



Instructional Design Task Force

Merrimack School District
Summer 2021 Task Force
Re-opening of Schools

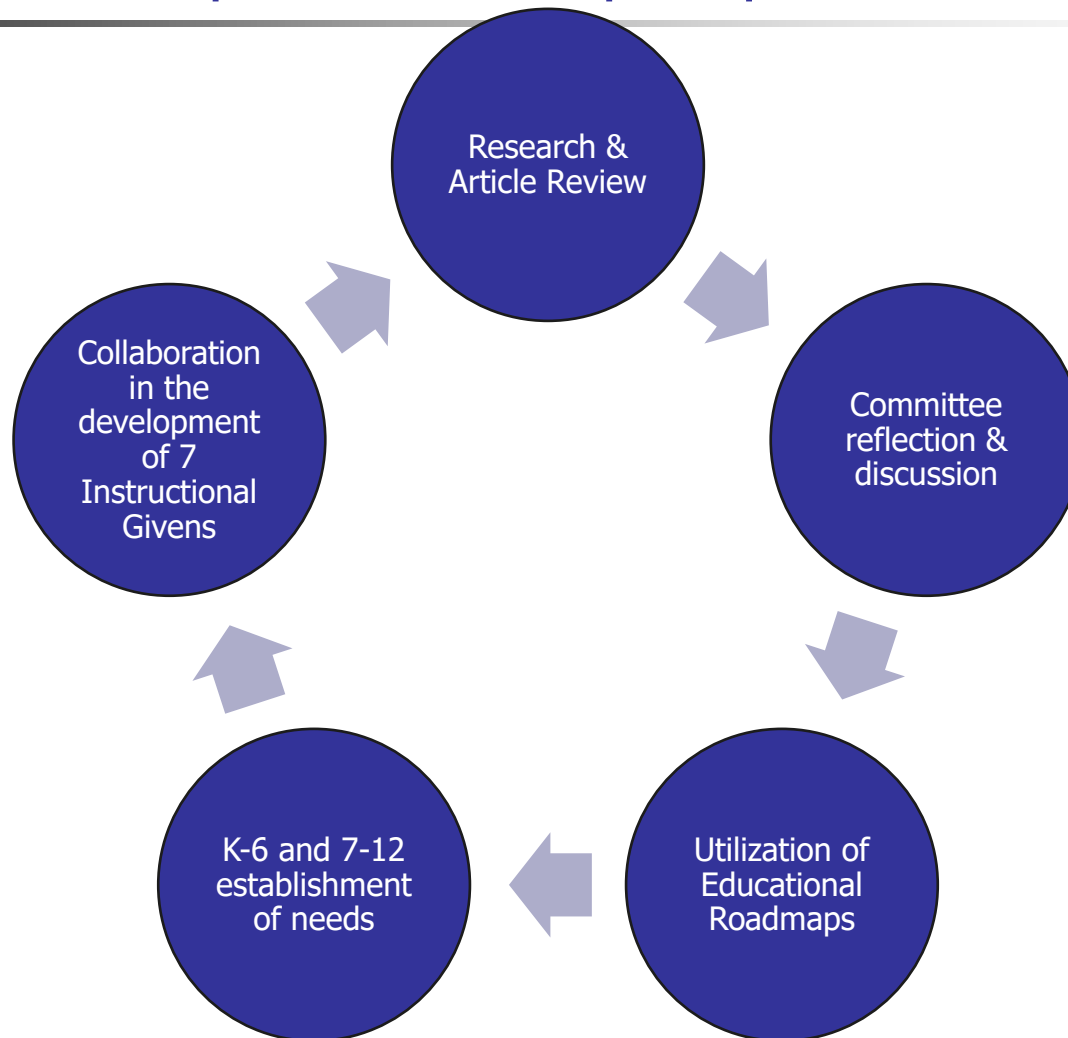


Members of the 2021 Instructional Design Taskforce

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Process of Design Thinking

How can we best support students to become 'expert learners' post pandemic?



7 Instructional Givens

Pre-K - 12



High Quality
Instruction

Instruction and
Assessment

Canvas

Technology and
Digital (1:1
model)

Principles of
UDL

Families and
Community

SEL



High Quality Instruction



- Grade level standards
- Essential Learning Competencies (ELC's)
- Core Content Curriculum
- Acceleration vs. Remediation

G
R
A
D
E
5

Remediation



Skills taught in isolation

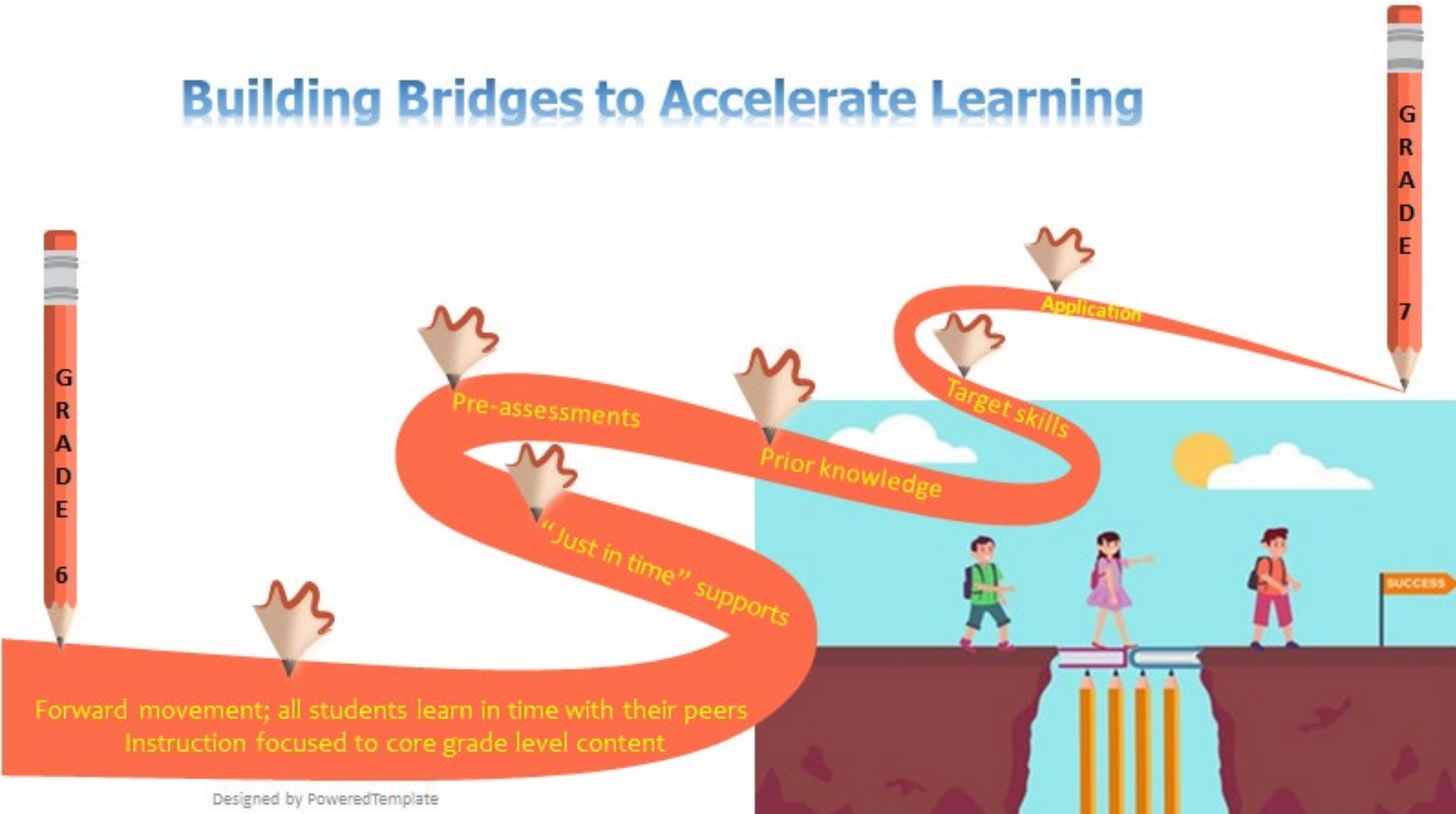
Isolated instruction

Reteach every missing skill

Backward movement to catch up

G
R
A
D
E
6

Building Bridges to Accelerate Learning



Sawchuk, S., & Loewus, L. (2021, June). Understanding learning 'acceleration': Going slow to go fast. *Education Week*. Retrieved from <https://www.edweek.org/teaching-learning/understanding-learning-acceleration-going-slow-to-go-fast/2021/06>

Schwartz, S. (2021, May). What's the best way to address unfinished learning? It's not remediation, study says. *Education Week*. <https://www.edweek.org/teaching-learning/understanding-learning-acceleration-going-slow-to-go-fast/2021/06>

High Quality Instruction, cont.

- Best practices for core instruction so all students can access grade level standards/competences including:
 - differentiating instruction
 - scaffolding
 - hands-on learning
 - modeling
 - student voice and choice
- Actively engage students in meaningful/authentic/relevant learning experiences.



Follow the Scope & Sequence for Instruction and Assessment

- Utilization and creation of Essential Learning Competencies (ELC) K-12
- Data and Assessment Task Force





Canvas & leveraging technology and digital resources



Increased support/training
for parents in the use of
Canvas



Professional Development
for educators

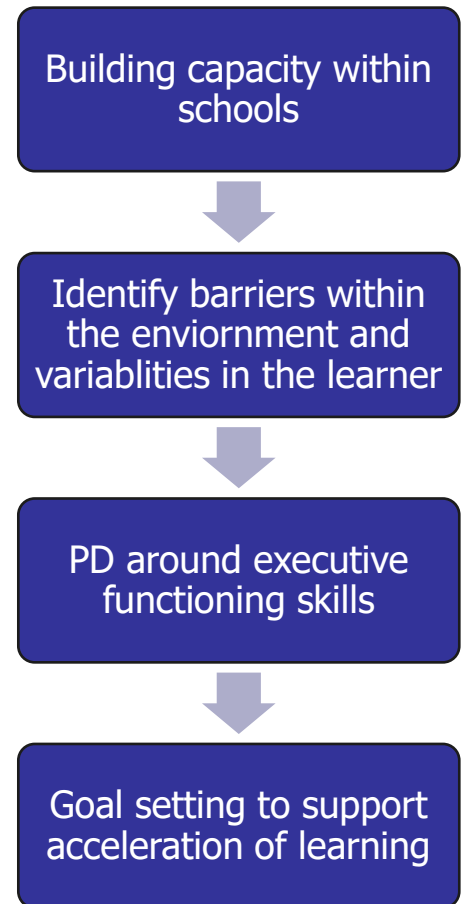


Common templates and
models for Canvas



Integration of 1:1 devices
for instruction (grades 5-
12)

Utilizing the Principles of Universal Design for Learning (UDL)



Continued Partnerships with Families and the Merrimack Community



Provide creative and flexible ways to communicate with families...

- in-person,
- remotely,
- student led,
- portfolios, and through
- Canvas.

Attend to the Social Emotional Learning (SEL) Needs of Students

- Supportive start to the opening of the school year including:
 - Pay close attention to students' needs during the first weeks of school
 - Focus on building strong classroom communities
 - Support students transitioning from full remote learning
 - Continue with emphasis on SEL curriculum





Thank you!

Questions?



References

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