Intellectual Preparation Guidance

What is Intellectual Preparation?

Intellectual preparation is a foundational aspect of curriculum-based professional learning (CBPL) and plays an essential role in ensuring all students have access to the high-quality instruction and vibrant learning experiences that lead to improved outcomes. Intellectual preparation refers to the process through which teachers work with a high-quality instructional resource (HQIR) to acquire, develop, and apply their knowledge and skills in order to meet the needs of all students while also maintaining resource integrity. The protocols below are designed to support the intellectual preparation process and may be adapted to meet the needs of a local context.

What is an Intellectual Preparation Cycle?

Intellectual preparation cycles are part of the collaborative work that occurs within grade-level professional learning communities (PLC s). As shown in Figure 1.1 below, each cycle includes the core processes of unit internalization, lesson internalization, lesson rehearsal and student work analysis. **The number of rounds of lesson internalization, lesson rehearsal and student work analysis within a unit cycle will vary depending on factors such as unit complexity and duration.**

Figure 1.1: *Intellectual Preparation Cycle*
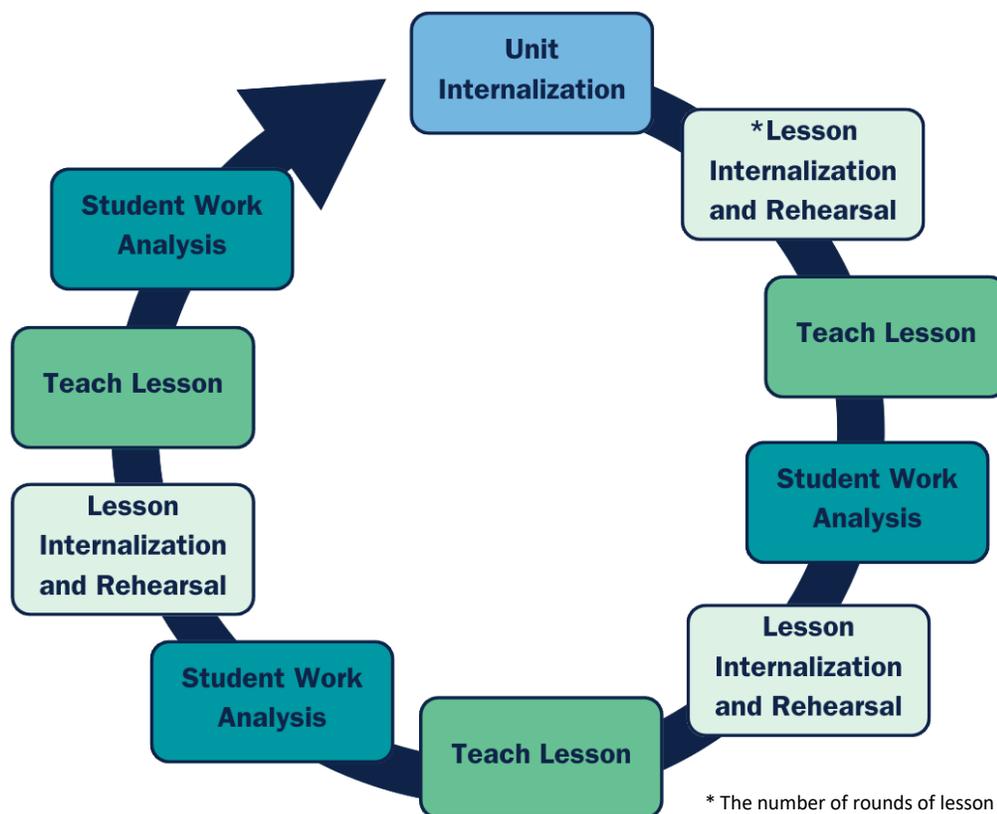
* The number of rounds of lesson internalization, lesson rehearsal and student work analysis within a unit cycle will vary depending on factors such as unit complexity and duration.

This resource is adapted from guidance provided by the Tennessee Department of Education.

Together, these core processes support teachers in addressing the four driving questions of a PLC as they decide how best to meet the ongoing needs of all students: (1) What do we want our students to learn? (2) How will we know if they have learned it? (3) How will we respond to students who have not yet learned it? (4) How will we extend/enrich for those who have learned it?

During early HQIR implementation (academic year one), districts should focus on installing and then developing capacity around each of the four core processes of intellectual preparation (unit internalization, lesson internalization, lesson rehearsal and student work analysis), starting with unit internalization. As educators become skilled, the next core process can be introduced. Once the four core processes have been firmly established in PLCs, this can mark a readiness to move into ongoing implementation where each is refined to deepen understanding of the HQIR and more fully address instructional shifts in the *Kentucky Academic Standards (KAS)*.

What is Unit Internalization?

Unit internalization provides a structure for developing teacher understanding of how unit/module standards, tasks and assessments operate within the overall arc of learning. Unit internalization supports:

- Understanding the arc of how learning progresses through the HQIR's sequencing and bundling of standards and according to big ideas and essential questions;
- Understanding how students will demonstrate learning using the targeted knowledge, understandings, skills, strategies and language;
- Understanding the role lessons play in building toward mastery of targeted standards on formative and summative tasks; and
- Anticipating student readiness for grade-level learning within the unit/module to plan appropriate scaffolds and supports (for Tier 1 and Tier 2), as well as possible enrichment and/or extension.

Unit Internalization Tools:
- [Mathematics Unit Internalization Protocol](#) and [Note-Catcher](#)
- [Reading and Writing Unit Internalization Protocol](#) and [Note-Catcher](#)
- [Science Unit Internalization Protocol](#) and [Note-Catcher](#)

What is Lesson Internalization?

Lesson internalization guides teachers in preparing to teach key lessons within the learning and assessment progressions of a unit/module from the HQIR. Lesson internalization supports:

- Understanding how a lesson fits into the overall arc of the unit, including the learning progression of its standards and their associated knowledge, understandings and skills.
- Understanding how students will demonstrate the specific learning called for by the lesson using the targeted knowledge, understandings, skills, strategies and language;
- Identifying lesson-level connections to the unit's big ideas and essential questions;

- Understanding the key instructional practices, routines and means of engagement used in the lesson to support student learning;
- Identifying complex features of text(s) and task(s) included in the lesson and how students will engage with them; and
- Identifying areas of the lesson where student readiness levels might require appropriate scaffolding and support (in Tier 1 and Tier 2), as well as possible enrichment and/or extension.

Lesson Internalization Tools:
- [Mathematics Lesson Internalization Protocol](#) and [Note-Catcher](#)
- [Reading and Writing Lesson Internalization Protocol](#) and [Note-Catcher](#)
- [Science Lesson Internalization Protocol](#) and [Note-Catcher](#)

What is Lesson Rehearsal?

Lesson rehearsal provides a structured opportunity for educators to practice instructional strategies and routines from key lessons within the HQIR and to receive feedback to support effective classroom implementation. Lesson rehearsal supports:
- Investigating and refining a key aspect of instruction (this could include recurring lesson elements within the HQIR) through rounds of practice and feedback;
- Deciding what data would be analyzed to determine how effectively instructional strategies and routines were implemented.

Lesson Rehearsal Tool:
- [Lesson Rehearsal Protocol](#)

What is Student Work Analysis?

Student work analysis can be used to analyze work samples with the goal of giving educators insight into students' current knowledge, understandings and skills to inform instructional decisions for improving student learning. Student work analysis supports:
- Analyzing work samples to determine strengths and areas of need for all students and identifying supports to meet student needs; and
- Determining instructional implications and identifying potential areas of professional learning.

Student Work Analysis Tool:
- [Student Work Analysis Protocol](#)