



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

## **Facilitator Guide**

### Module 3

#### The SWIM Cycle: Plan

#### Learning Map Planning Tool & Instructional Resources

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# Facilitator Guide

## Module 3: The SWIM Cycle: Plan

### Learning Map Planning Tool & Instructional Resources

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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 aligned to the *Plan* phase of the SWIM cycle and begins the process of developing a student case study. An introduction to student case study activities and a planning tool is provided at the beginning of the module. Module 3 consists of a short introduction to a student case study and two lessons. They are: 1) SWIM Learning Map Planning Tool and 2) SWIM Sequence Plans. Lesson content is in the table below.

Module Lesson	Agenda	Lesson Handout	Video	Lesson Activity	Student Case Study Learning Activity	Assessment
Introduction to SWIM Student Case Study Activities		*				
Lesson 1	*	*	*	*	**	
Lesson 2	*		*	*		*

Lesson activities are self-reflection Qualtrics surveys. 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.

Student case study learning activities include completion of the SWIM Learning Map Tool and selection of student SWIM Sequence plans.

- The SWIM Learning Map Tool identifies the place in the learning maps where instruction should begin. The tool also provides directions on where to access and what instructional plans a teacher should select to teach the SWIM sequence routine. Facilitators are encouraged to have teachers complete both the SWIM Learning Map Tool and selection of student SWIM Sequence plans during professional learning time. A survey link to access the SWIM Learning Map Tool is embedded in Lesson 1. If teachers are unable to complete these activities during professional learning, both the SWIM Learning Map Tool and SWIM Sequence Plans are in the SWIM Resource Collection. They can be accessed on the [SWIM website](#).
- Student assignment in the learning maps and selection of student sequence plans must be done before Lesson 2 of this module. In lesson 2, participants will use their student's SWIM sequence plans to make connections to their student case study plans and lesson content.

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](http://www.project-core.com), @2019 Center for Literacy and Disabilities Studies, Department of Allied Health Science, UNC-Chapel Hill).

# Introduction to SWIM Student Case Study

## Objective

The objective of this introduction is to explore the activities of developing a SWIM Student Case Study.

## Outcome

Participants will understand what activities are included in their student case study.

## Essential Questions

- What are the student case study activities?
- How are the activities aligned to SWIM professional learning?

## Preparation for Learning

- Recommend time: 15 minutes
- Recommended class size: 5–50 participants
- Equipment: Computer and LCD projector with external speakers and sound system
- Materials/Handouts: Student Case Study Plan

# Lesson 1: SWIM Learning Map Tool Overview

## Objective

- The objective of this module is to explore how to plan for writing using the SWIM approach.

## Learning Outcome

- Participants will understand the process for planning a SWIM Cycle using the SWIM Learning Map tool.

## Essential Questions

- How do I plan for my student's writing?
- What information do I need before I complete the SWIM Learning Map Tool?
- How will I know my student's assignment in the learning maps?

## Preparation for Learning

- Recommended time: 1.5–2.0 hours
- Recommended class size: 5–50 participants
- Equipment: Computer and LCD projector with external speakers and sound system
- Materials/Handouts: Agenda



# Agenda

\*Lesson activity can take place during professional learning or as an outside assignment before Lesson 2: SWIM Sequence Plans.

Section	Title	Time	Content	Activity
1	Student Case Study	10 minutes	Review of student case study activities.	Participants will review a student case study plan.
2	Introduction	5 minutes	Learning objectives, outcomes, and essential questions	Participants will view SWIM lesson recording.
3	Plan for writing using the SWIM approach	10 minutes	Process for planning a SWIM Cycle using the SWIM Learning Map Tool and plans	Participants will view SWIM lesson recording.
4	Self-Reflection and Evaluation	30 minutes	Reflection on practice and Interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
5	*SWIM Learning Map Tool	30 minutes	Student case study assignment in SWIM learning maps	Participants will complete the SWIM Learning Map Tool to begin a SWIM cycle.
6	*SWIM Sequence Plans	30 minutes	Student case study SWIM Sequence plans	Participants will select the appropriate SWIM sequence plans based on learning map assignment.
7	Wrap Up	15 minutes	Closing information and ticket out the door.	

## Lesson 2: SWIM Sequence Plans Overview

### Objective

- The objective of this module is to explore the SWIM Sequence Plans.

### Learning Outcomes

- Participants will understand how the SWIM Sequence plans guide instruction through formative assessment practices.

### Essential Questions

- What is the purpose of the SWIM Sequence Plan?
- What information is included in the SWIM Sequence Plans?
- How are formative assessment practices included in the SWIM Sequence plan?

### 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	Learning objectives, outcomes, and essential questions	Participants will view SWIM lesson recording.
2	Plan for writing using the SWIM approach	10 minutes	Review of SWIM Sequence Plans	Participants will view SWIM lesson recording.
3	SWIM Sequence Plans	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

# SWIM Student Case Study Activities

The table below can be used to track student case study activities. Student case study activities are aligned to the professional learning modules and to SWIM coaching cycle touchpoints.

SWIM Cycle	Module	Activity	Date Completed	Notes
<b>Plan</b>	Module 3: SWIM Learning Map Planning Tool & Instructional Resources	<ul style="list-style-type: none"> <li>• Complete SWIM Learning Map Tool</li> <li>• Review SWIM Sequence Plans</li> </ul>		
<b>Deliver</b>	Module 4: SWIM Sequence	<ul style="list-style-type: none"> <li>• Instruct the SWIM Sequence using student case study instructional plans</li> <li>• Video Record Lessons</li> <li>• Complete SWIM Sequence Self-Reflection/Observation Tool</li> </ul>		
<b>Evaluate</b>	Module 5: SWIM Cycle Tool	<ul style="list-style-type: none"> <li>• Complete the SWIM Cycle Tool</li> <li>• Begin new SWIM Cycle</li> </ul>		

## Agenda

### Module 3: SWIM Learning Map Planning Tool & Instructional Resources

#### Lesson 1: SWIM Learning Map Tool

\*Lesson activity can take place during professional learning or as an outside assignment before Lesson 2: SWIM Sequence Plans.

Section	Title	Time	Content	Activity
1	Student Case Study	10 minutes	Review of student case study activities	Participants will review a student case study plan.
2	Introduction	5 minutes	Learning objectives, outcomes, and essential questions	Participants will view SWIM lesson recording.
3	Plan for writing using the SWIM approach	10 minutes	Process for planning a SWIM Cycle using the SWIM Learning Map Tool and plans	Participants will view SWIM lesson recording.
4	SWIM Learning Map Tool	30 minutes	Reflection on practice and interprofessional collaborative teaming	Participants will complete a reflection activity and share their reflections.
5	*SWIM Learning Map Tool	30 minutes	Student case study assignment in SWIM learning maps	Participants will complete the SWIM Learning Map Tool to begin a SWIM cycle.
6	*SWIM Sequence Plans	30 Minutes	Student case study SWIM Sequence plans	Participants will select the appropriate SWIM sequence plans based on learning map assignment.

## Agenda

### Module 3: SWIM Learning Map Planning Tool & Instructional Resources

#### Lesson 2: SWIM Sequence Plans

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Learning objectives, outcomes, and essential questions	Participants will view SWIM lesson recording
2	Plan for writing using the SWIM approach	15 minutes	Review of SWIM Sequence Plans	Participants will view SWIM lesson recording
3	SWIM Sequence Plans	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 3: The SWIM Cycle: Plan: Learning Map Planning Tool & Instructional Resources

## Assessment Answers

1. What three steps are involved in planning for writing using the SWIM Approach
  - a. Plan, Deliver, Evaluate the SWIM Sequence
  - b. Assess, Plan, and Deliver the SWIM Sequence
  - c. SWIM Learning Map Tool and the SWIM Sequence Plan**
  - d. SWIM Learning Map Tool, SWIM Learning Map Plans, Deliver SWIM Sequence Plans
2. The SWIM Learning Map Tool identifies future knowledge, skills and understandings in student writing development and provides a recommendation for where you can end instruction of a SWIM Cycle.  
T or F
3. SWIM Learning Map Neighborhoods are aligned to which of the following SWIM Sequence Steps?
  - a. Research to Build and Present Knowledge and Steps 1 & 2
  - b. Informative and Explanatory Writing and Steps 3-5
  - c. Opinion Writing and Steps 3-5
  - d. None of the above
  - e. a, b, and c**
4. The formative assessment question strategies, tasks, and activities are embedded in which of the SWIM Sequence Steps?
  - a. Steps 1-2
  - b. Steps 2-4
  - c. Steps 1-5**
  - d. Steps 3-5
5. Which of the following Sections is NOT included in the SWIM Sequence Plans
  - a. SWIM Learning Map Assignment
  - b. Evidenced-based practices
  - c. SWIM Instructional Goals and Criteria for Success**



- d. UDL (Universal Design for Learning) Aligned Instructional Materials & Strategies
- e. SWIM Sequence Step