



GUSD says *The Distance Learning Playbook* informs their elementary school schedule, but does it really?

The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting by [Douglas Fisher](#) - [Nancy Frey](#) - [John Hattie](#)

Excerpts	GUSD Proposal	GTA Proposal
<p>Module 1: “Take Care of Yourself”</p> <p>“If you [teachers] burn out, if you become exhausted and overwhelmed, you’re no good to your students (much less your family, friends, let alone yourself).”</p>	<p>Amount of time elementary school teachers will need to be online with their students during regular instruction days:</p> <ul style="list-style-type: none"> → 3.5 hours for TK/K → 4 hours 10 minutes for grades 1-3 → 4 hours 20 minutes for grades 4-6 <p>GTA asks: How will elementary teachers be able to take care of themselves in the GUSD model?</p>	<p>GTA schedule for elementary recognizes the challenges of engaging in four hours of video conferencing each day.</p> <p>The GTA teacher day includes time to provide student feedback, plan instruction, record asynchronous lessons, and ensure the full educational experience for elementary students so that teachers won’t “become exhausted and overwhelmed.”</p>
<p>Module 6: “Design a Considerate Schedule to Promote Engagement”</p> <p>“Some schools initially tried [this past spring] to replicate schooling in real time using schedules that were designed for face-to-face instruction. They quickly found out that five or six hours of daily instruction, complete with the same bell schedules, recess breaks, and lunch schedules, was not workable.”</p>	<p>While the GUSD secondary model modifies schedules by introducing block scheduling and more time for asynchronous work, the GUSD schedule for elementary school nearly replicates typical in-class instruction models.</p> <p>GTA asks: Which is the more “considerate schedule” -- GUSD’s or GTA’s?</p>	<p>GTA schedule recognizes the differing teaching and learning environment created by the pandemic and adapts in-person instruction to a distance-learning environment designed to promote student engagement through a truly “considerate schedule.”</p>
<p>Module 8: “Feedback at a Distance”</p> <p>“Interactive videos offer a superior advantage that can’t be fully replicated in live teaching: The student can view it again and again. This reduces the cognitive overload students might otherwise experience because they can re-watch segments that are more difficult. In addition, interactive videos are associated with increased attention and greater reflection, likely due to increased student choice and control.”</p>	<p>Students may spend more than half of their school day engaged in synchronous instruction, live interaction where student engagement is difficult to monitor. Teachers may not know if students need them to repeat portions of the lesson (as students can do with interactive videos and asynchronous instruction).</p> <p>GTA asks: How will students not have “cognitive overload” in the GUSD model?</p>	<p>Research shows that students of all ages learn best at their own pace. Synchronous instruction does not easily allow for students to pause their teacher and ask for clarification.</p> <p>The GTA schedule includes multiple opportunities for teachers to use asynchronous instruction to ensure our students learn at a pace that matches each student’s learning style.</p>