

Shared Writing Instructional Model (SWIM)

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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

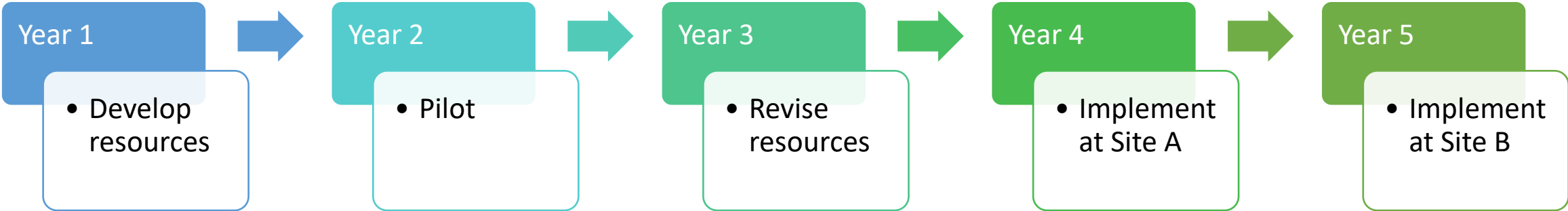
Goal 3: Disseminate Project Products and Findings to Multiple Audiences

- Distribution of materials to stakeholders
- Project briefs, technical reports, presentations, journal submissions

Overview

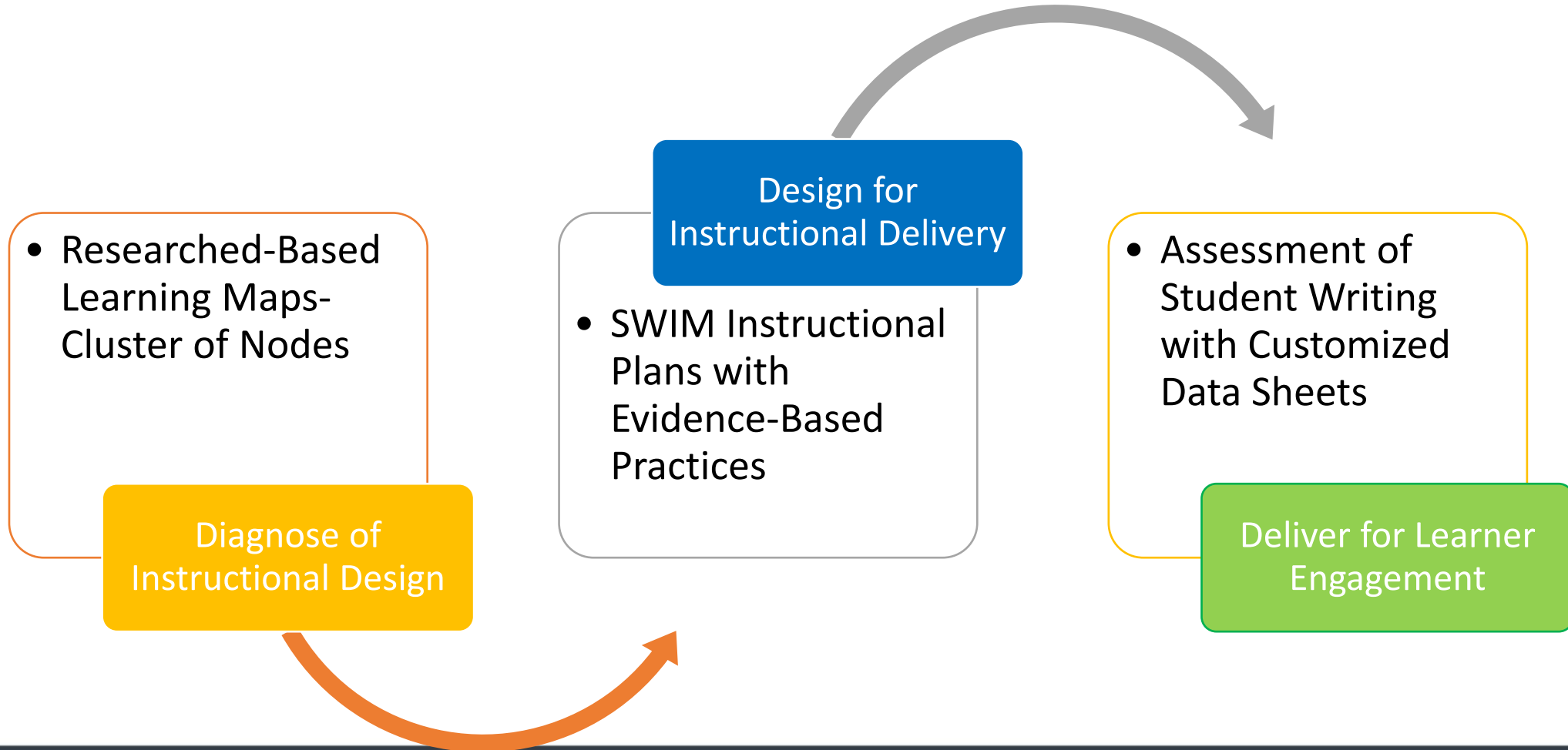
- **Partners:** Iowa Department of Education (IDOE)
- **Purpose:** Develop, implement, and evaluate a model for K-6 writing instruction that promotes the progress of students with intellectual disabilities (ID) toward grade-level expectations and the development of self-regulation skills in the context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



SWIM Model Elements

SWIM Instructional Cycle

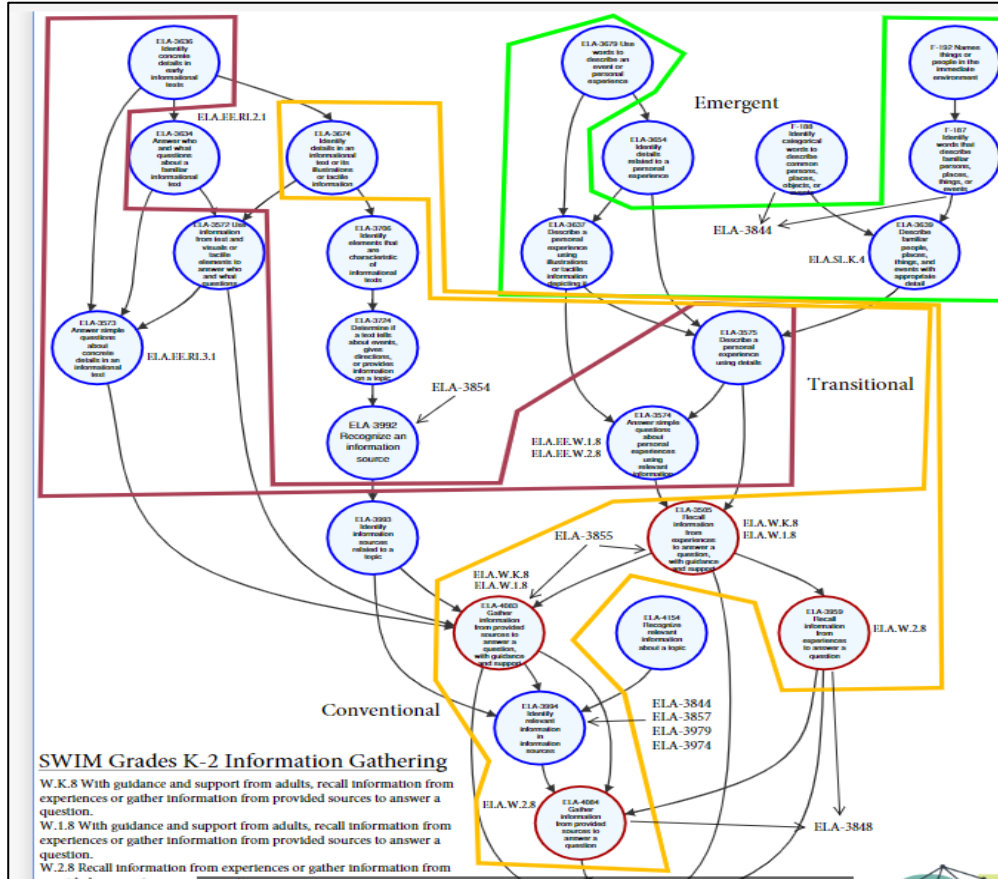


SWIM Learning Maps

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

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

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

SWIM Dashboard

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

Olly Atwood

Survey Notes Map Coach

Learning Map Node Cluster
7/31/2020

Emergent

Node Cluster Level **Select** → **Current Target**

Level of Communicative Independence Context Dependent

AAC Communication Strategies Partner assisted scanning

Language and Text Comprehension CROWD in the CAR

Vocabulary Core and Fringe Vocabulary

Reading Foundations Alphabet & Phonological Awareness

Writing Instruction SWIM Instructional Routine Predictable Chart Writing

Status **Mark Cycle as Complete**

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

Back to Class

Olly Atwood

Survey Notes Map Coach

Current Target

Information Gathering

Data Observation

Resource 3

Resource 4

Etc

Status

Download

Learning Map Neighborhood: Information Gathering
SWIM Sequence Steps: Steps 1 & 2

Essential Elements:
EE W.K.8 With guidance and support from adults, identify information, objects, or events that relate to personal experiences
EE W.1.8 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences
EE W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.

Neighborhood Cluster Description: The emergent level focuses on the ability to name and describe familiar persons, places, things, and experiences. In this cluster, the student can initially name things and people in the immediate environment before developing the ability to identify and describe familiar persons, places, things, or events using relevant words and symbols. The student can describe an event or personal experience using words or illustrations and tactile information depicting them.

Cluster Level 3 Description: The student can describe an event or personal experience using words or illustrations and tactile information depicting them.

Formative Assessment Question: *How do we share information, our thoughts, and our ideas effectively with others?*

Instructional Goal: The student will identify and describe familiar	Student Learning Goal: Without help, (name of student)	Student Success Criteria: Without help, I can
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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



**SHARED
WRITING**
Instructional Model

Thank You!

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