

Intensive Assistance Strategy Options

(Code of Iowa 284)

Definition: “Organizational support and technical assistance to teachers, other than beginning teachers, for the remediation of identified teaching and classroom management concerns for a period not to exceed twelve (12) months.” [Code of Iowa 284.2]

- All districts must have an intensive assistance program available according to the Iowa Code.
- The placement into the intensive assistance program is the decision of management.
- The intensive assistance program can be imposed at any time.
- The intensive assistance program is available for deficiencies in Iowa Teaching Standards 1-8 and related criteria.
- Once a teacher has successfully completed an Intensive Assistance Plan and it is determined after the fact that the teacher is again in need of intensive assistance, this could be cause for recommendation for discharge.

Assistance Strategy Options

- Observe a teacher(s) said to be effective in this area. Identify and record five strategies you observed the teacher using in this area. Select 3 of the 5 strategies to try in your classroom. Keep a log and include your reflections on your success using these strategies.
- Invite a teacher(s) said to be effective in this area to your classroom to observe you in the area of concern. Meet with the teacher(s) to get feedback and suggestions on improving/remediating your target area. Identify 3 strategies you are willing to incorporate into your classroom. Keep a log of your efforts, and include your reflections (and others', where desired) on your success using them.
- Attend a workshop(s) dealing with the targeted area. Identify/incorporate/assess.
- Take a class (AEA, community college, university). Identify/incorporate/assess.
- Read a book/magazine article; watch a video; research the issue in ASCD/other professional literature; research the Iowa Content Network. Identify/incorporate/assess.
- (In area of assessment of students, differentiation of instruction and similar areas): Review student data (activities, assignments, tests, etc.) to see what is most effective, least effective with your students. Write up plan based on those data; implement/incorporate/assess.
- Obtain feedback (on learning styles, preferences, more) from students through surveys or other means, to guide planning for engaging, student-centered learning.
- Rubrics: learn about them from teacher who uses them well (or from research, consultant, AEA, etc.). Identify/incorporate/assess.
- In area of district standards and benchmarks: learn about from others who assess them well (or learn from research AEA). Use them to plan lessons. Assess.
- Ask students, parents, peers for feedback on ideas on the area of concentration.
- Videotape self teaching real students; critique/assess; plan for changes.
- Practice new strategies/methods by teaching to volunteer team; videotape. Critique/assess/revise. Do again.
- Arrange for other(s) to create hypothetical situation (e.g.: describe a situation that presents a need for teachers to adjust instruction to meet student needs: “What Would You Do If...”). Teacher responds (written or oral). Discuss/assess/revise.
- Observation by evaluator; coaching for improvement; repeat.
- Journaling (daily self-assessment of remediation efforts)
- Work with a mentor.
- Team teach for purposes of modeling, planning, etc.
- Work with an effective retired teacher.
- Work one-on-one with another who is effective in particular skill development.
- On-going evaluator walk-throughs with follow-up dialogue.
- Participate in a district or AEA learning team on the area in need.