

The Reach Intern Teacher Credential Program will support you to develop your teaching practice and work toward equitable student outcomes as you fulfill requirements first for a California Intern Teaching Credential and then a Preliminary Teaching Credential. The program will pay particular attention to important characteristics of excellent teachers such as a sense of purpose, a desire for continuous improvement, and a commitment to equity in education.

OUR APPROACH

Reach believes that an applied, job-embedded approach facilitates maximum learning. Our courses will help you explore key concepts in teaching and learning and then apply these to your own teaching context. With the feedback and support of peers in your cohort and your Reach coach, you will integrate new knowledge and skills into your developing teaching practice through online collaboration, weekly seminars, and individualized coaching.

PROGRAM GOALS

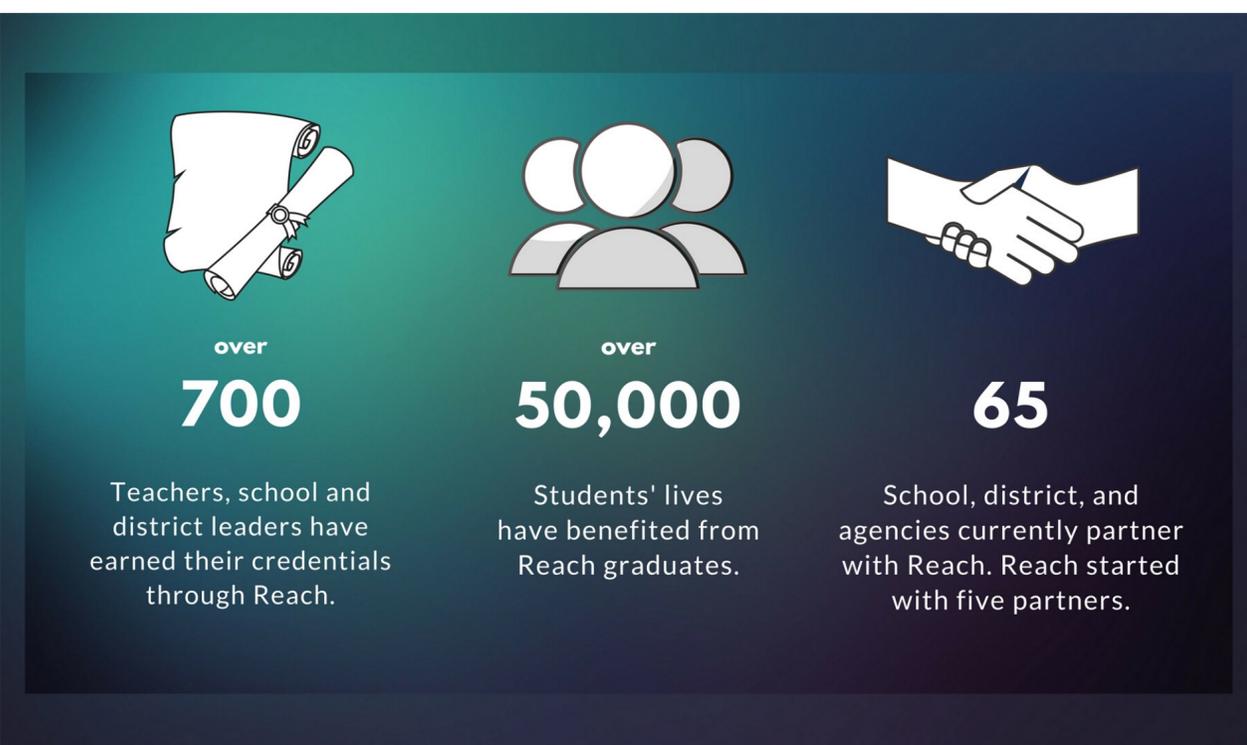
Teachers who complete the Reach Intern Teacher Credential Program will be effective beginning teachers who continuously improve their practice and work toward equitable student outcomes through frequent cycles of planning, implementation, analysis, and reflection.



ONLINE APPLICATION CHECKLIST

- Official Bachelors Degree Transcript from a regionally accredited institution
- Basic Skills Requirement (CBEST or other)
- Subject-Matter Competence (CSET exam or completion of a subject matter program at an approved institution)
- U.S. Constitution requirement (met while attending an institution or an exam at www.usconstitutionexam.com)
- Offer of employment at a public school
- Certificate of Clearance (required of ALL applicants even if applicant has a valid credential by CTC)
- Tuberculosis Test (within last 4 years)
- Completion of 135 hours of Pre-Service (can be completed at Reach)
- ... and MORE (please refer to checklist)

Online Application Checklist
(<http://www.reachinst.org/programs/the-teaching-academy/internprogram/>)



TUITION FEES

Pre-Service
Tuition: \$2,000

Year 1
Tuition: \$7,300*
*After \$3,500 Reach Subsidy

Year 2
Tuition: \$7,300*
*After \$3,500 Reach Subsidy

CREDENTIALS EARNED

Intern Teaching
Credential
Valid for 2 years upon completion of Summer Pre-Service

Preliminary Teaching
Credential
Valid for 5 years upon completion of full 2-year program

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REACH 211

Introduction to Teaching Methods and Leadership (Summer Pre-Service*)

3 UNITS

Introduction to Teaching Methods and Leadership prepares teachers for entry into the teaching profession. This Summer Pre-Service course introduces professional standards for teaching (the California Teacher Performance Expectations and Standards for the Teaching Profession) and the experiential learning cycle (Plan-Teach-Analyze-Reflect, or PTAR) as cornerstones of the program. Teachers are introduced to a range of topics, including classroom management and community, lesson planning, instructional strategies and assessment (including literacy and subject-specific pedagogy), meeting the needs of English learners and students with special needs, working with parents and families, and equity and diversity in education.

135 hours of coursework online.
Homework and applied practicum assignments.

REACH 221

Establishing Foundations for Teaching and Learning

5 UNITS

This Year 1 Fall semester course helps candidates build foundational knowledge and skills for teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Teachers participate in multiple experiential learning cycles on classroom community and behavior management, routines and procedures, clear directions and expectations, positive behavior supports, and lesson planning with effective questioning and equitable participation. This course also further develops multiple subject candidates' knowledge and skills around early literacy instruction.

Courses consist of weekly in-person seminars and online modules along with individual coaching support.

REACH 231

Planning For Students and Knowing About Their Learning

5 UNITS

This Y1 Spring semester course focuses on the importance of learning about students and the funds of knowledge they bring to the classroom, and using this data to design and implement instruction that supports equitable outcomes for students. Experiential learning cycles focus on learning about students, student information informing instruction, subject-specific pedagogical practices, healthy youth development, positive relationships with students to support their learning, literacy (including vocabulary instruction & reading comprehension), and support for English learners and students with special needs.

Courses consist of weekly in-person seminars and online modules along with individual coaching support.

Regular support/supervision is also required from the school/district along with an identified school or district support person who meets the CTC requirements.

Coursework subject to change

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REACH 241

Assessing Learning and Supporting Equitable Outcomes

5 UNITS

This Fall semester of Year 2 course builds upon basic teaching skills gained in the first year with a focus on unit planning to support equitable student learning outcomes. Teachers engage in experiential learning cycles focused on unit planning and formative assessment practices. Equity and culturally responsive teaching to meet the needs of all students are themes that frame the learning in this course. Teachers learn to uncover student understandings and misunderstandings, plan learning based on standards, develop learning objectives and activities that promote mastery, and evaluate student learning through performance tasks and formative assessments. Teachers must complete and pass Cycle 1 of the California Teacher Performance Assessment (CalTPA).

Courses consist of weekly in-person seminars and online modules along with individual coaching support.

REACH 251

Developing as a Professional Educator

5 UNITS

This final course aims to solidify the experiential learning cycle as a habit for continuous improvement within teachers' practices and build opportunities to explore issues of equity in education at large. Teachers deepen their understanding of differentiation and data-driven instruction, while developing a broader repertoire of strategies for differentiating instruction, analyzing data, facilitating student self-assessment, and providing students with effective feedback. Teachers also revisit various focus areas based upon their needs and interests, and engage in experiential learning cycles of their own design. Teachers must complete and pass Cycle 2 of the California Teacher Performance Assessment (CalTPA).

Courses consist of weekly in-person seminars and online modules along with individual coaching support.

teachers

What makes our program different?

Reach is one of the only teacher credential programs to be designed and implemented by working teachers and school leaders. The designers of Reach aimed to create a program that was specifically and uniquely adapted to the on-the-job training needs of working new teachers. The design team also wanted to be sure that Reach was not just coursework piled on top of a full-time job.

The creators of Reach recognized the importance of new teachers gaining BOTH practical “how to teach” knowledge, while at the same time establishing the “habits of the heart, mind, and hand” that are essential to a career building towards mastery.

With these factors in mind, Reach was designed to be job-embedded, to emphasize one on one coaching, and to use directly applicable performance assessment. Small group instruction integrated with technology emphasizes peer support and collaboration, while allowing for increased flexibility.

Do I have to take the CSET?

As required by the federal No Child Left Behind Act of 2001 and California State Law, in order to become a credentialed teacher, individuals must show they have a full understanding of the subject they wish to teach. Mastery of the subject area is shown in one of two ways:

1) Passing the California Subject Examinations for Teachers (CSET) in the subject to be taught (see the CSET website for details about which tests satisfy subject matter requirements), or

2) Completing a California Commission on Teacher Credentialing (CCTC) approved subject-matter program (see the CCTC website for a list of subject-matter approved programs).

You will not be eligible for a California Intern Credential if you have not satisfied the subject matter knowledge requirements.

How do I qualify for the Early Completion Option (ECO) Pathway?

Participating teachers who pass the NES Assessments of Professional Knowledge along with meeting all of the other eligibility requirements of the program, are eligible to complete the Reach Intern Program in one year. The Early Completion Option will waive some coursework and require participating teachers to complete other coursework and the California Teacher Performance Assessments through individualized study.

The Early Completion Option is recommended for participating teachers who have prior experience (in private schools, as a paraprofessional, or as a substitute, for example). Additionally, candidates must be able to complete the regular program requirements, and work independently to complete the requirements for both years in a single year.

What is an Intern Credential?

In California there are two routes into the teaching profession:

1. Traditional Teacher Preparation: This route is designed for full-time students in a college or university program accredited by the CCTC (for a list of accredited programs, visit the CCTC website). This option is primarily intended for students who will not be working as a teacher during their training. While programs vary, all typically include coursework similar to that required in Intern programs as well as student teaching.

2. Intern Teacher Preparation: These programs are designed for prospective teachers who will work full time in the classroom while earning their preliminary credentials. High quality intern programs adapt their programs to meet the on-the-job training needs of their participants. Teachers who hold a California Intern Credential (either in multiple subjects for elementary school or in a specific subject for secondary school) are considered “highly qualified” and meet the federal and state requirements for being the teacher of record in a public school classroom. There are two types of Intern Credential Programs: University Intern Programs and District Intern Programs. Reach is a District Intern Program.

Intern Credentials are issued for two years and usually must be completed within that time. Completion of an Intern Credential program leads to a California Preliminary Credential.



Do I have to take the CBEST?

All California teacher candidates must meet the basic skills requirement before being issued a credential. With the passage of Senate Bill 1209, additional options became available to meet the basic skills requirement. Passage of the California Basic Educational Skills Test (CBEST) remains one of the options. New options include passage of the California Subject Examinations for Teachers (CSET): Multiple Subject Plus Writing Examination and, effective January 1, 2007, a basic skills examination from another state is also acceptable. Reach also accepts qualifying SAT or ACT scores.

How long will it take for me to earn my Preliminary Credential?

The Reach Intern Teacher Credential program is designed to take 2 years (a total of 21 months). The program’s pre-service runs before the start of the regular program which runs from August - June in years one and two.

The length of the program reflects the needs of full-time, working teachers (as opposed to traditional credential programs, which can be completed in a year and are typically designed for full-time students who are not working teachers).

