



CATCH Canine Trainers Academy  
365 Rifle Camp Road, Suite 210  
Woodland Park, NJ 07424  
Phone: (973) 925-4377  
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E-Mail: studentsupport@CATCHdogtrainers.com

## INDEPENDENT CONTRACTOR AGREEMENT

This Agreement is entered into as of the 16 day of June, 20 14, between Mentor Trainer/Independent Contractor Diamonds in the Ruff (hereinafter referred to as "MT"), and Canine Trainers Academy LLC (hereinafter referred to as "CTA"),

1. Subject to the terms and conditions of this Agreement, CTA hereby engages MT as an independent contractor to perform the services set forth herein, and MT hereby accepts such engagement.
2. MT understands all terms and conditions set forth in this agreement. MT agrees and understands that he/she will work as an independent contractor on behalf of CTA under the following terms and conditions. MT agrees that the terms and conditions of this agreement come into full force and effect immediately upon MT accepting a CTA Student for assignment to MT. CTA and MT agree that accepting a CTA Student for assignment to MT is defined as when verbal or written acceptance is given by MT, including via e-mail or by phone.
3. MT represents that he/she is a professional Dog Trainer operating a dog training services business in accordance with all Federal, State, and local laws that may be required to carry out said business and the Contractor Responsibilities which are to be performed as an Independent Contractor pursuant to this Agreement.
4. MT will in no way represent himself/herself as an agent, servant, partner, or employee of CTA. MT is or remains open to conducting similar tasks or activities for entities other than CTA and holds himself/herself out to the public to be a separate business entity.
5. This Agreement shall not render MT an employee, partner, agent of, or joint venturer with CTA for any purpose. MT is and will remain an independent contractor in his/her relationship to CTA. CTA shall not be responsible for any withholding or payroll taxes with respect to MT's compensation hereunder. MT shall have no claim against CTA hereunder or otherwise for vacation pay, sick leave, retirement benefits, social security, worker's compensation, health or disability benefits, unemployment insurance benefits, or employee benefits of any kind.

## CONTRACTOR RESPONSIBILITIES

MT agrees to teach basic dog training knowledge and skills to CTA Students. For each CTA Student that MT is assigned, MT will provide demonstrations of professional dog training through publicly offered group classes or private lessons and will conduct student feedback/evaluation sessions, as defined in the Purpose and Specifications as outlined below.

**Purpose:** The purpose of observing the MT and receiving one-on-one evaluations with feedback is to help the student become aware of his/her strengths and weaknesses in order to develop his/her dog training knowledge and skills to the best of his/her ability. MT understands and agrees that his/her role is to teach the CTA Student how to train dogs and teach dog owners.

**Specifications:** For mentoring each CTA Student, the specific responsibilities of MT include, but are not limited to:

1. Make Training Observation Sessions Available to the CTA Student:
  - a. Present the CTA Student with dates to attend and observe one complete group training class (minimum six weeks) OR five hours of private lessons time led by MT. Private lessons may be scheduled one at a time. Group classes shall be a puppy obedience class or basic obedience class.
  - b. Perform professional training services as described above for the student to observe.
  - c. Be as flexible as possible in arranging times for the student to attend classes or private lessons that fit the student's learning needs as outlined in Exhibit A, B, or C of this Agreement.
2. Conducting Student Evaluation and Feedback Sessions:

- a. Evaluate, critique, and teach the CTA Student by following the procedure outlined in Exhibit A, B, or C of this Agreement.
  - b. Conduct up to 6 Student evaluation sessions as appropriate, depending on the program the CTA Student is enrolled in.
  - c. Be as flexible as possible in arranging a time to meet with the student for evaluations.
  - d. Complete all required student evaluation forms confidentially, enclose them in envelopes, initial envelopes over the seal, and mail them to CTA headquarters.
3. Start evaluations and training sessions on time.
  4. Demonstrate modern, humane training methods and compassion for all dogs that are worked with.
  5. Act as a professional and courteous role model when interacting with CTA Students.
  6. Notify a CTA Program Director if there is a problem with any student.

## PAYMENT TERMS

MT agrees that he/she will be paid according to which program the assigned CTA Student is enrolled in. There are two possible programs:

- 1) Full Length Certification Program: MT agrees that he/she will be paid a total of \$250 for one CTA student that completes a Full Length Certification Program externship according to the following fee Schedule and terms:
  - a. MT will be paid \$125 when the following two conditions have been met: 1) CTA Student has observed a full round of classes or 5 hours of private lessons as defined in the Specifications above; and 2) CTA receives a Student Evaluation Form completed by MT for the Basic Obedience Externship (Exhibit A1)
  - b. MT will be paid \$125 when CTA has received two additional Student Evaluation Forms completed by MT: 1) Instructional Teaching Skills (Exhibit B1); and 2) Behavior and Training Services (Exhibit C1)
- 2) Concentrated Course: MT agrees that he/she will be paid a total of \$125 for one CTA student that completes a Concentrated Course externship according to the following fee Schedule and terms:
  - a. MT will be paid \$125 when the following two conditions have been met: 1) CTA Student has observed a full round of classes or 5 hours of private lessons as defined in the Specifications above; and 2) CTA receives a Student Evaluation Form completed by MT for the Basic Obedience Externship (Exhibit A1)

For CTA Students that complete a Concentrated Course externship and later return to complete a Full Length Certification externship, MT agrees that he/she will be paid the amount shown above for Full Length Certification minus the amount for the Concentrated Course externship which has already been paid to MT.

MT understands and agrees that if a CTA Student is not meeting his/her requirements then the appropriate Program Director at CTA must be notified immediately. When CTA receives notification, the situation will be assessed to see if a resolution can be reached for the student to continue. If it is agreed by both parties that the student cannot continue with the MT, then CTA agrees to pay MT a prorated portion of the fees listed above according to the amount of the schedule above which has been completed.

MT understands and agrees that MT must fulfill the following responsibilities in order to be paid:

- Send in completed evaluation forms with appropriate signatures
- Notify the appropriate Program Director when a student has undergone an evaluation, providing full name of student
- Provide current contact information including two phone numbers with area code, a valid email address, and a mailing address

By signing this Independent Contractor Agreement, MT acknowledges that he/she has read, understood, and agreed to all payment terms and responsibilities, which MT agrees is part of this agreement.

## ACKNOWLEDGEMENT OF CONFIDENTIAL NATURE OF CTA MATERIALS

MT acknowledges that the content and design of all CTA educational materials including all evaluation forms, phases of study printed and on the Internet, questions and exams printed and on the Internet, activity guides, and any material e-mailed or otherwise supplied to the CTA Student or MT in conjunction with the CTA education program, is copyright of CTA. MT acknowledges that no duplication, sharing, or reproduction of this content or material is permitted in any form without the express written consent of CTA. MT acknowledges that he/she will not send any of the above mentioned educational materials to any other person via e-mail, and will not post or share them on the Internet in any form of social media or content reproduction. MT has read the above section on Acknowledgement of Confidential Nature of CTA Materials carefully and acknowledges that they govern his/her use of all CTA educational materials and his/her relationship with CTA.

## RELEASE OF LIABILITY

MT acknowledges and agrees that dog obedience training and behavior modification are dangerous activities in which damage or injury to dog(s) and/or persons may occur, including injury to MT while working with a CTA Student. MT understands that damage or injury may include personal injury, including animal bites, related ailments, and any complications resulting from animal bites. MT acknowledges and accepts this risk and therefore agrees to release CTA and its students of all liability for any illness, injury, or ailment suffered by MT. MT agrees he/she will not hold CTA, CTA's Students, CTA's employees, officers, directors, instructors, or agents liable for any illness, injury, or ailment suffered by MT including injuries caused by the active or passive negligence of CTA, CTA Students, CTA's employees, officers, directors, instructors, or agents which injuries are suffered or caused to be suffered while working with CTA Students or during work in CTA's externship and evaluation programs.

MT agrees that he/she, his/her heirs, assignees and legal representatives will not make claim against, sue, or attach the property of CTA, or any other person acting on its behalf (hereinafter referred to as "its Agents"), for injury or damage done to or by animals, resulting from action or negligence, however caused, by CTA or its Agents.

MT further agrees to forever release CTA and its Agents from any and all liability and demands which MT, his/her heirs, assignees and legal representatives may have or may hereafter have for injury or damage to or by animals, and assume all risks thereof.

## SCHEDULING AND CANCELLATIONS

MT understands and agrees that if any confirmed dates for a CTA Student to attend classes, private lessons, or an evaluation must be cancelled or changed, then MT will contact student in advance to let him/her know. MT will reschedule directly with student, however, MT agrees that if any dates are cancelled without a new date rescheduled within two days, MT will contact the appropriate CTA Program Director immediately. MT understands that excessive cancellation or rescheduling, as determined at the discretion of CTA, can lead to a CTA Student assignment being withdrawn.

Either party may cancel this agreement at any time. If the agreement is cancelled, MT will receive prorated payments as described in Payment Terms above if the following requirements are met: 1) MT is not in violation of any terms in Miscellaneous items 1 and 2 of this Agreement, 2) MT has fulfilled all Responsibilities outlined in this Agreement and Exhibits A, B, and C of this Agreement, 3) MT has notified CTA of all completed responsibilities and received confirmation of notification.

## MISCELLANEOUS

- 1) Agreement Not to Solicit: MT agrees he/she will not, without the prior written consent of CTA, either directly or indirectly, solicit or attempt to solicit, business from the CTA Student in the form of charging the Student for additional training, evaluations, observation sessions, or related arrangements. If MT or the CTA Student wishes to arrange further sessions for the Student, MT agrees to notify CTA.
- 2) Agreement Not to Make Disparaging Remarks: MT agrees to take no action, under any circumstances, which is intended, or would reasonably be expected, to harm CTA or its or their reputation or which would reasonably be expected to lead to unwanted or unfavorable publicity to CTA. MT agrees that this includes negative or disparaging remarks, and MT will never in any way disparage or comment negatively about CTA, its officers and management, and/or current or former employees.
- 3) Modification or Amendment: No amendment, change or modification of this Agreement shall be valid unless in writing signed by MT and CTA.
- 4) Entire Understanding: This document and any exhibit attached constitute the entire understanding and agreement between MT and CTA, and any and all prior agreements, understandings, and representations are hereby terminated and cancelled in their entirety and are of no further force and effect.
- 5) Unenforceability of Provisions: If any provision of this Agreement, or any portion thereof, is held to be invalid and unenforceable, then the remainder of this Agreement shall nevertheless remain in full force and effect.
- 6) Jurisdiction and Venue: This Agreement is to be construed pursuant to Laws of the State of New Jersey. Jurisdiction and venue for any claim arising out of this Agreement shall be made in the State of New Jersey, County of Passaic.

## EXECUTION OF AGREEMENT

I HAVE READ AND AGREE TO THE ABOVE TERMS AND CONDITIONS.

By signing the contract, I the undersigned independent contractor represent that I am of legal age and with proper sound mind. Before signing I warrant that I have read it completely and understand it; and that I am bound as is anyone who succeeds to my responsibilities/duties and rights, as my heirs or assignees. I have asked the pertinent questions and make my mark below.

Independent Contractor Signature X\_\_\_\_\_

Independent Contractor Name (Printed) \_\_\_\_\_

Date Signed\_\_\_\_\_

Make Check Payable to: \_\_\_\_\_

Social Security Number or Federal Tax ID # (EIN#): \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: (509) 328-6959 Email: ditr\_training@hotmail.com

**To expedite student assignment and payment processing, please:**

- Initial all pages, sign and date this page, provide payment information above, then **fax to (862) 239-6147 or scan and email to [mentors@catchdogtrainers.com](mailto:mentors@catchdogtrainers.com)**
- Also send by fax or emailed scan: 1) a copy of your Driver's License, and 2) a copy of your Tax ID# or Social Security Card



## **Exhibit A – CATCH Basic Obedience Externship (Phase 4)**

### **Overview for the CATCH Student**

1. Study and practice hands-on training with your student dog using all of your CATCH study materials for this phase.
2. Schedule dates to observe basic obedience being taught by your Mentor Trainer in a group class or private lessons setting. (This can be done concurrently with studies in #1 above.)
3. Schedule a time to present your training skills to your Mentor Trainer for formal evaluation and feedback.

### **Overview for the Mentor Trainer (CATCH student will contact the Mentor for all scheduling)**

1. Confirm dates for the CATCH student to attend group classes or private lessons.
2. Confirm date for a formal evaluation and feedback session when the student has completed all of his/her studies for the Basic Obedience phase.
3. Conduct evaluation session and confidentially submit evaluation form via mail.

### **Responsibilities for the CATCH Student**

1. Contact Mentor Trainer to schedule training observation sessions.
2. Observe and take notes during one full group class (min. six weeks) OR five hours of private lessons.
3. Complete all studies, practice questions, and hands-on activities for this phase.
4. When all studies and hands-on activities for this phase are completed, contact Mentor Trainer to schedule evaluation session.
5. Bring printed evaluation form and envelope to Mentor Trainer at the evaluation.
6. Bring student dog, treats, and target mat to evaluation session.
7. Remind Mentor Trainer to confidentially complete evaluation form and initial over the seal on the envelope, then mail it to Program Director at CATCH Headquarters within 3 business days of evaluation.
8. Follow etiquette and professionalism rules listed below.

### **Responsibilities for the Mentor Trainer/Independent Contractor**

1. Confirm dates of training observation sessions for student to observe one full group class (min. six weeks) OR five hours of private lessons (may be scheduled one at a time).
2. Give student some time to discuss any questions he/she may have before/after class or lessons.
3. Confirm date for student's one-on-one evaluation and feedback session\* (student will contact Mentor to schedule this when student completes all studies, practice questions, and hands-on activities for this phase).
4. Confidentially complete evaluation form and initial over the seal on the envelope, then mail, fax, or scan/email it to Program Director at CATCH Headquarters within 3 business days of evaluation. Address: 365 Rifle Camp Road, Suite 210 Woodland Park, NJ 07424 Or fax to: (862) 239-6147 Or email to: [mentors@catchdogtrainers.com](mailto:mentors@catchdogtrainers.com)
5. \*To pass, student must score 34 out of 45, or better. If student fails evaluation, set a date for a maximum of one follow-up evaluation. Give student the critical feedback he/she needs to be successful at this next evaluation.

### **Etiquette and Professionalism Guidelines for CATCH Students**

- Dress appropriately and appear professional
  - Wear close-toed shoes
  - Wear your CATCH shirt; Avoid any ripped clothing or holes
  - Avoid shorts or skirts high above the knee
  - Avoid gum-chewing or similar
- Arrive on time and give advance notification of any absences to:
  - 1) Your Mentor Trainer, and 2) Your Program Director
- Adhere to guidelines and instructions given by your Mentor Trainer
- Never interrupt training sessions; Avoid arguments if you have differences of opinion with your Mentor Trainer or anyone else on site. Critical thinking is good, but quarrelling, especially in front of others, will hurt your progress.
- Embody the CATCH Guiding Principles, attached to this document. Have fun learning!

Mentor Trainer/Independent Contractor Initials\_\_\_\_\_ Date\_\_\_\_\_



## Basic Obedience Externship (Phase 4) Student Evaluation – to be completed by Mentor Trainer (Exhibit A1)

Student Name: \_\_\_\_\_  
Evaluation Date: \_\_\_\_\_

Mentor Trainer Name: \_\_\_\_\_  
Evaluation Location: \_\_\_\_\_

### Overall Instructions for the Mentor Trainer

The student should bring a dog they have trained to this evaluation. Ask the student to have the dog perform each of the behaviors listed below in front of you. The student should have no treats *in his/her hands* when giving a command, but *can* have a pouch on his/her back, or treats on a nearby table. This form will guide you in conducting the evaluation and giving the student constructive feedback at the end.

**Ask the student to demonstrate the dog performing each of the commands below as follows:**

- A. Within 3 cues/commands or less**
- B. Without a food or toy lure in the hand. (It is okay to give a reward *after* the behavior is performed.)**

**Rate the student's performance by circling one of the three choices below each command listed:**

### Part One – BASIC OBEDIENCE

1. **Sit:** (1) Not Demonstrated (2) Demonstrated but Needs Work (3) Demonstrated Well
2. **Lie Down:**  
(1) Not Demonstrated (2) Demonstrated but Needs Work (3) Demonstrated Well
3. **Come/Recall** (Dog should be 5-10 feet away from student, can be held by Mentor Trainer on leash or by collar, and then released to student when student calls out command.) Hand target may be used for recall.  
(1) Not Demonstrated (2) Demonstrated but Needs Work (3) Demonstrated Well
4. **Come/Recall with Distraction** (Same as recall above, but dog should be distracted by the Mentor Trainer holding the treats the student has been rewarding with, or if treats are not a distraction then by a toy or petting.)  
(1) Not Demonstrated (2) Demonstrated but Needs Work (3) Demonstrated Well

### Part Two – IMPULSE CONTROL

5. **Stay (from Sit or Down position)** Student should be able to walk 5 feet away from dog without the dog moving until the student returns to the dog.  
(1) Not Demonstrated (2) Demonstrated but Needs Work (3) Demonstrated Well
6. **Leave It** (Student should let the dog sniff a treat the size of a quarter or bigger, then tell the dog to "Leave It" and place the treat on the floor right in front of the dog (no further than 2 feet away from the dog). Dog should not move towards the treat in any way. After 5 seconds, the student may remove the treat and reward the dog.)  
(1) Not Demonstrated (2) Demonstrated but Needs Work (3) Demonstrated Well

Mentor Trainer Initials \_\_\_\_\_ Date \_\_\_\_\_

### **Part Three – ADVANCED BEHAVIOR**

7. **Mat Training/Go to Place** (Dog should be 5 feet away from mat. Dog can be in a Stay, or held by Mentor Trainer on leash or by collar, then released to go to the mat when student calls out command. Dog should walk to mat and lie down on mat.)  
(1) Not Demonstrated                      (2) Demonstrated but Needs Work                      (3) Demonstrated Well

### **Part Four - OVERVIEW**

Rate the student's demonstration of the following:

8. **Control over the dog with solid handling skills?**  
(1) Not Demonstrated                      (2) Demonstrated but Needs Work                      (3) Demonstrated Well
9. **Ability to keep the dog focused and motivated?**  
(1) Not Demonstrated                      (2) Demonstrated but Needs Work                      (3) Demonstrated Well
10. **Good timing with praise or markers?**  
(1) Not Demonstrated                      (2) Demonstrated but Needs Work                      (3) Demonstrated Well
11. **Interacted with the dog in humane and compassionate manner?**  
(1) Not Demonstrated                      (2) Demonstrated but Needs Work                      (3) Demonstrated Well
12. **Consistent attendance to observe one complete class OR five hours of private lessons?**  
(1) Not Demonstrated                      (2) Demonstrated but Needs Work                      (3) Demonstrated Well
13. **On-time for class sessions or private lessons attended?**  
(1) Not Demonstrated                      (2) Demonstrated but Needs Work                      (3) Demonstrated Well
14. **Positive overall impression (positive attitude, dressed appropriately, respectful to dogs and people)?**  
(1) Not Demonstrated                      (2) Demonstrated but Needs Work                      (3) Demonstrated Well
15. **Paid attention and showed critical thinking (took notes, asked good questions)?**  
(1) Not Demonstrated                      (2) Demonstrated but Needs Work                      (3) Demonstrated Well

### **Part 5 – DISCUSSION WITH STUDENT**

Now it's time to wrap up the session by giving the student verbal feedback based on your assessment of their work above. Tell the student which areas they were strongest in and which areas they need to work on. Whenever possible, give guidance through demonstration on the areas that need work. Please encourage the student to ask questions. **Write down your overall feedback or comments in the space below and on the back of this sheet if needed.**

Mentor Trainer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_



## **Exhibit B – CATCH Instructional Teaching Skills Evaluation (Phase 6)**

### **Responsibilities for the CATCH Student**

1. Complete all studies, practice questions, and hands-on activities for this phase.
2. When all studies and hands-on activities for this phase are completed, contact Mentor Trainer to schedule evaluation session.
3. Bring printed evaluation form and envelope to Mentor Trainer at the evaluation.
4. Bring student dog and any rewards or tools you wish to have on hand at your evaluation.
5. Remind Mentor Trainer to confidentially complete evaluation form and initial over the seal on the envelope, then mail it to Program Director at CATCH Headquarters within 3 business days of evaluation.
6. Follow etiquette and professionalism rules listed below.

### **Responsibilities for the Mentor Trainer/Independent Contractor**

1. Confirm date for student's one-on-one evaluation and feedback session\* (student will contact Mentor to schedule this when student completes all studies, practice questions, and hands-on activities for this phase).
2. Confidentially complete evaluation form and initial over the seal on the envelope, then mail it to Program Director at CATCH Headquarters within 3 business days of evaluation. Address: 365 Rifle Camp Road, Suite 210 Woodland Park, NJ 07424 Or fax to: (862) 239-6147 Or email to: [mentors@catchdogtrainers.com](mailto:mentors@catchdogtrainers.com)
3. \*To pass, student must score 59 out of 78, or better. If student fails evaluation, set a date for a maximum of one follow-up evaluation. Give student the critical feedback he/she needs to be successful at this next evaluation.

### **Etiquette and Professionalism Guidelines for CATCH Students**

- Dress appropriately and appear professional
  - Wear close-toed shoes
  - Wear your CATCH shirt; Avoid any ripped clothing or holes
  - Avoid shorts or skirts high above the knee
  - Avoid gum-chewing or similar
- Arrive on time and give advance notification of any absences to:
  - Your Mentor Trainer, and
  - Your Program Director
- Adhere to guidelines and instructions given by your Mentor Trainer
- Never interrupt training sessions; Avoid arguments if you have differences of opinion with your Mentor Trainer or anyone else on site. Critical thinking is good, but quarrelling, especially in front of others, will hurt your progress.
- Embody the CATCH Guiding Principles, attached to this document. Have fun learning!

Mentor Trainer/Independent Contractor Initials\_\_\_\_\_ Date\_\_\_\_\_





## Instructional Teaching Skills (Phase 6)

### Student Evaluation – to be completed by Mentor Trainer (Exhibit B1)

Student Name: \_\_\_\_\_  
Evaluation Date: \_\_\_\_\_

Mentor Trainer Name: \_\_\_\_\_  
Evaluation Location: \_\_\_\_\_

#### Overall Instructions for the Mentor Trainer

This is a role-play where the student will act as if he/she is a classroom teacher and you are a student in the class. The student should bring a dog to this evaluation to be used as a demo dog as if this were a class. Ask the student to teach you each of the exercises listed below. This form will guide you in conducting the evaluation and giving the student constructive feedback at the end. Note: The student may use a different technique than you to teach the same behaviors. Don't let that negatively impact your evaluation.

**Ask the student to teach you each of the exercises listed below as if you were a student in his/her class.**  
**Rate the student's performance by circling one of the three choices below each item listed:**

#### Part One – SIT

1. **Sit: Explain why this command is valuable in real life** (without the dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
2. **Sit: Explain the steps for teaching the dog this exercise** (without the dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
3. **Sit: Demonstrate teaching the dog this exercise** (explain steps while working with a dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
4. **Sit: Describe next steps and what should be practiced at home** (this role play assumes class has already practiced)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well

#### Part Two – LIE DOWN

5. **Lie Down: Explain why this command is valuable in real life** (without the dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
6. **Lie Down: Explain the steps for teaching the dog this exercise** (without the dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
7. **Lie Down: Demonstrate teaching the dog this exercise** (explain steps while working with a dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
8. **Lie Down: Describe next steps and what should be practiced at home** (this role play assumes class has already practiced)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well

Mentor Trainer Initials \_\_\_\_\_ Date \_\_\_\_\_

### **Part Three – HAND TARGETING**

9. **Hand Targeting: Explain why this command is valuable in real life** (without the dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
10. **Hand Targeting: Explain the steps for teaching the dog this exercise** (without the dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
11. **Hand Targeting: Demonstrate teaching the dog this exercise** (explain steps while working with a dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
12. **Hand Targeting: Describe next steps and what should be practiced at home** (this role play assumes class has already practiced)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well

### **Part Four – LEAVE IT**

13. **Leave It: Explain why this command is valuable in real life** (without the dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
14. **Leave It: Explain the steps for teaching the dog this exercise** (without the dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
15. **Leave It: Demonstrate teaching the dog this exercise** (explain steps while working with a dog)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
16. **Leave It: Describe next steps and what should be practiced at home** (this role play assumes class has already practiced)  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well

### **Part Five – OVERALL INSTRUCTIONAL SKILLS**

Rate the student's overall demonstration of the following:

17. **Professional appearance (close-toed shoes, no ripped clothing, no gum-chewing or similar)?**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
18. **Control over the dog with solid handling skills?**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
19. **Ability to keep the dog focused and motivated?**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
20. **Good timing with praise or markers?**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
21. **Interacted with the dog in a humane and compassionate manner?**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
22. **Gave verbal instruction at appropriate volume, slowly and clearly?**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
23. **Displayed confidence and positive attitude (good posture, made eye contact with you, smiled)?**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well

Mentor Trainer Initials \_\_\_\_\_ Date \_\_\_\_\_

**Part Five (continued) – OVERALL INSTRUCTIONAL SKILLS**

**24. Positioned the dog so you could see the demonstration clearly?**

(1) Not Demonstrated

(2) Demonstrated but Needs Work

(3) Demonstrated Well

**25. Demos were easy to understand; Able to give step-by-step instructions while working the dog?**

(1) Not Demonstrated

(2) Demonstrated but Needs Work

(3) Demonstrated Well

**26. Gave good practice assignments as follow-up to the exercises taught?**

(1) Not Demonstrated

(2) Demonstrated but Needs Work

(3) Demonstrated Well

**Part 7 – DISCUSSION WITH STUDENT**

Now it's time to wrap up the session by giving the student verbal feedback based on your assessment of their work above. Tell the student which areas they were strongest in and which areas they need to work on. Whenever possible, give guidance through demonstration on the areas that need work. Please encourage the student to ask questions. **Write down your overall feedback or comments in the space below and on the back of this sheet if needed.**

**Mentor Trainer Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Print Name:** \_\_\_\_\_



## **Exhibit C – CATCH Behavior and Training Services Evaluation (Phase 8)**

### **Responsibilities for the CATCH Student**

1. Complete all studies, practice questions, and hands-on activities for this phase.
2. When all studies and hands-on activities for this phase are completed, contact Mentor Trainer to schedule evaluation session.
3. Bring any notes you have prepared and may want to reference for your presentation.
4. Bring printed evaluation form and envelope to Mentor Trainer at the evaluation.
5. Remind Mentor Trainer to confidentially complete evaluation form and initial over the seal on the envelope, then mail it to Program Director at CATCH Headquarters within 3 business days of evaluation.
6. Follow etiquette and professionalism rules listed below.

### **Responsibilities for the Mentor Trainer/Independent Contractor**

1. Confirm date for student's one-on-one evaluation and feedback session\* (student will contact Mentor to schedule this when student completes all studies, practice questions, and hands-on activities for this phase).
2. Confidentially complete evaluation form and initial over the seal on the envelope, then mail it to Program Director at CATCH Headquarters within 3 business days of evaluation. Address: 365 Rifle Camp Road, Suite 210 Woodland Park, NJ 07424 Or fax to: (862) 239-6147 Or email to: [mentors@catchdogtrainers.com](mailto:mentors@catchdogtrainers.com)
3. \*To pass, student must score 45 out of 60, or better. If student fails evaluation, set a date for a maximum of one follow-up evaluation. Give student the critical feedback he/she needs to be successful at this next evaluation.

### **Etiquette and Professionalism Guidelines for CATCH Students**

- Dress appropriately and appear professional
  - Wear close-toed shoes
  - Wear your CATCH shirt; Avoid any ripped clothing or holes
  - Avoid shorts or skirts high above the knee
  - Avoid gum-chewing or similar
- Arrive on time and give advance notification of any absences to:
  - Your Mentor Trainer, and
  - Your Program Director
- Adhere to guidelines and instructions given by your Mentor Trainer
- Never interrupt training sessions; Avoid arguments if you have differences of opinion with your Mentor Trainer or anyone else on site. Critical thinking is good, but quarrelling, especially in front of others, will hurt your progress.
- Embody the CATCH Guiding Principles, attached to this document. Have fun learning!

Mentor Trainer/Independent Contractor Initials\_\_\_\_\_ Date\_\_\_\_\_



## Behavior and Training Services (Phase 8)

### Student Evaluation – to be completed by Mentor Trainer (Exhibit C1)

Student Name: \_\_\_\_\_  
Evaluation Date: \_\_\_\_\_

Mentor Trainer Name: \_\_\_\_\_  
Evaluation Location: \_\_\_\_\_

#### Overall Instructions for the Mentor Trainer

This will be a presentation by the student of how he/she would handle private lesson case studies. The student should already be prepared, knowing the basics of each sample case below. He/she may bring notes on his/her training plan ideas. He/she does not need to bring a dog.

This form will guide you in conducting the evaluation and giving the student constructive feedback at the end.

You will see that the purpose of this session is to assess the student's ability to:

- 1) prepare for a private lesson
- 2) think critically about training plans
- 3) explain his/her solution ideas clearly

For the purposes of this form:

- **Management** is defined as *setting up the situation* to stop the problem behavior from being practiced
- **Training** is defined as leading the dog through *a learning process* that will modify the future behavior of the dog

Note: The student has been asked to prepare a number of good *possible* management and training solutions so that if one is not effective, another idea may be implemented. It does not mean that every idea the student shares with you would be used at once.

#### CASE ONE: NEW PUPPY

##### **Basic info that the student already knows:**

- 10-week old Labrador Retriever puppy
- Client requests help with:
  - Housetraining
  - Barking when placed in crate
  - Biting
- Current housetraining issues:
  - Pup is having several pee and poop accidents in different areas of the house throughout the day
  - Pup is having pee accidents in the crate once or twice per day
- Current barking issue:
  - Pup barks almost every time he is placed in crate, usually within 2 minutes and always if alone in the room
- Current biting issue:
  - Pup bites owner's hands and clothing hard and often, especially first thing in the morning or during play

(Case One: New Puppy continued on the next page)

**TO BEGIN, the student should verbally present you with management and training solutions for Case One: New Puppy.**  
The student may reference his/her notes throughout, but ideally does not simply read from a page the whole time.

**Rate the student's performance by circling one of the three choices below each item listed:**

**Management and Training Solutions for Case One: New Puppy**

1. **Student to explain 3 *management* ideas to get the housetraining issue under control and prevent it from getting worse.**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
2. **Student to explain a step-by-step training plan for client to accomplish the ultimate goal of a totally housetrained pup.**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
3. **Student to explain 3 *management* ideas to get the crate barking issue under control and prevent it from getting worse.**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
4. **Student to explain a step-by-step training plan for client to accomplish the ultimate goal of a calm, quiet pup in the crate.**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
5. **Student to explain 3 *management* ideas to get the biting issue under control and prevent it from getting worse.**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
6. **Student to explain a step-by-step training plan for client to accomplish the goal of a pup that develops a soft mouth and learns not to bite skin or clothing.**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well

**Overall Review for Case One: New Puppy**

7. **Student explained his/her management and training solutions in a way that was clear and easy to understand.**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
8. **Student used notes, but was able to look up from his/her notes when explaining ideas and did so with confidence.**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
9. **Student *management* ideas were appropriate and had a good chance to be effective.**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
10. **Student training plans were appropriate, listed multiple steps in a logical order, and had a good chance to be effective.**  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well

**CASE TWO: ROWDY ADOLESCENT**

**Basic info that the student already knows:**

- 8-month old shepherd-mix
  - Client requests help with:
    - Jumping on guests
    - Pulling on leash
    - Ignoring recall when called to come in from the yard
  - Current jumping issues:
    - When guests walk in, dog jumps all over them and scratches them, won't calm down for at least 10 minutes
  - Current leash walking issue:
    - Always pulling on leash, especially around distractions like other dogs. Owner not strong enough to hang on.
  - Current recall issue:
    - Never comes when called, but yard is a real issue now. Have to go out and leash dog up to get him to come in.
- (continued on the next page)

Mentor Trainer Initials \_\_\_\_\_ Date \_\_\_\_\_

The student should now verbally present you with management and training solutions for Case Two: Rowdy Adolescent.

Rate the student's performance by circling one of the three choices below each item listed:

**Management and Training Solutions for Case Two: Rowdy Adolescent**

11. Student to explain 3 *management* ideas to get the jumping issue under control and prevent it from getting worse.  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
12. Student to explain a step-by-step training plan for client to accomplish the goal of a dog who doesn't jump on guests.  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
13. Student to explain 3 *management* ideas to get the leash pulling issue under control and prevent it from getting worse.  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
14. Student to explain a step-by-step training plan for client to accomplish the ultimate goal of a dog who doesn't pull (you can later explain to the student that for many clients, this issue may be solved more by management than training).  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
15. Student to explain 3 *management* ideas to get the ignored recall issue under control and prevent it from getting worse.  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
16. Student to explain a step-by-step training plan for client to accomplish the goal of a dog that comes inside when called.  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well

**Overall Review for Case Two: Rowdy Adolescent**

17. Student explained his/her management and training solutions in a way that was clear and easy to understand.  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
18. Student used notes, but was able to look up from his/her notes when explaining ideas and did so with confidence.  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
19. Student *management* ideas were appropriate and had a good chance to be effective.  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well
20. Student training plans were appropriate, listed multiple steps in a logical order, and had a good chance to be effective.  
(1) Not Demonstrated      (2) Demonstrated but Needs Work      (3) Demonstrated Well

**Part 7 – DISCUSSION WITH STUDENT**

Now it's time to wrap up the session by giving the student verbal feedback based on your assessment of their work above. Tell the student which areas they were strongest in and which areas they need to work on. Whenever possible, give guidance through your own experience on the areas that need work. Please encourage the student to ask questions. **Write down your overall feedback or comments in the space below and on the back of this sheet.**

Mentor Trainer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_