



Instructional Design Task Force

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

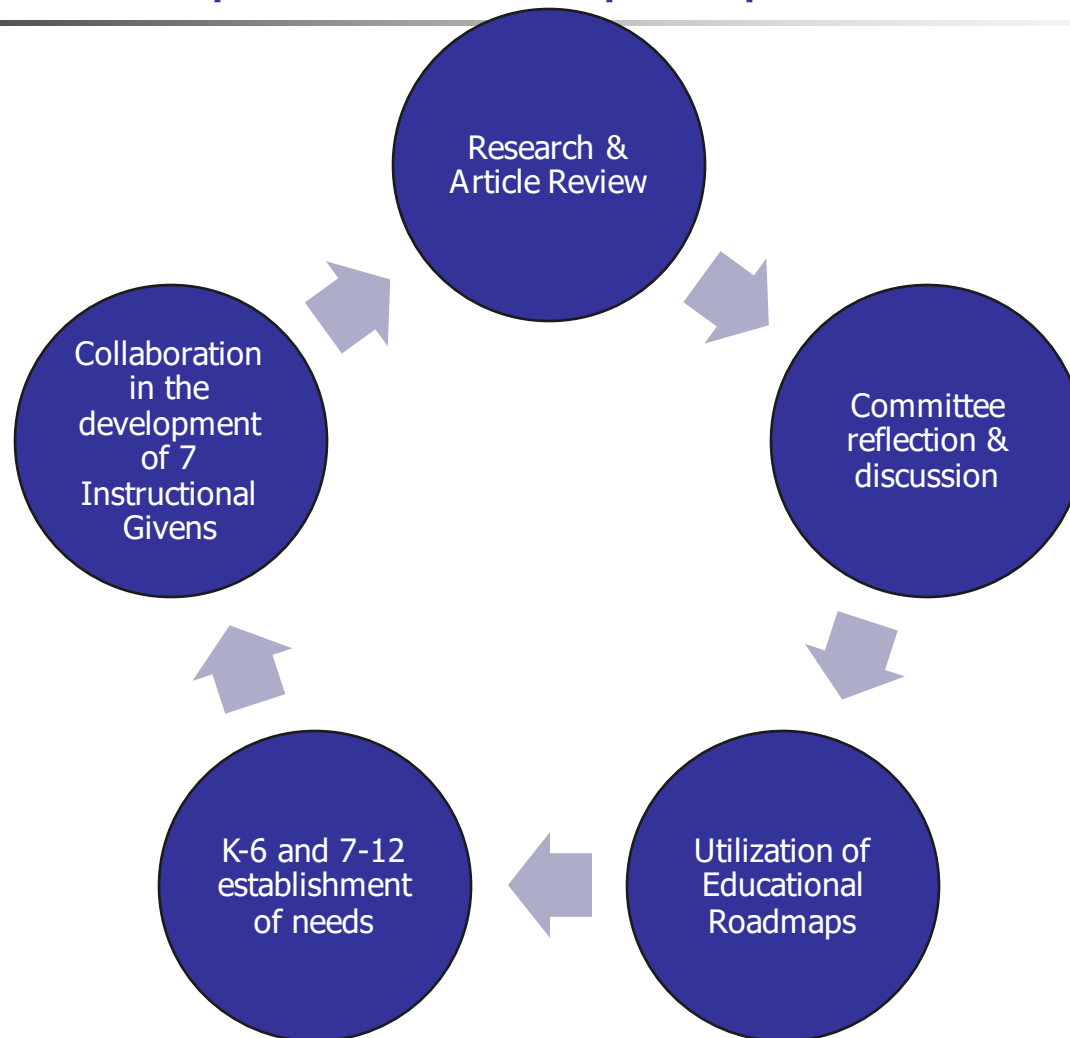


Members of the 2021 Instructional Design Taskforce

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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



Acceleration vs. Remediation

	ACCELERATION	REMEDIATION
Self-efficacy	<ul style="list-style-type: none">• Self-confidence and engagement increase.• Academic progress is evident.	<ul style="list-style-type: none">• Students perceive they're in the "slow class," and self-confidence and engagement decrease.• Backward movement leads to a sense of futility and lack of progress.
Basic skills	<ul style="list-style-type: none">• Skills are hand-picked just in time for new concepts.• Students apply skills immediately.	<ul style="list-style-type: none">• Instruction attempts to reteach every missing skill.• Skills are taught in isolation and not applied to current learning.
Prior knowledge	<ul style="list-style-type: none">• Key prior knowledge is provided ahead of time, enabling students to connect to new information.	<ul style="list-style-type: none">• Typically, does not introduce prior knowledge that connects to new learning.
Relevance	<ul style="list-style-type: none">• Treats relevance as critical component to student motivation and memory.	<ul style="list-style-type: none">• Relevance is not seen as a priority.
Connection to core class	<ul style="list-style-type: none">• Instruction is connected to core class; ongoing collaboration is emphasized.	<ul style="list-style-type: none">• Instruction is typically isolated from core class.
Pacing and direction	<ul style="list-style-type: none">• Active, fast-paced, hands-on.• Forward movement; goal is for students to learn on time with peers.	<ul style="list-style-type: none">• Passive, with focus on worksheets or basic software programs.• Backward movement; goal is for students to "catch up" to peers.

MSD will strategically focus on acceleration, not remediation. In [DESE's Acceleration Roadmap: A Pathway for Equitable Recovery](#), it is stated that "a common approach to addressing unfinished learning has been remediation, which is often based on the misconception that for students to learn new information, they must first go back and master everything they missed".

Remediation



Skills taught in isolation

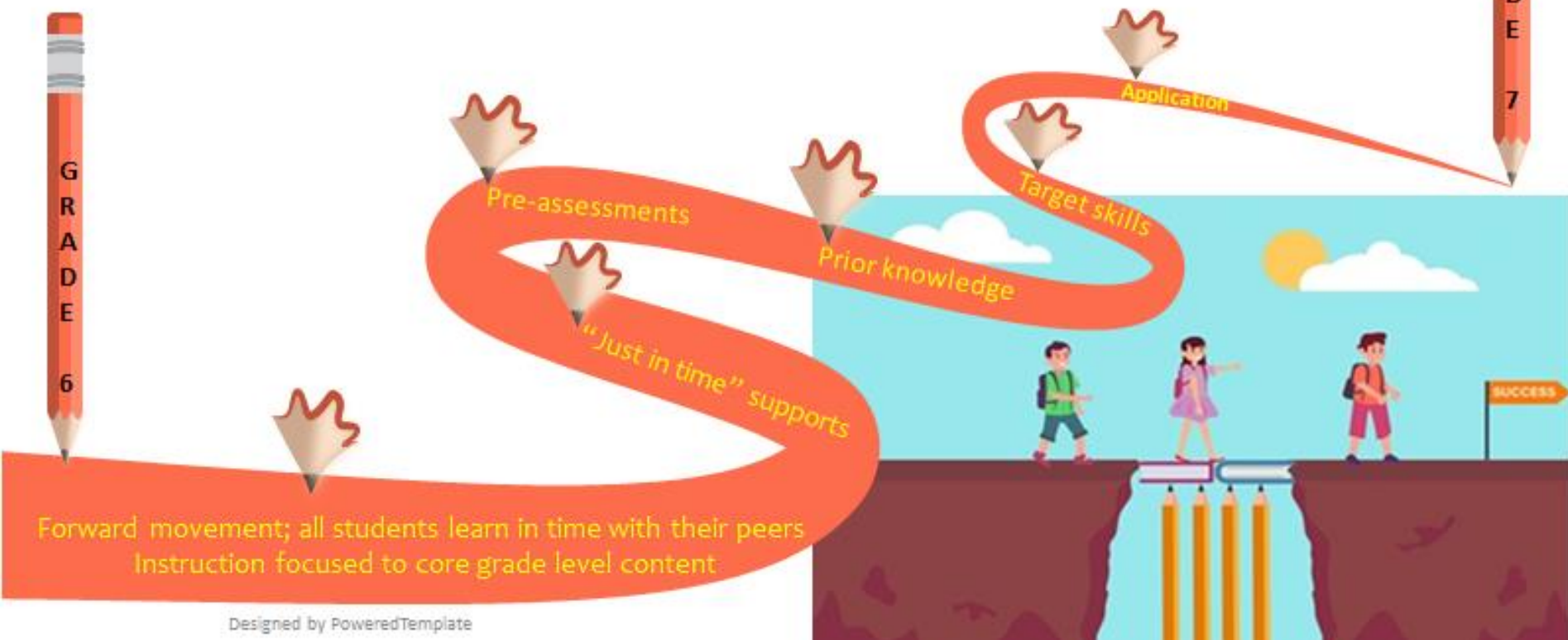
Isolated instruction

Reteach every missing skill

Backward movement to catch up

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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



*Competencies are combinations of attitudes, skills, and knowledge that students develop and apply for successful learning, living, and working. They refer to what we want students to know and be able to do and they are tethered to standards.



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)



udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Building capacity within schools

Identify barriers within the environment and variabilities in the learner

PD around executive functioning skills

Goal setting to support acceleration of learning

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

- A resilient reopening: 3 Principles for welcoming students and adults back to school for 2021-22.* (2021, July 10). Panorama Education. <https://go.panoramaed.com/resilient-reopening-3-principles-guide>
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- Wolpert-Gawron, H. (2021, June). Reprioritizing standards for middle and high school students. *Eductopia*. Retrieved from <https://www.edutopia.org/article/reprioritizing-standards-middle-and-high-school-students>