Launch Meeting Agenda

1. Introductions/ Thank You

2. Review CMT Folder

   Side A
   - Letter of Introduction from WJU
   - Describe Both Pathways to a Teaching Credential at WJU
     - UG Course Matrix (Multiple Subject)
     - MA Course Matrix (Multiple Subject/ Single Subject)
   - Student Teaching Overview
   - Student Teaching Roles & Expectations
     - Principal – optional district evaluation process
     - CMT – 3 formal observations using STEP
     - Candidate – lesson plans, seating chart & handouts
     - Supervisor – 3 formal observation assessments & 1 informal drop-in visit
   - TPA 4 - Video Release for Student Teaching 2
   - CMT Contract & W9

   Side B
   - Student Teaching Log
   - Student Teaching Progression Guide
   - Student Teaching Planning Worksheet
     - Minimum of two solo weeks
     - Tentative observation dates (approximately every other week)
     - Multiple Subject Core Areas: Math, Language Arts, Social Studies or Science
   - WJU Lesson Plan Template
   - Lesson Planning Framework
   - Student Teaching Evaluation Packet-- STEP
     - Student Teaching Evaluation Forms (3 Sets of STEP)
     - Quick Descriptors
     - Sample STEP form
   - Conversation Guide
   - Character Evaluation
   - CMT and Supervisor Evaluations

3. Questions/Close

   - Reinforce communication and support
   - Highlight contact information
Dear Cooperating Master Teacher and School Principal,

On behalf of the School of Education at William Jessup University, I would like to thank you, our field-based colleagues, for partnering with us in preparing the next generation of well-prepared California teachers. The facilitation of student teacher candidate growth and development is both an exciting opportunity and a unique responsibility. WJU’s dynamic and rigorous program seeks to collaborate with mature, professional, K-12 educational leaders who model the knowledge, skills, practices, and dispositions necessary to shape tomorrow’s teachers and the future of education. These dynamic, high-quality, field experiences consistently allow student teacher candidates and school communities alike, rich opportunities to collaborate as they reach, teach, and learn.

Cooperating Master Teachers (CMTs), like you, are teachers of excellence, who make a difference in the education and lives of students. Your mentoring and constructive feedback is central to the success of the student teaching candidates. In addition, WJU is not a static institution – it is very cognizant that new and reflective information is vital for continued growth and effective planning; we aim to reach, teach, and learn.

The included forms and check sheets are meant to help you navigate this Field Experience. If you have any questions or concerns, please don’t hesitate to contact the candidate’s university supervisor or the School of Education.

Sincerely,

Jill Wolfe
Field Experience Coordinator
WILLIAM JESSUP UNIVERSITY
333 Sunset Blvd.
Rocklin, CA 95765
Tel 916.577.8022
Fax 916.577.2280
jwolfe@jessup.edu
www.jessup.edu
2015-16
BA: Liberal Studies
Minor: Bible & Theology
CA Multiple Subject Credential
Projected Semester/Yr of Student Teaching:___________

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
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<tr>
<td></td>
<td>3 TEDU 101 Teaching as a Profession</td>
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<td>2 TEDU 275 Field Experience 1*</td>
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<td></td>
<td>3 SCI 120 Conceptual Physics</td>
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<td>3 Social Science €</td>
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<td>3 TEDU 310 Educational Psychology</td>
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<td>3 TEDU 311 C&amp;M in History &amp; Social Science</td>
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<td>3 TEDU 423 C&amp;M in Literature &amp; Language</td>
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<td>3 PHIL 452 Christian Perspective</td>
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<td>All CSET’s passed prior to this semester, RICA, CPR</td>
<td>*TPA Task 3, *TPA Task 4</td>
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All Teacher Credentialing Candidates must maintain a Cumulative GPA of 3.0 or higher

**Program Requirements**

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<tr>
<th>Requirement</th>
<th>Description</th>
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<tr>
<td>CTC Certificate of Clearance</td>
<td>Prior to first Observation [details in TEDU 101]</td>
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<td>Tuberculosis [-]</td>
<td>Prior to TEDU 275</td>
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<td>CPR Certification</td>
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<td>Teaching Performance Assessment</td>
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<td>Designing Instruction</td>
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<td>Task 3</td>
<td>Assessing Learning</td>
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<td>Task 4</td>
<td>Culminating Teaching Experience</td>
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**University Graduation Requirements**

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<td>Chapel, Service, and Spiritual</td>
<td>Key components of a Christ Centered College Experience for full-time</td>
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<td>Formation Groups [SFGs]</td>
<td>students at WJU. Contact Student Life for more detailed information</td>
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<td>regarding the below requirements.</td>
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<tr>
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<td>· 23 chapels attended per semester enrolled</td>
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<td></td>
<td>· 30 service hours 50% of semesters enrolled</td>
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<td></td>
<td>· SFGs attended 50% of semesters enrolled</td>
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<td>‡ Student teachers need to obtain a</td>
<td>Chapel attendance &amp; service waived for the semester[s] in which they are</td>
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<td>chapel &amp; service waiver form from</td>
<td>student teaching. This must be done at the beginning of the semester.</td>
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<tr>
<td>Student Life to have chapel</td>
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<td>attendance &amp; service waived for the</td>
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<tr>
<td>semester[s] in which they are student</td>
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<td>teaching. This must be done at the</td>
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<tr>
<td>beginning of the semester.</td>
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<tr>
<td>† Includes: music [nonperformance],</td>
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<tr>
<td>theatre [nonperformance], literature,</td>
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<tr>
<td>foreign language, philosophy, art</td>
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<td>history, religion</td>
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<tr>
<td>¥ One science lab required to graduate</td>
<td>SCI 120L/131L</td>
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<tr>
<td>€ Includes history, psychology,</td>
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<td>economics, law, social studies</td>
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### 2015 Fall Semester

<table>
<thead>
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<th>Course</th>
<th>Units</th>
<th>Assessment</th>
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<th>Field Experience</th>
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<tr>
<td>EDU 501</td>
<td>3</td>
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<td>Love</td>
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<td>EDU 572</td>
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<td>Self-Control</td>
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### 2016 Spring Semester

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<td>EDU 507</td>
<td>3</td>
<td>Student Teaching App</td>
<td>Peace</td>
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<td>EDU 570</td>
<td>1</td>
<td>TPA Task 1</td>
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<tr>
<td>EDU 506</td>
<td>3</td>
<td>Full Student Teaching</td>
<td>Patience</td>
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### 2016 Summer Semester *5 week Courses-No breaks - Summer Session 6-10pm

<table>
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<td>EDU 505</td>
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<td>EDU 508</td>
<td>3</td>
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<td>Goodness</td>
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<tr>
<td>EDU 509</td>
<td>3</td>
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### 2016 Fall Semester

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<td>EDU 571</td>
<td>3</td>
<td></td>
<td>Joy</td>
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<td>EDU 575: Student Teaching Seminar 1</td>
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### 2017 Spring Semester

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<td>Partnership School</td>
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<td>EDU 676</td>
<td>5</td>
<td>Demonstrate All</td>
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*Single Subject Candidates will have one full-semester placement that follows their school calendar.

### Class Holidays

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<th>Holiday</th>
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<td>Winter Break</td>
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<tr>
<td>Winter Break</td>
<td>11/30/16-1/09/17</td>
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</table>
WJU Student Teaching Overview

Full-Time / Two Placements (7-8 weeks each)
Student Teaching consists of full-day/full-time placements mirroring the district’s calendar and schedule. These placements include all the responsibilities and time expectations of a full-time teacher in the district. The candidate must experience activities outside the typical school day that are required of full-time district teaching staff (i.e.: back-to-school night, parent conferences, grade level planning meetings, faculty meetings).

Evaluation
The student teaching experiences are observed, monitored and evaluated jointly by the CMT, Principal (optionally) and WJU Supervisor(s). However, WJU staff and the completion of Student Teaching TEDU 475/575 or 476/576 courses will determine the final evaluation for a candidate.

Teacher Performance Assessments (TPA) SB 2042
Senate Bill 2042 (Chapter 548, Statutes of 1998), signed by the governor in 1998, requires all multiple and single subject preliminary credential candidates attending fifth year, intern, or blended teacher preparation programs in California to pass a Teaching Performance Assessment (TPA). Senate Bill 1209 (Chapter 517, Statutes of 2006), mandated implementation of the SB 2042 provisions. WJU is a CalTPA program. The CalTPA includes 4 tasks that are completed over the course of the program. Depending on the pathway, 2 or 3 of those comprehensive tasks are completed during Student Teaching.

Student Teaching 2 – TPA Task 4 Videotape
Student Teaching 2 candidates are mandated to videotape at least one lesson to help meet a Teaching Performance Assessment Task 4 requirement. School-district students that appear in the video must have parental consent to meet FERPA requirements.

Teaching Performance Expectations (TPE) SB 2042
The TPEs are 13 standards that define the areas of teaching performance expected of teacher candidates as they complete professional preparation (credential) programs and are recommended for California teaching credentials. These TPEs fall under the six domains of the California Standards for the Teaching Profession (CSTPs).
**Student Teaching Roles & Expectations**

Stated Roles and Expectations statements support shared understandings and agreements among Principals, Cooperating Master Teachers, Candidates and University Supervisors.

**Site Administration – Principal**
The Principal is critical in setting the expectations and tone for a student teaching experience.

The Principal:

1. Identifies and encourages exemplary master teachers to be Cooperating Master Teachers (CMT). All CMTs meet the following criteria:
   a. Hold valid teaching credentials issued by the CCTC, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools and classes of District.
   b. Have CLAD certification.
   c. Demonstrate teaching excellence and considered mentor teachers.
   d. Have five or more years of teaching experience.
   e. Esteemed by her/his peers and school community.
2. Helps orient Candidates to the philosophy, policies, expectations and regulations of her/his school, and to the building, staff, and community.
3. Ensures a student teaching placement that includes at least one ENGLISH LANGUAGE LEARNER and at least one SPECIAL NEEDS STUDENT.
4. Observes and offers assistance to Candidates in the same manner as regular faculty, using district forms as appropriate.
5. Utilizes the Candidate as a substitute teacher only in emergency situations.
6. Notifies the Cooperating Master Teacher and the University Supervisor of any difficulties experienced in relation to the student teaching experience and assists in resolving any problems.

**Cooperating Master Teacher (CMT)**
Effective Cooperating Master Teachers successfully combine the knowledge and understanding of classroom teaching with the skilled guidance and direction of a prospective teacher. As a key person in assuring a successful student teaching program, the CMT holds the following responsibilities:

**A. Orientation**
1. Be familiar with TPEs and TPAs.
2. Prepare class/students for the presence of a Student Teacher.
3. Introduce the student teaching candidate to the students. If appropriate and arranged for ahead of time, allow time for the student teacher to provide information about him/herself.
4. Create a physical sense of belonging by providing the Candidate with a workplace and supplies: textbooks, handbook, schedule, seating charts, and (if appropriate) keys.
5. Alert the Candidate to school and room policies and routines: dress code, location of restrooms, teachers’ lounge, and cafeteria for example.
6. Orient the Candidate to current and projected units of study and the corresponding district and state standards.
7. Be familiar with and cooperate with WJU class requirements related to Student Teaching.
8. Arrange introductions to other teachers, to staff members, and to families.

B. Supervision and Guidance
1. Facilitate the Candidate’s gradual induction into teaching by:
   a. Providing opportunities to observe a variety of appropriate teaching methods.
   b. Discussing the subject areas in which s/he feels most confident and allow her/him to teach in these areas first.
   c. Working out a subject timeline and tentative schedule, which enables her/him to move gradually into a full teaching schedule, and providing for a gradual, but rather rapid tapering off towards the end of the experience so that the CMT is again in full charge by the last day.
   d. Clarifying her/his responsibilities for making lesson plans, securing and organizing appropriate materials and other activities.
2. Early in the experience, allow the Candidate to teach targeted lessons that include modeling, active student learning, monitoring, assessment, multiple transitions and reflection.
3. Provide opportunities for the Candidates to use office and classroom equipment, technology, publisher materials, learning kits, and other available materials.
4. Help the Candidate plan lessons, assessments and classroom management processes, pointing out and discussing areas of strength and potential rough spots, particularly as they relate to the specific culture and learning needs of your class.
5. Avoid interrupting the Candidate’s lesson to enforce discipline; expect the Candidate to handle it.
6. Keep communication open. Discuss often; encourage questions from the Candidate; talk with her/him as a co-teacher. There should be a minimum of 60 cumulative minutes a week of discussion and debriefing time. Please set aside time daily for this purpose.
7. Focus the Candidate on outcomes. Did the lesson achieve the outcome desired? How do you know? What went well? What could be improved?
8. Share ideas, observations and responsibilities; respect the Candidate’s opinions. Encourage her/him to be creative; allow reasonable freedom to carry out ideas.
9. As appropriate, allow 2 weeks of solo instructional opportunity for the candidate.
10. Acquaint the Candidate with the school’s testing programs.
11. Acquaint the Candidate with parent conferences, IEP, 504 & SST process, student support processes and other aspects of classroom, school, and district communication.
12. Make arrangements for the Candidate to observe or work with other teachers, classrooms and grade levels a few times during the final week of student teaching.
13. Arrange for some experience of playground, lunchroom or hall duty under the supervision of the regular supervisor.
14. Invite the Candidate to participate in all activities: PLC, class planning, staff meetings, and projects.

C. Evaluation
1. Take notes during teaching observations; schedule regular conferences (recommend at least weekly) to discuss both areas of strength and areas of improvement for a lesson; give oral and written feedback.
2. Provide regular feedback about daily lessons and lesson plans.
3. Review and initial the Student Teaching Log on a weekly basis.
4. Provide a deeper, richer round of dialogue around each of the formal observation lesson plans by engaging in written and/or oral conversation:
   a. Frame questions for Candidates, so that they learn to anticipate and address potential rough spots before lesson implementation
   b. Stretch Candidates to engage their learners at a deeper level,
   c. And/or support Candidates in enriching their plan while there is still time to gather additional resources/supplies without adding undue stress.
5. Complete a minimum of three formal observations and debriefing conference utilizing the WJU Student Teaching Evaluation Packet(s) (STEP).
   a. Discuss STEP ratings with the student teacher.
   b. Discuss STEP ratings with the university supervisor as needed.
   c. Provide the Candidate with the completed STEP packet at the finish of each debriefing conference (or shortly thereafter). Keep a copy of the evaluation for your records and as a back-up if there is a discrepancy or lost records.
6. Complete the Character Evaluation Form during the last week of the student teaching experience.
   a. Invite the Candidate to describe the character traits if it is unclear what is meant.
   b. Discuss the ratings with the Candidate
   c. Provide the Candidate with the completed form. Keep a copy of the evaluation for your records and as a back-up if there is a discrepancy or lost records.

Candidate / Student Teacher
Student teaching is intended to help candidates make the transition from being a university student to assuming a role as a professional teacher. It necessitates applying the arts and sciences a Candidate has learned to the actual task of educating others.

Since student teaching is designed to be a learning experience, candidates should expect to grow gradually in the competencies required for success in teaching. In order to grow, candidates must be free to try out the theories learned and the ideas reflected upon in field experiences and coursework; candidates must be free to make mistakes. Freedom, as applied here, means freedom under the
guidance of the CMT, whose first duty is to the students and their parents guarding the excellence of education.

As a student teacher, candidates should interpret the comments and recommendations of everyone who assists them as suggestions for growth, not as personal criticism. Candidates will make mistakes, but can learn from them as well as from successes as they grow in personal and professional competence.

Student teaching will tax the candidates’ physical and emotional energy and will be very time consuming. They should plan ahead for a manageable class load with minimal outside activities and responsibilities.

A. **Professionalism**
   2. Maintain the highest standards of courtesy, cooperation and grooming/dress. Do not just meet expectations, EXCEED district standards. **Professional dress and attitude are to always be maintained!** Consider this a semester-long job interview.
   3. Exhibit organization, initiative, enthusiasm, responsibility, and adaptability.

B. **School**
   1. Be familiar with the student teaching site, the school community, and the social services, programs, and personnel of the school. Introduce yourself to office staff!
   2. Become acquainted with and support the philosophy, policies, and channels of authority, classroom procedures, and co-curricular activities of the school district.

C. **CMT**
   1. Work closely with the CMT, recognizing and respecting the position and authority of the teacher. Assume only the authority delegated to you by the CMT. Always ask if you can help and/or participate.
   2. Notify the CMT and University Supervisor of absences. Get appropriate phone numbers.
   3. Arrange time for regular observations and conferences with the CMT.
   4. Complete the Student Teaching log. Have the CMT review and initial the log regularly.
   5. With the guidance of the University Supervisor and CMT, gradually undertake a full teaching load; begin by teaching small groups/short lessons. Continue to closely monitor students, detecting and becoming sensitive to individual characteristics.
   6. Coordinate with the CMT to participate in extracurricular and professional activities such as staff meetings, in-service sessions, parent meetings, lunchroom, and hall duties.

D. **Observations**
   7. 3 days prior to each formal observation, provide the observer (the Supervisor or CMT, as appropriate) with a fully completed WJU lesson plan, in person or via email. The purpose of this advance due date is to allow for a deeper, richer round of dialogue by engaging in written and/or oral conversation:
a. Reflect on the questions provided by the Supervisor or CMT in response to your plan, so that you learn to anticipate and address potential rough spots before lesson implementation.

b. Consider and/or implement the suggestions (or variations) provided by your Supervisor or CMT, demonstrating a willingness to be stretched in engaging your learners at a deeper level.

c. Consider and/or implement the suggestions (or variations) provided by your Supervisor or CMT, enriching your plan while there is still time to gather additional resources/supplies without adding undue stress.

d. While grace is occasionally appropriate when 3 days is just not possible, the Candidate isn’t to take advantage. A pattern of tardiness in this regard conveys a professionalism issue.

1. A clean hard copy of the refined lesson plan, a seating chart which identifies all students including the EL & SN students, as well as any handouts are to be provided on the day of the observation to the observer.

2. Meet with the observer to reflect and debrief on the observation.

**WJU Supervisor**

The Supervisor is a specialist in the student teaching process. Many supervisors have taught for a number of years in public schools and have been school administrators and/or university professors.

A supervisor will be assigned to every student teacher. The supervisor is a critical liaison between the school and the university. The student teacher, CMT and supervisor should function as a team to support the student teaching experience. It is understood that the cooperating master teacher’s primary responsibility is to facilitate the effective instruction and learning of his/her students. In that effort, early identification of strengths and the need areas of the student teacher candidate is critical.

Supervisors are not just observers and evaluators. They are instructional **resources, facilitators** and a **support** for the candidate and CMT.

**A. Launch Meeting**

1. The supervisor will coordinate a Launch Meeting with the school Principal, CMT and Candidate. If scheduling conflicts occur he/she will coordinate separate meetings with the Principal and another with the Cooperating Master Teacher and Candidate.

**B. Observations**

1. **Informal**
   a. Observe Student Teacher (10-15 minutes)
   b. Check in with the CMT
   c. Observe a minimum of one time (in addition to formal observations)

2. **Formal**
   a. Lesson observations (45-60 minutes)
b. Meet with the Candidate to debrief the observation and complete the Student Teaching Evaluation Packet (STEP) after each formal lesson observation.

c. Observe a minimum of three times.
TPA Task 4 – Videotaping a Lesson

As part of Task 4, the student teacher candidate is required to video-record and submit a 20-minute lesson. The following are some practical and logistical questions that are frequently asked. This Q & A is not a substitute for directions given by the Student Teaching 2 professor, Candidate Handbook, or CCTC.

What format is required?

It is required that the video-recorded lesson be submitted as a DVD or flash drive to WJU in a Windows Media Player or QuickTime compatible format. Some examples include files ending .MP4, .MPG4, and .WMV. If you are a Mac user, be sure to verify that your video is compatible on a PC before submission.

Where do I get a DVD video recorder/camera?

1. For the candidate’s convenience, the WJU Education Department office has 3 flash memory cameras available on a first-come, first-served basis.
2. The WJU Library has cameras available for check out.
3. Many schools have digital video cameras and can be a good resource. Talk to your CMT about the video assignment and possible school-site resources.
4. Friends and relatives can be a resource. Some candidates have coordinated their lessons and shared a camera.

**NOTE:** Do not wait until the last minute; secure a camera and compatible discs early.

Who should be in the video?

The video should be taken from an angle that includes as many of the students’ faces in the class as possible. The video should show as much of both you and the class as possible.

**NOTE:** The CMT can help in the video process and make suggestions as to camera placement. In addition, preparing the students as to the video requirement and its purpose can be very helpful. Candidates should practice video-recording some lessons in order to create a comfort level for students and pacing for the candidate’s lesson.

What about release forms?

The candidate must have signed Student Release for all students who will be video-recorded and/or whose work will be submitted.

**NOTE:** Begin the process of securing release forms as early as possible. Complete the form with your placement information before making copies, so that parents don’t have as much to fill out.
How long should the video lesson be?

The video lesson must be 20 minutes in length. The TPA scorer will view and score the first 20 minutes on a video lesson only. A video of less than 20 minutes will not be scored.

*NOTE: Practice the pacing of a lesson to match the 20 minute video lesson. If a candidate is not happy with his/her video lesson, record another lesson for submission.*

Can the video lesson be edited?

**NO!!** A video lesson must be unedited and continuous. This definition also includes stopping and restarting the camera during the lesson. If the TPA scorer determines the lesson has been edited, the video lesson will be disqualified and not scored.

*NOTE: The candidate should not add or detract from a continuous running 20 minute lesson. Do not wait until the last minute to record a lesson. Leave time to record another lesson in case of camera malfunctions, damaged discs...etc.*

Is a passing score on TPA Task 4 required in order to pass the Student Teaching 2 class?

- Yes. The candidate must receive a score of a 3 or 4 on Task 4.
- A disqualification of a video will result in a non-pass score on Task 4.
- A video lesson will be disqualified if it is less than 20 minutes in length, edited and/or the submission is not compatible for scoring (as described above).
- Additionally, failure to turn in a video-recorded lesson will result in a non-pass score on Task 4.

How long is the video lesson kept by WJU?

The video-record (DVD disc/flash drive) is an official WJU document and will be kept a minimum of five years.

This video lesson is not meant to be a perfect lesson, of premium production quality, or the essence of a candidate’s teaching. It is one 20-minute lesson on a particular day. At best, it is a snapshot in time. The volume of a candidate’s coursework and field experiences combined with the input of professors, supervisors, and cooperating master teachers speak more completely to a candidate’s readiness and skills.
Date:

To: Parents/Guardians

From: William Jessup University
      Education Department

RE: Videotape Lesson

As part of state requirements to earn a credential, student teachers must videotape themselves teaching a single lesson of at least 20 minutes in length with selected students attending the site school. Supervision is made available by the classroom master teacher.

The purpose of the videotape is to assess the teaching skills of the student teacher. Topics or issues discussed are restricted to the content area being taught in the classroom. Videotapes are reviewed and discussed ONLY in regularly scheduled de-briefing sessions with the student teacher, the master teacher and the university supervising professor. Those students being taped will remain anonymous. The tapes may be retained by the university as filed documentation of the student teacher’s performance abilities.

Please indicate your permission for your child to participate by signing this form and returning it to the William Jessup University student teacher named below.

____________________________________  ______________________________________
Student Teacher                                           William Jessup University Supervisor

____________________________________
Cooperating Master Teacher

☐ Yes, I give permission for my child to be included in the videotaped lesson.

☐ No, I do not give permission for my child to be included in the videotaped lesson.

____________________________________
School

____________________________________
Student name  Grade level

____________________________________
Parent/Guardian signature  Date
Fecha:

Para: Los padres o guardianes

De: Universidad William Jessup, Departamento de educación

Re: Sesiones grabadas de video para evaluar habilidades de estudiante maestro/a

Como parte de los requisitos para obtener una credencial para ser maestro/a del estado de California, el estudiante maestro/a debe de completar una lección grabada en video de mínimo 20 minutos. Esta lección es con un alumno de la Universidad William Jessup. Un maestro de la Universidad va a Supervisar a los estudiantes maestro/a(s) en cuestión de esta grabación.

El objetivo de la grabación de video es el de evaluar la capacidad para la enseñanza del estudiante maestro/a. Los temas o asuntos tratados están limitados al área de contenido que se enseña en el salón de clase. Las grabaciones de video son revisadas y discutidas sólo en sesiones informacionales con los estudiantes maestro/a, maestro de la clase, el supervisor de la universidad, y/o los evaluadores de la universidad. Los estudiantes grabados permanecerán en el anonimato. La universidad, puede conservar las grabaciones en archivo como documentación de las habilidades del estudiante maestro/a.

Al firmar este formulario usted da su permiso para que su hijo/a participe en esta grabación. Por favor, de devolver el formulario al estudiante maestro/a de la Universidad William Jessup.

______________________________  ______________________________
Nombre del estudiante maestro/a   Nombre del Supervisor de la Universidad William Jessup

______________________________  ______________________________
Nombre del maestro                Nombre de la Universidad y número de teléfono

______________________________  ______________________________
Nombre del estudiante              Nivel del estudiante

______________________________  ______________________________
Firma de los padres                 Fecha

☐ Sí, doy permiso para que mi hijo sea incluido en la lección en video.  ☐ No, no doy permiso para que mi hijo sea incluido en la lección en video.
MODIFIED CONTRACTOR SERVICES AGREEMENT

This agreement dated [start date] by and between William Jessup University (hereinafter, “UNIVERSITY”) and [CMT Name] (hereinafter, “CONTRACTOR”) shall govern services to be provided by CONTRACTOR on behalf of and in the interest of the UNIVERSITY.

Independent Status. CONTRACTOR is an independent contractor and CONTRACTOR shall not be deemed to be an employee of UNIVERSITY.

Confidentiality. CONTRACTOR shall not disclose confidential or proprietary information including information related to UNIVERSITY’s trade secrets, business affairs, research information, competitive strategies and related data during the course of this agreement or following its conclusion.

Scope of Services. CONTRACTOR agrees to provide services as specified in detail in Section A of the schedule which is attached and made a part of this Agreement.

Compensation. Compensation shall be paid as provided in Section B of the schedule which is attached and made a part of this Agreement.

Schedule of Payment. Payments shall be made as outlined in Section B of the schedule which is attached and made a part of this Agreement.

Term. Services shall be performed during the period mentioned in Section C of the schedule which is attached and made a part of this Agreement.

Termination for Convenience. Either party may terminate this Agreement without cause at any time by giving written notice, and specifying the effective date thereof, at least thirty (30) calendar days before the effective date of such termination. In that event, all finished documents and other materials prepared by CONTRACTOR and/or provided by UNIVERSITY shall become the property of UNIVERSITY. CONTRACTOR shall be entitled to receive payment for all services satisfactorily rendered based on a pro-rata share of the total compensation provided for in this Agreement.

Resolution of Disputes. Any dispute between the parties related to this agreement shall be submitted to binding arbitration by the American Association of Christian Counselors and Mediation, to be determined and resolved by the rules and procedures of the Association in effect at the time of arbitration. The cost of such arbitration shall be borne equally. The final arbitration decision shall be enforceable through the courts of the state of California.

Statement of Faith. CONTRACTOR is aware of the William Jessup University Doctrinal Statement as detailed below. While performing the functions and duties as specified in this Agreement, CONTRACTOR shall refrain from any public expression which is contrary or antagonistic to the Doctrinal Statement or faith foundation of the UNIVERSITY.

Initials: _______       _______
Contractor     University
• We believe in the one God, the maker of heaven and earth: Father, Son and Holy Spirit, as revealed in the Holy Bible and made know in Jesus Christ our Lord,
• We believe that Jesus the divine Son became human, was born of a virgin, ministered in word and miracle, died for our sin, was raised bodily from the dead, ascended to God’s right hand and is coming again for his people,
• We believe that the Holy Spirit is presently ministering through the Christian community, empowering lives of godliness and service,
• We believe that the Holy Bible is completely God breathed, true in all its teaching, and the final authority for all matters of faith and practice,
• We believe that Jesus Christ established his church on earth to carry out his saving mission among all ethnic groups and formed her to be one holy people,
• We believe in God’s saving grace that calls forth from all people: faith, repentance, confession, baptism, and new life and ministry through the Spirit,
• And we commit ourselves to the teaching, practice and defense of these truths until the coming of our Lord Jesus Christ.

Additional Provisions. This Agreement also includes the additional provisions, if any, as are specifically set forth in Section D of the attached Schedule which is attached and made a part of this Agreement.

Complete Agreement. This agreement constitutes the entire and complete agreement between the parties hereto and UNIVERSITY and CONTRACTOR acknowledge that, in entering into this agreement, no reliance is made on any other statements verbal or written. Any modification or revision to this Agreement must be in writing and signed by a duly authorized representative of both parties.

WILLIAM JESSUP UNIVERSITY

By: ________________________________

Date:______________  Title: ________________________________

CONTRACTOR:

By: ________________________________

Date:______________  Title: ________________________________

Initials: _______       _______

Contractor       University
SCHEDULE

Section A - Scope of Work

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The Support and Evaluation of a University-assigned student teacher candidate during placement.

Section B - Compensation & Schedule of Payment

In consideration of CONTRACTOR’S performance and services, UNIVERSITY agrees to pay the fee of $400 per candidate placement contract agreement. UNIVERSITY shall prepare a check for services at the completion of Contractor’s agreement and upon authorization of UNIVERSITY designated department chair.

University shall pay in full no later than 60 days after the ending date indicated in Section C.

Section C - Period of Performance

This agreement shall commence on execution and continue in full force and effect, ending on [end date] or earlier upon completion of the CONTRACTOR’S duties under the agreement. This agreement may be terminated by either UNIVERSITY or CONTRACTOR upon a thirty (30) day written notice to the other party.

Section D - Additional Provisions

Attached:
Student Teaching Overview
Student Teaching Roles & Expectations

Initials: _______       _______
Contractor     University
WJU Student Teaching Overview

Full-Time / Two Placements (7-8 weeks each)
Student Teaching consists of full-day/full-time placements mirroring the district’s calendar and schedule. These placements include all the responsibilities and time expectations of a full-time teacher in the district. The candidate must experience activities outside the typical school day that are required of full-time district teaching staff (i.e.: back-to-school night, parent conferences, grade level planning meetings, faculty meetings).

Evaluation
The student teaching experiences are observed, monitored and evaluated jointly by the CMT, Principal (optionally) and WJU Supervisor(s). However, WJU staff and the completion of Student Teaching TEDU 475/575 or 575/576 courses will determine the final evaluation for a candidate.

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Senate Bill 2042 (Chapter 548, Statutes of 1998), signed by the governor in 1998, requires all multiple and single subject preliminary credential candidates attending fifth year, intern, or blended teacher preparation programs in California to pass a Teaching Performance Assessment (TPA). Senate Bill 1209 (Chapter 517, Statutes of 2006), mandated implementation of the SB 2042 provisions. WJU is a CalTPA program. The CalTPA includes 4 tasks that are completed over the course of the program. Depending on the pathway, 2 or 3 of those comprehensive tasks are completed during Student Teaching.

Student Teaching 2 – TPA Task 4 Videotape
Student Teaching 2 candidates are mandated to videotape at least one lesson to help meet a Teaching Performance Assessment Task 4 requirement. School-district students that appear in the video must have parental consent to meet FERPA requirements.

Teaching Performance Expectations (TPE) SB 2042
The TPEs are 13 standards that define the areas of teaching performance expected of teacher candidates as they complete professional preparation (credential) programs and are recommended for California teaching credentials. These TPEs fall under the six domains of the California Standards for the Teaching Profession (CSTPs).
Student Teaching Roles & Expectations

Stated Roles and Expectations statements support shared understandings and agreements among Principals, Cooperating Master Teachers, Candidates and University Supervisors.

Site Administration – Principal
The Principal is critical in setting the expectations and tone for a student teaching experience.

The Principal:

1. Identifies and encourages exemplary master teachers to be Cooperating Master Teachers (CMT). All CMTs meet the following criteria:
   a. Hold valid teaching credentials issued by the CCTC, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools and classes of District.
   b. Have CLAD certification.
   c. Demonstrate teaching excellence and considered mentor teachers.
   d. Have five or more years of teaching experience.
   e. Esteemed by her/his peers and school community.
2. Helps orient Candidates to the philosophy, policies, expectations and regulations of her/his school, and to the building, staff, and community.
3. Ensures a student teaching placement that includes at least one ENGLISH LANGUAGE LEARNER and at least one SPECIAL NEEDS STUDENT.
4. Observes and offers assistance to Candidates in the same manner as regular faculty, using district forms as appropriate.
5. Utilizes the Candidate as a substitute teacher only in emergency situations.
6. Notifies the Cooperating Master Teacher and the University Supervisor of any difficulties experienced in relation to the student teaching experience and assists in resolving any problems.

Cooperating Master Teacher (CMT)
Effective Cooperating Master Teachers successfully combine the knowledge and understanding of classroom teaching with the skilled guidance and direction of a prospective teacher. As a key person in assuring a successful student teaching program, the CMT holds the following responsibilities:

A. Orientation
   1. Be familiar with TPEs and TPAs.
   2. Prepare class/students for the presence of a Student Teacher.
   3. Introduce the student teaching candidate to the students. If appropriate and arranged for ahead of time, allow time for the student teacher to provide information about him/herself.
4. Create a physical sense of belonging by providing the Candidate with a work place and supplies: textbooks, handbook, schedule, seating charts, and (if appropriate) keys.
5. Alert the Candidate to school and room policies and routines: dress code, location of restrooms, teachers’ lounge, and cafeteria for example.
6. Orient the Candidate to current and projected units of study and the corresponding district and state standards.
7. Be familiar with and cooperate with WJU class requirements related to Student Teaching.
8. Arrange introductions to other teachers, to staff members, and to families.

B. Supervision and Guidance

1. Facilitate the Candidate’s gradual induction into teaching by:
   a. Providing opportunities to observe a variety of appropriate teaching methods.
   b. Discussing the subject areas in which s/he feels most confident and allow her/him to teach in these areas first.
   c. Working out a subject timeline and tentative schedule, which enables her/him to move gradually into a full teaching schedule, and providing for a gradual, but rather rapid tapering off towards the end of the experience so that the CMT is again in full charge by the last day.
   d. Clarifying her/his responsibilities for making lesson plans, securing and organizing appropriate materials and other activities.
2. Early in the experience, allow the Candidate to teach targeted lessons that include modeling, active student learning, monitoring, assessment, multiple transitions and reflection.
3. Provide opportunities for the Candidates to use office and classroom equipment, technology, publisher materials, learning kits, and other available materials.
4. Help the Candidate plan lessons, assessments and classroom management processes, pointing out and discussing areas of strength and potential rough spots, particularly as they relate to the specific culture and learning needs of your class.
5. Avoid interrupting the Candidate’s lesson to enforce discipline; expect the Candidate to handle it.
6. Keep communication open. Discuss often; encourage questions from the Candidate; talk with her/him as a co-teacher. There should be a minimum of 60 cumulative minutes a week of discussion and debriefing time. Please set aside time daily for this purpose.
7. Focus the Candidate on outcomes. Did the lesson achieve the outcome desired? How do you know? What went well? What could be improved?
8. Share ideas, observations and responsibilities; respect the Candidate’s opinions. Encourage her/him to be creative; allow reasonable freedom to carry out ideas.
9. As appropriate, allow 2 weeks of solo instructional opportunity for the candidate.
10. Acquaint the Candidate with the school’s testing programs.
11. Acquaint the Candidate with parent conferences, IEP, 504 & SST process, student support processes and other aspects of classroom, school, and district communication.
12. Make arrangements for the Candidate to observe or work with other teachers, classrooms and grade levels a few times during the final week of student teaching.

13. Arrange for some experience of playground, lunchroom or hall duty under the supervision of the regular supervisor.

14. Invite the Candidate to participate in all activities: PLC, class planning, staff meetings, and projects.

C. Evaluation

1. Take notes during teaching observations; schedule regular conferences (recommend at least weekly) to discuss both areas of strength and areas of improvement for a lesson; give oral and written feedback.

2. Provide regular feedback about daily lessons and lesson plans.

3. Review and initial the Student Teaching Log on a weekly basis.

4. Provide a deeper, richer round of dialogue around each of the formal observation lesson plans by engaging in written and/or oral conversation:
   a. Frame questions for Candidates, so that they learn to anticipate and address potential rough spots before lesson implementation
   b. Stretch Candidates to engage their learners at a deeper level,
   c. And/or support Candidates in enriching their plan while there is still time to gather additional resources/supplies without adding undue stress.

5. Complete a minimum of three formal observations and debriefing conference utilizing the WJU Student Teaching Evaluation Packet(s) (STEP).
   a. Discuss STEP ratings with the student teacher.
   b. Discuss STEP ratings with the university supervisor as needed.
   c. Provide the Candidate with the completed STEP packet at the finish of each debriefing conference (or shortly thereafter). Keep a copy of the evaluation for your records and as a back-up if there is a discrepancy or lost records.

6. Complete the Character Evaluation Form during the last week of the student teaching experience.
   a. Invite the Candidate to describe the character traits if it is unclear what is meant.
   b. Discuss the ratings with the Candidate
   c. Provide the Candidate with the completed form. Keep a copy of the evaluation for your records and as a back-up if there is a discrepancy or lost records.

Candidate / Student Teacher

Student teaching is intended to help candidates make the transition from being a university student to assuming a role as a professional teacher. It necessitates applying the arts and sciences a Candidate has learned to the actual task of educating others.

Since student teaching is designed to be a learning experience, candidates should expect to grow gradually in the competencies required for success in teaching. In order to grow, candidates must be free to try out the theories learned and the ideas reflected upon in field experiences and coursework; candidates must be free to make mistakes. Freedom, as applied here, means freedom under the
guidance of the CMT, whose first duty is to the students and their parents guarding the excellence of education.

As a student teacher, candidates should interpret the comments and recommendations of everyone who assists them as suggestions for growth, not as personal criticism. Candidates will make mistakes, but can learn from them as well as from successes as they grow in personal and professional competence.

Student teaching will tax the candidates’ physical and emotional energy and will be very time consuming. They should plan ahead for a manageable class load with minimal outside activities and responsibilities.

A. Professionalism
   1. Apply the character traits identified in the WJU Education program and adhere to the professional code of ethics for education (http://www.cta.org/About-CTA/Who-We-Are/Code-of-Ethics.aspx)
   2. Maintain the highest standards of courtesy, cooperation and grooming/dress. Do not just meet expectations, EXCEED district standards. Professional dress and attitude are to *always be maintained!* Consider this a semester-long job interview.
   3. Exhibit organization, initiative, enthusiasm, responsibility, and adaptability.

B. School
   1. Be familiar with the student teaching site, the school community, and the social services, programs, and personnel of the school. Introduce yourself to office staff!
   2. Become acquainted with and support the philosophy, policies, and channels of authority, classroom procedures, and co-curricular activities of the school district.

C. CMT
   1. Work closely with the CMT, recognizing and respecting the position and authority of the teacher. Assume only the authority delegated to you by the CMT. Always ask if you can help and/or participate.
   2. Notify the CMT and University Supervisor of absences. Get appropriate phone numbers.
   3. Arrange time for regular observations and conferences with the CMT.
   4. Complete the Student Teaching log. Have the CMT review and initial the log regularly.
   5. With the guidance of the University Supervisor and CMT, gradually undertake a full teaching load; begin by teaching small groups/short lessons. Continue to closely monitor students, detecting and becoming sensitive to individual characteristics.
   6. Coordinate with the CMT to participate in extracurricular and professional activities such as staff meetings, in-service sessions, parent meetings, lunchroom, and hall duties.

D. Observations
   7. 3 days prior to each formal observation, provide the observer (the Supervisor or CMT, as appropriate) with a fully completed WJU lesson plan, in person or via email. The purpose of this advance due date is to allow for a deeper, richer round of dialogue by engaging in written and/or oral conversation:
a. Reflect on the questions provided by the Supervisor or CMT in response to your plan, so that you learn to anticipate and address potential rough spots before lesson implementation.
b. Consider and/or implement the suggestions (or variations) provided by your Supervisor or CMT, demonstrating a willingness to be stretched in engaging your learners at a deeper level.
c. Consider and/or implement the suggestions (or variations) provided by your Supervisor or CMT, enriching your plan while there is still time to gather additional resources/supplies without adding undue stress.
d. While grace is occasionally appropriate when 3 days is just not possible, the Candidate isn’t to take advantage. A pattern of tardiness in this regard conveys a professionalism issue.

1. A clean hard copy of the refined lesson plan, a seating chart which identifies all students including the EL & SN students, as well as any handouts are to be provided on the day of the observation to the observer.
2. Meet with the observer to reflect and debrief on the observation.

WJU Supervisor
The Supervisor is a specialist in the student teaching process. Many supervisors have taught for a number of years in public schools and have been school administrators and/or university professors.

A supervisor will be assigned to every student teacher. The supervisor is a critical liaison between the school and the university. The student teacher, CMT and supervisor should function as a team to support the student teaching experience. It is understood that the cooperating master teacher’s primary responsibility is to facilitate the effective instruction and learning of his/her students. In that effort, early identification of strengths and the need areas of the student teacher candidate is critical.

Supervisors are not just observers and evaluators. They are instructional resources, facilitators and a support for the candidate and CMT.

A. Launch Meeting

1. The supervisor will coordinate a Launch Meeting with the school Principal, CMT and Candidate. If scheduling conflicts occur he/she will coordinate separate meetings with the Principal and another with the Cooperating Master Teacher and Candidate.

B. Observations

1. Informal
   a. Observe Student Teacher (10-15 minutes)
   b. Check in with the CMT
   c. Observe a minimum of one time (in addition to formal observations)

2. Formal
   a. Lesson observations (45-60 minutes)
b. Meet with the Candidate to debrief the observation and complete the Student Teaching Evaluation Packet (STEP) after each formal lesson observation.

c. Observe a minimum of three times.
MODIFIED CONTRACTOR SERVICES AGREEMENT

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Scope of Services. CONTRACTOR agrees to provide services as specified in detail in Section A of the schedule which is attached and made a part of this Agreement.

Compensation. Compensation shall be paid as provided in Section B of the schedule which is attached and made a part of this Agreement.

Schedule of Payment. Payments shall be made as outlined in Section B of the schedule which is attached and made a part of this Agreement.

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Termination for Convenience. Either party may terminate this Agreement without cause at any time by giving written notice, and specifying the effective date thereof, at least thirty (30) calendar days before the effective date of such termination. In that event, all finished documents and other materials prepared by CONTRACTOR and/or provided by UNIVERSITY shall become the property of UNIVERSITY. CONTRACTOR shall be entitled to receive payment for all services satisfactorily rendered based on a pro-rata share of the total compensation provided for in this Agreement.

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• And we commit ourselves to the teaching, practice and defense of these truths until the coming of our Lord Jesus Christ.

Additional Provisions. This Agreement also includes the additional provisions, if any, as are specifically set forth in Section D of the attached Schedule which is attached and made a part of this Agreement.

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WILLIAM JESSUP UNIVERSITY

By: ________________________________

Date: _________________ Title: ________________________________

CONTRACTOR:

By: ________________________________

Date: _________________ Title: ________________________________

Initials: ___________ ___________
Contractor University
SCHEDULE

Section A - Scope of Work

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Attached:
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Student Teaching Roles & Expectations

Initials: _______       _______
Contractor     University
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Teaching Performance Expectations (TPE) SB 2042
The TPEs are 13 standards that define the areas of teaching performance expected of teacher candidates as they complete professional preparation (credential) programs and are recommended for California teaching credentials. These TPEs fall under the six domains of the California Standards for the Teaching Profession (CSTPs).
Student Teaching Roles & Expectations

Stated Roles and Expectations statements support shared understandings and agreements among Principals, Cooperating Master Teachers, Candidates and University Supervisors.

Site Administration – Principal
The Principal is critical in setting the expectations and tone for a student teaching experience.

The Principal:

1. Identifies and encourages exemplary master teachers to be Cooperating Master Teachers (CMT). All CMTs meet the following criteria:
   a. Hold valid teaching credentials issued by the CCTC, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools and classes of District.
   b. Have CLAD certification.
   c. Demonstrate teaching excellence and considered mentor teachers.
   d. Have five or more years of teaching experience.
   e. Esteemed by her/his peers and school community.
2. Helps orient Candidates to the philosophy, policies, expectations and regulations of her/his school, and to the building, staff, and community.
3. Ensures a student teaching placement that includes at least one ENGLISH LANGUAGE LEARNER and at least one SPECIAL NEEDS STUDENT.
4. Observes and offers assistance to Candidates in the same manner as regular faculty, using district forms as appropriate.
5. Utilizes the Candidate as a substitute teacher only in emergency situations.
6. Notifies the Cooperating Master Teacher and the University Supervisor of any difficulties experienced in relation to the student teaching experience and assists in resolving any problems.

Cooperating Master Teacher (CMT)
Effective Cooperating Master Teachers successfully combine the knowledge and understanding of classroom teaching with the skilled guidance and direction of a prospective teacher. As a key person in assuring a successful student teaching program, the CMT holds the following responsibilities:

A. Orientation
   1. Be familiar with TPEs and TPAs.
   2. Prepare class/students for the presence of a Student Teacher.
   3. Introduce the student teaching candidate to the students. If appropriate and arranged for ahead of time, allow time for the student teacher to provide information about him/herself.
4. Create a physical sense of belonging by providing the Candidate with a work place and supplies: textbooks, handbook, schedule, seating charts, and (if appropriate) keys.
5. Alert the Candidate to school and room policies and routines: dress code, location of restrooms, teachers’ lounge, and cafeteria for example.
6. Orient the Candidate to current and projected units of study and the corresponding district and state standards.
7. Be familiar with and cooperate with WJU class requirements related to Student Teaching.
8. Arrange introductions to other teachers, to staff members, and to families.

B. Supervision and Guidance
1. Facilitate the Candidate’s gradual induction into teaching by:
   a. Providing opportunities to observe a variety of appropriate teaching methods.
   b. Discussing the subject areas in which s/he feels most confident and allow her/him to teach in these areas first.
   c. Working out a subject timeline and tentative schedule, which enables her/him to move gradually into a full teaching schedule, and providing for a gradual, but rather rapid tapering off towards the end of the experience so that the CMT is again in full charge by the last day.
   d. Clarifying her/his responsibilities for making lesson plans, securing and organizing appropriate materials and other activities.
2. Early in the experience, allow the Candidate to teach targeted lessons that include modeling, active student learning, monitoring, assessment, multiple transitions and reflection.
3. Provide opportunities for the Candidates to use office and classroom equipment, technology, publisher materials, learning kits, and other available materials.
4. Help the Candidate plan lessons, assessments and classroom management processes, pointing out and discussing areas of strength and potential rough spots, particularly as they relate to the specific culture and learning needs of your class.
5. Avoid interrupting the Candidate’s lesson to enforce discipline; expect the Candidate to handle it.
6. Keep communication open. Discuss often; encourage questions from the Candidate; talk with her/him as a co-teacher. There should be a minimum of 60 cumulative minutes a week of discussion and debriefing time. Please set aside time daily for this purpose.
7. Focus the Candidate on outcomes. Did the lesson achieve the outcome desired? How do you know? What went well? What could be improved?
8. Share ideas, observations and responsibilities; respect the Candidate’s opinions. Encourage her/him to be creative; allow reasonable freedom to carry out ideas.
9. As appropriate, allow 2 weeks of solo instructional opportunity for the candidate.
10. Acquaint the Candidate with the school’s testing programs.
11. Acquaint the Candidate with parent conferences, IEP, 504 & SST process, student support processes and other aspects of classroom, school, and district communication.
12. Make arrangements for the Candidate to observe or work with other teachers, classrooms and grade levels a few times during the final week of student teaching.

13. Arrange for some experience of playground, lunchroom or hall duty under the supervision of the regular supervisor.

14. Invite the Candidate to participate in all activities: PLC, class planning, staff meetings, and projects.

C. Evaluation

1. Take notes during teaching observations; schedule regular conferences (recommend at least weekly) to discuss both areas of strength and areas of improvement for a lesson; give oral and written feedback.

2. Provide regular feedback about daily lessons and lesson plans.

3. Review and initial the Student Teaching Log on a weekly basis.

4. Provide a deeper, richer round of dialogue around each of the formal observation lesson plans by engaging in written and/or oral conversation:
   a. Frame questions for Candidates, so that they learn to anticipate and address potential rough spots before lesson implementation
   b. Stretch Candidates to engage their learners at a deeper level,
   c. And/or support Candidates in enriching their plan while there is still time to gather additional resources/supplies without adding undue stress.

5. Complete a minimum of three formal observations and debriefing conference utilizing the WJU Student Teaching Evaluation Packet(s) (STEP).
   a. Discuss STEP ratings with the student teacher.
   b. Discuss STEP ratings with the university supervisor as needed.
   c. Provide the Candidate with the completed STEP packet at the finish of each debriefing conference (or shortly thereafter). Keep a copy of the evaluation for your records and as a back-up if there is a discrepancy or lost records.

6. Complete the Character Evaluation Form during the last week of the student teaching experience.
   a. Invite the Candidate to describe the character traits if it is unclear what is meant.
   b. Discuss the ratings with the Candidate
   c. Provide the Candidate with the completed form. Keep a copy of the evaluation for your records and as a back-up if there is a discrepancy or lost records.

Candidate / Student Teacher

Student teaching is intended to help candidates make the transition from being a university student to assuming a role as a professional teacher. It necessitates applying the arts and sciences a Candidate has learned to the actual task of educating others.

Since student teaching is designed to be a learning experience, candidates should expect to grow gradually in the competencies required for success in teaching. In order to grow, candidates must be free to try out the theories learned and the ideas reflected upon in field experiences and coursework; candidates must be free to make mistakes. Freedom, as applied here, means freedom under the
guidance of the CMT, whose first duty is to the students and their parents guarding the excellence of education.

As a student teacher, candidates should interpret the comments and recommendations of everyone who assists them as suggestions for growth, not as personal criticism. Candidates will make mistakes, but can learn from them as well as from successes as they grow in personal and professional competence.

Student teaching will tax the candidates’ physical and emotional energy and will be very time consuming. They should plan ahead for a manageable class load with minimal outside activities and responsibilities.

A. Professionalism
   1. Apply the character traits identified in the WJU Education program and adhere to the professional code of ethics for education (http://www.cta.org/About-CTA/Who-We-Are/Code-of-Ethics.aspx)
   2. Maintain the highest standards of courtesy, cooperation and grooming/dress. Do not just meet expectations, EXCEED district standards. Professional dress and attitude are to always be maintained! Consider this a semester-long job interview.
   3. Exhibit organization, initiative, enthusiasm, responsibility, and adaptability.

B. School
   1. Be familiar with the student teaching site, the school community, and the social services, programs, and personnel of the school. Introduce yourself to office staff!
   2. Become acquainted with and support the philosophy, policies, and channels of authority, classroom procedures, and co-curricular activities of the school district.

C. CMT
   1. Work closely with the CMT, recognizing and respecting the position and authority of the teacher. Assume only the authority delegated to you by the CMT. Always ask if you can help and/or participate.
   2. Notify the CMT and University Supervisor of absences. Get appropriate phone numbers.
   3. Arrange time for regular observations and conferences with the CMT.
   4. Complete the Student Teaching log. Have the CMT review and initial the log regularly.
   5. With the guidance of the University Supervisor and CMT, gradually undertake a full teaching load; begin by teaching small groups/short lessons. Continue to closely monitor students, detecting and becoming sensitive to individual characteristics.
   6. Coordinate with the CMT to participate in extracurricular and professional activities such as staff meetings, in-service sessions, parent meetings, lunchroom, and hall duties.

D. Observations
   7. 3 days prior to each formal observation, provide the observer (the Supervisor or CMT, as appropriate) with a fully completed WJU lesson plan, in person or via email. The purpose of this advance due date is to allow for a deeper, richer round of dialogue by engaging in written and/or oral conversation:
a. Reflect on the questions provided by the Supervisor or CMT in response to your plan, so that you learn to anticipate and address potential rough spots before lesson implementation.
b. Consider and/or implement the suggestions (or variations) provided by your Supervisor or CMT, demonstrating a willingness to be stretched in engaging your learners at a deeper level.
c. Consider and/or implement the suggestions (or variations) provided by your Supervisor or CMT, enriching your plan while there is still time to gather additional resources/supplies without adding undue stress.
d. While grace is occasionally appropriate when 3 days is just not possible, the Candidate isn’t to take advantage. A pattern of tardiness in this regard conveys a professionalism issue.

1. A clean hard copy of the refined lesson plan, a seating chart which identifies all students including the EL & SN students, as well as any handouts are to be provided on the day of the observation to the observer.
2. Meet with the observer to reflect and debrief on the observation.

WJU Supervisor
The Supervisor is a specialist in the student teaching process. Many supervisors have taught for a number of years in public schools and have been school administrators and/or university professors.

A supervisor will be assigned to every student teacher. The supervisor is a critical liaison between the school and the university. The student teacher, CMT and supervisor should function as a team to support the student teaching experience. It is understood that the cooperating master teacher’s primary responsibility is to facilitate the effective instruction and learning of his/her students. In that effort, early identification of strengths and the need areas of the student teacher candidate is critical.

Supervisors are not just observers and evaluators. They are instructional resources, facilitators and a support for the candidate and CMT.

A. Launch Meeting

1. The supervisor will coordinate a Launch Meeting with the school Principal, CMT and Candidate. If scheduling conflicts occur he/she will coordinate separate meetings with the Principal and another with the Cooperating Master Teacher and Candidate.

B. Observations

1. Informal
   a. Observe Student Teacher (10-15 minutes)
   b. Check in with the CMT
   c. Observe a minimum of one time (in addition to formal observations)

2. Formal
   a. Lesson observations (45-60 minutes)
b. Meet with the Candidate to debrief the observation and complete the Student Teaching Evaluation Packet (STEP) after each formal lesson observation.

c. Observe a minimum of three times.
Part I  Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the “Name” line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Part II  Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends; or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below), and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out Item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, Item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here

Signature of U.S. person  Date

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. The IRS has created a page on IRS.gov for information about Form W-9, at www.irs.gov/w9. Information about any future developments affecting Form W-9 (such as legislation enacted after we release it) will be posted on that page.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, payments made to you in settlement of payment card and third party network transactions, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners’ share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct.

Note. If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester’s form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

• An individual who is a U.S. citizen or U.S. resident alien,
• A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
• An estate (other than a foreign estate), or
• A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners’ share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

Cat. No. 10231X

Form W-9 (Rev. 8-2013)
In the cases below, the following person must give Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States:

- in the case of a disregarded entity with a U.S. owner, the U.S. owner of the disregarded entity and not the entity,
- in the case of a grantor trust with a U.S. grantor or other U.S. owner, generally, the U.S. grantor or other U.S. owner of the grantor trust and not the trust, and
- in the case of a U.S. trust (other than a grantor trust), the U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

Foreign person. If you are a foreign person or the U.S. branch of a foreign bank that has elected to be treated as a U.S. person, do not use Form W-9. Instead, use the appropriate Form W-8 or Form 8233 (see Publication 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).

Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as “a saving clause.” Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items:

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity, give the requester the appropriate completed Form W-8 or Form 8233.

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS a percentage of such payments. This is called “backup withholding.” Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, payments made in settlement of payment card and third party network transactions, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester,
2. You do not certify your TIN when required (see the Part II instructions on page 3 for details),
3. The IRS tells the requester that you furnished an incorrect TIN,
4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or
5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See Exempt payee conditions on page 3 and the separate Instructions for the Requester of Form W-9 for more information.

Also see Special rules for partnerships on page 1.

What is FATCA reporting? The Foreign Account Tax Compliance Act (FATCA) requires a participating foreign financial institution to report all United States account holders that are identified United States persons. Certain payees are exempt from FATCA reporting. See exemption from FATCA reporting code on page 3 and the Instructions for the Requester of Form W-9 for more information.

Updating Your Information
You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate receiving reportable payments in the future from this person. For example, you may need to provide updated information if you are a C corporation that elects to be a U.S. corporation, or if you no longer are tax exempt. In addition, you must furnish a new Form W-9 if the name or TIN changes for the account, for example, if the grantor of a grantor trust dies.

Penalties
Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of $50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a $500 penalty.

Criminal penalty for falsifying information. If you falsify certifications or affirmations or otherwise subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions
Name
If you are an individual, you must generally enter the name shown on your income tax return. However, if you have changed your last name, for instance, due to marriage without informing the Social Security Administration of the name change, enter your first name, the last name shown on your social security card, and your new last name.

If the account is in joint names, list first, then circle, the name of the person or entity whose number you entered in Part I of the form.

Sole proprietor. Enter your individual name as shown on your income tax return on the “Name” line. You may enter your business, trade, or “doing business as” (DBA) name on “Business name/disregarded entity name” line.

Partnership, C Corporation, or S Corporation. Enter the entity’s name on the “Name” line and any business, trade, or “doing business as” (DBA) name on “Business name/disregarded entity name” line.

Disregarded entity. For U.S. federal tax purposes, an entity that is disregarded as an entity separate from its owner is treated as a “disregarded entity.” See Regulation section 301.7701-3(c)(2)(iii). Enter the owner’s name on the “Name” line. The name of the entity entered on the “Name” line should never be a disregarded entity. The name on the “Name” line must be the same name shown on the income tax return on which the income should be reported. For example, if a foreign LLC that is treated as a disregarded entity for U.S. federal tax purposes has a single owner that is a U.S. person, the U.S. owner’s name is required to be provided on the “Name” line. If the direct owner of the entity is also a disregarded entity, enter the first owner that is not disregarded for federal tax purposes. Enter the disregarded entity’s name on the “Business name/disregarded entity name” line. If the owner of the disregarded entity is a foreign person, the owner must complete an appropriate Form W-9 instead of a Form W-9. This is the case even if the foreign person has a U.S. TIN.

Note. Check the appropriate box for the U.S. federal tax classification of the person whose name is entered on the “Name” line (Individual/sole proprietor, Partnership, C Corporation, S Corporation, Trust/estate).

Limited Liability Company (LLC). If the person identified on the “Name” line is an LLC, check the “Limited liability company” box only and enter the appropriate code for the U.S. federal tax classification in the space provided. If you are an LLC that is treated as a partnership for U.S. federal tax purposes, enter “P” for partnership. If you are an LLC that has filed a Form 8832 or a Form 2553 to be taxed as a corporation, enter “C” for C corporation or “S” for S corporation, as appropriate. If you are an LLC that is disregarded as an entity separate from its owner under Regulation section 301.7701-3 (except for employment and excise tax), do not check the LLC box unless the owner of the LLC (required to be identified on the “Name” line) is another LLC that is not disregarded for U.S. federal tax purposes. If the LLC is disregarded as an entity separate from its owner, enter the appropriate tax classification of the owner identified on the “Name” line.

Other entities. Enter your business name as shown on required U.S. federal tax documents on the “Name” line. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on the “Business name/disregarded entity name” line.

Exemptions
If you are exempt from backup withholding and/or FATCA reporting, enter in the Exemptions box, any code(s) that may apply to you. See Exempt payee code and Exemption from FATCA reporting code on page 5.
Exempt payee code. Generally, individuals (including sole proprietors) are not exempt from backup withholding. Corporations are exempt from backup withholding for certain dividends or interest and dividends. Corporations are not exempt from backup withholding for payments made in settlement of payment card or third party network transactions.

Note. If you are exempt from backup withholding, you should still complete this form to avoid possible erroneous backup withholding.

The following codes identify payees that are exempt from backup withholding:

1—An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2)
2—The United States or any of its agencies or instrumentalities
3—A state, the District of Columbia, a possession of the United States, or any of their political subdivisions or instrumentalities
4—A foreign government or any of its political subdivisions, agencies, or instrumentalities
5—A corporation
6—A dealer in securities or commodities required to register in the United States, the District of Columbia, or a possession of the United States
7—A futures commission merchant registered with the Commodity Futures Trading Commission
8—A real estate investment trust
9—An entity registered at all times during the tax year under the Investment Company Act of 1940

The following chart shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 13.

<table>
<thead>
<tr>
<th>IF the payment is for . . .</th>
<th>THEN the payment is exempt for . . .</th>
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<tbody>
<tr>
<td>Interest and dividend payments</td>
<td>All exempt payees except for 7</td>
</tr>
<tr>
<td>Broker transactions</td>
<td>Exempt payees 1 through 4 and 6 through 11 and all C corporations. S corporations must not enter an exempt payee code because they are exempt only for sales of noncovered securities acquired prior to 2012</td>
</tr>
<tr>
<td>Barter exchange transactions and patronage dividends</td>
<td>Exempt payees 1 through 4</td>
</tr>
<tr>
<td>Payments over $600 required to be reported and direct sales over $5,000</td>
<td>Generally, exempt payees 1 through 5</td>
</tr>
<tr>
<td>Payments made in settlement of payment card or third party network transactions</td>
<td>Exempt payees 1 through 4</td>
</tr>
</tbody>
</table>

1 See Form 1099-MISC, Miscellaneous Income, and its instructions.

2 However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys’ fees, gross proceeds paid to an attorney, and payments for services paid by a federal executive agency.

Exemption from FATCA reporting code. The following codes identify payees that are exempt from reporting under FATCA. These codes apply to persons submitting this form for accounts maintained outside of the United States by certain foreign financial institutions. Therefore, if you are only submitting this form for an account you hold in the United States, you may leave this field blank. Consult with the person requesting this form if you are uncertain if the financial institution is subject to these requirements.

A—An organization exempt from tax under section 501(a) or any individual retirement plan as defined in section 7701(a)(37)
B—The United States or any of its agencies or instrumentalities
C—A state, the District of Columbia, a possession of the United States, or any of their political subdivisions or instrumentalities
D—A corporation the stock of which is regularly traded on one or more established securities markets, as described in Reg. section 1.1472-1(c)(1)(i)
E—A corporation that is a member of the same expanded affiliated group as a corporation described in Reg. section 1.1472-1(c)(1)(i)
F—A dealer in securities, commodities, or derivative financial instruments (including notional principal contracts, futures, forwards, and options) that is registered as such under the laws of the United States or any state
G—A real estate investment trust
H—A regulated investment company as defined in section 851 or an entity registered at all times during the tax year under the Investment Company Act of 1940
I—A common trust fund as defined in section 584(a) J—A bank as defined in section 581
K—A broker
L—A trust exempt from tax under section 664 or described in section 4947(a)(1)
M—A tax exempt trust under a section 403(b) plan or section 457(g) plan

Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the space for the social security number box. If you do not have an ITIN, see How to get a TIN below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN. However, the IRS prefers that you use your SSN.

If you are a single-member LLC that is disregarded as an entity separate from its owner (see Limited Liability Company (LLC) on page 2), enter the owner’s SSN (or EIN, if the owner has one). Do not enter the disregarded entity’s EIN. If the LLC is classified as a corporation or partnership, enter the entity’s EIN.

Note. See the chart on page 4 for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local Social Security Administration office or get this form online at www.ssa.gov. You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at www.irs.gov/businesses and clicking on Employer Identification Number (EIN) under Starting a Business. You can get Forms W-7 and SS-4 from the IRS by visiting IRS.gov or by calling 1-800-TAX-FORM (1-800-829-3676).

If you are asked to complete Form W-9 but do not have a TIN, apply for a TIN and write “Applied For” in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note. Entering “Applied For” means that you have already applied for a TIN or that you intend to apply for one soon.

Caution: A disregarded U.S. entity that has a foreign owner must use the appropriate Form W-8.

Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if items 1, 4, or 5 below indicate otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). In the case of a disregarded entity, the person identified on the “Name” line must sign. Exempt payees, see Exempt payee code earlier.

Signature requirements. Complete the certification as indicated in items 1 through 5 below.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983. You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983. You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. “Other payments” include payments made in the course of the requester’s trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments made in settlement of payment card and third party network transactions, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under sections 529), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.
What Name and Number To Give the Requester

<table>
<thead>
<tr>
<th>For this type of account</th>
<th>Give name and SSN of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individual</td>
<td>The individual</td>
</tr>
<tr>
<td>2. Two or more individuals (joint account)</td>
<td>The actual owner of the account or, if combined funds, the first individual on the account</td>
</tr>
<tr>
<td>3. Custodian account of a minor (Uniform Gift to Minors Act)</td>
<td>The minor</td>
</tr>
<tr>
<td>4. a. The usual revocable savings trust (grantor is also trustee)</td>
<td>The grantor-trustee</td>
</tr>
<tr>
<td>b. So-called trust account that is not a legal or valid trust under state law</td>
<td>The actual owner</td>
</tr>
<tr>
<td>5. Sole proprietorship or disregarded entity owned by an individual</td>
<td>The owner</td>
</tr>
<tr>
<td>6. Grantor trust filing under Optional Form 1099 Filing Method 1 (see Regulation section 1.671-4(b)(2)(i)(A))</td>
<td>The grantor*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For this type of account</th>
<th>Give name and EIN of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Disregarded entity not owned by an individual</td>
<td>The owner</td>
</tr>
<tr>
<td>8. A valid trust, estate, or pension trust</td>
<td>Legal entity</td>
</tr>
<tr>
<td>9. Corporation or LLC electing corporate status on Form 8832 or Form 2553</td>
<td>The corporation</td>
</tr>
<tr>
<td>10. Association, club, religious, charitable, educational, or other tax-exempt organization</td>
<td>The organization</td>
</tr>
<tr>
<td>11. Partnership or multi-member LLC</td>
<td>The partnership</td>
</tr>
<tr>
<td>12. A broker or registered nominee</td>
<td>The broker or nominee</td>
</tr>
<tr>
<td>13. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments</td>
<td>The public entity</td>
</tr>
<tr>
<td>14. Grantor trust filing under the Form 1041 Filing Method or the Optional Form 1099 Filing Method 2 (see Regulation section 1.671-4(b)(2)(i)(B))</td>
<td>The trust</td>
</tr>
</tbody>
</table>

Note. If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Secure Your Tax Records from Identity Theft

Identity theft occurs when someone uses your personal information such as your name, social security number (SSN), or other identifying information, without your permission, to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:
- Protect your SSN.
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax preparer.

If your tax records are affected by identity theft and you receive a notice from the IRS, respond right away to the name and phone number printed on the IRS notice or letter.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity or credit report, contact the IRS Identity Theft Hotline at 1-800-908-4490 or submit Form 14039.

For more information, see Publication 4535, Identity Theft Prevention and Victim Assistance.

Victims of identity theft who are experiencing economic harm or a system problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 1-877-777-4778 or TTY/TDD 1-800-829-4059.

Protect yourself from suspicious emails or phishing schemes. Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to phishing@irs.gov. You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration at 1-800-366-4484. You can forward suspicious emails to the Federal Trade Commission at: spam@uce.gov or contact them at www.ftc.gov/idtheft or 1-877-IDTHEFT (1-877-438-4338).

Visit IRS.gov to learn more about identity theft and how to reduce your risk.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IRA, Archer MSA, or HSA. The person collecting this form uses the information on the form to file information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their laws. The information also may be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether or not you are required to file a tax return. Under section 3406, payers must generally withhold a percentage of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to the payer. Certain penalties may also apply for providing false or fraudulent information.