SUNY Oswego  
Course Outline for GESA Works! Spring 2010

I. COURSE NUMBER AND CREDIT: EDU 505 - 3 SH

II. COURSE TITLE: GESA Works! Essential Classroom Instructional Elements to Improve Student Achievement

III. COURSE DESCRIPTION: Synthesizing several decades of research and applying the findings to practice, the content is based on the award winning Generating Expectations and Student Achievement (GESA) professional development program. This course is designed on experiences and findings drawn from hundreds of studies, observations and interviews with those working in instructional settings, especially with diverse populations and with non-traditional students. Participants will review essential classroom instructional elements that have resulted in improving student achievement, productivity and retention. They will examine the correlation between perceptions, expectations, behaviors and achievement and the implications for specific populations of students. They will explore updated information on research-based areas of disparity in the learning environment and they will consider the use of positive, supportive, motivational instructional strategies, designed to counter the areas of disparity and be used as data sources for decision making in the classroom setting.

IV. PREREQUISITES: Graduate student status.

V. JUSTIFICATION FOR COURSE: The necessity of high expectations for all students has been identified repeatedly as an essential factor for success in education and the workplace. This online course is for anyone concerned with achievement, success, productivity and retention. Over twenty years of research has indicated that when GESA concepts are applied and the suggested instructional strategies are implemented, all students gain and the students identified in greatest need gain at a greater pace, closing pre-existing performance gaps between specific populations. This course will serve as an elective in the graduate C and I, SPE and Literacy programs as well as serve a new population of TLQP grant participants throughout NYS by meeting the state required diversity component, as well as updating previously certified GESA facilitators and participants. The course will be facilitated by the author/developer of GESA.

VI. COURSE OBJECTIVES: As a result of taking this course, participants will be able to:
1. Examine the correlation between perceptions, expectations, behaviors and achievement and develop a personal “perception web.”
2. Identify current research-based areas of disparity in the learning and working environments that have prevented students from achieving, exploring nontraditional paths or pursuing interests in a variety of classes and careers.
3. Review and reflect on specific positive, supportive, motivational instructional
strategies designed to counter the areas of disparity and be used as data sources for observation and reflective narratives.

4. Develop and increase observation skills and incorporate the information and skills into current and future positions of responsibility and leadership in education.

5. Align the information, research and reflections with current educational needs, standards and priorities.

6. Develop and provide a brief overview presentation that could be shared at a local school/district.

VII. COURSE OUTLINE: (7 Modules):

1. Introduce background, rationale, history, research review and overview of GESA.

2. Participants will review Instructional Participation and Engagement (Unit 1), respond to survey questions and study techniques for identifying and comparing frequency distribution of instructional patterns during a variety of student learning processes. Required reflection will include response to recent research findings on Stereotype Threat and Implicit Association Bias found in the GESA participant book.

3. Participants will review the current research on Classroom Grouping and Organization (Unit 2) and the implications for students. Required reflection will include a review of the recent literature on separating students in instructional settings and the use and impact of “Wait Time” and “Physical Closeness in instruction.

4. Participants will review information, related research and findings pertaining to Classroom Management and Discipline (Unit 3) and respond to discussion questions posed by the text. They will compile and analyze a sample of discipline data, using the GESA guidelines for disaggregating and analyzing data.

5. Participants will review information on Enhancing Self-Esteem, Self-Concept and Self-Efficacy (Unit 4) and describe these three main aspects of self that relate directly to achievement in school and work. They will identify and consider specific strategies that teachers can use to help students strengthen their self-esteem and increase their academic achievement.

6. Participants will review the information on Evaluation of Performance and Qualitative Interactions (Unit 5), which include Higher Level Questioning and Analytical Feedback. Required reflection will include an explanation of basic concepts about evaluation that reflect current theories on learning and motivation. They will consider equity concerns and how they impact evaluation of student performance.

7. Final will include a summary of the areas of disparity and instructional strategies covered in the course, development of a brief overview presentation that could be shared at a local school/district and development of an action plan including potential ways to use the GESA information in the future and/or pursue being certified as a GESA Facilitator.

VIII. METHODS OF INSTRUCTION: Assigned readings, electronic partner, triad and group
dialogues and interaction on specific assignments, observation and written reflections, data analysis, response to surveys and presentation development.

IX. COURSE REQUIREMENTS: Each participant will (1) read, review, reflect, and respond to the assigned readings and activities; 2) Each participant will participate in an electronic partnership &/or triad with another participant &/or participants on at least one assignment; 3) Each participant will plan & develop a brief presentation that could be presented at a local school/district and obtain feedback from at least one other participant on the presentation; 4) Each participant will respond to a final written questionnaire on the content covered in the course; 5) Each participant will complete a written action plan.

X. MEANS OF EVALUATION: 75% on assigned readings, reflective analysis and responses to specified activities, surveys, etc.; 5% partnership work; 10% assigned presentation w/ feedback; 5% Final written questionnaire; 5% Written Action Plan.


XII. FACULTY REQUIREMENTS: The course will be instructed by Dolores A. Grayson, Ph.D.

XIII. BIBLIOGRAPHY:

**Module I - Background**


**Module II - Unit 1**


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Module 3: Unit 2


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Frank, K. and S. Smith-Rex. (24) (58) ADHD: 102 practical strategies for reducing the deficit (2nd ed.).
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Module 4: Unit 3
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Module 5: Unit 4


Escamilla, K. (52) Literacy in L2: It’s not just ‘good teaching’, University of Colorado, Boulder (Kathy.escamila@colorado.edu).


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Module 6: Unit 5


Bossert, S. T. (61) Understanding Sex Differences in Children’s Classroom Experiences. *The
Cotton, K. (48)(49) School improvement research series #5 Classroom Questioning. Northwest Regional Educational Laboratory. Downloaded: February 12, 2003
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Payne, R., Ph.D. (7) No Child Left Behind: What’s Really Behind it All? Instructional Leader, Volume XVI, No. 2 March 2003 - Part I


