

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

## OUR APPROACH

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



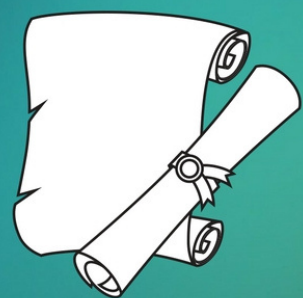
## PROGRAM GOALS

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

### ONLINE APPLICATION CHECKLIST

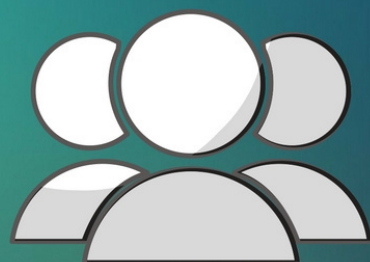
- Official Bachelors Degree Transcript from a regionally accredited institution
- Basic Skills Requirement (CBEST or other)
- Subject-Matter Competence (CSET exam or completion of a subject matter program at an approved institution)
- U.S. Constitution requirement (met while attending an institution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

**Online Application Checklist**  
(<https://reachinstitute.reach.edu/programs/the-teaching-academy/intern-program/>)



over  
**700**

Teachers, school and district leaders have earned their credentials through Reach.



over  
**50,000**

Students' lives have benefited from Reach graduates.



**65**

School, district, and agencies currently partner with Reach. Reach started with five partners.

## TUITION FEES

Pre-Service  
Tuition: \$2,100

Year 1  
Tuition: \$8,100

Year 2  
Tuition: \$8,100

## CREDENTIALS EARNED

**Intern Teaching  
Credential**

Valid for 2 years  
After completion of Summer Pre-Service

**Preliminary Teaching  
Credential**

Valid for 5 years  
After completion of full 2-year program



## S U M M E R

## F A L L

## S P R I N G

# Y E A R 1

### REACH 210

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

3 UNITS

Introduction to Teaching Methods and Leadership prepares teachers for entry into the teaching profession. This 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.

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

### REACH 221

#### Establishing Foundations for Teaching and Learning

5 UNITS

This Year 1 Fall semester course helps candidates build foundational knowledge and skills 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.

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

### REACH 231

#### Planning For Students and Knowing About Their Learning

5 UNITS

This Year 1 Spring semester course focuses on getting to know students as individuals, 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.

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

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

Coursework subject to change

# Y E A R 2

### 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.

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

### REACH 251

#### Developing as a Professional Educator

5 UNITS

This final semester course aims to solidify the experiential learning cycle as a habit for continuous improvement within candidates' practices and provide teachers with opportunities to explore issues of equity in education. Candidates deepen their understanding of differentiation and data-driven instruction as they explore and apply the principles of culturally responsive teaching. Candidates develop a broader repertoire of strategies for differentiating instruction, analyzing data, facilitating student self-assessment, and providing students with effective feedback in order to promote engagement and rigor among culturally and linguistically diverse students. Candidates 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.

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

## What makes our program different?

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

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

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

## Do I have to take the CSET?

In order to become a credentialed teacher, individuals must show they have a full understanding of the subject they wish to teach. Mastery of the subject area is shown in one of the following ways:

- 1) Passing the California Subject Examinations for Teachers (CSET) in the subject to be taught, or
- 2) Completing a California Commission on Teacher Credentialing (CCTC) approved subject-matter program (see the CCTC website for a list of subject-matter approved programs), or
- 3) Successful completion of applicable coursework from a regionally-accredited institution that addresses each of the domains of the subject matter requirements, or
- 4) Degree major from a regionally-accredited college or university in the subject area being sought.

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

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

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

## What is an Intern Credential?

In California there are two routes into the teaching profession:

1. Traditional Teacher Preparation: This route is designed for full time students in a college or university program accredited by the CCTC (for a list of accredited programs, visit the CCTC website). This option is primarily intended for students who will not be working as a teacher during their training. While programs vary, all typically include coursework similar to that required in Intern programs as well as student teaching.
2. Intern Teacher Preparation: These programs are designed for prospective teachers who will work full time in the classroom while earning their preliminary credentials. High quality intern programs adapt their programs to meet the on-the-job training needs of their participants. Teachers who hold a California Intern Credential (either in multiple subjects for elementary school or in a specific subject for secondary school) are considered “highly qualified” and meet the federal and state requirements for being the teacher of record in a public school classroom. There are two types of Intern Credential Programs: University Intern Programs and District Intern Programs. Reach is a District Intern Program.

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

teachers



## Do I have to take the CBEST?

All California teacher candidates must meet the basic skills requirement before being issued a credential. Additional options are now available to meet the basic skills requirement. Passage of the California Basic Educational Skills Test (CBEST) remains one of the options. Alternative options include passage of the California Subject Examinations for Teachers (CSET): Multiple Subject Plus Writing Examination, a basic skills examination from another state, qualifying SAT or ACT scores, qualifying AP exams, qualifying CSU Early Assessment Program or placement exams, coursework evaluation, or a combination of exams and coursework.

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

The Reach Intern Teacher Credential program is designed to take 2 years (a total of 20 months). The program’s pre-service runs before the start of the regular program which runs from August – May in year one and August-May in year two.

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

