# Intellectual Preparation (IP) - Implementation Checklist

| Data Cycle Notes | | |
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| **STEP** | **CRITERIA** | **Guiding Questions** |
| **Before the IP Meeting** | ❏ Leader has unpacked standards and has appropriate content knowledge<br>❏ Leader has reviewed all lesson presentations<br>❏ Leader followed the process in the Data Cycle Notes and added their own targeted questions<br>❏ Leader ensured all the needed IP documents were available | |
| **During the IP Meeting** | ❏ Teacher unpacked the standard and took notes on the IP document including<br>    ❏ Know<br>    ❏ Show<br>    ❏ Misconceptions<br>    ❏ Targeted Questions<br>❏ Teacher created an assessment exemplar<br>❏ Teacher used available resources to understand how knowledge should be demonstrated<br>❏ Teacher ensured that standard, assessment, lessons & CFUs are all aligned<br>❏ Teacher checked to ensure the standard is included in the spiral review<br>❏ Teacher ensured there are sufficient resources for guided practice and exemplars are available (CASE problems) | **Prepare (unpack)**<br>What do students need to **know** or do to be successful?<br>  - What terms need to be defined on this unpacking document?<br>What strategies will they need to **show** to demonstrate mastery? (Representational Models, Thinking Maps, RACE, etc.)<br>How is this standard assessed by the state?<br>What misconceptions might arise for the standard and/or each assessment question?<br>**Exemplar**<br>Let's use our unpacking to create an assessment exemplar.<br>What is this question asking the students to do?<br>What strategies could students use here?<br>How can students model their thinking on this problem?<br>What other types of questions might students be asked?<br>What parts of the standard were not addressed on this quiz?<br>What other ways might students be asked to demonstrate understanding?<br>What resources can we look at to provide more question types?<br>What resources can we look at to find more teaching strategies?<br>**Plan**<br>How does your curriculum address this standard?<br>What additional resources will you need to teach this fully?<br>How will you spiral this standard for mastery? |
| | Coach<br>❏ had positive body language<br>❏ had a genuine tone, economy of language and used wait time<br>❏ was economic, completing all parts of the meeting in the time allotted<br>❏ empowered teacher to do the heavy lifting through targeted questions<br>❏ knew the standards and was able to be a useful thought partner | |

| ACTION STEP FOR COACH | |
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| What: | How: |

- Adapted from RELAY GSE