



SWIM Self-Reflection and Observation Tool

Purpose: The goal of the SWIM Self-Reflection and Observation Tool is to support teachers as they reflect on their strengths and areas of need for instructional growth. The tool is also used by coaches or other educators during lesson observations. This document is intended for use during the delivery phase of the SWIM Cycle. Please refer to the SWIM Sequence Plan for teacher and student expectations during SWIM instruction.

Date	Time	Teacher	Other Adults	No. of Students	Observer

Instructional Setting	Instructional Arrangement	Instructional Materials	Student Access to Writing
a) General Education b) Special Education	a) Small Group b) 1:1 Instruction c) Other		

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SWIM Self-Reflection and Observation Tool

Step 1: Choose a Topic and Purpose of Writing

Before Instruction

Evidence	Consistently	Occasionally	Never	Comments & Examples
All students have a personal communication system that includes core and robust vocabulary.				
All students have access to a writing tool (e.g., standard pencil, pen, keyboard, or alternate pencil that includes all 26 letters).				
Learning goals and the student success criteria are modeled and presented to students.				
Students review and communicate the learning goals and success criteria with the teacher.				

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During Instruction

Choose a Topic

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for Student Responses	Comments & Examples
Brainstorm ideas and think about categories of topics.	a) Consistently b) Occasionally c) Never	a) Consistently b) Occasionally c) Never	
Narrow down the topic.	a) Consistently b) Occasionally c) Never	a) Consistently b) Occasionally c) Never	

Activate Background Knowledge about the Topic

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for Student Responses	Comments & Examples
Brainstorm what is already known about the topic.	a) Consistently b) Occasionally c) Never	a) Consistently b) Occasionally c) Never	

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Determine the Purpose and Audience for Writing

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for Student Responses	Comments & Examples
Informative and Explanatory Writing	<ul style="list-style-type: none"> a) Consistently b) Occasionally c) Never 	<ul style="list-style-type: none"> a) Consistently b) Occasionally c) Never 	
Opinion Writing	<ul style="list-style-type: none"> a) Consistently b) Occasionally c) Never 	<ul style="list-style-type: none"> a) Consistently b) Occasionally c) Never 	
Audience	<ul style="list-style-type: none"> a) Consistently b) Occasionally c) Never 	<ul style="list-style-type: none"> a) Consistently b) Occasionally c) Never 	

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After Instruction

Evidence	Consistently	Occasionally	Never	Comments & Examples
Support students as they self-assess on how and what they learned.				
Check for understanding on learning goals by reviewing the success criteria.				
Identify gaps in student learning.				
Identify specific goals or criteria to focus future instruction.				

SWIM Self-Reflection and Observation Tool

Directions: Indicate the level of student engagement, use of communication and writing tools, and fidelity of instruction.

Student Engagement	Consistently Engaged	Occasionally Engaged	Never Engaged

Student Communication and Writing Tools	Consistently Used	Occasionally Used	Never Used

Fidelity of Instruction	Full Fidelity	Partial Fidelity	No Fidelity

Self-Reflection Comments:

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Step 2: Learn about the Topic

Before Instruction

Evidence	Consistently	Occasionally	Never	Comments & Examples
All students have a personal communication system that includes core and robust vocabulary.				
All students have access to a writing tool (e.g., standard pencil, pen, keyboard, or alternate pencil that includes all 26 letters).				
Learning goals and the student success criteria are modeled and presented to students.				
Students review and communicate the learning goals and success criteria with the teacher.				

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During Instruction

Explore Resources on the Topic

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for Student Responses	Comments & Examples
Explore informational resources through experiences, experience books, familiar texts, video, objects, photographs, or pictures.	<ul style="list-style-type: none"> a) Consistently b) Occasionally c) Never 	<ul style="list-style-type: none"> a) Consistently b) Occasionally c) Never 	

Gather Information about the Topic

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for Student Responses	Comments & Examples
Use topic resources to meet the purpose of writing	<ul style="list-style-type: none"> a) Consistently b) Occasionally c) Never 	<ul style="list-style-type: none"> a) Consistently b) Occasionally c) Never 	

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Elaborate on the Purpose for the Text

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for Student Responses	Comments & Examples
Develop ideas by providing supporting details.	a) Consistently b) Occasionally c) Never	a) Consistently b) Occasionally c) Never	

After Instruction

Evidence	Consistently	Occasionally	Never	Comments & Examples
Support students as they self-assess on how and what they learned.				
Check for understanding on learning goals by reviewing the success criteria.				
Identify gaps in student learning.				
Identify specific goals or criteria to focus future instruction.				

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Directions: Indicate the level of student engagement, use of communication and writing tools, and fidelity of instruction.

Student Engagement	Consistently Engaged	Occasionally Engaged	Never Engaged

Student Communication and Writing Tools	Consistently Used	Occasionally Used	Never Used

Fidelity of Instruction	Full Fidelity	Partial Fidelity	No Fidelity

Summary and Additional Comments:

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Step 3: Plan for Writing

Before Instruction

Evidence	Consistently	Occasionally	Never	Comments & Examples
All students have a personal communication system that includes core and robust vocabulary				
All students have access to a writing tool (e.g., standard pencil, pen, keyboard, or alternate pencil that includes all 26 letters).				
Learning goals and the student success criteria are modeled and presented to students.				
Students review and communicate the learning goals and success criteria with the teacher.				

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During Instruction

Select strategies for translating communication into writing

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for Student Responses	Comments & Examples
Choose student ideas and words that most accurately convey what was learned about the topic.	a) Consistently b) Occasionally c) Never	a) Consistently b) Occasionally c) Never	

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Set goals to meet the purpose of writing

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for Student Responses	Comments & Examples
Identify the text structure and purpose of writing	a) Consistently b) Occasionally c) Never	a) Consistently b) Occasionally c) Never	

Set up Tools for Writing

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for student responses	Comments & Examples
Use a variety of writing tools or technologies to create an outline of the text for the purpose of writing (transitional and conventional writing levels only).	a) Consistently b) Occasionally c) Never	a) Consistently b) Occasionally c) Never	

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Set goals for the amount and quality of information in the text

Evidence	Comments or Questions to Elicit for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for student responses	Comments & Examples
Review a writing checklist for text production	a) Consistently b) Occasionally c) Never	a) Consistently b) Occasionally c) Never	

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After Instruction

Evidence	Consistently	Occasionally	Never	Comments & Examples
Support students as they self-assess on how and what they learned.				
Check for understanding on learning goals by reviewing the success criteria.				
Identify gaps in student learning.				
Identify specific goals or criteria to focus future instruction.				

SWIM Self-Reflection and Observation Tool

Directions: Indicate the level of student engagement, use of communication and writing tools, and fidelity of instruction.

Student Engagement	Consistently Engaged	Occasionally Engaged	Never Engaged

Student Communication and Writing Tools	Consistently Used	Occasionally Used	Never Used

Fidelity of Instruction	Full Fidelity	Partial Fidelity	No Fidelity

Summary and Additional Comments:

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Step 4: Write with a Purpose

Before Instruction

Evidence	Consistently	Occasionally	Never	Comments & Examples
All students have a personal communication system that includes core and robust vocabulary.				
All students have access to a writing tool (e.g., standard pencil, pen, keyboard, or alternate pencil that includes all 26 letters).				
Learning goals and the student success criteria are modeled and presented to students.				
Students review and communicate the learning goals and success criteria with the teacher.				

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During Instruction

Translate Thoughts and Ideas into Written Communication

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for Student Responses	Comments & Examples
Turn ideas into writing. Use a variety of writing tools, stay on topic, write using an appropriate level of writing mechanics and grammar, and self-correct to improve the text	a) Consistently b) Occasionally c) Never	a) Consistently b) Occasionally c) Never	

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After Instruction

Evidence	Consistently	Occasionally	Never	Comments & Examples
Support students as they self-assess on how and what they learned.				
Check for understanding on learning goals by reviewing the success criteria.				
Identify gaps in student learning.				
Identify specific goals or criteria to focus future instruction.				

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Directions: Indicate the level of student engagement, use of communication and writing tools, and fidelity of instruction.

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Student Communication and Writing Tools	Consistently Used	Occasionally Used	Never Used

Fidelity of Instruction	Full Fidelity	Partial Fidelity	No Fidelity

Summary and Additional Comments:

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Step 5: Review and Evaluate for Purpose

Before Instruction

Evidence	Consistently	Occasionally	Never	Comments & Examples
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During Instruction

Read the Writing Product Together and Evaluate How the Purpose Was Met

Evidence	Comments or Questions to Elicit Evidence for Learning	Teacher Models and Uses Write Alouds to Scribe or “Share the Pen” for Student Responses	Comments & Examples
Review what was written and decide if there is more to communicate about the topic.	a) Consistently b) Occasionally c) Never	a) Consistently b) Occasionally c) Never	

After Instruction

Evidence	Consistently	Occasionally	Never	Comments & Examples
Support students as they self-assess on how and what they learned.				
Check for understanding on learning goals by reviewing the success criteria.				
Identify gaps in student learning.				
Identify specific goals or criteria to focus future instruction.				

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Student Communication and Writing Tools	Consistently Used	Occasionally Used	Never Used

Fidelity of Instruction	Full Fidelity	Partial Fidelity	No Fidelity

Summary and Additional Comments: