



SHARED
WRITING
Instructional Model

SWIM Cycle Tool Guide

The contents of this document were developed under 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.

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Introduction

The SWIM Cycle Tool is an instructional decision-making support tool used at the end of a SWIM cycle to evaluate and reflect on student mastery of learning goals, student engagement, access to writing, and instructional fidelity. The SWIM Cycle Tool is designed as a Qualtrics survey. Upon completion of the tool, teachers will receive an automated email that includes their reflections and responses to questions and a recommendation on where to begin instruction for the next SWIM cycle. The SWIM Cycle Tool is composed of six sections. This guide provides directions on how to complete each section of the tool.

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			
Informative and Explanatory Writing/Opinion Writing	Step 3: Plan for Writing			
	Step 4: Write with a Purpose			
	Step 5: Review and Evaluate for Purpose			

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			
Step 2: Learn about the Topic			
Step 3: Plan for Writing			
Step 4: Write with a Purpose			
Step 5: Review and Evaluate for Purpose			

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)		
Interactive board (e.g., classroom smart board)		
Student communication device		
Traditional pen, pencil, or marker		
Alternate pencil (e.g., eye gaze frame, print flip chart)		

Writing Tool	Offered	Used
Alphabet on stamps, stencils, label writers, magnetic letters, or letter tiles		
Alphabet on touchscreen device (AAC, iPad)		
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?

[Open text response.]

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?

[Open text response.]

Communication

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

[Open text response.]

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

[Open text response.]

What additional supports would have helped?

[Open text response.]

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?

[Open text response.]

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.			
The formative assessment process was used as intended.			
UDL-aligned strategies were incorporated as intended.			

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

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

Step 4: Write with a Purpose	Full Fidelity	Partial Fidelity	No Fidelity
The lesson was taught according to the plan.			
The formative assessment process was followed as intended.			
UDL-aligned strategies were incorporated as intended.			

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

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?

[Open text response.]

VI. Instructional Decision for Next SWIM Pathway

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

The table below provides the different options and 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"><li data-bbox="352 639 1864 711"><input type="checkbox"/> Stay at the same level, incorporate elaborative writing practices (e.g., revising a draft, writing more about the topic).<li data-bbox="352 751 1881 823"><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).<li data-bbox="352 863 1793 935"><input type="checkbox"/> Stay at the same level, write within different academic content areas (e.g., science or social studies, related arts).<li data-bbox="352 976 1562 1008"><input type="checkbox"/> Move to the next cluster level (new instructional resources SWIM Sequence Plans).

Options	Statement
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.

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

Based on barriers and fidelity, what needs to change?

[Open text response.]

Here is a link to access the [SWIM Cycle Tool](#). If it is recommended your student change cluster levels, then complete the [SWIM Learning Map Tool](#) for a new learning map assignment