

Benefits: How the PASS Model Contributes to Student Success

Parent Academy for Student Success #1 Student Learning with the Common Core State Standards (CCSS)

The state recognizes that parents and educators may have limited time to prepare and implement a comprehensive, intensive program for their entire education community. Sometimes neither parents nor educators know how to begin conversations about meaningful strategies for academic success. In addition, there may be a dependence on traditional parent involvement efforts such as volunteering, fundraising, meeting attendance, passing school budgets, chaperoning field trips – all of which are important to every school community, but none of which have shown evidence of increasing student achievement. Therefore, NJDOE offers the PASS model to support the capacity of educators and families to implement activities which focus only on academics and home/school working together to improve student success. Suggested tools for adaptation and continued state support will serve to enable a sustained movement toward active academic partnerships between home/school.

Designing home/school partnerships to support student learning is not a luxury -- it is an integral component of student achievement. Currently, there are many changes in teaching and learning and one change must be increased student achievement.

When parents are informed about what and how students learn at school, students achieve more. *That* is the genesis of the New Jersey Parent Academy for Student Success (PASS) model.

The PASS model is constructed from a half century of research and professional studies which provide evidence that when schools inform parents about teaching and learning *inside* the classroom, parents can better support learning *outside* of the classroom.

- When parents understand the learning expectations, students achieve better grades, higher test scores, easier transitions to the next grade level, better attendance, higher graduation rates, higher motivation to learn and success rates in college and careers.
- In school, students take more responsibility for their own learning, show more curiosity and innovation, are more organized and self-disciplined, consistently complete their homework assignments, have higher class participation rates and have fewer suspensions for disciplinary reasons.
- Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.

In professional fieldwork across the country with thousands of teachers and administrators in elementary, middle and high schools, educators request knowledge and tools that help them work with families in positive ways. Consistently, they say that they are not sure how to develop powerful programs.

Most parents deeply care about their child's education but do not know how to align their out-of-school support with classroom learning and success in school. They want to know how to recognize whether their child is learning and how to communicate with professional educators about their child's level of achievement.

It is incumbent on the school leader and staff to make sure that they are fostering an environment where parents can feel comfortable to ask academic questions or provide feedback.

Below are some benefits of implementing the PASS model.

- PASS implementation is aligned with New Jersey's student learning standards:
 - Common Core State Standards (CCSS);
 - Next Generation Science Standards; and
 - Core Curriculum Content Standards (CCCS).
- PASS is not a mandated program from the state.
- PASS implementation is aligned with New Jersey's professional standards, such as:
 - NJ Professional Standards for Teachers and School Leaders;
 - Interstate School Leader Licensure Consortium (ISLLC);
 - Interstate Teacher Assessment and Support Consortium (InTASC); and
 - National Parent and Family Involvement Standards.
- PASS implementation is designed to complement other parent involvement programs.
- Students want to succeed in school, but they often need guidance and encouragement from many sources. Different needs and interests can be met in research-based and goal-linked home/school partnerships that encourage all who are interested in children to work effectively together.
- The PASS model is easily adaptable to any K-12 grade level.
- Academic partnerships between home/school boost student achievement and give students a better chance to succeed in school and in their life beyond school.
- All PASS components and practices are geared toward lowering barriers to home/school collaboration.
- PASS materials include suggested supports and activities to help educators and parents discuss key topics and themes.
- Participation in PASS activities creates a common language and understanding among all stakeholders.
- PASS provides a suggested structure for all New Jersey districts and schools wherein they have the flexibility to design and strengthen activities that support parents and families as they guide their children's learning from preschool through high school.
- Implementation of the suggested PASS model will allow educators to share models of what effective teaching and learning look like in a CCSS classroom. Parents will have the opportunity to learn how CCSS classrooms:
 - Empower every learner to take ownership of their learning;
 - Emphasize the application of knowledge and skills to real world problems;
 - Value the differences each learner brings to the learning experience;
 - Foster students' curiosity, creativity, innovation, problem-solving, global literacy, communication and interpersonal skills;
 - Leverage rapidly changing learning environments; and
 - Provide students with meaningful opportunities to understand technology and be able to synthesize information across disciplines.

- The PASS model focuses on shifts from teachers' teaching to learners' learning. The model allows teachers to become more creative when differentiating and personalizing student learning strategies.
- Teaching and learning in every CCSS classroom includes:

<ul style="list-style-type: none"> • Collaboration • Communication • Creativity and innovation • Critical thinking and problem solving • Support for English language learners • Enrichment and support for diverse learners 	<ul style="list-style-type: none"> • Respect for individual differences • Exploration of multiple perspectives • Technology use in teaching and learning • Use of data to support learning • Academic engagement with families and communities
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- As students grow and their learning moves forward, recommended academy topics increase in rigor and provide the basis for personalized strategies and learning goals for student success.
- Home/school learning partnerships developed at the academies add value to parent-teacher conferences and provide a framework for personalized student learning strategies.
- PASS support materials are intended for individualization that includes unique communication and engagement activities in each community.
- Educators can assure parents that their support doesn't mean re-teaching subject matter; rather, it involves becoming informed about the new expectations for learning and supporting students as they demonstrate that learning in new ways.

Sources with Multiple Research Studies and Evidence

Harvard Family Research Project <http://www.hfrp.org/family-involvement>

Johns Hopkins University - Center on School, Family, and Community Partnerships National Network of Partnership Schools - Joyce Epstein

A New Wave of Evidence, Anne T. Henderson, Karen L. Mapp: A report from Southwest Educational Development Laboratory. <http://www.nea.org/tools/17360.htm>

The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. Henderson, Anne T., Ed. An Annotated Bibliography. <http://eric.ed.gov/?id=ED315199>

EIRC and NEA <http://0-eric.ed.gov.opac.msmc.edu/?q=parent+involvement>

National PTA National Standards Implementation Guide
<http://www.pta.org/programs/content.cfm?itemnumber=1804&navItemNumber=3339> and
<http://www.pta.org/search/searchresults.cfm>