Manteca Unified School District

Teacher Induction Candidate Handbook

Department of
Professional Learning
Manteca Unified School District

Teacher Induction

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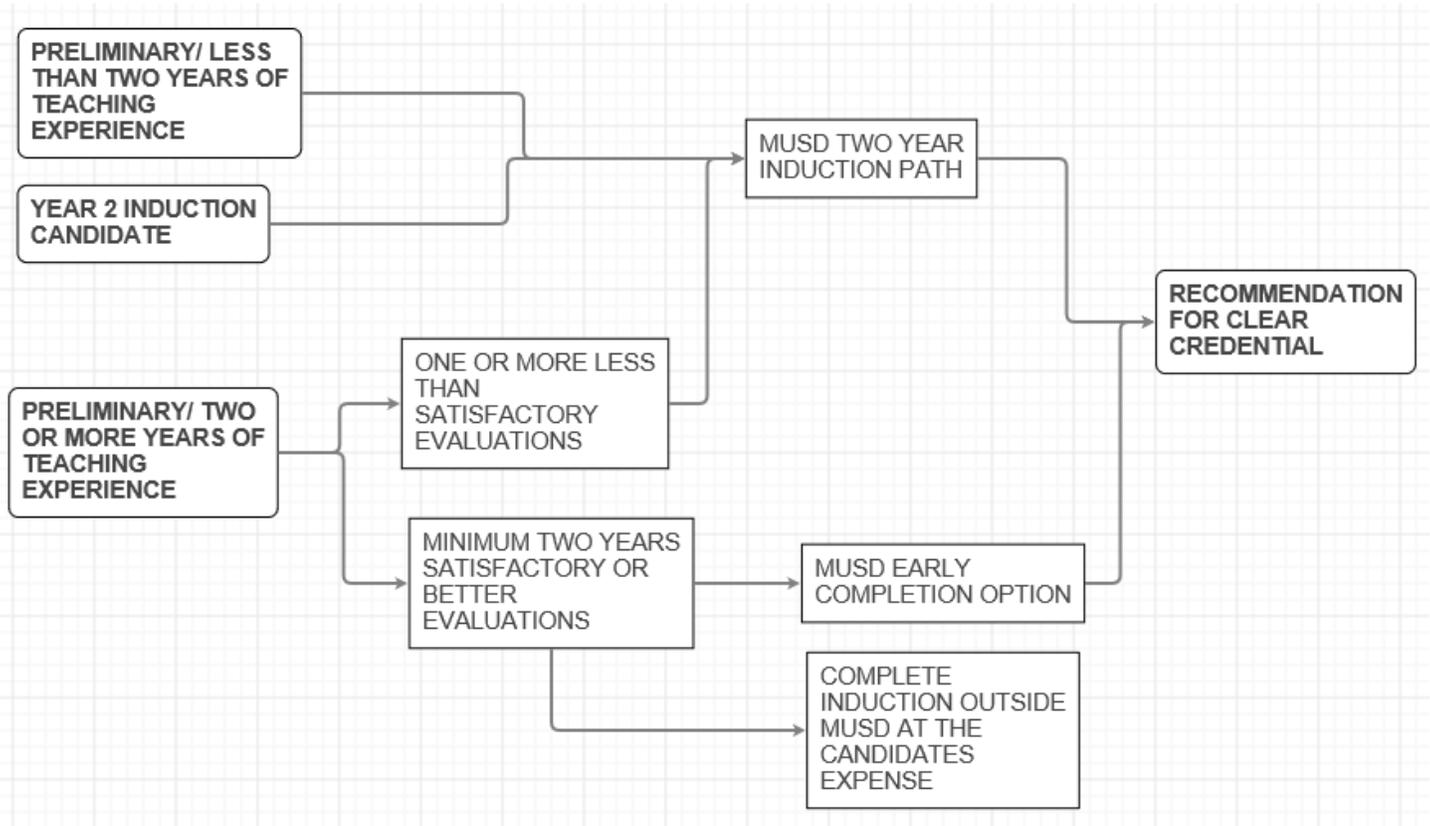Manteca Unified School District

Program Eligibility

The general rule is that those teachers new to the profession who are teaching on a California Preliminary Credential must clear their credential within 5 years. Manteca Unified School District teachers holding a preliminary single subject, multiple subject, or Education Specialist credential are encouraged to clear their credential through MUSD's Teacher Induction Program. **Candidates who clear their credential through the MUSD Teacher Induciton Program will be required to sign an MOU stating that they will remain with the Manteca Unified School District for an additional 2 years after clearing. Candidates who choose to leave before fulfilling their additional two years of service will be retroactively charged for their time enrolled in the MUSD Teacher Induction Program ($2000 per year).**

Nondiscrimination Policy

All personnel decisions made by Manteca Unified School District are made without consideration of differences due to race, gender or other constitutionally or legally prohibited considerations, according to Board Policy 4010(a) Nondiscrimination in District Programs and Activities. Manteca Unified School District follows state and federal discrimination laws in all personnel decisions, including hiring of teachers, enrollment in the induction program, recommendation of the California Clear Credential, and employment retention. The Manteca Unified School District induction program accepts all qualified candidates. Induction staff must comply with non-discrimination law in all decisions related to the induction program; including the admission, retention, and graduation of all candidates.

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Path to Clear Credential

Flowchart:
- PRELIMINARY/ LESS THAN TWO YEARS OF TEACHING EXPERIENCE
- YEAR 2 INDUCTION CANDIDATE
→ MUSD TWO YEAR INDUCTION PATH → RECOMMENDATION FOR CLEAR CREDENTIAL

- PRELIMINARY/ TWO OR MORE YEARS OF TEACHING EXPERIENCE
  → ONE OR MORE LESS THAN SATISFACTORY EVALUATIONS → MUSD TWO YEAR INDUCTION PATH
  → MINIMUM TWO YEARS SATISFACTORY OR BETTER EVALUATIONS → MUSD EARLY COMPLETION OPTION → RECOMMENDATION FOR CLEAR CREDENTIAL
  → COMPLETE INDUCTION OUTSIDE MUSD AT THE CANDIDATES EXPENSE

Executive Order N-66-20

Some candidates may have been recommended for a preliminary credential and enrolled in induction with additional requirements. Entering induction with either the RICA or TPA requirements still pending must work with their preliminary program for additional support while completing these requirements. The MUSD teacher induction program will support candidates who are working toward completing these requirements by assigning a qualified mentor, designing an individual learing plan for each candidate based on current requirements/need, offer time for and coordinate trainings based on candidates requirements/need. Candidates will not be considered for the MUSD early completion program (ECO) unless they have met all out standing requirements (RICA/TPA) before beginning their first ILP/inqiry cycle.

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Program Overview

The Manteca Unified School District Teacher Induction Program is a state approved two-year induction program. It is an individualized, job-embedded system of mentoring, support, and professional learning that begins in the teacher's first year of teaching after completion of his/her preliminary credential. Candidates receive structured support and formative assessment (observation and feedback) from an experienced teacher while working through an Individual Learning Plan. The assessment teachers receive is not connected to their teacher evaluations. The Individual Learning Plan (ILP) blends teaching knowledge with performance, through a "plan, teach, reflect, apply" process. The ILP integrates the California Standards for the Teaching Profession (CSTP), Induction Standards, and the California Content Standards. All teachers participating in the program are required to maintain a portfolio of the work completed in the program. Also, the ILP guides teachers in their growth as professionals, focuses on meeting the learning needs of all students, and promotes reflective practitioners.

The ILP provides clear credential candidates with the opportunity to compare and contrast the processes and outcomes of the teacher preparation program with those of the Induction Program. Candidates consider the knowledge and skills acquired during teacher preparation, their current context for teaching, and documentation gathered by their mentor during classroom observations. Self-assessments assist teacher candidates in identifying strengths and areas for growth leading to the development of a series of individualized inquiries. In addition, candidates and their mentors identify resources and support needed to meet their professional growth goals.

California Standards for the Teaching Profession (CSTP) Placemat

STANDARD ONE:
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

1.1 Using knowledge of students to engage them in learning

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

1.3 Connecting subject matter to meaningful, real-life contexts

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO:
CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

2.7 Using instructional time to optimize learning

STANDARD THREE:
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

3.1 Demonstrating knowledge of subject matter, Academic Content Standards, and curriculum frameworks

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

3.3 Organizing curriculum to facilitate student understanding of the subject matter

3.4 Utilizing instructional strategies that are appropriate to the subject matter

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FOUR:
PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

4.2 Establishing and articulating goals for student learning

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE:
ASSESSING STUDENTS FOR LEARNING

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

5.3 Reviewing data, both individually and with colleagues, to monitor student learning

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

5.5 Involving all students in self-assessment, goal setting, and monitoring progress

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX:
DEVELOPING AS A PROFESSIONAL EDUCATOR

6.1 Reflecting on teaching practice in support of student learning

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

6.4 Working with families to support student learning

6.5 Engaging local communities in support of the instructional program

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

6.7 Demonstrating professional responsibility, integrity, and ethical conduct

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Individual Learning Plan (ILP)

What is the ILP?

The Individual Learning Plan (ILP) provides a road map for the candidate's Induction work during their time in the program along with guidance for the mentor in providing support. It will be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. Within the ILP, professional learning and support opportunities must be identified in order for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry. *The ILP is designed and implemented soley for the progessional growth and development of the participating teacher and not for evaluation for employment purposes.

Self-assessment...not an evaluation!

The teacher candidate is in charge of self-assessing, asking questions, reflecting, and making decisions. The mentor provides support and guidance in a variety of ways: formal and informal observations and feedback, listening and asking thoughtful reflective questions, providing sample lessons and demonstrating them, being the candidate's advocate in the new work environment, etc.

It is encouraged that you keep an open line of communication with your site administrator as to the work you are doing in the Teacher Induction program and use the suggested improvements in their evaluation as part of your Individual Learning Plan and/or inquiries. Our goal is to have the documentation collected for the Teacher Induction Program consist of work you already do at your school site. It is not meant to be a separate assignment!

IMPORTANT NOTE: The relationship between mentor and teacher candidate is considered of a confidential nature. The mentor does not share information with your site administrator regarding the work you do together in Teacher Induction. However, it is important for your administrator to help guide the work you do in Teacher Induction through their evaluations. It is up to the candidate to share information regarding evaluations with the mentor so that all stakeholders can work together as a team in developing and modifying the ILP.

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Reflection on teaching within the candidate's actual teaching context and with real students is an important component of the ILP process. In order for growth to occur it is necessary for an individual to develop the professional norm of working through the "plan, teach, reflect, apply" cycle. The California Standards for the Teaching Profession (CSTP) and the Induction Standards will provide the benchmarks for the self-assessment work and professional growth planning.

Reflection is the key to growth. It is a means of reliving or recapturing experiences in order to make sense of them, learn from them, or develop a new understanding and appreciation. In teaching, reflection is the act of stepping back and examining what is happening in the classroom and determining how teaching practices affect student learning.

This means asking difficult questions such as:

- "Are the students engaged?"
- "Do students understand the concepts being taught?"
- "Are they able to apply the knowledge learned?"

Reflective practitioners seek answers to their questions as a window into a deeper understanding of teaching. Thoughtful self-examination requires honest self-analysis and open communication with colleagues. Therefore, the ILP process also includes reflective writing and conversation to identify areas of strength and growth, and ultimately improve teaching.

"A professional teacher is one who learns from teaching rather than one who has finished learning how to teach."

-Anonymous

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Teacher Induction by Semester/Focus Overview

Teacher Induction Year	Induction Standard Focus	
Year 1	**1** Assessment of Teaching and Learning: Examine Candidate's placement on Continuum of Teaching Practice (CSTPs) Mentor observes Candidate for overview of initial teaching practice Candidate writes ILP with assistance from mentor, administrator, and Induction staff Full Inquiry into Teaching and Learning (Inquiry #1) Candidate observes other teacher(s) with specific skill set outlined in Inquiry #1 Mentor observes Candidate for feedback on implementation of strategies (Inquiry #1)	**2** Update/Modify the ILP (First Modification) Full Inquiry into Teaching and Learning (Inquiry #2) Candidate observes other teacher(s) with specific skill set outlined in Inquiry #2 Mentor observes Candidate for feedback on implementation of strategies (Inquiry #2) Assessment of Teaching and Learning: Examine Candidate's placement on Continuum of Teaching Practice (CSTPs)
Year 2	**3** Update/Modify the ILP (Second Modification) Full Inquiry into Teaching and Learning (Inquiry #3) Candidate observes other teacher(s) with specific skill set outlined in Inquiry #3 Mentor observes Candidate implement strategies to give feedback and aid in honing skill for maximum impact on student outcomes.	**4** Update/Modify the ILP (Third Modification) Full Inquiry into Teaching and Learning (Inquiry #4) Candidate observes other teacher(s) with specific skill set outlined in Inquiry #4 Mentor observes Candidate implement strategies to give feedback and aid in honing skill for maximum impact on student outcomes. Summary of Teaching and Learning: Examine Candidate's placement on Continuum of Teaching Practice (CSTPs)

ECO	**1**	**2**
	Assessment of Teaching and Learning: Examine Candidate's placement on Continuum of Teaching Practice (CSTPs)	Update/Modify the ILP (First Modification)
	Mentor observes Candidate for overview of initial teaching practice	Full Inquiry into Teaching and Learning (Inquiry #2)
	Candidate writes ILP with assistance from mentor, administrator, and Induction staff	Candidate observes other teacher(s) with specific skill set outlined in Inquiry #2
	Full Inquiry into Teaching and Learning (Inquiry #1)	Mentor observes Candidate implement strategies to give feedback and aid in honing skill for maximum impact on student outcomes.
	Candidate observes other teacher(s) with specific skill set outlined in Inquiry #1	Summary of Teaching and Learning: Examine Candidate's placement on Continuum of Teaching Practice (CSTPs)
	Mentor observes Candidate for feedback on implementation of strategies (Inquiry #1)	

Expectations for Program Completion

- All candidates must thoroughly and professionally complete the Individual Learning Plan (ILP) at an exemplary or proficient level and compile required evidence in the Induction Portfolio within 2 years of program entrance. ECO candidates must complete all requirements within 1 year of program entrance.

- All candidates must maintain an Induction Portfolio of completed ILP documents, inquiry documentation and evidence, time logs, self-reflection on the continuum, observation records, and related materials. The portfolio must be made available for regular review by the program staff (See Digital Induction Portfolio).

- All candidates must meet all scheduled due dates in regards to portfolio completion.

- All candidates must meet with an assigned mentor on a regular, consistent basis for a minimum of 1 hour each week and maintain a record of those meetings (See Time Logs).

- All candidates must attend and participate in all ILP training and Network Meetings (See Training Attendance Policy and Coaching Policy).

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- All candidates must sign a Memorandum of Understanding and complete all Teacher Induction surveys.

- All candidates must engage in a variety of required feedback mechanisms on both the state and local levels designed to evaluate program effectiveness.

- All candidates' progress will be monitored throughout the year. Lack of progress/effort on the part of any candidate may cause program leadership to deny the recommendation for the professional clear credential. See appeal rights under "Failure to Complete Program Requirements" section.

Induction Training Attendance Policy

Candidates will be provided substitutes for the training sessions scheduled within their school day. If you are unable to make the training session on the date assigned, please arrange a make-up date, prior to the absence, with Teacher Induction Leadership.

Absence from training and/or failing to meet the 36-hour requirement for time spent with your mentor may result in the candidate losing the units of salary credit and the candidate being dropped from the program for the current year. The Candidate may be required to enroll the following year at his or her own cost through MUSD Teacher Induction, a similar program through San Joaquin County/Teachers' College of San Joaquin, or another Teacher Induction Program.

Athletic Coaching Policy

A Teacher Induction candidate may assume coaching responsibilities; however, coaching duties are secondary to meeting the expectations/requirements of the Teacher Induction Program. The Director of Curriculum/Instruction and Compensatory Education may immediately remove any employee from coaching responsibilities for a period determined by the district if Teacher Induction expectations/requirements are not fulfilled. (See "Certification of Athletic Coach")

Salary Advancement Units

Teachers participating in the Teacher Induction Program may earn 6 units of salary advancement credit for each year of program enrollment. To earn units candidates must participate fully in the program and complete the ILP curriculum according to established timelines.

CSU Stanislaus units are $40.00 per unit, for a total of $240.00 per year, payable near the end of the school year. These units are applied to the salary schedule while the participant is employed with MUSD, and they are transferable to any other district's salary schedule.

To acquire these university units, candidates need to fill out two forms.
First, fill out the top of the *Course Approval* Form which indicates "CSU, Stanislaus", take the form to the candidate's school site principal or assistant principal for a signature, and mail the signed form to the Director of Certificated Human Resources, at the District Office.

Second, the candidate must fill out the top of the registration form for CSU, Stanislaus (the pink form), sign the bottom, and return it to Teacher Development. Payment by check, cashier's check, VISA, MasterCard, and Discover cards are the acceptable form of payment. NO CASH. Payment is due in May upon completion of the ILP curriculum.

Please note: Course Approval Forms must be completed and submitted to the Director of Certificated Human Resources before March 1st of the current school year in order for the units to apply to the following year's salary schedule per the MEA contract.

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Early Completion Option (ECO)

The Manteca Unified School District has hired and will continue to hire experienced teachers for whom the CTC has given the option of using theTeacher Induction program to move from a Preliminary credential to a Clear credential. These teachers have accumulated years of successful teaching experience in a variety of ways: teaching outside the state of California, teaching in an Intern program, or teaching on an emergency permit. Teachers with such successful experience have different needs than those of a true beginning teacher. The Manteca Unified School District Teacher Induction Program offers an Early Completion Option to those teachers with successful teaching experience. Please review the Early Completion Option application in the "Forms" section of the handbook and, if eligible, follow the guidelines set forth in the application.

Mentor

What is a Mentor?

A mentor is an experienced teacher who has gone through training in the ILP curriculum and the principles of supporting teachers new to the profession. Mentors complete an application process which includes a recommendation from a site administrator. They receive ongoing training throughout each school year.

How are matches with mentors made?

Matches are based on two considerations: school site and grade level or subject area. A perfect match would be between a candidate and mentor who teach at the same site and teach the same grade level or subject. Candidates can suggest matches, as can trained mentors and site administrators. Once a preliminary match has been identified, Induction personnel has the final approval.

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What does the Mentor do?

The Teacher Induction program pays a stipend of $2,300 per teacher candidate to each mentor. The stipend obligates the mentor to meet at least one hour a week with the candidate for a minimum of 36 hours over the course of the school year as well as attend 4 after-school trainings throughout the school year. The mentor helps the candidate work through the ILP curriculum, discussing issues of concern, suggesting ways to refine teaching strategies, and providing any other professional guidance needed.

What if the match is not working?

Candidates are given Match Feedback Forms which ask specific questions about the candidate's satisfaction with the match. The feedback on these forms is confidential so that a candidate can be honest in expressing any concerns. If, at any time, a candidate is dissatisfied with a mentor, he or she can use this form or notify the Teacher Induction Leadership. At that time the leadership will counsel the candidate to attempt to solve the problem without intervention. Should this strategy fail, the leadership may assign a new mentor.

Time Logs

Time logs are to be completed at each meeting between the mentor and candidate. It is important to be detailed and thoughtful in completion of these logs as they are the basis for staff to determine progress in the candidate's inquiries and ILP. Time logs are to be electronically initialed by the mentor and candidate and uploaded to the candidate's portfolio by the 5th of each month.

Digital Induction Portfolio

A Digital Induction Portfolio is a collection of the candidate's learning journey through the ILP curriculum and the activities completed to demonstrate and document the teacher's attainment of each element of the Induction Standards. The participant's documentation is stored on the Teacher Development/Teacher Induction Team Site.

Candidates submit their completed portfolios for review at the end of their Induction Program as documentation of completion of all program requirements necessary to apply for a California Clear Teaching Credential. Informal Touch Points where Teacher Induction leadership checks documentation in portfolios happen in October and March, with formal program Portfolio Reviews being completed by program staff twice during the school year in December and April.

Leaves of Absence (LOA) / Program Extension

If for any reason you take an LOA from teaching while participating in the Teacher Induction Program, immediately notify the program coordinator so that arrangements can be made for a temporary LOA from the program. Candidates may be eligible for an extension and must request an extension, if necessary. An extension request may be completed and returned to induction staff if any type of extension is to be granted.

Failure to Complete Program Requirements

Failure to comply with all program requirements by the designated due date could result in the Candidate having to repeat Induction in an outside program at his/her own expense. The Candidate may appeal this decision. Upon receipt of the written appeal, an Induction Coordinator will review the appeal. If the response is not satisfactory to the candidate, the candidate may appeal the decision to the Director overseeing Teacher Induction. The Director will consider the appeal and make a final decision.

Definitions

The following definitions control the meaning of the terms of this procedure:
"Candidate" is an employee participating in the Manteca Unified School District Teacher Induction Program
"Appeal" is a written request to review a decision regarding Teacher Induction Program completion or Teacher Induction Program placement.
"Day" for the purposes of this appeal is any day on which the District Administration office is open for business except any days during the Christmas or Spring vacations shall not count as such days.

Time Limits

Time Limits provided shall begin on the day following receipt of the written appeal or receipt of the written decision. The time limits may be extended by mutual agreement stated in writing.

Grievance Process

Level One Appeal

If the candidate is not satisfied, a written appeal may be filed within ten days of the notification of incomplete program. The first level appeal should be filed with an Induction Coordinator. The coordinators will respond within five days.

Level Two Appeal

Within five days of receipt of the coordinator's decision, a candidate may appeal to the Director overseeing Teacher Induction. A written decision will be rendered within ten days after the receipt of the Level Two Appeal and will be final.

Contact Information

Manteca Unified School District   Main Phone 825-3200
                                               Main Fax 825-3295

Clarke Burke   Superintendent
                      ext. 50729   cburke@musd.net

Jenni Tyson   Senior Director, Elementary Education
                      ext. 50702

Clara Schmiedt   Senior Director, Secondary Education
                      ext. 50741   cschmiedt@musd.net

Dante Alvarez   Director of Certificated Personnel
                      ext 50794   dalvarez@musd.net

Olivia Matlock   Personnel Technician
                      ext. 50754   omatlock@musd.net

Lisa Herrin   Director of Curriculum/Instruction & Compensatory Education
                      ext. 50798   lherrin@musd.net

Julie Jenkins   Director of Professional Learning
                      ext. 50851   jjenkins@musd.net

Penelope Jahner   Secretary, Teacher Development Dept.
                      ext. 50873   pjahner@musd.net

mailto:dhoffman@musd.net

Eric Peters   Teacher on Special Assignment: Teacher Induction
                      ext. 50790   epeters@musd.net

Lisa Snyder   Teacher on Special Assignment: NGSS (Science)
                      ext. 50881   lsnyder@musd.net

Lisa Schnaidt   Teacher on Special Assignment: ELA/ELD
                      ext. 50879   lschnaidt@musd.net

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Acronyms and Terminology

ACS - Academic Content Standards

API - Academic Performance Index (based on STAR results)

AYP - Adequate Yearly Progress, a requirement of NCLB
  (*No Child Left Behind)* federal legislation

BCLAD - Bilingual Cross-cultural Language Academic Development

BTSA - Beginning Teacher Support and Assessment (now called **Teacher Induction**)

CAHSEE - California High School Exit Exam

CBEDS - California Basic Educational Data System (school data collected each October)

CCSS-Common Core State Standards

CDE - California Department of Education

CELDT - California English Language Development Test

CTC - Commission on Teacher Credentialing (California, issues credentials & requirements)

CSET - California Subject Examinations for Teachers. Replaces MSAT, SSAT and Praxis for English, Math, Science, Social Science in January, 2003

CLAD - Cross-cultural Language Acquisition and Development (required for a cross-cultural credential)

CSTP - California Standards for the Teaching Profession

DO - District Office

CTP-Continuum of Teaching Practice (detailed description of CSTP)

DST- Digital support technician

EL – English learner

FACT- Formative Assessment for California Teachers **(replaced by ILP)**

FEP - Fluent English Proficient

IEP – Individual Education Plan

ILP – Individual Learning Plan

NCLB – No Child Left Behind

PAR – Peer Assistance and Review (focuses on support for teachers)

PC – Program Coordinator

PT – Participating Teacher (now called **teacher candidate)**

SBAC- Smarter Balance Assessment Consortium- State Testing System

SBE - State Board of Education

SP – Support Provider (now called **mentor)**

SST- Student Study Team

STRS - State Teachers Retirement System

TC – Teacher Candidate

TIP- Teacher Induction Program

TPA – Teacher Performance Assessment

TPE – Teacher Performance Expectation

Review of Forms

The following information and documents will be reviewed with a Manteca USD program leader and/or collected during the candidate's first training as you begin the Teacher Induction Program:

- Review and sign Candidate Memorandum of Understanding to Participate in Manteca USD's Teacher Induction Program

- Review Early Completion Option Application

- Review Certification of Athletic Coach Letter

- Review Training Calendar

- Review Time Log

The California Teacher Induction Program provides formative assessment, individualized support and advanced content for newly-credentialed beginning teachers. It is the pathway to a California Clear Teaching Credential.

The Manteca USD Teacher Induction Program is a mandatory program for newly-hired teachers holding a preliminary credential. This program will address meaningful issues and help meet the individual needs of candidates to increase their effectiveness in the classroom and, ultimately, to enhance student achievement.

As a Teacher Induction participant, I will complete the following program requirements:

•   Progress through the Induction program based on the timeline given

•   Thoroughly and professionally engage the ILP and inquiry systems at an exemplary or proficient level.

•   Maintain a digital induction portfolio of completed ILP, inquiry documents, time logs, and other materials for regular review by the program coordinators.

•   Meet with my mentor at the scheduled times, at least one hour per week for a total of 36 or more hours per year.

•   Attend and participate in all assigned Teacher Induction training.

•   Implement the California Standards for the Teaching Profession (CSTP).

•   Participate in program evaluations.

•   Take on the attitude of a learner and be open to new ideas and trying new teaching strategies.

•   Incorporate reflection into my daily work and teaching practice.

•   Collect evidence to show how I meet the needs of all students including EL students, special populations, and the full range of diverse populations in my classroom.

•   Review the Early Completion Option Application and submit it to program leaders if eligible.

Failure to comply with all program requirements by the scheduled due date of each program year could result in the Candidate having to repeat Induction in an outside program at his/her own expense. The Candidate may appeal this decision. For the complete appeal process, see the Induction Handbook.

_____

Print Teacher Induction Candidate Name

_____

Signature of Teacher Induction Candidate   Date

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Early Completion Option

_____

Manteca Unified School District
Teacher Induction Program

Purpose
Senate Bill 57 allows eligible individuals to complete a Commission-approved professional teacher induction program at a faster pace than the full two years generally needed to complete the requirements. This path is for experienced, exceptional candidates who meet the eligibility criteria listed below and demonstrate the knowledge, skills, abilities, and competencies required of all teacher candidates seeking a clear multiple, single subject, or special education credential.

Criteria
1. Hold a Preliminary General Multiple, Single Subject or Special Education credential.
2. Currently employed in a California school as the teacher of record.
3. Document a minimum of two (2) years prior teaching experience as the teacher of record.
4. Submit authenticated performance evaluations (meeting or exceeding standards) from 2 prior years of teaching.

Procedure for Application
1. Complete the application.
2. Submit the application and include the required documentation:
   - a history of previous teaching experience as the teacher of record (on ECO application)
   - verification of credential held (completed by Teacher Induction staff)
   - copies of two formal summative evaluations by current or prior site administrator who observed you a minimum of two times and for whom you have demonstrated successful teaching practices (meeting or exceeding standards)
3. Application and supporting documents must be submitted **no later than August 30, 2019,** to the Teacher Induction Department at the District Office. Materials may be submitted via email to Eric Peters (epeters@musd.net).

Early Completion Requirements
The ECO requires completion of two full inquiries as part of the Individual Learning Plan. In addition, the Early Completion Option requires attendance at all trainings listed on the ECO group calendar established by Teacher Induction leadership.

Progress Monitoring and Completion
ECO candidates must continue to demonstrate that the ECO is appropriate for them. The ECO candidate's progress will be monitored throughout the year. Lack of progress/effort on the part of the candidate may cause program leadership to deny the recommendation for the professional clear credential. ECO candidates must demonstrate the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the Teacher Induction Program. Completion will be verified by the Manteca Unified Teacher Induction Program Director. See appeal rights under "Failure to Complete Program Requirements" section of the handbook.

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Early Completion Option Application

Manteca Unified School District Teacher Induction
Multiple, Single Subject, and Special Education Candidates

Name:	School Site:
Mentor:	Phone:
Grade/Subject Area:	Site Evaluator:

Application Requirements:

1. Two or more years of prior teaching experience as a Teacher of Record.

Classroom Experience (Year 1)

Name of District/School _____

Academic Year(s)_____ City and State _____

Classroom Experience (Year 2)

Name of District/School: _____

Academic Year(s)_____City and State _____

Completion of Intern Program (if applicable) with (name of college/university):

_____

Year(s) of Enrollment in Intern Program (if applicable): _____

2. Evidence of exceptional teaching practices during prior years of teaching (please attach):

☐ Summative evaluations that indicate meeting or exceeding California Standards of the Teaching Profession **for a minimum of 2 years.**

_____   _____
Applicant's Signature   **Date**

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Dante Alvarez: Director Director Certificated Personnel

CERTIFICATION OF ATHLETIC COACH

MANTECA UNIFIED SCHOOL DISTRICT
Manteca, CA

FROM: Dante Alvarez, Director of Certificated Personnel

TO: MUSD Coaches

STATEMENT OF RESPONSIBILITY: Any intern, Teacher Induction candidate and other employee working on credentialing requirements may assume coaching responsibilities. However, coaching duties are secondary to meeting these requirements, and employees are required to meet all expectations and make satisfactory progress toward meeting credentialing requirements. The Director of Curriculum/Instruction and Compensatory Education may immediately remove any employee from coaching responsibilities for a period determined by the district if these expectations/requirements are not fulfilled.

This form is applicable from July 1 to June 30 of the current school year. Therefore, a new form must be completed and submitted each school year.

Copies of this form must be signed and returned to Teacher Induction staff.

Date	Coach's Printed Name	Coach's Signature	School

I will support this coach's staff development efforts and will make accommodations for him/her to meet credentialing requirements.

Date	Athletic Director's Printed Name	Athletic Director's Signature	School

Please sign and return to Eric Peters in Teacher Induction.

Department of
Professional Learning
Manteca Unified School District

Manteca Unified School District
Teacher Induction Program
MUSD K-12 Induction MENTOR Time Log

MENTOR: **CANDIDATE:**

SCHOOL: **SCHOOL:**

CURRENT ILP GOAL (CSTP # and wording): _____

MENTOR Responsibilities:
- Provide 36 hours of support spread evenly throughout the school year (a minimum of 1 hour each week).
- Establish a schedule of meeting dates and times.
- Complete a separate time log for each assigned Candidate.
- Complete a separate time log for each month.
- Maintain and upload the time log by the 5th of each month.
- Mentor and Candidate must initial the time log (electronic initials are fine).
- Mentor inserts the time log in the portfolio each month.
- Mentor and Candidate keep a copy of the time log for reference.

This log must be inserted in the Portfolio by the 5th of each month

DATE	Describe fully the topics discussed, information shared, or activities completed. Describe activities relating to your candidate's inquiry.	CSTP this falls under	HOURS
	TOTAL HOURS (rounded to quarter hour; for example, three hours and 45 minutes will look like this: 3.75.)		

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Candidate's Progress Toward ILP Goal (activities or research done this month regarding ILP Goal)	Next Steps in Inquiry Process (What will you work on in the up-coming months?)
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CANDIDATE TEACHER VERIFICIATION: _____ INITIALS

MENTOR TEACHER VERIFICATION: _____ INITIALS

INDUCTION COORDINATOR VERIFICATION: _____ INITIALS _____ DATE

Please Load to Candidate's Portfolio in Time Log Folder each Month by the 5th of the Next Month