

**Manteca Unified School District  
Teacher Induction Program**



**Manteca Unified School District**



**Mentor  
Handbook**



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# Manteca Unified School District Teacher Induction Program

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## Mentor Overview

### What is a Mentor?

A mentor is an experienced teacher who has been or will be trained 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.

### What does the Mentor do?

The mentor is obligated to meet at least one hour a week with the candidate for a minimum of 36 hours over the course of the school year. This time must be evenly spread throughout the school year. The mentor will submit time logs monthly that demonstrate these hours. If the mentor or candidate is out on leave for any portion of the school year, the stipend will be prorated based on the number of weeks they worked together/were not on leave. 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. The mentor regularly reviews the candidate's progress to ensure that the candidate is fulfilling the requirements of the program in a timely manner. The mentor must observe the candidate teaching, be open to the candidate observing him/her, and accompany the candidate to observe other teachers. The Teacher Induction program pays a stipend of \$2,300 per teacher candidate to each mentor for this work. This is paid in 1 installment in May. Stipends will be prorated if the minimum of 1 hour/week for a total of at least 36 hours/year is not met, any fully completed time logs are not submitted (a loss of \$230 for each fully completed time log not submitted), if the mentor or candidate is out on leave for a portion of the school year, or if the mentor does not attend one or more after school trainings (a loss of \$230 for each training not attended).

### What if the match is not working?

Mentors and candidates are given Match Feedback Forms which ask specific questions about the mentor's/candidate's satisfaction with the match. The feedback on these forms is confidential so that each party can be honest in expressing any concerns. If, at any time, either



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expresses dissatisfaction with the match, he or she can use this form or notify the Teacher Induction Leadership. At that time the leadership will counsel the dissatisfied party to attempt to solve the problem without intervention. Should this strategy fail, the leadership may assign a new mentor.

## Mentor Qualifications

**Mentor qualifications are as follows:**

- A minimum of 3 years of effective teaching experience
- Possession of a Clear Teaching Credential
- Knowledge of the context and content area of the candidate's teaching assignment
- Teaching assignment is at the same site as candidate whenever possible
- A commitment to professional learning and collaboration
- The ability, willingness and flexibility to meet the candidate's needs for support

## Mentor Expectations

**Mentor expectations are as follows:**

- A mentor must attend and participate in all Mentor and ILP trainings.
- A mentor must meet with his/her candidate(s) for a minimum of 1 hour weekly and a minimum of 36 hours per year and maintain a record of those meetings (See Time Logs). If a candidate or mentor is out on leave for any portion of the school year, the stipend will be prorated based on the number of weeks the candidate and mentor worked together/were not on leave.
- A mentor must complete an application, sign a Memorandum of Understanding and complete all Teacher Induction surveys.



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- A mentor must work collaboratively with his/her candidate to ensure that the candidate thoroughly and professionally completes the Individual Learning Plan (ILP) at a proficient level or better.
- A mentor must ensure that the candidate meets all scheduled due dates in regards to ILP completion.
- A mentor must engage in a variety of required feedback mechanisms designed to evaluate program effectiveness.

## Induction 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.



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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.

**IMPORTANT NOTE:** Induction is a mentor-based program with the trained mentor providing support, guidance, and knowledge while assisting the candidate in the completion of all induction requirements. The relationship between mentor and teacher candidate is considered of a confidential nature. The mentor does not share information with the site administrator regarding the work done together in Teacher Induction. However, it is important for the administrator to guide the work done 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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## Teacher Induction by Semester/Focus Overview

<i>Teacher Induction Year</i>	<i>Induction Standard Focus</i>	
<b>Year 1</b>	<div style="border: 1px solid black; padding: 2px; text-align: center; width: 30px; margin: 0 auto;">1</div> <p>Assessment of Teaching and Learning: Examine Candidate's placement on Continuum of Teaching Practice (CSTPs)</p> <p>Mentor observes Candidate for overview of initial teaching practice</p> <p>Candidate writes ILP with assistance from mentor, administrator, and Induction staff</p> <p>Full Inquiry into Teaching and Learning (Inquiry #1)</p> <p>Candidates observe other teacher(s) with specific skill set outlined in Inquiry #1</p> <p>Mentor observes Candidate for feedback on implementation of strategies (Inquiry #1)</p>	<div style="border: 1px solid black; padding: 2px; text-align: center; width: 30px; margin: 0 auto;">2</div> <p>Update/Modify the ILP (New goal/focus)</p> <p>Full Inquiry into Teaching and Learning (Inquiry #2)</p> <p>Candidates observe other teacher(s) with specific skill set outlined in Inquiry #2</p> <p>Mentor observes Candidate for feedback on implementation of strategies (Inquiry #2)</p> <p>Assessment of Teaching and Learning: Examine Candidate's placement on Continuum of Teaching Practice (CSTPs)</p>
<b>Year 2</b>	<div style="border: 1px solid black; padding: 2px; text-align: center; width: 30px; margin: 0 auto;">3</div> <p>Update/Modify the ILP (New goal/focus)</p> <p>Full Inquiry into Teaching and Learning (Inquiry #3)</p> <p>Candidates observe other teacher(s) with specific skill set outlined in Inquiry #3</p> <p>Mentor observes Candidate implement strategies to give feedback and aid in honing skill for maximum impact on student outcomes.</p>	<div style="border: 1px solid black; padding: 2px; text-align: center; width: 30px; margin: 0 auto;">4</div> <p>Update/Modify the ILP (New goal/focus)</p> <p>Full Inquiry into Teaching and Learning (Inquiry #4)</p> <p>Candidates observe other teacher(s) with specific skill set outlined in Inquiry #4</p> <p>Mentor observes Candidate implement strategies to give feedback and aid in honing skill for maximum impact on student outcomes.</p> <p>Summary of Teaching and Learning: Examine Candidate's placement on Continuum of Teaching Practice (CSTPs)</p>



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<b>ECO</b>	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 0 auto;">1</div> <p>Assessment of Teaching and Learning: Examine Candidate's placement on Continuum of Teaching Practice (CSTPs)</p> <p>Mentor observes Candidate for overview of initial teaching practice</p> <p>Candidate writes ILP with assistance from mentor, administrator, and Induction staff</p> <p>Full Inquiry into Teaching and Learning (Inquiry #1)</p> <p>Candidates observe other teacher(s) with specific skill set outlined in Inquiry #1</p> <p>Mentor observes Candidate for feedback on implementation of strategies (Inquiry #1)</p>	<div style="border: 1px solid black; padding: 2px; width: 30px; margin: 0 auto;">2</div> <p>Update/Modify the ILP (First Modification)</p> <p>Full Inquiry into Teaching and Learning (Inquiry #2)</p> <p>Candidates observe other teacher(s) with specific skill set outlined in Inquiry #2</p> <p>Mentor observes Candidate implement strategies to give feedback and aid in honing skill for maximum impact on student outcomes.</p> <p>Summary of Teaching and Learning: Examine Candidate's placement on Continuum of Teaching Practice (CSTPs)</p>
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## Induction Training Attendance Policy

Candidates and mentors 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 candidate will result in the mentor losing the units of salary credit (see Salary Advancement Units below) and receiving a prorated stipend.*



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## Salary Advancement Units

Mentors participating in the Teacher Induction Program may earn 6 units of salary advancement credit for each of the two years of the program (year 1- course EDUC 6550 and year 2-course EDUC 6551). Per District Policy, these courses may not be repeated; a mentor may only earn up to 12 units of salary advancement credit (6 units/year) for participating as a mentor (formally called Support Provider) in Teacher Induction (formally called BTSA). To earn units, mentors must participate fully in the program by attending all required trainings, meeting with his/her candidate for 36 hours/year, and guiding his/her candidate in the completion of the ILP curriculum according to established timelines. The mentor must also complete and submit a field work log of 55 or more hours spent working with his/her candidate on Induction-related issues, in addition to the 36 hours logged for Induction.



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, mentors 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 mentor 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. 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 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. Candidates participating in the Early Completion Option will complete the Induction requirements in one year, rather than the standard two years.



## 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 5<sup>th</sup> of each month. Failure to fully complete time logs on a monthly basis may result in the mentor's stipend being prorated or delayed. \*EXAMPLE TIME LOG BELOW



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## Digital Induction Portfolio

A Digital Induction Portfolio is a comprehensive collection of the candidate's learning journey through the ILP curriculum and the inquiries completed to demonstrate and document the teacher's attainment of each element of the Induction Standards. The candidate'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.



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## 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 5<sup>th</sup> 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 5<sup>th</sup> 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



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X	<b>TOTAL HOURS</b> (rounded to quarter hour; for example, three hours and 45 minutes will look like this: 3.75.)	X	

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 upcoming months?)
<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>

CANDIDATE TEACHER VERIFICATION: \_\_\_\_\_ INITIALS

MENTOR TEACHER VERIFICATION: \_\_\_\_\_ INITIALS

INDUCTION COORDINATOR VERIFICATION: \_\_\_\_\_ INITIALS \_\_\_\_\_ DATE

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



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