



# Call for Nominations 2022

## Introduction

The University of Northern Iowa **Dr. Robert E. and Phyllis M. Yager Exemplary Teaching Recognition Award** is sponsored by the family of Robert Yager, an internationally recognized science educator who graduated with their BA from UNI. The award is designed to highlight UNI graduates who have gone on to excellence as K-12 teachers in Iowa and to identify a UNI faculty member's contribution to their success and the success of the teachers' students. Recipients of the award will receive \$2,500 from the Yager Education Fund for Excellence and be recognized at an award luncheon in the Fall.

## Qualifications

Exemplary K-12 teachers can be nominated by any College of Humanities, Arts and Sciences faculty member. Nominees must be alumni of UNI's undergraduate and/or graduate programs, and be teachers who have taught a minimum of three years in an Iowa K-12 classroom.

## Nominations – Due by April 15, 2022

Faculty who wish to nominate a teacher eligible for this award should write a letter of nomination indicating:

- The teaching qualities the nominee possesses which qualify them as exemplars in K-12 teaching.
- Experiences and interactions the nominator has had with the nominee that have shaped the nominee's teaching.
- Current contact information including the school, grade, and subject the nominee is teaching.

Nomination letters should be submitted electronically to the Dean's office ([ami.roeding@uni.edu](mailto:ami.roeding@uni.edu)). Please discuss your intent with the nominee prior to nomination since the application procedure is rather involved. Likewise, nominators are encouraged, but not required, to assist the nominees in gathering and preparing application materials.

## Applications – Due June by 17, 2022

Nominees will be asked to provide:

- Documentation of the success of their teaching via the success of their students.
- A video-recorded learning sequence of them interacting with students in their classroom. This sequence should be at least 10 minutes long, but no longer than 15 minutes and should be submitted as a high quality digital video file, or a link to such a video. This can come from any current or past teaching experience and can be comprised of several separate sequences.
- An essay that identifies no more than **three** of the most important attributes that make them an excellent teacher **and** explains how those attributes were developed through their interaction with the UNI faculty member who nominated them **and** how the learning sequence submitted is a representation of those three attributes. Examples of the kinds of activities that a successful nominee might be expected to display can be found on the next page of this announcement. (1000 words maximum)
- Two support letters, one from a present student and one from a past student (in the case of younger students, letters may come from parents), where the students discuss the following:
  - How the nominee has helped them learn the subject.
  - The activities/projects/experiments from the nominee's class which were most memorable.
  - Three reasons they feel the nominee is an excellent teacher.
- Additionally, nominee's principals may be asked by the selection committee for evidence of support.

Application Deadline: Friday, June 17, 2022  
Please submit all materials electronically, via email if possible.

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## Examples of Teaching Activities of a Successful Nominee

- Understanding and responding to individual student interests, strengths, experiences, and needs
- Selecting and adapting the curriculum
- Guiding students in active and extended inquiries
- Providing opportunities for discussion and debate among students
- Continuously assessing student understanding (and involving students in the process)
- Sharing responsibility for learning with students
- Supporting a classroom community with cooperation, shared responsibility, and respect
- Working with other teachers to enhance the program
- Engaging in arguments from evidence
- Obtaining, evaluating, and communicating information
- Focusing on student understanding and use of content knowledge, ideas, and appropriate pedagogical processes