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Contact Information

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education.indiana.edu/undergraduate/teaching.html
Early Field Experiences at Indiana University

Early field experiences at Indiana University are an important component of your professional preparation. Your clinical courses are the result of a collaboration between university instructors and school personnel, and are designed to prepare you first for full-time student teaching, and finally for your very own classroom.

Early field experiences give you an inside look at teaching, and also provide you with the opportunity to challenge any prior beliefs and assumptions about teaching. Through these experiences, you will get to know yourself as a teacher - you may find that you would prefer working with an age group or subject area that is different from what you originally expected. You will also begin to establish yourself as a professional within the field of education – students are sometimes even offered a job based on their work in early field experiences!

As an early field experiences student, you are a guest in your host schools and classrooms. You are expected to accomplish your assignments professionally, without interrupting the schools’ and teachers’ programs. It is important for you to keep in mind that the reputation that you build in your field experiences will travel with you as you progress through the teacher education program, and into the world of teaching. We are here to help you put your best foot forward!

Program Objectives

Since each field experience is linked to a specific education course or cluster of courses, you must complete all field experience requirements while you are enrolled in that specific course or cluster. There are academic, professional, dispositional, and behavior expectations that must be met for successful course or cluster completion.

We hope you are eager to begin your experience in the field. You will find your time in the schools exciting, fun, fascinating, and frustrating at times. Above all, you will find these experiences will challenge you in all the right ways. You will be challenged as a person, as a professional, and as an educator. We are confident that you will see your field experience as an opportunity to learn more about yourself and the profession. The Office of Early Field Experiences will help you along the way.

To make the most of your experience, keep in mind the Six Guiding Principles of the School of Education and commit to implementing strategies that epitomize them in your experiences.
The Six Guiding Principles of the IU School of Education:

Knowledge: be well-grounded in student development, the content areas that are central to teaching, and assessment strategies.

Learning Environment: create and nurture positive physical, social, and academic learning environments

Personalized Learning: understand ability levels, interests, and learning styles. Demonstrate instruction that reflects the diversity among all learners.

Community: understand and be involved in the academic learning community. Build and develop relationships within the school, corporation, and community.

Reflection: reflect continuously on all aspects of the teaching experience to identify ways for improvement as an individual, as a part of the school community, and as part of the teaching profession.

Growth: develop a philosophy of teaching and learning, which demonstrates continuous professional growth in values, commitments, and professional judgments.

The Placement Process

The Office of Early Field Experiences (OEFE) has developed partnerships with more than 100 area schools, and as such, makes all placement arrangements for IU early field experiences. It is important that you not try to make your own arrangements. Specific requests for placements will be considered; however these requests must be made before your placement is assigned. Please direct any concerns regarding field placements to our office before your placements are arranged.

OEFE places students in schools within a 60-mile radius of Bloomington (unless you specifically request a placement out of that area). Placements close to campus are reserved for advanced field experience students who spend more time in the classroom, and are more closely supervised by university faculty. Students taking educational psychology and other exploratory courses are assigned to more distant sites.

The Office of Early Field Experiences works to ensure that you are assigned a variety of field placements during the course of your teacher education program. You will experience placements in a variety of locations, including urban and rural schools with culturally and socio-economically diverse student populations. In addition, you will likely be placed with different age groups within your certification area. In general, students are not placed in the secondary schools they attended.
Typically, the placement process begins with an orientation session presented by an OEFE graduate assistant, or by the course instructor. During this orientation, you will complete a Request for Placement form. Any special considerations or requests must be noted on this form. The office considers all reasonable requests that are consistent with IU Teacher Education policies as stated in this handbook.

On average, it takes several weeks for the office to place all students within a course section. When all arrangements are complete, the office mails the completed information packet to each supervising teacher.

These packets usually contain:

- a letter from the Director of Field Placements,
- the student placement form,
- a letter from the course instructor or faculty coordinator,
- student participation ideas and guidelines (see Appendix A),
- the student's time sheet, and
- the student's performance evaluation(s) (see Appendix B).

You will then receive notification about your placement, including details regarding your school, its location, transportation, and other pertinent information. If concerns arise regarding your placement, please e-mail the Office of Early Field Experiences to request an appointment.

Please note: Since folders have already been sent to teachers, placements cannot be changed at this time.

Before Your First Visit

There are several things that you must do prior to your first visit to your host classroom.

1. Complete your criminal history check application and other checks where required. All IU students who work directly with children are required to secure a criminal history check on an annual basis (see appendix C for instructions). Some field experiences have additional requirements such as a physical or a Mantoux/Tuberculosis test. You will be notified by your course instructor or a representative from our office of the specific requirements of your field experience, as well as the deadlines for completion of these steps.

2. Make initial contact with your cooperating teacher. It is imperative for you to contact your cooperating teacher prior to the start of your early field experience. Email is generally the best method of communication. However, if you do not receive a response to an email within a couple of days, call the
school receptionist, ask when the teacher has prep periods, and call at the appropriate time. Leave a message if you are unable to speak with them in person. Use this contact to:

- introduce yourself and explain some of the things that you are hoping to learn or experience during your field experience.
- confirm that you will attend on the initial reporting date, at the time specified on the form.
- verify the best way to communicate with your cooperating teacher. It is your responsibility to maintain communication. Be sure to ask the teacher what time and method of communication they prefer.
- set up a time to discuss topics such as grading, philosophy, teaching diverse learners, emergency procedures, and classroom management techniques.

In some courses, you may be required to write a letter of introduction that is provided to your cooperating teacher prior to your placement. Your course instructor will let you know whether or not this is an expectation for your course. *See Appendix D for tips on completing this letter.*

3. Make transportation arrangements to and from your designated school. If you plan to drive yourself to your field placement, please consider volunteering to give someone else a ride. Carpooling helps reduce crowding in school parking lots, is environmentally responsible, and lets you share the expense of driving. The office will assist in identifying carpools, bus routes, or other transportation options. If your transportation needs change during the semester, contact the office so that we may assist you with identifying potential solutions. It is imperative that you do not stop attending your experience for any reason.

4. Take a “test drive” to your placement site. You should locate your host school in advance of your first day to familiarize yourself with the area, and get a good sense of the amount of time it will take you to get there. On your first day, be sure to leave extra-early to allow time to locate a parking place, find the visitor entrance, locate the school office, sign in, introduce yourself to the principal, and get to your classroom. Visitors are required to sign in at the school office each time they arrive. Many schools require guests to wear a visitor’s badge: ask about this policy.

**Professional Expectations for IU Pre-Service Teachers**

- **Have a short meeting with your cooperating teacher.** It is important that you discuss your cooperating teachers preferred methods and classroom policies. Topics covered should include grading, philosophy, teaching diverse learners, emergency procedures, and classroom management techniques.
This meeting can help to prevent any misunderstandings and problems in the future, and can help you to be as prepared as possible in the event of an emergency.

- **Always show up as expected.** It is very important that you show up to your field experience on time, and whenever expected. If you are unavoidably delayed, call the school to leave a message for your cooperating teacher. To maintain professionalism, always plan to arrive at least ten minutes before you are expected.

If you are seriously ill or have a major emergency, contact your teacher in advance of when you are expected. Make plans with your cooperating teacher to make up your absence.

Just as teachers must arrive in advance of the morning bell, and sometimes work when they are not feeling their best, you must also demonstrate the same level of dedication. The teacher and students will notice your absence, even if your assignment is primarily observational. Do not disappoint them.

**Please note: The Office of Early Field Experiences will remove you from your placement if attendance and timeliness become a problem.**

- **Be aware of your host school’s calendar and closings.** Area schools do not follow the same calendar as Indiana University, and calendars vary by corporation. School calendars are posted on the school corporation websites. It is your responsibility to find your school’s calendar, and to discuss the school calendar with your cooperating teacher and to plan for days when the school will be closed. You are expected to accrue a certain number of hours for your field experience, and must make arrangements to make up all missed days.

Schools may close unexpectedly due to weather conditions, power outages, flooding, etc. Ask your cooperating teacher which radio stations broadcast school closings, or if there is a text messaging alert system that you can opt into for your school’s closings, delays, and emergency messages.

- **Keep track of your hours.** The Office of Early Field Experiences provides each cooperating teacher with a folder that contains information for the teacher as well as a timesheet on which to track your hours. Be sure to log your time of arrival on this sheet. Ask your cooperating teacher if she would like you to annotate this time sheet regarding the day’s activities, which may assist your cooperating teacher in making an accurate final assessment of your performance. Also be sure to record your departure times before leaving.
• **Demonstrate a professional attitude.** It is important for you to display a positive, enthusiastic, outgoing, and supportive attitude during your field experience. Other ways to demonstrate professionalism in the classroom include:

  - **Show up prepared.** Assist the classroom teacher with activities. If the teacher hesitates to tell you what to do, take initiative and offer to help. If you are presenting a lesson, be sure to come well-prepared with all necessary materials.

  - **Act responsibly.** If your cooperating teacher lends you materials, be sure to return them promptly. Put things back where you found them. Be clear about whether copies of papers are for you to borrow or to keep.

  - **Actively participate.** Most cooperating teachers appreciate students who engage in meaningful ways with students, and are not interesting in having passive observers. At the same time, you are a guest and are in the classroom to observe and support the lessons and activities the teacher has planned. Be a participant, but not a distraction. Volunteer to help in small ways to demonstrate your eagerness and ability to follow the teacher’s lead. To become a successful participant in the classroom, you will likely need a combination of patience, gentle persistence, and a positive, respectful attitude. *For more information on ways to interact in the classroom, see Appendix A.*

  - **Interact with students; not peers.** If you are assigned to a classroom with other field experience students, remember that you must not disturb the classroom. Keep any conversations with your classmates to a minimum, and related to the activities taking place in the class.

  - **Leave your cell phone off.** If someone needs to reach you during your field experience time, give them the phone number for the school. They can call the office and leave a message for you with the office staff. You should not be seen talking, texting, playing games, or using the internet on your phone.

  - **Save snacking for later.** Engaging in behaviors such as eating a snack, drinking, or chewing gum are disruptive and completely inappropriate. Unless the cooperating teacher invites you to partake in refreshment, do not eat or drink in the classroom.

  - **Be discreet – in the classroom, in the school, in the community.** Be thoughtful in what you share about students, teachers, and schools in all of your conversations and actions. Take care not to use the names of teachers, schools, or pupils when discussing your experience. You never know who may be listening in, or who may know someone who knows someone, who knows someone …
While it is appropriate to be reflective and to dissect the practices you observe in the field, your critique must always be conducted professionally. One way to monitor this is to ask yourself if you would be comfortable making your comments in front of the person you are discussing. If not, don't.

**Please note:** This is a very serious issue. There are schools that no longer accept IU field experience students because of inappropriate comments made previously that breached confidentiality, or betrayed a trust held by the teachers, schools, and communities being discussed.

- **Do not conduct research.** University students are not permitted to test or survey pupils in schools except with materials related directly to the student’s work, and where previously approved by the classroom teacher. “Research” or “evaluative instruments” must be approved in advance by the school district. Visit [http://education.indiana.edu/faculty/instructor-resources/mccsc-research.html](http://education.indiana.edu/faculty/instructor-resources/mccsc-research.html) for more information on the procedures for conducting research in MCCSC schools.

- **Dress for success!** First impressions are not just a cliché. In representing Indiana University and yourself as a pre-service teacher, it is necessary to wear your professional best when you are in the field. Using teacher dress codes from various schools, we have developed some **guidelines for field experience students to follow, as found in Appendix E.** Principals and teachers are instructed to promptly notify our office when students do not strictly adhere to these guidelines.

  **Please note:** Dressing inappropriately will irreparably sabotage your overall professional image and can result in dismissal from your field experience.

**At the End of Your Field Experience**

On your final visit, be sure to remind your cooperating teacher to return your evaluation and time sheet to the Office of Early Field Experiences in the envelope provided.

It is also important that you take the time and effort to thank your cooperating teacher for welcoming you into his or her classroom. Different courses have different requirements regarding the completion of a thank you card or letter. Some classes require students to bring their cards in a stamped, addressed envelope* to the Office of Early Field Experiences so that you can be checked off our lists for this requirement. If in doubt, ask your instructor or your placement coordinator for the procedures required for your course. * **See Appendix F for instructions on completing this envelope.**
Problem Solving

In addition to experiencing teaching and learning from the perspective of a teacher, sometimes students are exposed to situations that may be beyond their training. Your cooperating teacher can assist you in navigating through some of those events, and your field placement supervisor, course instructor, and placement coordinator are always available to speak with you and provide guidance and support should you need it after the fact.

If a student vomits, develops a bloody nose, or you encounter other bodily fluids:

You should avoid contact with any bodily fluids, and should not clean it up. Teachers and staff in Indiana schools receive Universal Precautions Training* every school year – you will not receive this training prior to your field experience. Your cooperating teacher or another designated staff member is the responsible party in these situations.

*See Appendix G for more information on Universal Precautions.

If standardized tests or other special activities make your presence in the classroom awkward or intrusive:

You should take the opportunity to visit the school library or ask your cooperating teacher to introduce you to another teacher to observe or help. However, never assume you can visit another classroom without the advance permission of the teacher.

If you suspect child abuse:

In the case of suspected child abuse, it is the responsibility of the field experience student to report any signs of child abuse. Early field experience students should follow these steps:

- Take time to write complete notes regarding observations, conversations, etc., that have led to the suspicions of child abuse;
- Report concerns to course instructor, the teacher, school principal or director, and/or counselors;
- Together with the individual(s) listed above, determine the appropriate way to manage the issue; suspected abuse must be reported to CPS and;
- Advise the Office of Early Field Experiences.
If you are harassed or find yourself in an uncomfortable/unsafe situation:

You have the right to feel safe and secure at all times. If you find yourself in a situation in which you believe you are being harassed, or something occurs that makes you feel uncomfortable, or unsafe, it is important for you to take immediate action.

- Excuse yourself from the environment. Keep your comments short, and to the point. “I am sorry, but I need to go now.”
- As soon as you are safely out of the environment, contact your field experience supervisor, course instructor, and the director of early field experiences immediately. They will advise you of what steps to take next. We are here to help.

If other problems arise:

Where possible, first try to work out any problems you are having with your cooperating teacher and/or your course instructor. If you have a logistical concern, contact your course’s placement coordinator. If further assistance is needed, make an appointment to meet with a member of our office staff. It is a good idea to take care of problems while they are still small. We are always here to help make your placement a success!

If you withdrawal from your field experience course:

If you must drop your field experience course, notify your cooperating teacher (if you have received your placement), your instructor, and the Office of Early Field Experiences. The office may be working on a placement, or may have identified a mentor teacher who will need to know not to expect you in the classroom.

You are urged to successfully complete your field experience before the established deadline each semester. Most field experiences cannot be made up at a later time. If you do not complete the required field experience hours and/or assignments, you face the potential of earning a failing grade for the field experience.

Please note: In most cases of failed or dropped field experiences, you would have to retake the co-requisite course(s) as well as the field experience.
Appendix A – Participation Ideas and Suggestions

BE INTERACTIVE

Spend the majority of your time working with children:

- Get up and move around; be productive!
- NEVER SIT IN THE BACK OF THE ROOM!
- Shadow the children.
- Assume the role of teacher, not observer.
- Remind the children to stay on task.
- Help students complete work.

BE PROACTIVE

Take ownership of your experience:

- Do not wait for the teacher to ask you for help.

- Offer your assistance; try to put yourself in as many different situations as possible.

- Do not spend all of your time grading; try to complete seat-work as quickly as possible so that you can spend time with the students.

* Look for ways to be involved in the classroom *

* Be an active participant in the classroom *

Checklist for implementing your professionalism in the classroom:

- Find out what your supervising teacher thinks of teaching.
- Find a child that needs assistance.
- Supervise the hall between classes.
- Assist the teacher in planning a lesson.
- Review classroom materials.
- Grade a set of papers: Learn to record grades.
- Share a book with a child during independent reading time.
- Teach a lesson.
- Actively participate in a classroom routine.
- Create a bulletin board that supports a current topic of study.
- Assist children in selecting library books.
- Help students with independent work.
# Appendix B: Sample Early Field Experiences Student Evaluation

**IU Early Field Experiences Student Evaluation**

<table>
<thead>
<tr>
<th>Coordinating Teachers: For each item, use the following scale to indicate the skill level or disposition you observed.</th>
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<tbody>
<tr>
<td>0 = unsatisfactory; INTERVENTION NEEDED (PLEASE INCLUDE NARRATIVE)</td>
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<tr>
<td>1 = needs improvement</td>
</tr>
<tr>
<td>2 = satisfactory</td>
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<tr>
<td>3 = outstanding</td>
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<tr>
<td>N = not observed</td>
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**Designed as a dispositional & performance assessment of our pre-service teachers based on INAAIC standards & School of Education "St. Guiding Principles"**

### PROFESSIONAL RESPONSIBILITY

1. professional appearance  
2. timeliness & attendance  
3. communicates with clarity, fluency and appropriate grammar  
4. displays good judgment and common sense  
5. demonstrates initiative, enthusiasm, and confidence in making the most of educational experiences  
6. treats students and colleagues with kindness, fairness, patience, dignity and respect

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### GROWTH AND REFLECTION

7. accepts constructive criticism and makes appropriate modifications upon reflection  
8. displays an awareness of personal and professional boundaries in interactions  
9. develops informed teaching practices through study and collaboration

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### PERSONALIZED LEARNING

10. commits to all learners from diverse backgrounds, experiences, cultures, and ability levels  
11. displays respect and rapport toward students  
12. commits to the development of creativity and critical thinking for deeper understanding of content  
13. varies teaching strategies and materials to address learner needs  
14. promotes engagement of all students and checks for understanding

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### KNOWLEDGE

15. demonstrates knowledge of student learning and development  
16. exhibits knowledge of content  
17. gives good, clear directions and communicates learning expectations

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### LEARNING ENVIRONMENT & COMMUNITY

18. displays efficient use of instructional time  
19. manages group dynamics effectively  
20. maintains high expectations and implements them consistently for all students

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**Comments (please use the back for additional comments):**

---

Date: ____________________________  
Cooperating Teacher’s Signature: ____________________________  
Total Hours: ____________________________
Appendix C: Directions for Background Checks

Students need to go to CertifiedBackground.com to order a nationwide and county criminal history check. It takes 48 to 72 hours to process and costs approximately $30.00. Criminal history checks are good for one year from the date the check is processed. Some schools may require additional, or different checks. You will be notified if this is the case.

STUDENT DIRECTIONS:
To obtain the required nationwide criminal check and county criminal check for student teaching or field experience:

1. Go to www.CertifiedBackground.com
2. In the Package Code box (on the right hand side of the page), enter package code: NI57 (N as in nickel and I as in ink) If you have previously purchased a background check from Certified Background, and just need an updated check, enter the code NI57R and the fee will be at a slightly reduced rate (save ~$5).
3. Select a method of payment: Visa, MasterCard or money order.

Once your order is submitted, you will have to check back with Certified Background until it is completed and then print a copy. It takes at minimum three to five business days for results.

You must have your background check completed before beginning your placement. Be sure to print a copy and deliver it to your placement site main office.

Certified Background is a service being provided by the IU School of Education to allow students to obtain the required background checks for MCCSC and other placement school corporations while also allowing the Office of Teacher Education to manage the process and securely view your results to assist you.
If you have a criminal history, you will need to submit a letter of explanation requesting that the schools still consider you for placement. This letter should include a brief statement of the offense, with details about what you have learned from the experience, and what you feel you bring to teaching.

Some schools will not allow anyone with a criminal offense (other than a traffic ticket) to work in their school buildings. We will do our best to assist you; however, we cannot be responsible for disruptions in your program due to the decisions of schools regarding your placement.

Questions can be directed to the Certified Background about difficulties obtaining your check, delays, disputes by calling their customer service line at 1-888-666-7788.

If you have a criminal history or questions about the process with your school, contact the Office of Early Field Experiences 856-8502.
Appendix D – Letter of Introduction

A letter of introduction is your opportunity to introduce yourself to your cooperating teacher and to make a good first impression. Your instructor will give you instructions on when to have your letter written, and in what format. Please give your letter to your instructor on time and carefully edited.

The letter should be typed in a standard letter format (see the next page). It should be brief, upbeat, and friendly but not overly informal. Be sure to include:

- Your name, phone number, local address, e-mail address, and class standing.
- A summary of previous experiences working with children (e.g., summer camp, day care, Sunday school, babysitting).
- A bulleted list of your goals for this experience (see sample letter on following page).

You may want to include some of the following:

- A list of relevant college courses that helped you learn about the growth and development of children or teaching children in general.
- A brief description of your background in your content area (e.g., high school/college achievements or honors in your major field).
- A list of other relevant interests, activities, and hobbies.

Use your letter to make a good first impression. Keep it positive; do not make negative comments about other experiences, teachers, or classrooms. Be sure to proofread your letter carefully. Then, ask someone else to look it over. An unacceptable letter may negatively impact your placement and reputation as a teacher candidate.

Go to http://www.indiana.edu/~wts/wts/home.html for information about the Writing Tutorial Services that are available.
Sample Letter Format

Your full name
Your local address
Your local phone number
Your e-mail address

Dear Cooperating Teacher:

Write a paragraph that opens with a sentence in which you express your interest in or enthusiasm for your field experience. Then write a couple of sentences about your major and related interests.

Write a paragraph about your previous experience working with children. Keep it brief and positive.

Write additional paragraphs to address additional topics as suggested on the other side of this page.

Write a list of 2-4 goals for this field experience.

Examples:
• To gain experience working with small groups
• To learn more about grading and gradebook strategies
• To learn classroom management strategies
• To learn more about lesson planning
• To work with students individually who need special help

Close with an expression of appreciation.

Sincerely,

Sign and type your name
Appendix E – IU Office of Early Field Experiences
Guidelines for Field Experience Dress

Using teacher dress codes from various schools, we have developed the following guidelines for field experience students:

- Wear clothing that is neat and clean. Clothing must not be tight, revealing, short, torn, tattered, dirty and excessively faded, or with visual, written, or implied messages that are likely to disrupt the school environment. Sweat suits, jogging/wind suits, overalls, or denim pants/jeans of any color may not be worn.

- Noisy, distracting jewelry/accessories that could cause a safety hazard may not be worn. In keeping with professional decorum, earrings may be worn by female teachers only, and ears are the only exposed areas of the body on which pierced jewelry may be worn. Tattoos must be covered.

- Appropriate footwear must be worn at all times. Shoes traditionally worn around the home (i.e., house shoes) or to the beach (i.e., flip-flop design) are not permitted.

- Women shall wear dress or casual slacks of appropriate material. Women’s skirts/dresses shall be no shorter than slightly above the knee, and slits, flaps, or openings in skirts/dresses may not be shorter than fingertip length. Hosiery is recommended with attire worn above the knee. Leggings may be worn only under a dress/skirt.

- Seasonal/decorated shirts and blouses may be worn. Tank tops, backless apparel, midriffs, tops with straps less than 2 inches, sleeveless tops that are revealing (deep or low cut), or see through blouses are not acceptable.

- Men shall wear dress or casual slacks. Shirts with collars and a tie, sweaters, or turtlenecks shall be worn. Socks must be worn with shoes. Shorts may not be worn.
- Hair shall be well groomed. Men are permitted facial hair if neatly trimmed and moderate in style. All facial hair, however, must be fully established by the start of the school year or return from school holidays.
Appendix F - Important Reminders for Addressing Your Thank You Letter

- Make sure the address is accurate, using a complete and correct address. If in doubt, check the school’s web site.

- Print the delivery and return address on the front of the envelope.

- Print or type clearly using a black ink pen.

- Don’t forget to add a stamp! The current cost to mail a letter or card within the United States is $0.46.

Your name
Your street address
City, State ZIP code

Name of teacher
Name of school
Street address of school
City, State ZIP code

Place stamp here.
Appendix G – Universal Precautions

Procedures for Handling Spilled Blood and Body Fluids

Step 1  
Put on disposable gloves (latex or vinyl).

Step 2  
Use paper towels to absorb spill.

Step 3  
Place used towels in leak-proof plastic bag. (Extensive spills – use RED plastic bag).

Step 4  
Flood area with bleach solution** or a dry sanitary absorbent agent.

Step 5  
Clean area with paper towels, vacuum, or broom and dustpan.

Step 6  
Place used towels, vacuum cleaner bag, or waste in a leak-proof plastic bag.

Step 7  
Remove gloves – pull inside out.

Step 8  
Place gloves in bag and tie.

Step 9  
Wash hands with soap and water for at least 10 seconds.

**Bleach Solution = 1 part bleach to 9 parts water.
Universal Precautions Expectations

In general, early field experience students are not required to complete Universal Precautions training because they should never be solely responsible for pupils.

However, you should be aware of these precautions, the risks of handling bodily fluids, and your school's policies. *Serious risks include exposure to HIV (AIDS), Hepatitis, and other blood borne pathogens.* You will be required to complete Universal Precautions training before you student teach.

To protect yourself, we encourage you to ask the cooperating teacher how incidents involving bodily fluids are handled in the classroom. You should at least know where the plastic gloves and first aid kits are in the classroom.

Procedures for Early Field Experience Students

As an early field experience guest in the classroom, you should follow the following procedure if a sick or injured student approaches you:

1. Without touching, try to calm the student needing assistance.
2. Hand clean tissues or paper towels to the pupil and ask the pupil to cover the wound or wipe his/her mouth or hands if vomiting.
3. Notify the teacher and let the teacher handle the pupil and the clean up.

OR

You may choose to send another pupil to notify the teacher, so you can keep control of the situation and prevent other students from coming in contact with bodily fluids.

Make sure that the pupil receives the necessary attention from someone trained to provide care and that the other students are supervised.
Early Field Experiences  
Professionalism Agreement (Student Copy)

I understand that during my field experiences I am a guest in the classroom, as well as a representative of Indiana University. It is my responsibility to use this opportunity to learn more about teaching with the objective of becoming a more effective educational professional.

I agree to maintain professional, legal, and ethical conduct at all times. I agree to protect the confidentiality of the classroom, of the children, and of the teachers. As a guest in an established classroom environment, I understand that my pedagogies and strategies must be used as a supplement to the teaching style of my mentor teacher.

I have read and agree to the procedures and expectations as outlined in the Early Field Experiences Student Handbook.

I understand that failure to comply with this agreement may result in the termination of my field placement & failure of the course.

__________________________________________  _____________________________
Course Instructor  

__________________________________________  _____________________________
Signature  Date

__________________________________________
Printed Name, ID #

***THIS IS YOUR COPY TO KEEP. Please sign the next page and return to your instructor.
Early Field Experiences  
Student Handbook and Professionalism Agreement  

I understand that during my field experiences I am a guest in the classroom, as well as a representative of Indiana University. It is my responsibility to use this opportunity to learn more about teaching with the objective of becoming a more effective educational professional.

I agree to maintain professional, legal, and ethical conduct at all times. I agree to protect the confidentiality of the classroom, of the children, and of the teachers. As a guest in an established classroom environment, I understand that my pedagogies and strategies must be used as a supplement to the teaching style of my mentor teacher.

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________________________________________________________________________________________________________________________

Course Instructor

Course #

________________________________________________________________________________________________________________________

Signature

Date

________________________________________________________________________________________________________________________

Printed Name, ID #

***Sign and return to the Office of Early Field Experiences (Suite 1000)***