Coaching Guide

The contents of this guide were developed under grant #H326M180010 from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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Introduction

Shared Writing Instructional Model (SWIM) coaching is designed to transfer the critical components of SWIM professional learning into practice so that teachers can apply the SWIM Cycle, as illustrated in the graphic below, to Plan, Deliver, and Evaluate student writing. The goal of SWIM coaching is to support teachers in planning, delivering, and evaluating high quality, specially designed writing instruction so that ALL students may grow in their writing development.

Purpose

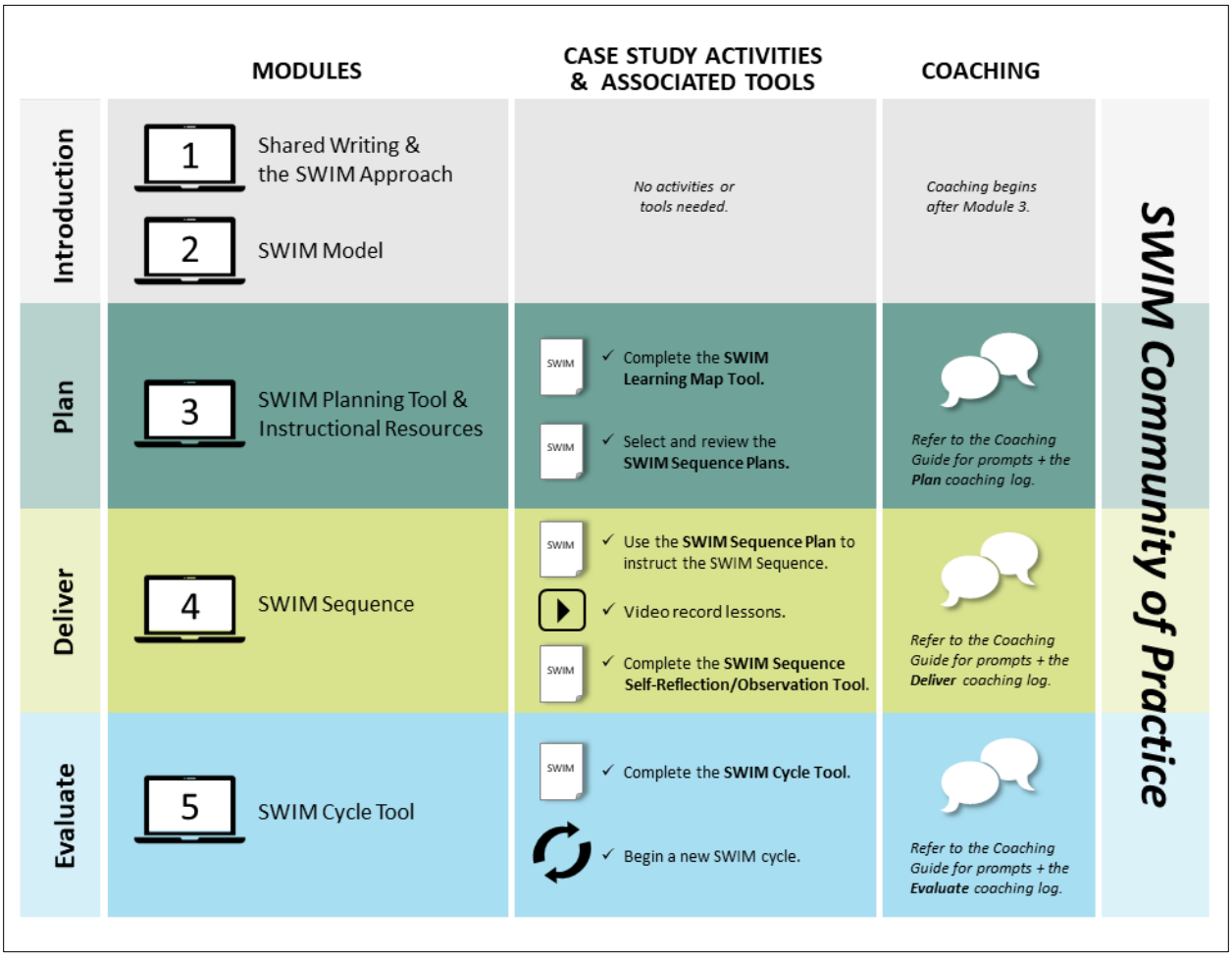
This guide provides coaching tools and strategies consistent with the SWIM model that support the quality and fidelity of SWIM instruction. The SWIM coaching guide includes descriptions of 1) intended audience for this guide, 2) SWIM professional learning, coaching, and community of practice, 3) SWIM concepts, skills, or knowledge to be coached, 4) the SWIM coaching model, 5) SWIM coaching touchpoints, 6) SWIM coaching logs, 7) SWIM lesson reflections and observations, and 8) SWIM coaching menu of options.

Audience

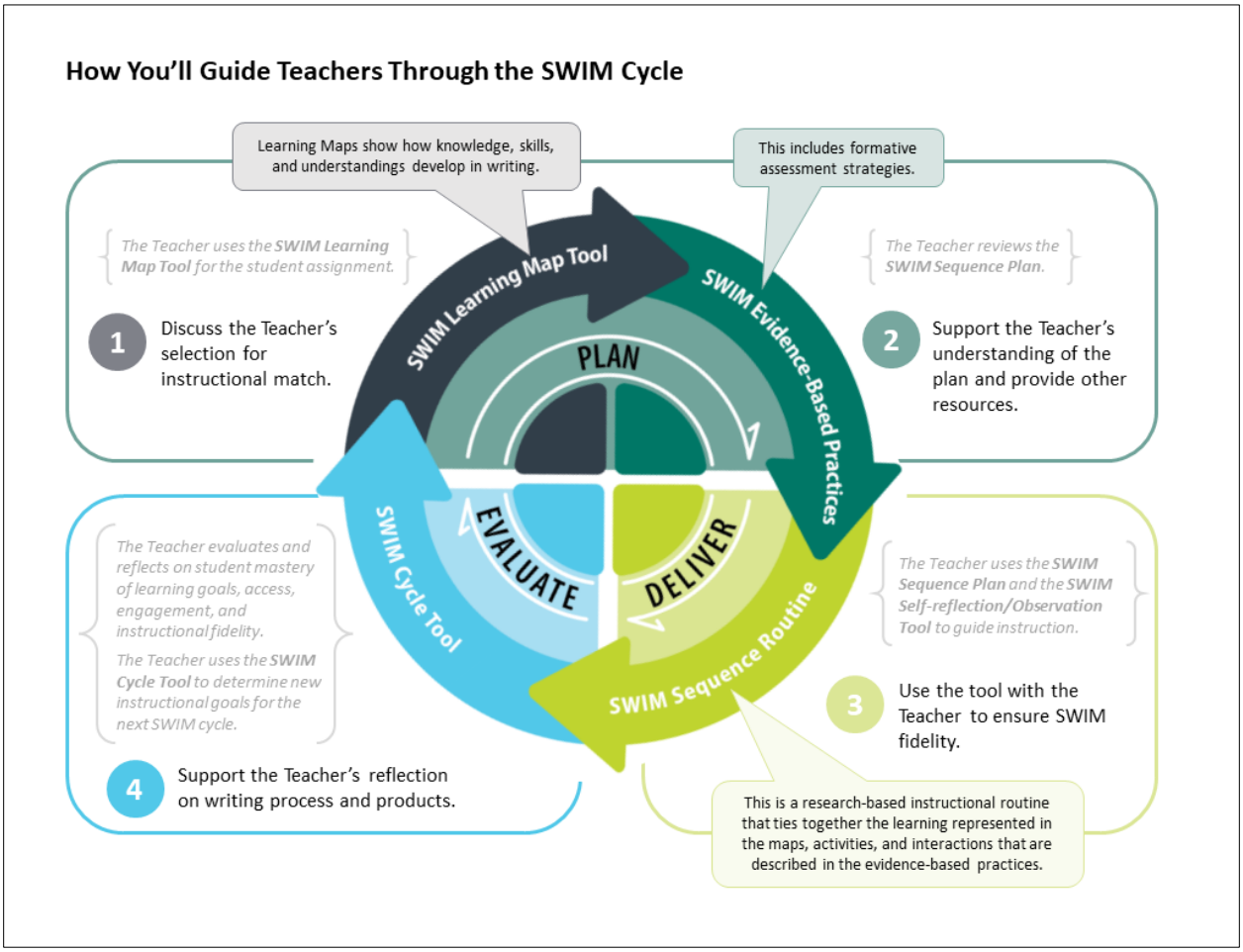
The SWIM coaching guide is intended to be used by coaches who support teachers of students with intellectual disabilities as they work toward grade-level general or alternate academic expectations in writing as part of English language arts.

SWIM Professional Learning, Coaching, and Community of Practice

The following graphic outlines the relationship between SWIM professional learning modules, case study activities with associated tools, SWIM coaching, and community of practice.



SWIM Concepts, Skills, or Knowledge to be Coached



Coaches will support teachers in developing the following concepts, skills, or knowledge in:

- The SWIM Learning Map Tool to identify conceptually rich and appropriate instructional goals and SWIM Sequence Plan to begin a SWIM Cycle.
- Evidence-based practices specific to student writing levels.
- Universal Design for Learning strategies.
- The SWIM five-step instructional sequence routine with formative assessment practices before, during, and after instruction.
- The SWIM Cycle Tool for evaluation and reflection on student mastery of learning goals, engagement, access, and instructional fidelity to determine instructional pathway for next SWIM Cycle.

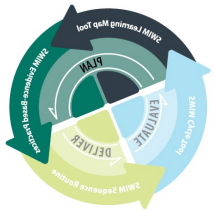
SWIM Coaching Model

The SWIM coaching model is designed to support collaborative actions or touch points between the teacher and coach throughout a SWIM Cycle. During the SWIM Cycle, teachers and coaches will identify goals, learn instructional strategies to deliver the SWIM sequence routine, and evaluate student progress at the end of a cycle. With the SWIM model of coaching, teachers will experience deeper learning on writing instruction to impact student outcomes.

SWIM Coaching Touchpoints

SWIM coaching touch points are reoccurring coaching conversations at each phase of the SWIM Cycle with the goal of facilitating teachers in planning, delivering, and evaluating student writing. Touchpoints generate and support the development of a student case study. A student case study activities plan is in the Appendix of this document.

Coaching touchpoints are aligned to SWIM professional learning modules 3–5 that address the SWIM Cycle. These coaching touchpoints can be used to develop a coaching schedule as teachers work through the SWIM professional learning. For each of these modules, teacher and coach actions, along with reflective questions, are provided in the following tables. Coaches are encouraged to review teacher student case study activities plan prior to coaching sessions and generate their own reflective questions and activities based on teacher need.



Plan

Module 3: SWIM Learning Map Planning Tool and Instructional Resources.

Touchpoint: Student assignment within SWIM Learning Map Neighborhoods; Review SWIM instructional plans.

Teacher Actions	Coach Actions	Reflection Questions

• Use student data to complete the SWIM Learning Map Tool for assignment in the SWIM Learning Maps.
• Confirm assignment. If the assignment does not match student instructional level, complete a second SWIM Learning Map Tool.
• Review SWIM sequence plan and begin planning instruction.
	• Coaching conversations to
	  ○ review student assignment in the learning maps
	  ○ review SWIM sequence plans
	  ○ set student goal for SWIM Cycle
	  ○ identify instructional strategies to meet the goal
	  ○ decide next steps
		• What data did you use to complete the SWIM Learning Map Tool?
		• Did any IEP team members support you in identifying and gathering student data? If so, who assisted?
		• Did the data confirm what you already know about your student or did the data lead you to a new understanding or need to gather more data?
		• Let's examine your student's writing level assignment in the SWIM Learning Maps.
		  ○ How does the writing level assignment create the instructional match for your student?
		• Let's go deeper into the formative assessment tables to examine the levels.
		  ○ Which level best represents your student's instructional pathway?

Teacher Actions	Coach Actions	Reflection Questions
		○ How does this level make the instructional match for your student? ○ How can the learning goals with success criteria in this level help your student reach their instructional goals? ○ Is this the level you want to assign your student? ● Let's examine your student's SWIM sequence plan ○ Do you feel comfortable teaching using a shared writing approach? If not, what elements and strategies of shared writing learned in Module 1 would you like to review? ○ How will you use your student's SWIM sequence plan to guide instruction? ○ Are there any sections in the plan that need clarifying? ○ Are there steps in the SWIM sequence you feel comfortable or knowledgeable in? ○ Are there steps in the SWIM sequence you may need more support or resources to deliver these steps? ● What student goal would you like to achieve in this SWIM Cycle? ● What instructional strategies will you use to meet that goal? ● What is your next step?

Deliver

Module 4: SWIM Sequence.

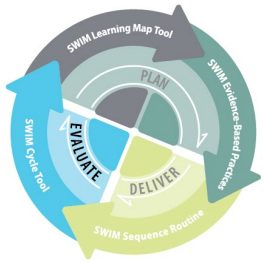
Touchpoint: Engage in self-reflection using SWIM sequence plans to deliver the SWIM five-step sequence with fidelity.

Teacher Actions	Coach Actions	Reflection Questions
• Instruct SWIM instructional plans as intended and designed to maximize opportunities for access and engagement. • Use formative assessment processes during instruction. • Monitor learner progress and adjust instruction, as necessary. • Engage in self-reflection and monitor instructional fidelity. • Intentionally and regularly engage ongoing implementation support for feedback and guidance	• Coaching conversations to support delivery of the SWIM sequence and monitor instructional fidelity • SWIM Lesson Observations using the SWIM Self-Reflection/Observation Tool to ensure all parts of the SWIM sequence instructional plan are implemented as intended	Lesson Orientation: • What's on your mind? • What SWIM sequence step would you like to focus on? • Tell me about your successes in that step? • Did you have any challenges in that step? • How would you rate your fidelity of instruction of that step—full, partial, or no fidelity? • What would you like to do to increase your fidelity of instruction? • What would that instruction look like? • Tell me more about what that would look like. • How could you measure that change? • Do you want that to be your new goal?

Teacher Actions	Coach Actions	Reflection Questions

(e.g., family, coaches, content experts, professional learning communities, etc.).		Formative Assessment Process:
		• Let's reflect on the formative assessment practices outlined in the SWIM sequence plans used during instruction.
		  ○ How did you share learning goals with success criteria with your student?
		  ○ Did you find the questioning strategies helpful in collecting evidence of your student's thinking? If so, can you provide an example? If not, why do you think that?
		  ○ Were the tasks and activities aligned to or easily modified to your student's instructional level?
		  ○ How did your student communicate what was learned at the end of a lesson?
		  ○ Did they see the connection of what they learned to their learning goals through the success criteria?
		
		Other Strategies:
		• What resource or teaching strategies could you use to meet that goal?
		• Would you like some suggestions?
		• What evidence-based practice could you use to meet your goal?
		• Which Universal Design for Learning strategies or materials can you use to meet your goal?
		• What advice would you give other educators?

Teacher Actions	Coach Actions	Reflection Questions
		Next Steps: • What will be your next steps? • What will you do to meet your goal? • Do you need additional support to help you meet your goal?



Evaluate

Module 5: SWIM Cycle Tool.

Touchpoint: Evaluate and reflect on the delivery of SWIM instruction to determine instructional pathway for next SWIM Cycle.

Teacher Actions	Coach Actions	Reflection Questions

• End SWIM Cycle by completing the SWIM Cycle Tool.	• Coaching conversations to reflect on the results of the SWIM Cycle Tool, writing process, student writing products, and next instructional pathway.	Let's reflect on your answers to the questions in the SWIM Cycle Tool in the areas of
		• Student Mastery of Learning Goals:
		  ○ Has your student shown improvement in meeting learning goals this cycle?
		  ○ What did you observe in the writing activity that points to mastery of student learning goals?
		  ○ Were there any learning goals not addressed in this cycle?
		  ○ Were there learning goals that were addressed but not met for your student?
		• Writing Process (Engagement):
		  ○ What Universal Design for Learning strategies did you use for student engagement?

Teacher Actions	Coach Actions	Reflection Questions
		○ Did your student fully participate and contribute across all SWIIM sequence steps? ○ Were there specific SWIM sequence steps that your student had less engagement? ○ Were there barriers to student engagement during instruction? ○ If so, where did they come from (e.g., learner, communication partner, set up of device, environment, etc.)? ○ Did your student show an increase in understanding that writing is about communication and ideas? ○ Were topics meaningful and relevant to your student? • Writing Process (Communication): ○ Were there communication barriers during instruction? ○ If so, where did they come from (e.g., learner, communication partner, set up of device, environment, etc.)? ○ Did your students have enough communication support to access their writing instruction? ○ Does your student have a robust language system that allows them to demonstrate the learning goals? ○ Was your student fluent in the use of his/her communication system?

Teacher Actions	Coach Actions	Reflection Questions

		• Writing Process (Tools):
		  ○ How did your student access and use all the letters of the alphabet?
		  ○ Did your student use graphic organizers used to organize information about the topic? If so, what type of graphic organizer was used?
		  ○ Were graphic organizers used during information gathering that were aligned to the purpose for writing? If so, what type of graphic organizer was used?
		  ○ What other writing tools did you use?
		• Writing Product (Writing Samples):
		  ○ Does your student's writing sample provide evidence of meeting learning goals?
		  ▪ If so, which learning goals?
		  ▪ If not, which learning goals?
		• Fidelity of Instruction:
		  ○ Are there steps in the SWIM sequence that were easy to instruct with fidelity?
		  ▪ If so, why?
		  ○ Are there steps in the SWIM sequence that were challenging to instruct with fidelity?
		  ▪ If so, why?
		• Instructional Decision for Next SWIM Pathway:
		  ○ What pathway option did you choose for your student's next SWIM Cycle?
		  ○ Did your student's instructional level change?

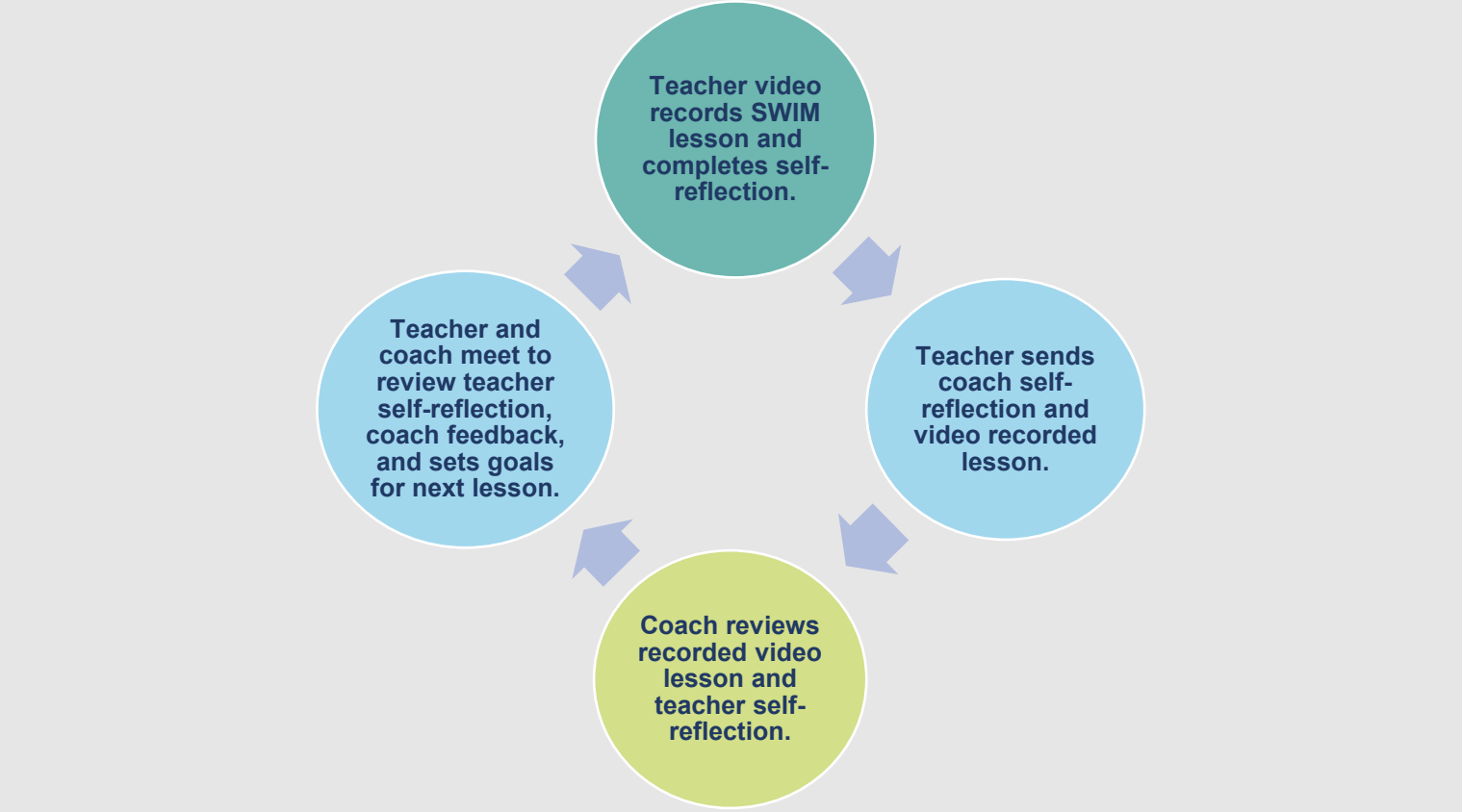
Teacher Actions	Coach Actions	Reflection Questions
		○ If so, have you completed a new SWIM Learning Map Tool?

SWIM Coaching Log

The SWIM coaching log is an integral component of coaching and documents the coaching touchpoints throughout the SWIM Cycle. Data gathered from SWIM coaching logs can be used to summarize 1) the content of coaching conversations, 2) the duration and frequency of coaching sessions, 3) the extent teachers implemented the SWIM sequence and SWIM formative assessment practices as designed and intended, 4) the extent of which SWIM professional learning and coaching help teachers develop knowledge of the SWIM components, and 5) the extent in which teachers completed the SWIM Cycle. The SWIM coaching log is in the Appendix of this document.

SWIM Lesson Reflections and Observations

During the Deliver phase of the SWIM Cycle, the SWIM Self-Reflection and Observation Tool will be used. Teachers will use the tool for self-reflection on their strengths and areas of need for instructional growth. Coaches or other educators will use the tool during lesson observations. Lesson observations may occur in person or through video recordings. In-person lesson observations are recorded for teacher self-reflection. Given the instructional connection between and across each of the steps, it is recommended that teacher self-reflections and lesson observations occur at each step of the five-step SWIM sequence. The collaborative actions between teacher self-reflection and coaches' observation and feedback are illustrated in the following graphic. The SWIM Self-Reflection and Observation Tool is in the SWIM Resource Collection. It can be accessed on the SWIM Website.



As teachers and coaches work on improving fidelity of SWIM instruction, they engage in a cycle of teacher self-reflection, coach observation feedback, and goal-setting for future instruction as illustrated in the above graphic.

SWIM Coaching Menu of Options

The SWIM coaching model allows for flexibility and personalization, including in-person or virtual coaching, scheduling of professional learning, and coaching sessions around teacher needs and local context. These include 1:1 individual, small group coaching, building or district professional learning community, and a community of practice. A SWIM coaching menu of options support the development of a SWIM professional learning and coaching plan. An example of this plan is included in the Appendix.

Appendix

SWIM Student Case Study Activities

The following table supports educators in applying their learning by developing a student case study. Student case study activities are aligned to the SWIM professional learning modules and coaching touchpoints.

SWIM Cycle	Module	Activity	Date Completed	Notes
Plan	Module 3: SWIM Learning Map Planning Tool and Instructional Resources	• Complete SWIM Learning Map Tool • Review SWIM Learning Map Plan • Review SWIM Sequence Plans		
Deliver	Module 4: SWIM Sequence	• Instruct the SWIM Sequence Using SWIM Instructional Plans • Video Record Lessons • Complete SWIM Sequence Self-Reflection/Observation Tool		
Evaluate	Module 5: SWIM Cycle Tool	• Complete the SWIM Cycle Tool • Begin New SWIM Cycle		

SWIM Cycle Coaching Log

SWIM Cycle Number

Plan				
Date	Time	Goal	Instructional Strategy/Resources to Meet the Goal	Next Steps

Deliver						
Date	Time	Goal Met (Y/N)	Successes	Challenges	Goal	Next Steps

Evaluate						
Date	Time	Goal Met (Y/N)	Writing Process	Writing Product	Goal	Next Steps

Example SWIM Professional Learning, Coaching, and CoP Plan

The following table is an example of how SWIM professional learning, coaching, and community of practice activities can be delivered to educators in a manner that is consistent with job embedded learning which supports the development of a student case study. In this example, SWIM coaching, professional learning community, and a community of practice are integrated before, during, and after the SWIM professional learning module sequence. These include 1) readiness activities for SWIM implementation, 2) follow-up coaching from professional learning, especially after each lesson of the SWIM five-step sequence to address misconceptions and support for instructional fidelity, 3) professional learning community for peer review of SWIM lessons, and 4) a community of practice to explore how SWIM supports comprehensive literacy instruction. Activities may occur within a building or district professional learning community, small group coaching, or through another structure or mode of delivery depending on the local site context.

Activity	Mode of Delivery	Title	Description
SWIM Coaching	SWIM building or district professional learning community, in-person or virtual.	SWIM Roadmap for the Year	Orientation to upcoming SWIM professional learning expectations that include a student case study and coaching activities that support professional learning.
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	Module 1: Shared Writing and the SWIM Approach	Exploration of shared writing and a new approach to shared writing.
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	Module 2: SWIM Model Lesson 1: SWIM Learning Maps	Exploration on how the SWIM Learning Maps show how knowledge, skills, and understanding occur in writing development.

Activity	Mode of Delivery	Title	Description
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	Module 2: SWIM Model Lesson 2: SWIM Writing Levels	Exploration on how educators can know their students as writers.
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	Module 2: SWIM Model Lesson 3: SWIM Cycle	Exploration of the SWIM Cycle.
SWIM Community of Practice	Virtual.	All Students are Writers	Review the essential questions in Modules 1 and 2, identify misconceptions, promote understanding, and provide strategies to shift practice.
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	Module 3: The SWIM Cycle: Plan: SWIM Planning Tool and SWIM Sequence Plan Lesson 1: SWIM Planning Tool	Exploration on how to assign students to the SWIM Learning Maps.
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	Module 3: SWIM Cycle: Plan: SWIM Planning Tool and Instructional Resources Lesson 2: SWIM Sequence Plans	Exploration of the SWIM sequence plans.

Activity	Mode of Delivery	Title	Description
SWIM Coaching	1:1 individual or small group coaching, in-person or virtual.	The SWIM Cycle Plan: Coaching Touchpoint	Review instructional plans, set goal(s) for instruction, identify instructional strategies and resources to meet the goal(s), and discuss next steps.
SWIM Coaching	SWIM building or district professional learning community, in-person or virtual.	All Students are Writers	Sharing of student writing level assignment and discussion on delivering the SWIM sequence using SWIM instructional plans.
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	The SWIM Cycle: Deliver Module 4: SWIM Sequence Step 1: Choose a Topic and Purpose of Writing	Exploration of the goals and activities of Step 1: Choose a Topic and Purpose of Writing of the SWIM sequence.
SWIM Coaching	1:1 individual coaching, in-person or virtual.	SWIM Cycle: Self-Reflection and Observation Tool, Step 1	Feedback and reflection on step 1 instruction, set goal(s) for instruction, identify instructional strategies and resources to meet the goal(s), and discuss next steps.
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	The SWIM Cycle: Deliver Module 4: SWIM Sequence Step 2: Learn about the Topic	Exploration of the goals and activities of step 2 of the SWIM sequence.

Activity	Mode of Delivery	Title	Description
SWIM Coaching	1:1 individual coaching, in-person or virtual.	SWIM Cycle: Self-Reflection and Observation Tool, Step 2	Feedback and reflection on step 2, set goal(s) for instruction, identify instructional strategies and resources to meet the goal(s), and discuss next steps.
SWIM Coaching	SWIM building or district professional learning community, in-person or virtual.	All Students are Writers	Peer review of teachers' steps 1 and 2 instructional video using the SWIM Self-Reflection/Observation Tool.
SWIM Community of Practice	Virtual.	All Students are Writers	Exploration on how SWIM supports comprehensive literacy instruction.
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	The SWIM Cycle: Deliver Module 4: SWIM Sequence Lesson 3: Step 3: Plan for Writing	Exploration of the goals and activities of step 3 of the SWIM sequence.
SWIM Coaching	1:1 individual coaching, in-person or virtual.	SWIM Cycle: Self-Reflection and Observation Tool, Step 3	Feedback and reflection on step 3, set goal(s) for instruction, identify instructional strategies and resources to meet the goal(s), and discuss next steps.
SWIM Coaching	SWIM building or district professional learning community, in-person or virtual.	All Students are Writers	Peer review of teachers' step 3 instructional video using the SWIM Self-Reflection/ Observation Tool.

Activity	Mode of Delivery	Title	Description
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	The SWIM Cycle: Deliver Module 4: SWIM Sequence Lesson 4: Write with a Purpose	Exploration of the goals and activities of step 4 of the SWIM sequence.
SWIM Coaching	1:1 individual coaching, in-person or virtual.	SWIM Cycle: Self-Reflection and Observation Tool, Step 4	Feedback and reflection on step 4 instruction, set goal(s) for instruction, identify instructional strategies and resources to meet the goal(s), and discuss next steps.
SWIM Coaching	SWIM building or district PLC, in-person or virtual.	All Students are Writers	Peer review of teachers' step 4 instructional video using the SWIM Self-Reflection/ Observation Tool.
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	The SWIM Cycle: Deliver Module 4: SWIM Sequence Lesson 5: Review and Evaluate for Purpose	Exploration of the goals and activities of step 5 of the SWIM sequence.
SWIM Coaching	1:1 individual coaching, in-person or virtual.	SWIM Cycle: Self-Reflection and Observation Tool, Step 5	Feedback and reflection on step 5 instruction, set goal(s) for instruction, identify instructional strategies and resources to meet the goal(s), and discuss next steps.

Activity	Mode of Delivery	Title	Description
SWIM Coaching	SWIM building or district professional learning community, in-person or virtual.	All Students are Writers	Peer review of teachers' step 5 instructional video using the SWIM Self-Reflection/ Observation Tool.
SWIM Coaching	SWIM building or district professional learning community, in-person or virtual.	All Students are Writers	Peer review of teachers' instructional video using the SWIM Self-Reflection/Observation Tool.
SWIM Professional Learning	Asynchronous or facilitated via professional learning community or large group training.	Module 5: The SWIM Cycle: Evaluate Lesson 1: SWIM Cycle Tool	Exploration an instructional decision-making support tool used at the end of a SWIM Cycle.
SWIM Coaching	1:1 individual or small group coaching, in-person or virtual.	Ending a SWIM Cycle	Evaluation and reflection on the delivery of SWIM instruction to determine instructional pathway for next SWIM Cycle, set goal(s) for instruction, identify instructional strategies and resources to meet the goal(s), and discuss next steps.
SWIM Community of Practice	Virtual.	All Students are Writers	SWIM celebrations from across the school year.