

Education Programs

Educational Competencies, Academic Standards and Instructional Curriculum

I. Purpose

This policy defines the school district's educational competencies, instructional curriculum, academic standards and K-12 talent development framework, including state and federal educational requirements.

II. General Statement of Policy

The school district is committed to providing a comprehensive educational experience for students that is defined by educational competencies and academic standards and implemented through an aligned instructional curriculum for early childhood through grade 12. The district will deliver the standards and curriculum at identified grade levels through classes and/or courses.

III. Definitions

- A. "Academic standards" mean a state-prescribed or locally-adapted set of content standards that the district must offer and certify for a student to be eligible to receive a high school diploma.
- B. "Curriculum" means an instructional area of study for early childhood through grade 12 that is required to meet the academic standards of the State of Minnesota or the school district.
- C. "Educational competencies" mean the articulated skills and literacies that learners need to have social, emotional, academic and professional success in a rapidly changing, global world.
- D. "K-12 Talent Development Framework" means (1) servicing students demonstrating high performance and cultivating potential in students whose strengths are not yet tapped or readily observable in typical classroom environments; (2) providing early intervention and development opportunities ensuring all students have opportunities to grow; and (3) providing experience learning environments that are independent of students' background or economic status.

IV. Educational Competencies / Profile of a Graduate

- A. The school district places a high value on the holistic view of the learner. The view is responsive to the district's mission, which seeks to "deliver educational excellence and prepare all students to realize their full potential."

These competencies/profile of a graduate are intended to help guide a learner along his/her educational journey, striving to become:

- A Globally Competent Individual;
- A Responsible, Engaged Citizen;
- An Effective Communicator and Collaborator;
- An Innovative Thinker and Creator;
- A Motivated Lifelong Learner; and
- A Healthy, Well-Rounded Person.

B. The educational competency descriptors/profile of a graduate are located in Appendix I.

C. The district administration is responsible for embedding the educational competencies/profile of a graduate into the learning experience and curriculum. This responsibility includes using the competencies as a framework for:

- Professional learning
- Curriculum development with courses and at grade levels
- Student assessment
- Staff evaluation

V. Academic Standards, Instructional Curriculum, Resources & Experience

A. The Director of Teaching and Learning will be responsible for the implementation of the school district's academic standards and instructional curriculum.

B. The district has defined academic standards, a comprehensive instructional curriculum, and common summative assessments for the following content areas:

- science
- reading and language arts
- social studies
- math
- physical education
- health
- business education
- science/technology/engineering
- media literacy
- world languages
- family and consumer sciences
- visual and performing arts

C. Each curricular content area will have a guide that includes:

- mission
- grade-appropriate standards
- curriculum materials
- resource materials

- common assessments
 - differentiation and personalization suggestions
 - media
- D. Each curricular content area will be reviewed and revised on a cyclical basis as per Policy 603 (Curriculum and Program Development and Review).
- E. The academic standards and instructional curriculum will align with those established by the Minnesota Department of Education or by local adoption as provided in statute.
- F. The elementary schools will offer the following:
- visual and performing arts
 - integrated language arts
 - math
 - physical education
 - science/health
 - social studies
- G. The middle schools will offer the following:
- visual and performing arts
 - integrated language arts
 - math
 - music
 - physical education
 - science/health
 - social studies
 - technology education
 - world languages
 - family and consumer sciences
- H. The high school will require 43 credits for graduation. Refer to Policy 613, Graduation Requirements.
- I. The K-12 Talent Development Framework (see appendix II) consists of enrichment, extended learning, acceleration (e.g. Honors, Advanced Placement, Compacted coursework), and authentic learning opportunities.
- J. The school board will approve all academic standards and instructional curriculum revisions at least as frequently as prescribed by Minnesota Department of Education's K-12 Academic Standards Review Schedule as approved by state law.
- K. The district will provide professional learning opportunities to advance employees' knowledge, skills and abilities in effectively delivering the standards, competencies, and curriculum through instruction.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.024 (Graduation Requirements: Course Credits)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30N (Dept of Education Academic Standards Review)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

Policy 105 (School District Mission, Values, Beliefs and Strategic Direction)
Policy 603 (Curriculum and Program Review and Development)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 616 (School District System Accountability)
Minnesota K-12 Academic Standards in Arts Education
EPS Strategic Plan 2020-2025

Policy
adopted: 7/20/09
Revised: 8/17/15
Modified: 11/11/19
Revised: 2/10/20
Revised: 9/14/20

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I



Through high expectations and access to diverse opportunities in academics, arts, extracurricular activities and community involvement, Edina Public Schools learners are academically prepared for college, career and life.

Profile of a Next Generation EPS Learner

<p>Globally Competent Individual who</p>	<ul style="list-style-type: none"> • Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures, and environmental conditions • Communicates effectively in at least two world languages, one of which is English • Embraces individual and cultural diversity and actively seeks multicultural interactions
<p>Responsible, Engaged Citizen who</p>	<ul style="list-style-type: none"> • Demonstrates a high level of integrity and ethical action • Applies knowledge and education for the good of the community • Demonstrates empathy, compassion and open-mindedness • Accepts responsibility for personal choices and actions, and learns from mistakes
<p>Effective Communicator and Collaborator who</p>	<ul style="list-style-type: none"> • Communicates effectively as a listener, speaker and writer • Possesses strong social and interpersonal skills, including verbal, non-verbal and conflict resolution skills • Works effectively with others in academic and social settings, both as a leader and a contributor
<p>Innovative Thinker and Creator who</p>	<ul style="list-style-type: none"> • Demonstrates proficiency in multiple literacies, including a variety of academic and technological disciplines • Thinks and produces creatively, both collaboratively and independently • Demonstrates intellectual curiosity by applying original solutions to problems or challenges • Critically analyzes and evaluates information sources
<p>Motivated Lifelong Learner who</p>	<ul style="list-style-type: none"> • Understands own needs as a learner and advocates appropriately • Persists when faced with challenge or adversity • Actively sets personal learning goals and self-monitors progress • Values continuous learning and seeks opportunities for growth
<p>Well-Rounded Person who</p>	<ul style="list-style-type: none"> • Actively maintains a healthy, balanced lifestyle through informed choices • Adapts to new and challenging situations and environments • Commits to their own physical, social and emotional well-being • Demonstrates knowledge of essential life skills and resources

Adopted: 8/17/15

Appendix II
K-12 Talent Development Framework

In addition to serving students already demonstrating high performance, talent development services cultivate potential in students whose strengths are not yet tapped or readily observable in typical classroom environments. By fostering talent development, and providing early intervention and development opportunities, the district ensures that all students have opportunities to grow and experience learning environments that are not dependent on students' background or economic status.

Pathway	Vision	Description	Examples
Enrichment	Provide rigorous and enriching opportunities for all learners to discover their unique interests and strengths	<p>Sets a foundation for talent development</p> <p>Provides new experiences and information that expands background knowledge</p> <p>Offers rigorous, inquiry-based experiences</p> <p>Fosters critical, reflective and creative thinking</p> <p>Allows student strengths and talents to emerge</p>	<p>Lessons focused on critical, reflective and creative thinking within the standards.</p> <p>Exploratory activities such as Makerspace</p> <p>Inquiry-based learning</p> <p>Problem-solving activities</p> <p>Genius Hour</p> <p>Habits of Mind</p>
Extended Learning	Provide challenging and engaging opportunities for learners to extend their strengths and interests in specific talent areas	<p>Builds learner confidence in a talent area</p> <p>Honors students' knowledge and skills</p> <p>Promotes development of higher order thinking skills</p> <p>Offers content depth and complexity</p>	<p>Extending the standards beyond what is required for all.</p> <p>Depth of Knowledge Levels 3 and 4 (when standards only go to 1 or 2)</p>
Acceleration	Provide challenging, engaging and faster-paced opportunities for learners to advance their strengths and interests in specific talent areas	<p>Reinforces learner commitment in a talent area</p> <p>Honors students' knowledge and skills</p> <p>Offers content at a faster pace</p> <p>Provides above-level content</p>	<p>Accelerated pacing beyond the typical learning sequence.</p> <p>Compacted standards/courses</p> <p>Above-grade level standards</p> <p>College-level courses</p>

<p>Authentic Learning</p>	<p>Provide real-world opportunities for students to apply their strengths and interests in specific talent areas</p>	<p>Recognizes and responds to students' talent area expertise</p> <p>Provides opportunities for learners to apply their strengths and interests in real-world inquiry or production</p> <p>Promotes high intellectual performance and production</p>	<p>Provide real-world opportunities for students to apply their strengths and interests in specific talent areas.</p> <p>Service Learning</p> <p>Internship</p> <p>Product Creation</p> <p>Community Problem Solving</p>
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Adopted: 9/14/20