA) | Dana Wieland (Science) |
| Anne Kile (ELA) | Cathy Williams (Science) |
| Allison Knoph (Science) | Krista Winkel (ELA) |
| Kristie Kris (Science) | Jamie Young (Social Studies) |
| Ashley Leidholdt (Science) | Julie Baker (Social Studies) |
| Julie Maegi (Science) | Elizabeth Graser (Social Studies) |
| Julia Mason (ELA) | Jamie Young (Social Studies) |
| Christine McCarthy (ELA) | |
| Mike McCarthy (Social Studies) | |
| Shannon McGinnis (ELA) | |
| Gavin Mclean (Science) | |
| Eli Mickelson (ELA) | |