REACH INSTITUTE
FOR SCHOOL LEADERSHIP

"Great Teaching is at the Heart of Every School"

STUDENT HANDBOOK AND COURSE CATALOG

2016/2017

Table of Contents

Welcome from the Executive Director

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

Reach formally began in 2006–2007 thanks to a grant from the Dean Witter Family Foundation. A design team was convened and given a simple but profound charge: reinvent teacher education. A group of 15 educators from San Jose, the East Bay, and Napa County dedicated hundreds of hours to design Reach and gain accreditation from the California Commission on Teacher Credentialing. In 2007–2008, Reach launched its Teacher Credential Programs with 25 teachers. The new credential programs and established leadership coaching program were combined to become the Reach Institute for School Leadership. Reach now serves more than 300 educators working in more than 65 schools across the region.

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

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

Sincerely,

Ben Sanders

Executive Director
Reach Institute for School Leadership

Overview of the Reach Institute for School Leadership

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

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

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

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

Institutional Goals
The work of the Reach Institute is focused on achieving three Institutional Goals:
Goal 1. Develop highly effective teachers & instructional leaders to serve the diverse needs of students in partner schools and districts.
Goal 2. Create an innovative graduate school that embeds rigorous, relevant, applied learning in the school contexts of teachers and leaders.
Goal 3. Provide the educational community with a model for teacher and leadership development for ensuring equitable access and performance for all students.

Reach Institute Master's Graduate Profile (Institutional Learning Outcomes, ILOs):
Reach graduates combine research and practice to take effective action in the service of educational equity. Toward this end, they are able to:
- **O1. Inquiry**: Identify problem of practice, gather information, develop and execute an action plan, analyze results, reflect on implications for future practice
- **O2. Equity Orientation**: Take action to address situational and systemic inequity in education
- **O3. Integration into Practice**: Apply that which they have learned and integrate it into their practice

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

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

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

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

Disclaimers:

Reach is a public nonprofit institution, that is approved to operate by the Bureau for Private Postsecondary Education. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov,
(888) 370-7589 or by fax (916) 263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.

All Reach Institute for School Leadership's 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

The Reach Institute for School Leadership has been recognized as a Candidate for Accreditation by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001. This status is a preliminary affiliation with the Commission awarded for a maximum period of five years. Candidacy is an indication that the institution is progressing toward Accreditation. Candidacy is not Accreditation and does not ensure eventual Accreditation. WASC granted Reach Candidacy status at their commission meeting that took place June 17th-20th, 2015.

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

Reach does not offer housing or dormitory facilities. A studio or one-bedroom room for rent in the area can be found on Craigslist starting at $1,200. Reach has no responsibility to find or assist a student in finding housing.

Reach Institute for School Leadership Programs

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

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

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

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

provided.

Reach Institute for School Leadership's Approach

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

1. Personalized Professional Development: Each candidate develops and implements an individualized Learning Plan with the help of peers, experienced leaders, and coaches. The plan is regularly referenced, reflected on, and updated based on evidence of the candidate's progress.

2. Job Embedded Coaching: While learning about individual school contexts, experienced coaches support the development of candidates' practice through questioning, instruction, collaboration, observation and feedback. Coaching occurs cyclically as a process of building awareness, taking action, analyzing results, and changing attitudes.

3. Integration of Knowledge and Practice: Reach candidates are supported to apply knowledge gained from research to continually develop skills while immediately impacting and improving their classroom, program, or organization in pursuit of equitable student outcomes. Course instruction is designed utilizing best practices in professional development and adult education.

4. Inquiry Mindset: The relevant and applied curriculum of Reach courses engages candidates in repeated cycles of inquiry. These cycles take a variety of forms, all of which contribute to the development of an action-research orientation that assists candidates in not only analyzing practice but in making and implementing evidence-based decisions to improve practice.

5. Reflective Communities of Practice: In order to build classroom and instructional leaders who are committed to and support one another's growth, candidates meet in cohorts and small inquiry groups and develop the habits of mind to look deeply at their own and each others practice, offering feedback and inquiries to help one another identify the obstacles and avenues to great work.

6. Evidence-Based Evaluation: Reach utilizes multiple summative, formative, quantitative, and qualitative measures of student learning, student engagement, teacher practice, leader practice, and school effectiveness as tools for continuous analysis and improvement.

Reach Institute for School Leadership Teaching Academy

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

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

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

Intern Teacher Credential Program
Degree/Credential Awarded: Preliminary Teaching Credential

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

Course Sequence:

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

Learning Outcomes:

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

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

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

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

Multiple subjects credential candidates

Moving Inquiry into Teaching Program

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

The Moving Inquiry Into Teaching 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 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)

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

		adequately addressed.
		O2.2 After examining the landscape of their contexts from various perspectives, and identifying issues of educational equity in their context, candidates immerse themselves in the literature of the field in order to design an intervention that addresses at least one of these underlying equity issues. Next candidates implement an intervention that addresses this underlying equity issue, using the research gained through the process of the literature review.
O3. **Integration into** **Practice**	O3.1 Integrate research into practice	O3.1 Candidates glean knowledge from extensive research reading and collaborative interactions with their colleagues. Candidates then apply this new knowledge into their daily practice and practical challenges. The integration of research and daily work is clear from the candidates' perspective and candidates can articulate the interplay between the two.
	O3.2 Refine instruction using research.	O3.2 Candidates will apply new knowledge gained from extensive research and interactions with their colleagues to refine their ability to deliver strong instruction. Classroom practice of each candidate clearly incorporates research and feedback from colleagues gained throughout the course.
O4. Collaboration	O4.1 Collaborate with colleagues	O4.1 Candidates interact with colleagues in a cohort model, listening to the diverse perspectives of their classmates and using the input from their colleagues to continually refine and reconsider their own work and learning. Candidates likewise engage in thoughtful discussion and feedback sessions with their colleagues in order to add new perspectives or offer resources to better solve various problems of practice.
	O4.2 Share research with colleagues	O4.2 Candidates can clearly articulate the learning from the application of research to their problem of practice and the resultant findings. Candidates continually make efforts to find avenues to share their findings with the larger educational community. Candidates may share their research with their school site, grade level or larger audience (published articles, conferences, etc.).
O5. Commitment	O5.1 Persist in educational field	O5.1 Upon finishing the Action Research year, Moving Inquiry Into Teaching graduates continue as classroom teachers in urban schools, or move into a role with greater instructional leadership influence. Candidates continue to support instructional improvement in urban educational contexts.

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

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

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

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

Induction Program

Degree/Credential Awarded: Clear Teaching Credential

The Induction Program improves schools by supporting novice teachers, who hold a valid Preliminary Teaching Credential, through personalized instructional coaching that emphasizes improvement and reflection on practice. This is a two-year induction program designed to move teachers' practices and habits of mind from competent to exceptional through collaborative analysis and inquiry. Completion of the program leads to a Professional Clear Teaching Credential.

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)

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

Reach Institute Instructional Leadership Academy

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

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

Graduates of the Instructional Leadership Academy are dynamic, thoughtful, flexible, compassionate people who believe in their capacity to inspire others to improve educational outcomes for historically underserved youth.
Toward this end, they are able to:
- Cultivate a shared model of effective instruction at their site and move instructional practice through instructional conferencing
- Structure and facilitate learning communities that are responsive to the needs of adult learners
- Apply an Action Researcher's/ Inquiry mindset to solving problems of practice

- Lead and inspire others to address the challenges of unequal access to education for historically underserved populations of learners

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 Preliminary Administrative Services Credential Program coursework, 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 in the Reach Action Research Library, and with candidates presenting their completed research to peers and faculty members. 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.

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 adapt to the candidate's unique needs and contexts and accelerate the acquisition of 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.

Clear Administrative Services Credential

The Clear Administrative Services Credential program is a two-year, alternative school-leadership induction program designed to support working school leaders in continuing to develop their practice. During the program, 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. Year Two of the Instructional Leadership Academy culminates with the publishing of an action research study in the Reach Action Research Library and with candidates presenting their research to peers and faculty. As a prerequisite, candidates are required to have a Preliminary Administrative Services Credential and to be serving in a designated administrative role.

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 (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)

Reach Instructional Leadership Academy Year One Performance Assessments:
Instructional Leadership Performance Assessment 1 (ILPA1) and narrative
Instructional Leadership Performance Assessment 2 (ILPA2) and narrative

Instructional Leadership Facilitation Assessment (ILFA) and narrative

Reach Instructional Leadership Academy Year One Program Learning Outcomes

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

| | | | perspectives or offer resources to better solve various problems of practice. |
| O5. Commitment | O5.1 Persist in instructional leadership roles | O5.1 ILA Year 1 graduates continue to work as instructional leaders in urban settings |

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

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

* 410 is the residency course that spans the year and includes the performance assessments

Clear Administrative Services Credential

The Clear Administrative Services Credential program is a two-year, alternative school-leadership induction program designed to support working school leaders in continuing to develop their practice. During the program, 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. The Year Two of the Instructional Leadership Academy series culminates with the publishing of an action research study in the Reach Action Research Library and with candidates presenting their research to peers and faculty. As a prerequisite, candidates are required to have a Preliminary Administrative Services Credential and to be serving in a designated administrative role.

The Reach Instructional Leadership Academy Year Two (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)

Reach Instructional Leadership Academy Year Two Assessments:
Action Research Project and Presentation at Leadership Showcase

Reach Instructional Leadership Academy Year Two Program Learning Outcomes

Institutional Outcome (ILO)	Program Learning Outcome (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 O1.1 Identify a problem of instructional practice, analyze existing data, apply specialized knowledge, and design intervention to address it.	O1.1 Candidates can collect and evaluate data from their existing environment to identify a significant challenge of practice in the educational field. They use these data to conduct and study the current research in the field, elucidating the research methods and historical knowledge about the identified challenge. Using knowledge gained from this process, candidates design and execute an appropriate intervention, gather and analyze resultant data to assess the effectiveness of the intervention, and contribute to the knowledge base in this area.
O2. Equity Orientation	O2.1 Identify and address issues of equity	O2.1 Candidates examine the landscape of their contexts from various perspectives, particularly with a strong focus on articulating the challenges relating to increasing equitable opportunities and outcomes in our educational system. Candidates can identify issues of equity in their context that they do not believe have been adequately addressed.
		O2.2 After examining the landscape of their contexts from various perspectives, and identifying issues of educational equity in their context, candidates immerse themselves in the literature of the field in order to design an intervention that addresses at least one of these underlying equity issues. Next candidates implement an intervention that addresses this underlying equity issue, using the research gained through the process of the literature review.
O3. Integration into Practice	O3.1 Integrate research into practice	O3.1 Candidates glean knowledge from extensive research reading and collaborative interactions with their colleagues. Candidates then apply this new knowledge into their daily practice and practical

		challenges. The integration of research and daily work is clear from the candidates' perspective and candidates can articulate the interplay between the two.
	O3.2 Refine implementation of instructional coaching model	O3.2 Candidates refine their implementation of the instructional coaching model. Candidates analyze their approaches in instructional coaching conversations and consider ways of enhancing teacher learning through these conversations, developing multiple approaches to support teacher knowledge and skill development.
O4. Collaboration	O4.1 Collaborate with colleagues	O4.1 Candidates interact with colleagues in a cohort model, listening to the diverse perspectives of their classmates and using the input from their colleagues to continually refine and reconsider their own work and learning. Candidates likewise engage in thoughtful discussion and feedback sessions with their colleagues in order to add new perspectives or offer resources to better solve various problems of practice.
	O4.2 Share research with colleagues	O4.2 Candidates can clearly articulate the learning from the application of research to their problem of practice and the resultant findings. Candidates continually make efforts to find avenues to share their findings with the larger educational community. Candidates may share their research with their school site, grade level or larger audience (published articles, conferences, etc.).
O5. Commitment	O5. Persist in instructional leadership roles	O5.1 Upon finishing the Action Research year, candidates in the third year of the Instructional Leadership Academy have either moved into a site administrator role or a role with greater instructional leadership influence. Candidates continue to support instructional improvement in urban educational contexts.

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

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

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

* 510 is a yearlong residency course with coaching around the Action Research project
** the Proposal is the assessment for the 520 course, the Final Action Research project is the assessment for 530

The Reach Instructional Leadership Academy Year Three series is for candidates seeking to complete their California Clear Administrative Services Credential after completing the Reach Master of Education in Year 2. Year 2 and this coursework fulfills the state requirement for receiving Induction support as a working administrator in the first two years as an administrator.. Courses give working school leaders opportunities to engage in formative assessment, problem solving, and to gain deeper knowledge and skills in critical issues of school leadership relative to the three key organizational functions of leaders: compass-setting, human development, and organizational development.

Reach 514 – Leadership Networking (1 unit)
Reach 516 – Advanced Practicum in Educational Leadership (1 unit)

Reach Instructional Leadership Academy Year Three Performance Assessments:
Instructional Leadership Performance Assessment 3 (ILPA3)

Reach Instructional Leadership Academy Year Three Program Learning Outcomes

Institutional Outcome (ILO)	Program Learning Outcome (PLO)	Program Learning Outcome Description
O1. Inquiry	O1.1 Integrate Inquiry/ Action Researcher's Mindset into regular practice.	O1.1 Candidates integrate the Action Researcher's process (identify problem of practice, analyze existing data, apply specialized knowledge, and design intervention to address it).
O2. Equity Orientation	O2.1 Address issues of equity	O2.1 Candidates will identify issues of equity in their context, and implement strategies to address issues of equity when they arise in their role as an instructional leader.
O3. Integration into Practice	O3.1 Conduct effective instructional conferences	O3.1 Candidates will conduct effective instructional conferences that promote teacher analysis of their practice around a research-based model of effective instruction. Candidates will be able to assess teacher learning in the conference and address the emerging data within the conference.
	O3.2 Facilitate effective professional	O3.2 Candidates develop communities of practice at their

	learning and leadership meetings.	school sites and facilitate effective professional learning and leadership meetings, characterized by co-construction of a common vision of effective instruction.
04. Collaboration	O4.1 Collaborate with colleagues	O4.1 Candidates interact around the problems of practice (instructional and connecting instruction to management) and expand each other's knowledge and to offer divergent perspectives on problems of practice.
05. Commitment	O5.1 Persist in instructional leadership roles	O5.1 ILA Year 3 graduates are either in a site administrator role or are in a position with greater instructional leadership influence

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

PLOs/Course	514	516*	ILPA-3
O1.1	I, P, M	P	
O2.1	I, P	P, M	
O3.1	I, P, M	P	A
O3.2	I,	P, M, A	
O4.1	I, P, M	P	

* 516 is the year-long residency course

Reach Institute Certificate Programs

Coaching Certificate Program

Reach offers a coach development pathway that is inspired by the highly regarded Santa Cruz New Teacher Center model. The Coaching Certificate Program is open to veteran teachers who are advancing to leadership roles. Teacher leaders who support new teachers' advancement toward attainment of their teaching credentials 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 as effective instructors. Reach certifies coaches who complete both 420 and 440, complete a coaching and observation cycle with Reach faculty and who pass the Reach Coaching Performance Assessments , the Instructional Leadership Performance Assessment (ILPA).

Instructional Facilitator Certificate Program

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

New Leaders for New Schools Administrative Services Credentialing Pathway

This alternative school leadership pathway is for New Leaders Residents to meet the Reach administrative services credential requirements. In a partnership with the Bay Area branch of the national New Leaders for New Schools program, New Leader Residents enrolled in Reach earn the California Administrative Services Credential. This program is restricted to New Leaders Residents. For information about applying to the New Leaders program, go to www.newleaders.org.

Reach Institute Course Descriptions

Reach 210 – Introduction to Teaching Methods and Leadership (3 units)
Introduction to Teaching Methods and Leadership prepares teachers for entry into the teaching profession. This summer pre-service course introduces professional standards for teaching (the California Teacher Performance Expectations and Standards for the Teaching Profession) and the experiential learning cycle (Plan-Teach-Analyze-Reflect, or PTAR) as cornerstones of the program. Teachers are introduced to a range of topics, including equity in education, students and families, healthy youth development, subject-specific pedagogy, literacy, supporting English learners and students with special needs, technology in education, classroom management and community, and instructional planning.

Reach 221 – Establishing Foundations for Teaching and Learning (5 units)
This Year 1 fall semester course helps candidates build foundational knowledge and skills for teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Teachers participate in multiple experiential learning cycles on developing a classroom community vision and a behavior management plan, teaching routines and procedures, communicating clear directions and expectations, and utilizing positive behavior supports. Teachers learn to develop aligned 5-part lesson plans with clear and appropriate objectives, strong modeling, gradual release of responsibility, and effective checks for understanding (including best practices for effective questioning techniques and equitable participation). This course also further develops multiple subject candidates' knowledge and skills around early literacy instruction.

Reach 231 – Knowing About Students and Planning for Their Learning (5 units)
Great teachers support students to meet high expectations by responding to their identities, strengths, and needs. This Y1 spring semester course focuses on the importance of learning about students and the funds of knowledge they bring to the classroom, and using this data to design and implement instruction that supports equitable outcomes for students. Experiential learning cycles focus on gathering information about students, designing instructional plans that are responsive to that information, implementing key subject-specific pedagogical practices, supporting healthy youth development, building and using positive relationships with students to support their learning, improving students' literacy skills (including vocabulary instruction & reading comprehension) , and supporting English language learners and students with special needs. Teachers must complete and pass the California Teacher Performance Assessment (CalTPA) Designing Instruction Task.

Reach 241 – Assessing Learning and Supporting Equitable Outcomes (5 units)
In the fall semester of Year 2, Reach 241 builds upon basic teaching skills gained in the first year with a focus on assessment and instruction to support equitable student learning outcomes. Teachers engage in experiential learning cycles focused on unit planning (using Wiggins and McTighe's Understanding by Design approach), formative assessment practices, differentiation strategies for diverse learners (including

English learners and students with special needs), and writing to learn. Candidates learn to analyze student work to determine student mastery of learning objectives, uncover student understanding and misunderstandings, analyze class data, and determine next steps for instruction. Teachers also learn how to better use technology to support instruction, student learning, and their own development as well as further develop their subject-specific pedagogical knowledge and skills. Teachers must complete and pass the California Teacher Performance Assessment (CalTPA) Assessing Learning Task.

Reach 251 – Developing as a Professional Educator (5 units)
This final semester course aims to solidify the experiential learning cycle as a habit for continuous improvement within teachers' practices and provide teachers with opportunities to explore issues of equity in education at large. Teachers improve their unit planning skills to further promote student understanding, including the design of authentic performance assessments, as well as explore and apply the principles of culturally responsive teaching. Teachers also revisit various focus areas based upon their needs and interests, and engage in experiential learning cycles of their own design. Teachers must complete and pass the California Teacher Performance Assessment (CalTPA) Subject-Specific Pedagogy and Culminating Teaching Experience Tasks.

Reach 290 – Specialized Study (variable units)
Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Intern Program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

Reach 310 – Advanced Practicum in Classroom Practice (4 units)
The yearlong Advanced Practicum in Classroom Practice combines goal setting, reflection, one-on-one coaching, and group collaboration organized around the idea that teachers are the critical catalyst for instructional improvement and student achievement. Reach 310 is taken concurrently with the Reach Instructional Leadership sequence (the 300 series) and includes examining research on best practices, individual goal setting, and working with a coach to increase skill in classroom practice.

Reach 320 – Evidence-Based Classroom Initiatives (3 units)
Evidence-Based Classroom Initiatives deepens teachers' thinking about the core domains of instructional practice introduced in the 200 series. Reach 320 requires teachers to use those concepts to identify and understand challenges of classroom practice, research the literature on these challenges, develop theories of action for addressing those challenges. This course works to develop the candidate's "action researcher's mindset" as a tool for effective school leadership.

Reach 325 (A-B) – Inquiry into Pedagogy (2 units each)
Inquiry into Pedagogy helps teachers improve their instructional practice beyond the content in the 200 series. Teachers work with coaches to self-assess and choose areas of their practice to investigate through

continuous cycles of inquiry. Teachers gather evidence of their work with their coaches and present work in a portfolio twice per year. *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 coaches to self-assess their ability to ensure universal access to the curriculum in their teaching and choose areas of their practice to investigate through continuous cycles of inquiry. Teachers gather evidence of their work with their coaches and present work in a portfolio twice per year. *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 of Education program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

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 context and goals. The residency includes working with a coach to establish a learning plan, take action toward goals, and review progress. The California Administrator Performance Expectations (CAPEs) will be the guiding standards framework.

Reach 420 – Instructional Coaching (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.

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.

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.

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 the program coherence and alignment at their own school site, and design initiatives for improving their school.

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.

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 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 of Education program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

New Leaders Residency Pathway to Preliminary Administrative Service
Note: Reach NL412a and NL414a are open only to New Leader Residents.

The New Leaders Residency program teaches candidates to create successful schools by fostering the conditions that drive promising results for students. New Leaders collaborates with partner school systems to place residents in administrative positions in school settings so they can learn while on the job. This series is designed in partnership with New Leaders as a pathway that encompasses all the components of the Reach Instructional Leadership Academy, including seminars, coaching, and an intensive administrative residency. Through New Leaders coursework, candidates arrive at the same essential learning through an alternate structure. Completion of NL412a and NL414a is equivalent to the Reach ILA Year 1 Administrative Credential Program, and culminates in a Preliminary Administrative Services Credential.

Reach NL412a – Emerging Leaders (4 units)
Through site-based practicum, fieldwork, and performance assessments, the Emerging Leaders cohort explores problems of practice. Topics include supervision and evaluation, leading professional development, engaging school communities, and legal and other issues that affect school leadership.

Reach NL414a – Launching into Leadership (10 units)
Assigned to a school leadership position, Residents engage in a sequence of coursework that integrates seminars and practicum with an emphasis on developing conceptual frameworks and understanding through relevant and applied skills. Seminars carefully and cyclically introduce knowledge, ask leaders to plan leadership activities, execute leadership activities on the job, and collect evidence. Candidates reflect on the evidence and incorporate learning into the next iteration of knowledge and skills development.

Reach 510 – Advanced Practicum in Educational Leadership (6 units)
The yearlong Advanced Practicum in Educational Leadership combines goal setting, reflection, one-on-one coaching, and group collaboration organized around the idea that school leaders are a critical catalyst for school and instructional improvement. Reach 510 is taken concurrently with the Reach Instructional

Leadership sequence (500 series) and includes examining research on teacher and instructional leadership, individual goal setting, and working with a coach to increase leadership efficacy.

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 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 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 514 – Leadership Networking (1 unit)
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.

Reach 516 – Advanced Practicum in Educational Leadership (1 unit)

The Advanced Practicum of Educational Leadership is taken concurrent with the Reach Instructional Leadership Year 3 sequence (Reach 514) and includes working with a coach to examine practices in the areas of instructional coaching and evaluation, aligning budget and resources to instructional improvement.

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 of Education program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

New Leaders Residency Pathway to Clear Administrative Service
Note: Reach NL541 and NL543 are open only to New Leader Residents.

The New Leaders Residency program is for candidates to learn to create successful schools by fostering the conditions that drive promising results for students. New Leaders collaborates with partner school systems to place residents in administrative positions in school settings so they can learn while on the job. This series is designed in a partnership with New Leaders as a pathway that encompasses all the components of the Reach Instructional Leadership Academy and is action-research based. Through New Leaders coursework, candidates arrive at the same essential learning through an alternate structure. Completion of NL541 and NL543 is equivalent to the Reach ILA Year 2 Administrative Credential Program and leads to a Clear Administrative Services Credential.

Reach NL541 – Advanced Practicum in Educational Leadership (5 units)
The yearlong Residency/Advanced Practicum in Educational Leadership is the core experience of the Reach/New Leaders Clear ASC program and provides one-on-one coaching, individualized professional development, induction, and evaluation, a platform for connecting individual goals to seminar topics, and a connection to formative and summative assessments across the program.

Reach NL543 – Evidence Based Leadership Initiatives (6 units)
The yearlong Leadership Initiatives actions are built on the supposition that school leaders are important drivers of improvement in schools. Each Resident will identify a problem or challenge of leadership practice in their own context, research that challenge, design an intervention, collect data, analyze data, and ultimately address the challenge and learn about themselves and their leadership practice.

Coaching and Field Supervision

Teaching Academy Programs

Master and credential candidates in the Teacher Academy are assigned coaches who serve as each candidate's field supervisor. In most cases, the field supervisor is also the assigned cohort course instructor. As part of the program, candidates meet with their coach to develop an Individualized Learning Plan (ILP). The learning plan enables each candidate to tailor aspects of the program to their specific needs based on her/his strengths, areas of interest, and school setting. Candidates continue to meet with their coach monthly (at a minimum) to discuss their progress on the ILP and on the work products required for graduation.

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

Instructional Leadership Academy

Master and credential candidates in the Instructional Leadership Academy are assigned coaches who serve as each candidate's field supervisor. Coaches are program faculty who have an in- depth understanding of the program content, approach, and requirements.

Coaches serve as content specialists and as a bridge between the theory candidates are exploring in their coursework and the skills they are developing in their practicum experiences. Candidates work alongside their coaches 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 course requirements.

Learning Facilities and Resources

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

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

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

Candidate Services

Due to the small and personalized nature of Reach programs, Reach does not have a range of student affairs offices that handle a variety of candidates' needs as a traditional university might. Instead, we meet the academic and non-academic needs of our candidates through two means: the individual attention of either the Program Coordinator or the Reach Associate Director, or through each program's structured coaching/field supervision components. Because the size of Reach is small by design, the Program Coordinators, the Reach Associate Director, and field coach dedicate substantial time to each candidate in the program by monitoring their progress through formal and informal means.

Should a candidate have needs or concerns of a more personal nature (counseling, substance abuse, etc.), Reach can refer candidates to appropriate external agencies. Reach also has a candidate grievance policy through which candidates may formally voice any issues that may arise.

Reach Institute for School Leadership Candidate Policies

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

Admissions Policies

Admissions Process

Interested applicants must submit a completed application with required supporting documentation for the desired program on or before the stated priority deadline. The application is updated and posted to the Reach website annually to provide current detailed information. Applicants may also request informational materials and applications by phone or e-mail.

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.

Incomplete applications may be considered. However, the missing information may negatively impact assessment of the candidate based on the admissions criteria. All application materials must be received prior to enrollment. Provisional enrollment may be granted pending special circumstances with prior approval from the Reach Program Coordinator.

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 and/or Credential Programs

- Application
- Prerequisites as outlined on the Reach website and in the application packet
- Written candidate introduction
- Official transcripts (with Bachelor of Arts/Bachelor of Science posted)
- Proof of prerequisite credential(s), when applicable
- Two confidential references (one must be from the candidate's current employer)
- Program fees as outlined on the Reach website and in the application packet

Certificate Programs

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

Individual Seminars

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

Admissions to most Reach programs are selective. Reach strongly considers all candidates who apply and seeks candidates from diverse cultural, linguistic, and academic backgrounds, as well as those that come from a variety of work experiences. Candidates admitted into Reach programs demonstrate strong potential for professional success in schools, academic and work-related achievement, and a commitment to inquiry. Candidates' applications are reviewed and are selected for respective programs based on a combination of the following factors:

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

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

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

For enrollment in Reach credential programs, the applicant will indicate in the space provided on the application form that s/he is applying for the transfer of prior units and/or experience. Candidates may submit transcripts and course syllabi (or official course catalog descriptions) to the Associate Director 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.

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

Applicants may petition to transfer credit by completing and filing a Request for Graduate Transfer Credit form, sent to the Reach Associate Director, who consults with the Program Coordinator for the applicable program in order to award or deny the transfer request. All requests must be approved by the Program Coordinator 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 program. When applying to a Reach Master of Education program, the candidate may request a review of prior experience and equivalency may be recommended for Reach courses, and/or assignments, and/or particular topics based on the analysis of the Program Coordinator.

Specialized Study

Candidates who complete modified versions of Reach courses, either due to transferred coursework or prior experiences that meet part but not all of a course requirement, will participate in individualized courses of Specialized Study. Specialized Study courses must be developed by a supervising faculty member and approved by the Program Coordinator prior to commencing. Specialized Study courses may include participation in elements of existing Reach courses, independent study, one-on-one instruction, specially-designed practicum experiences, or other learning experiences and assessments that ensure candidates obtain the required elements necessary for earning a credential or degree. Approved courses of Specialized Study are outlined in writing to the candidate, and a copy kept on file with the Associate Director. Candidates may have up to nine units of Specialized Study for Master of Education programs.

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

Definition of Semester Unit

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

Class Time - Time spent attending in-person seminar meetings
Homework - Assigned readings and online discussions
Applied Practica - Residency hours, applied assignments, participation in coaching and formative assessment, peer collaboration, and performance assessments

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

Grading, Assessment and Evaluations

Course Evaluations

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

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

Candidates are awarded either "Exceeded Expectations," "Met Expectations," "Did Not Meet Expectations," or "In Progress" for each course. Teachers must receive either a "Met" or "Exceeded" in order to receive course credit.

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

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

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

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

Failure to make sufficient progress can lead to disqualification and revocation of credentials in progress. See grievance procedures for information regarding appeal of a disqualification decision.

Teachers who wish to receive a reference or recommendation from Reach or Reach faculty will have their transcripts reviewed by Reach and the substance of the reference will be determined, in part, by the extent to which the candidate met or exceeded course expectations.

Evaluation Reporting

Transcripts and/or progress reports are sent to candidates at regular intervals (typically after each term). In circumstances where Reach partner schools contribute a portion of candidates' tuition, when candidate credentials are a condition of employment, or candidate progress has other implications for the school, Reach may send a copy of candidates' transcripts and/or progress reports to employing schools.

Performance Assessments

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

Reach's Master Degree Culminating Project

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

Reach's master's projects have two steps:

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

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

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

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

Guidelines: The field coach is primarily responsible for providing formative feedback and advising on the development of the proposal and final product. It is expected that several drafts will be necessary prior to being submitted to the full committee for review.

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

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

Candidates should be informed of the members of their committee as early as possible in the process.

Grade Changes
Except in cases of disqualification, course evaluations can be revised based on submission of additional evidence as determined by the course instructor (see Disqualification for further information). Evaluations of "Did Not Meet Expectations" or "In Progress" must be addressed in order for the candidate to continue in the program (see Academic Probation Policy) on the teacher's own time, based on the course requirements, and their work will be reevaluated by the instructor.

As a result of the extra work incurred by the Reach faculty and staff, a $220 fee is required when changing any/each course evaluation other than "In Progress" evaluations.

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

Graduation/Completion Requirements

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

- Satisfying all admissions 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 90% attendance/participation in all Reach cohort meetings, seminars, and coaching sessions.
- Participating in a coaching relationship by meeting regularly with a Reach coach as required by the program (meetings may be in person, observations, electronic, or telephonic, as determined together with the coach). Each meeting must generate some evidence in the form of notes or formative assessment materials.

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

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

Leaves of Absence
Under certain circumstances, candidates may take a leave of absence. Requests for a leave of absence will be evaluated by the relevant faculty and the program coordinator on an individual basis. Good cause for a leave of absence could include:

- Being unable to complete requirements because of personal health challenges (including pregnancy) or the health challenges of a family or household member.
- Having employment terminated by a Reach partner school due to layoffs and the candidate is seeking employment in another Reach partner school.

Depending on the credential program in which a candidate is enrolled, a leave of absence may require candidates to appeal the expiration of their credential in order to have sufficient time to complete the applicable Reach program. Candidates must apply to the Commission on Teacher Credentials for an extension and Reach is not responsible for the outcome of those appeals.

Withdrawals
Candidates who do not engage in program work during any given term, unless they qualify for a leave of absence, will be considered to have withdrawn from Reach. Reach will send official withdrawal letters notifying candidates about the change in their enrollment status. If a candidate is withdrawn, s/he will be required to reapply and follow the requirements of the catalog for the year in which they are readmitted.

Early Completion
The intern and induction teacher credential programs may have Early Completion Options consistent with state requirements. The Early Completion Option (ECO) is intended for teachers with prior experience who wish to "challenge" the required Reach coursework and practicums. The ECO option is available for candidates seeking Preliminary Teaching Credentials and Clear Teaching Credentials in any subject. Candidates in ECO are not eligible to earn Master of Education degrees.

Each program's ECO has specific requirements and restrictions. Program specific information about ECO are available on the Reach website.

Disciplinary Procedures

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

Other reasons for academic probation may include:

- Withdrawal from all or a substantial portion of a program of studies such that it disrupts their ability to complete the planned program in the appropriate time. (A candidate whose withdrawal is directly associated with a chronic or recurring disability or its treatment is not to be subject to administrative/academic probation for such withdrawal.)
- Repeated failure to progress toward the stated degree, credential, or other program objective.

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

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

- Complete required examinations by required dates
- Complete required performance assessments by required dates
- Comply with professional standards appropriate to the teacher/educator professions
- Comply with aspects of these policies including but not limited to the academic integrity policy
- Submit other required documentation by required dates
- Pay tuition/fees by the required dates.

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.

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

A candidate who has been placed on administrative/academic probation may be disqualified from further attendance if:

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

Grievances and Appeals

Informal Grievance Procedure
A candidate who has problems arising from conflicts with faculty, evaluation results, advancement, degree/credential requirements, policies, probation conditions, or disqualification should discuss them first with a program faculty member. If a candidate wishes to review a problem or to appeal a decision, s/he should then consult with the Program Coordinator and the Associate Director of Reach, in that order. Should questions arise beyond this point with respect to where or to whom a specific appeal should be directed, the Chief Academic Officer may be consulted for advice. After all of the informal procedures for grievances and appeals have been exhausted, the formal grievance procedures may be initiated.

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

Student Record Retention Policy

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

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 the 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. Another example of academic dishonesty (cheating) is the SUBMISSION OF THE SAME, OR ESSENTIALLY THE SAME, assignment or assessment for credit in two different seminars without receiving prior approval from the coach or faculty of the affected courses.

When a coach or faculty member discovers a violation of the Reach's policy of academic honesty and integrity, they are required to notify the Reach Executive Director, the participating teacher(s) involved, and possibly the designated school site administrator. A course evaluation of "Insufficient Progress" may be assigned or another penalty may be applied at the discretion of the coach or faculty member and the Reach Executive Director. Additional sanctions are determined by the Reach Executive Director. 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 Reach Executive Director. The Reach Executive Director 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 Reach Executive Director, in which the evidence of the alleged violation shall be presented before an impartial Hearing Officer (appointed by the Reach Governing Board with the advice of the Reach Executive Director) and the candidate shall be present to provide an explanation or defense. The Hearing Officer shall submit a written report to the Reach Executive Director containing the findings, conclusions, and recommendations. Alternatively, a settlement agreement may be made with the Reach Executive Director. The settlement agreement will specify the sanctions, the length and terms of disciplinary probation or suspension, and the conditions attention away from instructional leadership.

Equal Opportunity and Non-Discrimination

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

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

Disability
The Reach Institute for School Leadership will not discriminate against any employee or applicant for employment because of disability in regard to any position for which the employee or applicant for employment is qualified. To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the Reach Institute for School Leadership will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. If you believe you may

need an accommodation, please contact the Reach Associate Director, who serves as the head of human resources for the organization, or notify a Reach faculty member and/or coach.

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

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

No Retaliation
The Reach Institute for School Leadership will neither retaliate nor discriminate against any employee or applicant because s/he has opposed any unlawful employment practice, filed a charge of employment discrimination, or testified, assisted, or participated in any manner in an investigation, proceeding, or hearing related to employment practices.

Fees, Expenses and Refunds

Fees
Each program has a specified tuition for the academic year as defined by each program calendar. By enrolling in the program, candidates commit to paying the full amount of the annual tuition whether or not they complete the program. Payment plans may be established that allow candidates to pay tuition in installments. However, should a candidate choose to drop out, lose employment, or fail to make adequate progress, they are still obligated to pay the full tuition. Reach's willingness to allow payment plans does not change the requirement that annual tuition be paid in full.

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).

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

Refunds
Candidates have the right to cancel the enrollment agreement and obtain a refund of charges paid through the attendance at the first class session, or the seventh day after enrollment, whichever is later.

Student Tuition Recovery Fund
Candidates must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies:
1. Candidate is a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of his/her tuition either by cash, guaranteed student loans, or personal loans, and
2. Candidate's total charges are not paid by any third-party payer such as an employer, government program or other payer unless he/she has a separate agreement to repay the third party.

Candidates are not eligible for protection from the STRF and are not required to pay the STRF assessment, if either of the following applies:
1. Candidate is not a California resident, or are not enrolled in a residency program, or
2. Candidate's total charges are paid by a third party, such as an employer, government program or other payer, and he/she have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program, attending certain schools regulated by the Bureau for Private Postsecondary Education.

Candidates may be eligible for STRF if he/she is a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

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

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

Ethical Research Practices

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

The Code of Federal Regulations, *Title 45 CFR Part 46*, identifies several different categories of minimal risk research as being exempt from Federal Policy for the Protection of Human Research Subjects. Prior scientific review by the Institutional Review Board (IRB) committee[1] is not required for research that fall within the exempt category. 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 reviewers do not actually approve an exempt study but instead make 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 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, indicate their expertise in working with children.

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

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

Data collection methods in exempt settings might include:

- Videotapes and photographs of curriculum-related classroom activities audio tapes of teacher-student and student-student discourse related to the assignment
- Teacher's non-participant observation of curriculum-related activity of individual children or groups of children, noting what will be observed and how it will be analyzed, or whether it will be used as anecdotal evidence in the study
- Teacher's commentary on students' curriculum-related written work, artwork and other artifacts produced by children
- Student journals and communication books related to the curriculum
- Student grades and test scores

- Teacher journals, notes and reflective comments on student responses and participation in curriculum-related activities
- Questionnaires or interviews with students, parents and family members, teachers and administrators
- Non-participant classroom observations by colleagues, with the class teacher's permission, stating what will be observed and how it will be used, i.e. how data will be analyzed or whether it will be used as anecdotal evidence.

Policy:

Two members of the Reach IRB committee must determine that a study, inquiry project, or other applied assignment is exempt. For inquiry projects included in the regular curriculum, IRB committee members may determine that the project or requirement are exempt generally (as opposed to approving each student's application of that project).

For Action Research projects (as opposed to regularly assigned applied practicums) students must complete and submit, for review by two IRB committee members, the following:
- The research proposal (including information about who will participate in the study, the educational sites where the research will be conducted and why, whether and how children will be studied, 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
- If identifiable student information will be included in the published material, a sample of the 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.

If any reviewing member of Reach IRB committee concludes that the research is not exempt, then the study will be recommended for a full review by the IRB committee.

[1]The Reach Institutional Review Board consists of the members of the Instructional Leadership Academy faculty, other program faculty, and the Chief Academic Officer.

Coach/Field Supervisor Change Requests

Reach faculty are experienced and distinguished teachers and educational leaders who left the classroom and their schools with the sincere desire to help emerging teachers and leaders improve their practice,

teach and lead with their hearts, and improve outcomes for their students. With this in mind, Reach seeks to foster faculty/coaching relationships that are productive and fruitful.

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

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

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

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

- Program team and/or faculty meeting time for problem solving and finding creative solutions, and discussing new approaches
- Regular communication with Reach Program Coordinators for one-one advice/suggestions
- Coaching-on-coaching including collaborative problem solving, shadowing, observation and feedback, performance evaluations, and other individualized support

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

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

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

Teaching Academy - Intern Program Policies

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

Eligibility

Teachers must hold a position at a Reach partner school/district/organization that *requires* a credential in order to be eligible to obtain an Intern Credential and participate in the Reach Intern Program. The position at the partner school, the Intern Credential, and the Preliminary Teaching Credential sought must all be in the same subject area(s).

Preservice

In addition to admissions requirements detailed in the Intern Program application, teachers must complete the required 160-hour preservice course (Reach 210), or an acknowledged equivalent, in order to obtain an Intern Credential and proceed with the Reach Intern Program courses during the school year.

Provisional Enrollment

Provisional enrollment *may* be an option for teachers seeking enrollment who have secured employment at a Reach partner school, but have not yet met all Reach admissions requirements by the fall deadline in order to obtain an Intern Teaching Credential before assuming the teaching position for which they were hired. Provisional enrollment allowances will be determined on a case-by-case basis. (Note: A provisionally enrolled teacher will *not* be recommended for a District Intern Credential until all admissions requirements have been met. Schools/districts will need to obtain the appropriate permits to ensure the teacher may still occupy the teaching position.)

Official course credit will not be awarded for work completed while provisionally enrolled. Once all admissions requirements are met and a District Intern Credential is obtained, the teacher may be granted equivalencies for previously completed coursework, including field experience, which met or exceeded expectations.

A participating teacher may not begin Year 2 of the Reach Intern Program unless s/he has met all admissions requirements and has successfully been recommended for and obtained an Intern Teaching Credential. Specific requirements and deadlines are communicated in a provisional enrollment contract. If full entrance requirements are not met by the stated deadline, the teacher will be exited from the program.

Support and Supervision Requirements

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

California Teaching Performance Assessment (CalTPA)

The CalTPA Tasks are both formative and summative assessments that measure teacher candidates' applied knowledge and skills throughout and upon conclusion of their teacher education program. Candidate information on the CalTPA is available here from the California Commission on Teacher Credentialing (CCTC):

http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html

The CalTPA Tasks are associated with the following Reach courses:
- Reach 231 (Task 2: Designing Instruction)
- Reach 241 (Task 3: Assessing Learning)
- Reach 251 (Task 4: Culminating Teaching Experience & Task 1: Subject Specific Pedagogy)

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

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

In preparation for or during completion of the CalTPA completion process, **candidates may**:
- Request reminders, coaching or mini-lessons from the coach, peers, school leaders, etc. on any of the Teacher Performance Expectations or previous seminar topics that are required for the CalTPA, so long as this is general support about the TPE skill or knowledge area, and not collaboration on the task itself.
- Review and request feedback on any of the inquiry projects or performance tasks previously completed in the program. Feedback can be specific as to how that assessment would be scored if

it were a CalTPA. However, the actual CalTPA submission must be original, and cannot be a subsequent revision of the same product.
- Request opportunities to complete "practice" CalTPA tasks that will be scored by Reach faculty. Extensive and detailed feedback can be provided on these practice tasks and collaboration is allowed and encouraged. However, the final CalTPA submission must be original, and cannot be a subsequent revision of the same product.
- Use any tool, reading, seminar notes, professional development resources, formative assessment, or any other source of teacher learning in preparing their CalTPA submission.

Candidates may not:
- Receive feedback on the CalTPA task they intend to submit from anyone, whether in or out of the program.
- Base the submission on someone else's work in whole or in part.
- Use any part of another candidate's CalTPA or sample tasks provided by Reach in their own task submission.
- Obtain any CalTPA samples beyond those used for purposes of instruction within the Reach program.
- Collaborate on the completion of the CalTPA task with anyone, whether inside or outside the program.

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

The CalTPA must be submitted according to submission guidelines and directions communicated by course instructors. Tasks that are not submitted properly or in their entirety by the due date established by their instructor are subject to a minimum $100 late fee. If a CalTPA is late and delays a final course grade, a $220 transcript change fee will be assessed. This will be in place of, not in addition to, the previously mentioned $100 late fee.

All CalTPA Tasks are scored by trained, calibrated assessors using a four-point rubric. Candidates must score a minimum of 3 on each CalTPA Task in order to pass the TPA and receive credit for the associated course. If a candidate earns a score less than a 3 on a CalTPA Task, then the candidate will need to revise and resubmit for rescoring to attempt to earn a 3 or a 4. The candidate will be offered time with the instructor for remediation on any topics identified as areas for growth in the candidates previously scored task. There is a $100 rescoring fee associated with CalTPA Task resubmission. A CalTPA Task will not be rescored until the fee is received.

Candidates may not resubmit any task more than twice (three total submissions). *Candidates who do not pass a TPA task on the third attempt will not be able to continue in the Reach Intern Teacher Credential Program and will lose their Intern Credential.*

Early Completion Option (ECO) candidates must earn a 3 or 4 on each TPA task *on the first attempt*. If an ECO candidate earns a 1 or 2 on any task, they will no longer be eligible for ECO (see "Early Completion Option" policy).

Early Completion Option (ECO)

The one-year Early Completion Option is intended for teachers with prior experience who wish to "challenge" the required Reach coursework and practicums. Reach Intern Program participating teachers who successfully qualify for the Early Completion Option have access to, but are not required to participate in, the Reach Intern Program coursework. However, early Completion candidates are still subject to the support and supervision requirements detailed above.

To qualify for the Reach Intern Early Completion Option, Participating Teachers must:
● Meet all of the Reach Intern Program admissions requirements
● Pass CalTPA Task 1 – Subject Specific Pedagogy on the first attempt
● Submit evidence of passing scores of the NES Assessment of Professional Knowledge Exam
● Receive a recommendation from the school employer stating that the candidate is best served through the Early Completion Option (note: Employers are encouraged to carefully consider whether a candidate is best served by the Early Completion Option)
● Have an advisory meeting (in person or on the phone) with the Intern Program Coordinator to ensure that the candidate is aware of the risks and benefits of the Early Completion Option

To complete the Reach Intern Program and be recommended for a preliminary credential, Early Completion Participating Teachers must:
● Successfully pass all the Teacher Performance Assessment (CalTPA) tasks on the first attempt. (Note: If a participating teacher fails to pass any one of the CalTPA tasks, they will be required to re-enter the standard Reach Intern Program and complete all coursework and credentialing requirements. This may necessitate delaying completion of the Intern program to allow for completion of the pre-service requirements and joining the next available cohort of Intern Teachers. This may also result in increased tuition costs from the participating teacher and the partner school to accommodate the additional time in the program. If extended time is required, it may necessitate appealing to the California Commission on Teacher Credentialing for an extension of the term of the Intern Credential, a process which has associated fees and for which Reach cannot guarantee a successful outcome).
● Complete the support and supervision requirement.
● Successful passage of the RICA exam (multiple subject only)
● Successful completion of the Reach Technology Module
● Complete payment of the annual tuition for the year(s) the Early Completion Option is being undertaken.

Participating Teachers may switch from the regular program to the Early Completion Option at anytime prior to the completion of the fall semester of their second year. Teachers will be recommended for a preliminary credential upon completing all of the above requirements.

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 except for in cases of exceptional candidates. A discussion between a designated Reach staff member, the candidate, and the principal is required PRIOR to the approval of a second District Intern Credential recommendation.)*

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

Additional course requirements:
- *Reach 210 (summer) :* The online subject specific pedagogy module must be completed in the two subject areas. Both the elementary and secondary literacy modules may be required, depending upon the two credentials sought.
- *Reach 231 (spring)*: The subject specific pedagogy module must be completed in the two subject areas. The second module may be completed at the same time or at a different time, if prearranged and approved by Reach Faculty.
- Reach *241 (summer work)*: Two subject-specific pedagogy projects, one in each subject area, must be completed during the summer between the first and second years of the program.
- *All Courses*: In collaboration with the Reach faculty coach, the teacher will need to monitor that s/he sufficiently alternates other assignments/assessments between the two subject areas.

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

Teacher Performance Assessments (CalTPAs) requirements:
- Must pass TPA Task 1: Subject Specific Pedagogy in BOTH subject areas.
- Must pass TPA Task 2: Designing Instruction in ONE of the subject areas.
- Must pass TPA Task 3: Assessing Learning in the OTHER subject area.
- Must pass TPA Task 4: Culminating Teaching Assessment in BOTH subject areas.

Eligibility for Reach Induction and Moving Inquiry into Teaching Program

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

Interns who complete the Early Completion Option of the Intern Program are neither eligible for the 1-year Induction Early Completion Option nor entry into the Moving Inquiry into Teaching Program.

Teaching Academy – Induction Program Policies

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

Early Completion Option (ECO)

Candidates with significant prior experience and excellent teaching skills may be eligible for the Reach Institute's Early Completion Option. 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.

Teachers who wish to qualify for ECO will do the following:

1) Send a letter to the Program Coordinator by October 1st if the teacher is planning to apply for ECO. The Program Coordinator will send additional documents with explicit instructions on how to apply.
2) Submit all documentation by November 1st. Reach faculty will assess the documentation and send teachers notification of their status by November 15th.

Reach faculty will not assess ECO applications before November 1st.

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.

Portfolio Scoring Late Fees

Participants in the Reach Induction program have two deadlines for portfolios—the end of January and the end of May. Coaches must bring their teachers' portfolios to the scoring session they attend. There is a mandatory $220 scoring fee for portfolios that are submitted late.

Teaching Academy - Induction Program (1 or 2 years)
Credential Earned: California Clear Teaching Credential

Institutional Outcome (ILO)	Program Learning Outcome (PLO)	Program Learning Outcome Description	Measured By	Expectation
O1.	O1.1	Induction candidates	qualitative analysis of	Completion of 4

Inquiry	Demonstrate a significant challenge in their developing teaching practice.	demonstrate the ability to address a significant challenge in their developing teaching practice by engaging in 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.	inquiry projects PTAR indicators	inquiry projects per year that demonstrate evidence (evidence may include but is not limited to collaborative logs, analysis of student work, Observation protocols, unit plans, lesson plans, case study analysis, inquiry project reflections).
	O1.2 Support Induction candidates in developing their teaching practice.	Coaches support Induction candidates in addressing a significant challenge in their developing teaching practice by engaging in 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.	collaborative logs qualitative analysis of inquiry projects ILPA Indicator I (b, g)	score of 3 or higher on ILPA Indicators
	O1.3 Integrate the Action Researcher's mindset into their regular practice	Candidates integrate the Action Researcher's mindset into their regular practice by engaging in 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.	qualitative analysis of inquiry projects mid and end-of-year reflections	4 inquiry projects per year that demonstrate evidence (evidence may include but is not limited to collaborative logs, analysis of student work, observation protocols, unit plans, lesson plans, case study analysis, inquiry project reflections.)
	01.4 Support candidates' integration of the Action Researcher's mindset into their regular	Coaches support candidates' integration of the Action Researcher's mindset into their regular practice through applied and collaborative cycles of analytic inquiry, engaging in phases of planning, teaching, analysis,	qualitative analysis of inquiry projects ILPA Indicator II (b, c, f, h, j) ILPA Indicator III	score of 3 or higher on 90% of ILPA Indicators

		teaching practice	and reflection as candidates continually examine and work to improve their practice using research-based best practices.	(e, f, g, h, j, m, n, o, p)	
O2. Equity Orientation	O2.1 Support English learners and students with special needs	Candidates support English learners and students with special needs in meeting subject area and grade level standards while continuing to develop English language skills through the application of research-based best practices.	Qualitative analysis of inquiry projects	case studies of 1-5 students for each inquiry project (4 per year)	
	O2.2 Guide candidates in supporting English learners and students with special needs.	Coaches guide candidates as they support English learners and students with special needs in meeting subject area and grade level standards while continuing to develop English language skills through the application of research-based best practices.	Qualitative analysis of inquiry projects ILPA Indicator III (Moving Practice)	score of 3 or higher on 90% of ILPA Indicators for Moving Practice	
O3. Integration into Practice	O3.1 Refine implementation of chosen model of teaching based on applied and collaborative cycles of analytic inquiry.	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.	Qualitative analysis of portfolio samples PTAR indicators	Completion of 4 inquiry projects per year that demonstrate evidence (evidence may include but is not limited to collaborative logs, analysis of student work, Observation protocols, unit plans, lesson plans, case study analysis, inquiry project reflections).	
	03.2 Support candidates in implementing chosen model of teaching based	Coaches support candidates in implementing their chosen model of teaching based on candidates' applied and collaborative cycles of	Qualitative analysis of portfolio samples ILPA Indicator IV a, c, d,	score of 3 or higher on 90% of ILPA Indicators	

		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.	e,f, h	
O4. Collabor ation	O4.1 Interact with coaches around the problems of practice to increase knowledge.	Candidates interact with their coaches around the problems of practice to support 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.	qualitative analysis of inquiry projects, collaborative logs	Completion of 4 inquiry projects per year that demonstrate evidence (evidence may include but is not limited to collaborative logs, analysis of student work, Observation protocols, unit plans, lesson plans, case study analysis, inquiry project reflections).
	O4.2 Interact around the problems of practice to support increase of knowledge based on applied and collaborative cycles of analytic inquiry.	Coaches interact with their candidates around the problems of practice to support increase of candidates' knowledge based on candidates' 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.	collaborative logs qualitative analysis of induction portfolios ILPA II: Establishing a Shared Base of Evidence, III Moving Practice, and IV Clsoure and Next Steps (all indicators for each)	score of 3 or higher on 90% of ILPA Indicators
O5. Commit ment	O5.1 Demonstrate a commitment to sustaining urban schools.	Induction graduates continue teaching/working in urban schools.	post-Induction program survey data	minimum of 80% retention in urban schools as teachers or instructional leaders
	O5.2 Demonstrate a commitment to fostering teacher professional growth in	Coaches continue coaching/working in urban schools.	end-of-year Induction program survey data	

	working in urban schools.		

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

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

Teaching Academy – Moving Inquiry into Teaching Program Policies

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

Eligibility

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

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

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

Option 1: Two-year timeline
In the first year, candidates complete the first semester of their first Induction year in the traditional manner with Reach 325A (2 units) in the fall semester. During the spring semester, candidates complete Reach 335A (2 units) while also completing a 3-unit Specialized Study course (see Specialized Study policy), developed by the Moving Inquiry into Teaching Coordinator. Focus areas for the Specialized Study course will be aligned to established learning outcomes and may be determined based upon preassessment, examination of previous coursework evaluation, and examination of Teacher Performance Assessment results from their Preliminary Credential program.

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

Option 2: Three-year timeline
In the first two years, candidates complete the traditional two years of the Reach Induction Program, including Reach 325 A and B (2 units each) as well as Reach 335 A and B (2 units each). In the third year, candidates participate in the remaining courses for the Moving Inquiry into Teaching Program in addition to a 3-unit Specialized Study course (see Specialized Study policy), developed by the Moving Inquiry Into Teaching Coordinator, resulting in a total of 30 units.

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.

Reach Participation Requirements

Once admitted to the all 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. The leadership roles must include a regular instructional coaching relationship with at least one teacher and a facilitation role of an instructional strand of learning events. The coaching may be of a student teacher, in a BTSA Coach role, in an instructional coaching role, in a supervisory role or coaching a colleague, but all must focus on instructional coaching.   The facilitation role must be of a series of events that build on one another, not one shot events, and must be instructionally focused.

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 CTC (see CTC Coded Correspondence 13-08) and holds a California clear teaching credential. For this reason, the Reach Instructional Leadership Academy holds these as admissions requirements.

Completion of Credentials

Candidates must have completed all coursework and performance assessments and passed them all with a minimum score of meeting expectations in order to have completed program.

Upon completion of the Reach Instructional Leadership Academy Year 1 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 OR
2) Certificate of Eligibility for the Preliminary Administrative Services Credential, which then can be converted to a Preliminary ASC when entering administrative role

Upon completion of the Reach Instructional Leadership Academy Year 2 program, participants will earn their Master's in Education Leadership.

Upon completion of the Reach Instructional Leadership Academy Year 2 and 3, 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 CTC expects candidates to enroll in a clear program as soon as they enter an administrative position.

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

Non-cohort Clear Candidates

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

Option 1: They may choose to take the courses in Year 2 and Year 3 (the 500 series) and clear their administrative credential, but not earn a Master's degree.

Option 2: If the candidate wishes to earn a Master's degree through Reach they must have earn enough units (20 units) to qualify for the Master's degree. They may do so by taking Reach courses or by a combination of transfer units and taking supplemental courses in the ILA to earn the requisite 20 units.

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

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

Reach Institute for School Leadership Faculty and Staff

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

Appendix A: Standards for Teacher and School Leaders

Master in Education (Teaching) standards to be acquired (*taken from the California Standards for the Teaching Profession, or CSTP)*:

Standard 1 – Engaging and Supporting All Students in Learning
Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Standard 2 – Creating and Maintaining Effective Environments for Student Learning
Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Standard 3 – Understanding and Organizing Subject Matter for Student Learning
Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide
equitable access to the content.

Standard 4 – Planning Instruction and Designing Learning Experiences for All Students
Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers

plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to
meet the assessed learning needs of all students.

Standard 5 – Assessing Students for Learning
Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

Standard 6 – Developing as a Professional Educator
Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

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

Master in Education (Instructional Leadership) standards to be acquired (*taken from the California Professional Standards for Educational Leaders, or CPSEL and CAPE)*: Preliminary Administrative Services Credential standards to be acquired (taken from the California Administrator Performance Expectations (CAPE)

CAPE
A. Visionary Leadership
1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals

2. Developing a Shared Commitment to the Vision Among All Members of the School Community

3. Leading by Example to Promote Implementation of the Vision

4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision

B. Instructional Leadership
5. Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction

6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth

7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors

CPSEL
Standard 1
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Facilitate the development of a shared vision for the achievement of all students   based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
- Use the influence of diversity to improve teaching and learning.
- Identify and address any barriers to accomplishing the vision.
- Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
- Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- Promote equity, fairness, and respect among all members of the school community.
- Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content   standards.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- Create an accountability system grounded in standards-based teaching and learning.
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize effective and nurturing practices in establishing student behavior management systems.
- Establish school structures and processes that support student learning.
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
- Align fiscal, human, and material resources to support the learning of all subgroups of students.
- Monitor and evaluate the program and staff.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Recognize and respect the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and respect.
- Incorporate information about family and community expectations into school decision-making and activities. Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media. Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Standard 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
- Protect the rights and confidentiality of students and staff.
- Use the influence of office to enhance the educational program, not personal gain.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision-makers in the school community.
- Collect and report accurate records of school performance.
- View oneself as a leader of a team and also as a member of a larger team.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Appendix B: Class Locations

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

Sample East Bay Class Locations:

- Reach Institute for School Leadership, 1221 Preservation Park Way, Oakland, CA 94612

- Community School for Creative Education, 2111 International Blvd, Oakland, CA 94606

- Lighthouse Community Charter School, 444 Hegenberger Rd., Oakland, CA 94621

- Envision Academy of Arts and Technology, 1515 Webster St, Oakland, CA 94612

Sample South Bay Class Locations:

- ACE Franklin McKinley Charter School, 1702 McLaughlin Ave, San Jose, CA 95122

- KIPP San Jose Collegiate, 1790 Educational Park Drive, San Jose, CA 95133

- Cornerstone Academy Preparatory School, 1598 Lucretia Avenue, San Jose, 95122

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

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

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

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

Signature Page

I, _____, acknowledge that I have received and reviewed the Reach Institute Student Handbook and Catalog, including the relevant Candidate Policies indicated below.

Directions: Please initial to the left of the Candidate Policies you reviewed based upon your enrollment in the current year.

	Reach Institute for School Leadership Candidate Policies
	Teaching Academy – Intern Program Policies
	Teaching Academy – Induction Program Policies
	Teaching Academy – Moving Inquiry into Teaching Program Policies
	Instructional Leadership Academy Policies

Printed Name   _____

Signature   _____

Date   _____