

## Instructional Models Utilizing PASS Curriculum

*Note: In developing a PASS Program, attributes of the following or other models can be interchanged with success. Successful models are tailored to address the unique needs of students in the local setting.*

	<b>Independent Learner Model</b>	<b>English Language Learner Model</b>	<b>Mainstream Model</b>	<b>Supplemental/Tutorial Model</b>
<b>Administrative Structure</b>	<ul style="list-style-type: none"> <li>FTE for PASS Contact Person serving as Program facilitator and student mentor is recommended 2 hours/ week per student</li> <li>PASS Contact Person (CP) may be a classified staff member serving as mentor and will facilitate student's access to certificated staff</li> <li>PASS CP works closely with counselor to determine credit deficiency, assess student's reading level, and select an appropriate PASS course</li> <li>Facilities: Quiet place to study/tutor and test. Optional access to computers and Internet. CP facilitator requires computer, Internet, office space, file cabinet and bookcase</li> </ul>	<ul style="list-style-type: none"> <li>FTE Staffing optimum at 1 tchr + 1 paraed per 20 ELL students</li> <li>This model requires district level coordination</li> <li>Formal classroom setting</li> <li>Educators who are bilingual in a student's native language are a distinct asset</li> <li>Certificated teacher trained in language acquisition strategies in classroom setting, possibly assisted by paraeducator or community volunteer assisting individual students</li> <li>Facilities: Quiet place to study/tutor and test. Optional access to computers and Internet.</li> </ul>	<ul style="list-style-type: none"> <li>FTE: Stipend to classroom teacher for focused time with one migrant student outside the regular classroom may be paid by migrant funds</li> <li>PASS Contact Person arranges to have a teacher in the content area mentor the student in PASS to catch up in credit accrual</li> <li>Facilities: Classroom. Optional access to computers and Internet</li> </ul>	<ul style="list-style-type: none"> <li>FTE: Certificated teacher experienced in working with teenagers, ideally assisted by a paraeducator, one or both of whom is bilingual in the students' language of comfort</li> <li>Depending on circumstances, providing child care may permit teen parents to participate and continue their education</li> <li>Facilities: Quiet place to study/tutor and test. Optional access to computers and Internet</li> </ul>
<b>Instruction/Mentoring Structure</b>	<ul style="list-style-type: none"> <li>PASS Contact Person assigns one unit of the course at a time to the student, is available to answer questions, and proctors and submits unit tests</li> <li>Student may be referred to a content expert within the school upon identification of need</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative learning set-up</li> <li>Pre-screening and frequent monitoring of student progress</li> <li>Supplemental instruction to master challenging concepts may precede each PASS study session</li> <li>Content experts may be invited to assist the classroom teacher in mastering challenging concepts and suggesting simplified strategies to explain them</li> </ul>	<ul style="list-style-type: none"> <li>Student enrolled in one course in the content area in the regular classroom simultaneously completes a PASS course in that content area outside the classroom with intermittent assistance from teacher</li> <li>Instructional scaffolding (model, practice, apply) facilitates student learning of complex theories through whole/small group, pairs, and then independent instruction</li> </ul>	<ul style="list-style-type: none"> <li>Individual or small group study areas permitting focused work time interspersed with physical activities related to the curriculum under study</li> <li>Access to computer terminals and the Internet is highly desirable</li> <li>Involve students in developing and choosing goals</li> <li>With students, plan a celebration event commensurate on achieving a specific group goal</li> </ul>
<b>Notable Student Success</b>	<ul style="list-style-type: none"> <li>Highly motivated student who is content competent</li> <li>Independent worker</li> <li>Responsibilities within the family permit focused time for homework completion</li> <li>Flexible time schedule</li> <li>Not generally recommended for students with pressing social issues (drugs, gangs, etc.)</li> <li>Juniors and seniors are often successful due to family pressure to graduate</li> </ul>	<ul style="list-style-type: none"> <li>Students who are literate in their native language, and approaching the required reading level in English, often succeed in PASS courses with this level of assistance</li> <li>A student who has been exposed to the academic subject in another language is highly likely to succeed with this level of assistance; a subject placement test can be helpful</li> </ul>	<ul style="list-style-type: none"> <li>Language development level 2 or 3 students are most successful with this model</li> <li>Students who establish rapport with the teacher providing the assistance will be most successful in this approach; choose staff carefully</li> <li>Most beneficial when the student clearly understands how the high school credit accrual system applies to graduation</li> </ul>	<ul style="list-style-type: none"> <li>Student has access to transportation that permits study outside limits of the normal school day</li> <li>Students are most successful in this model when attendance and active participation expectations are clearly understood and carefully monitored and reinforced</li> <li>Program scheduling is most effective when based on student schedules</li> </ul>
<b>Suggested Motivational Practices</b>	<ul style="list-style-type: none"> <li>Interview the student carefully to confirm the level of motivation required for success with this level of support</li> <li>Guide student in developing a timeline for completion of each unit of the course</li> <li>Involve the family in motivating the student to work on course materials</li> <li>Involve the counselor in helping the student understand the significance of the credit that is being earned in course</li> </ul>	<ul style="list-style-type: none"> <li>Celebrate improvement, as well as success</li> <li>Several students studying the same course together have an enhanced chance of optimum learning and completion</li> <li>Facilitate positive interaction between students in formal and informal situations</li> </ul>	<ul style="list-style-type: none"> <li>Identify the student's unique gifts and utilize that aptitude to enhance assignments</li> <li>Make it clear that this opportunity is an earned honor, not a penalty</li> <li>Open doors within the school and community to ensure access to services available</li> </ul>	<ul style="list-style-type: none"> <li>Utilize this opportunity to link classroom learning to solutions to current and potential challenges</li> <li>Develop assignments that involve interaction with the larger community</li> <li>Recognize and celebrate individual and group achievement; involve families</li> </ul>