



SHARED **WRITING** **Instructional Model**

Facilitator Guide

Module 2

Shared Writing Instructional Model (SWIM)

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Facilitator Guide

Module 2: Shared Writing Instructional Model

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Audience and Purpose

The SWIM professional learning facilitator guide helps professional learning leads, coaches, or other educators who deliver professional learning to teachers of students with intellectual disabilities to meet grade-level general or alternate academic expectations in writing as part of English Language Arts.

Module Description

This module is the second introduction module to Shared Writing and the Shared Writing Instructional Model (SWIM). It consists of three lessons. They are: 1) SWIM Learning Maps, 2) SWIM Writing Levels, and 3) the SWIM cycle. Lesson content is in the table below.

Module Lesson	Agenda	Lesson Handout	Video	Lesson Activity	Assessment
Lesson 1	*	*	*	**	
Lesson 2	*		*	*	
Lesson 3	*		*	*	*

In Lesson 1, the first lesson activity is a check for understanding and the second activity is a self-reflection Qualtrics survey. Lesson 2 and 3 activity is a self-reflection Qualtrics survey. Upon completion of the survey, participants will receive an automated email with their responses to guide their instruction and share with their coaches, if assigned one.

Lesson agendas, handouts, and answers to the module assessment are in Appendix A.

Recommended times for learning are estimates. Learning time may be adjusted to accommodate participant needs and for additional adult learning strategies not addressed in this guide.

General Module Instructions

- Before learning
 - Make introductions and provide housekeeping information participants may need.
 - Provide the purpose for learning and name of the module
 - Provide materials/handouts
 - Demonstrate how to access the module through the SWIM Resource Collection website.
 - Support participants access the module using the guide posted on the website.
- During learning
 - Help participants make a connection between the agenda and the module structure as they work through the module content.
 - While the module is displayed, avoid reading the text in the module verbatim. Use the text as a guide to communicate the content of the learning.
 - Guide participants in completing the activities.
- After learning
 - Ensure participants complete the assessment to move to the next module.
 - Provide a ticket out the door for formative assessment of learning.

Recommendations for Facilitators

- Facilitators are encouraged to utilize effective strategies that engage participants and support their learning. These include, but not limited to 1) preparing prior to the professional learning session, 2) valuing people and their ideas, 3) communicating clearly, 4) keeping discussions on topic, and 5) managing time to respect announced beginning and ending times (Project Core, www.project-core.com, @2019 Center for Literacy and Disabilities Studies, Department of Allied Health Science, UNC-Chapel Hill).

Lesson 1: SWIM Learning Maps Overview

Objective

The objective of this module is to explore how SWIM Learning Maps show how knowledge, skills, and understanding occur in writing development.

Learning Outcomes

- Participants will understand the Learning Map model.
- Participants will understand the structure of the SWIM Learning Maps.

Essential Questions

- How does the learning map model guide teachers in helping their students make academic progress?
- How are the SWIM learning maps organized?

Preparation for Learning

- Recommended time: 1.5 hours
- Recommended class size: 5-50 participants
- Equipment: Computer and LCD projector with external speakers and sound system
- Materials/Handouts: Agenda and Participant Handout

Agenda

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes and essential questions	Participants will view SWIM Module recording.
2	Learning Map Model & the SWIM Learning Maps	30 minutes	Exploration of the learning map model and the SWIM Learning Maps	Participants will view SWIM lesson recording and explore the organization of SWIM Learning Maps.
3	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
4	Wrap-Up	15 minutes	Closing information and ticket out the door	

Lesson 2: SWIM Writing Levels Overview

Objective

The objective of this module is to explore how educators can know their students as writers.

Learning Outcomes

- Participants will understand the instructional focus for the different SWIM writing levels

Essential Questions

- What are the learner characteristics of students within the SWIM writing levels?
- What is the instructional focus of the SWIM writing levels?

Preparation for Learning

- Recommended time: 1.5 hours
- Recommended class size: 5-50 participants
- Equipment: Computer and LCD projector with external speakers and sound system
- Materials/Handouts: Agenda

Agenda

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes, and essential questions	Participants will view SWIM lesson recording.
2	SWIM Cycle	20 minutes	Exploration of SWIM writing levels	Participants will view SWIM lesson recording.
3	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
4	Wrap-Up	15 minutes	Closing information and ticket out the door	

Lesson 3: SWIM Cycle Overview

Objective

The objective of this module is to explore the SWIM Cycle.

Learning Outcomes

- Participants will understand how to plan, deliver, and evaluate student writing using the SWIM Cycle.

Essential Questions

- How do I plan, deliver, and evaluate student writing using the SWIM Cycle?
- What tools or instructional resources can I use to plan, deliver, and evaluate student writing?

Preparation for Learning

- Recommended time: 1 hour
- Recommended class size: 5-50 participants
- Equipment: Computer and LCD projector with external speakers and sound system
- Materials/Handouts: Agenda

Agenda

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes, and essential questions	Participants will view SWIM lesson recording.
2	SWIM Cycle	10 minutes	Exploration of how the SWIM Cycle fully implements SWIM	Participants will view SWIM lesson recording.
3	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
4	Wrap Up	15 minutes	Closing information and ticket out the door	Participants will complete module assessment.

Appendix A

Agenda

Module 2: Shared Writing Instructional Model (SWIM)

Lesson 1: SWIM Learning Maps

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes and essential questions	Participants will view SWIM Module recording.
2	Learning Map Model & the SWIM Learning Maps	30 minutes	Exploration of the learning map model and the SWIM Learning Maps	Participants will view SWIM lesson recording and explore the organization of SWIM Learning Maps.
3	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
4	Wrap-Up	15 minutes	Closing information and ticket out the door	

Lesson Activity

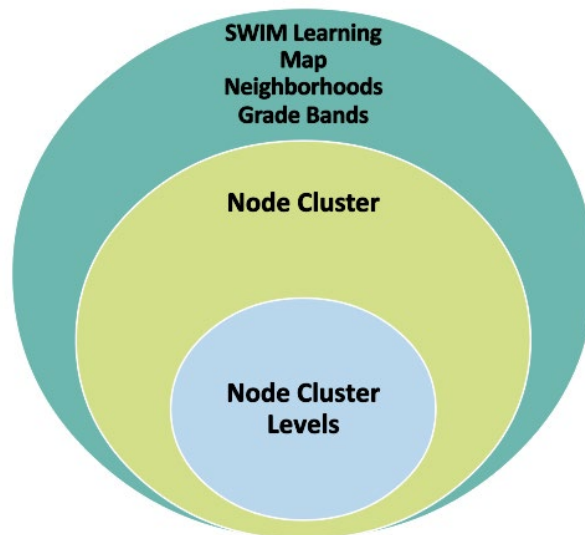
Module 2: SWIM Instructional Model (SWIM)

Lesson 1 Activity: SWIM Learning Maps

Check for Understanding

SWIM Learning Maps are organized by neighborhoods, grade bands, node clusters, and node cluster levels.

- **Learning map neighborhoods** are comprehensive representations of student learning that include all the critical knowledge, skills, and understandings contributing to the mastery of a small number of grade-level content standards. They represent the progressive nature of student learning, shifting from less complex content at the top of a learning map to more complex content at the bottom. They include multiple pathways from beginning to end and include pre-academic nodes that precede the grade-level content.
- **Grade bands** are those that best reflect a student’s instructional level.
- **Node clusters** are a set of interconnected nodes depicting the knowledge, skills, and understandings associated with specific types of writing. They cover what students can learn and be able to do related to the neighborhood's topic during the grade band.
- **Node Cluster Level**—Clusters are further organized into three levels to provide differentiated targets for instruction depending on each student.



Agenda

Module 2: Shared Writing Instructional Model (SWIM)

Lesson 2: SWIM Writing Levels

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes, and essential questions	Participants will view SWIM lesson recording.
2	SWIM Cycle	20 minutes	Exploration of SWIM writing levels	Participants will view SWIM lesson recording.
3	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
4	Wrap-Up	15 minutes	Closing information and ticket out the door	

Agenda

Module 2: Shared Instructional Model (SWIM)

Lesson 3: SWIM Cycle

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes, and essential questions	Participants will view SWIM lesson recording.
2	SWIM Cycle	10 minutes	Exploration of how the SWIM Cycle fully implements SWIM	Participants will view SWIM lesson recording.
3	Self-Reflection and Evaluation	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
4	Wrap Up	15 minutes	Closing information and ticket out the door	Participants will complete module assessment.

Module 2: Shared Instructional Model (SWIM)

Assessment Answers

1. How is the SWIM Cycle fully implemented?
 - a. Research-based learning maps, curriculum-based assessments, SWIM Sequence, evidence-based practices
 - b. Access to writing tools, evidence-based practices, SWIM instructional sequence, and SWIM formative assessments
 - c. Curriculum-based assessments, shared writing elements, research-based learning maps and evidence-based practices
 - d. **SWIM Learning Map Tool, SWIM evidence-based practices, SWIM Sequence Routine, and SWIM Cycle Tool**

2. A node in the learning map indicates the order that knowledge, skills, or understandings are acquired.
T or F

3. Cluster levels at each grade band and cluster create the formative assessment learning goals with associated student success criteria.
T or F

4. What are examples of evidence-based practices used within the SWIM five-step Instructional Sequence?
 - a. Shared reading
 - b. Formative assessment
 - c. Graphic organizers
 - d. Self-regulation strategies
 - e. **All the above**

5. Which are the SWIM writing levels? (Select all that apply.)
 - a. **Conventional**
 - b. **Transitional**
 - c. **Emergent**
 - d. Pre-Emergent