SHARED WRITING Instructional Model

Professional Learning Guide

SWIM Professional Learning Guide

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Introduction

Shared Writing Instructional Model (SWIM) professional learning is an outcome of an Office of Special Education Programs, U.S. Department of Education model demonstration grant in partnership with Accessible Teaching, Learning, and Assessment Systems (ATLAS) at the University of Kansas, the Iowa Department of Education, and Iowa school districts.

The professional learning and instructional resources were piloted in urban, midsize, and rural community school districts beginning in fall of 2020 and ending in spring of 2023. Teacher feedback and SWIM evaluation data guided revisions across each year. ATLAS acknowledges and thanks educators, students and their families, district, regional, and state leadership for their contributions in the design and development of SWIM professional learning modules.

SWIM professional learning is intended for teachers of students with intellectual disabilities to meet grade-level general or alternate academic expectations in writing as part of English language arts. As a result of SWIM professional learning, teachers will understand how SWIM promotes high quality specially designed writing instruction.

Purpose

The purpose of the SWIM professional learning guide is to provide an overview of SWIM professional learning and how it supports job-embedded learning. The SWIM professional learning guide includes a description of 1) intended audience, 2) the SWIM model and instructional cycle, 3) a case study approach for job embedded learning, 4) an overview of SWIM evidence-based professional learning modules, 5) module design with estimated time to complete each module with directions, and 6) directions on how to access SWIM professional learning materials.

Audience

The SWIM professional learning guide is intended to be used by professional learning leads, coaches, or other educators who deliver professional learning to teachers of students with intellectual disabilities. ⌗

SWIM Model and Cycle

SWIM Professional Learning Objective and Outcome

The SWIM professional learning objective is teachers will understand and use the SWIM model components. They are: 1) learning maps to show how knowledge, skills, and understandings develop in writing, 2) evidence-based practices including formative assessment strategies, 3) a SWIM sequence routine that ties together the learning represented in the maps, activities, and interactions described in the evidence-based practices, and 4) evaluation and reflection on student mastery of learning goals, engagement, access, and instructional fidelity to determine instructional pathway for next SWIM Cycle.

Teachers will meet the outcome of SWIM professional learning when they use the SWIM instructional cycle of Plan, Deliver, and Evaluate student writing.

Teachers will:

- *Plan* writing instruction by using the SWIM learning map tool to identify the place in the learning maps where instruction should begin
- *Deliver* writing instruction through the SWIM sequence routine using student SWIM sequence plans that include evidence-based practices including formative assessment strategies aligned to their student's writing level
- *Evaluate* writing instruction at the end of a cycle by using the SWIM Cycle Tool to determine their student's instructional pathway for the next SWIM Cycle

SWIM Case Study Approach

SWIM professional learning is designed as job-embedded in that it is grounded in day-to-day teaching practice, occurs regularly, consists of teachers analyzing students' learning and finding solutions to intermediate problems of practice, and is aligned with student standards, school curricula, and school improvement goals. A student case study approach will be used to promote job-embedded learning and apply teacher knowledge of the SWIM Cycle. A SWIM case study activity planning document is included in the appendix of this document. SWIM case study activities are included in Modules 3–5 and the SWIM coaching guide.

SWIM Professional Learning, Coaching, and Community of Practice

The following graphic illustrates the alignment of SWIM professional learning modules, student case study activities with associated tools, SWIM coaching, and the SWIM community of practice. SWIM professional learning modules are organized within sections. They are: 1) Introduction, 2) Plan, 3) Deliver, and 4) Evaluate. The sequence of learning is designed to support teachers apply the knowledge, skills, and understanding of the SWIM Cycle. SWIM coaching and community of practice assist educators in transferring the critical components of SWIM professional learning into practice as they apply the SWIM Cycle.

SWIM professional learning, coaching, and community of practice allow for flexibility and personalization, including the timing of professional learning and coaching sessions based on teacher needs and local context. These include 1:1 individual, small-group coaching, building or district professional learning community, and a community of practice. Professional learning teams may build a SWIM professional learning and coaching plan that best fits their site. An example of this plan is included in the Appendix of this document.

SWIM Professional Learning Modules Overview

As illustrated in the previous graphic, SWIM professional learning modules are nested within sections of learning. They are: 1) Introduction, 2) Plan, 3) Deliver, and 4) Evaluate. This organizational structure reflects the sequence of learning required to gain and apply the knowledge, skills, and understanding of the SWIM model and cycle. SWIM professional learning module descriptions including objectives, outcomes, and essential questions are outlined in the following tables.

Introduction

Module 1: Shared Writing and the SWIM Approach

This module introduces shared writing and the SWIM approach to shared writing.

Objective	Outcomes	Essential Questions
Exploration of shared writing and a new approach to shared writing.	Participants will understand • The goal of writing • The elements and strategies of shared writing • The SWIM approach to shared writing	• What is the goal of writing? • What are the elements and strategies of shared writing? • What is the SWIM approach to shared writing?

Module 2: Shared Writing Instructional Model (SWIM)

The following module lessons address SWIM model components and how they support writing instruction.

Lesson	Objective	Outcomes	Essential Questions
Lesson 1: SWIM Learning Maps	Exploration on how the SWIM Learning Maps show how knowledge, skills, and understanding occur in writing development	Participants will understand • The Learning Map model • The structure of the SWIM Learning Maps	• How does the Learning Map Model guide teachers in helping their students make academic progress? • How are the SWIM Learning Maps organized?
Lesson 2: SWIM Writing Levels	Exploration on how educators can know their students as writers	Participants will understand the instructional focus for the different SWIM writing levels	• What are the learner characteristics of students within the SWIM writing levels? • What is the instructional focus of the SWIM writing levels?

Lesson	Objective	Outcomes	Essential Questions
Lesson 3: The SWIM Cycle	Exploration of the SWIM Cycle	Participants will understand how to plan, deliver, and evaluate student writing using the SWIM Cycle.	• 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?
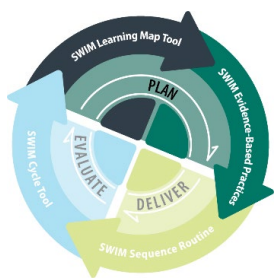
Plan

Module 3: SWIM Planning Tool and Instructional Resources

The following module lessons address how to plan for using the SWIM Planning Tool and SWIM sequence plans.

Lesson	Objective	Outcomes	Essential Questions
Lesson 1: SWIM Learning Map Tool	Exploration on how to assign students to the SWIM Learning Maps	Participants will understand the process for planning a SWIM Cycle using the SWIM Learning Map tool	• 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?
Lesson 2: SWIM Sequence Plans	Exploration of the SWIM sequence plans	Participants will understand how SWIM sequence plans guide instruction through formative assessment practices	• 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?
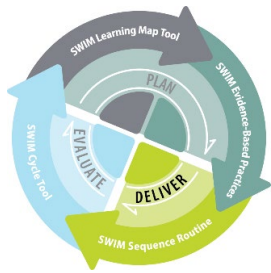
Deliver

Module 4: The SWIM Sequence

The following module lessons address how to deliver writing using the SWIM five-step sequence routine.

Lesson	Objective	Outcomes	Essential Questions
Lesson 1: 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 in the SWIM sequence routine	Participants will understand how to instruct students in • Choosing a topic • Activating background knowledge about the topic • Determining the purpose and audience for writing	• What is a topic? • What do we want to write about? • What do we know about the topic? • What is our purpose for writing about this topic? • Who would want to read our writing?

Lesson	Objective	Outcomes	Essential Questions
Lesson 2: Step 2: Learn about the Topic	Exploration of the goals and activities in Step 2 of the SWIM sequence routine	Participants will understand how to instruct students in • Exploring topic resources • Gathering information about the topic • Elaborating on the purpose of the text	• What more do we want to know about the topic? • What questions do we want to answer? • How can we learn about this topic? • Where can we find information on this topic? • What text am I reading? • What is our purpose for reading? • What is our purpose for writing?

Lesson	Objective	Outcomes	Essential Questions
Lesson 3: Step 3: Plan for Writing	Exploration of the goals and activities of Step 3 in the SWIM sequence routine	Participants will understand how to instruct students in • Selecting strategies for translating communication into writing • Setting goals to meet the purpose of writing • Setting up tools for writing • Setting goals for the amount and quality of information in the text	• What information supports the topic? • What words go with our topic? • What ideas and words most accurately convey what was learned about the topic? • What resources can we use to express student ideas and plan for writing? • How will we meet our writing goals? • Are there writing tools we can use that meet our purpose for writing? • How is information organized? • Why is information organized in different ways? • What text structure do we use to meet our purpose for writing? • What letters or words will we use to write about the topic? • How do we put words together to make a sentence? • How do we write a paragraph? • What can we use to help us follow the rules of writing?

Lesson	Objective	Outcomes	Essential Questions
Lesson 4: Step 4: Write with a Purpose	Exploration of the goals and activities of Step 4 in the SWIM sequence routine	Participants will understand • How to instruct students translate their thoughts and ideas into written communication • Range of writing strategies that provide the on and off ramp to shared writing	• What writing instructional frameworks support the writing level of my student? • How are these strategies aligned to the SWIM writing levels in the SWIM Learning Map Neighborhoods? • What instructional strategies support gradually adding on more writing responsibilities with support for students at the Emergent and Transitional writing levels? • What instructional strategies support gradual release of writing responsibilities for my student at the Transitional and Conventional writing level?
Lesson 5: Step 5: Review and Evaluate for Purpose	Exploration of the goals and activities of Step 5 in the SWIM sequence routine	Participants will understand how to instruct students in reviewing and evaluating the writing product to • Ensure clarity, accuracy, and if the purpose of writing is met • Revise the text as needed • Evaluate how the purpose of writing was met	• How do we evaluate our writing? • Did we write what we wanted to say? • Will the reader of our writing understand what we wanted to say? • Why is it important to use correct spelling? • What can we use to improve our writing? • Did we meet our purpose of writing?

 Evaluate

Module 5: The SWIM Cycle Tool

The following module addresses how to evaluate student writing using the SWIM Cycle Tool.

Objective	Outcomes	Essential Questions
Exploration of an instructional decision-making support tool used at the end of a SWIM Cycle.	Participants will understand how to use the SWIM Cycle Tool to identify the instructional pathway for a new SWIM Cycle.	• 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?

SWIM Professional Learning

This brief review of SWIM and the SWIM approach to writing provides a summary and concludes the SWIM professional learning.

Objective	Outcomes	Essential Questions
Review SWIM professional learning module objectives	Participants will review • Shared Writing • SWIM approach to shared writing • How the SWIM Learning Maps show how knowledge, skills, and understanding occur in writing development • The different SWIM writing levels • How the SWIM Cycle supports planning, delivering, and evaluating student writing	• What is Shared Writing and the SWIM approach? • What is a learning map? • How are SWIM Learning Maps organized? • What are the SWIM writing levels? • What is a SWIM Cycle? • What activities are included in the SWIM Cycle?

SWIM Professional Learning Design

SWIM professional learning may be delivered as synchronous, asynchronous, or a hybrid of both. SWIM professional learning is designed to be more manageable for learners by breaking down complex topics into shorter lessons of study within a module. The following table outlines the content and estimated time to complete each of the SWIM professional learning modules.

Module	Agenda	Video	Lesson Activity	Lesson Handout	Student Case Study Learning Activity	Assessment	Estimated Self-Directed Learning Time	Estimated Facilitated Learning Time
Module 1								
	*	*	* *	*		*	45 minutes	1.5 hours
Module 2								
Lesson 1	*	*	* *	*			45 minutes	1.5 hours
Lesson 2	*	*	*				45 minutes	1.5 hours
Lesson 3	*	*	*			*	30 minutes	1 hour
Module 3								
Introduction				*			5 minutes	15 minutes
Lesson 1	*	*	*	*	* *		45 minutes	1.5- 2.0 hours
Lesson 2	*	*	*			*	45 minutes	1.5 hours
Module 4								
Lesson 1	*	*	*	*			45 minutes	1.5 hours
Lesson 2	*	*	*	*			45 minutes	1.5 hours
Lesson 3	*	*	*	*			45 minutes	2 hours
Lesson 4	*	*	*	* *			45 minutes	1.5 hours
Lesson 5	*	*	*	*		*	35 minutes	1.5 hour

Module	Agenda	Video	Lesson Activity	Lesson Handout	Student Case Study Learning Activity	Assessment	Estimated Self-Directed Learning Time	Estimated Facilitated Learning Time
Module 5								
	*	*	*	*	*	*	1 hour	1.5 hours
SWIM Review								
		*					30 minutes	1 hour

Accessing SWIM Professional Learning Modules and Instructional Resources

SWIM professional learning modules, facilitator guides, and instructional resources are in the SWIM Resource Collection. They can be accessed on the SWIM Website. The SWIM Resource Collection is a curated, open-access collection of high-quality writing resources that support educators of students with intellectual disabilities to meet grade-level general or alternate academic expectations in writing as part of English language arts. A user guide is available that provides directions on how to access SWIM Modules and Instructional Resources.

Appendix

SWIM Student Case Study Activities

The following table supports educators apply 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 & 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		

Example SWIM Professional Learning, Coaching, and Community of Practice 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 (PLC), 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) PLC 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 PLC, 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 PLC, 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 PLC 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 PLC 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
SWIM Professional Learning	Asynchronous or facilitated via PLC 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 PLC or large group training	Module 2: SWIM Model Lesson 3: SWIM Cycle	Exploration of the SWIM Cycle

Activity	Mode of Delivery	Title	Description
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 PLC or large group training	Module 3: The SWIM Cycle: Plan: SWIM Planning Tool & SWIM Sequence Plan Lesson 1: SWIM Planning Tool	Exploration on how to assign student
SWIM Professional Learning	Asynchronous or facilitated via PLC or large group training	Module 3: SWIM Cycle: Plan: SWIM Planning Tool & Instructional Resources Lesson 2: SWIM Sequence Plans	Exploration of the swim sequence plans
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 PLC, 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 PLC 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

Activity	Mode of Delivery	Title	Description
SWIM Coaching	1:1 individual coaching, in-person or virtual	SWIM Cycle: Self-Reflection and Observation Tool, Step 1	Feedback and reflection on step 1instruction, 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 PLC 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
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 PLC, 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 PLC 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

Activity	Mode of Delivery	Title	Description
SWIM Coaching	SWIM building or district PLC, in-person or virtual	All Students are Writers	Peer review of teachers' step 3 instructional video using the SWIM self-reflection/ observation tool
SWIM Professional Learning	Asynchronous or facilitated via PLC 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 PLC 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
SWIM Coaching	SWIM building or district PLC, in-person or virtual	All Students are Writers	Peer review of teachers' Step 5 instructional video using the SWIM self-reflection/ observation tool

Activity	Mode of Delivery	Title	Description
SWIM Coaching	SWIM building or district PLC, 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 PLC 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