

# Iowa Teacher Intern License Pathway—Answering the Call to Teach

Greetings School Administrator,

The three Regents institutions (University of Northern Iowa, Iowa State University and University of Iowa) are working collaboratively to provide accepted candidates with the Iowa Teacher Intern License. The Board of Educational Examiners adopted rules to create a teacher intern license in 2002, which was created with the intent to increase the number of teachers who are licensed to teach in secondary shortage areas. The teacher intern license is unique because it includes a one year paid internship (serving as the full time teacher of record) as opposed to a student teaching semester. The teacher intern is considered a beginning teacher and, as such, will be placed in the first year of the mentoring and induction program. A teacher intern who is teaching with a teacher intern license is considered “Highly Qualified.”

To earn the Iowa Teacher Intern License individuals must have a baccalaureate degree (with a 2.75 GPA); three years of successful work experience (documented through letters of recommendation by employers); and pass a basic skill test, a panel interview, and an Iowa background check. As candidates progress through the Regent’s Iowa Teacher Intern License Pathway (ITILP), they will be faced with an array of challenges including successful completion of Praxis II, rigorous education coursework, and field experiences. This is where you come in!

I, \_\_\_\_\_, have been admitted to the Iowa Teacher Intern License Pathway. My first course requires **3 full 8-hour days** of observation and action research where I can observe 7-12 grade students in the content area of \_\_\_\_\_ and where I may interview a variety of personnel in the school to more fully understand the role of teachers today. I wish to complete some or all of the hours in your building. A list of my requirements and your contributions are on the back of this letter. I have proof that I have successfully completed the DCI background check.

<p>Please indicate your willingness to accommodate my field experiences in your school by completing and signing this form.</p> <p>Yes, my school will provide field experiences for this course requirement.  <u>Our district has signed a Cooperative Agreement with one or more of the Regents institutions.</u></p> <p>Name of school: _____</p> <p>Name of district: _____</p> <p>Name of host teacher: _____ phone: _____</p> <p>Name of principal: _____ phone: _____</p> <p>Signature of principal: _____ Date: _____</p>
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If you have questions regarding the Iowa Teacher Intern License Pathway or this requirement, please contact Dr. Merrie L. Schroeder, Coordinator of the ITILP, at 319-273-5839 or ITILP@uni.edu.

Thank you for your participation,

\_\_\_\_\_ (candidate’s signature)  
(Candidate, return this signed letter to the ITILP Coordinator.)

Field-based activities required of ITILP candidates for this course:

1. Interview 3 adult members of the school to learn about teaching, learning, and supporting education today. (staff, teachers, administrators)
2. Observe teaching in action in the endorsement content area as well as other areas and levels.
3. Observe day-to-day activities of a teacher (3 full days preferred but may exchange 1-2 full days for 2-4 half days; 1 full day required.)
4. Conduct explorations within the school related to the Iowa Teaching Standards and specifically in the areas of gifted and talented, special needs students, at-risk students, and English Language Learners.
5. Entry level evaluation of candidate of Professional Dispositions

Responsibilities of district personnel to meet the above activities:

1. Identify a host for the student who will provide:
  - a. Identification materials for access to school
  - b. Map of school and teaching schedules
  - c. Introductions to key staff and teachers
  - d. Key person to enable data gathering for class assignments (See #4 above.)
  - e. Expectations for visiting classrooms
  - f. Lunch and essential break information
  - g. Home base (a place for “regrouping”)
2. Willingness to be observed teaching and debrief about teaching.
3. Time for
  - a. The candidate to work with individuals and small groups and for the candidate to observe you teaching the whole class
  - b. Discussion about how lessons are designed to meet district goals
  - c. Debriefing about teaching lessons
  - d. Interview questions from candidate
  - e. Participate in a brief evaluation of candidate’s visible dispositions on a standardized dispositions tool.
4. Willingness to discuss the candidate’s participation with course instructor and/or Program Coordinator

**Classroom teachers who participate in this activity can count these hours toward Certificate Renewal.**

<http://www.state.ia.us/boee/forms/StudentTeacherCredit.pdf>