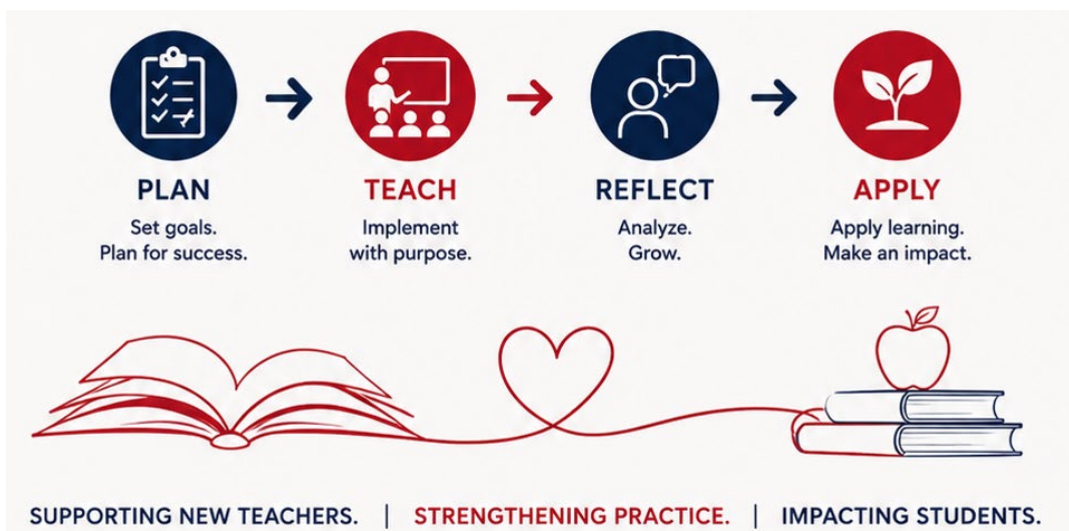




Manteca Unified School District Department of MTSS for Standards Teacher Induction Program



Candidate Handbook 2026-2027



Department of MTSS for
Standards
Teacher Induction

Teacher Induction

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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 subjects, or Education Specialist credential are encouraged to clear their credential through MUSD's Teacher Induction Program. MUSD Teacher Induction candidates holding a preliminary credential must enroll in the Induction Program within their first year of teaching.

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.



Program Overview

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 once they have a preliminary credential. Candidates receive structured support and formative assessment (observation and feedback) from an experienced Induction TOSA mentor 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 Induction TOSA 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 Induction TOSA mentors identify resources and support needed to meet their professional growth goals.

Individual Learning Plan (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 within the first 60 days of the teacher's enrollment in the program by the candidate and the TOSA Induction 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 for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry. *The ILP is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Self-assessment...not an evaluation!



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The teacher candidate oversees self-assessing, asking questions, reflecting, and making decisions. The TOSA Induction 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 the Induction TOSA mentor and teacher candidate is considered of a confidential nature. The Induction TOSA 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

Induction TOSA mentor so that all collaborators can work together as a team in developing and modifying the ILP. Reflection on teaching within the candidate's actual teaching context and with real students is an important component of the ILP process. 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 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?”
- “What do we want all students to know and be able to do?”
- “Do students understand the concepts being taught?”
- “How will we know if students learn it?”
- “Are they able to apply the knowledge learned?”
- “How will we respond when some students don’t know the concept?”
- “How will we extend the learning for students who already know it?”

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.

Teacher Induction by Semester/Focus Overview

	1	2
Year 1	● Professional Goal Check-In – Meet with site administrator	● Professional Goal Check-In – Meet with site administrator
	● Candidate develops “Goal Focus” with assistance from administrator and Induction TOSA mentor	● Candidate develops “Goal Focus” with assistance from administrator and Induction TOSA mentor
	● Full Inquiry into Teaching and Learning (Inquiry #1) based on a chosen goal focus with supporting evidence	● Full Inquiry into Teaching and Learning (Inquiry #2) based on a chosen goal focus with supporting evidence
	● Initial self-reflection – Candidate’s placement on Continuum of Teaching Practice (CSTPs)	● Examine Candidate’s placement on Continuum of Teaching Practice (CSTPs) – Final Self-Reflection (at end of term)
	● Candidate observes other teacher(s) with specific skill set outlined in Inquiry #1	● Candidate observes other teacher(s) with specific skill set outlined in Inquiry #2



Year 2	3	4
	<ul style="list-style-type: none"> Professional Goal Check-In – Meet with site administrator 	<ul style="list-style-type: none"> Professional Goal Check-In – Meet with site administrator
	<ul style="list-style-type: none"> Candidate develops “Goal Focus” with assistance from administrator and Induction TOSA mentor 	<ul style="list-style-type: none"> Candidate develops “Goal Focus” with assistance from administrator and Induction TOSA mentor
	<ul style="list-style-type: none"> Full Inquiry into Teaching and Learning (Inquiry #3) based on a chosen goal focus with supporting evidence Candidate observes other teacher(s) with specific skill set outlined in Inquiry #3 	<ul style="list-style-type: none"> Full Inquiry into Teaching and Learning (Inquiry #4) based on a chosen goal focus with supporting evidence Examine Candidate’s placement on Continuum of Teaching Practice (CSTPs) – Final Self-Reflection (at end of term) Candidate observes other teacher(s) with specific skill set outlined in Inquiry #4

Teacher Induction Year	Induction Standard Focus	
ECO	1	2
	Professional Goal Check-In – Meet with site administrator	Professional Goal Check-In – Meet with site administrator
	Candidate develops “Goal Focus” with assistance from administrator and Induction TOSA mentor	Candidate develops “Goal Focus” with assistance from administrator and Induction TOSA mentor
	Full Inquiry into Teaching and Learning (Inquiry #1) based on a chosen goal focus with supporting evidence	Full Inquiry into Teaching and Learning (Inquiry #2) based on a chosen goal focus with supporting evidence
	Initial Self-Reflection - Candidate’s placement on Continuum of Teaching Practice (CSTPs)	Examine Candidate’s placement on Continuum of Teaching Practice (CSTPs) - Final Self-Reflection (at end of term)
	Candidate observes other teacher(s) with specific skill set outlined in Inquiry #1	Candidate observes other teacher(s) with specific skill set outlined in Inquiry #2





Expectations for Program Completion

- **All candidates must thoroughly and professionally complete the Individual Learning Plan (ILP)** at an exemplary or proficient level and compile the 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** regarding portfolio completion.
- **All candidates must meet with an assigned TOSA Induction mentor** on a regular, consistent basis on average 1 hour each week and maintain a record of those meetings (See Time Logs).
- **All candidates are required to attend and actively participate in all Induction meetings, ILP trainings, Network Meetings, and other required events, including but not limited to Colloquium and Professional Development sessions.** *(See the Induction Meeting Attendance Policy and Coaching Policy for additional requirements and expectations.)*
- **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 Meeting Attendance Policy

Candidates will not be provided with substitutes for scheduled meeting sessions. If you are unable to attend the meeting on the date assigned, please contact your Teacher Induction TOSA mentor prior to the expected absence for possible alternatives.

Absence from meetings and/or failing to meet the 18-hour per term requirement for time spent with your Induction TOSA mentor may result in the candidate losing the units of salary credit and the candidate being dropped from the program for the current term. The Candidate may be required to re-enroll the following term for additional Induction time.

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 Certificated Human Resources or Administrator 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").



ELOP, Extracurricular Clubs, and Tutoring Policy

A Teacher Induction candidate may participate in ELOP, clubs, tutoring, or other additional assignments outside of their regular teaching responsibilities; however, these duties are secondary to meeting all expectations and requirements of the Teacher Induction Program. Induction candidates are responsible for ensuring that participation in ELOP, clubs, tutoring, or other additional assignments does not interfere with required Induction meetings, ILP trainings, Network Meetings, Professional Development, Colloquium, scheduled mentor coaching, classroom observations, or other Induction requirements. If an additional assignment conflicts with a required Induction activity, Teacher Induction requirements take priority, and the candidate is responsible for making appropriate arrangements related to the additional assignment.

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 \$50.00 per unit, for a total of \$300.00 per year, payable upon registration. 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 complete/submit a Course Approval Form and register for Units through CSU, Stanislaus.**

Step 1: Complete the Course Approval Form which indicates "CSU, Stanislaus", forward the form to the candidate's school site principal or assistant principal for a signature, and **return the signed form to Human Resources**, at the District Office.

Step 2: Send a copy of your **signed** Course Approval Form to Teacher Induction.

Step 3: Keep track of 55-hour requirement on the **CSUS Fieldwork Hours Form** to be turned into Teacher Induction by the end of the February 2027.

Step 4: Register online for the course through CSU Stanislaus and **notify Teacher Induction** once this step has been completed.

Step 5: Once units have been confirmed and posted, **request a copy** of your transcripts. **Submit transcripts** to Human Resource, at the District Office.





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 the Teacher 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.

Induction TOSA 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. They receive ongoing training throughout each school year.

How are matches with Mentors made?

Matches are based on: credentials held, school site, grade level and/or subject area. Participating teachers will be matched with an Induction Mentor TOSA within 30 days of the participant's enrollment in the program.

What does the Mentor do?



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The mentor helps the participating teacher 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 the opportunity to give feedback regarding their satisfaction with their Mentor match. This feedback is confidential so that a candidate can be honest in expressing any concerns. If, at any time, a candidate is dissatisfied with a mentor, they can 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

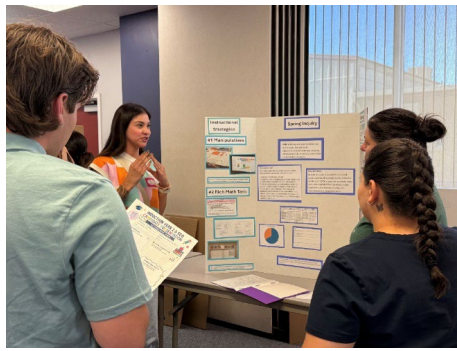
Time logs are to be completed at each meeting by the candidate. It is important to be detailed and thoughtful in completion of these logs as they are the basis for staff determining progress in the candidate's inquiries and ILP. **Time logs are to be electronically initialed by the mentor and candidate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

Candidates' completed portfolios are reviewed 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 monthly, with formal program Portfolio Reviews being completed by program staff twice during the school year in December and May.





Leave of Absence

If for any reason you take a Leave of Absence from teaching while participating in the Teacher Induction Program, immediately notify Induction staff so that arrangements can be made for a temporary Leave of Absence from the program.

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, Teacher Induction 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 the incomplete program. The first level appeal should be filed with Teacher Induction. They will respond within five days.

Level Two Appeal

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



Contact Information

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Acronyms and Terminology

ACS - Academic Content Standards
API - Academic Performance Index
AYP - Adequate Yearly Progress
BCLAD - Bilingual Cross-cultural Language Academic Development
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 for California
CSET - California Subject Examinations for Teachers
CLAD - Cross-cultural Language Acquisition and Development
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
RFEP - 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 Success 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 Induction TOSA mentor and collected during the Induction Program Orientation Meeting:

- Review 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 Time Log

