

REACH INSTITUTE
FOR SCHOOL LEADERSHIP

Great teaching is at the heart of every school

STUDENT HANDBOOK AND COURSE CATALOG



JULY 1, 2020 – JUNE 30, 2021

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Welcome from the Executive Director

Thank you for your interest in the Reach Institute for School Leadership (Reach). We are engaged in providing an innovative form of graduate-level preparation for aspiring teachers and school leaders that combines relevant study, action research, coaching, reflection, and job-embedded practice.

Reach formally began in 2006–2007 thanks to a grant from the Dean Witter Family Foundation. A design team was convened and given a simple but profound charge: reinvent teacher education. A group of 15 educators from San Jose, the East Bay, and Napa County dedicated hundreds of hours to design Reach and gain accreditation from the California Commission on Teacher Credentialing. In 2007–2008, Reach launched its Teacher Credential Programs with 25 teachers. The new credential programs and established leadership coaching program were combined to become the Reach Institute for School Leadership. Reach now serves more than 500 educators working in more than 70 schools across the region.

Our programs include teacher and administrator credentialing pathways, leadership coaching, professional development and certificate programs, whole school improvement support, and research and development for innovative practices.

This catalog includes a wealth of information about our programs, admissions, and courses. The catalog is updated annually to reflect new information. If you think Reach may be right for you, contact us at (510) 501-5075 or info@reachinst.org.

Sincerely,

E Baham

Liz Baham
Executive Director
Reach Institute for School Leadership

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Overview of the Reach Institute for School Leadership

“Reach encourages teachers, administrators and non-profit professionals to ask hard questions about the process of learning, about themselves as effective educators, and about the institutions they serve. Educators leave Reach with a combination of tools, experience, and continuing support needed to serve an ethnically, culturally, and educationally diverse and potentially cynical student population.”—2008 Report, Center for American Progress.

Reach began in 2006 when a team of working educators came together to rethink teacher education through the design and pilot of Reach Teacher Credential programs, each of which have subsequently been accredited by the California Commission on Teacher Credentialing.

Vision

The Reach Institute for School Leadership is committed to a more equitable world in which every student is supported by highly effective and dedicated teachers, who themselves are supported by highly effective and dedicated school leaders.

Mission

Reach is an educational institution that believes great teaching is at the heart of every great school. Reach’s mission is to improve schools by improving instruction, fostered by providing rigorous, relevant, and applied pathways and preparation for exceptional teaching & leadership in our candidates’ daily work. The Reach Institute develops and supports teachers and educational leaders who are committed to creating and sustaining effective urban schools.

Institutional Goals

The work of the Reach Institute is focused on achieving three Institutional Goals:

Goal 1. Develop highly effective teachers & instructional leaders to serve the diverse needs of students in partner schools and districts.

Goal 2. Create an innovative graduate school that embeds rigorous, relevant, applied learning in the school contexts of teachers and leaders.

Goal 3. Provide the educational community with a model for teacher and leadership development for ensuring equitable access and performance for all students.

Reach Institute Master’s Graduate Profile (Institutional Learning Outcomes, ILOs):

Reach graduates combine research and practice to take effective action in the service of educational equity. Toward this end, they are able to:

- **O1. Inquiry:** Identify problem of practice, gather information, develop and execute an action plan, analyze results, reflect on implications for future practice
- **O2. Equity Orientation:** Take action to address situational and systemic inequity in education
- **O3. Integration into Practice:** Apply that which they have learned and integrate it into their practice

- **O4. Collaboration:** Interact around research problems and increase each other's knowledge of the research related to their projects.
- **O5. Commitment:** Demonstrate a commitment to creating and sustaining urban schools.

Each Reach Institute Academy program has articulated aligned, yet more specific learning outcomes for the various years and/or pathways offered.

Reach partners with schools from across the San Francisco Bay Area that primarily serve low-income students and students of color. Reach specifically partners with schools that target underserved communities and across our network.



The Reach Institute for School Leadership is staffed by a select group of experienced Bay Area teachers and administrators. Please visit our website to learn more about our current faculty and staff.

Disclaimers:

The Reach Institute for School Leadership does not have any pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the

preceding five years that has resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

All Reach Institute for School Leadership programs are currently accredited by the California Commission on Teacher Credentialing (CCTC).

http://cig.ctc.ca.gov/cig/CTC_apm/apm_one.php?-recid=149&-prior=all.php

Reach Institute for School Leadership is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001.

Federal Financial Aid:

Reach is currently pursuing avenues to provide financial aid to candidates applying to all educational programs. At this present time, Reach does not offer financial assistance. We will contact all applicants and enrolled candidates with relevant updates.

If students obtain a loan to pay for their educational program, they will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

International Students:

The Reach Institute for School Leadership will admit students from other countries if they meet all of the required admissions requirements as outlined by each program. Visa services are not provided by the Reach Institute for School Leadership. Additionally, the Reach Institute for School Leadership will provide verification of enrollment for any student regardless of country of origin. There are no additional fees associated with the admissions of students from countries outside of the United States.

Housing:

Reach does not offer housing or dormitory facilities. Information about rent in the Oakland area can be found on the internet. According to RentCafe, Studio apartments in Oakland rent, on average, for \$1,761 a month, while 1-bedroom apartments ask on average \$2,330 a month. The average rent for a 2-bedroom apartment is \$3,191 per month. Reach has no responsibility to find or assist a student in finding housing.

Reach Institute for School Leadership: Programs

Reach offers a range of individual but complementary programs in our partner schools to achieve our mission. All Reach programs are specifically designed for classroom, instructional, and school leaders who are learning on the job, emphasizing relevant and applied coursework along with job-embedded learning.

The Reach Teaching Academy includes the Intern Teacher Credential Program leading to a Preliminary Teaching Credential, the Teacher Induction & Clear Credentialing (TICC) Program leading to a Clear Teaching Credential, and the Moving Inquiry into Teaching (MinT) Program that leads to both a Clear Teaching Credential and a Master's of Education in Teaching. Credentialing programs are accredited and regulated by the California Commission on Teacher Credentialing (CCTC). Reach engages meaningfully with all associated reporting and accreditation activities in order to maintain state accreditation for the credentials it issues. Each candidate is carefully screened in order to meet all eligibility requirements for licensure. Complete eligibility requirements are included in each program's annual application packet, and the state requirements can also be found on the CCTC website www.ctc.ca.gov.

The Reach Instructional Leadership Academy includes options for Preliminary and Clear Administrative Credentials and a Master's of Education in Instructional Leadership. The Instructional Leadership Academy also offers instructional coaching and facilitation certificate programs and options to participate in individual courses as professional development opportunities.

All of Reach coursework is designed for individuals who are working in teaching or school leadership positions, thus meeting all minimum qualifications for employment in these fields as determined by the state of California and the candidates' employers, including English language proficiency. The Reach Institute's instruction occurs in standard English, and no additional English Language services are provided.



Reach Institute for School Leadership: Approach

Reach was designed from the outset to meet the needs of educators learning complex skills, on the job, in challenging circumstances. Reach program practices were developed in response to research from teacher training, professional development, and apprenticeship programs. The studies indicated that new knowledge and skills are more effectively developed when integrated with experience, as opposed to the fragmentation that occurs when teachers learn in a context removed from their day-to-day challenges. In response to this design challenge, Reach developed the following six integrated and overlapping strategies:

- 1. Personalized Professional Development:* Each candidate develops and implements an individualized Learning Plan with the help of peers, experienced leaders, and coaches. The plan is regularly referenced, reflected on, and updated based on evidence of the candidate's progress.
- 2. Job Embedded Coaching:* While learning about individual school contexts, experienced coaches support the development of candidates' practice through questioning, instruction, collaboration, observation and feedback. Coaching occurs cyclically as a process of building awareness, taking action, analyzing results, and changing attitudes.
- 3. Integration of Knowledge and Practice:* Reach candidates are supported to apply knowledge gained from research to continually develop skills while immediately impacting and improving their classroom, program, or organization in pursuit of equitable student outcomes. Course instruction is designed utilizing best practices in professional development and adult education.
- 4. Inquiry Mindset:* The relevant and applied curriculum of Reach courses engages candidates in repeated cycles of inquiry. These cycles take a variety of forms, all of which contribute to the development of an action-research orientation that assists candidates in not only analyzing practice but in making and implementing evidence-based decisions to improve practice.
- 5. Reflective Communities of Practice:* In order to build classroom and instructional leaders who are committed to and support one another's growth, candidates meet in cohorts and small inquiry groups and develop the habits of mind to look deeply at their own and each other's practice, offering feedback and inquiries to help one another identify the obstacles and avenues to great work.
- 6. Evidence-Based Evaluation:* Reach utilizes multiple summative, formative, quantitative, and qualitative measures of student learning, student engagement, teacher practice, leader practice, and school effectiveness as tools for continuous analysis and improvement.

Reach Institute for School Leadership: Teaching Academy

The goal of the Reach Teaching Academy is to improve schools by developing the pedagogical skills and knowledge of early career teachers. The Teaching Academy Programs are specifically designed to maximize the nature of on-the-job training of teachers who earn their credentials while in the classroom. Through participation in the Reach Teaching Academy, teachers may earn a Master's of Education in Teaching degree alongside a Preliminary and Clear Teaching Credential, or they may earn a Preliminary and/or Clear Credential separately.

Graduates of the Teaching Academy are reflective educators who continually improve their practice through combining the latest research literature with best professional practices in pursuit of equitable outcomes for students.

Toward this end, they are able to:

- Apply an Action Researcher's mindset to solving problems of practice
- Refine and expand the effectiveness of their teaching practice through cycles of inquiry. More specifically:
 - *Plan*: Gather information and design instruction to address an identified problem or challenge.
 - *Teach*: Execute the plan effectively.
 - *Analyze*: Examine evidence of the teaching event to identify patterns and cause/effect relationships within the teacher's actions and/or the student results.
 - *Reflect*: Determine strengths, areas for growth, and next steps based upon evidence.
- Demonstrate proficient knowledge and skills in the relevant California Standards for the Teaching Profession (CSTP) and/or the California Teacher Performance Expectations (TPE)

Intern Teacher Credential Program

Degree/Credential Awarded: Preliminary Teaching Credential

The Intern Teacher Credential Program (Intern Program) is designed to improve schools by supporting novice teachers to become effective practitioners. Candidates first fulfill the state requirements for an Intern Teaching Credential, which include the completion of a summer pre-service course. Candidates then complete two years of coursework, which includes seminars and practicum assignments, one-on-one coaching, online collaboration, and passing of semester performance assessments focused on the foundational practices of effective teaching. Candidates must pass both CalTPA cycles by the end of their final semester in the program. In addition, candidates are required to successfully complete the following course sequence to earn the CA Preliminary Teaching Credential.

Course Sequence:

Reach 210 – Introduction to Teaching Methods and Leadership (3 units)
Reach 221 – Establishing Foundations for Teaching and Learning (5 units)
Reach 231 – Knowing About Students and Planning for their Learning (5 units)
Reach 241 – Assessing Learning and Supporting Equitable Outcomes (5 units)
Reach 251 – Developing as a Professional Educator (5 units)

Learning Outcomes:

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Improve practice through guided cycles of inquiry (Plan/Teach/Analyze/Reflect)	Candidates demonstrate the ability to address a significant challenge in their developing teaching practice by engaging in applied and collaborative cycles of analytic inquiry through engaging in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their practice.
O2. Equity Orientation	O2.1 Support English learners to master academic content and language	Understanding both the ethical importance of supporting English learners and the associated challenges, candidates support them to meet subject area and grade level standards while continuing to develop English language skills through the application of research-based best practices.
	O2.2 Support students with special needs to master academic content and/or individualized learning goals	Understanding both the ethical importance of supporting students with special needs and the associated challenges, candidates support them to meet subject area and grade level standards and/or individualized learning goals as appropriate through the application of research-based best practices.
	O2.3 Operate with an asset-based view of students	Candidates demonstrate an awareness of potential biases that may contribute to inequitable student outcomes and an understanding that an asset-based view of students can help them provide more equitable educational opportunities for all of their students.
O3. Integration into Practice	O3.1 Maintain a safe classroom environment	Candidates maintain a safe and inclusive classroom environment through the application of a wide range of research-based strategies and interventions to establish routines and procedures and develop strong relationships with students.

	O3.2 Implement appropriate research-based pedagogical practices	Candidates create and execute aligned instructional plans with research-based pedagogical practices appropriate for the subject area, grade level, and particular needs of students.
	O3.3 Use assessment to determine mastery and inform instruction	Candidates apply their knowledge of effective assessment practices to implement a variety of formative and summative assessments, analyze the resulting data to draw conclusions about whole class and individual student learning and needs, and determine implications for future instructional decisions.
	O3.4 Support literacy development across subject areas	Candidates implement a variety of research-based instructional practices to foster students' literacy development within and across subject areas (including early literacy for multiple subjects candidates) in alignment with the expectations of the Common Core State Standards.
	O3.5 Implement subject-specific pedagogical practices	Candidates are well versed in the subject specific pedagogical practices within their content area of instruction and design and deliver instruction that utilizes these practices to foster deep content area learning among their students.
O4. Collaboration	O4.1 Engage in effective collaborative learning	Candidates successfully engage in applied and collaborative learning with their peers, supporting each other's development through giving, receiving, and acting upon effective feedback.
O5. Commitment	O5.1 Continue work in urban education	Intern graduates continue working as classroom teachers, teacher leaders, administrators, or in other capacities within urban schools.

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	210	221	231	241	251
O1.1	I	P	P	P	M, A
O2.1	I	P	P, A	P, A	M, A
O2.2	I	P	P, A	P, A	M, A
O2.3	I	P, A	P, A	P, A	M, A
O3.1	I	P, A	P, A	P	M, A
O3.2	I	P, A	P, A	P, A	M, A
O3.3	I	P, A	P, A	P, A	M, A
O3.4	I	P, A*	P, A	P, A	M, A
O3.5	I	P	P, A	P, A	M, A
O4.1	I, A	P, A	P, A	P, A	M, A

* Multiple subjects credential candidates

Teacher Induction & Clear Credentialing (TICC) Program (1 or 2 years)

Degree/Credential Awarded: Recommendation for a CA Clear Teaching/Education Specialist Credential

Teacher Induction is a two-year, individualized, job-embedded program of mentoring, support and professional learning that is intended to begin in a teacher's first year of teaching with a valid preliminary credential. The Program is designed to provide new teachers with "just-in-time" and longer term analysis of practice mentoring in order to develop habits of mind of exceptional teaching connected to the California Standards for the Teaching Profession (CSTP).

Course Sequence:

Reach 325A – Inquiry into Pedagogy (2 units)

Reach 335A – Inquiry into Universal Access (2 units)

Reach 325B – Inquiry into Pedagogy (2 units)

Reach 335B – Inquiry into Universal Access (2 units)

Learning Outcomes:

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Identify a problem of instructional practice, analyze existing data and design intervention to address it	Induction candidates demonstrate the ability to address a significant challenge in their developing teaching practice by engaging in focused cycles of inquiry, engaging in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their practice using research-based best practices.
	O1.2 Support Induction candidates in developing their teaching practice	Mentors support Induction candidates in addressing a significant challenge in their developing teaching practice by engaging in focused cycles of inquiry, engaging in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their practice using research-based best practices.
	O1.3 Integrate the Action Researcher's mindset into candidates' regular practice	Candidates integrate the Action Researcher's mindset into their regular practice by engaging in applied and focused cycles of inquiry, engaging in phases of planning, teaching, analysis, and reflection

		as they continually examine and work to improve their practice using research-based best practices.
	O1.4 Support candidates' integration of the Action Researcher's mindset into their regular teaching practice	Mentors support candidates' integration of the Action Researcher's mindset into their regular practice through applied and focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices.
O2. Equity Orientation	O2.1 Identify and address issues of equity	Candidates identify issues of educational equity in their context and implement a research-based intervention within a focused cycle of inquiry that is designed to increase equitable opportunities and outcomes for their students.
	O2.2 Guide candidates in identifying and addressing issues of equity	Mentors guide candidates as they identify issues of educational equity in their context and implement a research-based intervention within a focused cycle of inquiry that is designed to increase equitable opportunities and outcomes for their students.
O3. Integration into Practice	O3.1 Implement appropriate research-based pedagogical practices and demonstrate progress towards mastery of the CSTP	Candidates refine and consistently implement appropriate research based pedagogical practices based on their applied and collaborative cycles of analytic inquiry, engaging in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their practice using research-based best practices.
	O3.2 Support candidates in implementing appropriate research-based pedagogical practices and demonstrating progress towards mastery of the CSTP	Mentors support candidates in developing an ILP and engaging in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices.

O4. Collaboration	O4.1 Collaborate with Mentors to develop an Individualized Learning Plan (ILP) and engage in focused cycles of inquiry in order to demonstrate progress towards mastery of the CSTP	Candidates collaborate with mentors to develop an Individualized Learning Plan (ILP) and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices.
	O4.2 Collaborate with Candidates to develop an Individualized Learning Plan (ILP) and engage in focused cycles of inquiry in order to demonstrate progress towards mastery of the CSTP	Mentors collaborate with candidates to develop an Individualized Learning Plan (ILP) and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, Mentors support candidates with engaging in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices.
O5. Commitment	O5.1 Demonstrate a commitment to sustaining urban schools	Induction graduates continue teaching/working in urban schools.
	O5.2 Demonstrate a commitment to facilitating teacher professional growth in working in urban schools	Mentors continue coaching/working in urban schools.

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs	325a	335a	325b	335b
O1.1	I, P, A	I, P, A	P, M, A	P, M, A
O1.2	I, P, M, A	I, P, M, A	P, M, A	P, M, A
O2.1	I, P, A	I, P, A	I, P, A	I, P, A
O2.2	I, P, M, A	I, P, M, A	M, P, A	M, P, A
O3.1	P, A,	P, A	P, A	P, A
O3.2	I, P, M, A	I, P, M, A	P, M, A	P, M, A
O4.1	I, P, A	I, P, A	P, A	P, A
O4.2	I, P, M, A	I, P, M, A	P, M, A	P, M, A

Note: Early Completion Options may be available consistent with state requirements.

Moving Inquiry into Teaching Program

Degree/Credential Awarded: Master's of Education in Teaching, Clear Teaching Credential

The Moving Inquiry Into Teaching (MinT) Program is designed to support new teachers and help them to develop practices and habits of mind of exceptional teaching connected to the California Standards for the Teaching Profession (CSTP). Candidates will first obtain a Preliminary Teaching Credential through two years in the Reach Intern Teacher Credential Program described above (or acceptable transfer credits and specialized study consistent with Reach transfer policies along with completing 1-2 years of the Reach Induction Program) and then earn a Clear Teaching Credential and Master's of Education degree in this third year. During the third year, candidates complete a year of coursework that includes a focus on inquiry and analysis with multiple teacher-driven inquiry projects and an action research project culminating in a presentation to their peers, faculty, and the greater educational community.

Course Sequence:

Reach 310 – Advanced Practicum in Classroom Practice (4 units)

Reach 320 – Evidence-Based Classroom Initiatives (3 units)

Reach 325A – Inquiry into Pedagogy (2 units)

Reach 330 – Implementation and Evaluation of Classroom Initiatives (3 units)

Reach 335A – Inquiry into Universal Access (2 units)

Learning Outcomes:

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Identify a problem of instructional practice, analyze existing data, apply specialized knowledge, and design intervention to address it	O1.1 Candidates can collect and evaluate data from their existing environment to identify a significant challenge of practice in the educational field. They use these data to conduct and study the current research in the field, elucidating the research methods and historical knowledge about the identified challenge. Using knowledge gained from this process, candidates design and execute an appropriate intervention, gather and analyze resultant data to assess the effectiveness of the intervention, and contribute to the knowledge base in this area.

O2. Equity Orientation	O2.1 Identify and address issues of equity	O2.1 Candidates examine the landscape of their contexts from various perspectives, particularly with a strong focus on articulating the challenges relating to increasing equitable opportunities and outcomes in our educational system. Candidates can identify issues of equity in their context that they do not believe have been adequately addressed.
		O2.2 After examining the landscape of their contexts from various perspectives, and identifying issues of educational equity in their context, candidates immerse themselves in the literature of the field in order to design an intervention that addresses at least one of these underlying equity issues. Next, candidates implement an intervention that addresses this underlying equity issue, using the research gained through the process of the literature review.
O3. Integration into Practice	O3.1 Integrate research into practice	O3.1 Candidates apply new knowledge gained from extensive research into the daily challenges of schools and the practical challenges found therein. The integration of research and application is clear from the candidates' perspective and candidates can articulate the interplay between the two.
	O3.2 Refine instruction using research	O3.2 Candidates will apply new knowledge gained from extensive research and interactions with their colleagues to refine their ability to deliver strong instruction. Classroom practice of each candidate clearly incorporates research and feedback from colleagues gained throughout the course.
O4. Collaboration	O4.1 Collaborate with colleagues	O4.1 Candidates interact with colleagues in a cohort model, listening to the diverse perspectives of their classmates and using the input from their colleagues to continually refine and reconsider their own work and learning. Candidates likewise engage in thoughtful discussion and feedback sessions with their colleagues in order to add new perspectives or offer resources to better solve various problems of practice.
	O4.2 Share research with colleagues	O4.2 Candidates can clearly articulate the learning from the application of research to their problem of practice and the resultant findings. Candidates continually make efforts to find avenues to share their findings with the larger educational community. Candidates may share their research with their school site, grade level or larger audience (published articles, conferences, etc.).

O5. Commitment	O5.1 Persist in educational field	O5.1 Upon finishing the Action Research year, Moving Inquiry Into Teaching graduates continue as classroom teachers in urban schools, or move into a role with greater instructional leadership influence. Candidates continue to support instructional improvement in urban educational contexts.
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Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	310*	320	Proposal**	330	325A/B	Final Action Research Project**
O1.1		I, P	M, A	M, A		A
O2.1		I, P, M	A			
O2.2		I		P, M		A
O3.1		I, P	P	P, M, A		
O3.2					I, P, M	
O4.1		I, P		P, A		
O4.2		I, P	A	P, M		A

* 310 is a yearlong residency course with coaching around the Action Research project

** The Proposal is the assessment for the 320 course, the Final Action Research project is the assessment for 330

Reach Institute for School Leadership:

Instructional Leadership Academy

Reach views leadership as transformative, collaborative, and personal. The Instructional Leadership Academy (ILA) seeks to prepare leaders who have the knowledge, skills, and commitment needed to act courageously as they navigate the complexity of leading urban schools while maintaining great instruction and ensuring equitable outcomes for all students.

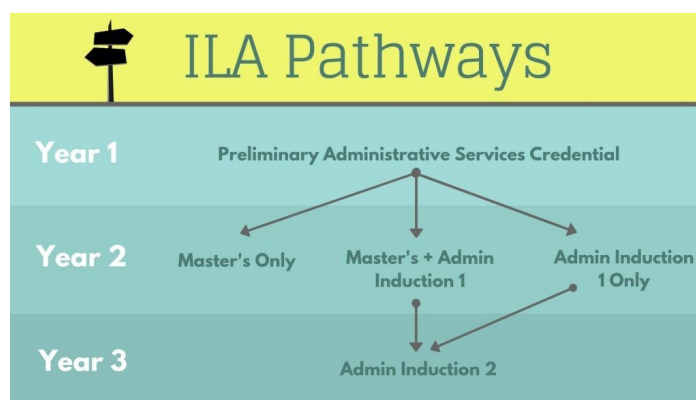
Through a combination of coursework, online learning, and one-on-one coaching, the program inspires and guides emerging leaders to develop a personal philosophy and approach, grounded in relationally building the capacity of others while building their own knowledge and skills as instructional leaders.

Graduates of the Instructional Leadership Academy are dynamic, thoughtful, flexible, compassionate people who believe in their capacity to inspire others to improve educational outcomes for historically underserved youth. Toward this end, they are able to:

- Cultivate a shared model of effective instruction at their site and move instructional practice through instructional conferencing
- Structure and facilitate learning communities that are responsive to the needs of adult learners
- Analyze quantitative and qualitative data to identify equity-focused problems of practice
- Apply an Action Researcher's/Inquiry mindset to solving problems of practice
- Lead and inspire others to address the challenges of unequal access to education for historically underserved populations of learners

Pathways

The Instructional Leadership Academy has multiple pathways. Candidates for Year 1 are admitted into the Preliminary Administrative Services Credential (PASC) and Master's program or the Master's only pathway. Those that have completed Year 1 can continue as a Master's only candidate, and if they have a full-time administrative position, in the Administrator Induction program. Candidates can also apply to enter in Year 2 and are admitted into either the Administrator Induction Program or the Master's and Administrator Induction pathway (contingent on having transferrable Master's level units).



Master's of Education in Instructional Leadership

The Master's of Education in Instructional Leadership pathway is designed to support emerging teacher leaders and help them to develop practices and habits of mind of exceptional school leaders connected to the California Professional Standards for Educational Leaders. During the first year, candidates complete the same coursework as the Preliminary Administrative Services Credential Program, which includes seminars and practicum assignments, one-on-one coaching, online collaboration, and passing of performance assessments focused on the foundational practices of effective leadership. During the following year, candidates earn a master's degree with a course series culminating in an action research study to be published on the Reach website, and with candidates presenting their completed research to peers, faculty, and members of the education community. Candidates pursuing a California Clear Administrative Services Credential complete a third year of networking and support that is individualized to meet each candidate's goals and circumstances.

All requirements of the Year 1 program, or the equivalent, must be met prior to enrollment in Year 2, the Action Research Master's year.

Preliminary Administrative Services Credential

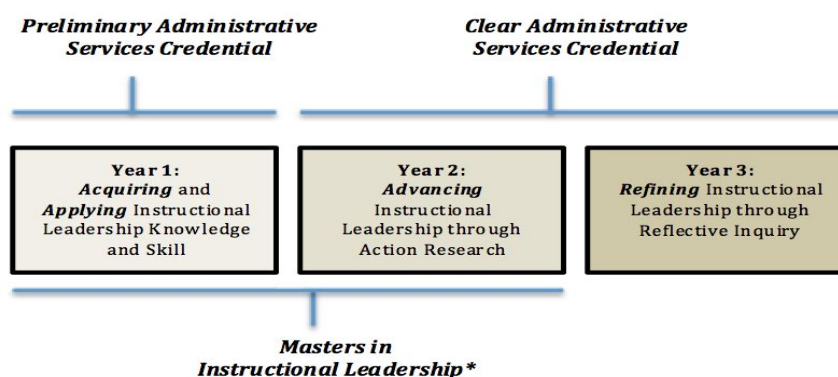
The Reach Instructional Leadership Academy Preliminary Administrative Services Credential program is a one-year, alternative school-leadership program for the preliminary certification of administrators. The program is designed to develop the candidate's knowledge, based on the California Administrator Content Expectations (CACEs), and skills, based on the California Administrator Performance Expectations (CAPEs) in their field experience context and to accelerate the acquisition of instructional leadership skills through research and application of knowledge while serving in an instructional leadership role. The program design reflects a focus on instruction and an emphasis on leading with an eye toward improved outcomes for

historically underserved student populations. Candidates must be in instructional leadership positions or teacher leadership positions in order to complete the coursework and field experiences. Candidates must be in a setting where they can complete all three leadership cycles of the California Administrator Performance Assessment (CalAPA).

Clear Administrative Services Credential

The Clear Administrative Services Credential program is a two-year school-leadership administrator induction program designed to support working school leaders in continuing to develop their leadership practice, in alignment with the California Professional Standards for Education Leaders. During the two year induction program, candidates engage in inquiry cycles around their own leadership practice, anchored in problems of practice at their site. Candidates evaluate and utilize research to understand and address leadership challenges, design and evaluate interventions (including collecting and analyzing data), and ultimately learn about and reflect on their own leadership practice. Candidates develop individualized learning plans, engage in professional learning, and leadership networking. For those that select the Administrator Induction and Master's pathway, Year Two of the Instructional Leadership Academy culminates with the publishing of an action research study on the Reach website and with candidates presenting their Master's research to peers, faculty and members of the education community. As a prerequisite for either of the administrator induction pathways, candidates are required to have a Preliminary Administrative Services Credential and to be serving in a designated administrative role.

ILA Program Sequence and Credentials Earned



Instructional Leadership Academy Course Sequence:

Preliminary Administrative Credential and Year One of Master's Program

The Reach Instructional Leadership Academy Year One (400 series) is comprised of a yearlong seminar series:

- Reach 410 – Instructional Leadership Residency (4 units)
- Reach 420 – Instructional Coaching: Observation-Based Cycles (2 units)
- Reach 430 – How Teachers Learn (2 units)
- Reach 435 – Supervision and Evaluation (1 unit)
- Reach 440 – Coaching for Equity and Universal Access (2 units)
- Reach 450 – Instructional Program Coherence and Alignment (2 units)
- Reach 460 – Fostering Professional Community (2 units)
- Reach 465 – School Leadership and Management (2 units)

Assessment

For more detail than the list below please refer to the Assessment Requirements and Year at a Glance documents (in the Appendix)

Reach Instructional Leadership Academy Year One Performance Assessments:

Instructional Leadership Coaching Performance Assessment 1 and narrative reflection

Instructional Leadership Facilitation Assessment (ILFA) and narrative
California Administrator Performance Assessments (CalAPA):

- Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity
- Leadership Cycle 2: Facilitating Communities of Practice
- Leadership Cycle 3: Supporting Teacher Growth

Reach Instructional Leadership Academy Year One Formative Assessment:

Individualized Learning Plan (see ILP Overview in Appendix)

Plan- Execute- Analyze- Reflect (PEAR) tasks for each course

Reach Instructional Leadership Academy Year One Program Learning Outcomes:

Institutional Learning Outcomes (ILOs)	Program Learning Outcomes (PLOs)	Program Learning Outcome Descriptions
O1. Inquiry	O1.1 Identify a problem of instructional practice, analyze existing data, apply specialized knowledge, and design intervention to address it	O1.1 Candidates identify a problem of instructional practice, analyze existing data, apply knowledge of adult learning theory, develop a PD arc, analyze results, and reflect on implications.
	O1.2 Support teachers in improving instructional practice through inquiry cycles	O1.2 Candidates gather and triangulate data from various sources to identify a teacher's instructional needs, develop relational trust, and implement the inquiry-based coaching model. Use of the instructional coaching model assures that candidates are able to plan and conduct strong coaching sessions, analyzing and supporting the teacher to analyze his/her own practice, and support the teacher to reflect on implications for the next coaching cycle.
O2. Equity Orientation	O2.1 Identify and address issues of equity	O2.1 Candidates examine their contextual landscape from diverse perspectives, with a strong focus on articulating the challenges relating to increasing equitable opportunities and outcomes in our educational system. Candidates can identify issues of equity in their context that they do not believe have been adequately addressed.
O3. Integration into Practice	O3.1 Implement the instructional coaching model	O3.1 Candidates implement the coaching model to effectively conduct instructional conferences that promote teacher analysis of their practice around a research-based model of effective instruction.
	O3.2 Implement facilitation model	O3.2 Candidates will integrate research-based and practitioner based knowledge around facilitation practices and adult learning theory to plan professional learning. Candidates will execute the Reach facilitation model to effectively facilitate professional learning events focused on building shared understanding around instructional practice.
O4. Collaboration	O4.1 Collaborate with peers	O4.1 Candidates interact with colleagues in a collaborative cohort model, listening to the diverse perspectives of their classmates and using the input from their colleagues to

		continually refine and reconsider their own work and learning. Candidates likewise engage in thoughtful discussion and feedback sessions with their colleagues in order to add new perspectives or offer resources to better solve various problems of practice.
O5. Commitment	O5.1 Persist in instructional leadership roles	O5.1 ILA Year 1 graduates continue to work as instructional leaders in urban settings.

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	410*	420	430	435	ILPA-1*	440	460	ILPA-2*	450	465	ILF A*
O1.1	P		I, P				P, M		P		A
O1.2	P	I, P		P		P		A			
O2.1	I, P					P		A		P	
O3.1	P	I, P		P	A	P		A			
O3.2	P						I, P, M				A
O4.1	I	P	P	P		P	P		P	P, M	

* 410 is the residency course that spans the year and includes the performance assessments
Please see appendix for the mapping to the CACE and CAPEs

Clear Administrative Services Credential and Master's of Education in Instructional Leadership

The Clear Administrative Services Credential program is a two-year, alternative school-leadership administrator induction program designed to support working school leaders in continuing to develop their leadership practice. As a prerequisite, candidates are required to have a Preliminary Administrative Services Credential and to be serving in a designated, full-time administrative role. Per the CCTC requirements, candidates who are in an administrative role must be in a clear program, also called Induction, within a year of being in the position.

The Reach Instructional Leadership Academy Master's and Administrator Induction (500 series) is a yearlong residence that runs concurrently with two comprehensive, semester-long seminar series:

Reach 510 – Advanced Practicum in Educational Leadership (6 units)

Reach 520 – Evidence-Based Leadership Initiatives (3 units)

Reach 530 – Implementation and Evaluation of Leadership Initiatives (3 units)

Presentation of Learning

Reach 540 - Deepening Instructional Coaching (2 units)

Assessment

For more detail than the list below please refer to the Assessment Requirements and Year at a Glance documents (in the Appendix)

Reach Instructional Leadership Academy Year Two Assessments:

Proposal Panel Presentation

Action Research Project

Presentation at Leadership Showcase

Reach Instructional Leadership Academy Year Two Formative Assessment:

Individualized Learning Plan (see ILP Overview in Appendix)

Reach Instructional Leadership Academy Year Two Program Learning Outcomes:

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Identify a problem of instructional practice, analyze existing data, apply specialized knowledge, and design intervention to address it	O1.1 Candidates can collect and evaluate data from their existing environment to identify a significant challenge of practice in the educational field. They use these data to conduct and study the current research in the field, elucidating the research methods and historical knowledge about the identified challenge. Using knowledge gained from this process, candidates design and execute an appropriate intervention, gather and analyze resultant data to assess the effectiveness of the intervention, and contribute to the knowledge base in this area.
O2. Equity Orientation	O2.1 Identify and address issues of equity	O2.1 Candidates examine the landscape of their contexts from various perspectives, particularly with a strong focus on articulating the challenges relating to increasing equitable opportunities and outcomes in our educational system. Candidates can identify issues of equity in their context that they do not believe have been adequately addressed.

		O2.2 After examining the landscape of their contexts from various perspectives, and identifying issues of educational equity in their context, candidates immerse themselves in the literature of the field in order to design an intervention that addresses at least one of these underlying equity issues. Next, candidates implement an intervention that addresses this underlying equity issue, using the research gained through the process of the literature review.
O3. Integration into Practice	O3.1 Integrate research into practice	O3.1 Candidates glean knowledge from extensive research reading and collaborative interactions with their colleagues. Candidates then apply this new knowledge into their daily practice and practical challenges. The integration of research and daily work is clear from the candidates' perspective and candidates can articulate the interplay between the two.
	O3.2 Refine implementation of instructional coaching model	O3.2 Candidates refine their implementation of the instructional coaching model. Candidates analyze their approaches in instructional coaching conversations and consider ways of enhancing teacher learning through these conversations, developing multiple approaches to support teacher knowledge and skill development.
O4. Collaboration	O4.1 Collaborate with colleagues	O4.1 Candidates interact with colleagues in a cohort model, listening to the diverse perspectives of their classmates and using the input from their colleagues to continually refine and reconsider their own work and learning. Candidates likewise engage in thoughtful discussion and feedback sessions with their colleagues in order to add new perspectives or offer resources to better solve various problems of practice.
	O4.2 Share research with colleagues	O4.2 Candidates can clearly articulate the learning from the application of research to their problem of practice and the resultant findings. Candidates continually make efforts to find avenues to share their findings with the larger educational community. Candidates may share their research

		with their school site, grade level or larger audience (published articles, conferences, etc.).
O5. Commitment	O5. Persist in instructional leadership roles	O5.1 Upon finishing the Action Research year, candidates in the third year of the Instructional Leadership Academy have either moved into a site administrator role or a role with greater instructional leadership influence. Candidates continue to support instructional improvement in urban educational contexts.

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	510*	520	Proposal*	530	540	Final Action Research Project**
O1.1		I, P	M, A	M, A		A
O2.1		I, P, M	A			
O2.2		I		P, M		A
O3.1		I, P	P	P, M, A		
O3.2					I, P, M	
O4.1		I, P		P, A		
O4.2		I, P	A	P, M		A

* 510 is a yearlong residency course with coaching around the Action Research project

** The Proposal is the assessment for the 520 course, the Final Action Research project is the assessment for 530

The Reach Instructional Leadership Academy Administrator Induction Program This two year program is for candidates seeking to complete their California Clear Administrative Services Credential after having retained a full-time administrator position and holding an active Preliminary Administrative Services Credential. Candidates from the Master's and Administrator Induction pathway merge for the second year of Administrator Induction. This program fulfills the state requirement for receiving Induction support as a working administrator in the first two years as an administrator. Reach courses give working school leaders opportunities to engage in individualized professional learning, leadership networking, individualized coaching, goal setting, formative assessment, problem solving, and to gain deeper knowledge and skills in critical issues of school leadership.

Administrator Induction 1

Reach 515 - Administrator Induction 1: Advanced Practicum in Education Leadership (4 units)

Reach 525 - Administrator Induction 1: Leadership Networking (4 units)

Reach 540 - Deepening Instructional Coaching (2 units)

Administrator Induction 2

Reach 610 (formerly Reach 516) – Administrator Induction 2: Advanced Practicum in Educational Leadership Reach (4 units)

Reach 620 (formerly Reach 514) – Administrator Induction 2: Leadership Networking (4 units)

Reach Instructional Leadership Academy: Administrator Induction Performance

Assessments:

Instructional Leadership Coaching Performance Assessment 3 (ILPA 3)

Instructional Leadership Facilitation of Stakeholders Assessment (ILFA Year 3)

Reach Instructional Leadership Academy: Administrator Induction Formative Assessments:

Individualized Learning Plan (see ILP Overview in Appendix)

Administrator Inquiry for Equity Cycle

Reach Instructional Leadership Academy: Administrator Induction Learning Outcomes:

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Integrate Inquiry/ Action Researcher's Mindset into regular practice	O1.1 Candidates integrate the Action Researcher's process (identify problem of practice, analyze existing data, apply specialized knowledge, and design intervention to address it).
O2. Equity Orientation	O2.1 Address issues of equity	O2.1 Candidates will identify issues of equity in their context, and implement strategies to address issues of equity when they arise in their role as an instructional leader.
O3. Integration into Practice	O3.1 Conduct effective instructional conferences	O3.1 Candidates will conduct effective instructional conferences that promote teacher analysis of their practice around a research-based model of effective instruction. Candidates will be able to assess teacher learning in the conference and address the emerging data within the conference.

	O3.2 Facilitate effective leadership meetings and stakeholder engagement.	O3.2 Candidates develop and facilitate effective leadership meetings and stakeholder engagement, characterized by building a case, co-construction of analysis, getting input, and developing a shared understanding.
O4. Collaboration	O4.1 Collaborate with colleagues	O4.1 Candidates interact around the problems of practice (instructional and connecting instruction to management) and expand each other's knowledge and to offer divergent perspectives on problems of practice.
O5. Commitment	O5.1 Persist in instructional leadership roles	O5.1 ILA Year 3 graduates are either in a site administrator role or are in a position with greater instructional leadership influence.

Administrator Induction 1

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	515	525	540	Coaching ILPA-3
O1.1	P	I, P, M		
O2.1	P, M	I, P		
O3.1	P	I, P, M	I, P, M	A
O3.2	P, M, A	I,		
O4.1	P	I, P, M		

Administrator Induction 2

Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	610 (formerly 516)	620 (formerly 514)	Stakeholder Facilitation -3
O1.1	P	I, P, M	
O2.1	P, M	I, P	
O3.1	P	I, P, M	A
O3.2	P, M, A	I,	
O4.1	P	I, P, M	

Reach Institute Certificate Programs

Instructional Observation Coaching Certificate Program

The Instructional Observation Coaching Certificate Program is open to experienced teachers, instructional coaches, and instructional leaders who are advancing their coaching skills. Candidates for the Instructional Observation Coaching Certificate Program should already have foundational coaching skills. Reach offers a 2 unit Foundations In Coaching course (Reach 400) for candidates needing to gain foundational skills in coaching. Teacher leaders who are supporting teachers in improving their instructional practice, and those who are moving toward supervisory roles embark on a new journey, developing the skills of working with adult colleagues to build their capacity to facilitate post-observation conferences. Reach certifies coaches who successfully complete both Reach 420 and Reach 440 courses, as well as Reach 470, which includes fieldwork, completing two coaching cycles with Reach faculty and passing the Reach coaching performance assessment, the Instructional Leadership Performance Assessment (ILPA).

Instructional Facilitator Certificate Program

Recognizing that instructional coaches and teacher leaders are often called upon to lead groups of teachers in professional learning, Reach offers a unique pathway for teacher leaders to learn and practice leading groups of peers. The Instructional Facilitator Certificate Program is open to veteran teachers who are advancing to leadership roles. Teacher leaders who support colleagues' advancement toward attainment of collective goals embark on a new journey, developing the skills of working with adult colleagues to build their capacity in communities of practice. Reach certifies coaches who complete both Reach 430 and Reach 460, as well as Reach 480, which includes completing two coaching cycles with Reach faculty and passing the Reach facilitation performance assessment, the Instructional Leadership Facilitation Assessment (ILFA).



Reach Institute Course Descriptions

Teaching Academy Courses

Reach 210 – Introduction to Teaching Methods and Leadership (3 units)

Introduction to Teaching Methods and Leadership prepares teachers for entry into the teaching profession. This pre-service course introduces the professional standards for teaching (the California Teacher Performance Expectations and Standards for the Teaching Profession). Teachers are introduced to a range of topics, including but not limited to: social and political foundations in education, diversity in schools, students and families, instructional planning, special populations, physical and cognitive development, and neuroscience and learning. During the summer intensive, students gather for a full day of learning focused in equity and preparing for the first weeks of school. Students are introduced to the Reach experiential learning cycle: Plan, Teach, Analyze, Reflect (PTAR). Teachers begin to develop a classroom community vision and a behavior management plan, teaching routines and procedures.

Reach 221 – Establishing Foundations for Teaching and Learning (5 units)

This Year 1 Fall semester course helps candidates build foundational knowledge and skills in teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Candidates participate in multiple experiential learning cycles focused on developing an educational vision and a classroom culture plan, teaching routines and procedures, communicating clear directions and expectations, and utilizing positive behavior supports. Teachers also develop skills in instructional planning. This includes learning to develop clear and appropriate objectives based on content standards, designing formal and informal formative assessments (which integrates effective checks for understanding, best practices for effective questioning techniques, equitable participation, and rubrics), and planning learning activities that include openings, strong modeling, guided instruction, independent practice, and closings. One-on-one field experience support and supervision is integrated throughout the course.

Reach 231 – Knowing About Students and Planning for Their Learning (5 units)

Getting to know students as individuals is an essential component of a developing teaching practice that meets the needs of ALL students. Students, like all human beings, carry the complexities of their individual personalities and their collective histories. Therefore, learning who students are and using that understanding to both build positive relationships and to inform teaching practice is fundamental to effective teaching. This course will help candidates go beyond “the tip of the iceberg” and develop a deeper understanding about what students bring with them into the classroom. Additionally, candidates will learn more about English Language Learners and Students with Special Needs, and will develop practices to ensure their

classrooms are designed to help these students thrive. Candidates will also deepen their understanding of foundational and disciplinary literacy and Subject Specific Pedagogy. Finally, during this course, teachers will be supported to complete the CalTPA cycle 1.

Reach 241 – Assessing Learning and Supporting Equitable Outcomes (5 units)

In the Fall semester of Year 2, Reach 241 builds upon basic teaching skills gained in the first year. Candidates participate in multiple experiential learning cycles that support a deep dive into assessment practices including creating and utilizing rubrics, formative assessment best practices, analyzing student work, and effective feedback. Teachers also learn how to engage in unit planning using the Understanding by Design framework. Plans will support equitable student learning outcomes and will be an opportunity to integrate knowledge and skills in assessment practices gained earlier in the semester. One-on-one field experience support and supervision is integrated throughout the course.

Reach 251 – Developing as a Professional Educator (5 units)

This final semester aims to solidify the experiential learning cycle as a habit for continuous improvement within candidates' practices and cultivate candidates' culturally responsive mindsets as they explore issues of equity in education. Candidates deepen their understanding of student self-assessment, differentiated instruction, and literacy in order to promote engagement and rigor among culturally and linguistically diverse students. Teachers also revisit various focus areas based upon their needs and interests, and engage in inquiry-based experiential learning cycles of their own design. Teachers must complete and pass the California Teacher Performance Assessment (CalTPA) Cycle 2. One-on-one field experience support and supervision is integrated throughout the course.

Reach 260 – Early Completion Option Support and Supervision (0 units)

For candidates who qualify for the Intern Early Completion Option (see Intern Program Policies), this year-long course will include orientation to the California Teaching Performance Assessment (Cycles 1 and 2) as candidates independently prepare for the assessment. Candidates receive supervision throughout the year of the program. Coursework is required in the areas of language acquisition, supporting students with special needs, and technology.

Reach 290 – Specialized Study (variable units)

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Intern Program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

Reach 310 – Advanced Practicum in Classroom Practice (4 units)

The yearlong Advanced Practicum in Classroom Practice combines goal setting, reflection, one-on-one coaching, and group collaboration organized around the idea that teachers are

the critical catalyst for instructional improvement and student achievement. Reach 310 is taken concurrently with the Reach Instructional Leadership sequence (the 300 series) and includes examining research on best practices, individual goal setting, and working with a coach to increase skill in classroom practice.

Reach 320 – Evidence-Based Classroom Initiatives (3 units)

Evidence-Based Classroom Initiatives deepens teachers' thinking about the core domains of instructional practice introduced in the 200 series. Reach 320 requires teachers to use those concepts to identify and understand challenges of classroom practice, research the literature on these challenges, develop theories of action for addressing those challenges. This course works to develop the candidate's "action researcher's mindset" as a tool for effective school leadership.

Reach 325 (A-B) – Inquiry into Pedagogy (2 units each)

Inquiry into Pedagogy helps teachers improve their instructional practice beyond the content in the 200 series. Teachers work with mentors to self-assess and choose areas of their practice to investigate through focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). *Note: for teachers holding the California Preliminary Credential, Reach 325 A and B, along with Reach 335 A and B (see below), satisfy the requirements for a California Clear Credential.*

Reach 330 – Implementation and Evaluation of Classroom Initiatives (3 units)

Continuing to apply the "action researcher's mindset, Reach 330 builds on the work of Reach 320. Candidates will implement and evaluate responses to problems of practice in their classrooms. Topics include evaluation, use of evidence, and continuous improvement cycles. Seminars are organized as collaborative research groups. Candidates identify a problem of classroom practice in their own context, study it in depth, and develop a proposed response to that challenge based on the research evidence, practitioner literature, and the professional judgment of coaches and colleagues. (Prerequisite: Reach 320)

Reach 335 (A-B) – Inquiry into Universal Access (2 units each)

Inquiry into Universal Access allows teachers to improve their instructional practice beyond the content given in the 200 series. Teachers work with mentors to self-assess their ability to ensure universal access to the curriculum in their teaching and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices. *Note: for teachers holding the California Preliminary Credential, Reach 325 A and B (see above), along with Reach 335 A and B, satisfy the requirements for a California Clear Credential.*

Reach 390 – Specialized Study (variable units)

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Reach Master's of Education program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

Instructional Leadership Academy Courses**Reach 400 – Foundations in Coaching (2 units)**

The Coaching Foundations course focuses on a research-based coaching model that supports and enhances teachers cognitive processes. In this course, participants will learn strategies for developing trust and rapport, developing an identity as a growth-agent and mediator of thinking, utilizing coaching stances and tools including listening, pausing, paraphrasing, and posing questions. In addition, participants will begin to develop mental maps for planning, reflecting and problem-resolving conversation structures.

Reach 410 – Instructional Leadership Residency (4 units)

The Instructional Leadership Residency examines research on teacher and instructional leadership and applies this learning to the candidate's particular field experience context and CAPE-based goals. Through this course, candidates explore and understand issues of equity in schools, including analysis of multiple forms of quantitative and qualitative data. This course helps prepare candidates for the CalAPA Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity. The residency includes field experience, working with a coach to establish an individualized learning plan (ILP), take action toward goals, and review progress. The California Administrator Performance Expectations (CAPEs) are the guiding standards for the field experiences.

Reach 420 – Instructional Coaching: Observation-Based Cycles (2 units)

The Instructional Coaching course assists instructional leaders in developing and practicing foundational knowledge and skills so they can then provide coaching and supervision for teachers focused on improving instruction in their schools. The series includes coaching theory, developing coaching language and coaching stances, utilizing a coaching conversation structure that focuses on analysis of observation-based data, and applying these coaching skills through a coaching cycle. This course helps prepare candidates for the CalAPA Leadership Cycle 3: Supporting Teacher Growth.

Reach 430 – How Teachers Learn (2 units)

How Teachers Learn includes conceptual ideas of how learning occurs in schools, including developmental views of teacher learning and the conditions schools need to create to foster the kind of learning that leads to more effective instruction. The series focuses in particular on

promising practices for effective professional development. This course helps prepare candidates for the CalAPA Leadership Cycle 2: Facilitating Communities of Practice.

Reach 435 – Supervision and Evaluation (1 unit)

The Supervision and Evaluation seminar series examines prevailing rationales and paradigms for supervising and evaluating teachers and searches for effective ways to orient supervision and evaluation toward promoting “good teaching.” Candidates also explore work being done to develop alternative systems.

Reach 440 – Coaching for Equity and Universal Access (2 units)

Coaching for Equity and Universal Access bolsters instructional leaders’ knowledge and skills for coaching teachers to be more effective in teaching all students. There is a particular focus on promoting equitable outcomes for traditionally underserved students. The series capitalizes on the coaching skills developed in Reach 420 to address issues of equity in classroom instruction. Candidates consider the barriers to having equity-focused conversations and develop a toolkit to address these barriers. Candidates apply their coaching skills to a coaching cycle. This course helps prepare candidates for the CalAPA Leadership Cycle 3: Supporting Teacher Growth.

Reach 450 – Instructional Program Coherence and Alignment (2 units)

Instructional Program Coherence and Alignment recognizes the impact of school level instructional frameworks that guide curriculum, teaching, assessment, and the learning climate. Candidates will examine principles of curriculum design, evaluation and assessment, analyze school data, program coherence and alignment at their own school site, and design initiatives for improving their school. This course helps prepare candidates for the CalAPA Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity.

Reach 460 – Fostering Professional Community (2 units)

Fostering Professional Community assists candidates in understanding the connections between thriving students and thriving adult communities of practice. This seminar examines the elements of effective communities of practice, evaluates the professional communities in candidates’ schools, and develops facilitation skills. Candidates apply their learning to the facilitation of a professional learning event. This course helps prepare candidates for the CalAPA Leadership Cycle 2: Facilitating Communities of Practice.

Reach 465 – School Management (2 units)

School Management explores the critically important management issues that draw leaders’ attention away from instructional leadership and the work towards equitable schools. Candidates will examine how the operations of a school affect the primary goals of teaching and learning, how the principal balances the tension between compliance, resource

management and instructional leadership, how a school leader attracts and nurtures human capital, and how leaders root their leadership in the historical context of the school, while reaching toward the future. This series offers perspectives on these questions by engaging in dialogue with experts in the field, developing a fuller knowledge base through reading and online discussion, and exploring the implications in practice at school sites.

Reach 470 – Coaching Certificate (1 unit)

This course is only for those participating in the instructional observation coaching certificate program and compliments the course content in Reach 420 and Reach 440. In this course, candidates will meet with their faculty coach to receive feedback and coaching on their instructional coaching. Candidates will apply their learning to their coaching practicum.

Reach 480 – Facilitation Certificate (1 unit)

This course is only for those participating in the facilitation certificate program and compliments the course content in Reach 430 and Reach 460. In this course, candidates will meet with their faculty coach to receive feedback and coaching on their professional development arc and their facilitation skills. Practicum includes applying their learning to the implementation and facilitation of their professional development arc.

Reach 490 – Specialized Study (variable units)

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Reach Master's of Education program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

Reach 510 – Advanced Practicum in Educational Leadership (6 units)

The yearlong Advanced Practicum in Educational Leadership combines goal setting, action planning, reflection, one-on-one coaching, and group collaboration organized around the idea that school leaders are a critical catalyst for school and instructional improvement. Reach 510 is taken concurrently with the Reach Instructional Leadership sequence (500 series) and includes examining research on teacher and instructional leadership, individual goal setting relative to the CPSELs, and working with a coach for a minimum of 40 hours to increase leadership efficacy around those goals.

The yearlong leadership practicum forms the core of the Reach Instructional Leadership Academy program. Each of the other seminars and action research will link to the overarching goals and practices as expressed in each candidate's learning plan. Candidates are required to have a formalized administrative or leadership assignment. (Co-requisite: Reach 520 and 530)

Reach 515 – Administrator Induction 1: Practicum in Educational Leadership (4 units)

The yearlong Practicum in Educational Leadership combines 40 hours of one on one coaching focused on a CPSEL-based individualized learning plan, that includes goal setting, action planning, progress monitoring, and reflection. Professional learning, including job shadowing, tailored to the candidate's ILP goals are included in this course. Group collaboration organized around the idea that school leaders are a critical catalyst for school and instructional improvement. Reach 515 is taken concurrently with the other Reach Administrator Induction 1 series.

Reach 520 – Evidence-Based Leadership Initiatives (3 units)

Evidence-Based Leadership Initiatives deepens instructional leaders' thinking about the core domains of instructional leadership introduced in the 400 series and builds on the supposition that school leaders are important drivers for improvement in schools. Reach 520 requires leaders to use those concepts to identify and understand challenges of instructional leadership, develop theories of action for addressing those challenges, and to develop the candidate's "action researcher's mindset" as a tool for effective school leadership.

Reach 525 – Leadership Networking 1 (4 units)

Networking forums include opportunities for working school leaders to engage in formative assessment and problem solving. Candidates work through two problems of practice using the Plan-Execute-Analyze-Reflect cycles to integrate the Action Researcher's mindset into their daily practice. Candidates further develop their instructional coaching and evaluation skills. Candidates also work to develop their facilitation of stakeholder groups around data analysis and budget planning.

Reach 530 – Implementation and Evaluation of Leadership Initiatives (3 units)

Continuing to apply the "action researcher's mindset," Reach 530 builds on the work of Reach 520. Candidates will implement and evaluate responses to problems of practice in educational leadership. Topics include evaluation, use of evidence, and continuous improvement cycles. Seminars are organized as collaborative research groups. Candidates identify a problem of leadership practice in their own context, study it in depth, and develop a proposed response to that challenge based on the research evidence, practitioner literature, and the professional judgment of coaches and colleagues. (Prerequisite: Reach 520)

Reach 540 – Deepening Instructional Coaching (2 units)

Building on the instructional coaching skills from Reach 420 and Reach 440, participants will deepen their observation and instructional coaching skills, particularly focusing on how to co-construct and use a model of teaching to guide the analysis of observational data and the development of action plans.

Reach 610 (formerly Reach 516) – Advanced Practicum in Educational Leadership (4 units)

The Advanced Practicum of Educational Leadership is taken concurrently with the Reach Instructional Leadership Year 3 sequence (Reach 514) and includes working with a coach to examine practices in the areas of instructional coaching and evaluation, aligning budget and resources to instructional improvement, and developing their leading for equity skills. The other focus of this coaching process is on development of project management skills.

Reach 620 (formerly Reach 514) – Leadership Networking 2 (4 units)

Networking forums include opportunities for working school leaders to engage in formative assessment and problem solving. Candidates work through two problems of practice using the Plan-Execute-Analyze-Reflect cycles to integrate the Action Researcher's mindset into their daily practice. Candidates further develop their instructional coaching and evaluation skills. Candidates also work to develop their facilitation of stakeholder groups around data analysis and budget planning.

Reach 590 – Specialized Study (variable units)

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Reach Master's of Education program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

Coaching and Field Supervision

Teaching Academy Programs

Candidates in the Teaching Academy are assigned coaches who serve as field supervisors for the Intern Teacher Credential Program. In some cases, the field supervisor is also the assigned cohort faculty member (course instructor). Additionally, onsite mentors are also assigned to candidates enrolled in the Teacher Induction and Clear Credential Program as well as the Intern Program. As part of the program, candidates meet with their coach to develop an Individualized Learning Plan (ILP). The learning plan enables each candidate to tailor aspects of the program to their specific needs based on her/his strengths, areas of interest, and school setting. Candidates continue to meet with their coach regularly (exact frequency dependent upon program) to discuss their progress on the ILP and on the work products required for graduation.

Coaches serve as content specialists and as a bridge between the theory that the candidates are exploring in their coursework and the skills they are developing in their practicum experiences throughout the school year. Candidates and their coaches meet formally to discuss issues that have arisen in the school, the candidate's progress toward their individualized goals, and progress toward meeting the course requirements.

Instructional Leadership Academy

Master's and credential candidates in the Instructional Leadership Academy are assigned coaches who serve as each candidate's field supervisor. Coaches are program faculty who have an in- depth understanding of the program content, approach, and requirements. As part of the program, candidates meet with their coach to develop an Individualized Learning Plan (ILP). The ILP enables each candidate to tailor aspects of the program to their specific needs based on her/his strengths relative to the California Professional Standards for Education Leaders or the California Administrator Performance Expectations, areas of interest, and school setting. Candidates continue to meet with their coach regularly (exact frequency dependent upon program) to discuss their progress on the ILP and on the work products required for program completion. Additionally, onsite mentors are also assigned to candidates enrolled in the Preliminary Administrative Services Credential and candidates in the Administrative Induction Program engage in job shadowing experiences.

Coaches serve as content specialists and as a bridge between the theory candidates are exploring in their coursework or professional learning experiences and the skills they are developing in their practicum field experiences throughout the school year. Candidates and

their coaches meet formally to discuss issues that have arisen in the school or worksite, the candidate's progress toward their individualized goals, and progress toward meeting the program requirements. Candidates are matched with the coach that best meets their needs, matching the faculty teaching the courses with the candidate's job description, grade span, and leadership development needs.

Learning Facilities and Resources

By design, most Reach programs and learning opportunities take place on site at partner schools. The majority of seminars, field coaching, and practicum projects occur at candidates' schools or in neighborhood schools. Reach maintains Memoranda of Understanding (MOU) with each of its partner schools, in which partner schools commit to providing Reach candidates with computer access, wireless Internet access and group workspaces (see Appendix B for sample class locations).

To provide additional support for candidate learning, Reach offers physical facilities, resources and access to equipment for use by candidates in each of its programs and locations.

Reach Institute for School Leadership maintains an office in Oakland's historic Preservation Park. The office includes a small physical library, meeting space, and work space. It also includes the ability to lease additional meeting, conference, or event space as may be necessary for programs. Each office allows candidates to access a printer, scanner, and copier. Finally, Reach candidates are able to use virtual environments in order to collaborate, reflect and learn. Reach uses multiple platforms to facilitate different types of engagement including an online research library, e-readers, and a learning management system for course content and participation.

The Reach Library

The Reach Library contains a wide variety of books and instructional materials aimed at supporting teachers, coaches and administrators. Reach staff, participants and Alumni can use this online resource to search for and reserve books that are housed in the Reach Library. Directions on how to use and access the online library resource can be found [here](#).

Supplemental Learning Resources

Additional informational and learning resources available to candidates include Study.net and EBSCO. Study.net is an online electronic delivery system of academic content, and is accessed through Canvas, the Learning Management System, utilized by all Reach academic programs. EBSCO is a research database system which facilitates candidates' ability to conduct research in their respective areas of development and interest, and for candidates pursuing a Master's of Education Degree.

Candidate Services

Due to the small and personalized nature of Reach programs, Reach does not have a range of student affairs offices that handle a variety of candidates' needs as a traditional university might. Instead, we meet the academic needs of our candidates primarily through Reach

faculty who will offer academic support through each program's structured coaching/field supervision components. Additionally Reach faculty have the ability to provide referrals to existing educational and community resources and supports.

Reach meets the non-academic needs of our candidates by providing services from our Student Services Department. Candidates are able to request and access support in the following areas:

- Registrar - Course Registration, Transcripts, Tuition and Fees
- Career Services - Credential Analysis Services, Career Jobs Board, Networking Events
- Technology Support - Canvas Support (online learning management system) and SonisWeb Support (online Student Information System)
- Library Services - Access to library and learning resources

Because Reach is small by design, the Program Coordinators, the Student Services Department, and faculty dedicate substantial time to each candidate in the program by monitoring their progress through formal and informal means.

Should a candidate have needs or concerns of a more personal nature (counseling, substance abuse, etc.), Reach can refer candidates to appropriate external agencies. Reach also has a candidate grievance policy through which candidates may formally voice any issues that may arise. (Please see Candidate Policies - Grievances and Appeals Section for more details about these policies.)

Disability Services

The Reach Institute for School Leadership will provide opportunities for counsel and advising for students with disabilities or access needs, ensuring their full inclusion into the Reach community and support of a successful academic and personal experience while at Reach. Candidates should follow the following steps:

- 1) Candidates are encouraged to request accommodations as early in the academic year as possible by completing the *Special Accommodation Request Form* and submitting it and applicable supporting documentation to the Student Services Department.
- 2) This information would then be reviewed by the respective Program Coordinator in collaboration with the Student Services Department and the relevant faculty members.
- 3) The Program Coordinator would then provide written documentation to the candidate and applicable Reach faculty member(s) with the accommodations to be provided.
- 4) The candidate, faculty member(s), and Program Coordinator will be asked to sign and return the *Special Accommodation Request Form* to the Student Services Department indicating if they are accepting the accommodations or declining the accommodations.

- 5) This completed and signed *Special Accommodation Request Form* would be placed in a candidate's file.

Reasonable Accommodations

Reach Institute for School Leadership is committed to serving its students with disabilities and access needs and makes every effort to provide reasonable accommodations for students unless doing so would be an undue hardship or cause a fundamental alteration to a program.

Reach Institute for School Leadership Candidate Policies

Individual programs may have additional procedures and guidelines that further clarify these policies. However, individual programs do not have procedures or guidelines that conflict with these policies.

Admissions Process

Interested applicants must submit a completed online application with required supporting documentation for the desired program on or before the stated application deadline(s). Links to online program applications and program informational materials are updated on the Reach website annually to provide current and detailed information. Applicants may also request informational materials and applications by phone or email.

Applications received by the priority deadline will be given first consideration. Any applications received after this date will be considered on a space-available basis. Individual programs may require formal or informal interviews to be conducted as part of the admissions process.

Depending on the Reach program to which candidates apply, incomplete applications may not be considered. However, the missing information may negatively impact assessment of the candidate based on the admissions criteria. All application materials must be received prior to enrollment. Provisional enrollment may be granted pending special circumstances with prior approval from the Reach Program Coordinator. Please see the additional program specific policies for additional information about provisional enrollment.

After applications are reviewed and Reach has made its admission decisions, applicants will be notified of admissions status. Notifications will be made by email.

Admissions Criteria

Specific admissions criteria and procedures are defined and described in program informational materials and applications available on the Reach website. In general, applicants can expect to submit the following:

Master's of Education and/or Credential Programs

- Application
- Prerequisites as outlined on the Reach website and in the application packet
- Official transcripts (with Bachelor of Arts/Bachelor of Science posted)

- Proof of prerequisite credential(s), when applicable
- Two references
- Program fees as outlined on the Reach website and in the application packet

Certificate Programs

- Application
- Prerequisites as outlined on the Reach website and in the application packet
- Certificate program fees as outlined on the Reach website

Individual Seminars

- Registration form
- Seminar fee as outlined on the Reach website

Admissions to most Reach programs are selective. Reach strongly considers all candidates who apply and seeks candidates from diverse cultural, linguistic, and academic backgrounds, as well as those that come from a variety of work experiences. Candidates admitted into Reach programs demonstrate strong potential for professional success in schools, academic and work-related achievement, and a commitment to inquiry. Candidates' applications are reviewed and are selected for acceptance into Reach programs using a combination of the following factors (this is not an exhaustive list):

- Each program seeks to admit candidates with diverse skills, experiences, and backgrounds that will contribute to a fertile learning community.
- The institution considers academic readiness as evidenced by previous academic achievement and considers potential for professional success in schools upon graduation, demonstrated by personal characteristics and prior experience, including teaching experience.
- The institution weighs the candidate's level of desire to engage in program work, and their desire to align with programs goals.
- The institution strongly considers the candidate's history of performance in prior Reach program/s.
- The institution strongly considers the support of the candidate's employer, including the employer's level of partnership with Reach.

The Reach Institute for School Leadership affords equal opportunity to all candidates and other participants without regard to race, color, religion, citizenship, political activity or affiliation, marital status, age, national origin, ancestry, physical or mental disability, medical condition (as defined under California law), veteran status, family care status, sexual orientation, sex (which includes gender and gender identity, pregnancy, childbirth, or related medical conditions), taking or requesting statutorily-protected leave, or any other basis protected by law.

Deferred Admissions

Admission is offered for a specific Reach program and enrollment period. Deferrals are granted to admitted applicants, after completing admissions paperwork, and under special conditions. There must exist extenuating circumstances that prevent an applicant from registering for courses in the program and term he/she was admitted. Deferrals can be granted a maximum of one time per applicant, and for a period of no longer than one academic year. Applicants will be required to meet any new program admissions or California Commission on Teacher Credentialing requirements upon their return. Deferred students will be charged tuition and fee rates of the current semester. Requests to delay admission should be submitted in writing to the Program Coordinator.

Enrollment Policies

After a Candidate is offered admission into a Reach Program, the Candidate must complete, sign, and return to Reach all necessary enrollment documents on or before the date designated by your program-specific student services associate, including but not limited to: Enrollment Agreement, Financial Contract, and Student Handbook. Candidates who have not signed and returned all necessary enrollment documents will not be able to attend class, receive course materials and coaching, or receive any additional candidate privileges until all enrollment documents have been returned to Reach.

Failure to return these documents on or before the date designated by your program-specific Student Services Associate will jeopardize your spot in the designated program and may result in disqualification from the program.

Disqualified candidates would then need to reapply with no guarantee of acceptance. An additional administrative fee may be assessed to process late enrollment documents.

Course Audit Policy

Auditing a course at Reach means attending a class without receiving credit and without the right to have assignments scored, corrected or with relevant feedback. Audited courses will not appear on the transcript or fulfill any academic requirement and may not later be applied for credit. Neither a grade nor credit is given for audited courses. The option of auditing a course is available to registered students only. Pre-requisites of credited classes cannot be met with the audited class. Auditors are subject to the same tuition as candidates enrolled for credit.

With the consent of the applicable Program Coordinator, registered students may be permitted to audit a class on a case by case basis. Candidates must secure the written approval

of the supervising Program Coordinator and return the signed Audit Request Form to the Reach Office within 14 days from the date of the signed form. If granted the approval to audit a course by the Program Coordinator, arrangements will be made at the discretion of the Coordinator with regard to class participation, attendance and coaching.

Candidates register for audit courses in the same manner as they would for credit courses. Those who audit courses are not eligible for credit by examination in such courses, nor are they eligible for financial aid.

Transfer Credit Policies

Prior credit from accredited institutions and certain forms of prior experience may meet some course requirements, in whole or in part. Transfer of credit toward credentials or degrees is not guaranteed and will be considered on a case-by-case basis.

Transferring credit into any Reach CCTC-approved credential program

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by Reach to earn California Preliminary Teaching, Clear Teaching, Preliminary Administrative Services or Clear Administrative Services credentials. When applying to a Reach credential program, the candidate may request a review of prior experience, and equivalency may be granted for Reach courses, assignments, or particular sessions based on the analysis of the Program Coordinator. Reach accepts most credits and/or work from other CCTC-accredited credential programs, however each program has discretion over this matter. Reach does not hold an articulation or transfer agreement with any college or university.

For enrollment in Reach credential programs, the applicant will indicate on the online application form that s/he is applying for the transfer of prior units and/or experience. The applicant must submit a Transfer Request Form, official transcripts and course syllabi (or official course catalog descriptions) to Reach Student Services by the application deadline. Reach Student Services will then send the completed Transfer Packet to the respective Program Coordinator for review. The Program Coordinator would complete the Transfer Request Form, communicate the decision directly to the candidate and Reach Student Services, and add the determination to the candidate's record. The candidate may then elect to continue with the transfer/equivalency process. Any transfer credit or equivalencies must be approved by the Program Coordinator for the Reach program to which the candidate is applying no later than the August 1st or the program designated deadline of the candidate's first year in the Reach Program. Transfer credit or equivalencies may meet all or part of the requirements of any given Reach course and tuition adjustments, if any, will be determined accordingly. If a candidate qualifies for credit transfer, a tailored educational plan will be

created by the faculty member assigned to the candidate. Candidates will be required to meet all other expectations in coursework.

Transferring credit into any Reach Master's Program

Graduate coursework taken at a regionally-accredited institution may be considered for transfer credit. A maximum of *nine semester units* of graduate coursework, with an earned grade of B or higher, may be applied as transfer credit toward a Reach Master's of Education program or credentialing program.

In considering awarding transfer credit, Reach will consider such factors as course content, assignments/assessments, rigor, earned credit hours, alignment to Reach program learning outcomes, and the degree to which the course content or field of study has changed substantially in recent years.

Applicants may request a review of prior coursework for equivalencies or transfer credit by indicating in the relevant space provided on the online application form. Applicants must submit a Transfer Request Form, official transcripts, and course syllabi (or official course catalog descriptions at a minimum) to Reach Student Services. Reach Student Services would then send the completed Transfer Packet to the respective Program Coordinator for review. The Program Coordinator would complete a Transfer Request Form. The Program Coordinator would then communicate the transfer credit decision directly to the candidate and Reach Student Services. This communication would then be added to the candidate's admissions file. Candidates may then elect to continue with the application process if they choose. Any transfer credit must be approved by the Program Coordinator for the Reach program to which the candidate is applying no later than August 1 of the candidate's first year in the Reach Program. Transfer credit may meet all or part of the requirements of any given Reach course.

Recognized Prior Experience

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Reach Master's of Education program. When applying to a Reach Master's of Education program, the candidate may request a review of prior experience and equivalency may be recommended for Reach courses, and/or assignments, and/or particular topics based on the analysis of the Program Coordinator.

Specialized Study

Candidates who complete modified versions of Reach courses, either due to transferred coursework or prior experiences that meet part but not all of a course requirement, will participate in individualized courses of Specialized Study. Specialized Study courses must be developed by a supervising faculty member and approved by the Program Coordinator prior

to commencing. Specialized Study courses may include participation in elements of existing Reach courses, independent study, one-on-one instruction, specially-designed practicum experiences, or other learning experiences and assessments that ensure candidates obtain the required elements necessary for earning a credential or degree. Approved courses of Specialized Study are outlined in writing to the candidate, and a copy kept on file with the Office of Student Services. Specialized Study courses do require additional fee assessment. Candidates may have up to nine units of Specialized Study for Master's of Education programs.

Combined transfer and Specialized Study units *may not exceed 12 units*.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at the Reach Institute for School Leadership is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits, credential, certificate or degree you wish to earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, credential, certificate, or degree that you earn at this institute are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Reach Institute for School Leadership to determine if your credits, credential, certificate, or degree will transfer.

Definition of Semester Unit

One semester unit corresponds to 45 hours of combined *class time*, *homework*, and *applied practica* as required by each course/series. These components are defined as follows:

Class Time/Seminars - Time spent attending in-person seminar meetings

Homework/Independent Studies - Assigned readings and online discussions

Applied/Clinical Practica - Residency hours (if applicable), applied assignments, participation in coaching and formative assessment, peer collaboration, and performance assessments

Additional preparation (reading, research, etc.) should be expected in addition to the hours included in the units.

Grading, Assessment and Evaluations

Course Evaluations

Course performance evaluations are determined based on the stated objectives of the course and incorporate individual assignments, formative assessments, performance assessments, or other criteria determined by the course instructor or specific program.

It is the responsibility of the instructor of each course to define his/her grading policy and criteria as early in the semester and as explicitly as possible while conforming to accepted Reach practices. If there is any deviation from this original statement of course expectations, all affected candidates should be informed.

Candidates may be awarded either “Exceeded Expectations,” “Met Expectations,” “Did Not Meet Expectations,” or “In Progress” for each course. Candidates must receive either a “Met” or “Exceeded” in order to receive course credit.

Exceeded Expectations: Performance of the candidate demonstrated sustained excellence in applying the course expectations and demonstrating the course knowledge, skills, and habits.

Met Expectations: Performance of the candidate adequately met the requirements of the course and demonstrated the necessary application of course knowledge, skills, and habits.

Did Not Meet Expectations: Performance of the candidate did not adequately meet the requirements of the course and/or failed to demonstrate the necessary application of course knowledge, skills, and habits. This may include failure to submit assignments on time, failure to meet the attendance requirement, or failure to demonstrate the necessary knowledge and skills through course assignments. Academic probation may be required for continued participation in the program (see Academic Probation).

In Progress: Indicates that a portion of the required coursework has not been completed and evaluated in the prescribed time period due to justifiable circumstances and that there is still a possibility of earning credit. “In Progress” may be awarded by the faculty, at their discretion, when there are extenuating circumstances and when there is a specific plan for completion. If the plan for completion, including revised deadlines, is not met, the evaluation will be changed to “Did Not Meet Expectations.”

Evaluations of “Did Not Meet Expectations” or “In Progress” must be addressed in order for the candidate to continue in the program (see Academic Probation Policy) on the candidate’s own time, based on the course requirements, and their work will be reevaluated by the instructor.

These evaluations cannot be revised if the candidate has been disqualified. Course evaluations must be revised based on the submission of additional evidence as determined by the faculty member.

Failure to make sufficient progress can lead to disqualification and revocation of credentials in progress. See the Grievances and Appeals section of the handbook for information regarding appeal of a disqualification decision.

References or recommendations are given at the discretion of Reach faculty. Candidates who wish to receive a reference or recommendation from Reach faculty will have their coursework and or transcripts reviewed by Reach faculty and the substance of the reference will be determined, in part, by the extent to which the candidate met course expectations.

Evaluation Reporting

Transcripts and/or progress reports are available to candidates at regular intervals (typically after each term) through our online Student Information System Sonis Web. In circumstances where Reach partner schools contribute a portion of candidates' tuition, when candidate credentials are a condition of employment, or candidate progress has other implications for the school, Reach may send a copy of the candidate's progress reports to employing schools.

Performance Assessments

Some programs may require meeting a minimum standard of performance on performance assessments for program completion or for independent course completion.

Course Extensions

Although each candidate is encouraged to complete the Reach courses within the allotted time frame, certain circumstances may preclude this from being accomplished. Candidates who need more time to complete assignments may request a course extension. An extension adds an increment of 30 days to the end date of a course, enabling more time to complete assignments. Candidates may request up to two 30-day extensions per course. Course extension fees are \$200 per extension.

Course extensions will be granted on a case-by-case basis. Examples include, but are not limited to:

- Personal health issues in which the candidate is under a doctor's care and unable to work
- Personal health problems related to an immediate family member who is under a doctor's care in which the candidate must stop working in order to provide care.
- An approved leave of absence from the district or break in service for personal reasons or non re-elect.

Note: The candidate must provide verification of the extenuating circumstances.

The process for requesting an extension is as follows:

1. The candidate meets with their mentor & partner school induction liaison to discuss extenuating circumstances (*for TICC Program only*).
2. Complete a request for a course extension form and return to the Student Services Associate for the relevant program. Requests must be received at least one week prior to the course end date.
3. The Student Services Associate will inform the candidate if their extension has been approved by the supervising Program Coordinator.
4. If the candidate's extension is approved, the candidate must pay their course extension fee online or by cashier's check by the course end date in order to receive the extension.

Candidates can refer to course syllabi for course end dates.

If an extension is not approved, or if the work has not been submitted by the end of the second extension, any outstanding work will be given a grade of zero and the candidate's final grade will be calculated accordingly.

Candidate Appeal for Grade Change

A candidate may appeal a final course evaluation when s/he believes that the assigned evaluation does not reflect what the candidate has earned according to the criteria for grading as outlined by the faculty of the course. Reach policy states it is the responsibility of each faculty member to define his/her grading policy and criteria as early in the semester and as explicitly as possible while conforming to accepted Reach practices. If there is any deviation from this original statement of course expectations, all affected candidates should be informed. In addition it is assumed that the evaluation awarded is accurate, and the candidate appealing the evaluation must justify the need for a change of the awarded evaluation. Normally, evaluation appeals should be resolved informally between the candidate and faculty involved. A candidate who believes they have been assigned an improper evaluation should meet with the instructor of record and together review the assessment criteria used to determine the evaluation awarded on the candidate's transcript. If, after careful review of the assessment criteria, the candidate is still dissatisfied, or if the faculty of record refuses to take part in the informal process, the candidate may initiate the formal grade appeal procedure consistent with the grievance procedures (see the Grievances and Appeals section).

Reach's Master's Degree Culminating Project

Master's projects in Reach are a culminating action research that demonstrate the candidate's ability to understand issues in teaching and educational leadership, bring relevant research to bear in addressing those challenges, and apply that knowledge to more effective action in the field. Specific parameters for projects may vary by program, but all new master's project processes are approved by a majority of the faculty teaching in that program and also by the program coordinator.

Reach's Master's projects have two steps:

Proposal: Candidates, working with their field coaches and other appropriate faculty, develop a proposal for their master's projects consistent with the program requirements. For approval, each candidate presents the proposal to a review panel and must obtain approval by both the field coach and a designated second faculty member prior to conducting the project. The proposal must address issues associated with research on human subjects which must be reviewed and approved by the appropriate Reach personnel.

Final Product: Candidates, working with their field coach and other appropriate faculty, develop a final, written master's project. Upon approval of the field coach, the project is submitted to the second faculty member for approval. The master's project is completed when two faculty members sign off.

Faculty members who are on a candidate's committee are responsible for upholding the academic standards of Reach. A faculty member's judgment regarding the readiness of a project is not subject to review. In extraordinary circumstances, and with the faculty member's consent, a faculty member may be replaced on a candidate's committee with the approval of the program coordinator.

Without exception, candidates will not have an approved culminating project nor will they earn a Master's of Education without securing the appropriate signatures.

Guidelines: The field coach is primarily responsible for providing formative feedback and advising on the development of the proposal and final product. It is expected that several drafts will be necessary prior to being submitted to the full committee for review. The full committee consists of at minimum two Reach faculty members with oversight from the Chief Academic Officer.

The faculty member instructing the course(s) associated with the master's project, who may or may not be on a candidate's committee, also plays a role in formatively shaping candidates' proposals and culminating products and are expected to communicate regularly with other readers.

Field coaches are responsible for enlisting the feedback of the other members of a committee and may wish to seek input and feedback from other committee members prior to submission of proposals or culminating projects for approval.

Graduation/Completion Requirements

Each program publishes and communicates the specific graduation requirements. In general, graduation/completion requirements include:

- Satisfying all requirements for the credential/degree for which the candidate is enrolled.
- Successfully demonstrating the requisite skills and knowledge through course completion, required performance assessments, and state-required exams.
- Maintaining a minimum of 90% attendance/participation in all Reach cohort meetings, seminars, and coaching sessions. (Note, for the TICC program, candidates need to maintain 100% attendance).
- Participating in a coaching relationship by meeting regularly with a Reach coach or designee as required by the program (meetings may be in person, observations, phone, or electronic, as determined together with the coach and or by program). Each meeting may generate some evidence in the form of notes or formative assessment materials.

Attendance

Reach programs require 90% attendance in seminars, coaching sessions, and other meetings. Chronic or excessive lateness may be considered an absence.

Deviation from the Course Sequence

As Reach programs are cohort-based, courses are typically sequential and only one section of each course is offered each year. Therefore, candidates must enroll and receive a passing grade in every class offered for their program in order to graduate on time.

Leaves of Absence

A **Leave of Absence** is a period of time when a student is not enrolled in classes but typically intends to reenroll. Candidates in good academic and financial standing may take a leave of absence from their enrolled credentialed program for a period not exceeding two consecutive semesters. Leaves requested for a longer period are approved only in exceptional circumstances (for example, mandatory military service). An extension of leave, for a maximum of one year or two consecutive semesters, is approved only in unusual

circumstances. Requests for a leave of absence will be evaluated by the relevant Program Coordinator, the Chief Academic Officer and Student Services on an individual basis. An enrolled candidate who wishes to apply for a leave of absence effective for the term in which he or she is currently enrolled must submit the Leave of Absence Request Form to the Program Coordinator, Chief Academic Officer, and Student Services by the last day of instruction. The leave of absence is effective upon receipt, review, and confirmation of the completed Leave of Absence Request Form by the Program Coordinator, the Chief Academic Officer, and Student Services. Acceptable cause for a leave of absence may include:

- Medical reasons (self, family)
- Temporary (less than 1 year) unemployment in the field of education (teaching or administration)
- Temporarily (less than 1 year) leaving the state

Depending on the credential program in which a candidate is enrolled, a leave of absence may require candidates to appeal the expiration of their credential in order to have sufficient time to complete the applicable Reach program. Candidates must apply to the Commission on Teacher Credentials for an extension and Reach is not responsible for the outcome of those appeals. Candidates that return to Reach after their leave of absence may be subject to any new program standards or CCTC requirements, completion requirements, and/or tuition changes that have taken into effect since their Leave of Absence. Prior to returning from a leave of absence, any outstanding account balances must be paid in full.

Attended 60 percent or less of the program: Candidates taking a leave of absence have the right to receive a pro rata refund if they have completed 60 percent or less of the scheduled weeks in the current payment period in the program through the last day of attendance. Candidates returning from a leave of absence are responsible for the full tuition amount from their original enrollment year (less the amount paid prior to taking the leave of absence), plus the difference in any tuition increases between the original enrollment year and the year of return.

Attended 61 percent or more of the program: Candidates who take a leave of absence after completing 61 percent or more of the scheduled weeks in the current payment period, are responsible for the full tuition amount charged for the entire academic year. Candidates returning from a leave of absence are responsible for the difference in any tuition increases between the original enrollment year and the year of return.

Students' Right to Cancel (Withdrawal)

Cancellation: Candidates have the right to cancel the enrollment agreement, without penalty or obligation, and obtain a refund of charges paid through the attendance at the first class session, or the seventh day after enrollment, whichever is later.

Withdrawal: After the end of the cancellation period, candidates also have the right to stop school at any time; and candidates have the right to receive a pro rata refund if they have completed 60 percent or less of the scheduled weeks in the current payment period in the program through the last day of attendance. Candidates who withdraw after completing 61 percent or more of the scheduled weeks in the current payment period, are responsible for the full tuition amount charged for the entire academic year.

Please refer to the enrollment agreement to confirm the final date that cancellation can occur.

Any notification of withdrawal must be made in writing. Candidates must submit the *Notice of Cancellation* form directly to the Reach Institute for School Leadership using the program specific dedicated email address of Intern@reachinst.org, Induction@reachinst.org, MINT@reachinst.org or ILA@reachinst.org or by mailing to the Reach Institute for School Leadership 1221 Preservation Park Way Suite 100, Oakland CA 94612.

The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage. The written notice of cancellation, if sent by email, is effective on the date that the email was shown as sent. The written notice of cancellation must be in the form of the Notice of Cancellation Form and, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

If a candidate is withdrawn, s/he will be required to re-apply and follow the requirements of the catalog for the year in which they are readmitted.

Early Completion Option (ECO)

The Intern and Induction Teacher Credential Programs have Early Completion Options consistent with state requirements. The Early Completion Option (ECO) is intended for teachers with sufficient prior knowledge, skills, and experience who wish to challenge the required Reach coursework and practicums. The ECO pathway is available for candidates seeking Preliminary Teaching Credentials and Clear Teaching Credentials in any subject. Candidates who complete ECO credentialing pathways are not eligible to earn Master's of Education degrees.

Each program's ECO has specific requirements and restrictions. Program specific information about ECO are available on the Reach website and in the program-specific policy sections of this handbook and catalog.

Disciplinary Procedures

Academic Probation

In circumstances where a candidate falls significantly below expectations during a course, or a faculty member awarded a "Did Not Meet Expectations" upon conclusion of a course, the faculty member may recommend that the candidate be disqualified from the program or may choose to recommend a candidate continue in the program on a probationary basis. Repeated failure to progress toward the stated degree, credential, or other program objective is also grounds for being placed on academic probation. In the case of probation, the terms of probation, including any necessary remediation, will be set by the faculty member and approved by the Program Coordinator. The terms of probation may include conditions and supports for the candidate in the upcoming course in addition to requirements for completion/remediation of the previous course. The terms of all probationary agreements will include the requirement that the candidate be off probation prior to earning another "Did Not Meet Expectations." Candidates who have two "Did Not Meet Expectations" on their records simultaneously will be disqualified from the program. This may result in the revocation of certain intern credentials.

When such action is taken, the candidate shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification should probation not be removed.

Administrative Probation

A candidate is subject to administrative probation when s/he, after due notice, fails to comply with an academic requirement or regulation which is routine for all candidates or a defined group of candidates. Examples include, but are not limited to, failure to:

- Complete required examinations by required dates
- Complete required performance assessments by required dates
- Comply with professional standards appropriate to the teacher/educator professions
- Comply with aspects of these policies including but not limited to the academic integrity policy
- Submit other required documentation by required dates
- Pay tuition/fees by the required dates (see [*"Delinquent Accounts"*](#))

When such action is taken, the candidate shall be notified in writing with the consequences of administrative probation and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification should probation not be removed.

Disqualification

Appropriate Reach personnel (Program Coordinators, Executive Director, Chief Academic Officer, Student Services) may disqualify a candidate who, at any time during enrollment, either fails to satisfy the terms of their probation or provisional enrollment, has demonstrated behavior so contrary to the standards of the profession for which the candidate is preparing as to render him/her unfit for the profession, or has demonstrated behavior that significantly negatively impacts the health, safety, or well-being of other candidates. In such cases, disqualification will occur immediately upon notice to the candidate. This notice shall include an explanation of the basis for the action and the program will require the candidate to discontinue enrollment as of the date of the notification.

A candidate who has been placed on administrative or academic probation may be disqualified if:

- The conditions for removal of administrative or academic probation are not met within the period specified.
- The candidate becomes subject to additional probation while on administrative or academic probation.

In cases of disqualification, candidates have a right to a due process consistent with the grievance and appeals process outlined in the next section.

Candidates who are disqualified from the program are subject to the Reach withdrawal tuition policy.

Grievances and Appeals

Informal Grievance Procedure

A candidate who has problems arising from conflicts with faculty, evaluation results, advancement, degree/credential requirements, policies, probation conditions, or disqualification should discuss them first with a program faculty member. If a candidate wishes to review a problem or to appeal a decision, s/he should then consult with the Program Coordinator and the Chief Academic Officer of Reach, in that order. Should questions arise beyond this point with respect to where or to whom a specific appeal should be directed, the

Executive Director may be consulted for advice. After all of the informal procedures for grievances and appeals have been exhausted, the formal grievance procedures may be initiated.

Formal Grievance Procedures

Upon request made in writing to the Chief Academic Officer, or should the Program Coordinator or Executive Director deem it necessary, a disciplinary/grievance committee will be assembled. Prior to assembling the committee, the Chief Academic Officer will determine whether the informal grievance procedure has been exhausted and may require additional steps be taken through the informal grievance process, and a new written notice be given, prior to convening a committee. Once it is determined that a disciplinary/grievance committee is appropriate, the committee will be assembled within 30 calendar days of receiving the written request, and members will include, but are not limited to a member from the Board of Director's Academic Affairs Committee, a Reach faculty member, and a Reach Administrator. Findings of the disciplinary committee may be appealed to the full Board of Directors as necessary. The decisions of the Board of Directors are final.

Academic Honesty and Integrity Policy

The principles of truth and integrity are recognized as fundamental to any community of teachers and scholars. Reach expects that both faculty and candidates will honor these principles and in so doing will protect the integrity of all academic work and participating teachers. While collaboration, feedback, and learning from the work of others are essential to professional collegiality in teaching, Reach candidates are expected to complete assigned work without misrepresenting the degree to which they received or provided assistance. Coaches and faculty have the responsibility of exercising care in the planning and supervision of required work so that expectations are clear and so that honest effort will be encouraged and positively reinforced.

There are certain forms of conduct that violate Reach's policy of academic integrity. ACADEMIC DISHONESTY (CHEATING) is a broad category of actions that involve fraud and deception to improve an evaluation or obtain course credit. Academic dishonesty (cheating) is not limited to performance assessment situations alone, but arises whenever candidates attempt to gain an unearned advantage. PLAGIARISM is a specific form of academic dishonesty (cheating), which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation.

When a coach or faculty member discovers a violation of the Reach's policy of academic honesty and integrity, they are required to notify the Chief Academic Officer, the participating teacher(s) involved, and possibly the designated school site administrator. A course evaluation of "Insufficient Progress" may be assigned or another penalty may be applied at the discretion of the coach or faculty member and the Chief Academic Officer. Additional sanctions are determined by the Chief Academic Officer. Sanctions may include disciplinary probation, suspension, permanent expulsion from Reach, administrative hold on the release of records, a notation on the participating teacher's official transcript, withholding a degree or recommendation for a credential, and/or recommending the revocation of a credential. Any disciplinary action shall be noted on the participating teacher's formal academic record either permanently or for the duration of the probationary period. Disciplinary expulsion is a part of the candidate's permanent record.

The candidate may pursue a formal hearing or make a settlement agreement with the Chief Academic Officer. The Chief Academic Officer or a designee will conduct an investigation, confer with the coach or faculty member, candidates and any witnesses identified, and review all evidence. The candidate is entitled to a formal hearing, scheduled by the Chief Academic Officer, in which the evidence of the alleged violation shall be presented before an impartial Hearing Officer (appointed by the Reach Governing Board with the advice of the Reach Executive Director) and the candidate shall be present to provide an explanation or defense. The Hearing Officer shall submit a written report to the Chief Academic Officer containing the findings, conclusions, and recommendations. Alternatively, a settlement agreement may be made with the Chief Academic Officer. The settlement agreement will specify the sanctions, the length and terms of disciplinary probation or suspension, and the conditions attention away from instructional leadership.

The candidate is expected to meet all recommendations in order to remain in good standing (e.g., training or regular meetings with the Reach Executive Director or other designated Reach personnel). All sanctions are reported to the coach or faculty member reporting the incident and the participating teacher's site administrator.

Any repeated violation of academic honesty and integrity policy shall result in more serious sanctions. Normally, this will include suspension or expulsion from Reach with a note on the candidate's permanent record.

Student Record Retention and Disposal Policy

Reach will retain all student records for a period of seven (7) years following the student's completion or withdrawal from the program in which they were enrolled. Academic transcripts will be held in perpetuity.

The Reach Institute is committed to effective record management to meet legal and regulatory standards, preserve its history, optimize the use of space, and minimize the cost of record retention.

Equal Opportunity and Non-Discrimination

Non-Discrimination

It is the policy of the Reach Institute for School Leadership and the Reach Institute for School Leadership's Board of Directors to maintain an organizational working and learning environment free of all forms of unlawful discrimination and all forms of harassment, exploitation, or intimidation, including sexual harassment.

Equal Opportunity

The Reach Institute for School Leadership affords equal opportunity to all employees and prospective employees, volunteers, candidates, and other participants without regard to race, color, religion, citizenship, political activity or affiliation, marital status, age, national origin, ancestry, physical or mental disability, medical condition (as defined under California law), veteran status, family care status, sexual orientation, sex (which includes gender and gender identity, pregnancy, childbirth, or related medical conditions), taking or requesting statutorily protected leave, or any other basis protected by law.

Complaint Procedure

Any individual, whether an employee or applicant for employment, volunteer, or candidate, who believes that s/he has been discriminated against, should bring their concerns to the attention of appropriate Reach personnel consistent with the grievance procedures outlined in these policies.

Consequences

The Reach Institute for School Leadership will not tolerate any form of discrimination and will take appropriate disciplinary action, including possible termination, of any person determined to have engaged in unlawful conduct under this policy.

No Retaliation

The Reach Institute for School Leadership will neither retaliate nor discriminate against any employee or applicant because s/he has opposed any unlawful employment practice, filed a charge of employment discrimination, or testified, assisted, or participated in any manner in an investigation, proceeding, or hearing related to employment practices.

Fees, Expenses, and Refunds

Fees

Each program has a specified tuition for the academic year as defined by each program calendar. Candidates are expected to complete an enrollment agreement and financial contract before the start of the academic program. Limited payment plans may be established that allow candidates to pay tuition in installments.

Additionally, candidates enrolled in credential programs must pay all fees required by the California Commission on Teacher Credentialing, as set forth in the California Code of Regulations Title 5 (see Appendix C).

Course Extension Fee

Although each candidate is encouraged to complete the Reach courses within the allotted time frame, certain circumstances may preclude this from being accomplished. Candidates who need more time to complete assignments may request a course extension. An extension adds an increment of 30 days to the end date of a course, enabling more time to complete assignments. Candidates may request up to two 30-day extensions per course. Course extension fees are \$200 per extension. Please see the “*Course Extension*” section for more information.

Credential Re-Recommendation Fee

Candidates will be recommended to the California Commission on Teacher Credentialing (CCTC) for a credential upon completion of all program requirements. Candidates will have 90 days to accept and pay for the credential recommendation before it expires. If the student has not accepted and paid for the recommendation by the time it expires, a Reach Student Services Associate will need to re-recommend the candidate to the CCTC. A \$30 fee payable by check, money order or online payment must be received before the Reach Student Services Associate proceeds with the credential re-recommendation process.

Transcript Request Fee

Reach provides candidates and alumni with official transcripts at a fee of \$10 for each transcript request. Transcripts will be processed within 10 business days after payment has been received. Alternatively, candidates and alumni can access an unofficial transcript through their SonisWeb account.

Delinquent Accounts

Candidates in arrears by 30 days will be placed on a financial hold and will not be allowed to continue on to the subsequent course. Additionally a financial hold would also mean that any

transcript requests or credential recommendation would not be issued until tuition is paid in full.

Reach reserves the right to suspend participation and disqualify candidates when they are over 90 days in arrears. Candidates with a past due account balance may be prohibited from registering for classes or obtaining credential recommendations or transcripts.

In the case of a candidate's failure to agree or adhere to a payment plan, delinquent accounts may be turned over to a collections agency.

Expenses

Books and Materials: Candidates are responsible for the cost of required texts and materials, including, but not limited to, a functioning computer with Internet access. Reach will make every effort to inform candidates well in advance regarding required materials.

Technology: Reach programs typically include online coursework, online collaboration, and digital assignment requirements. Candidates are responsible for accessing sufficient technology to complete the requirements and school or home technology difficulties are not acceptable grounds for extensions. In order to participate in the Reach program, candidates must:

- Maintain working access to a computer, sufficient to complete required assignments, online collaborations, email inquiries, and digital assignment items, at their own expense (or by arrangement with their employer), including: high-speed internet access, reliable email access, and software applications including MS Word, MS PowerPoint, MS Excel, and Adobe Acrobat.
- Maintain and submit digital evidence of seminar/practicum work in the method/format prescribed.
- Bring a laptop to seminars and one-on-one meetings.
- Back up all Reach-related files.

Refunds due to Withdrawal From The Program

Candidates may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if candidates have completed 60 percent or less of the scheduled weeks in the current payment period/academic year in the program through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days of withdrawal. If the candidate has completed more than 60% of the academic year, the tuition is considered earned and the candidate will receive no refund.

For the purpose of determining a refund under this section, a candidate shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The candidate notifies the institution of the student's withdrawal or as of the date of the candidate's withdrawal, whichever is later.
- The institution terminates the candidate's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
- The candidate fails to return from a leave of absence.

The refund amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of weeks in the program), multiplied by the number of weeks scheduled to attend, prior to withdrawal. If the candidate has completed more than 60% of the academic year, the tuition is considered earned and the student will receive no refund.

If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the candidate. If the candidate has received federal student financial aid funds, the candidate is entitled to a refund of moneys not paid from federal student financial aid program funds.

Student Loans

Candidates enrolled in Reach are currently not eligible for federal financial aid.

If a candidate obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

Ethical Research Practices

The Reach Institute for School Leadership is committed to ethical practices in research, both among faculty and among students.

The Code of Federal Regulations, [Title 45 CFR Part 46](#), identifies eight exempt categories, and determination of exempt research is based upon those categories. While many of the projects by faculty and students conducting research do fall under exempt categories, they are not limited to such research.

Action research, inquiry projects, and other forms of applied assignments within Reach Programs are specifically intended to fall into the exempt categories and to therefore not require Institutional Review Board approval. Reach IRB does not actually approve an exempt study but instead makes a determination that the project meets the criteria for at least one of the federal exempt categories.

Basic Exempt Criteria for Educational Strategies, Curricula or Classroom Management Methods, *45 CFR 46.101(b)(1)*:

- Research takes place in established or commonly accepted educational setting
- Involves study of normal educational practices (e.g., regular and special education instructional strategies; studies effectiveness or comparison among instructional techniques, curricula, or classroom management methods).

Additional General Requirements or Considerations

- When children are studied in school or other institutional settings, approval from the relevant school official (including the school system IRB or research review committee, if available) must be attached to this application at the time it is submitted to Reach. Typically, studies of teacher pedagogy do not include children as the subject of the study, even if student data is used to evaluate the pedagogical practices in question.
- If children are studied, investigators must provide a rationale for why a particular age range was selected and indicate their expertise in working with children.

Normal Educational Practices Considered Exempt from Full Committee Review May include data sources such as:

- Students' curriculum-related written work, test scores, grades, artwork and other work samples produced by children
- Students' curriculum-related oral and non-verbal communicative responses individually, such as in an interview, in small groups and with the whole class
- Students' responses (written, oral or behavioral) to curriculum-related activities
- Students' level of active participation in curriculum-related activities
- "A normal educational setting" means preschool, elementary, secondary, and higher educational facilities, and after-school programs (if the project relates to tutoring, or homework help.)
- In Special Education, normal educational practices correspond to the Individualized Educational Program (IEP), which is tailored to each student with an identified disability and may be implemented in diverse settings (e.g., school, home, work, community).

Data collection methods in exempt settings might include:

- Videotapes and photographs of curriculum-related classroom activities , audio tapes of teacher-student and student-student discourse related to the assignment (as long as there are signed consent forms)
- Teacher's non-participant observation of curriculum-related activity of individual children or groups of children, noting what will be observed and how it will be analyzed, or whether it will be used as anecdotal evidence in the study
- Teacher's commentary on students' curriculum-related written work, artwork and other artifacts produced by children
- Student journals and communication books related to the curriculum
- Student grades and test scores
- Teacher journals, notes and reflective comments on student responses and participation in curriculum-related activities
- Questionnaires or interviews with students, parents and family members, teachers and administrators
- Non-participant classroom observations by colleagues, with the class teacher's permission, stating what will be observed and how it will be used, i.e. how data will be analyzed or whether it will be used as anecdotal evidence.

Policy:

For research conducted by Reach Faculty and students that do not fall under the exempt categories, the principal investigator (PI) can submit a research proposal for full review by the Institutional Review Board (IRB). A subcommittee of the Reach IRB committee must determine that a study, inquiry project, or other applied assignment is exempt. For inquiry projects included in the regular curriculum, IRB committee members may determine that the project or requirement are exempt generally (as opposed to approving each student's application of that project).

For Action Research projects (as opposed to regularly assigned applied practicums) students must complete and submit, for review by two IRB committee members, the following:

- The research proposal (including information about who will participate in the study, the educational sites where the research will be conducted and why, whether and how children will be included as part of the study, how participants will be selected for participation, methods used including instruments, and how data will be analyzed).
- "Confirmation of Exempt Research" worksheet
- A sample of the Informed Consent Letter participants (or parent/guardian) will sign
- A letter approving research from the site principal or equivalent
- Researchers may review and analyze identifiable data as part of their action research.
- Informed Consent Letter (including the identifiable information) that will be signed by the parent (if under 18 years of age) or the student providing permission. Schools may

have on file a general letter for students meeting this requirement, and if so a generic copy of this letter may be included.

[1] The Reach Institutional Review Board includes members associated with Reach as well as external members as per OHRP requirements.cer.

Coach/Mentor/Field Supervisor Change Requests

In the Intern and Instructional Leadership Academy programs, Reach faculty or field supervisors serve as coaches for candidates. In the TICC program, mentors are assigned based on the aforementioned criteria. Reach faculty are experienced and distinguished teachers and educational leaders who left the classroom and their schools with the sincere desire to help emerging teachers and leaders improve their practice, teach and lead with their hearts, and improve outcomes for their students. With this in mind, Reach seeks to foster faculty/coaching relationships that are productive and fruitful.

It is the candidate's responsibility to initiate dialogue should they feel that their relationship with a given faculty member or mentor is inhibiting his/her progress. The existence of difficulties in a faculty/coaching relationship is not grounds for altering a candidate's evaluations (which are awarded according to the "Course Evaluations" section of this handbook). Nevertheless, Reach will make every reasonable effort to remedy the situation.

Prevention

Reach strives to avoid faculty/coach/mentor/candidate conflict by providing its faculty with opportunities for professional development and support in instructional coaching skills, including:

- Reflective conversations and direct and honest feedback
- Collaborative planning
- Observing instruction and providing feedback
- Facilitating the analysis of candidates' work
- Coaching for equity, English learners, and students with special needs
- Evaluating teacher performance
- Coaching in complex situations

Ongoing support for the support and development of faculty members' coaching skills include:

- Program team and/or faculty meeting time for problem solving and finding creative solutions, and discussing new approaches

- Regular communication with Reach Program Coordinators for one-one advice/suggestions
- Coaching-on-coaching including collaborative problem solving, shadowing, observation and feedback, performance evaluations, and other individualized support

Intervention or New Solution

In situations where the faculty/coach and candidate match is still not successful, one of the following remedies will be attempted:

- Collaborative problem solving with other Reach faculty or Program Coordinators
- Alternative coach if practical and available

The Program Coordinator will consult with the Chief Academic Officer and coach to find team solutions.

Media Release

Reach Institute for School Leadership (“Reach”) periodically uses electronic and traditional media (e.g., photographs, video, audio, testimonials) for publicity, educational, or advertising purposes.

Candidates will have the option to provide their consent to the use of the electronic and traditional media. A Media Release Statement is provided to all candidates in the enrollment packet.

Teaching Academy - Intern Program Policies

Note: The Intern Program Policies below are in addition to, not in place of, the general Candidate Policies in the previous section.

Eligibility

Teachers must hold a position at a Reach partner school/district/organization in order to be eligible to obtain an Intern Credential and participate in the Reach Intern Program. The position at the partner school, the Intern Credential, and the Preliminary Teaching Credential sought must all be in the same subject area(s). Teachers may be part of a residency program at the partner school in which a credential may not be required in the first year. However, all teaching candidates must be placed as the teacher on record in the second year of the program in which a credential will be required.

Pre-Service

In addition to admissions requirements detailed in the Intern Program application, teachers must complete the required 135-hour pre-service course (Reach 210), or an acknowledged equivalent, in order to obtain an Intern Credential and proceed with the Reach Intern Program courses during the school year.

Provisional Enrollment

Provisional enrollment *may* be an option for teachers seeking enrollment who have secured employment at a Reach partner school, but have not yet met all Reach admissions requirements by the application deadline. Provisional enrollment allowances will be determined on a **case-by-case basis** and are subject to meeting minimum entrance requirements. **Provisional enrollment allowances are not guaranteed and are subject to program capacity.** (Note: A provisionally enrolled teacher will *not* be recommended for a District Intern Credential until all admissions requirements have been met. Schools/districts will need to obtain the appropriate permits, if teachers qualify, to ensure the teacher may still occupy the teaching position.)

A participating teacher may not begin Year 2 of the Reach Intern Program unless s/he has met all admissions requirements and has successfully been recommended for and obtained an Intern Teaching Credential. Specific requirements and deadlines are communicated in ongoing email communication by the Student Services Department. If full entrance requirements have not been met by the stated deadline, the teacher will be disqualified from the program and will be notified via email about the change in enrollment status.

Support and Supervision Requirements

Through a combination of experiences in the Reach Intern Program seminars, individualized coaching by Reach faculty, and participation in school/district/network professional development opportunities, including site-based coaching, teachers must participate in a minimum of 189 support and supervision hours, which includes a minimum of 45 hours dedicated to supporting English Learners, as mandated by the California Commission on Teacher Credentialing (CCTC). The distribution of hours among the Reach Intern Program support and school/district/network support is detailed in a signed Memorandum of Understanding (MOU) with each school/district and varies.

California Teaching Performance Assessment (CalTPA)

The CCTC has redeveloped the state-sponsored teaching performance assessment, the California Teaching Performance Assessment (CalTPA). Pursuant to Education Code Section 44320.2, this assessment meets one of the requirements for earning a Preliminary Multiple Subject or Single Subject Teaching Credential. The CalTPA is aligned to the Teaching Performance Expectations (TPEs).

<http://www.ctcpa.nesinc.com/>

The revised CalTPA is structured around two full instructional cycles based on the pedagogical sequence of *plan, teach and assess, reflect, and apply*, each conducted within a school placement. The complete sequence will be addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative. As the revised CalTPA is designed to address subject-specific teaching and learning, candidates will be asked to respond to the instructional cycles within the context of their teaching assignments. Together, these instructional cycles and the related rubrics will assess a range of the TPEs.

Each CalTPA cycle must be the candidate's own, unaided work. Candidate responses on each of the CalTPA cycle that are submitted for scoring should represent the work of that candidate without benefit of feedback or collaboration from any other person (including, but not limited to: program faculty, school faculty or leadership, master/mentor/cooperating teacher, fellow students, and similar individuals). Completing the CalTPA and submitting their own, original work relies on the candidate's professional integrity and the honor system in alignment with the Reach Academic Honesty & Integrity Policy.

If it is determined by Reach Faculty or Staff that a candidate submitted a CalTPA that violates the Reach Academic Honesty & Integrity Policy, sanctions will be pursued consistent with that policy, including possible revocation of the District Intern Credential and expulsion from the Reach program.

In preparation for or during completion of the CalTPA completion process,

Candidates may:

- Request reminders, coaching or mini-lessons from the coach, peers, school leaders, etc. on any of the Teacher Performance Expectations or previous seminar topics that are required for the CalTPA, so long as this is general support about the TPE skill or knowledge area, and not collaboration on the task itself.
- Review and request feedback on any of the inquiry projects or performance tasks previously completed in the program. Feedback can be specific as to how that assessment would be scored if it were a CalTPA. However, the actual CalTPA submission must be original, and cannot be a subsequent revision of the same product.
- Request opportunities to complete “practice” CalTPA cycles that will be scored by Reach faculty. Extensive and detailed feedback can be provided on these practice tasks and collaboration is allowed and encouraged. However, the final CalTPA submission must be original, and cannot be a subsequent revision of the same product.
- Use any tool, reading, seminar notes, professional development resources, formative assessment, or any other source of teacher learning in preparing their CalTPA submission.
- Complete prior course assignments using, or request support with, individual students whom they may consider later as choices for focus students while completing the CalTPA.

Candidates may not:

- Receive feedback on the CalTPA task they intend to submit from anyone, whether in or out of the program.
- Base the submission on someone else’s work in whole or in part.
- Use any part of another candidate’s CalTPA or sample tasks provided by Reach in their own task submission.
- Obtain any CalTPA samples beyond those used for purposes of instruction within the Reach program.
- Collaborate on the completion of the CalTPA task with anyone, whether inside or outside the program.
- Rewrite prior course assignments or practice tasks within the CalTPA template to submit as the CalTPA.

If a candidate is unclear about what constitutes their own work versus what constitutes collaboration, s/he should seek guidance from their coach or another Reach faculty member.

The CalTPA must be submitted according to submission guidelines and directions communicated by course instructors, and candidates must pass both cycles by the end of the program. Candidates will submit their CalTPA directly online to the CCTC. The registration fee for the CalTPA is \$150 per cycle, for a total of \$300; this fee must be paid directly to CCTC upon registration for a CalTPA cycle. If your submission does not meet the Submission Requirements set forth by CCTC, it may result in the inability to assign a score according to one or more rubrics. If a score cannot be assigned according to each rubric, the submission

will be reported as “incomplete” to the CCTC and Reach. CalTPA Cycles that are not submitted properly or in their entirety by the due date are subject to a \$100 CalTPA late fee. If the candidate requires a course extension for both the CalTPA and coursework, the candidate is responsible solely for the \$200 course extension fee and will not be charged both fees.

Candidates who do not pass a CalTPA cycle will receive remediation support from a faculty member before re-submitting the CalTPA. Candidates have a maximum of three attempts per CalTPA cycle. *Candidates who do not pass a TPA component on the third attempt will not be able to continue in the Reach Intern Teacher Credential Program and their Intern Credential will no longer be valid.*

Early Completion Option (ECO) candidates must pass each CalTPA cycle *on the first attempt*. If an ECO candidate does not receive a passing score they will no longer be eligible for ECO (see “Early Completion Option” policy below).

Program Completion Requirements:

Regular 2-Year Intern Program

- Meet expectations on PAR and PTARs (all summative and formative assessments)
- Passing CalTPA scores on both cycles
- 90% attendance
- Final Score of 3 or higher at the end of each semester (221, 231, 241, 251)
- 189 hours of required supervision per year
- 600 hours of required clinical experience per year
- 24 formal observations total (12 per year)
- End of Year Survey completed

Note: Candidates will only be recommended for their Preliminary Teaching Credential when all tuition and fees have been paid in full and they have submitted proof of infant, child, and adult CPR certification, and passing RICA scores (for Multiple Subject candidates only).

Early Completion Option (ECO) Program

- Meet expectations of the CalTPA on the first attempt
- Passing CalTPA scores on both cycles
- 189 hours of required supervision
- 12 formal observations
- 600 hours of required clinical experience
- Meet the expectations of the technology and English Learner coursework

Note: Candidates will only be recommended for their Preliminary Teaching Credential when all tuition and fees have been paid in full and they have submitted proof of infant, child, and adult CPR certification, and passing RICA scores (for Multiple Subject candidates only).

Early Completion Option (ECO)

The Reach Institute for School Leadership offers two different pathways to a California Preliminary Teaching Credential. The first option is the standard Reach Intern Program, a 2-year preparation program focused on relevant and applied coursework through the support of weekly seminars, a collaborative cohort of peers, and individualized coaching. The second option is the Early Completion Option (ECO), an accelerated 1-year pathway designed for **experienced educators** who already possess the knowledge and skills of a proficient beginning teacher, as defined by the California Commission on Teacher Credentialing (CCTC) through the Teaching Performance Expectations ([TPEs 2016](#)) in alignment with the overarching California Standards for the Teaching Profession ([CSTP](#)). Participants who qualify are then required to further demonstrate proficiency with the TPEs in order to obtain a Preliminary Teaching Credential recommendation.

Qualification for ECO

To *qualify* for the ECO pathway, the CCTC requires candidates to demonstrate their existing knowledge and skills by passing the NES Assessment of Professional knowledge (NES APK). In order to qualify for this program before the start of the academic year, candidates must meet **ALL** of the following requirements:

- **Program Admissions:** Candidates must have been granted admission to the Reach Intern Program and secured a valid District Intern Credential by completing the pre-service course. The candidate must have also submitted all required documentation upon acceptance to secure enrollment.
- **NES APK Exam (Elementary or Secondary):** The NES exam is an Assessment of Professional Knowledge (APK) of teaching practices. NES APK scores report within four weeks of exam date.
- **ECO Expectations Agreement:** Candidates and the candidate's employer or supervisor must submit a signed expectations agreement acknowledging receipt of information regarding qualification and completion requirements and associated risks of the ECO pathway and stating the belief that the candidate is best served through attempting the ECO pathway. The agreement will also articulate how the candidate and employer intend to ensure the candidate meets the CCTC requirement for Intern support/supervision hours (see completion requirements below).

Completion

To successfully *complete* the ECO pathway, participants must:

- Pass the **two CalTPA Cycles** *on the first attempt within one year of ECO qualification.* (Participants in the standard 2-year Reach Intern Program have up to three attempts.)

- By enrolling in ECO you waive coursework, but will be required to independently prepare for the two cycles of the new California Teaching Performance Assessment (CalTPA).
- Sessions will be held to orient participants to the cycles and resources may be provided on key topics assessed by the task, but the expectation is that participants already possess the background knowledge and skills necessary to pass the CalTPAs through successful qualification for the pathway.
- Participate in **189 hours of support/supervision**, which may be a combination of the following (TBD for each individual participant in collaboration with the participant's school):
 - School/district/network professional development
 - Site-based coaching (with an identified coach who meets the CCTC qualifications)
 - Coaching by a Reach faculty member: 12 observation cycles per year
 - Partner/Employer: 120 hours of support/mentoring and supervision (details on following slide)
 - Partner/Employer: 45 hours of support/mentoring and supervision specific to meeting the needs of English Learners
 - Completion of select courses from the standard 2-year Reach Intern Program
- Provide proof of **CPR** certification (including adult, child, and infant) that meets the standards of the American Heart Association or Red Cross
- Provide passing scores for the **Reading Instruction Competency Assessment (RICA)**
Note: RICA required only for participants pursuing a multiple subjects credential
- Ensure all tuition and fees are paid in full

If the participant does not pass any of the remaining CalTPA Tasks on the first attempt, **s/he will no longer be eligible for the ECO pathway and will be subject to the full credentialing requirements.** The participant may then have the option to complete the full 2-year course sequence of the standard Reach Intern Program (pending enrollment capacity), or the participant may choose to pursue a credential through an alternate institution. (Note: Depending upon the support/supervision plan developed, this could potentially extend program participation to three years before earning a Preliminary Credential recommendation. Since an Intern Credential is valid for two years, this would require an appeal to the CCTC for an extension, which is granted solely at the discretion of the CCTC.)

If continuing into the Reach Teacher Induction & Clear Credentialing (TICC) Program, participants who complete the 1-year ECO pathway in the Intern Program and earn a Preliminary Teaching Credential must complete the full two years of the Reach TICC Program to earn a Clear Credential unless they otherwise qualify for the Induction ECO pathway. Please contact Reach TICC Program Coordinator, at induction@reachinst.org for more information

about Early Completion for TICC. Interns who complete the Early Completion Option of the Intern Program are not eligible entry into the Moving Inquiry into Teaching Program.

Dual Credentials

A teacher pursuing *two single subject preliminary credentials* through the Reach Intern Teacher Credential Program must complete additional requirements.

(NOTE: Reach does not recommend pursuing a second credential during the program except for in cases of exceptional candidates. A discussion between a designated Reach staff member, the candidate, and the principal is required PRIOR to the approval of a second District Intern Credential recommendation.)

Eligibility requirements:

- Passing CSET scores in BOTH subject areas
- A teaching assignment consistent with the intern credentials for BOTH subjects for BOTH years of the program

Additional course requirements: In addition to regular coursework required for the two-year Intern Program, additional requirements will apply, such as but not limited to:

- Any subject specific pedagogy modules must be completed in the two subject areas the candidate is pursuing.
- Both the elementary and secondary literacy modules may be required, depending upon the two credentials sought.
- In collaboration with the Reach faculty coach, the teacher will need to monitor that s/he sufficiently alternates other assignments/assessments between the two subject areas.

Field Experience and Coaching:

- *Coaching:* Coaching will be across both teaching assignments and subject areas (no extra work required from the teacher).
- *Field Experience:* Depending on the teaching assignments in the two subject areas, additional field experiences required may include observing teachers, guest teaching in other classes, etc. in order to fully meet credentialing requirements in both subject areas. The candidate may be required to teach in both subject areas prior to completion of the two-year program.

Teacher Performance Assessments (CalTPAs) requirements:

- Must pass the CalTPA in both subject areas which requires the candidate to submit two separate assessments and pay for both assessments.

Eligibility for Reach Teacher Induction & Clear Credentialing (TICC) Program and Moving Inquiry into Teaching (MinT) Program

Interns who successfully complete the full 2-year Reach Intern Teacher Credential Program and who continue to be employed in a Reach Partner School are eligible to apply for the 1-year Teacher Induction Early Completion Option and entry into the Moving Inquiry into Teaching Program, if desired.

Teaching Academy – Teacher Induction & Clear Credentialing (TICC) Program Policies

Note: The TICC Program Policies below are in addition to, not in place of, the general Candidate Policies in the earlier section.

Eligibility

- possess a valid California Preliminary Single, Multiple subject and/or Education Specialist Teaching Credential by September 1st of the participating year
- be employed by a Reach Partner School or district
- must be teacher of record
- teach a minimum of one course in the area(s) authorized to teach and be teaching a minimum of 60%.

Enrollment

Enrollment in the Teacher Induction Program ends the third Friday in September of each academic school year.

The enrollment process includes verification of the following:

- attendance at a program orientation
- completed admissions materials
- candidate eligibility
- mentor qualification and commitment

The enrollment process concludes when candidates receive an email from the Program indicating a candidate and mentor match has been approved by the Program.

Dual Credential Candidates

Candidates seeking to earn a recommendation for dual Credentials will be required to demonstrate competency in both credential areas by successfully completing an inquiry cycle in each area. In order to do so, the candidate must teach a minimum of 1 course in each area they are authorized to teach.

Participation Requirements and Expectations

See TICC program specific literature and Program Guide for detailed information.

Provisional Enrollment

Provisional enrollment in the Teacher Induction Program ends the third Friday in September of each academic school year. After completing the online application, candidates will be

communicated with via e-mail about any outstanding admissions requirements. Candidates that are unable to meet the outstanding program admission requirements will be withdrawn from the program and notified via email about the change in enrollment status.

Early Completion Option (ECO)

Candidates with significant prior experience and exceptional teaching skills may be eligible for the Reach Institute's Early Completion Option. The Early Completion Option (ECO) allows individuals to complete a Commission-approved Professional Teacher Induction Program in less than the two years of the established program. The intent of ECO is to serve experienced and exceptional candidates, as measured against the CSTP. There are three criteria that must be met in order for teachers to qualify for ECO. Candidates must meet criteria in terms of *credentialing* (how long they have had a credential), *experience* (years teaching), and *exceptional teaching skills*. Teachers must meet *all* of these criteria in order to qualify. Once enrolled, all candidates will receive detailed information about ECO eligibility criteria and how to apply for the Teacher Induction ECO pathway. For detailed information regarding ECO eligibility, application deadline and requirements, please reference the TICC Program Guide. Late or incomplete submission will **not** be accepted. No exceptions.

Candidates who qualify for ECO will earn a Clear Credential in one year instead of two by completing Reach 325A and Reach 335A. Reach 325B and Reach 335B will not be required.

Request for Extension or Modification

See the "Course Extension" section.

Weekly opportunities to work with a mentor and to employ new ideas into the work is central to successfully completing your Induction. When candidates miss more than **four weeks** of school, they do not have the opportunity to participate in Induction in a meaningful way and, therefore, are ineligible to participate in the TICC program for that semester. Upon your return, the Program Coordinator will customize an Induction Plan for you to follow.

Late Submissions

Late submissions or incomplete work will delay progress towards earning a clear credential. Unless an extension or modification is approved by a Program Coordinator in writing in advance of the deadline, candidates may be charged an assessment fee of \$200.00 to have their submission assessed. In addition, late submission may result in a candidate being placed on academic probation or being withdrawn from the Program.

Completion

TICC Program candidates must complete all program requirements (see bulleted list below) prior to recommendation for a California Clear Teaching Credential. Lack of progress in the program may require the candidate to repeat a portion or full year of the year of induction.

If a candidate is not responsive to program communications regarding the timely completion of the induction experience, the program reserves the right to terminate the candidate's enrollment and participation. The candidate's school site will also be notified of the action taken. The candidate and/or employing school are responsible for all fees incurred during the academic year of participation.

Note: It is important to check your credential on the CCTC website for any additional requirements.

Program Completion Requirements:

- Complete course of learning for candidate pathway (Y1, Y2, ECO)
 - Y1: Complete Context & Culture, and 1 Inquiry for Equity Action Research Cycle
 - Y2: Complete 2 Inquiry for Equity Action Research Cycles
 - ECO: Complete Context & Culture, and 2 Inquiry for Equity Action Research Cycles
- Weekly candidate/mentor Learning-focused Conversations. Documenting a minimum of 30 hours per year

All Candidates

1. Weekly candidate/mentor Learning-focused Conversations. Documenting a minimum of 30 hours per year
2. Completions of an Individualized Learning Plan (ILP) which includes:
 - Culture and Context for Learning - (Recommended for all candidates but only required for Year 1 and ECO Candidates) (Year 1 only)
 - Candidates will be observed by their mentor a minimum of 4 times per year and observe an experienced teacher during each Inquiry cycle
 - Successful completion of Inquiry for Equity Action Research

Regular Track

- Weekly candidate/mentor Learning-focused Conversations. Documenting a minimum of 30 hours per year. (for a total of 60 hours to complete the program)
- Candidates will be observed by their mentor a minimum of 4 times per year and observe an experienced teacher during each Inquiry cycle
- Completion of an Individualized Learning Plan (ILP) each year, which includes:

- Context and Culture for Learning
- Successful completion of Inquiry for Equity Action Research Cycles (3 over the course of 2 years)

Early Completion Option (ECO)

- Weekly candidate/mentor Learning-focused Conversations. Documenting a minimum of 30 hours per year
- Candidates will be observed by their mentor a minimum of 4 times per year and observe an experienced teacher during each Inquiry cycle
- Completion of an Individualized Learning Plan (ILP), which includes:
 - Context and Culture for Learning
 - Successful completion of 2 Inquiry for Equity Action Research Cycles

Note: Candidates will only be recommended for their Clear Teaching/Education Specialist Credentials when all tuition and fees have been paid in full and any additional renewal requirements on the Preliminary Credential have been met.

Selection and Assignment of Mentors in the TICC Program

In this process, we seek to match candidates and mentors according to credentials held, grade level and/or subject area, or as appropriate to the candidate's employment. The TICC Program must identify and assign a mentor to each participating teacher within the first 30 days of the candidate's enrollment in the program. Candidates should plan to work with a mentor or a staff member/resource for an average of no less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

Mentors for the TICC Program will be selected and assigned based on the following criteria:

- Mentor qualification
- Participating Teacher requests
- Partner school recommendations
- Subject matter, grade level, content expertise and/or other relevant considerations
- Developmental needs of the participating teacher
- In addition, mentors must have a minimum of three years teaching experience and a valid Clear Teaching Credential. Returning mentors must have successfully met the previous years' mentor expectations.
- Program approved all mentoring partnerships
- Official match letter

Confidentiality

One of the basic principles underlying the TICC Program is confidentiality. While TICC mentors participate in assessing growth, mentors are not evaluators. With this in mind, the collaborative conversations and the substance of the mentor observations and collaborations are not intended to be shared with site supervisors, other partner agency staff, or anyone outside of the RISL/TICC staff, and are not intended to be part of or impact any teacher job performance evaluation. **Communication between the candidate and mentor is strictly confidential.** Documentation submitted to the Program for the California Clear Teaching Credential may not be used for employment evaluation purposes.

It should be noted that a triad of communication between the candidate, mentor, and site administrator can help to promote optimum support and is recommended as a means of enhancing professional practice. All teaching and learning evidence is for the purpose of completing credential requirements, but the candidate may choose to share accumulated documents with the site administrator.

Note: Program status and participation is not confidential.

Missed Mentor Meetings

Meeting regularly with a mentor is at the heart of our program. Therefore, it is important that candidates make all efforts to be present at all meetings scheduled with the mentor. The program recognizes that unexpected issues arise and that a candidate may need to reschedule a meeting. However, repeatedly missing meetings without prior notice to the mentor may put you in danger of not meeting induction requirements.

- The expectation is that candidates will inform the mentor in a timely manner about any meeting they will miss.
- If there is a second missed meeting, mentors will contact the Program, who will contact the candidate to clarify meeting expectations.
- If there is a third missed meeting, the Program will notify the candidate and Reach TICC Liaison and Lead Mentor in writing that due to missed mentor meetings, the clearing of the candidate's credential is in jeopardy. An intervention plan will then be developed.
- Further missed meetings may mean that the candidate does not receive credit for induction work and may be required to repeat components of the program, at the expense of the candidate.

Candidate and Mentor Reassignment or Request for Change

Mentors and candidates are paired together using a variety of criteria that are intended to increase the likelihood of creating a positive and meaningful relationship. However, as in all relationships, challenges sometimes arise. If there are significant concerns about the

mentoring relationship, it is the responsibility of the candidate to give written notice of specific concerns regarding the match to the Site/Organization and TICC Program Coordinator.

Upon receipt of a request for a new match, the Program Coordinator will secure confidential information from both the candidate and mentor. Efforts are made to maintain respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s).

In response, the TICC Program Coordinator will:

- investigate the concerns in order to determine the appropriate course of action.
- work to see if the issue can be resolved.
- review the matter and issue a decision in writing regarding the candidate/mentor assignment within two weeks of the notice.

Licensure vs. Employment

Completion of the Program and a recommendation for a Clear Teaching Credential does not imply or ensure continued employment. Licensure requirements and employment criteria may differ.

Clear Credential Recommendation Process

Once the Program has verified that the candidate has satisfactorily completed all program activities and requirements:

1. Reach submits a clear credential recommendation to the CCTC. (This is the final step for Reach – after this, we hear nothing else from the CCTC.)
2. CCTC reviews candidate information
3. CCTC notifies candidates via email with instructions for the next steps, including payment, in order to receive the Clear Credential.
4. If you don't hear from the CCTC in a timely manner, you can check the status of your credential by logging in to the CCTC website:
<http://www.ctc.ca.gov/credentials/online-services>

Teaching Academy – Moving Inquiry into Teaching Program Policies

Note: The Moving Inquiry into Teaching Program Policies below are in addition to, not in place of, the general Candidate Policies in the earlier section.

Eligibility

Preliminary Preparation through the Reach Intern Program

Candidates who successfully completed the full 2-year Reach Intern Program are eligible to enter the 1-year Moving Inquiry into Teaching Program and simultaneously pursue a California Clear Teaching Credential and a Master's in Teaching degree. The 23 units earned through the Reach Intern Program are counted toward the Master's degree. Candidates then complete the Moving Inquiry into Teaching courses, an additional 14 units, resulting in a Master's degree with a total of 37 units.

Preliminary Preparation through an Alternate Program

Candidates who wish to pursue a Master's in Teaching degree alongside their Clear Credential, but completed their preliminary teacher preparation at an alternate institution, will first need to pursue transfer of nine units from their preliminary preparation program, in a manner consistent with previously stated policies (see Transfer Credit Policies), to apply towards the Moving Inquiry into Teaching Program.

Candidates then have two options to complete the remaining required units/courses:

Option 1: Two-year timeline

In the first year, candidates complete the first semester of their first Induction year in the traditional manner with Reach 325A (2 units) in the Fall semester. During the Spring semester, candidates complete Reach 335A (2 units) while also completing a 3-unit Specialized Study course (see Specialized Study policy), developed by the Moving Inquiry into Teaching Coordinator. Focus areas for the Specialized Study course will be aligned to established learning outcomes and may be determined based upon pre-assessment, examination of previous coursework evaluation, and examination of Teacher Performance Assessment results from their Preliminary Credential program.

In the second year, candidates complete the standard sequence of courses for the Moving Inquiry into Teaching Program, resulting in a total of 30 units.

Option 2: Three-year timeline

In the first two years, candidates complete the traditional two years of the Reach Induction Program, including Reach 325 A and B (2 units each) as well as Reach 335 A and B (2 units each). In the third year, candidates participate in the remaining courses for the Moving Inquiry into Teaching Program in addition to a 3-unit Specialized Study course (see Specialized Study

policy), developed by the Moving Inquiry Into Teaching Coordinator, resulting in a total of 30 units.

Program Completion Requirements:

- Completion of 30 units total (at least 21 of which are Reach units)
- End of Year Survey
- Coursework complete (and passed)
- Final Grades in Canvas

Note: Candidates will only receive their diploma when all tuition and fees have been paid in full and all library books have been returned.

Instructional Leadership Academy Policies

Note: The Instructional Leadership Academy Policies below are in addition to, not in place of, the general Candidate Policies in the earlier section.

Provisional Enrollment

In some special circumstances, candidates who have applied for the Instructional Leadership Academy, but are missing a component of a program admissions requirement that is not in their sphere of influence, may be provisionally enrolled. After completing their online application, and having been provisionally accepted into the program candidates will be communicated with via e-mail about their outstanding program requirements. Candidates that are unable to meet the outstanding program requirements by October 1st will be withdrawn from the program and notified via email about the change in their enrollment status.

Reach Participation Requirements

Once admitted to the Reach ILA, candidates must be serving in a teacher leadership or administrative leadership role at their school site and in accordance with the credentials held. In Year 1 (PASC program), candidates' role must allow them to complete all the requirements of the clinical field placement including, a regular ongoing instructional coaching relationship with at least one teacher, a facilitation role which includes planning and execution of a professional learning arc, access to school data for analysis, ability to participate in decision-making bodies such as the ILT or SSC, access to interviewing or shadowing a site leader around leadership topics, participation in school or district training, and access to parent/stakeholder meetings. In reference to the coaching relationship, candidates may be serving as a student teacher coach, a Teacher Induction Coach, an instructional coach, a supervisor or coaching a colleague, but all must focus on instructional coaching. The facilitation role must constitute a professional learning arc with a series of sessions (absolute minimum of three sessions) that build on one another, and must be instructionally focused. Candidates must be in a field placement that allows them to complete all clinical practicum assignments. Candidate field placements for the PASC program must include an onsite mentor who holds a California Clear Administrative Services Credential.

For candidates in the Clear Administrative Services Credential program, candidates must be in an administrative role as classified by their employer and the CL-777. Induction candidates must be in a context where they are able to complete their CPSEL-based ILP, Inquiry for Equity, engage in coaching cycles, facilitate stakeholder engagement, and be able to satisfy the CPSEL requirements.

Master's only candidates must have an instructional leadership role, which allows them to lead and conduct an instructionally focused Action Research project. This role may be an administrative role or could be another instructionally focused leadership role.

Admissions Requirements: CCTC Administrative Credential Requirements

The California Commission on Teacher Credentialing requires that anyone earning a Preliminary Administrative Services Credential has had 5 years of teaching experience as defined by the CCTC (see CCTC Coded Correspondence 13-08), holds a valid California Clear Teaching Credential, and has met the Basic Skills requirement. For this reason, the Reach Instructional Leadership Academy holds these as admissions requirements.

The California Commission on Teacher Credentialing requires that anyone who is in an administrative role (as described in the CL-777) must be enrolled in a Clear Administrative Services Credential Induction program within a year of the starting date of that position.

Completion of Credentials

Candidates must have completed all coursework and performance assessments and passed them all with a minimum score of 'meeting expectations' in order to have completed the Commission-approved Reach PASC program. Please reference Program Completion Checklists below for your specific program.

Preliminary Administrative Services Credential (PASC) Completion: Upon completion of the Commission-approved Reach Instructional Leadership Academy Year 1 PASC program, participants will be recommended to the California Commission on Teacher Credentialing for either a:

- 1) California Preliminary Administrative Services Credential, if they are going into an administrative role, and have submitted a CL-777. (Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) is necessary.)
- 2) Certificate of Eligibility for the Preliminary Administrative Services Credential, which then can be activated as a Preliminary ASC when entering an administrative role.

California Administrator Performance Assessment (CalAPA)

The CCTC has developed the state-sponsored administrative performance assessment, the California Administrator Performance Assessment (CalAPA) in alignment with the California Administrator Content Expectations (CACEs) and the California Administrator Performance Expectations (CAPEs) [here](#). Consequential, full implementation of the CalAPA began in the 2019-20 academic year for all candidates enrolling in a Commission-approved PASC preparation program on or after June 1, 2019. As of this date, candidates who enroll in a PASC program are held to meeting the CalAPA passing standard as a condition for earning a Preliminary Administrative Services Credential.

The CalAPA is structured around three full leadership cycles based on the process: *investigate, plan, act, reflect, and apply*. The three cycles are: Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity, Leadership Cycle 2: Facilitating Communities of Practice, Leadership Cycle 3: Supporting Teacher Growth. Each leadership cycle is conducted within a school leadership field placement and candidates are expected to submit all required evidence for each component for each leadership cycle. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative. As the CalAPA is designed to address school-based leadership, candidates will be asked to respond to the cycles within the context of their school-based leadership. Candidates whose role is at a central office level, must have a school-based field placement for the CalAPA cycles.

Each CalAPA cycle must be the candidate's own, unaided work. Candidate responses on each of the CalAPA cycle that are submitted for scoring should represent the work of that candidate without benefit of feedback or collaboration from any other person (including, but not limited to: program faculty, school faculty or leadership, master/mentor/cooperating teacher, fellow students, and similar individuals). Completing the CalAPA and submitting their own, original work relies on the candidate's professional integrity and the honor system in alignment with the Reach Academic Honesty & Integrity Policy.

If it is determined by Reach Faculty or Staff that a candidate submitted a CalAPA that violates the Reach Academic Honesty & Integrity Policy, sanctions will be pursued consistent with that policy, including possible expulsion from the Reach program. Furthermore, candidates will be subject to CCTC decisions based on the violations, which may include termination of all CCTC credentials.

Per the CCTC/CalAPA Guidelines for Acceptable Support:

The following activities constitute **required** forms of support for candidates completing the CalAPA:

- Providing candidates with access to the CalAPA assessment preparation materials and other explanatory materials about the CalAPA and expectations for candidate performance on the assessment
- Explaining CalAPA leadership cycles and rubrics, and guiding discussions about them (e.g., orientation or overview sessions for each cycle)
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., assignments on the investigate, plan, act, and reflect sequence; practice in instructional coaching)
- Ensuring that candidates complete the assessment within a cooperating school or district during their clinical experience and verify appropriate permissions for all individuals who appear in any video recording
- Engaging candidates in formative experiences aligned with the CalAPA (e.g., analyzing data, facilitating collaborative professional learning, and coaching for improved instruction)

- Providing candidates who are not successful on the CalAPA with additional support focusing on understanding the cycle(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for re-submitting responses for scoring

The following activities constitute **acceptable** forms of support for candidates completing the CalAPA:

- Referring candidates to the CalAPA Glossary and discussing definitions and clarifications of key terms as used in the assessment materials
- Reviewing examples of effective school leadership (e.g., planning documents, data analyses, facilitation, instructional feedback) using CalAPA rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses
- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, facilitation, using data to inform planning, coaching teachers)
- Explaining scoring rubrics by using them in formative exercises or assignments outside of the ones the candidate will submit for scoring
- Linking content and experiences from the preparation program to the CAPE as measured by the CalAPA cycles and rubrics
- Providing a schedule/timeline for completion of the CalAPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions.
- Paraphrasing or answering candidate questions about the content of leadership cycles, rubrics, directions (including templates), or support documents such as the CalAPA assessment materials
- Encouraging candidates to self-assess draft responses or video recordings against the CalAPA rubrics without providing direct edits to responses or specific answers to CalAPA prompts
- Answering common questions about the CalAPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalAPA while maintaining the original work of each candidate
- Directing candidates to resources on current research and evidence-based practices, and to experts in the field who are knowledgeable about the content of the cycles and rubrics
- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalAPA
- Providing and discussing support documents such as these guidelines for acceptable support and the CalAPA Rules of Participation

Although there may be many opportunities for support providers to encourage a candidate's deeper understanding and demonstration of educational leadership, other supports are not acceptable within the CalAPA process. These unacceptable forms of support will undermine the use of the assessment as a determinant of a candidate's status with respect to the CAPE and as an indicator of preparation program quality and effectiveness. Engaging in these activities could lead to a candidate's loss of the credential and jeopardize a program's accreditation status.

The following activities constitute **unacceptable** forms of support for candidates completing the CalAPA:

- Providing a candidate with the content or answers in response to a CalAPA prompt or task (e.g., choosing the data sources to investigate, conducting the data analyses, drawing conclusions on the implementation of strategies, redirecting candidates about who to observe)
- Editing a candidate's response prior to submission
- Conjecturing on CalAPA performance requirements, expectations, or what is deemed as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalAPA
- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses or answers to prompts
- Telling a candidate which video clips or work samples to select for submission
- Telling a candidate which sections of video clips should be annotated
- Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media

If a candidate is unclear about what constitutes their own work versus what constitutes collaboration, s/he should seek guidance from their Coach or another Reach faculty member.

The CalAPA must be submitted according to submission guidelines and directions communicated by course instructors and as outlined on the CalAPA website [here](#). Candidates will submit their CalAPA directly online through the CCTC CalAPA exams system. The registration fee for the CalAPA is Cycle 1: \$125, Cycle 2: \$150, Cycle 3: \$150 for a total of \$425; this fee must be paid directly to Pearson Evaluation Systems upon registration for a CalAPA cycle.

After payment, registration will be valid for one year. If candidates do not submit a cycle for scoring or withdraw registration within that period, the registration will expire and candidates will receive no refund or credit of any kind. If candidates must retake the assessment, they are responsible for the associated fees. If the candidate's submission does not meet the Submission Requirements set forth by CCTC, it may result in the inability to assign a score according to one or more rubrics. If a score cannot be assigned according to each rubric, the submission will be reported as "Incomplete" to the CCTC and Reach.

Passing all three CalAPA cycles is a requirement for passing Reach 410. CalAPA cycles that are not submitted properly or in their entirety by the due date established by their instructor may be subject to a \$100 CalAPA late fee. If the candidate requires a course extension for both the CalAPA and Reach 410 coursework, the candidate is responsible solely for the \$200 course extension fee and will not be charged both fees.

Candidates who do not pass a CalAPA cycle by the end of the program will need to re-enroll to receive remediation support from a faculty member before re-submitting the CalAPA. Candidates will be assessed and must be enrolled for that semester and pay the associated tuition and coaching fees. Candidates have a maximum of three attempts per CalAPA cycle (inclusive of the first submission). *Candidates who do not pass a CalAPA component on the third attempt will not be able to continue in the Reach Instructional Leadership Academy.*

Candidates who do not pass all three CalAPA leadership cycles can not be recommended for the Preliminary Administrative Services Credential.

Year 1: Preliminary Administrative Services Credential Completion Requirements:

- Hold an active, valid prerequisite California Clear Teaching Credential (per pamphlet CL-574C)
- Verification of 5 years of school site based teaching or other qualifying experience (per pamphlet CL-574C)
- All coursework submitted and successfully completed with a passing grade
- Reach Coaching Performance Assessment (ILPA) Minimum score: 2
- Reach Facilitation Performance Assessment (ILFA) Minimum score: 2
- Completed Individualized Learning Plan, including individualized goals based on the CAPEs
- Field Experience Coaching Log complete (faculty coach ensures this is done and captures all the hours)
- CalAPA- Passing score on all 3 leadership cycles
- 90% attendance

Note: Candidates will only be recommended for their PASC or CoE when all tuition and fees have been paid in full, the End of Year Understanding form has been signed, Reach End of Year survey has been completed, and all library books have been returned.

Master's Completion:

Upon completion of the Reach Instructional Leadership Academy Year 1 (or transferrable Master's level units equivalent to Year 1) and Year 2 Master's program, participants will earn their Master's of Education in Instructional Leadership.

Master's of Education in Instructional Leadership Completion Requirements:

- Completion of 30 units total (at least 21 of which are Reach units)
- End of Year Survey
- Coursework complete (and passed)
- Final Grades in Canvas
- Coaching Log complete

Note: Candidates will only receive their diploma when all tuition and fees have been paid in full and all library books have been returned.

Administrator Induction Program Completion:

Upon completion of the Reach Instructional Leadership Academy's Administrator Induction program (a Commission-approved CASC Induction program based on the Program Standards), and submission of verification of their 2 years of full-time administrative experience (as described in the CCTC pamphlet CL-574), participants will be recommended to the California Commission on Teacher Credentialing for a California Clear Administrative Services Credential. While a candidate has 5 years in which to clear their credential, the CCTC expects candidates to enroll in a clear program within 12 month of starting an administrative position.

Candidates are responsible for paying all the CCTC fees and for ensuring that all credentials, including prerequisite teaching credentials are kept current.

Administrator Induction (Clear) Completion Requirements

- Verification of 2 years of successful full-time administrator experience (see pamphlet CL574C for description), submitted on on district letterhead, signed by the superintendent or designee
- Completed Individualized Learning Plan, including CPSEL-based goals, action plan, professional learning tied to ILP goals, progress monitoring and end of year reflection for each year of Induction
- 40 hours of coaching for each year as reflected in the completed Coaching Logs from each year of Induction
- Successful completion of action research/inquiry assignments for each year
 - Administrator Induction 1: Administrator Inquiry Cycle, Coaching Inquiry Cycle
 - Administrator Induction 1 + Master's in Instructional Leadership: Action Research Project, Coaching Inquiry Cycle
- Reach Coaching Performance Assessment (ILPA) Minimum score: 3

- Reach Stakeholder Facilitation Performance Assessment Minimum score: 3
- All professional learning hours completed and coursework submitted and successfully completed with a passing grade

Note: Candidates will only be recommended for their CASC when all tuition and fees have been paid in full, the end of year understanding form has been signed, the Reach End of Year survey is complete, and all library books have been returned.

Non-PASC Cohort Clear Administrative Services Credential Candidates

Candidates entering the Clear Administrative Credential Induction program without having completed the Preliminary Administrative Credential program at the Reach Institute for School Leadership have two options:

Option 1 - They may choose to enroll in the Administrator Induction program and clear their administrative credential, but not earn a Master's degree.

Option 2 - If the candidate wishes to earn a Master's degree, concurrent with their Administrator Induction participation, through Reach they must have earned enough Master's level units (17 units) to qualify for the Master's degree. They may do so by taking Reach courses or through a combination of transfer units and taking supplemental courses in the ILA to earn the requisite 17 units.

Graduate coursework taken at a regionally accredited institution can be considered for transfer credit (see transfer policy earlier in the handbook). A maximum of 9 semester units of graduate coursework, earning a B or higher in courses that mirror Master's courses at Reach, may be transferred in. Any transfer credit must be approved by the Program Coordinator. A limited number of transfer credits may be accepted from unaccredited institutions, if the grade earned is B or higher.

Applicants may petition to transfer credit by completing and filing a *Request for Graduate Transfer Credit* form with their Reach Program Coordinator and following the transfer process outlined in the Student Handbook. In considering awarding grant transfer credit, the Program Coordinator will consider such factors as the degree to which the course content or field of study has changed substantively in recent years as well as the applicant's level of mastery of current course objectives.

Reach Institute for School Leadership Faculty

The Teaching Academy Faculty

Suzette Duncan - Intern Program Faculty Member

Suzette has been a teacher in the Bay Area since 2004 when she started as an intern at St. Paul's Episcopal School. Suzette then became a 6th-grade teacher at Prospect Sierra School. There she became interested in technology and design thinking as teaching tools and focused on teaching social justice in her classroom. She continued that work at San Francisco Friends School as their Tech Integrator and was a founding educator at AltSchool's Palo Alto campus.

Victoria Folks, Ed.D - Chief Academic Officer, Master's Program Faculty & Coordinator

Victoria Folks is the Chief Academic Officer and Program Coordinator of the Master's Degree programs and a faculty member in the Instructional Leadership Academy. Victoria brings over ten years of teaching experience to her work with Reach. After graduating from the University of California, Berkeley, she began her career in education through BAYAC Americorps, tutoring and running a peer-led conflict resolution program at Davidson Middle School in San Rafael, CA. After receiving her teaching credential and Master's in Education from the University of California, Santa Barbara, she came back to work at Davidson for seven years as an English/Social Studies and French teacher. In her second year of teaching, Victoria helped bring the AVID program to Davidson and was the school's AVID teacher for the next six years.

During this time, she received a Fulbright-Hays Grant for Educators and started mentoring new teachers through the Beginning Teacher Support and Assessment (BTSA) program. This work inspired her to get involved with On The Move Group 6, which was the design team for the Reach Institute. During her final year at Davidson, Victoria worked with 15 other educators to design a program that would provide needed support and skills for beginning teachers in urban schools. This prompted her to join the Reach team as a full-time coach for beginning teachers, at which time she also started a doctorate program in Educational Leadership at the University of California, Davis. When she is not working or studying, Victoria can be found running the trails of the Bay Area.

Melissa Fully - Intern Program Faculty Member

Melissa started her teaching career in the South Bronx in 2004 but has spent the majority of her career in Oakland. She has taught English, History, ELD, and Reading Intervention in both charter and public secondary schools. She worked as an Instructional Coach at Roots International and most recently was the Secondary Literacy Specialist for Oakland Unified, where she coached teacher leaders and facilitated professional learning for teachers and leaders around the district. Melissa also completed Year 1 of Reach's ILA program, receiving her preliminary administrative credential. She holds a Bachelor of Arts in Modern Literature

from UC Santa Cruz and a Master's in Teaching from Pace University. Melissa is thrilled to bring her passion for literacy and backwards planning to the intern program at Reach.

Donna Scarlett - TICC Program Coordinator and Faculty Member

Donna Scarlett is the coordinator of the Teacher Induction & Clear Credentialing Program. She has 20+ years of professional experience in secondary English teaching, education leadership, curriculum development and design, novice teacher mentoring and coaching, and teacher preparation. Donna is also the founder of Teacher Lab, a nonprofit organization dedicated to early-career teaching and learning. Donna has presented at several education conferences, including the National Council for Teachers of English (NCTE), Computer-Using Educators (CUE), International Association of Teachers of English as a Foreign Language (IATEFL), and the World Council of Comparative Education Societies (WCESS). She also traveled to El Salvador in 2011 as a Teaching for Excellence and Achievement Program fellow (TEA). From 2010-2015, Donna worked in the Netherlands as a Professor of Languages and English Education at Radboud University and the Han University of Applied Sciences. Donna holds a doctoral degree in Learning and Instruction from the University of San Francisco, where she also currently teaches part-time.

Alison Schwartzbaum - Intern Program Faculty Member

Alison Schwartzbaum joined the Reach Institute in the summer of 2018 as a faculty member in the Intern Program. She brings TK-12 teaching and school leadership experience in public, charter, and independent schools.

After graduating from Brandeis University, Alison began her career in education through the Miami Teaching Fellows program, teaching middle and high school English Language Arts in her hometown community. Inspired by education's potential to affect social change, Alison matriculated at the Harvard Graduate School of Education's School Leadership program, earning a Master's of Education degree. She went on to become the assistant principal at Bullis Charter School where she opened and led a new school campus. At Bullis, Alison became intimately involved with teacher coaching and development, innovative educational program design, and strategic planning. In addition to her work in schools, Alison also engages in leadership coaching and facilitates a collaborative coaching network for educational leaders. Outside of the classroom, Alison can often be found under a tree, with her nose in a book, or on a basketball court, where she insists she can teach *anyone* to hit a free throw.

Kana Wong - Intern Program Faculty Member

Kana Wong is excited to join the Reach Institute as a Faculty Member for the Reach Intern Teacher Credential Program. Kana began in education as a Teach for America Corps member in 2004 in Las Vegas, Nevada. She has spent nine years teaching there before moving back to the Bay Area to be closer to family. Upon moving to the Bay Area, Kana had the privilege of joining the Rocketship Network, as a teacher and Assistant Principal. She is married to her college sweetheart and they have two beautiful children together.

The Instructional Leadership Academy Faculty

Dennis Chaconas - Board Member & ILA Faculty Member

Dennis Chaconas' experience in education spans over 45 years from classroom teacher to school superintendent. Currently Board Member, Senior Faculty Member, and School Improvement Coordinator for On The Move & Reach Institute for School Leadership, Dennis is responsible for initiating, developing and supporting small, innovative schools throughout the Bay Area. Dennis specializes in helping to ensure academic excellence and expanded opportunities for youth who are traditionally underserved through leadership coaching, and designing and implementing whole school improvement initiatives. Previously Dennis served as Superintendent of the Alameda Unified School District, engaging the District in systemic reform in order to dramatically raise student achievement. Dennis then moved on to served as Superintendent of the Oakland Unified School District and was responsible for supervising and evaluating instruction at 96 schools for over 53,000 students. In 2004 Dennis was elected to the Alameda County School Board and worked with the County Superintendent of Schools to provide leadership, service, and support to districts and students of Alameda County. Dennis has also been a Professor Emeritus at Mills College, an Adjunct Professor at Harvard University, and holds a Master's in Educational Leadership, California Administrative Services Credential and California Life Secondary Teaching Credential.

Jessica Evans, Ed.D - ILA Program Coordinator & Faculty Member

Jessica Evans is the Program Coordinator and Faculty Member for the Reach Instructional Leadership Academy. Jessica began her career in education working in a day treatment program in East San Jose. From there she moved to Los Angeles to get her teaching credential and taught middle school. Through her teaching experience, she developed an interest in leadership and education reform which spurred her to enroll in Harvard's Administration, Planning and Social Policy program. While earning her doctoral degree, she worked part time in an education evaluation firm, studying school reform efforts. From there she served as an elementary school Principal and Director of Elementary Education in Oakland Unified. Most recently she served as the Chief Academic Officer at Education for Change, a charter management organization in Oakland.

For a list of current Reach Institute faculty and staff with contact information, please visit our website at: <http://reachinst.org/about/faculty>

Appendix A: Standards for Teacher and School Leaders

Master's in Education and Teacher Induction (Teaching) Standards to be Acquired
(taken from the California Standards for the Teaching Profession, or CSTP):

Standard 1 – Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Standard 2 – Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Standard 3 – Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

Standard 4 – Planning Instruction and Designing Learning Experiences for All Students

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate

strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Standard 5 – Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

Standard 6 – Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

Source: <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>

Master’s in Education (Instructional Leadership) Standards to be Acquired (*taken from the California Professional Standards for Educational Leaders, or CPSEL and CAPE*):

Preliminary Administrative Services Credential Standards to be Acquired (*taken from the California Administrator Performance Expectations (CAPE)*):

California Administrator Performance Expectations (CAPE)

1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

- 1. Developing a Student-Centered Vision of Teaching and Learning*
- 2. Developing a Shared Vision and Community Commitment*

3. Implementing the Vision

2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

4: Personal and Professional Learning

5: Promoting Effective Curriculum, Instruction, and Assessment

6: Supporting Teachers to Improve Practice

7: Feedback on Instruction

3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment.

8: Operations and Resource Management

9: Managing Organizational Systems and Human Resources

10: Managing the School Budget

4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

11: Parent and Family Engagement

12: Community Involvement

5: ETHICS AND INTEGRITY Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

13: Reflective Practice

14: Ethical Decision-Making

15: Ethical Action

6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

16: Understanding and Communicating Policy

17: Representing and Promoting the School

Source:

<http://www.ctc.ca.gov/commission/agendas/2016-06/2016-06-2C-insert-APA.pdf>

California Professional Standards for Educational Leaders (CPSEL)

Standard 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

1A: Student-Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

1B: Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

2C: Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

4B: Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

4C: Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

STANDARD 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Source: <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2016.pdf>

Appendix B: Class Locations

As Reach courses are designed to link context, practice and scholarship, holding courses within our candidates' schools reminds us that our physical work environments are not separate from our learning environments. Reach's unique approach includes coordinating meeting spaces in partnership with candidate's employers, thus your course location may change from year to year. Your Instructor will notify you of the exact course location at least two weeks in advance of the first class.

Sample East Bay Class Locations:

Lighthouse Community Charter School, 444 Hegenberger Road, Oakland, CA 94621
(Teaching Academy - Intern Program - Year 1)

Epic Middle School, 1112 29th Avenue, Oakland, CA 94601
(Teaching Academy - Intern Program - Year 2)

Reach Institute for School Leadership, 1221 Preservation Park Way, Oakland, CA 94612
(Instructional Leadership Academy - Year 3)

Sample South Bay Class Locations:

Rocketship Fuerza Community Prep, 70 South Jackson Avenue, San Jose, CA 95116
(Teaching Academy - TICC Program - Reach 400)

Appendix C: Program Applications, Tuition and Fees, and Academic Year Calendar

Updated information on programs is available on the Reach website, www.reachinst.org, including:

- Program overview information
- Program course descriptions
- Program applications further detailing entrance requirements
- Detailed academic year calendars
- Tuition and fees
- School performance fact sheet

These materials are also provided directly to candidates who are interested in applying.

Appendix D: Standard Occupational Classification Codes

Below are the lists of the U.S. Department of Labor's Standard Occupational Classification codes, by program.

The Teaching Academy

(Intern, Teacher Induction & Clear Credentialing, and Moving Inquiry into Teaching Programs)

25-2000 Preschool, Elementary, Middle, Secondary, and Special Education Teachers

- 25-2010 Preschool and Kindergarten Teachers
 - 25-2012 Kindergarten Teachers, Except Special Education
- 25-2020 Elementary and Middle School Teachers
 - 25-2021 Elementary School Teachers, Except Special Education
 - 25-2022 Middle School Teachers, Except Special and Career/Technical Education
- 25-2030 Secondary School Teachers
 - 25-2031 Secondary School Teachers, Except Special and Career/Technical Education
- 25-2050 Special Education Teachers
 - 25-2055 Special Education Teachers, Kindergarten
 - 25-2056 Special Education Teachers, Elementary School
 - 25-2057 Special Education Teachers, Middle School
 - 25-2058 Special Education Teachers, Secondary School

The Instructional Leadership Academy

25-2000 Preschool, Elementary, Middle, Secondary, and Special Education Teachers

- 25-2010 Preschool and Kindergarten Teachers
 - 25-2012 Kindergarten Teachers, Except Special Education
- 25-2020 Elementary and Middle School Teachers
 - 25-2021 Elementary School Teachers, Except Special Education
 - 25-2022 Middle School Teachers, Except Special and Career/Technical Education
- 25-2030 Secondary School Teachers
 - 25-2031 Secondary School Teachers, Except Special and Career/Technical Education
- 25-2050 Special Education Teachers
 - 25-2055 Special Education Teachers, Kindergarten
 - 25-2056 Special Education Teachers, Elementary School

- 25-2057 Special Education Teachers, Middle School
- 25-2058 Special Education Teachers, Secondary School

25-9030 Instructional Coordinators

- 25-9031 Instructional Coordinators

11-9030 Education and Childcare Administrators

- 11-9032 Education Administrators, Kindergarten through Secondary