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THE GRADUATE INSTITUTE

*Great teaching is at the heart of every school*

CANDIDATE HANDBOOK AND COURSE CATALOG



**The Graduate Institute at Reach University**

**JULY 1, 2023 – JUNE 30, 2024**

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## Welcome from the Provost & Graduate Dean

It is with great pleasure and excitement that I welcome back our returning candidates and welcome, for the first time, new candidates to the Graduate Institute at Reach University.

As a candidate in one of our Graduate Institute programs, you will be learning alongside other teachers and leaders seeking to acquire new skills and deepen their practice in order to provide equitable schooling opportunities to students in rural and urban schools and districts. The Graduate Institute at Reach University is 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 Institute (*dba Reach University*) 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 Graduate Institute at Reach University (formally Reach Institute for School Leadership). The Graduate Institute now serves more than 500 educators working in more than 70 schools across the region.

Our programs include teacher and administrator credentialing pathways, Master's degrees of education with teaching and instructional leadership concentrations, leadership coaching, professional development and certificate programs.

The catalog is updated annually to reflect new information and includes a wealth of information about our programs, admissions, and courses. Please read through the information provided to better understand your program, our offerings, and candidate and staff expectations. Please contact us at (510) 501-5075 or [grad@reach.edu](mailto:grad@reach.edu) if you have any additional questions.

Sincerely,

*E Baham, Ed.D*

Liz Baham  
Provost & Graduate Dean, The Graduate Institute at Reach University

As a prospective or returning candidate, 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 Graduate Institute at Reach University

*“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**

We are committed to a more equitable world where each student has the support of highly effective and dedicated teachers, and where each teacher has the support of highly effective and dedicated school leaders, and where everyone has access to deeper learning and meaningful opportunities in their chosen local community.

## **Mission**

Our mission is to help schools grow their own highly effective teachers and leaders, pursuing equity in underserved urban & rural communities. We also seek to advance the efficacy and adoption in higher education of inquiry-based instructional methods and job-embedded degree pathways.

## **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 post-secondary 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 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.

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

The Graduate Institute partners with schools from across California that primarily serve low-income students and students of color. We specifically partner with schools that target underserved communities and across our network.

The Graduate Institute at Reach University 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 Graduate Institute at Reach University 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 Graduate Institute credential 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](http://cig.ctc.ca.gov/cig/CTC_apm/apm_one.php?-recid=149&-prior=all.php)

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

#### *International Candidates:*

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

#### *Housing:*

*Reach does not offer housing or dormitory facilities. Reach has no responsibility to find or assist a candidate in finding housing.*

# The Graduate Institute Programs

The Graduate Institute at Reach University offers a range of individual but complementary programs in our partner schools to achieve our mission. All Graduate Institute 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 Teaching Academy includes the Intern Teacher Credential Program leading to a Preliminary Teaching Credential and an optional Master of Arts in Teaching degree, the Teacher Induction Program (TIP) leading to a Clear Teaching Credential, and the Master's in Teaching & Induction (MinT) Program that leads to both a Clear Teaching Credential and a Master of Education in Teaching degree. 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](http://www.ctc.ca.gov).

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

All 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 Graduate Institute's instruction occurs in standard English, and no additional English Language services are provided.





# The Graduate Institute Approach

The Graduate Institute was designed from the outset to meet the needs of educators learning complex skills, on the job, in challenging circumstances. Our instructional practices and structural supports 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.

# The Graduate Institute Teaching Academy

The goal of the Teaching Academy is to improve schools by developing the pedagogical skills and knowledge of early career teachers. 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 Teaching Academy, teachers may earn a Master of Education in Teaching or a Master of Arts 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 and Master of Arts in Teaching**

*Degree/Credential Awarded: Preliminary Teaching Credential, Master of Arts in Teaching (optional)*

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 (below) to earn the CA Preliminary Teaching Credential. Note: Early Completion Options may be available consistent with state requirements.

The Master of Arts in Teaching (MAT) degree is designed for Intern candidates who seek to earn a graduate degree while simultaneously pursuing their Preliminary Teaching Credential. All intern candidates have an opportunity to opt-in to the MAT program. Candidates enrolled in the MAT take an additional 4 units during the summer after Year 1 or Year 2 to complete the MAT degree. The MAT-specific coursework is interest-based, and designed for candidates to develop deeper expertise in specific areas of education as well as provide them with experiential-based learning opportunities.

***Course Sequence: for Preliminary Teaching Credential Candidates only***

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 261 – Synthesis of Learning: Cycle of Inquiry and the CalTPA Cycle 1 (1 unit)  
Reach 241 – Assessing Learning and Supporting Equitable Outcomes (5 units)  
Reach 251 – Developing as a Professional Educator (5 units)  
Reach 262 – Capstone of Learning: Cycle of Inquiry and the CalTPA Cycle 2 (2 units)

***Course Sequence: for Preliminary Teaching Credential and Master of Arts in Teaching Candidates***

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 261 – Synthesis of Learning: Cycle of Inquiry and the CalTPA Cycle 1 (1 unit)  
Reach 270-279 – Professional Growth and Interest-Based Electives (2 units each, choose 2)  
Reach 241 – Assessing Learning and Supporting Equitable Outcomes (5 units)  
Reach 251 – Developing as a Professional Educator (5 units)  
Reach 262 – Capstone of Learning: Cycle of Inquiry and the CalTPA Cycle 2 (2 units)

***Intern Program Learning Outcomes:***

<b>Institutional Learning Outcomes (ILO)</b>	<b>Program Learning Outcomes (PLO)</b>	<b>Program Learning Outcome Description</b>
<b>01. Inquiry</b>	01.1 Improve practice through guided cycles of inquiry.	Candidates exercise curiosity, a growth mindset, and analytic inquiry as they continually examine their practice, problem-solve to address significant challenges, and work to improve their teaching.
<b>02. Equity Orientation</b>	02.1 Develop awareness of factors that impact equity in classrooms and schools.	Candidates learn about the context, structure, and history of public education and develop awareness of a teacher's own role in designing equitable learning opportunities for all students. Candidates understand they are responsible for designing equitable learning experiences for their students.
	02.2 Operate with an asset-based view and maintain a culturally responsive approach to working with students and families.	Candidates demonstrate an awareness of their own explicit and implicit biases and how they might contribute to student experiences and learning outcomes. Candidates understand that an asset-based view of students and families helps create a more inclusive classroom environment, and have the knowledge and skills to integrate equitable and culturally responsive strategies to support student success.
	02.3 Apply understanding of the unique assets and needs of English learners to ensure access and engagement to curriculum	Candidates understand both the ethical importance of supporting English learners and the linguistic and cultural assets they bring to the classroom. With this knowledge, candidates support English learners to meet the demands of subject area and grade level standards while continuing to develop English language proficiency through the application of research-based best practices.
	02.4 Apply understanding of the unique assets and needs of special education students to promote student progress on	Candidates understand both the ethical importance of supporting students with special needs and the associated best-practices. With this knowledge, candidates promote their students' academic and personal success as they support students to meet subject area and grade level standards and/or individualized learning goals.

	individual goals and to ensure access to and engagement with curriculum	
<b>O3. Integration into Practice</b>	O3.1 Maintain a safe classroom environment and positive learning culture.	Candidates maintain a positive, safe, and inclusive classroom environment through the application of a wide range of research-based strategies and interventions. Candidates develop strong relationships with students and amongst students to foster a healthy learning community and culture.
	O3.2 Implement appropriate research-based pedagogical practices	Candidates create and execute aligned instructional plans that incorporate research-based pedagogical practices, including subject-specific pedagogy, appropriate to the subject area, grade level, and students.
	O3.3 Use assessment to monitor progress and guide instructional planning	Candidates apply knowledge of effective assessment practices to implement a variety of formative and summative assessments, to analyze the resulting data and draw conclusions about whole class and individual student learning, and to plan future instruction that meets students' diverse learning needs.
	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 in alignment with the expectations of the Common Core State Standards.
<b>O4. Collaboration</b>	O4.1 Engage in effective collaborative learning	Candidates successfully engage in collaborative learning with their peers to support each other's development through giving, receiving, and acting upon effective feedback.

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

PLOs/Course	210	221	231	261	241	251	262
O1.1	I	P	P	P, A	P	A, M	P, A
O2.1	I, P	P	P, A	P, A	P	A, M	P, A
O2.2	I, P	P	P, A	P	P	A, M	
O2.3	I, P	P	P, A, M	P, A	P		P

O2.4	I	P	P, A, M	P, A	P		P
O3.1	I	P, A	P	P, A, M	P	P	
O3.2	I	P, A	P, A	P, A	P, A	P, A, M	P, A
O3.3	I	P, A	P	P, A	P, A, M	P	P, A
O3.4	I	P	P, A	P	P	P, A, M	
O4.1	I	P, A	P, A		P, A	P, A, M	

***MAT Program Learning Outcomes:***

<b>Institutional Learning Outcomes (ILO)</b>	<b>Program Learning Outcomes (PLO)</b>	<b>Program Learning Outcome Description</b>
<b>O1. Inquiry</b>	1.1 Apply the elements of the pedagogical sequence of plan, teach and assess, reflect and apply to get to know students' assets and needs in order to inform instructional planning.	Candidates demonstrate how they use knowledge of their students to craft instructional strategies to reach those students, including developing academic language instruction, implementing educational technology, monitoring student learning, and making appropriate accommodations and/or modifications during the teaching of a single lesson.
	1.2 Analyze classroom data to determine the impact of instructional strategies.	Candidates analyze classroom data, using classroom video observation, reflection, and student work samples, to identify the impact of their efforts on student learning and their experiences.
<b>O2. Equity Orientation</b>	O2.1 Examine classroom practices to identify issues of educational inequity within the classroom context	Candidates examine issues of educational equity through the lens of their own instructional practices. Included in this examination of classroom practice are: pedagogy, student grouping, student participation patterns, curriculum, lesson design, and equity of voice. Candidates proactively identify individuals or groups of students who may require differentiated instructional approaches to achieve equitable educational outcomes (ELLs, students with exceptional needs, LGBTQ+ students, children living in foster care, Title I, etc.)
	O2.2 Design unit plans, lesson plans, and assessments to make a positive impact upon educational equity issues within their classrooms.	Candidates design unit plans, lesson plans, and assessments that clearly articulate pedagogical practices, curricular resources, and aligned assessments, to address, at a minimum, one element of educational equity within their classroom setting.
	O2.3 Reflect upon the impact of the teachers'	Candidates reflect upon the role of the classroom teacher in establishing equitable learning spaces and

	role in designing equitable learning opportunities for all students.	opportunities for all children. Candidates understand that it is through their role as classroom teachers, that students experience both equitable and inequitable learning, and assume this role with great care and attention.
<b>O3. Integration into Practice</b>	O3.1 Synthesize relevant research to support instruction	Candidates cite and synthesize relevant resources that they use to design learning opportunities for all learners.
	O3.2 Integrate Research Into Practice using instructional strategies	Candidates draw from a research base of teaching and learning to inform their instructional practice. They identify specific theories and strategies that generate students' learning, integrate them into their practice, and reflect upon their effectiveness.
	O3.3 Design a classroom learning environment that supports the positive social, emotional and cognitive development of learners	Candidates demonstrate that they can establish a positive learning environment and provide social and emotional support through interactions with students.
<b>O4. Collaboration</b>	O4.1 Collaborate with colleagues to advance one's own skill and knowledge attainment	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.
	O4.2 Support peer teachers through the sharing of pedagogical strategies, research, problems of practice and the technical aspects of teaching and learning	Candidates engage in thoughtful discussion and feedback sessions with their peers in order to add new perspectives or offer resources to better solve various problems of teaching and learning.

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

PLOs/Course	210	221	231	261	Elective A (271, 273, 275, 277 or 279)	Elective B (270, 272, 274, 276 or 278)	241	251	262
O1.1	I	P	P	P, A			P	A, M	P, A
O1.2		I	P, A	P, A			P, A	A, M	A
O2.1	I, P	P	P, A	P, A			P	A, M	P, A
O2.2	I, P	P	P, A	P			P	A, M	
O2.3	I, P	P	P, A, M	P, A	P	P, A	P	P	P
O3.1	I	P, A	P	P, A, M	P, A		P	P	P

O3.2	I	P, A	P, A	P, A	P, A		P, A	P, A, M	P, A
O3.3	I	P, A	P	P, A			P, A	A, M	P, A, M
O4.1	I	P, A	P	P, A			P, A	P, A, M	P
O4.2		I	P, A		P	P	P, A	A, M	

*\* Multiple subjects credential candidates*

### **Teacher Induction Program (TIP)**

*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:***

<b>Institutional Learning Outcomes (ILO)</b>	<b>Program Learning Outcomes (PLO)</b>	<b>Program Learning Outcome Description</b>
<b>O1. Inquiry</b>	O1.1 Identify a problem of instructional practice	Induction candidates demonstrate the ability to identify a significant challenge in their developing teaching practice through conducting a CSTP co-assessment.
	O1.2 Construct an inquiry question and set a SMARTE goal aligned to the question	Mentors support Induction candidates in addressing a significant challenge by beginning with co-constructing an inquiry question grounded in the CSTPs and setting an aligned SMARTE goal.



	O1.3 Engage an inquiry mindset by gathering information, designing an intervention and executing an action plan	Candidates engage in an inquiry mindset into their regular practice through applied and collaborative cycles of analytic inquiry by gathering data, designing a research based intervention based on the data, and executing an action plan.
	O1.4 Support candidates' integration of an inquiry mindset into their regular teaching practice by analyzing results and reflecting on implications for future practice.	Mentors support candidates' integration of an inquiry mindset into their regular practice through applied and collaborative cycles of analytic inquiry, engaging in phases of planning, teaching, analysis, and reflection as candidates continually examine and work to improve their practice using research-based best practices.
<b>O2. Equity Orientation</b>	O2.1 Candidates understand that inequity is systemic in the educational system.	Candidates develop an understanding of equity in their teaching context through examining their own teacher identity in relation to the existing system and learning about the culture of their students.
	O2.2 Candidates promote more equitable outcomes by designing and implementing plans of action to interrupt and address observed inequities.	Candidates engage in cycles of inquiry in collaboration with their mentors to test hypotheses about what types of interventions or changes in practice will result in more equitable outcomes.
<b>O3. Integration into Practice</b>	O3.1 Implement appropriate research-based pedagogical practices and integrate an inquiry approach to their day-to-day practice.	Candidates refine their implementation of their chosen model of teaching 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 as part of their regular routine.
	O3.2 Support candidates in implementing a chosen model of teaching based on candidates' applied and collaborative cycles of analytic inquiry.	Mentors support candidates in choosing and implementing their chosen teaching strategy based on candidates' problem of practice.

<b>O4. Collaboration</b>	O4.1 Collaborate with a mentor throughout the ILP, Context and Culture, and Inquiry for Equity Processes.	Candidates collaborate with their mentors around the problems of practice to increase their knowledge based on 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.
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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.

## **Master of Education in Teaching & Induction Program**

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

The Master of Education in Teaching & Induction (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 of Education in Teaching 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:***

<b>Institutional Learning Outcomes (ILO)</b>	<b>Program Learning Outcomes (PLO)</b>	<b>Program Learning Outcome Description</b>
<b>O1. Inquiry</b>	O1.1 Identify a problem of educational practice, and use data to substantiate its impact on teaching and learning	Using their classrooms as the focal site, candidates will identify an equity-centered problem of practice that is substantiated through the presentation and analysis of data.
	O1.2 Synthesize research to provide context to the identified problem of practice	Employing and citing relevant literature from the field, candidates will connect theory to practice in an effort to explain and give context to their equity-centered problem of practice.
	O1.3 Apply data as a means of justifying claims	Candidates will collect data on their problem of practice and use said data as a means of justifying their claims.
	O1.4 Design a data collection plan and data tools that will determine the impact of their intervention	Candidates will design a data instrumentation plan, aligned to their problem of practice, to determine the efficacy of their intervention.
<b>O2. Equity Orientation</b>	O2.1 Identify issues of equity in their instructional practice	Candidates examine their instructional practice and classroom environment from various perspectives, with a focus on articulating the equity challenges that negatively impact subgroups of students.
	O2.2 Design a classroom-based intervention that	Candidates immerse themselves in the literature of the field in order to design and implement an intervention that addresses at least one of these underlying equity issues.

	addresses at least one underlying equity issue	
<b>O3. Integration into Practice</b>	O3.1 Integrate research into practice	Candidates design and execute an intervention, gather and analyze resultant data to assess the effectiveness of the intervention, and contribute to the knowledge base in this area.
	O3.2 Synthesize research to justify claims	Using APA format, candidates will cite and synthesize relevant research that will be used to both provide an enhanced understanding of their problem of practice and to design the intervention to remedy the underlying inequity.
<b>O4. Collaboration</b>	O4.1 Collaborate with cohort peers to inform and push their and others' learning	Candidates interact with colleagues in a cohort model, listening to and providing diverse perspectives with their classmates to continually refine, inform, and push their own learning.
	O4.2 Interrogate and challenge the applicability and relevance of research	Candidates engage in iterative cycles of feedback and revision with their cohort to inform and shape their understanding of the research, its application in practice, and its relevance to their problem of practice.  Candidates clearly articulate the learning from the application of research to their problem of practice and the resultant findings.

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

PLOs/Course	310*	320	Proposal**	330	325A/B	Final Action Research Capstone**
O1.1		I, P	A	P, M		A
O1.2		I, P	A	P, M		A
O1.3		I, P		P, M		A
O1.4		I		P, M		A
O2.1		I, P	A	M		A
O2.2		I, P		P, M		A
O3.1		I, P		P, M	P, M	A
O3.2		I, P		P, M		A
O4.1		I, P		P, M		A
O4.2		I, P		P, M		A

\* 310 is a yearlong residency course with advising around the Action Research capstone

\*\* The Proposal submission/hearing is the assessment for the 320 course, the Final Action Research capstone is the assessment for 330

# The Graduate Institute

## 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.

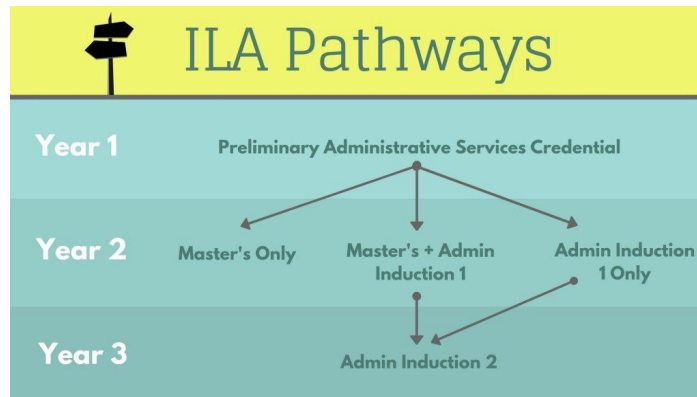
Through a combination of coursework, online learning, and one-on-one coaching, the program inspires and guides emerging leaders to develop a personal philosophy and approach, grounded in relationally building the capacity of others while building their own knowledge and skills as instructional leaders.

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 and coaching
- 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 develop a theory of action and solve 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 may 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 of Education in Instructional Leadership

The Master 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

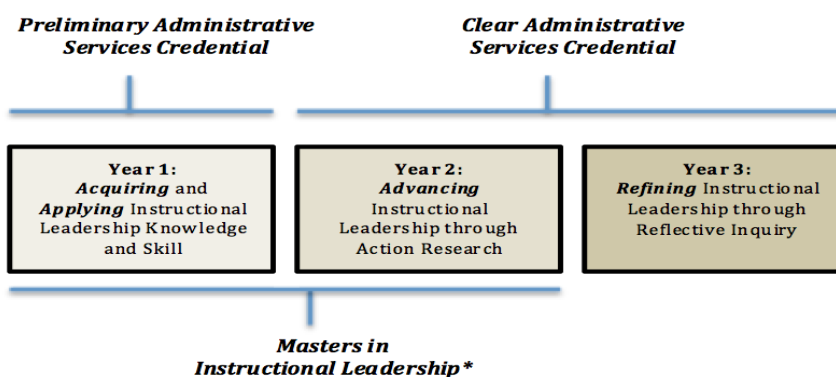
The Reach Instructional Leadership Academy Preliminary Administrative Services Credential program is a one-year, alternative school-leadership program for the preliminary certification of administrators. The program is designed to develop the candidate's knowledge, based on the California Administrator 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). Upon successful completion of program requirements, candidates will earn a Preliminary Administrative Services Credential (or a Certificate of Eligibility) as well as professional certificates in instructional coaching and facilitation respectively.

## **Clear Administrative Services Credential (Administrator Induction Program)**

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 who 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 course syllabi and faculty member(s).

#### **Reach Instructional Leadership Academy Year One Performance Assessments:**

Instructional Leadership Coaching Performance Assessment 1 (ILPA) and narrative reflection

Instructional Leadership Facilitation Assessment 1 (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 (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
<b>O1. Inquiry</b>	O1.1 Identify an equity-centered problem of instructional practice, analyze existing data for patterns/trends, apply specialized knowledge, and design interventions to address it.	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 and staff in improving instructional practice through equity-centered inquiry cycles.	<p>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.</p> <p>Use of the instructional coaching model assures that candidates are able to plan and conduct strong coaching sessions, analyzing data to support the teacher in analyzing their own practice, and support the teacher to reflect on implications for the next coaching cycle.</p>
<b>O2. Equity Orientation</b>	O2.1 Identify issues of equity	<p>Candidates can identify equity issues within their contexts and are aware of historical, social, structural, systemic, and political factors that impact education.</p> <p>Candidate cohorts develop definitions of equity leadership and reflect on their personal and professional impact as equity leaders.</p>
	O2.2: Examine equity through the lens of macro, micro and Self	<p>Learn impact at multiple levels: macro (societal), micro (school/classroom), and self (as leader).</p> <p>Candidates reflect to analyze consciousness and the ways in which equity impacts them personally, as an educator and in society. Reflect on questions such as: what are individual triggers and how triggers impact/influence our leadership, coaching, facilitation, and communication.</p>

	02.3 Examine issues of equity	<p>Candidates examine issues of equity at multiple levels: macro (societal), micro (school/classroom), and the self (as leader) to conduct a root cause analysis of the issues.</p> <p>Candidates use their understanding to examine their work contexts, including the people, the systems, the culture, and the student learning data to identify patterns of inequity.</p>
	02.4 Address issues of equity	<p>Candidates analyze inequities to design interventions that interrupt and address identified inequities.</p> <p>Candidates promote a sustainable learning climate and culture for both students and staff by reflecting on the student outcomes and community impact of their actions. Candidates draw conclusions, determine next steps, and gain insights into their equity-centered leadership practice.</p>
	02.5 Reflect on equity driven leadership	<p>Candidates promote a sustainable learning climate and culture for both students and staff by reflecting on the student outcomes and community impact of their actions.</p> <p>Candidates draw conclusions, determine next steps, and gain insights into their equity-centered leadership practice.</p>
<b>O3. Integration into Practice</b>	03.1 Implement the instructional coaching for equity model	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.
	03.2 Implement facilitation model	Candidates develop and facilitate effective leadership meetings and stakeholder engagement, characterized by identifying the issue, building a case, co-constructing analysis, getting input, and developing a shared understanding.

		Candidates develop co-facilitation skills within communities of practice.
	O3.3 Build and manage coherent systems	Candidates build and manage their own systems of work, as well as that of the community of practice they lead.
<b>O4. Collaboration</b>	O4.1 Collaborate with peers	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 engage in thoughtful discussion and feedback sessions with their colleagues in order to add new perspectives and gain resources to better solve various problems of practice.

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

PLOs/Co urse	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 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 1** (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 course syllabi and faculty member(s).

### **Reach Instructional Leadership Academy Year Two Assessments:**

Proposal Panel Presentation  
 Action Research Capstone  
 Leadership Showcase Capstone Presentation

### **Reach Instructional Leadership Academy Year Two Formative Assessment:**

Individualized Learning Plan

### **Reach Instructional Leadership Academy Action Research Year Program Learning Outcomes:**

Institutional Learning Outcomes (ILO)	Program Learning Outcomes (PLO)	Program Learning Outcome Description
<b>01. Inquiry</b>	01.1 Identify a problem of educational practice, and use data to substantiate its impact on teaching and learning	Using their workplaces as the focal site, candidates will identify an equity-centered problem of practice that is substantiated through the presentation and analysis of data.
	01.2 Synthesize research to provide context to the identified problem of practice	Employing and citing relevant literature from the field, candidates will connect theory to practice in an effort to explain and give context to their equity-centered problem of practice.

	01.3 Apply data as a means of justifying claims	Candidates will collect data on their problem of practice and use said data as a means of justifying their claims.
	01.4 Design a data collection plan and data tools that will determine the impact of their intervention	Candidates will design a data instrumentation plan, aligned to their problem of practice, to determine the efficacy of their intervention.
<b>02. Equity Orientation</b>	02.1 Identify issues of equity in their workplace	Candidates examine the landscape of their contexts from various perspectives, with a focus on articulating the equity challenges within the educational system they work in.
	02.2 Design an intervention that addresses at least one underlying equity issue	Candidates immerse themselves in the literature of the field in order to design and implement an intervention that addresses at least one of these underlying equity issues.
<b>03. Integration into Practice</b>	03.1 Integrate theory and practice through the active engagement in two levers of leadership: coaching and group learning	Candidates apply the skills of coaching and group learning through the one-on-one coaching of peers and the construction and implementation of a professional development learning arc (group learning).
	03.2 Integrate research into practice	Candidates design and execute an intervention, gather and analyze resultant data to assess the effectiveness of the intervention, and contribute to the knowledge base in this area.
	03.3 Synthesize research to justify claims	Using APA format, candidates will cite and synthesize relevant research that will be used to both provide an enhanced understanding of their problem of practice and to design the intervention to remedy the underlying inequity.
<b>04. Collaboration</b>	04.1 Collaborate with cohort peers to inform and push their and others' learning	Candidates interact with colleagues in a cohort model, listening to and providing diverse perspectives with their classmates to continually refine, inform, and push their own learning.
	04.2 Interrogate and challenge the applicability and relevance of research	Candidates engage in iterative cycles of feedback and revision with their cohort to inform and shape their understanding of the research, its application in practice, and its relevance to their problem of practice.

		Candidates clearly articulate the learning from the application of research to their problem of practice and the resultant findings.
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Key: I= Introduced, P= Practiced, M= Mastered, A= Assessed

PLOs/Course	510*	520	Proposal* *	530	540	Final Action Research Capstone**
O1.1		I, P	A	P, M		A
O1.2		I, P	A	P, M		A
O1.3		I, P		P, M		A
O1.4		I		P, M		A
O2.1		I, P	A	M	P	A
O2.2		I, P		P, M		A
O3.1					I, P, M, A	
O3.2		I, P		P, M	P	A
O3.3		I, P		P, M		A
O4.1		I, P		P, M	P	A
O4.2		I, P		P, M		A

\* 510 is a yearlong residency course with advising around the Action Research capstone

\*\* The Proposal submission /hearing is the assessment for the 520 course, the Final Action Research capstone 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 - Administrator Induction 2: Advanced Practicum in Educational Leadership Reach (4 units)

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

### Reach Instructional Leadership Academy: Administrator Induction Performance

#### Assessments:

Instructional Leadership Coaching Performance Assessment (ILPA Year 2)

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
01. Inquiry	O1.1 Integrate Inquiry/Action Researcher's Mindset into regular practice	Candidates integrate the Action Researcher's process (identify an equity-centered problem of practice, analyze existing qualitative and quantitative data, apply specialized knowledge grounded in research, and design intervention to address it).  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 and staff in improving instructional practice through equity-centered inquiry cycles.	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 data and supporting the teacher to analyze their own practice, and support the teacher to reflect on implications for the next coaching cycle.
02. Equity Orientation	O2.1 Identify issues of equity	Candidates can identify equity issues within their contexts and are aware of historical, social, structural, systemic, and political factors that impact education.

		Candidate cohorts develop definitions of equity leadership and reflect on their personal and professional impact as equity leaders.
	O2.2 Examine issues of equity	<p>Candidates examine issues of equity at multiple levels: macro (societal), micro (school/classroom), and the self (as leader) to conduct a root cause analysis of the issues.</p> <p>Candidates use their understanding to examine their work contexts, including the people, the systems, the culture, and the student learning data to identify patterns of inequity.</p>
	O2.3 Address issues of equity	<p>Candidates will use research and best practices to address issues of equity in their context, and implement strategies within their role as an instructional leader.</p> <p>Candidates develop a theory of action and design interventions that interrupt and address identified inequities.</p>
	O2.4 Reflect on equity driven leadership.	<p>Candidates promote a sustainable learning climate and culture for both students and staff by reflecting on the student outcomes and community impact of their actions.</p> <p>Candidates draw conclusions, determine next steps, and gain insights into their equity-centered leadership practice.</p>
<b>O3. Integration into Practice</b>	O3.1 Conduct effective instructional conferences	<p>Candidates will conduct effective instructional conferences that promote teacher analysis of their practice around a research-based model of effective instruction.</p> <p>Candidates will be able to assess teacher learning in the conference and address the emerging data within the conference.</p>
	O3.2 Facilitate effective professional learning and stakeholder engagement	Candidates can facilitate school level meetings that engage stakeholder groups in either building a case, analyzing data, or giving input into decision-making relative to the school vision.
	O3.3 Build and manage coherent systems	Candidates build, manage and monitor school-wide systems within their sphere of influence, aligning resources to the vision and goals. Candidates distribute leadership, create



		and monitor systems of accountability as appropriate.
<b>O4. Collaboration</b>	O4.1 Collaborate with colleagues	Candidates interact around the problems of practice (instructional and connecting instruction to organizational leadership/management), expand each other's knowledge, and offer divergent perspectives on problems of practice and Theories of Action.

### 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	

# The Graduate Institute Certificate Programs

## Coaching Certificate Program

The Coaching Certificate Program is open to experienced teachers, instructional coaches, and instructional leaders who are advancing their coaching skills.

Candidates for the 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).

## Facilitation 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 Facilitation 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).



# The Graduate Institute Course Descriptions

## Teaching Academy Courses

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

Introduction to Teaching Methods and Leadership prepares candidates for entry into the teaching profession. Throughout the course, candidates are introduced to a range of topics, including: a history of education in the United States and education reform; the purposes of education; theories about learning; general pedagogy including lesson planning, instruction, and assessment; developing a positive learning environment, classroom community, and culture; teaching literacy and subject-specific pedagogy; technology in education; human development; and differentiating instruction with a focus on meeting the needs of English Learners and students with special needs. Further, the course builds a foundation of culturally responsive teaching that will serve as a framework for learning throughout the entirety of the Intern Program. As part of their coursework, candidates examine their attitudes and biases, and consider how their life experiences and cultures might impact their teaching. Finally, candidates develop a philosophy of education and a portfolio of strategies for teaching for equity.

The course is asynchronous with the exception of two “summer intensive” sessions which take place in August. During these synchronous sessions, candidates gather for learning focused on equity and preparing for the first weeks of school.

This pre-service course introduces the professional standards for teaching (the California Teacher Performance Expectations, or “TPEs”) and begins to engage candidates in reflecting on their developing teaching practice in relation to the TPEs. Completion of Reach 210 meets the California standards for Intern Program Pre-service hours and results in Intern Credential eligibility if all other entrance requirements are met.

**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. Candidates also develop skills in instructional planning such as writing clear and appropriate objectives based on content standards; modeling, facilitating guided instruction, promoting equitable participation, and utilizing effective checks for understanding and questioning techniques. One-on-one field experience and onsite support and supervision are 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 focused on meeting the needs of ALL students. Great teaching includes using what we learn about students to help build positive relationships and inform our teaching practices. Reach 231 helps teachers go beyond “the tip of the iceberg” and develop a deeper understanding about the assets students bring with them into the classroom. Additionally, teachers learn more about English Language Learners and Students with Special Needs, and develop practices to ensure their classrooms are designed to help these students thrive. This course includes sessions on either Subject Specific Pedagogy or Content Area Literacy. One-on-one field experience and onsite support and supervision are integrated throughout the course.

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

Reach 241 is the Year 2 Fall semester course in which candidates learn about backwards planning or “backward design” and how to draft lessons and units of study “with the end in mind.” As candidates use this framework for planning, they also deepen their practice in formative assessment, uncovering student thinking, and in designing authentic performance tasks. Further, candidates develop a broader repertoire of strategies for analyzing student work, data-driven instruction, differentiated instruction, and providing students with effective feedback. Candidates also learn how to design self-assessments that their students can use to reflect on their progress toward achieving learning goals and to determine their next steps. Finally, the course introduces candidates to the CalTPA Cycle 2. One-on-one field experience and onsite support and supervision are integrated throughout the course.

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

Reach 251 solidifies the experiential learning cycle as a habit for continuous improvement. Candidates revisit various focus areas based upon their needs and interests, and engage in inquiry-based experiential learning cycles of their own design. Candidates also engage in a deeper study of how culturally responsive teaching can be leveraged to disrupt inequitable educational systems and promote equitable outcomes for all learners. This includes a framework for developing learning partnerships with students and empowering students with the habits and skills of independent learners. As part of the course, candidates learn about their schools’ socio-political context and explore the impacts of race, culture, class, gender, sexuality, and privilege on education. One-on-one field experience and onsite support and supervision are 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.

**Reach 261 - Synthesis of Learning: Cycle of Inquiry and the CalTPA Cycle 1 (1 unit)**

This Year 1 Spring semester course is designed to support teachers to integrate their learning as they engage in a structured teaching cycle (plan, teach and assess, reflect, and apply) for a content-specific lesson that they develop and teach at their school. Candidates use this instructional cycle to complete Cycle 1 of the CalTPA, the first section of California's teacher performance assessment. Passing the CalTPA Cycle 1 is a requirement for earning a preliminary teaching credential in California.

**Reach 262 - Capstone of Learning: Cycle of Inquiry and the CalTPA Cycle 2 (2 units)**

In this Year 2 Spring semester course, teachers engage in a structured teaching cycle (plan, teach and assess, reflect, and apply) that emphasizes assessment, analysis of student learning data, differentiated instruction, and instructional decision making. Candidates use this instructional cycle to complete Cycle 2 of the CalTPA, the final section of California's teacher performance assessment. Passing the CalTPA Cycle 2 is a requirement for earning a preliminary teaching credential in California.

**Reach 263 - CalTPA Preparation and Support (0 units)**

Optional coursework and synchronous course meetings support candidates to better understand the CalTPA cycles and to make continual progress as they work toward completing the CalTPA.

**Reach 271 - Healing Centered Engagement (2 units)**

This course focuses on helping candidates develop their capacity for applying Healing Centered Engagement (HCE) principles and strategies in their everyday teaching practice. In the course, candidates first deeply engage in learning and reflecting on the foundations of trauma and its impact on development, teaching, and learning. Candidates then explore the limitations of trauma-informed education and explore the significance of a shift toward Healing Centered Engagement (HCE) as a more holistic, collective, and strengths-based approach to the restoration of wellbeing. Topics covered in this course include motivation and resiliency, HCE principles, pathways toward HCE, and integrating leading research to develop a HCE plan. Candidates engage in coursework that facilitates understanding and application of HCE practices ranging from self-reflection and action, developing individual students' plans, and engaging in analysis and action planning at a broader school and/or community wide level.

**Reach 272 - Coding for Teachers (2 units)**

Coding for Teaching is an MAT program summer elective in Computer Science. It is designed to equip teachers with the ability to use computer science to solve problems of practice they experience in schools. Candidates engage in defining computational problems, communicating and collaborating around computing, and creating computational artifacts. Three modules are included: creating classroom tools with Scratch, mobile development with AppLab, and data and assessment with Python. In the final week, participants identify a problem of practice

and design a computational solution using a platform of their choice. No prior experience in Computer Science or computer programming is expected.

### **Reach 270-279 – Professional Growth and Interest-Based Electives (2 units each)**

During the summer between Years 1 and 2, or, at the conclusion of Year 2, candidates seeking their Master of Arts in Teaching degree will concurrently enroll in two (2-unit) elective courses. These courses are categorized into two groups, A and B. Group A courses integrate key Reach instructional practices such as the cycle of inquiry for equity, job-embedded practice, and application of best practices and academic research. To complement the electives in Group A and provide a well-rounded educational experience, electives in Group B are designed to be experiential in nature and cultivate teacher candidates' resilience.

### **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 eligible candidates.

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

The yearlong Advanced Practicum in Classroom Practice combines goal setting, reflection, 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 and individual goal setting. Candidates who are dually enrolled in the Master's and Teacher Induction programs will engage in individual goal setting relative to the CSTPs, and work with a coach for a minimum of 30 hours to increase skill in classroom practice. Master's only candidates will work with an advisor/faculty member in support of their Action Research Capstone.

### **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, and 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 in Teaching 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. This course offered through the Reach Teacher Induction Program is crafted for mentors new to the Reach Teacher Induction Program.

**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 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 in Instructional Leadership 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, 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. Candidates who are dually enrolled in the Master's and Administrator Induction programs will engage in individual goal setting relative to the CPSELs, and work with a coach for a minimum of 40 hours to increase leadership efficacy around those goals. Master's only candidates will work with an advisor/faculty member in support of their Action Research Capstone.

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 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 in Instructional Leadership program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

**Reach 610 – 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 620) 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 – 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.

# Coaching and Field Supervision

## Teaching Academy Programs

Candidates in the Intern Program are assigned both an onsite mentor and a field supervisor for the Intern Teacher Credential Program. In some cases, the field supervisor is also the assigned cohort faculty member. Coaches (field supervisors and onsite mentors) 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.

Candidates in the Induction Program and the Master of Education in Teaching & Induction Program are matched with mentors. Mentors are content-specialists who meet with candidates to develop and pursue an Individualized Learning Plan (ILP). The learning plan enables each candidate to tailor aspects of the program to their specific needs based on their strengths, areas of interest, and school setting. The ILP supports candidates with identifying their focal elements in which their inquiry for equity cycles will be conducted. Candidates continue to meet with their mentor regularly to discuss their progress on the ILP and deliverables required to be recommended for a Clear Teaching Credential upon completion.

## Instructional Leadership Academy

Master's and credential candidates in the Instructional Leadership Academy are assigned advisors and coaches, respectively. Advisors and coaches serve to support each candidate's scholarship either through the Action Research Capstone process, or through the attainment of an administrative services credential. Advisors are Master's program faculty who themselves are experienced researchers and practitioners. Coaches may either be full time program faculty or adjunct faculty with qualifying credentials and experience as required by the California Commission on Teacher Credentialing (CCTC), who possess an in-depth understanding of the program content, approach, and requirements.

Master's program advisors meet with candidates during class in one-on-one breakouts, in small groups, or at designated times outside of class to guide each candidate's understanding of the research process, and support candidates in completing their Action Research Capstone. Advisors facilitate candidates through the completion of the core components of the Action Research Capstone, which are informed by clearly articulated performance rubrics.

Advisors serve as content specialists and as a bridge between the theoretical application of the research process and the complexities of enacting research-based interventions and data collection processes within the respective school or district contexts they work within.

Credential 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 Program; candidates in the Administrator 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 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.

Reach Institute maintains an office in Oakland's historic Preservation Park. It includes the ability to lease additional meeting, conference, or event space as may be necessary for programs. Reach candidates use virtual environments in order to collaborate, reflect, and learn, including the Canvas (learning management system), and Zoom platforms. 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.

### *Library Resources*

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.

### **Candidate Services**

The academic needs of our candidates are met primarily through Reach faculty. Reach meets the non-academic needs of our candidates by providing a range of services. Candidates are able to request and access support in the following areas:

- Registrar/Bursar – Course Registration, Transcripts, Tuition and Fees
- Career Services – Credential Analysis Services
- Technology Support – Canvas Support (online learning management system) and SonisWeb Support (online Student Information System), Torsh Talent (online video recording and editing tool)
- Library Services – Access to articles and learning resources
- Counseling – Access by request to a Wellness Advisor for one-time or ongoing counseling services

Because Reach is small by design, the Dean of Graduate Programs, Associate Deans, the Candidate Services Department, and faculty dedicate substantial time to each candidate in the program by monitoring their progress through formal and informal means.

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 Graduate Institute provides counseling and advising opportunities for candidates with disabilities or access needs, ensuring their full inclusion into the Reach community, as well as supporting their successful academic and personal experience while at Reach.

The following steps must be completed to initiate special accommodations:

- 1) Candidates are encouraged to request accommodations as early in the academic year as possible by submitting a completed [\*Special Accommodation Request Form\*](#) (Section A) and applicable supporting documentation to the Candidate Services Department for review by the respective Reach administrator in collaboration with the Candidate Services Department and the relevant faculty members.
- 2) After review, candidates will be notified of the accommodations that Reach will provide in Section B of the *Special Accommodation Request Form*. A copy of the form will also be provided to relevant Reach faculty.
- 3) Candidates will be asked to sign and return the *Special Accommodation Request Form* (Section C) to the Candidate Services Department indicating if they are accepting or declining the accommodations.

## **Reasonable Accommodations**

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



# The Graduate Institute 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 Reach. 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 of Education, Master of Arts, 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 or Masters conferred)
- 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
- Two references
- 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 program 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.

### **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 they were 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 applicants will be charged tuition and fee rates of the current semester. Requests to delay admission should be submitted in writing to Candidate Services.

## **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, including but not limited to: Enrollment Agreement, Tuition Payment Agreement, and Candidate 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 will jeopardize a candidate's spot in the 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 candidates 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 director, registered candidates may be permitted to audit a class on a case by case basis. Candidates must secure the written approval of the supervising administrator and return the signed [Audit Request Form](#) to the Office of the Registrar ([registrar@reach.edu](mailto:registrar@reach.edu)) within 14 days from the date of the signed form. If granted the approval to audit a course by the program director, arrangements will be made 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.

## 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 CTC-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 Director. Reach accepts most credits and/or work from other CTC-accredited credential programs, however, the Graduate Institute at Reach does not hold an articulation or transfer agreement with any college or university.

For enrollment in Reach Graduate Institute credential programs, the applicant will indicate in the space provided on the application form that they are applying for the transfer of prior units and/or experience. Candidates may submit transcripts and course syllabi (or official course catalog descriptions) to Candidate Services for review. Any transfer credit must be approved by the Associate Director in consultation with 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.

### ***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 of Education program or Master of Arts in Teaching program.

In considering awarding transfer credit, Reach will consider such factors as the degree to which the course content or field of study has changed significantly in recent years.

Applicants may petition to transfer credit by completing and filing a Request for Graduate Transfer Credit form. All requests must be approved by August 1 of the candidate's first year in the Reach program.

### ***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 of Education degree programs. When applying to a Reach Master of Education degree 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 supervising Program Director.

### ***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 professor and approved by the Program Director 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 Reach. Candidates may have up to nine units of Specialized Study for Master of Education and Master of Arts 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 Graduate Institute at Reach is at the sole discretion of the 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 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 their 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 “Incomplete” 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. Equivalent to a 4.0 on the GPA scale.

*Met Expectations:* Performance of the candidate adequately met the requirements of the course and demonstrated the necessary application of course knowledge, skills, and habits. Equivalent to a 3.0 on the GPA scale.

*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). Equivalent to a 0.0 on the GPA scale.

*Incomplete:* 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. “Incomplete” 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 “Incomplete” 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 SonisWeb. 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 employing school, Reach may communicate with the candidate’s employer if the candidate’s continued enrollment or success in the program is in jeopardy.

### ***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. Candidates must request an extension via email to candidate services and pay their course extension fee online or by cashier's check by the course end date in order to receive the extension.

Master of Arts in Teaching (MAT) elective course extensions are available to candidates for a period of up to 2 weeks per course; course extension fees for MAT elective courses are \$100 per extension, for a maximum of two extensions per course.

Course extensions fees may be waived 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.

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 they believe 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 their 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 faculty 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). The candidate must file a grievance within 30 days from the end of the semester in which the candidate's concern occurred. The time limit may be extended by the Director of Academic Operations and Graduate Candidate Services, at their sole discretion, upon presentation of good cause.

### ***Reach's Master of Education Degrees Culminating Project***

Master of Education programs at Reach culminate in an action research project that demonstrates 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 director.

Reach's Master of Education projects have two steps:

*Proposal:* Candidates, working with their field coach and other appropriate faculty, develop a proposal for their MED 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 advisors and other appropriate faculty, develop a final, written MED Capstone. Upon approval of the advisor, the project is submitted to the second faculty member for approval. The Action Research Capstone is completed when two faculty members sign off.

Faculty members are responsible for upholding the academic standards of Reach. A faculty member's judgment regarding the readiness of an Action Research Capstone is not subject to review.

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

*Guidelines:* The advisor 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 Provost.

The faculty member instructing the course(s) associated with the MEd 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 is 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.

### **Satisfactory Academic Progress (SAP)**

Federal regulations mandate minimum standards of "satisfactory academic progress" for candidates receiving financial assistance. These requirements apply to the candidate's entire academic history, whether financial aid was received or not, and to all types of aid: grants, loans and work-study.

Satisfactory Academic Progress (SAP) is a necessary requirement for maintaining eligibility for federal financial aid. The standards for determining progress at Reach are composed of two separate measurements: a minimum GPA standard and pace rate standard.

#### ***Minimum GPA Standard***

Maintain a minimum cumulative GPA of 3.0 for candidates of the Graduate Institute. This does not include grades from incomplete courses, remedial courses, repeat courses, or transfer credits.

#### ***Pace Rate Standard***

Pass at least 66.7% (2/3rds) of your total attempted credit hours. This includes transfer credits. This is to ensure candidates are on track to graduate within 150% of the published program length.

If you take and pass the courses assigned to you with a Met Expectations average or higher, you will meet SAP requirements and maintain your eligibility for financial aid.

#### ***When SAP is reviewed***

SAP will be measured at the end of every Spring semester by collecting information about your GPA and number of credits completed. If you are found below either of the requirements above, you fail to meet SAP status and are no longer eligible for financial aid.

### ***Appealing SAP Status***

If you fail to meet SAP status, you are able to file an appeal due to an extenuating circumstance. Email the Office of Financial Aid for more information about the process.

Examples of extenuating circumstances for SAP appeal:

- Documented medical condition, serious illness or accident
- Documented learning disability
- Death of a family member or friend
- Domestic violence
- Documented change in conditions of employment
- Natural disasters

### ***Probation Status***

If your appeal is approved, you will be placed on probation status and on an academic plan for one semester. At the end of that semester, your SAP status is evaluated again. If you have met the SAP standards, you will be considered back in good standing for SAP. If you require more than one semester to regain SAP eligibility, your academic plan must extend for the amount of time needed to regain SAP. Once you meet the SAP standards for GPA and pace, you will regain eligibility for financial aid.

### ***Additional Notes***

Financial aid may not be disbursed to a candidate's account until SAP has been evaluated.

### ***Defining Attempted and Earned Credits and GPA Calculation***

- *Graded coursework:* Courses with grades of Exceeded Expectations or Met Expectations assigned count towards both attempted and earned course credits. These courses are averaged into the cumulative GPA.
- *Courses taken Pass/No Credit:* Courses taken with the P/NC option count as an attempted course. Courses that are passed count as an earned credit. These courses are not averaged into the cumulative GPA.
- *Courses with an evaluation of Did Not Meet Expectations:* Courses in which a candidate receives a Did Not Meet Expectations are included in attempted units. Did Not Meet Expectations evaluations do not earn credits. These courses are averaged into the cumulative GPA.
- *Remedial Courses:* Candidates must pass any remedial courses, though the grades will not be counted in the cumulative GPA for SAP purposes.
- *Repeat Courses:* If a course was failed and repeated, then the repeated course will count as an attempted and earned credit and the grade will be averaged into the cumulative GPA.

- *Transfer Credits:* All transfer credits that have been accepted towards the academic record will be counted as attempted and earned credits. Transfer credits will not be averaged into the cumulative GPA.
- *Incompletes:* An incomplete will be treated as a graded course once a letter grade is posted to the academic record. They will then be treated as both an attempted and earned credit. The grade will be averaged into the cumulative GPA.
- *Withdrawals:* Courses that a candidate withdraws from before the last day to withdraw are not counted as attempted or earned credits. These courses are not averaged into the cumulative GPA.
- *Maximum Time Frame:* To maintain SAP, you must complete your degree requirements within 150% of the published time frame of your program.
  - At the midpoint of the academic program, candidates must have a minimum GPA of 3.0 or have academic standing consistent with Reach's requirements for graduation.

## 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 TIP, 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 virtual, 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 University requires instructors to report attendance on the first and second meeting period of class. Candidates who fail to begin attendance by the second meeting period may be subject to administrative withdrawal due to non-attendance. Attendance reports will be pulled by the registrar within 72 hours of the second reporting date. Beyond the second meeting period of class, individual faculty reserve the right to continue attendance at their own discretion for the purposes of institutional reporting. Attendance may be taken voluntarily per faculty or syllabi guidelines.

The Teacher Induction program is exempt from the requirement to report attendance on the first and second meeting period.

## **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 candidate 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 30 days. 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 that extends beyond 30 days will be evaluated by the relevant program director and Candidate Services on an individual basis. An enrolled candidate who wishes to apply for a leave of absence effective for the term in which they are currently enrolled must submit the Leave of Absence Request Form to the program director and Candidate Services no later than 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 director, and Director of Academic Operations, and Candidate Services Associate. 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 California Commission on Teacher Credentialing for an extension and Reach is not responsible for the outcome of those appeals. Candidates who 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 or Withdraw**

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

***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.

Any notification of cancellation or withdrawal must be made in writing. Candidates must request and submit the *Notice of Cancellation* form directly to the Graduate Institute at Reach University via DocuSign or by mailing to the Reach Institute for School Leadership, 1221 Preservation Park Way, Suite 100, Oakland, CA 94612.

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

If a candidate is withdrawn, they 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 Teacher Induction 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 a Master of Education in Teaching or a Master of Arts in Teaching degree.

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, falls below the attendance requirement specified in the syllabus, 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 director. 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 they, after due notice, fail 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 of 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 directors, Provost, Director of Academic Operations, Candidate Services) may disqualify a candidate who, at any time during or after 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 them 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***

In the area of academics, protocol requires that candidate concerns or grievances about course content, grading, pedagogy, and the like, be taken up first with the instructor of the given course.

A candidate who experiences problems arising from conflicts with faculty, evaluation results, advancement, degree/credential requirements, policies, probation conditions, or disqualification should discuss them first with their candidate services associate. If a candidate wishes to review a problem or to appeal a decision, they should then consult with the supervising program director. Should questions arise beyond this point with respect to where or to whom a specific appeal should be directed, the program 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.

If the informal grievance is related to tuition payment or other financial concerns, please refer to the Fees, Expenses and Refunds section of this handbook.

### ***Formal Grievance Procedures***

Upon request made in writing to the Director of Academic Operations and Graduate Candidate Services, or should the supervising program director deem it necessary, a disciplinary/grievance committee will be assembled. Prior to assembling the committee, the Director of Academic Operations and Graduate Candidate Services 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 executive leadership at Reach and a Reach faculty member. 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.

The candidate must file a grievance within 30 days from the end of the semester in which the candidate's concern occurred. The time limit may be extended by the Director of Academic Operations and Graduate Candidate Services, at their sole discretion, upon presentation of good cause.

## 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 staff member discovers a violation of the Reach's policy of academic honesty and integrity, they are required to notify the program director and the Provost, the candidate(s) involved, and possibly the designated school site administrator. A course evaluation of "Did Not Meet Expectations" may be assigned or another penalty may be applied at the discretion of the coach or faculty member and the Provost. Additional sanctions are determined by the Provost. 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 Provost. The Provost 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 Provost, 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 Dean) and the candidate shall be present to provide an

explanation or defense. The Hearing Officer shall submit a written report to the Provost containing the findings, conclusions, and recommendations. Alternatively, a settlement agreement may be made with the Provost. The settlement agreement will specify the disciplinary sanctions, the length and terms of disciplinary probation or suspension, and the conditions the candidate is expected to meet in order to remain in good standing. The candidate is expected to meet all recommendations in order to remain in good standing (e.g., training or regular meetings with the Dean or other designated Reach personnel). All sanctions are reported to the coach or faculty member reporting the incident and the candidate'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.

### **Candidate Record Retention and Disposal Policy**

Reach will retain all candidate records for a period of seven (7) years following the candidate's completion or withdrawal from the program in which they were enrolled. Academic transcripts granted by Reach 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**

It is the policy of Reach University and its 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***

Reach University 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 candidate who believes that they have been discriminated against, should bring their concerns to the attention of appropriate Reach personnel consistent with the grievance procedures outlined in these policies.

### ***Consequences***

Reach University 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***

Retaliation (including intimidation, threats, coercion or discrimination) against an individual for raising an allegation of sexual harassment or discrimination is prohibited.

## **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. MAT elective course extensions are available to candidates for a period of up to 2 weeks per course; course extension fees for MAT elective courses are \$100 per extension, for a maximum of two extensions per course. 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 candidate has not accepted and paid for the recommendation by the time it expires, a Reach Candidate 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 Candidate 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 60 days will be placed on a financial hold and will not be allowed to continue on to the subsequent semester. 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.
- Utilize their Reach email address to access coursework, communicate with staff, and log into technology platforms that are used in the program.
- 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 in the *Students' Right to Cancel or Withdraw* section above) and receive a pro rata refund if candidates have completed 60 percent or less of the scheduled weeks in the current payment period 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 payment period, 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 their 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 has failed to attend class for a 14 day period.
- 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 payment period), multiplied by the number of weeks scheduled to attend, prior to withdrawal. If the candidate has completed more than 60% of the payment period, the tuition is considered earned and the candidate 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 candidate 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**

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

## Financial Aid Eligibility:

In order to remain eligible for financial aid, candidates must:

1. Complete the FAFSA and submit any required verification documents each year
2. Maintain Satisfactory Academic Progress (SAP) - see SAP section of this handbook.
3. Be enrolled at least half time
4. Be a U.S. citizen or an eligible non-citizen
5. Have a high school diploma or recognized equivalent

## Other Eligibility Requirements

*Class Attendance:* Candidates are expected to maintain regular attendance in their seminars.

*Selective Service:* Almost all male U.S. citizens and male immigrants, who are 18 through 25, are required to register with Selective Service.

## Ethical Research Practices

The Graduate Institute is committed to ethical practices in research, both among faculty and among candidates.

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 candidates 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:

- Candidates' curriculum-related written work, test scores, grades, artwork and other work samples produced by children
- Candidates' 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:

- Video recordings 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 classroom 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.



### Practice for **NON EXEMPT** Studies:

For research conducted by Reach Faculty and candidates 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 candidate's application of that project).

For Action Research Capstone projects (as opposed to regularly assigned applied practicums) candidates 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.

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

## **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 TIP, mentors are assigned based on the aforementioned criteria. Reach faculty are experienced and distinguished teachers and educational leaders who have a 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 productive faculty/coaching relationships.

It is the candidate's responsibility to initiate dialogue should they feel that their relationship with a given faculty member, coach, or mentor is inhibiting their 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/coaches/mentors 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 Directors 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 Directors
- Alternative coach if practical and available

The Program Director will consult with the Provost and coach to find team solutions.

### **Media Release**

The Graduate Institute 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 and MAT Program Policies

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

## Eligibility

Candidates must hold a position at a Reach partner school/district/organization in order to be eligible to obtain a District Intern Credential and participate in the Reach Intern Program. The position at the partner school, the Intern Credential (valid for two years), and the Preliminary Teaching Credential sought must all be in the same subject area(s). Candidates must be teaching at least 1.5 hours per day in their subject area to the same group of at least 7 students throughout the school year. All teaching candidates must be placed as the teacher on record in the second year of the program in which a District Intern 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 candidates 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 candidate 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 candidates qualify, to ensure the candidate may still occupy the teaching position.)

**A candidate may not begin Year 2 of the Reach Intern Program unless they have 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 Candidate Services Department. If full entrance requirements have not been met by the stated deadline, the candidate will be disqualified from the program and will be notified via email about the change in enrollment status. This may impact the candidate's employment status.

All candidates concurrently enrolled in the MAT degree program must be in good academic standing in the Intern Teaching Credential program. Provisionally enrolled candidates in the

MAT pathway may not proceed into Year 2 of the Intern Program until all admissions requirements have been met and the candidate has successfully been recommended for and obtained an Intern Teaching Credential. Candidates will however, be permitted to participate in the Summer MAT courses while completing outstanding admissions requirements.

## 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, candidates 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 below but may vary based on the school/district. The **189 hours of support/supervision**, 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: 24 hours engaged in 12 formal observations per year
- Partner/Employer: 120 hours of support/mentoring and supervision
- 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

## Early Completion Option (ECO)

The Graduate Institute 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 by passing CalTPA Cycles 1 and 2 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***

See Program Completion Requirements section above.

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

- Pass the **two CalTPA Cycles** *on the first attempt, and within one year of ECO qualification.* (Participants in the standard 2-year Reach Intern Program have up to three attempts.)
  - By enrolling in ECO, candidates waive traditional coursework, but will receive coaching from the program to prepare for the two cycles of the California Teaching Performance Assessment (CalTPA).
  - While the expectation is that participants already possess the background knowledge and skills necessary to pass the CalTPAs through successful qualification for the pathway, additional support will be provided to ECO candidates. In addition to coaching, ECO candidates are enrolled in Reach 260, a course that supports candidates to complete the CalTPA cycles.

If the ECO candidate does not pass either of the CalTPA Tasks on the first attempt, **they will no longer be eligible for the ECO pathway and will be subject to the full credentialing requirements.** The candidate may then have the option to complete the full 2-year course sequence of the standard Reach Intern Program (pending enrollment capacity), or the candidate 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 Program (TIP), candidates 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 TIP to earn a Clear Credential unless they otherwise qualify for the Induction ECO pathway. Please contact [induction@reach.edu](mailto:induction@reach.edu) for more information about Early Completion for TIP. Interns who complete the Early Completion Option of the Intern Program are not eligible for entry into the Master's in Teaching & Induction Program without first completing two years of TIP nor are they eligible for the Master of Arts in Teaching (MAT) degree.

## California Teaching Performance Assessment (CalTPA)

The CCTC has a state-sponsored teaching performance assessment called 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).

More information about the CalTPA can be found here: <http://www.ctcpa.nesinc.com/>

The 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 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 candidates, 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.

Per the CCTC/CalTPA Guidelines for Acceptable Support:

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

- Providing candidates with access to the CalTPA assessment preparation materials and other explanatory materials about the CalTPA and expectations for candidate performance on the assessment



- Explaining CalTPA instructional 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 CalTPA (e.g., assignments on the plan, teach and assess, reflect, and apply sequence; practice in informal assessment of student work or having students use educational technology)
- 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 CalTPA (e.g., getting to know students, incorporating student self-assessment, reflecting on video-recorded instruction)
- Providing candidates who are not successful on the CalTPA 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 resubmitting responses for scoring

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

- Referring candidates to the CalTPA Glossary and discussing definitions and clarifications of key terms as used in the assessment materials
- Reviewing examples of effective teaching (e.g., lesson plans, classroom observations, feedback to students) using CalTPA 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, professional writing about students, using knowledge of students to plan instruction, differentiating instruction)
- 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 TPEs as measured by the CalTPA cycles and rubrics
- Providing a schedule/timeline for completion of CalTPA
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions
- Co-planning an instructional segment with a cooperating teacher or peer, while ensuring that the evidence submitted for the CalTPA represents the original work of the candidate(s)
- Providing access to translations of instructional materials for submissions that include evidence in languages other than English and require translations
- Paraphrasing or answering candidate questions about the content of an instructional cycle, rubrics, directions (including templates), or support documents such as the CalTPA assessment materials



- Encouraging candidates to self-assess draft responses or video recordings against the CalTPA rubrics without providing direct edits to responses or specific answers to CalTPA prompts
- Answering common questions about the CalTPA in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalTPA 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 CalTPA
- Providing and discussing support documents such as these guidelines for acceptable support and the CalTPA Rules of Participation

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

- Providing a candidate with the content or answer in response to a CalTPA prompt or task (e.g., selecting for a candidate the focus students, analyzing student work, determining next steps for instruction for a group of students)
- Editing a candidate's response prior to submission
- Conjecturing on CalTPA performance requirements, expectations, or what is deemed as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalTPA
- 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
- Describing scenarios or hypothetical examples, or using submissions from other performance assessments to approximate CalTPA performance standards or "benchmarks"
- 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, they should seek guidance from their coach or another Reach faculty member.

The CalTPA must be submitted according to submission guidelines and directions communicated by CTC, Pearson, and course instructors. In order to be recommended for a Preliminary Teaching Credential, candidates must pass both cycles by the end of the program.

Candidates submit their CalTPA directly online to the CCTC through Pearson. The registration fee for the CalTPA is \$150 per cycle, for a total of \$300; this fee must be paid directly to Pearson 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 Remediation and Repeating Reach 261 or Reach 262**

Candidates must pass both CalTPA Cycle 1 and CalTPA Cycle 2 in order to be recommended for their Preliminary Teaching Credential. Reach will not recommend candidates for a Preliminary Teaching Credential until they have passed both cycles of the CalTPA.

Intern candidates in the two-year pathway receive CalTPA support and remediation from Spring Reach 261 and Reach 262 course faculty through the end of the Spring semester.

Candidates may submit a TPA cycle after the end of the Spring semester up until the scheduled Spring completion date that is listed on their enrollment paperwork; however, faculty are not available to provide support through the Summer. In addition, the CTC makes updates to CalTPA materials each Summer that can include changes to CalTPA elements such as the assessment guides, templates, rubrics, and passing scores. Therefore, candidates who wish to submit their CalTPA over the Summer are strongly encouraged to submit their CalTPA by the final submission deadline of the submission year. CalTPAs that are submitted after this date will be subject to any updates the CTC makes to the following year’s version of the CalTPA.

If a candidate earns a passing score on the submitted CalTPA cycle at any point between the end of the Spring semester and August 10th, the candidate should email candidate services (intern@reach.edu) with their CalTPA score report. Reach will make a grade change so that the candidate earns a grade of “pass” for the Spring Reach 261 or Reach 262 course. This means that if a candidate earns a grade of “pass” through a Summer grade change, they will not be enrolled in Reach 261 or Reach 262 in the following Fall semester. Candidates who do not submit or who do not pass the CalTPA by the start of the Fall semester must retake Reach 261 or Reach 262 each semester until they pass that cycle of the CalTPA.

For Year 1 candidates who failed Reach 261 (because they did not pass the CalTPA Cycle 1 before the start of the Year 2 Fall semester), and for Year 2 candidates who failed Reach 262 (because they did not pass the CalTPA Cycle 2 by the end of their Spring Year 2 semester), it will be required to re-enroll in the failed course the following Fall semester. Candidates will receive CalTPA remediation and support through the next semester’s Fall Reach 261 or Reach 262 course. Candidates who are re-enrolled in Reach 261 or Reach 262 after failing are responsible for paying tuition for that course.

In this way, all candidates who do not pass a CalTPA cycle will receive remediation support.

The cost to enroll in the Reach 261 or Reach 262 remediation course is \$250 per semester.

Per CTC guidelines, candidates have a maximum of three (3) attempts per CalTPA cycle. *Candidates who do not pass a CalTPA Cycle 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.*

### **ECO Intern Program CalTPA Submission Remediation Guidelines and Late Submission Fees**

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). These candidates may enroll in Reach’s Two-Year Intern Credential Program at the start of the next Fall semester.

ECO candidates must submit both cycles of the CalTPA by the internal Reach deadline(s) to avoid the \$100 late fee.

Per CTC guidelines, ECO candidates may choose to submit their CalTPA cycles at any point within one year of enrollment in the ECO program. However, candidates are *strongly* encouraged to abide by program submission deadlines. If a candidate cannot submit by a program submission deadline, the candidate is strongly encouraged to submit by the final CTC Program Year Submission Date; *the CTC may make changes to the CalTPA after the final program year submission deadline which can adversely affect an ECO candidate who intends to submit their CalTPA.*

### **Program Completion Requirements**

#### **Regular 2-Year Intern Program**

- Meet expectations on Clinical Field Assignments (all summative and formative assessments)
- Passing CalTPA scores on both cycles
- 90% attendance
- Final Score of Meets Expectations or higher at the end of each semester (210, 221, 231, 241, 251, 261, 262)
- 189 hours of required supervision completed, logged, and approved per year
- 600 hours of required clinical experience per year
- 24 formal observations total (12 per year)
- End of Year Survey completed
- Completed Individual Development Plan (IDP) Form

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 (\*RICA exam is for Multiple Subject candidates only).

#### **2 Year Intern Program + Master of Arts in Teaching (MAT) Degree Program**

- Successful completion of all 2-Year Intern Program as stated above
- Final Score of Meets Expectations or higher for two MAT Summer courses

Note: Concurrent enrollment in the Master of Arts in Teaching Degree program is available to 2-Year Intern Program candidates only. Early Completion Option candidates are not eligible.

### **Early Completion Option (ECO) Program**

- Pass the **two CalTPA Cycles** *on the first attempt, and within one year of ECO qualification.* (Participants in the standard 2-year Reach Intern Program have up to three attempts.)
- Final Score of Meets Expectations or higher at the end the 210 pre-service course (including the technology and English Learner coursework)
- 189 hours of required supervision completed, logged, and approved
- 12 formal observations
- 600 hours of required clinical experience
- Completed Individual Development Plan (IDP) Form

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 (\*RICA exam is for Multiple Subject candidates only).

## **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:*

- Demonstrate subject matter competence 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 candidate will need to monitor that they sufficiently alternate 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 will be required to teach in both subject areas prior to completion of the two-year program.

*Teacher Performance Assessments (CalTPAs) requirements:*

- The candidate must pass the CalTPA in both subject areas which requires the candidate to pay for and submit two separate submissions for each CalTPA cycle.

**Eligibility for Reach Teacher Induction Program (TIP) and Master of Education in Teaching & Induction (MinT) Program**

Interns who successfully complete the full 2-year Reach Intern Teacher Credential Program are eligible to apply for the 1-year Teacher Induction Early Completion Option (if continuing to be employed at a Reach partner school) or application for entry into the Master of Education in Teaching & Induction Program, if desired.

# Teaching Academy – Teacher Induction Program (TIP) Policies

*Note: The TIP 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 Subject, 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:

- Completed admissions materials
- Candidate eligibility assessment
- Attendance at a program orientation
- 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 recommendations 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 TIP-specific literature and Candidate Syllabus or Mentor 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 in the traditional program, 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 TIP Candidate Syllabus. 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.

The process for requesting an extension is as follows:

1. The candidate meets with their mentor & partner school induction liaison to discuss extenuating circumstances.
2. Complete a request for an extension/modification form and return to [induction@reach.edu](mailto:induction@reach.edu).
3. The Candidate Services Associate will inform the candidate if their extension has been approved by the program director.
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.

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 TIP for that semester. Upon the candidate's return in a subsequent semester, the Program Director will customize an Induction Plan for them to follow.



## Late Submissions

Late submissions or incomplete work will delay progress towards earning a Clear Teaching Credential. Unless an extension or modification is approved by the Program Director 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

TIP 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 of the year or the full 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 the candidate's responsibility to check their credential on the CCTC website for any potential renewal requirements. Candidates will not be recommended for a California Clear Teaching Credential until all renewal requirements have been met, even if all program requirements listed below have been met.

### Program Completion Requirements:

#### Regular Track (2 year program)

- Document a minimum of 30 hours per year (for a total of 60 hours to complete the program) of candidate/mentor meetings in the provided log on a weekly basis
- 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:
  - CSTP Co-Assessment & triad meeting
  - Context and Culture for Learning (Recommended for all candidates but only required for Year 1 and ECO Candidates)
  - Successful completion of Inquiry for Equity Action Research Cycles (3 over the course of 2 years)



### **Early Completion Option (ECO)**

- Document a minimum of 30 hours per year of candidate/mentor meetings in the provided log on a weekly basis
- 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:
  - CSTP Co-Assessment & triad meeting
  - 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 TIP**

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. TIP must identify and assign a mentor to each participating teacher within the first 30 days of the candidate's enrollment in the program or the candidate will not be eligible to participate that year. 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 TIP 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 California Clear Teaching Credential with an English Learner authorization. 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 TIP is confidentiality. While TIP 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 Reach/TIP 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 the candidate 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 TIP 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 TIP Program Director.

Upon receipt of a request for a new match, the Program Director 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 TIP Program Director 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 Teaching Credential Recommendation Process**

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

1. Reach submits a Clear Teaching 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 Teaching Credential.
4. If the candidate doesn't hear from the CCTC in a timely manner, they can check the status of their credential by logging in to the CCTC website:  
<http://www.ctc.ca.gov/credentials/online-services>

# Teaching Academy – Master of Education in Teaching & Induction Program Policies

*Note: The Master's in Teaching & Induction Program Policies below are in addition to, not in place of, the general Candidate Policies in the earlier section.*

## Eligibility

All candidates must be employed as the teacher of record for at least one academic course consistent with their Preliminary Teaching Credential, which allows them to lead and conduct an instructionally focused Action Research project. Candidates must also have successfully completed all requirements from their preliminary preparation program, including the TPA and/or RICA.

### ***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 Master's in Teaching & Induction Program and simultaneously pursue a California Clear Teaching Credential and a Master of Education in Teaching degree. Twenty-five units earned through the Reach Intern Program are counted toward the Master's degree. Candidates then complete the Master of Education in Teaching & Induction Program courses, an additional 14 units, resulting in a Master's degree with a total of 39 units.

### ***Preliminary Preparation through an Alternate Program***

Candidates who wish to pursue a Master of Education in Teaching degree alongside their Clear Teaching Credential, but who 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 Master of Education in Teaching & Induction 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 year of TIP 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 Master of Education in Teaching & Induction Program Director. 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 Teaching Credential program.

In the second year, candidates complete the standard sequence of courses for the Master of Education in Teaching & Induction 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 TIP, 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 Master's in Teaching & Induction Program in addition to a 3-unit Specialized Study course (see Specialized Study policy), developed by the Master's in Teaching & Induction Program Coordinator, resulting in a total of 30 units.

**Program Completion Requirements:**

For all Master's candidates:

- Submission of a completed and faculty approved Action Research Capstone
- Presentation of action research project at Leadership Showcase
- Completion of a minimum of 30 units total (at least 21 of which are Reach units)
- End of Year Survey
- All coursework submitted and successfully completed with a passing grade

For Master's candidates clearing their teaching credential, the following also apply:

- Completed Individualized Learning Plan, including CSTP co-assessment & triad meeting
- 30 hours of coaching as reflected in the completed Mentor Meeting Logs

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 who are unable to meet the outstanding program requirements by August 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.

## 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). 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 candidates, 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 resubmitting 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, they 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](#). 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; these fees 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.

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.

Candidates who do not submit and/or pass a CalAPA cycle by the end of the program will need to remain affiliated with Reach in order to continue to work on the CalAPA and therefore must re-enroll to receive remediation support from a faculty member before re-submitting the CalAPA. Candidates will be responsible for paying 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 cannot be recommended for the Preliminary Administrative Services Credential.**

## Completion of Credentials

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.

**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
- Submission of a completed Individual Development/Transition Plan (IDTP)
- 90% attendance

Note: Candidates will only be recommended for their PASC or CoE when all tuition and fees have been paid in full, the Individual Development/Transition Plan (IDTP) form has been signed, and the Reach End of Year survey has been completed.

**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 of Education in Instructional Leadership.

**Master of Education in Instructional Leadership Completion Requirements:**

- Submission of a completed and faculty approved Action Research Capstone
- Presentation of action research project at Leadership Showcase
- All coursework submitted and successfully completed with a passing grade
- Completion of 30 units total (at least 21 of which are Reach units)
- End of Year Survey

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

## 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 Graduate Institute at Reach University 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 grade of 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 Director.

Applicants may petition to transfer credit by completing and filing a [Transfer Request Form](#) with their Reach Candidate Services Associate and following the transfer process outlined above. In considering granting requests for transfer credits, the program director will review 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.

### 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 months 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 district letterhead, signed by the superintendent or designee

- Completed Individualized Learning Plan, including CPSEL-based goals, action plan, triad meeting, professional learning tied to ILP goals, progress monitoring and end of year reflection for each year of Induction
- CPSEL assessment
- 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, and the Reach End of Year survey is complete.

# The Graduate Institute at Reach Faculty

## **The Teaching Academy Faculty**

### **April Angeles, MA - Intern Program Faculty**

April taught middle and high school math and science at district, charter, and private schools in Oakland and San Francisco. She also taught English as a foreign language to international students in Hawaii and to high school students in Japan. She holds a B.A. in Peace and Conflict Studies: Culture and Identity from UC Berkeley and Single Subject credentials in Chemistry and Mathematics from Mills College. She conducted a field study on discourse in a diverse, urban high school math classroom as a culmination project for her M.A. in Math Education from San Francisco State University. Her paper, *Do Americans Eat Rice?* was accepted for presentation at the 2018 Korean Association for Multicultural Education in Seoul, Korea.

### **Elizabeth Baham, Ed.D - Provost and Graduate Dean**

Dr. Baham, Ed.D is the Reach University Provost, ALO, and the Dean of the Graduate Institute. She is responsible for oversight of University academic operations and program quality. Dr. Baham has experience as Adjunct faculty in the Doctoral Program in UC Berkeley's Graduate School of Education, and has served as supervising faculty member and advisor to candidates in the Reach Master's programs. Dr. Baham has presented at various academic conferences in the United States and in Canada, at WSCUC Academic Resource Conferences (ARC), and most recently has served as guest lecturer in the Stanford e-Japan program for the Stanford Program on International and Cross-Cultural Education (SPICE). Dr. Baham earned a Master's of Education from Stanford University and Doctorate in Educational Leadership from UC Berkeley. Her research interests include school reform, equity and the schooling of urban / remote located communities of children, and social justice practices in public school systems.

### **Christina Khoon, Ed.D - Intern Program Faculty and MAT Coordinator**

Christina is an alumna of Reach's Intern and Teacher Induction programs. Prior to becoming a faculty member, she taught elementary school in San Jose and ELA and social studies in Los Angeles. She also holds experience in instructional coaching and leading both grade level and content teams. She is pursuing her doctoral degree in educational leadership with a concentration on K-12 leadership in urban school settings from USC and is passionate about educational policy and preparing, recruiting, and retaining culturally responsive educators.

### **Alison Schwartzbaum, MA - Intern Program Director and Associate Dean**

Alison Schwartzbaum joined the Reach Institute in the summer of 2018 as a faculty member in the Intern Program. She currently serves as the Associate Dean and Director of the Intern Program.

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. 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, MA - Teacher Induction Program (TIP) Program Director, Associate Dean and Faculty Member**

Kana Wong is a current EdD candidate at the University of San Francisco, through the department of Organization and Leadership. She holds over 18 years of experience in education as a classroom teacher, instructional coach and Assistant Principal. She began her career in education through Teach for America, being placed in the Las Vegas Charter Corps. Most recently she spent the past four years as a faculty member in the intern department and is presently the Associate Dean and Director of the Teacher Induction Program. Outside of her work, she enjoys spending time with her family and traveling to Hawaii, Disneyland or Tahoe.

**The Instructional Leadership Academy Faculty**

**Carol Johnson-Williams, ABD - Instructional Leadership Academy (ILA) Director, Associate Dean and Faculty Member**

Carol Johnson Williams is faculty for the REACH Instructional Leadership Academy. Carol has extensive experience in literacy, coaching, and school leadership in public schools. She holds California administrative and PK-Adult teaching credentials; a Masters in educational leadership with emphasis in Social Justice and Equity; and is a Doctoral candidate in Educational Leadership at San Francisco State University..

**Pam VandeKamp, Ed.D - ILA Faculty Member, Master's of Education in Instructional Leadership Facilitator and Lead CASC Professor**

Dr. Pam VandeKamp has been a committed and equity driven educator for over 40 years, beginning in a small parochial school in East Oakland in 1980. Since then, she has fulfilled roles as a classroom teacher, literacy specialist, mentor, site principal and district office administrator in urban and suburban settings around the Bay Area. She earned a Master's (2009) and Doctorate (2015) in Educational Leadership from UC Berkeley. Her doctoral dissertation guided site leaders through the process of understanding lesson design in order to provide effective feedback to teachers. Most recently Dr. VandeKamp has served as a Reach coach for candidates clearing their administrative credentials, and has presented at the ACSA Leadership Summit in San Jose on the topic of Family Engagement. In 2019-2020 she served as

President of ACSA Region 6 and was named the ACSA Region 6 Central Office Administrator in 2021.

**Elizabeth Baham, Ed.D - Provost, Graduate Dean and Master's Program Supervising Faculty**

*See above*

For a list of current Graduate Institute faculty and staff with contact information, please visit our website at: <https://www.reach.edu/our-people>



# Appendix A: Standards for Teacher and School Leaders

## **Master of Education (Teaching) and Teacher Induction 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 of 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.*

*1A: Developing a Student-Centered Vision of Teaching and Learning*

*1B: Developing a Shared Vision and Community Commitment*

*1C: 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.*

*2A: Personal and Professional Learning*

*2B: Promoting Effective Curriculum, Instruction, and Assessment*

*2C: Supporting Teachers to Improve Practice*

*2D: Feedback on Instruction*

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

*3A: Operations and Resource Management*

*3B: Managing Organizational Systems and Human Resources*

*3C: School Climate*

*3D: Managing the School Budget and Personnel*

*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*

*4B: 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.*

*5A: Reflective Practice*

*5B: Ethical Decision-Making*

*5C: 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.*

*6A: Understanding and Communicating Policy*

*6B: Representing and Promoting the School*

*Source:*

*[https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1\\_2](https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1_2)*

## *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 Structure, Approach and Format

As many educational institutions continue to navigate the complexities of providing educational services during the COVID-19 pandemic, Reach has decided, with the support and approval of its respective accrediting agencies, WASC Senior College and University Commission (WSCUC) and the California Commission on Teacher Credentialing (CCTC), to continue offering its educational programs using a distance education format.

Our online course offerings, in both our credential and degree granting programs, will continue in a virtual environment. Your instructor will notify you of the exact Zoom link(s) to utilize to access synchronous courses at least two weeks in advance of the first class, as well as the expectations for synchronous and asynchronous participation and work completion.

As a result of fully embracing online learning, and in response to the Department of Education's regulations on distance learning and engagement, Reach University has adopted a Distance Learning and Academic Engagement Policy to which all instructors will adhere. Below, you will find Reach University's policy on distance learning and academic engagement.

### Distance Learning and Academic Engagement Policy

1. Instructors must design courses to promote academic engagement (as defined by Code of Federal Regulations 600.2). Instructors must design opportunities for academic engagement, for candidates to engage with course content and the instructor, in the following ways:
  - **Attending a synchronous class, lecture, recitation, or clinical field or activity, physically or online, where there is an opportunity for interaction between the instructor and candidates.** *Examples include:* synchronous whole group/cohort meetings or seminars where there are opportunities for both whole group and small group interactions amongst candidates as well as whole group, small group, and one-on-one time for candidates to meaningfully interact with instructors.
  - **Submitting an academic assignment.** *Examples include:* using platforms like Canvas and Torsh Talent to facilitate candidate assignment submission.
  - **Taking an assessment or an exam.** *Examples include:* embedding meaningful assessment into the course design and making assessments available to candidates either in a synchronous learning environment or asynchronously (e.g. making clinical field assignments available through Canvas), and incorporating both formative and summative assessments into course design to support candidate learning.
  - **Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction.** *Examples include:* synchronous seminars that are conducted online and the interactive learning activities that take place during seminars

(and facilitating whole and small group discussions, peer feedback, and direct instruction during seminar); providing videos of tutorials or webinars and pairing them with learning activities that support candidates to interact with or reflect on the material presented.

- **Participating in a study group, group project, or an online discussion that is assigned by the institution; or Interacting with an instructor about academic matters.**

*Examples include:* providing synchronous opportunities for collaboration and discussion during seminars, providing asynchronous discussion opportunities through the “discussions” function on the Canvas platform, and providing synchronous or asynchronous discussion or collaboration opportunities utilizing tech tools such as jamboard, google slides, and padlet. Instructors must also offer candidates opportunities to meet about academic matters during regularly scheduled office hours.

2. Instructors must engage in **regular and substantive faculty-initiated interaction** with candidates across all distance learning courses in accordance with the Code of Federal Regulations 600.2, which is defined as “engaging students in teaching, learning, and assessment, consistent with the content under discussion, and must include *a minimum of two (2) of the following:*

- **Providing direct instruction.** *Examples include:* providing direct instruction during synchronous seminars to introduce, review, or deepen understanding of course content. In some cases, instructors also record videos where they engage in direct instruction, and candidates must complete assignments that require them to watch the videos asynchronously.
- **Assessing or providing feedback on a student's coursework.** *Examples include:* utilizing Canvas to assess student learning and provide candidates with feedback on submitted assignments; using the Torsh Talent platform to provide feedback on the candidate's instructional practices via the submitted video recording of a candidate's teaching practice; providing live, in-the-moment verbal feedback to individual candidates or groups of candidates; assessing candidates in-the-moment and provide timely feedback during synchronous learning sessions; providing written feedback (e.g. through comments on Google Slides), or following up to give feedback via email or in a meeting that takes place after seminar; facilitating a group discussion regarding the content of a course or competency; and providing feedback on candidates' lesson plans (through Canvas) and on the video submission of their teaching practice in Torsh Talent.
- **Providing information or responding to questions about the content of a course or competency.** *Examples include:* providing information about course content both synchronously (during seminar or coaching meetings) and asynchronously (on Canvas). Often, candidates are given opportunities to preview content asynchronously and then clarify it live with their instructor. This allows candidates to list ‘noticings’ and ‘wonderings’, and the instructor may respond to the wonderings in their feedback on the assignment in Canvas. Each of these resources are then discussed during the first seminar where candidates have an opportunity to discuss their questions with peers



and to get clarity from their instructors.

- **Facilitating a group discussion regarding the content of a course or competency.**  
*Examples include:* facilitating group discussion regarding the content of courses and competencies that are developed in their courses both synchronously and asynchronously; allowing candidates to preview course syllabi and clinical field assignments asynchronously and then having the opportunity to discuss them with peers and to ask clarifying questions of instructors during synchronous seminars; instructors also create opportunities for asynchronous discussion of course content and competencies through discussion boards on Canvas.



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

Updated information on programs is available on the Reach website, <https://reachinstitute.reach.edu/>, including:

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

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 Master's in Teaching & Induction 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
  - 25-2059 Special Education Teachers, All Other

### **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
- 25-2059 Special Education Teachers, All Other

25-9030 Instructional Coordinators

- 25-9031 Instructional Coordinators

11-9030 Education and Childcare Administrators

- 11-9032 Education Administrators, Kindergarten through Secondary