



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

Facilitator Guide

Module 5

The SWIM Cycle: Evaluate SWIM Cycle Tool

The contents of this document were developed under a grant #H326M180010 from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. 2023 Accessible Teaching, Learning, and Assessment Systems (ATLAS), the University of Kansas.

Facilitator Guide

Module 5: The SWIM Cycle: Evaluate SWIM Cycle Tool

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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 Evaluate phase of the SWIM cycle and ends the development of a student case study. Module content is in the table below.

Agenda	Module Handout	Video	Lesson Activity	Student Case Study Activity	Assessment
*	**	*	*	*	*

This module 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.

Student Case Study Activity

- A survey link to access the SWIM Cycle Tool activity is embedded in Module 5.
- The SWIM Cycle Tool is used at the end of a SWIM cycle to determine the instructional pathway for the next SWIM cycle. Facilitators are encouraged to have participants complete this activity during professional learning. If teachers are unable to complete the SWIM Cycle Tool during professional learning, the tool is in the SWIM Resource Collection. It can be accessed on the [SWIM website](#).

- Lesson agenda, handout 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 are not limited to 1) preparing prior to the professional learning session, 2) value 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).

Module 5: SWIM Cycle Tool Overview

Objective

- The objective of this module is to explore an instructional decision-making support tool used at the end of a SWIM cycle.

Learning Outcome

- Participants will understand how to use the SWIM Cycle Tool to identify the instructional pathway for a new SWIM Cycle.

Essential Questions

- When do I end a SWIM Cycle?
- What is the SWIM approach to mastery?
- What is the purpose of the SWIM cycle tool?
- What activities are included in the SWIM Cycle Tool?
- How does the SWIM Cycle Tool provide a recommendation for a student's instructional pathway in the next SWIM Cycle?

Preparation for Learning

- Recommend 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

*Lesson activity can take place during professional learning or as an outside assignment.

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes, and essential questions	Participants will view SWIM lesson recording.
2	Ending a SWIM Cycle	5 minutes	Considerations on when to end a SWIM Cycle	Participants will view SWIM lesson recording.
3	SWIM Cycle Tool	10 minutes	Review of SWIM Cycle Tool components	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 Cycle Tool	30 minutes	Student case study instructional pathway for next SWIM cycle	Participants will complete the SWIM Cycle Tool to end a SWIM cycle.
6	Wrap Up	15 minutes	Closing information and ticket out the door	Participants will complete module assessment.

Appendix A

Agenda

Module 5: SWIM Cycle Tool

*Lesson activity can take place during professional learning or as an outside assignment.

Section	Title	Time	Content	Activity
1	Introduction	5 minutes	Review of learning objectives, outcomes, and essential questions.	Participants will view SWIM lesson recording.
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3	SWIM Cycle Tool	10 minutes	Review of SWIM Cycle Tool components	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.
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6	Wrap Up	15 minutes	Closing information and ticket out the door	Participants will complete module assessment.

Module 5: SWIM Cycle Tool Example

I. Student Mastery of Learning Goals

Direction: Indicate the level of mastery on student learning goals across each step of the SWIM Sequence that best matches the student’s writing in this cycle.

SWIM Learning Map Neighborhood	SWIM Sequence Step	Consistently	Occasionally	Never
Research to Build and Present Knowledge	Step 1: Choose a Topic and Purpose for Writing Step 2: Learn about the Topic		x	
Informative and Explanatory Writing/Opinion Writing	Step 3: Plan for Writing Step 4: Write with a Purpose Step 5: Review and Evaluate for Purpose		x	

II. Student Engagement

Direction: Indicate the level of engagement your student demonstrated during writing in each step of the SWIM sequence in this cycle.

SWIM Sequence Step	Consistently	Occasionally	Never
Step 1: Choose a Topic and Purpose for Writing		x	
Step 2: Learn about the Topic		x	
Step 3: Plan for Writing			x
Step 4: Write with a Purpose		x	
Step 5: Review and Evaluate for Purpose		x	

III. Student Access to Writing: Communication and Writing Tools

Direction: Indicate the tool(s) the student was offered and/or used in this cycle.

Writing Tool	Offered	Used
Classroom communication display (e.g., core vocabulary, PODD book)	x	
Interactive board (e.g., classroom smart board)	x	x
Student communication device	x	x
Traditional pen, pencil, or marker		
Alternate pencil (e.g., eye gaze frame, print flip chart)	x	x
Alphabet on stamps, stencils, label writers, magnetic letters, or letter tiles		
Alphabet on touchscreen device (AAC, iPad)		

Writing Tool	Offered	Used
Electronic communication device (e.g., laptop, desktop, traditional keyboard)		
Other		

Direction: Provide answers to the following questions in the open text response box.

What other strategies might be useful to give the student access to all 26 letters of the alphabet? If you used a support to aid their writing (e.g., writing tools and strategies to aid in writing, such as graphic organizers and reference materials), what worked? What didn't work?

[open text response]

IV. Student Barriers to Writing

Direction: Indicate if your student experienced barriers during writing instruction

Did your student encounter any barriers to mastering the learning goals during this sequence?

- Yes
- No

Direction: Select the barriers to student mastering the learning goal during this sequence. Select all that apply. Any barrier selected will prompt additional questions.

- Behavioral engagement during instruction (e.g., how often and how long your student engaged with materials)
- Cognitive engagement during instruction (e.g., how your student thought about and made connections to what they were learning)
- Emotional (e.g., what level of connectedness and caring did your student feel in their class)
- Unmet communication or language needs
- Unmet health or medical needs

- Unmet motor or mobility needs
- Unmet sensory (e.g., hearing, auditory processing, vision, etc.) needs
- Unmet social or emotional needs

Direction: Provide answers to the following questions in the open text response box.

Consider the following questions and reflect on the potential barriers you just identified.

Behavioral engagement

Were there specific SWIM Sequence steps that your student was more engaged in or less engaged in? If so, which steps, and what led to the engagement?

[open text response]

Cognitive

Does your student need more time to process information? Does your student need support around working memory or with executive functioning?

[My student needs additional wait time to process information and find his symbols on his device.]

Emotional

Is your student able to self-regulate during instruction?

Does your student interact with peers during writing instruction? If not, why? If so, what is the student's level of independence when writing with peers?

[I model symbols on his device to tell him what we are doing in each of the five steps. He loves to write with his classmates during shared writing. He does better when he is with his classmates, then when we write 1:1.]

Communication

What communication barriers did you notice about the environment, device setup, communication partner's knowledge and skills, or the learner themselves?

[At this time, I am the only staff member who is fluent in using his communication device. My paras will be trained in communication partner strategies next month so they can better help him. His communication device doesn't have enough symbols, and so we are combining simpler words/symbols together to get the vocabulary and his message across.]

What symbols and words did the student need, but not have, for a robust communication system?

[He has core and personal vocabulary words but needs more symbols that can be used across many topics.]

What additional supports would have helped?

[Better set up so that he can see and use both his communication device and alternate pencil at the same time so he can make connections between words/symbols and writing.]

Learner needs and requirements

In what ways were the student's health, mobility, sensory, or interpersonal needs a barrier during this cycle?

What could you try differently in the next cycle?

What other resources would you need to make those changes?

[My student typically has 2 seizures per week which impacts his ability to participate during shared writing. When he is doing well, he needs to move his body frequently. I think for the next cycle, I'll pace the lessons around the 5 steps so he can participate and integrate movement and hands on experiences to either build background knowledge or learn about the topic in step 2.]

V. Fidelity of Instruction

Direction: Review student SWIM Sequence Plan and reflect on fidelity of instruction.

Step 1: Choose a Topic and Purpose for Writing	Full Fidelity	Partial Fidelity	No Fidelity
The lesson was taught according to the plan		X	
The formative assessment process was used as intended		X	
UDL-aligned strategies were incorporated as intended		X	

Step 2: Learn about the Topic	Full Fidelity	Partial Fidelity	No Fidelity
The lesson was taught according to the plan		X	
The formative assessment process was followed as intended		X	
UDL-aligned strategies were incorporated as intended		X	

Step 3: Plan for Writing	Full Fidelity	Partial Fidelity	No Fidelity
The lesson was taught according to the plan		X	
The formative assessment process was followed as intended		X	
UDL-aligned strategies were incorporated as intended		X	

Step 4: Write with a Purpose	Full Fidelity	Partial Fidelity	No Fidelity
The lesson was taught according to the plan		X	
The formative assessment process was followed as intended		X	

Step 4: Write with a Purpose	Full Fidelity	Partial Fidelity	No Fidelity
UDL-aligned strategies were incorporated as intended		x	

Step 5: Review and Evaluate for Purpose	Full Fidelity	Partial Fidelity	No Fidelity
The lesson was taught according to the plan		x	
The formative assessment process was followed as intended		x	
UDL-aligned strategies were incorporated as intended		x	

Direction: Provide answers to the following questions in the open text response box.

You have reflected on your student’s learning, engagement, and barriers during instruction. Is there anything else you experienced that made it challenging to teach this cycle with full fidelity? What ideas do you have for changes for the next cycle?

[Are schedule currently doesn’t allow us to write every day. I am planning on using the SWIM sequence routine to teach comprehensive literacy instruction each day.]

VI. Instructional Decision for Next SWIM Pathway

A recommendation for a student’s instructional pathway for the next SWIM cycle will be provided and is based on responses to questions related to student mastery, student engagement, access to writing and instructional fidelity.

The table below provides recommendations on where to begin instruction in the next SWIM cycle.

Options	Statement
1	<p>You have several options to keep building on the student’s mastery of this cycle. Here are some ideas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stay at the same level, incorporate elaborative writing practices (e.g., revising a draft, writing more about the topic). <input type="checkbox"/> Stay at the same level, use a different purpose of writing (e.g., same topic but different type of writing from informative and explanatory writing to opinion writing). <input type="checkbox"/> Stay at the same level, write within different academic content areas (e.g., science or social studies, related arts). <input type="checkbox"/> Move to the next cluster level (new instructional resources LMP & SSP)
2	<p>You have several options to keep building on the student’s mastery of this cycle. Here are some ideas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stay at the same level, incorporate elaborative writing practices (e.g., revising a draft, writing more about the topic). <input type="checkbox"/> Stay at the same level, use a different purpose of writing (e.g., same topic but different type of writing from informative and explanatory writing to opinion writing). <input type="checkbox"/> Stay at the same level, write within different academic content areas (e.g., science or social studies, related arts).
3	Repeat the level with fidelity this time.
4	Increase access and repeat the level with fidelity.
5	Increase access and engagement, deliver the same level with fidelity.
6	Move to a lower level or repeat the level with a new approach.
7	Repeat the level with fidelity this time.
8	Increase access and repeat the level with fidelity
9	Increase access and engagement, deliver the same level with fidelity

Note: If the recommendation is for the student to change cluster levels, complete the [SWIM Learning Map Tool](#) for a new learning map assignment.

Directions: Provide an answer to the following question in the open text response box.

Based on barriers and fidelity, what needs to change?

[I need to program more vocabulary into my student's communication system, use the formative assessment practices outline in my student's SWIM sequence plan to increase my fidelity and include daily writing in my schedule.]

Module 5: The SWIM Cycle: Evaluate: SWIM Cycle Tool

Assessment Answers

1. Which of the following are considerations for ending a SWIM Cycle?
 - a. Completion of one 5-step SWIM sequence routine
 - b. Three rounds of the 5-step sequence so that students have opportunity for more elaboration on the topic, writing for different purposes and writing in different content areas before ending cycle
 - c. Where students are within a unit of instruction
 - d. **All the above**

2. The SWIM Cycle Tool is used for instructional decision-making.
T or F

3. Which section is NOT included in the SWIM Cycle Tool?
 - a. Student Mastery of Learning Goals
 - b. Student Engagement
 - c. Student Access to Writing: Communication & Writing Tools
 - d. **Student Writing Production**
 - e. Fidelity of Instruction
 - f. Instructional Decision for Next SWIM Pathway

4. The SWIM approach to student mastery addresses progress monitoring on individual student performance on discrete skills that include task sampling, frequency counts, or anecdotal records to make note of behavior changes.

T or F

5. Which are the elements of SWIM instructional fidelity?
 - a. Lesson was taught according to the plan
 - b. Formative assessment process was followed as intended
 - c. UDL-aligned strategies were incorporated as intended
 - d. **All the above**