Shared Writing Instructional Model (SWIM)

Russell Swinburne Romine
Accessible Teaching, Learning, and Assessment Systems (ATLAS)
University of Kansas
November 12, 2020

The contents of this presentation were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
Agenda
Overview
Learning Maps
Evidence-based Practices
Assessments
Dashboard
Implementation
Overview

Goal 1: Develop SWIM Intervention Components and Framework
- Expand existing learning maps and link to general education Iowa Core Standards
- Associate evidence-based practices aligned to node groups
- Develop a dashboard

Goal 2: Implement the SWIM System Across Multiple Contexts
- Professional development
- Coaching model aligned to practices already in place in Iowa
- Pilot and intervention sites

Goal 3: Disseminate Project Products and Findings to Multiple Audiences
- Distribution of materials to stakeholders
- Project briefs, technical reports, presentations, journal submissions
Overview

• **Partners:** Iowa Department of Education (IDOE)

• **Purpose:** Develop, implement, and evaluate a model for K-6 writing instruction that promotes the progress of students with intellectual disabilities (ID) toward grade-level expectations and the development of self-regulation skills in the context of writing

• **Components:** The SWIM Model, professional development resources, and coaching support

• **Framework:** Aligned with Iowa’s Specially Designed Instruction (SDI) Framework
COVID-Revised Timeline of Project Activities

Year 1
- Develop resources

Year 2
- Pilot

Year 3
- Revise resources

Year 4
- Implement at Site A

Year 5
- Implement at Site B
SWIM Model Elements
SWIM Instructional Cycle

- Researched-Based Learning Maps - Cluster of Nodes
- SWIM Instructional Plans with Evidence-Based Practices
- Assessment of Student Writing with Customized Data Sheets

Diagnose of Instructional Design

Design for Instructional Delivery

Deliver for Learner Engagement
SWIM Learning Maps

We are designing a model for teachers to use large-scale, research-based learning maps to identify conceptually rich, appropriate instructional targets for individual students.
SWIM Learning Maps

- Types of Writing
  - Information Gathering Standards (K-6)
  - Informative & Explanatory Writing Standards (K-6)
  - Opinion Writing

- Types of Writers
  - Emergent
  - Transitional
  - Conventional
Evidence-Based Practices

We are designing a model that uses an easy-to-follow, research-supported instructional sequence as the basis for teaching writing. Teachers will access customized instructional planning resources including relevant evidence-based practices aligned with the targets for instruction.
EBPs Integrated into the SWIM Model

• Macro EBP applications - can be used in multiple instructional routines including those in the SWIM intervention
  • Entire neighborhoods
  • The SWIM Sequence
  • Self-Regulation Strategy Development (SRSD)

• Micro EBP applications - targeted to specific nodes and clusters at different levels within the neighborhoods to differentiate instruction
  • Nodes
  • Clusters (aligned with the 3 levels communication complexity)
SWIM Instructional Sequence

1. Choose a topic and purpose for writing
2. Communicate about the topic and purpose
3. Plan for writing about the topic and purpose
4. Write about the topic with a purpose
5. Review for purpose and revise
## Example SWIM Sequence Alignment to Standards

<table>
<thead>
<tr>
<th>Learning Map Neighborhoods</th>
<th>Swim Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information Gathering</strong></td>
<td><strong>Step 1:</strong> Choose a Topic and Purpose</td>
</tr>
<tr>
<td>ELA.W.8</td>
<td>Choose a topic and purpose for the text</td>
</tr>
<tr>
<td></td>
<td>Activate student background knowledge about the topic</td>
</tr>
<tr>
<td></td>
<td>Set a goal for writing that matches the purpose</td>
</tr>
<tr>
<td><strong>Step 2:</strong> Communicate about the Topic and Purpose</td>
<td>Organize information about the topic</td>
</tr>
<tr>
<td></td>
<td>Elaborate on the purpose for the text</td>
</tr>
<tr>
<td><strong>Informative and Explanatory Writing</strong></td>
<td><strong>Step 3:</strong> Plan for Writing About the Topic and Purpose</td>
</tr>
<tr>
<td>ELA.W.2 &amp;</td>
<td>Set goals for the amount and quality of information in the text</td>
</tr>
<tr>
<td><strong>Opinion Writing</strong></td>
<td>Select strategies for writing to meet the purpose</td>
</tr>
<tr>
<td>ELA. W.8</td>
<td>Select strategies for translating communication into writing</td>
</tr>
<tr>
<td></td>
<td>Set-up tools for writing (e.g. writing tools, graphic organizers, and reference materials)</td>
</tr>
<tr>
<td><strong>Step 4:</strong> Write about the Topic with a Purpose</td>
<td>Construct a text with guidance and support</td>
</tr>
<tr>
<td></td>
<td>Minimize distractions and maximize relevance</td>
</tr>
<tr>
<td></td>
<td>Teacher guides the process of translating thoughts/ideas into written communication</td>
</tr>
<tr>
<td><strong>Step 5:</strong> Reviewing for Purpose and Revise</td>
<td>Read the writing product together</td>
</tr>
<tr>
<td></td>
<td>Evaluate how the purpose was met</td>
</tr>
</tbody>
</table>
Assessments

We are designing a model for teachers to use auto-generated, customizable data collection tools to monitor student writing progress over time in the online dashboard.
SWIM Instructional Pathway Tool

• Balancing teachers' desires for precise definitions vs. flexibility in judging student mastery
  • Using formative assessment practices during instruction
  • Collecting mastery data after instruction
  • Reflecting on student performance as a part of the coaching conversations
We are designing the model to be implemented through an online dashboard that includes the maps, EBPs, and assessments in a single interface.
SWIM Dashboard

- SWIM dashboard integrates core intervention components (learning maps, evidence-based practices, and assessments) into a single interface.
SWIM Dashboard

• SWIM dashboard facilitates the delivery of instructional resources for each targeted cluster within a map neighborhood

• The dashboard will serve as an online structure for implementing the SWIM instructional cycle aligned with the Iowa SDI Framework

• Throughout each stage of the SWIM instructional cycle, the teacher interacts with the dashboard system and the coach in an iterative process
Implementation
SWIM Implementation

• Site Selection
  • Onboarding & Recruitment
  • Start-up support
• SWIM professional development
  • Modules aligned to the SWIM Instructional Cycle
    • “Day in the life” of a SWIM teacher
  • Delivered virtually through Moodle Learning Management System (LMS)
SWIM Implementation

• SWIM coaching
  • Virtual coaching with Moodle discussion forums and interactive coaching logs
    • Community of Practice - all sites
    • Small group coaching Professional Learning Communities (PLCs)
    • One-on-one coaching
    • Coaching office hours
COVID Gap Year Activities

• Continue to refine SWIM model intervention components based on Project Advisory Committee feedback and SWIM pilot evaluation data

• Iowa Department of Education collaboration and coordination for recruitment and dissemination of SWIM communications
  • Continue with Pilot District in Iowa
    • Expand beyond pilot numbers (8 teachers and 14 students)
    • Build district capacity to implement SWIM intervention with minimal support for subsequent years
  • Site A implementation: 20 teachers and 60 students
  • Total goal of 30 teachers and 90 students
Questions/Discussion
Thank You!

Contact: SWIM_KU@ku.edu
Website: SWIM.atlas4learning.org