



AYP

Economically Disadvantaged

Special Needs

English Language Learners

LINKS
Metacognitive
Instructional
Support
System



The AYP of NCLB requires that all school districts increase scores on an average of 4.00% per year for the next 10 years! Our goal is to help you analyze and construct a cost effective implementation plan that will help you meet your AYP goal. To help you better understand AYP, here is a chart of Massachusetts' expectations.

Performance Cycle	MA Composite Performance Index		Your District's Goal	
	Years	ELA	Math	ELA
'03 & '04	75.60%	60.80%		
'05 & '06	80.50%	68.70%		
'07 & '08	85.40%	76.50%		
'09 & '10	90.20%	84.30%		
'11 & '12	95.10%	92.20%		
'13 & '14	100.00%	100.00%		

If you are not making the progress you want, it may be that the following sub-groups of students are in need of more support:

- ◆ **Economically Disadvantaged**
- ◆ **Students with Special Needs**
- ◆ **English Language Learners**

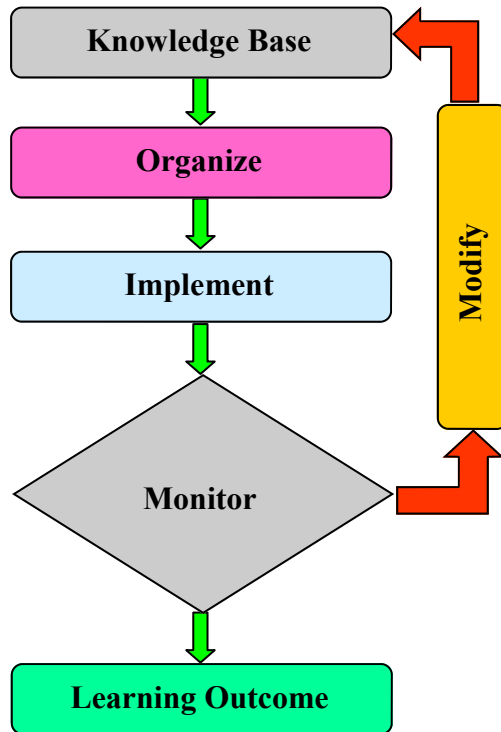
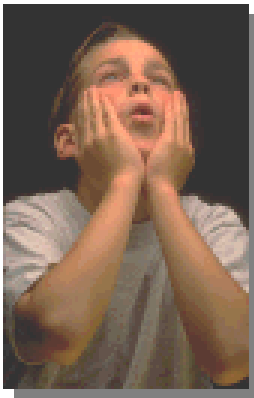
To help you support these visual learners, EPSI has developed a metacognitive instructional support system comprised of tools and know how for delivering high-level content material to all students.

EPSI prides itself on being an instructional improvement specialist!

- 1. We believe that the instructional practice is the heart of the learning process!**
- 2. When you improve the quality of instruction, you improve the learning process!**
- 3. When you improve the learning process,**
- 4. Test scores go up!**

What is Metacognition?

Metacognition is an individual's knowledge of their own cognitive processes and their ability to independently control these processes by organizing, monitoring, and modifying them as a function of learning.



Research shows that using metacognitive strategies has enabled students to:

- ◆ learn material faster,
- ◆ understand and retain information longer,
- ◆ and become independent readers and writers.

Is metacognitive strategy instruction practiced?

Despite studies, metacognitive strategy instruction is **not** well-practiced in today's classrooms, due to inadequate resources and staff development. With better metacognitive tools, students are empowered and are able to do more for themselves. These internalized strategies enable the students to become independent learners.

Metacognition

With the right tools, we can all conquer learned helplessness!

What is LINKS?

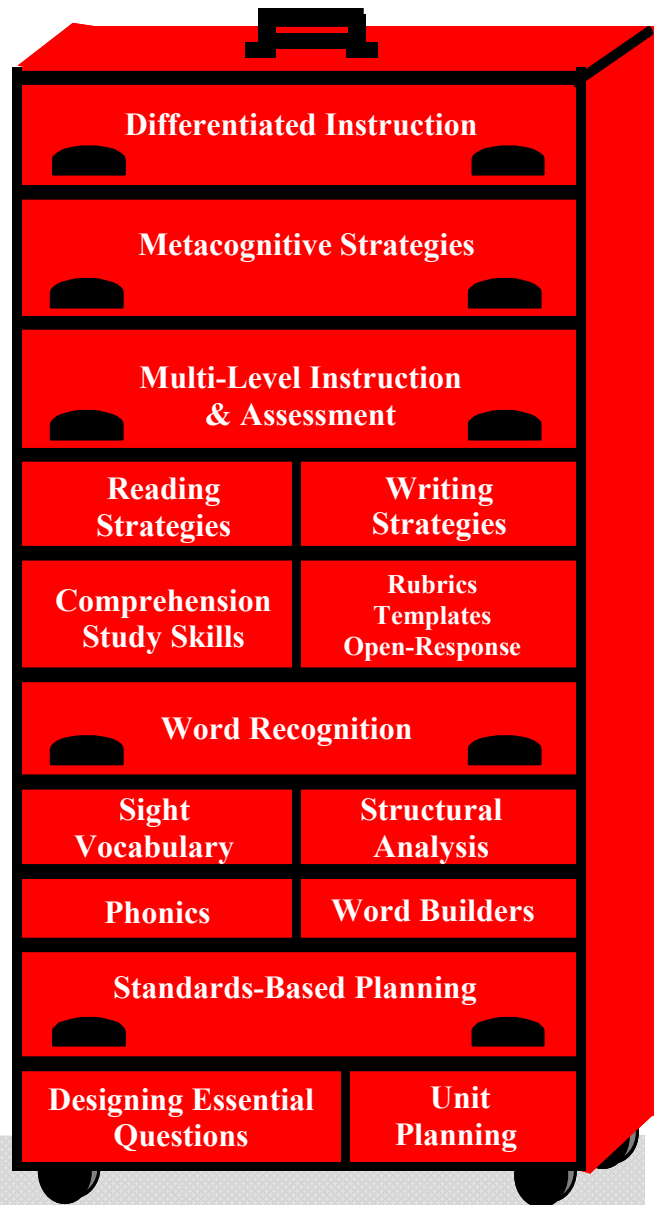
LINKS is a K-12 metacognitive instructional support system consisting of a vast array of teacher tools coupled with comprehensive teacher training.

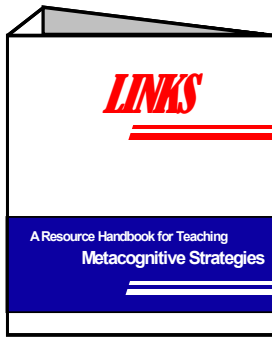
LINKS training helps **teachers** learn how to:

- ◆ Identify all of LINKS metacognitive strategies.
- ◆ Become proficient in the use of LINKS metacognitive strategies.
- ◆ Select the appropriate LINKS metacognitive strategy for the learning task.

LINKS also helps **students** learn how to:

- ◆ Learn a variety of reading and writing strategies.
- ◆ Independently select and apply the appropriate reading and writing strategies in daily work.
- ◆ Monitor reading and writing tasks
- ◆ Evaluate the effectiveness of the selected strategy.





LINKS Resource Handbooks, 300-pages, user friendly handbooks with instructional transparencies that provide teachers with the *LINKS* Metacognitive Strategies System in visual template format. The Primary (grades K-5) and Secondary (grades 6-12) Metacognitive Strategies Resource Handbooks include modules such as 1) Reading & Study Strategies 2) Writing Strategies 3) Standards-based Unit Planning 4) Assessment Strategies and 5) Differentiated Instruction. The Primary also includes a Word Recognition Strategies module, complete with resources and activities.



LINKS Instructional Posterboards, 27"x37," these large, dry erase templates are used for modeling reading and writing strategies in mini lessons during literacy blocks and in content classrooms. Teachers use these instructional tools to deliver countless lessons, and they give students effective strategies to perform on open-response testing. Students also use these posterboards in cooperative, interest and peer group activities. **Set of 12.**



LINKS Student Tri-Fold Templates, 8½"x33," with two titles to choose from, each dry erase Tri-fold combines six metacognitive organizers to help students learn how to use multiple metacognitive tools. Example: Students can learn how to write a character analysis comparison by using information from the Character Map with the Venn Diagram. Then they can combine them with writing templates to write comparison essays. **Set of 12.**



LINKS Student Classroom Unit Boards (CUBs), 11"x17," each of these CUBs displays a *LINKS* Instructional Metacognitive Graphic Organizer. Teachers use these interactive templates for small group lessons, cooperative learning activities and ability groupings in literacy blocks and content classes. Choose from six titles: Writing Template, Peer Writing Template, Cause and Effect, Cycle Map, Venn Diagram, and Idea Web. **Set of 24.**



CompuLINKS, fill-in-the-blanks, Microsoft Word®-based software application of *LINKS* Metacognitive Strategies that includes the Writing Templates, 5-Paragraph Persuasive Essay Template, Character Maps and Venn Diagrams. Teachers use Compu*LINKS* to design classroom lessons; students use these in the class and computer lab. For more info, please call toll free @ 866-EPSI-USA.

Our high-impact workshops. There are four basic, three-hour, interactive staff development sessions provided by EPSI, either on-site or at EPSI University. Teachers may be grouped across grade levels for the introductory session. Then, **all** additional workshops are designed for specific grade level needs. EPSI facilitators use Microsoft PowerPoint® multi-media presentations that actively engage teachers and parents with practical, hands-on activities using *LINKS* Metacognitive Strategies with their materials.



- ◆ ***LINKS Metacognitive Writing Strategies – Introductory Session.*** *LINKS* writing templates, transitional words, and metacognitive strategies for organizing student’s prewriting structure will be presented. Participants will learn how to help students select the appropriate pre-writing metacognitive organizer and how to combine these organizers in writing workshops as well as in all content areas at all grade levels. Teachers will learn how to help students independently employ, monitor and evaluate a writing strategy selected for a task, and they will learn to help students prepare for open-response questions on state-mandated tests.
- ◆ ***LINKS Metacognitive Reading and Study Strategies.*** *LINKS* Metacognitive Strategies will be presented in this workshop, and teachers will learn how to integrate metacognitive strategies into literacy blocks and content classrooms. Teachers will learn how to help students learn these strategies in order to make the cognitive shift into content reading while multi-leveling reading instruction in their literacy blocks. Teachers will ultimately learn how to help students independently combine reading and writing tools in order to select, employ, monitor and evaluate the reading or study strategy selected for the task.
- ◆ ***Assessment Strategies.*** This workshop will help teachers design Content Area Reading Inventories to determine a student’s independent, instructional and frustration reading level in content text material. This assessment process will provide teachers with data regarding student comprehension levels (literal, inferential and critical/application) within texts and literature. Teachers will then learn how to use this assessment data to drive instructional practice and multi-level instruction. These tools may also be used to multi-level homework and classroom assignments. This workshop includes the structures for designing the Five Types of Open-Response Questions focusing on the Scaffolded type for use in inclusionary settings.
- ◆ ***Differentiated Instruction.*** Teachers will learn how to implement a new instructional skill set and have opportunities to practice newly learned skills. Teachers will use *LINKS* Unit Organizers, multi-level teaching templates, and the Flexible Grouping Planner to design multi-level instructional activities in the heterogeneously grouped classroom. Teachers will also learn how to compact curriculum, scaffold instruction, and develop tiered assignments and assessments.

EPSI has provided structures for assisting districts as they implement the *LINKS* Metacognitive Strategies System. These structures support and sustain implementation. Our EPSI facilitators provide all initial staff and parent workshops; however, additional technical assistance may be organized with the EPSI team. This technical assistance is a powerful structure for ensuring implementation of newly learned strategies. In addition to providing on-site technical assistance for the district, EPSI will certify district staff as certified facilitators to support the building principal, mentor new staff, and train new hires.

◆ ***Technical Assistance***

As needed, technical assistance may be organized with the EPSI staff development team. Technical assistance is a powerful support structure that includes individual and small group consultation with the building administrators, classroom teachers, teacher teams and certified trainers. Teachers will meet in small groups or individually with EPSI facilitators who will assist them in designing strategy lessons, organizing instruction in differentiated settings, and redesigning classroom assessments.

◆ ***Certification of District Level Facilitators***

EPSI has structured a three-day intense training for select district staff. This training provides district level trainers with the structures for presenting our high-impact staff development workshops.

Participants will be expected to follow a training rubric in order to produce a video of a workshop presentation. This video will be reviewed and critiqued by EPSI staff and the participant will receive a report with recommendations for improving their workshop presentation. Following the review of the video presentation, the district training facilitator will be certified to present *LINKS* Metacognitive Strategies workshops in the district for two years. Participants receive the following tools:

- Facilitator Manual
- Strategy-of-the-Month Agendas
- Workshop agendas, materials, and handouts
- Four Microsoft PowerPoint® Presentations on CD
- Training Tips
- Teacher Surveys
- Student Surveys

◆ ***LINKS Metacognitive Strategies Training***

EPSI also offers quarterly *LINKS* workshops at our corporate office. This training provides participants with the Writing and Reading/Study Strategies, Assessment Strategies, and Differentiated Instruction. School systems will send newly hired staff to EPSI for training if the district has not yet certified *LINKS* district level trainers. This two-day training will consist of a thorough examination of the strategies, templates, and metacognitive organizers included in the *LINKS* Metacognitive Strategies Resource Handbooks.

Additional workshops are provided by EPSI in order to meet district level needs. These workshops are customized to meet the needs of the school/district following consultation with teaching and administrative staff. EPSI is committed to providing quality workshops that help teachers integrate previously learned concepts.

◆ ***Word Study Strategies***

This workshop provides primary teachers and special educators with hands-on strategies for teaching word recognition skills. It's not just phonics! Teachers will be presented with four word recognition strategies that are taught in balanced literacy programs. These strategies include

- ⇒ Phonics: The Sound Units
- ⇒ Structural Analysis: The Meaning Units
- ⇒ Word Builders: Word Families
- ⇒ Sight Vocabulary: Sequential and Thematic Lists

◆ ***Designing Content Rubrics***

Content teachers will use their materials to learn how to design the Five Types of Open-Response Questions and will design rubrics used to assess student knowledge within specific subject areas. Participants will use their materials and state standards to design questions and rubrics as a workshop activity. The Five Types of Open-Response Questions are

1. Scaffolded
2. Single Dimension
3. Student Choice
4. Two or More Independent Components
5. Response to Provided Information

◆ ***Standards-Based Unit Planning***

Teachers in this workshop will develop interdisciplinary units of study. Teachers will be provided with templates for redesigning and rethinking the unit planning process. This workshop incorporates the use of *LINKS* Unit Organizer, Essential Question Worksheets and *LINKS* Standards-Based Planning Tools. These planning tools will help teachers identify unit activities, instructional strategies, and culminating activities for use in instructional units.

◆ ***Inclusion, Team Teaching, Flexible Grouping***

Teachers will examine a variety of collaborative teaching strategies that will help them avoid what is called the *Vanna White Lesson: One teacher teaching...the other watching and waiting*. Teachers will also learn how to identify high-level, conceptual learning strengths and low-level perceptual learning issues. This model will help teachers recognize, understand and meet student needs with classroom accommodations and alternative assessment.

Company Profile

Major challenges for American educators in this millennium will include developing new instructional and assessment strategies to bring their students into the future. These challenges include

- ◆ Increased student diversity
- ◆ Rethinking support programs
- ◆ State-mandated assessments
- ◆ Special Education compliance

These challenges will require major staff development efforts to assist teachers who are attempting to manage the impact of a changing world in today's classroom practices.

EPSI develops strategic, organizational staff development programs that are designed to help you comply with state mandates and achieve quality restructuring. EPSI is adept at facilitating change and uniquely qualified in meeting and exceeding your staff development needs. We will help you to

- ◆ Initiate, implement, and institutionalize change
- ◆ Measure and manage improvement
- ◆ Empower your staff through a shared-belief philosophy
- ◆ Help teachers modify instructional practices
- ◆ Improve scores on state-mandated assessments

Staff Profile

EPSI's staff comes from a diverse background that includes diagnosticians, special educators, and administrators. Our professional staff, with over 200 years of combined experience, **will simultaneously challenge and emotionally support educators** through the cognitive and affective change that will sweep education in this millennium.

Our Customer Profile

Our customers are results-oriented visionaries, providing the best possible instructional practice for all children. They are driven, recognized leaders among their peers, and they embrace change. They know that any change implementation requires the necessary tools and support to meet initiatives.

Performance

“*LINKS* strategies have given us a unified approach to delivery of instruction in a district of 1,250 professional staff where student mobility is always an issue. It provided us with a consistent approach, K-12, and was easily integrated into our curriculum.”

**Michael E. Longo, Superintendent of Schools
New Bedford Public Schools**

“In my 28 years of teaching, *LINKS* staff development is the best I have experienced. *LINKS* strategies are easily implemented and effective.”

**Ann Shields,
H.S. ELA Teacher
Lawrence Public Schools**

“Schools are putting a renewed focus on writing. The most sweeping change, evident in almost every school across the state, is new expectations for writing. Schools are considering and adopting proven writing programs such as *LINKS* at record numbers across the state.”

**MERI Coalition Update,
Mass. Coalition for Higher Standards**

“EPSI has been invaluable in developing a system of professional development that supports all administrators, staff developers, teachers, paraprofessionals, and parents. *LINKS* is clear, concise, inclusive, and well planned. The EPSI team will be an asset to any school district.”

**Donnabeth Dooley,
District Lead Principal
Lawrence Public Schools**

“The *LINKS* system has been one of the best training efforts we have ever undertaken. The feedback from the instructional teams, which are enthusiastically using the program materials, has been very positive.”

George Flynn
The Seem Collaborative

“The *LINKS* system is one which definitely produces results with a minimum of effort due to the clarity of the materials. Its most obvious impact was on the preparation of students for state-mandated tests.”

Patricia Clem, Principal
Southwick-Tolland Regional School District

“*LINKS* strategies have become the basis of our written language program. It is a tool that our students use readily in all content areas. Thank you EPSI for assisting us in our journey toward achieving success in literacy for all our students.”

Francine Anderson, Principal
Fitchburg Public Schools

“*LINKS* strategies helped make my previous school one of the top-five scoring elementary schools on Massachusetts new high-stakes assessment program. I have already implemented *LINKS* in my new position as an elementary principal and it continues to receive rave reviews.”

Dr. Gary Mazzola, Principal
Easton Public Schools

“*LINKS* has made an immediate positive impact for the staff of the district, and in turn, the students.

The templates and strategies are so user friendly that teachers excitedly implemented them the day after the training. Students now ask for the templates for use in organizing and composing their writing.”

Dr. Roseanne Cheri Majoy,
Special Education Director
Quabbin Regional School District

Compare and Contrast Open-Response Question

LINKS staff development provides teachers with tools for integrating the teaching of metacognitive strategies into instructional and assessment practice. Staff development workshops help teachers identify specific standards from state frameworks. In these sessions, they design units of instruction with the Five Types of Open-Response Questions aligned with these standards. Teachers begin units of instruction by planning and designing the assessments.

An eighth grade social studies teacher designed the following “Madison vs. Marbury” example (pp.15-17). This representation was used to help students understand landmark interpretations of the U.S. Constitution to a class with 21 students on Individualized Educational Plans.

The *LINKS* metacognitive organizers were used for both instruction and assessment. The teacher adapted the traditional literature map to a problem/solution outline focusing on the sequence of events. This organizer was combined with the character maps, traditionally used in the English classroom. Since the assessment question focused on compare and contrast formats, students used the Venn Diagram to outline their responses and combined the Venn with the character maps, clearly defining the parameters for comparison.

In order to combine the reading and writing tasks, *LINKS* metacognitive writing templates were used with the Venn Diagram. The teacher taught students how to identify and tag key words in the question for developing the topic sentence. Information is then organized on the writing templates using selected *LINKS* transitional words.

All students, including second-language learners and students with special needs, learn to internalize these visual structures and independently respond to open-response questions. Students identify the structures of specific types of open-response questions and independently structure their pre-reading tasks. Using these organizers, they are then prepared to write the open-response essay because they have monitored their reading, employed the appropriate strategies, and now have notes organized for their writing.

LINKS™
Metacognitive
Tools

for
Effective
Schools



In 1801, opposing political parties called Federalists and Republicans (anti-federalists) were struggling to dominate the United States Government with their ideologies (beliefs). Each group had a different view on how our new government should be structured under the Constitution of the United States. Struggle is often necessary for political policies to be tested. With this in mind, answer the following open-response question.

Compare and contrast the two presidents, John Adams and Thomas Jefferson. Specifically, write a well-constructed essay that outlines these two men following the guided questions below.

- What were their individual political beliefs?
- How did their beliefs express themselves in the Supreme Court case, Marbury vs. Madison?
- What is the most significant outcome because of this court case?

Frameworks Alignment

- Core Knowledge: The early republic; birth of party politics.
- Commonly taught sub-topics:
 1. John Adams, Federalist, first president from MA.
 2. The “peaceful revolution” of the Jefferson election, 1800.
- Learning Standard: Students understand interpretations of the U.S. Constitution and its amendments, including the importance of Marbury vs. Madison.

Assessment Alignment

- Standards-based unit design
- Scaffolded open-response question
- Educative Assessment

Selection: U.S. History – Marbury vs. Madison

Setting: United States, year 1801; formative years of U.S. Government.

Characters: John Adams, Thomas Jefferson, William Marbury, James Madison, Chief Justice John Marshall

Problem/Conflict: The main problem is by what means should the Constitution be interpreted. The conflict arises because the two main political parties, the Federalist and the Republicans (anti-Federalist) struggle for dominance.

Beginning: Outgoing President, John Adams, issues commissions for Federalists to become judges.

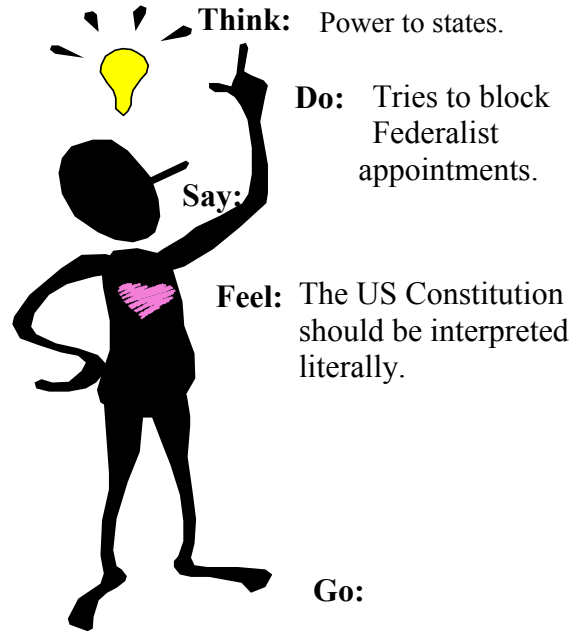
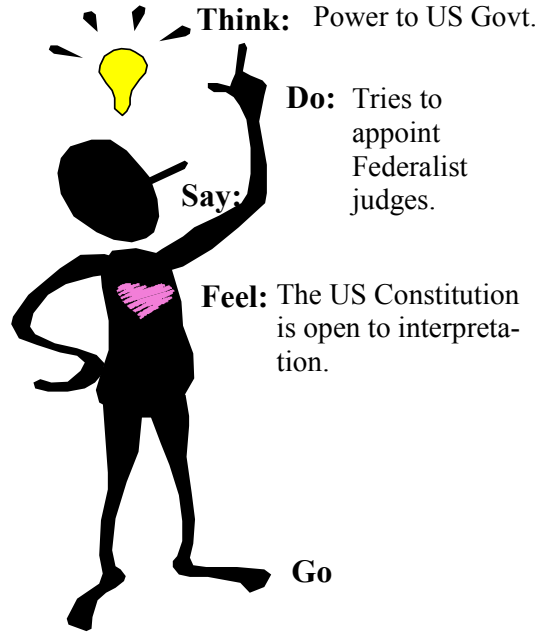
Middle: President elect, Thomas Jefferson, orders James Madison not to deliver the commissions.

End: Marbury challenges Madison in the Supreme Court for withholding the commissions.

Resolution: John Marshall, Chief Justice of the U.S. Supreme Court, writes a landmark decision that the Judiciary Act of 1789 is un-Constitutional and that the court does not have the authority to force the executive branch of government to carry out its duties. Also the precedent of judicial review is established.

Character 1: John Adams (Federalist)

Character 2: Tom Jefferson (Republican)



Character's Goal: Support a centralized large government.

Character's Goal: Small, decentralized government.

Key words: Compare and contrast, Federalists and Republicans, ideology, dominate, different view, structure, struggle, political policies tested, most significant outcome.

Topic Sentence: Federalist John Adams' struggle to dominate US Government with his ideologies expressed itself in the US Supreme Court case, Marbury vs. Madison.

The most important ...

Unlike the ...

Another example ...

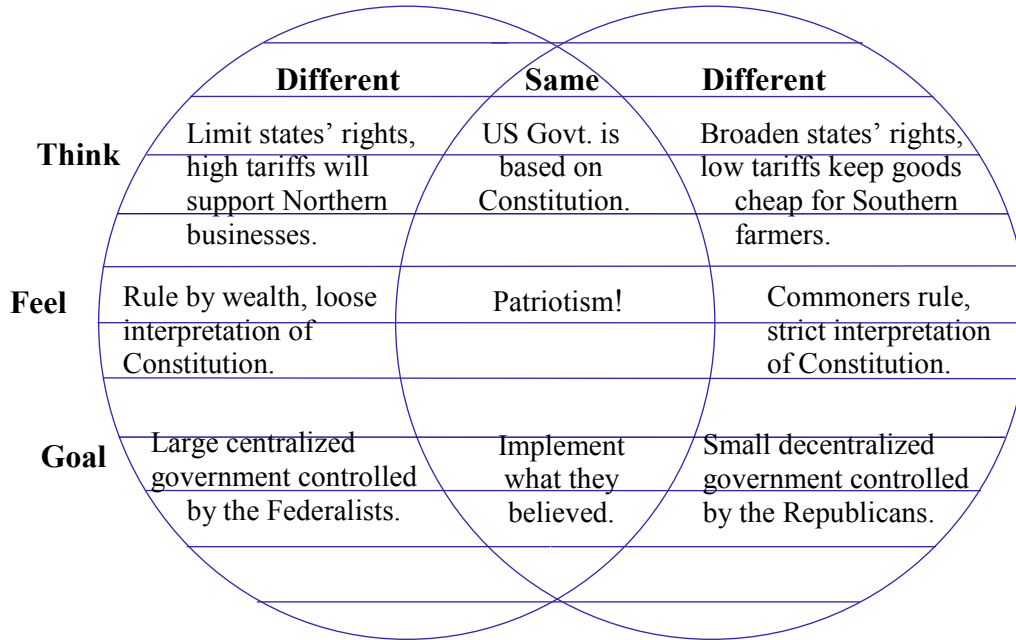
One criticism ...

Conversely, ...

Clincher: In summary, John Adams' struggle to create a strong centralized government, in one instance, was blocked by a landmark US Supreme Court decision.

Character 1: John Adams

Character 2: Thomas Jefferson



Key words: Compare and contrast, Federalists and Republicans, ideology, dominate, different view, structure, struggle, political policies tested, most significant outcome.

Topic Sentence: In contrast, Thomas Jefferson's goal was a small decentralized government that provided the states with broad powers to make decisions for themselves.

The primary reason that ...

However, ...

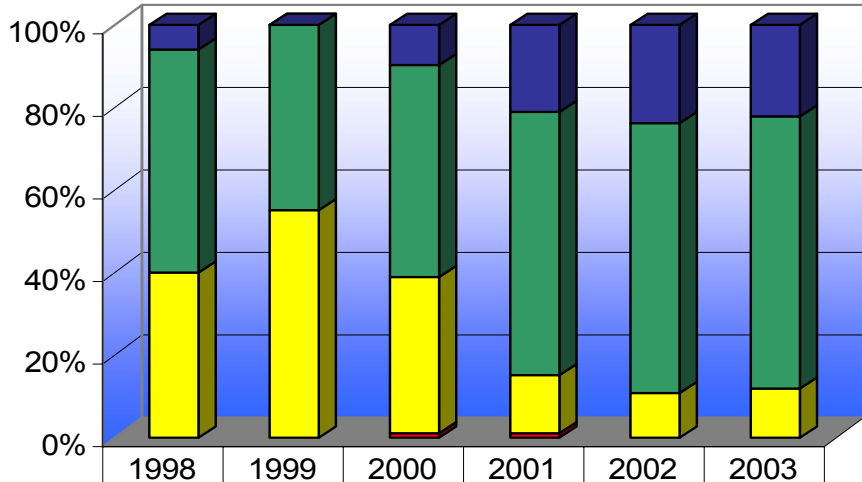
In addition, ...

The most significant outcome ...

One solution ...

Clincher: Thomas Jefferson's role in the case of Marbury vs. Madison tested the political policies of the US Constitution and helped it evolve into its current form.

4th Grade English Language Arts 88% Advanced and Proficient



■ Advanced	6%	0%	10%	21%	24%	22%
■ Proficient	54%	45%	51%	64%	65%	66%
■ Needs Improvement	40%	55%	38%	14%	11%	12%
■ Warning	0%	0%	1%	1%	0%	0%

K-5 Elementary School

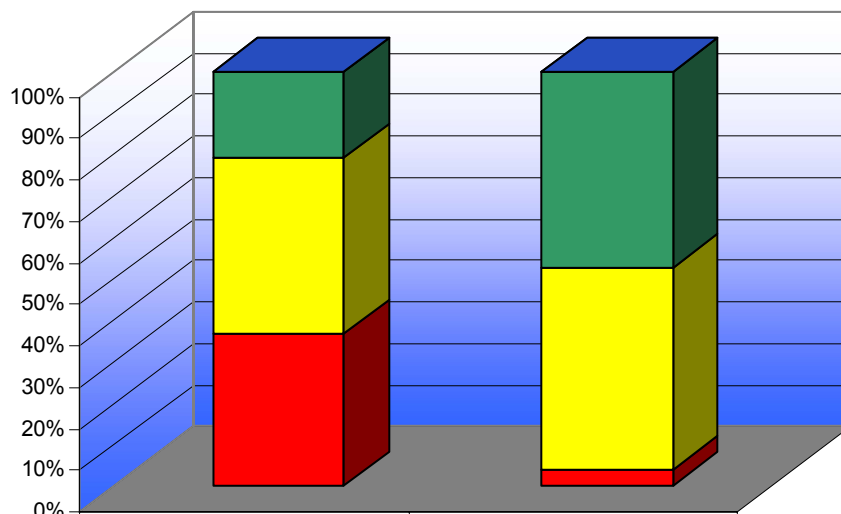
Implementation:

Building based model of staff development prior to the 1998 MCAS. Building level LINKS certified trainers continued to support the building principal through implementation.

Results:

- ◆ School ranked 5th in the fourth grade high stakes assessments in 1998.
- ◆ When school results were compared with the district results(1998-2001) this school outperformed the district at the $p < .0001$ level of statistical significance
- ◆ School was recognized at the Massachusetts Elementary Principal's conference for best practices
- ◆ Percentages of students in Proficiency ranges increased from 60% to 88% during 6 years of implementation.

8th Grade English Language Arts More than Double in Proficiency



	2000	2001
Advanced	0%	0%
Proficient	21%	48%
Needs Improvement	43%	49%
Failing	37%	4%

Urban Middle School Project

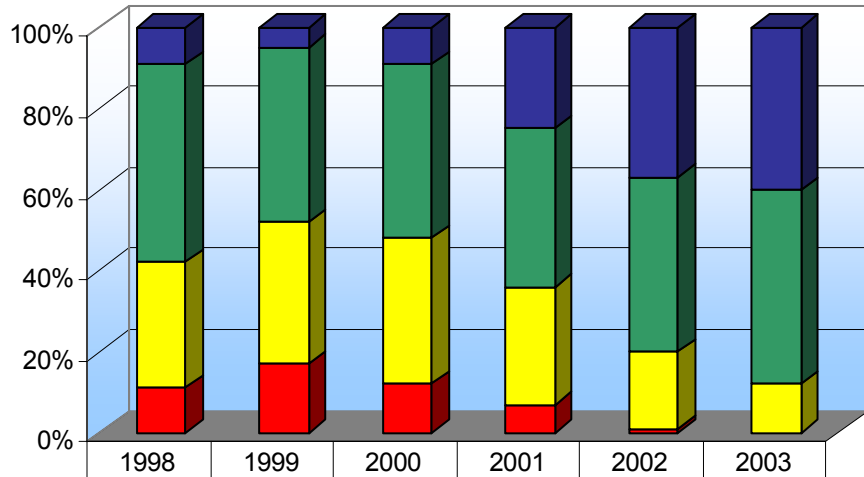
Implementation:

LINKS training of all staff in October 2000. All teachers committed to implementation across all areas of the curriculum. This school was the lowest performing middle school in the state.

Results:

- ◆ When school results were compared with the district results 2000-2001, this school outperformed district eighth graders at the $p < .0007$ level of statistical significance.
- ◆ The failing rate dropped from 37% to 4%.
- ◆ Proficiency scores doubled reaching 48%.

10th Grade English Language Arts 88% Advanced and Proficient



■ Advanced	9%	5%	9%	25%	37%	40%
■ Proficient	49%	43%	43%	39%	43%	48%
■ Needs Improvement	31%	35%	36%	29%	19%	12%
■ Failing	11%	17%	12%	7%	1%	0%

Implementation Model:

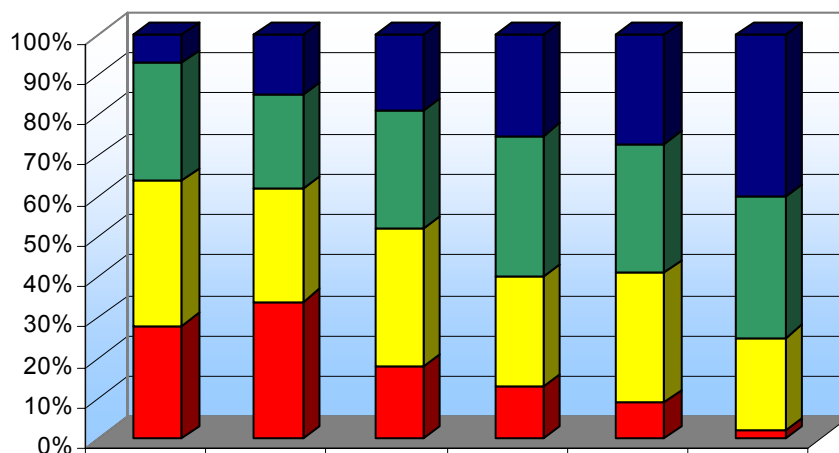
- ◆ LINKS staff development (4 sessions) was provided to all high school staff in the 1999-2000 academic year
- ◆ District level staff were certified as LINKS trainers
- ◆ LINKS certified trainers retrained the entire high school staff focusing on metacognitive reading and writing strategies across the content areas
- ◆ Teachers developed open response questions and students were expected to write responses to these questions in all courses including math

Results:

- ◆ Prior to LINKS implementation 48% of 10th grade students were in the advanced and proficiency range in English Language Arts (ELA) section on the Massachusetts Comprehensive Assessment System (MCAS)
- ◆ Students demonstrated consistent increases in English Language Arts scores with significant improvement in the open response performance
- ◆ In the third year of full building implementation, 36% more students achieved advanced and proficiency achievement bring the total percentage of students in these ranges to 88%
- ◆ Of significance is the simultaneous increase in math scores on the MCAS (see next page)

10th Grade Math

75% Advanced and Proficient



	1998	1999	2000	2001	2002	2003
■ Advanced	7%	15%	19%	25%	27%	40%
■ Proficient	29%	23%	29%	35%	32%	35%
■ Needs Improvement	36%	28%	34%	27%	32%	23%
■ Failing	28%	34%	18%	13%	9%	2%

Math Scores Show Impact of Metacognitive Instructional Strategies

The power of metacognitive strategy instruction is seen in this high school where district level certified LINKS trainers supported and mentored teachers through implementation. Math teachers integrated open response questions into the daily assessment process. Students used metacognitive reading and writing strategies to organize their responses. Advanced and proficiency scores in math in this high school increased in direct relation to the English Language Arts scores (previous page).

Results:

- ◆ Prior to LINKS implementation 38% of 10th graders performed in the advanced and proficiency ranges on the math portion of the MCAS
- ◆ Following two years of LINKS implementation, 75% of all 10th graders achieved advanced and proficiency ratings with noted improvement on the open response portion of the MCAS
- ◆ Math performance closely replicated ELA performance at a time when math scores in Massachusetts have not shown the improvement noted in ELA scores



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