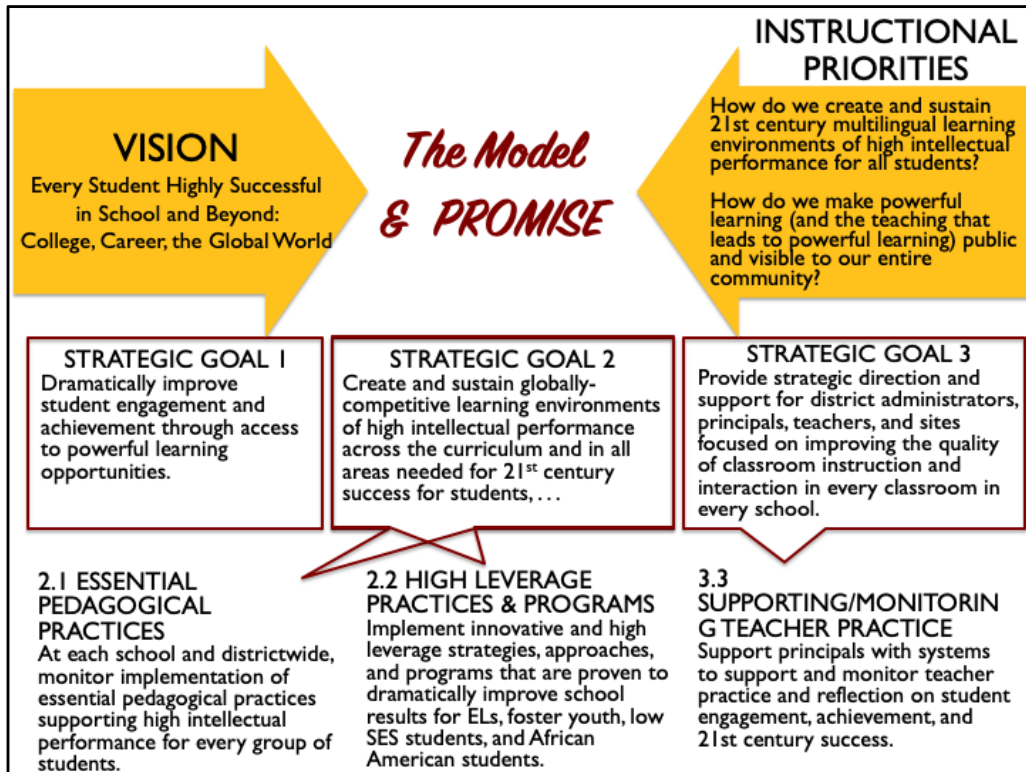




The PROMISE Instructional Model for Powerful Student Success brings together key elements of the Palmdale PROMISE related to instruction and student success. It should be used as a lense through which we assess your specific work and make decisions about alignment.



It's important to know that this Framework originates directly from the PROMISE research base and is clearly tied to both the PROMISE Essentials, and our action plans.

At the level of Essentials, the Framework is driven by the PROMISE Vision and the two Instructional Priorities. At the level of recommended actions, the Instructional Framework is enacted primarily through three of the five strategic goals, and within those goals, specifically by recommendations found in Goals and 3.



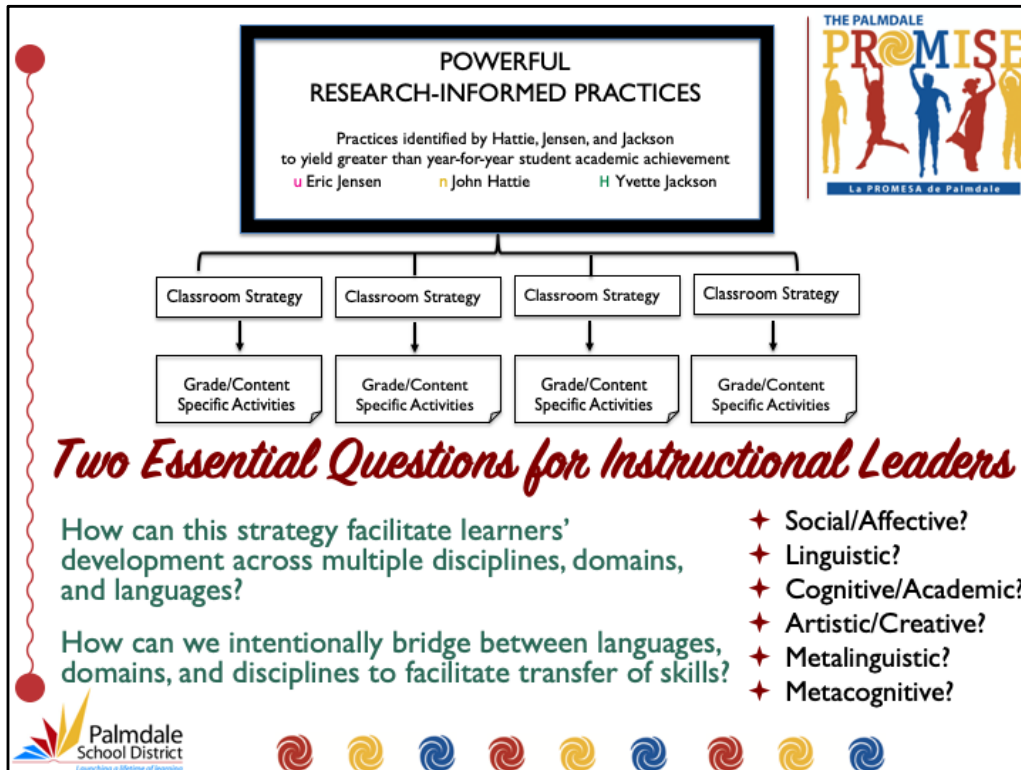
Our instructional model starts with our VISION of the future we want for our students. Our two Instructional Priorities focus our efforts to dramatically increase student engagement and achievement across our systems:

- How do we create and sustain 21st century multilingual learning environments of high intellectual performance for all students?
- How do we make powerful learning (and the teaching that leads to powerful learning) public and visible to our entire community?

In order to successfully respond to our INSTRUCTIONAL PRIORITIES, we rely on a set of seven essential PEDAGOGICAL PRINCIPLES that describe the types of school and classroom environments we want to create and sustain. These are derived from Yvette Jackson's *Pedagogy of Confidence*, which also introduces the overarching concept of High Intellectual Performance. We support high intellectual performance when we deploy these pedagogical principles, which we intend to support as core practices that should be in evidence in every one of our Palmdale classrooms:

- 1) Identify, build on, and activate student strengths.
- 2) Establish powerful relationships that nurture success.
- 3) Elicit high intellectual performance.
- 4) Engage students actively in the learning. Amplify student voice.
- 5) Create environments of enrichment not remediation.
- 6) Situate learning in the lives of students.
- 7) Address the prerequisites for learning.

The PEDAGOGICAL PRINCIPLES reflect a broad array of powerful HIGH LEVERAGE RESEARCH-INFORMED PRACTICES that have been shown to yield greater than year-for-year student academic achievement. This allows us to dramatically improve both student achievement and engagement, creating classroom and school environments of high intellectual performance. We've intentionally drawn from the work of John Hattie, Yvette Jackson, and Eric Jensen in identifying these high leverage practices.



In order to implement these HIGH LEVERAGE PRACTICES, we must translate them into INTERACTIVE CLASSROOM STRATEGIES that organize our classroom life.

When teachers add specific content to these STRATEGIES so that they are appropriate for their particular students and context, the STRATEGIES become grade- and content-specific CLASSROOM ACTIVITIES.

As teachers consider incorporation of specific strategies into their instructional planning, and as administrators support teachers in these efforts, there are two key questions for reflection:

1. How can this strategy facilitate your students' development across multiple domains and in multiple languages?
 - Social/Affective? • Linguistic? • Cognitive/Academic? • Artistic/Creative? • Metalinguistic?
 - Metacognitive?
2. And, how can we intentionally bridge between languages and domains to facilitate transfer of skills?

The strategic selection and integration of specific interactive strategies has the potential to facilitate students' development simultaneously in all of these areas, and when we intentionally plan for skill and language transfer, we dramatically magnify the power of our instructional approaches.

In a nutshell, that's our PROMISE Instructional Model.