



DEPARTMENT OF Professional Studies in Education

Department Writing Plan

Compiled by

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Submitted to:

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Table of Contents

<u>SUMMARY</u>	3
<u>PROFESSIONAL AND ACADEMIC GENRES IN PROFESSIONAL STUDIES IN EDUCATION</u>	4
<u>STUDENT WRITING SKILLS AND ABILITIES</u>	4
<u>INTEGRATION OF WRITING INTO UNDERGRADUATE CURRICULUM</u>	5
WRITING-TO-LEARN	5
DIRECT INSTRUCTION IN DISCIPLINARY GENRES	5
<u>COMMUNICATING WRITING EXPECTATIONS TO STUDENTS</u>	5
SYLLABUS STATEMENT	6
<u>IMPLEMENTATION AND ASSESSMENT OF DEPARTMENT WRITING PLAN</u>	6
<u>WRITING OUTCOMES CURRICULUM MAP</u>	8
<u>APPENDIX A – SENIOR WRITING SAMPLES ASSESSMENT</u>	10
PROTOCOL	10
RUBRIC	12
<u>APPENDIX B –WRITING ASSESSMENT RESULTS, SPRING 2019</u>	14
ANALYSIS	15
RECOMMENDATIONS FROM THE WAC DIRECTOR	15

Summary

In creating their writing-enriched curriculum, Professional Studies in Education (PSE) faculty member, Dr. Meghan Twiest, served as a liaison between WAC and the PSE Department. PSE faculty Dr. Kelli Jo Kerry-Moran and Dr. Laura Strong, department teaching associate, Rachel Schiera, and graduate student, Heidi Yoder, served with Twiest as a WAC committee in the department in consultation with WAC Director, Dr. Bryna Siegel Finer. They used a template borrowed from the University of Minnesota¹ and adapted by Siegel Finer to thoroughly investigate where and how writing was already being taught in the Professional Studies in Education curriculum, and where and how writing could be added to the curriculum, in order to draft the DWP for their department instructors.

The WAC committee met on a monthly basis to discuss plans of action, and review materials and findings during the 2018-2019 academic year. The Chair of the department WAC committee also met monthly with Siegel Finer. The process included the development of a matrix outlining all of the courses taught in PSE and the writing assignments each course/instructor assigns or has assigned and was initially determined by a document analysis of the department syllabi beginning with the Fall of 2015 and ending with the Fall of 2018, including the spring semesters and winter sessions. The committee also conducted interviews with each faculty member to gather further information about specific writing assignments or writing assignments which may have been added or missed in the document analysis. They also developed a statement of “Department Commitment to Writing” to include on all syllabi for courses that will be a part of the writing-enriched curriculum.

At a meeting on 12/6/19, the Professional Studies in Education faculty voted unanimously to support the Department Writing Plan as described below in addition to the WAC Director’s recommendations for continuing program facilitation on pages 6 and 15 of this document.

¹ University of Minnesota Writing Enriched Curriculum. 2013. <http://wec.umn.edu/Writingplans.html>

Professional Studies in Education Department Writing Plan Fall 2020

Professional and Academic Genres in Professional Studies in Education

Professionals in Early Childhood and Middle Level Education must be able to write lesson plans, unit plans, reflections of teaching experiences, observation reports, research papers, classroom profiles, classroom/behavior management plans, assessment and analysis papers, communications to parents, instructional materials creations, resume and cover letters, journal entries and logs, responses to prompts, summaries, and Personal Learning Networks (PLNs).

The IUP Department of Professional Studies in Education is committed to helping students in improving their writing skills toward the goal of being able to communicate as professionals in the field are required to do.

Student Writing Skills and Abilities

Education majors need a variety of writing skills and abilities upon completion of their degree in order to write in the above genres. These skills and abilities 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 IUP Department of Professional Studies in Education is committed to introducing, emphasizing, and reinforcing these skills and abilities throughout the curriculum, and does so through the purposeful mapping of writing assignments and activities that follows at the end of this document.

Integration of Writing into Undergraduate Curriculum

Department faculty have participated in professional development training in writing-to-learn pedagogy² through writing workshops with the WAC director, participation in the end-of-year Liberal Studies writing workshop, and in full department faculty meetings that the WAC director has visited.

Writing instruction in Postsecondary Education is integrated in these two ways:

Writing-to-learn

Regular writing-to-learn activities in our courses include, but are not limited to, discussion posts, reading responses, and low-stakes in-class writing exercises.

Direct instruction in disciplinary genres

We offer several courses for which direct instruction in writing genres is the purpose, e.g. ECED 351: Literacy for the Emergent Reader PreK-Grade 1 and ECED 451: Literacy for the Developing Reader, where students compose lesson plans that incorporate responses to reading and compose student writing assessments reflective of the various literature genre. Education majors examine and analyze various types of writing, including poetry, fiction, and literature histories, for example, as they devise ways to incorporate these various genres into their instruction. The course ECSP 340: Introduction to Classroom and Behavioral Management, allows students to compose technical management and behavior plans for individual students. ECED 250: Language Development, where students analyze language patterns in students and synthesize reports to make write recommendations in a summary report facilitate digital writing and editing/publishing. All students write lesson plans and units that require a wide variety of writing skills depending on the subject area.

Communicating Writing Expectations to Students

Writing expectations are communicated to students through syllabus assignments, professional field experiences and highlighting professional writing activities of the department faculty members.

Writing is central to the curriculum of the Early Childhood and Middle Level Education Programs. Writing constitutes the foremost way in which students participate in the discipline; it is central to communicating the analysis of the academic needs of specific

² "What is Writing to Learn?" *Writing Across the Curriculum Clearinghouse*. Colorado State University. 2015. <http://wac.colostate.edu/intro/pop2d.cfm>

groups of children and the specifically designed lesson plans written for these for these children.

Education students must demonstrate professional writing skills as they come into the major. Before education courses can be taken, skill in writing must be demonstrated in the writing component of the Praxis Exam, or some other state accepted Criterion test, such as a high SAT writing score.

Once students pass the STEP 1 competencies, they are then able to work directly with students in the classroom. Education faculty members communicate the importance of writing in the field of education. Some faculty use rubrics tailored for specific assignments, and others encourage class discussion on writing projects that enhance their understanding of teaching, devote class time to peer review, provide feedback on drafts of lesson plans and units, and at times require revision of major writing projects. Faculty encourage students to use the Writing Center and to always have a peer review anything that will be presented to a classroom teacher or a parent. The department website highlights the publications of the faculty as well as research awards and presentations. Syllabi frequently cite department faculty and discuss the articles and books that faculty have written.

Syllabus Statement

Professional Studies in Education faculty will commit to include the following statement in their syllabi as appropriate in order to encourage a culture of writing and demonstrate the value of writing in our programs:

The Professional Studies in Education Department is committed to developing the writing skills of students throughout the curriculum. In this course, you will complete writing assignments designed to improve your ability to communicate as a professional educator.

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/PSE liaison (this should count as department Service)
- Provide all newly hired faculty a copy of the DWP, and recommend attendance 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

Last Updated 12/06/19

- Department should continue to collect samples of the Teacher Work Sample, completed by all student teachers in the department, every two years, and analyze results with the WAC Director using the rubric that has been developed and approved by the department
- 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 Postsecondary Education curriculum (and communicate these changes to the WAC Director)

Writing Outcomes Curriculum Map

The Writing Outcomes Curriculum Matrix 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 (please see matrix below).
- Thoughtful integration of writing-to-learn activities in most courses in the curriculum (please see matrix below).
- 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 (please see matrix below).

	Lesson Plans	Essays	Journal Entries/Logs	Reflections	Observations	Instructional Materials	In-Class Activities	Profile Writing In-Class	Resume/Cover Letter	Unit Plans	Summary/Response	Management Plans (i.e. GM, Self, Behavior)	Discussions	D2L	Assessment/Analysis	PLNs	Introduced	Reinforced	Emphasized
ECSP 112: Typical & Atypical Child Development				X				X									X		
ECED 117: Family, Community, & School Relationships in a Diverse Society				X	X												X		
ECED 200: Introduction to Early Childhood Education		X	X		X						X						x		
ECED 215: The Developing Child: K-4th Grade				X	X							X					X	X	
ECED 221: Literature for the Young Child and Adolescent						X											X		
MIDL 221: Literature for the Middle Grades	X	X	X														X	X	
MIDL 222: Reading Instruction and Assessment in Grades 4-8	X														X			X	
EDUC 242: Pre-Student Teaching I			X															X	
ECED 250: Language Development	X	X					X	X							X		X	X	
ECED 280: Maximizing Learning	X									X								X	
ECED 310: Science, Health, and Safety for Pre-K to Grade 4						X				X							X	X	
MIDL 310: Instructional Theory and Planning for the Middle Level	X	X													X			X	
MIDL 311: Social Studies Instruction and Assessment	X														X			X	X
MIDL 312: Science Instruction and Assessment in Grades 4-8										X	X							X	

Last Updated 12/06/19

ECSP 314: Creative Experiences & Play for All Pre-K to Grade 4 Learners		X				X										X	
MIDL 315: Classroom Management and Adolescent Development	X	X		X				X			X		X			X	
MIDL 321: 21st Century Literacies for Diverse Learners				X					X					X	X	X	
ECSP 340: Introduction to Classroom and Behavior Management																X	X
ECED 351: Literacy for the Emergent Reader Pre-K- Grade 1	X					X										X	X
MIDL 408: Content Area Literacy	X					X										X	
ECED 411: Social Studies for all Pre-K to Grade 4 Learners	X	X		X												X	X
MIDL 425: Methods of Teaching Language Arts in Grades 4-8			X	X					X				X			X	X
ECSP 440: Teacher as Researcher & Advocate for All PreK to Grade 4/Special Needs		X		X				X		X						X	X
EDUC 440: Teacher as Leader and Researcher in Grades 4-8				X						X						X	
FDED 440: Introduction to Teacher in Urban Centers	X	X									X						
EDUC 442: School Law													X			X	
ECED 451: Literacy for the Developing Reader in Grades 2-4	X								X							X	X
EDUC 499: Multicultural Education									X	X						X	X

Appendix A – Senior Writing Samples Assessment

Protocol

Due to the cumulative nature of the project, the Teacher Work Sample teacher candidates complete during Student Teaching will be used as the reviewed document to assess department writing skills. The Teacher Work Sample includes the most extensive examples of the various types of writing PSE considers necessary for professional presentation and success. All student teachers must complete the work sample as a department 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 hard-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 Gardener’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

	Exceptional = 4	Meets Expectations = 3	Developing = 2	Poor = 1
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, polices, 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 2019

The Spring 2019 results are considered “baseline” results from the first assessment of 12 student writing samples from EDUC 441.

Areas in which student writing is ABOVE expectations: 77+

Criterion 1: Understand and Model the Writing Process

year(s)	exceeds/meets	emerging/below
2019 N=12	84% (17%/ 66%) 10 (2/ 8)	17% (17%/ 0) 2 (2/ 0)

Criterion 3: Development of Materials to Enhance Student Learning

year(s)	exceeds/meets	emerging/below
2019 N=12	92% (25%/ 67%) 11 (3/ 8)	8% (8%/ 0) 1 (1/ 0)

Criterion 4: Construction of Assessment Materials for Student Learning Evaluation

year(s)	exceeds/meets	emerging/below
2019 N=12	84% (42%/ 42%) 10 (5/ 5)	17%% (17%/ 0) 2 (2/ 0)

Criterion 7: Mechanics and Grammar Usage

year(s)	exceeds/meets	emerging/below
2019 N=12	92% (25%/ 67%) 11 (3/ 8)	8% (8%/ 0) 1 (1/ 0)

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

Criterion 2: Evaluation of Various Teaching and Learning Approaches

Years (s)	exceeds/meets	emerging/below
2019 N=12	75% (33%/ 43%) 9 (4/ 5)	25% (25%/ 0%) 3 (3/ 0)

Criterion 5: Synthesis of Information from a Variety of Sources

year(s)	exceeds/meets	emerging/below
2019 N=12	75% (25%/ 50%) 9 (3/ 6)	25% (25%/ 0) 3 (3 / 0)

Criterion 8: Holistic rating

year(s)	exceeds/meets		emerging/below	
2019 N=12	75% (8%/ 67%)	9 (1/ 8)	25% (25% /0%)	3 (3/0)

Areas in which student writing is BELOW expectations: 67 or below

Criterion 6: Quotations and Citations

year(s)	exceeds/meets		emerging/below	
2019 N=12	25% (0/ 25%)	3 (0 /3)	75% (25%/ 50%)	9 (3/ 6)

Analysis

From this sample, we can see that students are exceeding department expectations in several criteria and meeting expectations in almost all others. Closer examination shows that the majority of these students are *meeting expectations* (only when added to *exceeding* is the total *exceeding*). Holistic ratings, the majority of which are meeting expectations, are consistent with almost all other criteria at 67%. Of note, these samples show that students are struggling with quotations and citations, despite meeting expectations at synthesizing source information, two activities that are typically connected (arguably, however, synthesizing is a much more important skill in written communication than citation; I would encourage faculty not to overcompensate by spending too much attention on citations and thus swing the pendulum the other direction).

Recommendations from the WAC Director

Over the next two years (until the next writing assessment), faculty might discuss ways to enrich more of their courses and scaffold earlier coursework (200- and 300-level) with activities that teach students to *evaluate various teaching and learning approaches*, *synthesize information from a variety of sources*, and *use quotations and citations*. Using their course matrix (above), the department can discover appropriate courses in which to perhaps add writing-to-learn activities that would expand students' exposure to these skills.

While it is an arduous task to assess writing samples in addition to teaching one's own courses, I would urge the department to consider ways to incentivize more faculty to take part in writing assessment and increase the sample size. When the sample size is smaller, the results of the assessment are likely to be somewhat skewed (for example, although it

Last Updated 12/06/19

appears above that students are struggling with quoting and citations, in this sample, only six students were indeed rated as below expectations in that criterion; nevertheless, those six students are half of the sample).

Upper-level students in Professional Studies in Education are clearly strong writers. Ideally, as seniors graduate from programs at IUP, we'd like the majority of them to exceed expectations in all criteria. In particular, faculty are encouraged to work with the Writing Center to support students in areas where students are meeting or below expectations (quoting and citations, and synthesis, especially). The WAC program could also facilitate professional development for faculty who are interested in developing ways to teach these concepts specifically in the context of their courses.