



# Health and Physical Education

## Program Writing Plan

Compiled by Dr. David Wachob  
Department of Career and Wellness Education  
in consultation with Dr. Bryna Siegel Finer, Director, Writing Across the Curriculum

Submitted to:  
the Faculty of the Department of Career and Wellness Education  
Dr. Edel Reilly, Dean, College of Education and Human Services  
Dr. Dawn Smith-Sherwood, Director of Liberal Studies  
Dr. Lara Luetkehans, Provost

### Contents

<b>Summary .....</b>	<b>2</b>
<b>Professional and Academic Genres In HPE.....</b>	<b>3</b>
<b>Student Writing Skills and Abilities .....</b>	<b>3</b>
<b>Integration of Writing into Undergraduate Curriculum.....</b>	<b>3</b>
<b>Communicating Writing Expectations to Students.....</b>	<b>4</b>
<b>Implementation and Assessment of Department Writing Plan.....</b>	<b>4</b>
<b>Writing Outcomes Curriculum Map.....</b>	<b>5</b>
<b>Appendix A – Senior Writing Samples Assessment .....</b>	<b>8</b>
<b>Appendix B –Writing Assessment Results Spring 2024 .....</b>	<b>16</b>

Spring 2025

## **Summary**

In creating the writing-enriched curriculum, David Wachob, program coordinator and department chair served as liaison between WAC director, Bryna Siegel Finer, and CWE. He used a template borrowed from the University of Minnesota and adapted by Siegel Finer to thoroughly investigate where and how writing was already being taught in the Health and Physical Education curriculum, and where and how writing could be added to the curriculum, in order to draft the writing plan for their program.

Wachob developed a statement of “Program Commitment to Writing” to be included on all syllabi for courses that will be a part of the writing-enriched curriculum.

At a meeting on 1/22/25, the HPE faculty discussed this writing plan, including the WAC Director’s recommendations for full roll-out and sustained program facilitation on pages 4 and 17 of this document. The plan with recommendations were approved in a vote over email and returned to the WAC Director on 1/22/25.

## **Health and Physical Education Writing Plan Rollout Spring 2025**

### **Professional and Academic Genres In HPE**

Professionals in Health and Physical Education must be able to write lesson plans, behavior plans, lectures, research papers, student projects, books and articles, training materials, handbooks, advocacy to education committees, and much more. The audience to whom they are writing can be as diverse as principals, school boards, preschoolers, adolescents, parents, and beyond. This diversity means our graduates must be exceptionally prepared writers.

The HPE program is committed to helping students improve their writing skills toward the goal of being able to communicate as professionals in the field.

### **Student Writing Skills and Abilities**

Students in Health and Physical Education need a variety of writing skills upon completion of their degree. These include:

- Understanding/modeling the writing process
- Evaluating various teaching and learning approaches
- Developing materials to enhance student learning
- Constructing assessment materials for student learning assessment
- Synthesizing information from a variety of sources
- Utilizing appropriate quotations and citations of research in works
- Modeling mechanics and grammar usage

The Health and Physical Education Program is committed to introducing, reinforcing, and emphasizing writing skills throughout the curriculum and does so through the purposeful mapping of writing assignments and activities that follow at the end of this document.

### **Integration of Writing into Undergraduate Curriculum**

Program faculty have attended WAC workshops, extended training, Liberal Studies writing workshops, and individualized meetings with the WAC director. Writing Instruction has been integrated into the program curriculum in two ways:

### *Writing to Learn (WTL)*

Writing to learn activities allow students to develop knowledge and skills through writing. These activities enhance student learning by encouraging critical thinking. Students practice writing-to-learn activities throughout their coursework to develop critical thinking and knowledge of course material. We strive to incorporate WTL activities in all courses. Activities include but are not limited to: summarizing material, reflective writing, documenting observations, and guided reading notes. These activities engage students and lead to student classroom discussions of the topics covered, in order to enhance student learning.

### *Writing to Communicate (WTC)*

Writing to communicate activities allow students to effectively research a topic and then communicate what they have learned. Activities include but are not limited to: writing letters to parents and/or policy makers, writing a grant proposal, creating infographics, or writing lesson plans. These activities broaden students' abilities to communicate to diverse audiences.

## **Communicating Writing Expectations to Students**

Writing expectations will be communicated through the course syllabi, course learning outcomes, course requirements, instructor-student interaction, and assessment rubrics.

## **Implementation and Assessment of Department Writing Plan**

The WAC Director recommends the following action items for continuing program facilitation:

- Elect at least one faculty member to continue to be the WAC/Program liaison (this should count as department Service)
- Provide all newly hired faculty a copy of the DWP, and recommend attendance at at least two WAC workshops or the May 2-day writing workshop for Liberal Studies faculty
- All faculty should add “Department Commitment to Writing” statement to syllabus as appropriate
- Department should continue to collect samples of senior writing every two years and analyze results with WAC Director

- Through faculty development seminars with WAC director, workshop attendance, and writing-enriched curriculum, attempt to move assessment results to target 75% and maintain results in other areas
- Add areas for the teaching and assessment of writing as goals on department and faculty five-year review documents
- Continue to update the writing outcomes curriculum map as courses are added, removed, and revised in the curriculum (and communicate these changes to the WAC Director)

## Writing Outcomes Curriculum Map

The Writing Outcomes Curriculum Map demonstrates:

- Conscious effort on the part of department faculty at placing core disciplinary genres at appropriate levels of the curriculum, scaffolding, and reinforcing the writing skills necessary for students to succeed in writing those genres (for example: At the 200-level students engage in activities that support the identification as well as description of discipline specific vocabulary and concepts. Then at the 300-level students engage in activities that encourage the use of discipline specific vocabulary and concepts in professional practice. Finally, at the 400-level students engage in activities that prompt the use of discipline specific vocabulary and concepts to advocate, argue a position, or to support positive outcomes in the field).
- Thoughtful integration of writing-to-learn activities in most courses in the curriculum (for example: Students frequently engage in reflective writing, summarize content, and create observation notes. These activities aid in students' critical thinking, as well as understanding of self and biases.).
- Balanced measures for assessing writing as process and product, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time (for example: Assignment grading rubrics assess the coherence of written work and content knowledge. Additionally, students complete before and after writing, as well as repeated draft submissions over the course of a semester, and each are graded.).

<b>COURSE #/Name</b>	<b>Expected Writing Outcomes</b>	<b>Writing to Learn Activities</b>	<b>Professional or Academic Genres</b>	<b>Rubric Yes or No</b>
<b>HLPE 316 Instruction of Child Health Concepts</b>	Teaching Reflection Paper includes points for grammar/writing skills	Students develop lesson objectives where they submit drafts prior to grading for feedback on professional language skills and grammar.	Students are required to develop a written lesson plan. Professional Language skills/grammar are part of the rubric.	Yes
<b>HLPE 344 Adapted Health and Physical Education</b>	Writing prompts for short answer questions for study guide and case study assignments. IEP assignment and lesson plan modification assignments.	Students receive written feedback on all assignments including feedback on grammar, language, and writing specific skills.	Students are expected to use professional language when completing written assignments, specifically for the completion of the IEP assignment.	No
<b>HLPE 417 Contemporary Issues in School/Commu nity Health</b>	Discussion posts on assigned issue topics that uses correct grammar and have a professional tone	Students receive feedback on weekly discussion posts.	Students are expected to use professional language when completing written assignments, specifically for the completion of the Film Review Assignments	No
<b>HLPE 420 Health Promotion in the School and Workplace</b>	Healthy People Assignment includes points for grammar/writing skills	Students receive written feedback on all assignments including feedback on grammar, language, and writing specific skills.	Students are expected to use professional language when completing written assignments, specifically for the completion of the Healthy People Assignment	Yes
<b>HLPE 325 School and Community Health</b>	Students create a written comprehensive school and community health education plan including 15 different sections ranging from needs assessment to evaluation and program improvement.	The comprehensive plan is developed over the course of the entire semester with each section being submitted separately. Students receive instructor feedback and have the opportunity to make revisions and corrections before inclusion in the final project.	Students develop this written plan along with an oral presentation. Professional language writing, research support and skills/grammar are part of the rubric.	No

<b>HLPE 218 Instruction of Tactical Skills</b>	Students write a unit plan that includes a rationale and teaching reflection. Both assignments include points for grammar/writing.	Students develop a unit plan, which includes 3 physical education lesson plans throughout the semester. Each lesson plan is submitted in drafts prior to grading for feedback on content, professional language and grammar/spelling.	Students develop 3 physical education lesson plans. Each one is evaluated for professional language, grammar and language skills.	Yes
<b>HLPE 442 Senior Seminar</b>	Cover letter/resume, interview reflection, mini grant application and professional development and growth paper are evaluated for professional language, grammar and writing skills.	Writing assignments are submitted in draft form. Students receive feedback and are able to make revisions/corrections prior to submitted the final draft.	Writing assignments are evaluated using a rubric for grammar, spelling, professional language and general writing skills.	No
<b>EDUC 441 Student Teaching Work Sample</b>	Students write a unit plan that includes a rationale and teaching reflection. Both assignments include points for grammar/writing.	Students develop a unit plan, which includes 3 health lesson plans throughout the semester. Each lesson plan is submitted in drafts prior to grading for feedback on content, professional language and grammar/spelling.	Students develop 3 health lesson plans. Each one is evaluated for professional language, grammar and language skills.	Yes

# Appendix A – Senior Writing Samples Assessment

## Protocol

Due to the cumulative nature of the project, the Teacher Work Sample that teacher candidates complete during Student Teaching (EDUC 441) will be used as the reviewed document to assess their writing skills. The Teacher Work Sample includes the most extensive examples of the various types of writing we consider necessary for professional presentation and success. All student teachers must complete the work sample as a program requirement.

The student teacher supervisor evaluates the document and submits the document and the evaluation to the Office of Teacher Education in the College of Education and Communications. The document and the requirements can be found below:

### EDUC 441 Student Teaching Assessment 5: Teacher Work Sample

#### **CULMINATING STUDENT TEACHING PROJECT** **Student Teaching Work Sample**

NOTE: Your university supervisor will contact you the first week of student teaching and will review this project as part of your requirements for student teaching at your first on-site meeting.

**Overview of Project:** During student teaching you will engage in a teacher-research project in which you will prepare a “work sample” to provide evidence of the effects of your teaching including verification that you have had a positive impact on your students’ learning. Your teacher-research project and work sample will indicate your ability to:

- Engage in thorough and effective standards-based planning.
- Use best practices that provide opportunities for student success.
- Use appropriate assessment strategies to foster and document the development of your students’ knowledge and skills.
- Analyze student assessment results, reflect on them, and adapt instruction accordingly.

#### **Required Components of the Work Sample:**

Please word-process this document and place it in your hand-copy binder; you may also use elements of this work sample in your Step 3 electronic portfolio.

Label each section as follows:

#### **Title Page**

Student Teaching Work Sample

Name \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

School Site \_\_\_\_\_

Grade Level/Period, Number of Students, Subject, Topic, Textbook and/or Key Resources (NOTE: Choose ONE class; you may choose your smallest class for the work sample)

#### **A. Description of the Learning Environment**

Teaching Journal Entries 1 & 2 (see detailed descriptions of these entries above under Specific Requirements))

#### **B. Planning for Instruction (Unit Plan)**

1. Using the unit plan template provided below, include the following components:

- Title of unit and length/duration
- Rationale for unit (include why this unit of study is important for students, why it should be delivered at this time, the purpose it will serve for students, how the learning will serve students beyond the classroom)
- Pa. Standards for English/Language Arts that will be addressed and critical thinking skills that will be exercised
- An explanation of skills that students must bring with them to successfully meet the new learning goals and how you will determine if students have these skills (consider Bloom’s taxonomy and/or Gardner’s multiple intelligences); include a



pre-test, activity, or survey so you will be able to describe your students' prior knowledge

- Briefly describe your integration of culture, interdisciplinary connections, and/or technology in this unit
- Three lesson plans from unit (one from beginning, one from middle, and one from end) along with any adaptations to instruction and/or assessment for diverse learners and self-reflections/evaluations for each of these three lessons
- **At least two** formative assessments must be conducted (include any adaptations for special needs students); may use alternative assessment, such as journal entries, performance, project, etc.
- Appropriate summative assessment (post-test or final project or performance)
- Analysis of student learning (evaluation of and reflection on unit). Include the following components in your analysis:
  1. What do your students' grades/scores indicate about the effectiveness of the unit?
  2. Write a brief summary of learning for 3 students (no last names): if possible, one for whom assessment indicates s/he met all objectives; one for whom assessment indicates s/he met most objectives; and one for whom assessment indicates s/he met only a few or no objectives (if all were in one or two of these categories, that is also possible). Include in your summary possible reasons for students' success or failure.
  3. What, if anything, will you change in the unit?

**C. Evaluation of Instruction**

1. One observation evaluation of one of the unit's lessons by cooperating teacher
2. One observation evaluation of one of the unit's lessons by university supervisor
3. Self-evaluation (included with the three lesson plans)

**D. Assessment of Student Learning (included in unit plan)**

**E. Analysis of Student Learning (included in unit plan)**

**G. Reflection on Teacher-Research Project (attach to the end of the unit plan)**

Finally, reflect on your teacher-research project, including:

- How Danielson's four domains (Planning & Preparation, Classroom Environment, Instruction, Professional Responsibilities) affected your unit's effectiveness
- What you learned about successful and unsuccessful classroom activities
- What you might do to improve student learning if you teach this unit again
- What you learned about student learning
- What you learned about conducting teacher-research, including the value that it has and how it might work for your own professional development

**H. Evaluation of the Work Sample:**

The work sample will be counted as approximately 1/3 of the overall student teaching grade. This project will be scored using an adaptation of the rubric on the College of Education website under the Teacher Work Sample.

---

## Rubric

	<b>Exceptional = 4</b>	<b>Meets Expectations = 3</b>	<b>Developing = 2</b>	<b>Poor = 1</b>
Understand and Model the Writing Process	<p>1. Uses formal and informal forms of writing for reflection, including rationales, future plans, and plans for improvement.</p> <p>2. Polished presentation- no noticeable or distracting errors.</p>	<p>1. Uses formal and informal forms of writing for reflection including some rationales, future plans, and plans for improvement.</p> <p>2. Good presentation- few errors.</p>	<p>1. Uses mostly informal forms of writing and little reflection including very little rationales, future plans, or plans for improvement.</p> <p>2. Presentation is lacking- noticeable errors.</p>	<p>1. Incoherent and inconsistent forms of writing and no reflection.</p> <p>2. Poor Presentation- noticeable and distracting errors, difficult to read.</p>
Evaluation of various teaching and learning approaches	<p>1. A precise and thought-out teaching philosophy.</p> <p>2. Demonstrates ability to select appropriate teaching interventions and adaptations which are relevant and engaging.</p>	<p>1. Well-articulated teaching philosophy.</p> <p>2. Demonstrates ability to select appropriate teaching interventions and adaptations which are relevant or engaging.</p>	<p>1. Inconsistent teaching philosophy.</p> <p>2. Selects some appropriate teaching interventions and adaptations.</p>	<p>1. Incoherent teaching philosophy. No basis in theory.</p> <p>2. Does not select appropriate teaching interventions and adaptations.</p>
Development of Materials to enhance student learning	<p>1. Presents very detailed lesson plans with all appropriate components.</p> <p>2. Generates creative materials to foster student exploration on the subject.</p>	<p>1. Presents detailed lesson plans with most of the appropriate components.</p> <p>2. Generates materials to foster student exploration on the subject.</p>	<p>1. Lesson plans are missing components or lack detail.</p> <p>2. Generates basic materials that may not foster further student exploration on the subject.</p>	<p>1. Lesson plans are incomplete and with no detail.</p> <p>2. Generated materials reflect incoherence and lack interest.</p>
Construction of assessment materials for	<p>1. Materials align specifically with stated objectives and practices.</p>	<p>1. Materials align well with stated objectives and practices.</p>	<p>1. Inconsistent alignment with objectives and practices.</p>	<p>1. No alignment with objectives and practices.</p>

student learning evaluation	2. Use an array of assessment information to make strong recommendations for improvement.	2. Use some assessment information to make some recommendations for improvement.	2. Uses little assessment information to make few recommendations for improvement.	2. Uses no assessment information and is unable to make recommendations for improvement.
Synthesis of information from a variety of sources	1. Uses multiple sources- research, policies, journals, assessment data to make sound teaching and learning choices. 2. Uses professional writing skills in communication to various audiences including reports, letters, and electronic methods.	1. Uses professional sources to make teaching and learning choices. 2. Uses professional writing skills in communication to various audiences including most forms of writing.	1. Uses very few sources to make teaching and learning choices. 2. Weak professional writing skills in communication to various audiences.	1. Uses no resources to make teaching and learning choices. 2. Lacks professional writing skills in communication to various audiences.
Quotations and Citations	1. Correct format of citations. 2. Effective use of quotations- integrated into the writing and appropriate to the topic.	1. Correct format with minor non-distracting errors. 2. Use of quotations to support topic.	1. Obvious format issues with major corrections. 2. Misuse or overuse of quotations from research materials.	1. Incorrect format or lack of citations. 2. No use or inappropriate use of quotations.
Mechanics and Grammar Usage	Polished final product. Few or no noticeable errors in work	Well-written final product. Few noticeable errors.	Extensive revisions are needed. Noticeable errors in work.	Incoherent and sloppy product. Numerous errors in work.
Holistic Rating				

## Appendix B – Writing Assessment Results Spring 2024

These are considered “baseline” survey results.

**Total Number of Samples: 8**

**Areas in which student writing is ABOVE expectations: 77+**

---

**Criterion: Understand and Model the writing process**

year(s)	exceptional/meets	developing/poor
2024	6/2	0

**Criterion: Evaluation of various teaching and learning approaches**

year(s)	exceptional/meets	developing/poor
2024	5/3	0

**Criterion: Development of materials to enhance student learning**

year(s)	exceptional/meets	developing/poor
2024	6/2	0

**Criterion: Construction of assessment materials for student learning evaluation**

year(s)	exceptional/meets	developing/poor
2024	5/3	1/0

**Criterion: Synthesis of information from a variety of sources**

year(s)	exceptional/meets	developing/poor
2024	5/3	1/0

**Criterion: Quotations and Citations**

year(s)	exceptional/meets	developing/poor
2024	5/3	1/0

**Criterion: Mechanics and Grammar Usage**

year(s)	exceptional/meets	developing/poor
2024	5/3	0

**Areas in which student writing is MEETING expectations: 68-77**

None

---

**Areas in which student writing is BELOW expectations below 67 and below Criterion:**

None

2024

### **Recommendations from the WAC Director based on Assessment Results**

Students are doing exceptionally well by meeting and exceeding expectations in writing. My main suggestion is that the program attempt to increase sample size in their next biennial assessment. This will help with validity and reliability of results.