2. Research-based Learning Maps

Our model uses large-scale, research-based learning maps to identify conceptually rich, appropriate instructional targets for individual students. Knowledge skills, and understandings (KSUs) are represented as nodes in the map. Connections between the nodes show the order of acquisition between KSUs. Not all students start in the same place.

3. Customized Instructional Guides for Each Student

Teachers access customized SWIM Sequence Instructional guides aligned to the SWIM Learning Maps that include resources and relevant evidence-based practices. Each Instructional guide supports teachers in delivering instruction for the SWIM sequence for a targeted cluster of nodes in the learning map. Each instructional guide includes the relevant information from the learning path for students to achieve success criteria, and tailored formative assessment strategies to evaluate students’ writing processes and products. Instructional guides are available in an online dashboard system called Navigator which also allows teachers to track student progress over time.

Results

Evidence collected during the pilot study evaluation demonstrated that teachers reacted positively to the SWIM system, implemented the instructional strategy and showed preliminary evidence of a positive effect on writing instruction for students with intellectual disabilities.

SWIM Teacher Survey Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agreed</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SWIM model improved my students’ writing skills.</td>
<td>0</td>
<td>50.0 (4)</td>
<td>37.5 (3)</td>
<td>62.5 (5)</td>
<td>0</td>
</tr>
<tr>
<td>Teachers recommended the SWIM model to other teachers</td>
<td>0</td>
<td>50.0 (4)</td>
<td>0</td>
<td>50.0 (4)</td>
<td>0</td>
</tr>
<tr>
<td>The SWIM solution is feasible to implement in my classroom</td>
<td>0</td>
<td>50.0 (4)</td>
<td>0</td>
<td>50.0 (4)</td>
<td>0</td>
</tr>
<tr>
<td>The SWIM solution can be adapted to implement SWIM procedures in other contexts</td>
<td>0</td>
<td>50.0 (4)</td>
<td>0</td>
<td>50.0 (4)</td>
<td>0</td>
</tr>
<tr>
<td>The SWIM solution is easy to follow and understand</td>
<td>0</td>
<td>50.0 (4)</td>
<td>0</td>
<td>50.0 (4)</td>
<td>0</td>
</tr>
</tbody>
</table>

A few teachers also described parents’ reactions to the SWIM model:

...At conference time, I was able to bring up some of the things that we were working on, and I kind of explained it in more detail with them in person during our conference time. And yeah, both parents were very receptive and excited about it and they’re definitely on board. So yeah, it was good.

Mine [parents] were impressed too. But mine had one parent that’s like, “Oh, I can’t believe she’s doing that.” It’s like, yeah. So just kind of impressed with the work that she’s been doing and other are just curious about the sequence. And as I just kind of explained it and they’re like, “Oh, okay, well that makes sense.”

...I shared one of the limiting pieces at conferences with my parent and she was like, “That’s really cool. She did this for how long?”

Acknowledgments & References

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Works Cited


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Current and Next Steps

- Full Year Implementation in 2021-2022 in our pilot district
- Full Year Implementation in 2022-2023 in multiple districts
- Current site continuing
- Large Urban District
- A cohort of small rural districts
- Continued Development of Navigator, the online platform teachers use to access SWIM materials

Pilot Study & Results

A pilot study with eight participating teachers in Johnston Community Schools in Iowa concluded in March, 2020. Participating teachers participated in professional development, implemented the SWIM sequence with students as part of regular writing instruction, and received individual coaching over the course of eight weeks. The pilot evaluation was designed to collect quantitative and qualitative data to address participants’ acceptance of the SWIM intervention, teachers’ fidelity implementing the SWIM intervention, teacher and student outcomes, and the influence of site context on SWIM implementation and outcomes.

Selected Pilot Study Research Questions

1. What are stakeholder (teachers, students, parents) reactions to the SWIM model and its implementation?
2. SWIM implementation: To what extent do participants implement the SWIM intervention as intended?
3. What impact does the pilot SWIM have on teachers’ design and delivery of writing instruction?

Elaine Thatcher
Russell Swinburne Romine