

A pair of hands is shown holding a small, colorful globe of the Americas. The globe is centered on the continent of North and South America, with the Atlantic Ocean to the east and the Pacific Ocean to the west. The hands are positioned at the bottom and sides of the globe, supporting it. The background is a blurred, light-colored surface.

# Parent Academy for Student Success (PASS)

New Jersey Department of Education  
Office of Standards  
Division of Academics

# Parent Academy for Student Success (PASS)

- *This PowerPoint presentation is designed to allow each school to individualize the PASS information and presentation for their unique education community.*
- *Each slide is brimming with information, bullet points and comments. The abundance of information on each slide was intended to simplify the PowerPoint development and presentation process.*
- *Presenters should tailor each slide and select or remove the information that best serves the needs of stakeholders.*
- *The PowerPoint compliments documents in the PASS 1 Toolkit and is appropriate for a variety of audiences.*
- *PASS 1 Toolkit: <http://www.state.nj.us/education/sca/toolkit/>*

**Children do not grow up, nor do they learn, in isolation. Children are raised, educated, and influenced by all of the caring adults in their lives. They are ... the children that we share.**

- *Throughout this presentation, related materials, and conversations about the Parent Academy for Student Success (PASS), the term “parent” is applied broadly to include the adults who play a significant role of responsibility in a child’s life. It must be recognized that other adults such as grandparents, relatives, step parents, adult siblings, guardians, foster parents, and others may carry the primary responsibility for a child's development and well-being. The PASS model is offered to educators and the adults who serve in the parenting role.*

# What is a Parent Academy for Student Success (PASS)?

- The New Jersey Department of Education's model of a **Parent Academy for Student Success (PASS)** is singularly focused on student achievement. The model supports a school's traditional methods of engaging parents in the education of their children, yet it is focused on the development of meaningful home/school partnerships for the benefit of increased student learning at school.

# Let's *Redefine* the Roles

Parent engagement in student learning is:

- *A shared responsibility* where parents and educators are committed to partner in strategic ways that actively support learning in-school and out-of-school.
- *Continuous support for learning across a child's life*, spanning from early childhood programs to preparation for college and career.
- *Carried out everywhere that children learn* – at home, in school classrooms, after-school programs, faith-based institutions, community programs, recreational programs, and other activities.

# “Inform parents *what* and *how* students are learning and you get *more* learning”!

- When parents understand student learning expectations, students achieve better grades; higher test scores; easier transitions to the next grade level; better attendance; higher graduation rates; and, higher motivation 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; have higher class participation rates; and, have less suspensions for disciplinary reasons.
- In addition, 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.

# PASS Mission:

- The mission of the Parent Academy for Student Success (PASS) model is to enhance student achievement through effective home/school academic partnerships.

# PASS Justification

## Implementation of the suggested academy model:

- Provides districts and schools with a framework for supporting home/school partnerships and important two-way conversations focused solely on student learning and performance;
- Strengthens the communication, partnerships, and conversations surrounding expectations for teaching and learning;
- Encourages educators to utilize out-of-school learning as a strategy to support classroom success;
- Serves as an opportunity to explore important topics that will promote the benefits of strong home/school partnerships focused on teaching and learning.

# PASS Goals

## Increase student learning and achievement

- **Districts and schools will** create a bold and proactive approach to focus home/school partnerships solely on teaching and learning.
- **Districts and schools will** use the suggested PASS model to design and implement a unique, progressive series of opportunities for parents to become informed and engaged in supporting their child's academic achievement.
- **Districts and schools will** share clarification of learning expectations and facilitate a meaningful exchange where parents and educators share ideas, information, and activities that fully support student learning in, and out of, school.
- **Educators will** commit to improving student achievement by collaborating with parents and sharing instructional strategies that support in-school learning.
- **Educators will** provide transparent information regarding the knowledge and skills that students are expected to demonstrate in class.

# PASS Goals

## Increase student learning and achievement

- **Parents will** seek opportunities to gain information and understanding of new teaching and learning techniques to support their child's learning in, and outside of, school.
- **Parents will** become active partners in the academic education and success of their children.
- **Parents and teachers will** engage in regular, two-way, meaningful communication to discuss student learning expectations and achievement.
- **Educators and parents will** commit to regular conversations surrounding the expectations of teaching and learning.
- **Schools will** work together to validate that when parents are involved in their child's academic education, students experience higher achievement, increased graduation rates, and successful transitions to college or adult life.

# Commitments

- Superintendent
- Board of Education members
- Principal
- Teacher
- Parent
- Student

# Evidence

- Compelling research from the Harvard Family Research Center and many other credible sources provides indications that strong home/school learning partnerships help to close educational gaps between children from different racial groups, cultures, abilities and socioeconomic backgrounds.

# Ask any Educator: Do you want to...

- Increase awareness of the benefits of building successful family-school partnerships in education?
- Increase effective stakeholder capacity to strengthen student achievement through the articulation of those partnerships?
- Promote innovative methods and means that utilize such partnerships to improve schools and impact student success?

**The Answer is YES!**

# Well, what do you know?!?

## Early Childhood

- Children whose parents read to them at home recognize letters of the alphabet and write their names sooner than those whose parents do not.
- Children whose parents teach them how to write words are able to identify letters and connect them to speech sounds.
- Children's early cognitive development is enhanced by parent support in play and a supportive cognitive and literacy-oriented environment at home. These advantages continue into the school years.

## Elementary

- Children in grades K–3 whose parents communicate with teachers have good work habits and stay on task.
- Children whose parents provide support with homework perform better in the classroom.
- Children whose parents explain educational tasks to them are more likely to participate in class, seek help from the teacher when needed, and monitor their own work.

## Middle and High School

- Adolescents whose parents monitor their academic and social activities have lower rates of delinquency and higher rates of social competence and academic growth.
- Youth whose parents are familiar with requirements for college and careers and are engaged in the application process are most likely to graduate from high school and attend college or begin a successful career.
- Youth whose parents have high academic expectations and offer consistent encouragement have positive student outcomes in general.

# What makes PASS different from other home/school activities?

- *A meaningful K-12 education and college/career preparation is less about students' memorization of facts and more about empowering students to think and apply that information to real-world challenges.*

# What makes PASS different from other home/school activities?

**The PASS model allows parents and educators to ...**

- Make a distinction between academic content and other parent involvement activities;
- Encourage educators to utilize out-of-school learning as an instructional strategy to support student's classroom success;
- Discuss the details of new teaching and learning practices;
- Utilize strategic timing to review student learning progress;
- Customize specific PASS tools to meet the needs of the school community;
- Provide an opportunity to share a common language and help students meet 21<sup>st</sup> century skills required for college and career.

# Timelines

- Scheduling Parent Academies for Student Success (PASS) after the first, second, and third marking periods creates powerful opportunities for parents, teachers, and students to understand expectations of student learning, review real-time student progress and hold informed conversations about student learning.

# 2014–2015 PASS Themes

- The three 2014-2015 recommended themes are aligned with learning milestones and implementation of new initiatives
  - Academy #1 Student Learning with the Common Core State Standards (CCSS)
  - Academy #2 Measure What Matters: Assessing Student Learning and PARCC
  - Academy #3 Out-of-School Learning that Supports Students Across the Curriculum

# Support Tools

- The PASS tool kit includes: a planning guide, sample agendas, talking points, conversation starters, parent handouts, resources, supplements for classroom conversations with parents, and other tools to support facilitation of the model.

# Planning

- The planning guide helps educators and parents redefine home/school partnerships and design a custom PASS to meet the needs of the education community.
- Planning and implementing the PASS model can change the teaching and learning culture in a school.
- The planning guide serves as a powerful tool for a Professional Learning Community (PLC) where educators gather data from current parent involvement activities relative to student achievement data.
- The guide provides new perspectives and authentic opportunities to re-think the ways that educators and parents communicate.
- Closely studying and discussing concepts in the planning guide shepherds educators through the process of designing instructional strategies for out-of-school activities that compliment in-school learning.

# Sample Agenda for PASS General Sessions

- Introduction to the topic
- Commitments from district and school administrators
- Why PASS is different from other activities
- Support materials
- Highlights of the PASS topic
- Breakout sessions for detailed classroom explanations and modeling of teaching and learning techniques
- “Conversation Cafe”, refreshments, resources, general Q &A, next steps, round table Q&A with subject area teachers and exit ticket

# General Session Handouts

- Introduction to PASS
- What Makes PASS Different from Other Activities
- Benefits of the PASS Model
- Timelines, Targets and Tools
- Buzz Words
- Overview of the PASS theme
- Myths and Facts
- Topic-Specific Information
- Homework Inspiration
- Q & A and Resources

# Three 20 Minute Breakouts

**Topic: English language arts**

Facilitator:

Location:

**Topic: Mathematics**

Facilitator:

Location:

**Topic: Blended content across subject areas**

Facilitator:

Location:

# Sample Agenda for Breakouts

- Brief statement on the PASS theme as it applies to classroom learning
- “If you visit my classroom you might see....”
- Samples of instructional changes (“*That* is what we did before and *this* is what we are doing now.”)
- Instructional strategies to assist children in learning mathematics, English language arts and standards application across the curriculum
- Relevant handouts
- Switch to next 20 minute session (three sessions)

# Supports from Teachers

- Handouts, PowerPoint, or other type of brief presentation from teachers
- Introduction to the theme as it applies in the classroom
- A focus on subject and lesson material
- Samples of instructional changes
- Out-of-school instructional strategies that support in-school learning (For specific grade levels and subject areas)

# Conversation Cafe Q & A

- Refreshments for parents
- “Table Talk” where groups of parents share new ideas that they learned - Group report out
- Exit tickets can be substituted for “Table Talk”
- General questions for principal from parents
- Final handouts and next steps
- Teacher tables for individual questions

# Resources

- Handouts
- School and teacher websites
- NJDOE website: <http://www.state.nj.us/education/sca/>
- NJDOE email: [informCCSS@doe.state.nj.us](mailto:informCCSS@doe.state.nj.us)

# What's Next?

## Topics

- **Academy #1** Student Learning with the Common Core State Standards (CCSS)
- **Academy #2** Measure What Matters: Assessing Student Learning and PARCC
- **Academy #3** Out-of-School Learning that Supports Students Across the Curriculum

## Dates

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- 

## Location

- 
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**Thank you for all you do to  
support student success!**

**Support for  
Parent Academy for Student Success  
[informccss@doe.state.nj.us](mailto:informccss@doe.state.nj.us)**