

**Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at the Reach Institute for School Leadership**

**Professional Services Division**

**June 2012**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at the Reach Institute for School Leadership. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. Following is a summary of the Common Standards and Program Standards decisions for the institution:

**Common Standards Decisions for All Programs Offered by the Institution**

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice		X	
8) District Employed Supervisors		X	
9) Assessment of Candidate Competence	X		

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Multiple Subject Intern	19	16	3	
Single Subject Intern	19	17	2	
General Education (MS/SS) Induction	6	5	1	
Preliminary Administrative Services	15	15		

On the basis of findings of the team and its report, a recommendation of **Accreditation with Stipulations** is made for the institution. Following is the recommended stipulation:

1. Within a year of the site visit, the Reach Institute for School Leadership provide to the Committee on Accreditation a written response with evidence that addresses the issues identified in this report in Common Standards 7 and 8, in the MS/SS Intern program and in the General Education (MS/SS) Induction credential program. This would include clearly describing the procedures developed to assure and document that each candidate has met the required experience and knowledge requirements and demonstrates that the system is being fully implemented.

On the basis of this recommendation, the Reach Institute for School Leadership is authorized to recommend candidates for the following credentials:

### **Initial/Teaching Credentials**

Multiple Subject Internship  
Single Subject Internship

### **Advanced/Services Credentials**

General Education (MS/SS) Induction  
Preliminary Administrative Services

Further, Staff recommends that:

- The institution's response to the preconditions be accepted.
- The Reach Institute for School Leadership be permitted to propose new credential programs for approval by the Committee on Accreditation.
- The Reach Institute for School Leadership continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### **The Visit**

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

In fall of 2011, Commission staff began working with the institution in planning for the site visit. Telephone and e-mail contact was made between Commission staff and institutional personnel. In March, a conference call was held with institutional staff and Commission staff to handle planning details for travel and lodging for the site visit. Because of a change in the consultant assigned to the visit on April 20 and the need to reduce expenses, the traditional pre-visit was not held. Instead, the consultant held a telephone pre-visit in early May. The site visit began on Sunday, May 20 at 12 noon and was completed on Wednesday, May 23, 1012. On Tuesday morning, a mid-visit status report was shared with the institutional personnel. On Tuesday evening, consensus was reached by the team on all standard decisions and on the accreditation recommendation, after which the written report was completed. The Exit Report was held at the Reach Institute at 11:00 am on Wednesday, May 23, 2012.

**Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** Reach Institute for School Leadership

**Dates of Visit:** May 20-23, 2012

**Accreditation Team**

**Recommendation:** Accreditation with a Stipulation

**Rationale:**

The unanimous recommendation of **Accreditation with a Stipulation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and cooperating school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met** with the exception that Common Standard 7 (Field Experience and Clinical Practice) and Common Standard 8 (District-Employed Field Supervisors) are **Met with Concerns**.

Program Standards

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Program Standards were met, met with concerns, or not met. The consensus of the team is that all program standards are **Met** with the exception that Program Standards 14 and 15 in both the Multiple and Single Subject programs, Program Standard 7A in the Multiple Subject program, and Program Standard 6b in the General Education (MS/SS) Induction program are **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Overall, the team found that the Reach Institute was delivering a program that was preparing high quality and effective graduates. However, due to the fact that two Common Standards and six Program Standards are **Met with Concerns**, the team recommends an accreditation decision of **Accreditation with a Stipulation**.

Recommended Stipulation: Within a year of the site visit, the Reach Institute for School Leadership provide for the Committee on Accreditation a written response with evidence

that addresses the issues identified in this report in Common Standards 7 and 8, in the MS/SS Intern program and in the General Education (MS/SS) Induction Credential program. This would include clearly describing the procedures developed to assure and document that each candidate has met the required experience and knowledge requirements and demonstrates that the system is being fully implemented.

### **Accreditation Team**

<b>Team Leader:</b>	<b>Jill Hamilton-Bunch</b> Point Loma University
<b>Team Member:</b>	<b>Patricia Wick</b> University of Phoenix
<b>Team Member:</b>	<b>Lisa Tiwater</b> Stanislaus County Department of Education
<b>Team Member:</b>	<b>Sharon Jordan</b> Ventura County Office of Education
<b>Staff to the Visit:</b>	<b>Larry Birch</b> Consultant, Commission on Teacher Credentialing

### **Documents Reviewed**

Common Standards Report	Faculty Resumes
Course Syllabi	Memoranda of Understanding (MOUs)
Candidate Files	Advisement Documents
Program Handbook/Catalog	Candidate Work Samples
Follow-up Survey Results	Application and Admission Materials
Schedule of Classes	Assessment Protocol and Data
Meeting Agendas and Minutes	Budget Information
Biennial Report	Program Evaluations
Biennial Report Response	Program Summaries
TPA Data	Reach Website
Advisory Committee Minutes	Program Assessment Document
Student Portfolios	Program Assessment Feedback

## Interviews Conducted

Program Faculty/Coaches	<b>10</b>
Institutional Administration	<b>2</b>
Program Coordinators	<b>3</b>
Institutional Staff/Credential Analyst	<b>1</b>
Employers/Site Administrators	<b>6</b>
District-Employed Coaches	<b>8</b>
Advisory Committee Members	<b>6</b>
Candidates	<b>31</b>
Program Completers	<b>16</b>
<b>TOTAL</b>	<b>83</b>

*Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles.*

*Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### **Background:**

The Reach Institute for School Leadership’s credential programs (as of 2012, including the Intern Teacher Credential Program, the General Education [MS/SS] Induction Program and the Administrative Services Credential Program) are an alternative teacher training program for the preliminary and clear credentialing of Single and Multiple Subject teachers and Preliminary Administrative Services Credential candidates in small, innovative school environments. Intern teacher candidates who are selected for the program earn full-time salaries and benefits as teachers in Reach Consortium Member Agency school classrooms while pursuing a 24-month professional development teacher preparation program. Teachers participating in the Induction Program work towards a Clear credential. Teachers may also work towards a Preliminary Administrative Services Credential.

The Reach Institute for School Leadership’s credentialing program is made up of a consortium of independent charter schools and/or school districts (Member Agencies) in partnership with the Reach Institute for School Leadership (Reach), a public benefit not for profit, and the Bay Area School of Enterprise (BASE), the lead Local Education Agency, with the support of faculty advisors from schools of education including San Francisco State University, San Jose State University, and the University of California Berkeley. The innovative program provides qualified schools and school districts that are members of the Reach Program Consortium on-site teacher certification internship and induction programs. The program is overseen by the Reach Program Steering Committee, which includes the instructional leaders and chief administrators from each Member Agency school, and a chairperson representing The Reach Institute for School Leadership. The Reach program leaders, a steering committee, and the adjunct faculty advisors make up the Reach Program Advisory Committee which provides additional program evaluation.

### **Sponsoring Agency**

The Reach Institute for School Leadership, the program sponsor, grew out of the On The Move school improvement program, which was founded in 2003 under the initial sponsorship of BASE and Alternatives In Action by a group of professionals who had worked in the public sector as executive directors, public school superintendents, principals, and philanthropic leaders. All had

spent years addressing common questions within their professions: How do we develop the next generation of leaders for the non-profit and education sectors? How do we strengthen organizations and schools so that they function effectively and creatively in a changing world? How do we build connections to create healthy, lasting change in communities?

Over time the program identified several related themes:

- The demands being placed on current educational and classroom leaders are increasing and the qualities needed for effective leadership are expanding.
- In response to growing demands, many veteran educators either exhaust themselves or “fly solo,” failing to pass on critical wisdom to their peers and to members of the next generation.
- Though many young adults enter the education sector highly committed and energized, many lower their expectations or leave early due to a lack of mentoring and feelings of disillusionment and isolation.
- Emerging educational leaders must be challenged, mentored and supported if they are to succeed in meeting the growing demands placed on schools.

Since 2003, On The Move’s Reach Institute for School Leadership has been a major avenue for implementing this mission. Over the course of the last nine years, Reach Institute staff have coached school leaders and teachers on whole school improvement at 15 schools from across the Bay Area serving, primarily, traditionally low- performing student populations.

The Reach Institute’s approach involves intensive leadership coaching, training in inquiry-based data analysis, curriculum refinement based on the California State Standards and best practice research, designing targeted academic interventions, and individual and team teacher coaching for beginning teachers and emerging leaders.

In 2005, the five partner schools that implemented the full spectrum of the Reach Institute’s school improvement model made impressive gains on state test scores, growing as much as 36%. All of the schools made their federal Adequate Yearly Progress requirements.

In 2009, the Reach Institute for School Leadership incorporated as an independent, public benefit corporation.

## **Students**

All California students are eligible for enrollment in the Reach Consortium Member Agency Schools:

- Reach Program Member Agency Schools are non-sectarian.
- Reach Program Member Agency Schools do not discriminate on the basis of race, color, religion, age, gender, sexual orientation, citizenship, disability, national or ethnic origin in administration of its admission policies or education programs.
- If the number of interested students exceeds their respective capacities, Reach Program Member Agency Schools hold an open public lottery to determine enrollment.

**Approved Credential Programs Offered by Institution  
2011-2012**

<b>Credential Program</b>	<b>Current Enrollment</b>	<b>Enrollment 2010-11</b>	<b>Enrollment 2009-2010</b>	<b>Agency Reviewing Programs</b>
Preliminary MS/SS Intern	46	38	29	CTC
General Education (MS/SS) Induction	81	37	24	CTC
Preliminary Administrative Services	19	8	N/A	CTC

# Common Standards

## Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

### Findings

The institution has a clear vision for its work based on research in teacher preparation and student learning. The Reach Institute's work focuses on three key areas: high quality curriculum, instruction and assessment as the building blocks for classroom practice; supporting candidates in designing California standards-based education for their students; and social justice as a means for a more equitable educational system.

The Reach Institute's approach focuses upon intensive leadership coaching, training in inquiry-based data analysis, curriculum refinement based on the California State Standards and best practice research, designing targeted academic interventions, and individual and team teacher coaching for beginning teachers and emerging leaders.

The faculty of the Reach Institute for School Leadership communicate and consult frequently among themselves and with relevant stakeholders. The Director meets regularly with the principals and/or instructional leaders of the partner agencies sites to review and monitor programs. Principals have an opportunity, twice annually, to attend Advisory Committee meetings that offer them the opportunity to provide feedback on the sequencing and relevance of the program coursework.

The program works collaboratively with faculty and stakeholders regarding program design, specific coursework, the role of candidate supervisors and coaches, candidate assessment, and the sharing of resources, course syllabi, books, and materials.

The unit leadership reports to and is led by the BASE Governing Board. Consortium members, the Reach Director, and faculty of Reach work with the board to ensure that they are meeting the stated program goals and outcomes. The Program Director reports directly to the Reach Institute for School Leadership Board of Directors and the BASE Governing Board.

Unit leadership is given authority and autonomy to effectively oversee and operate the work of all programs. Appropriate fiscal resources are available through the governing bodies that oversee and support the work of the unit.



The unit has a systematic approach to credentialing designed to ensure full accountability to CTC requirements. Candidates, Reach Coaches and, in some cases, school partner leadership are notified quarterly of the candidates' progress toward their credentials. An accountability document is utilized for each program. The credential analyst participates in yearly preparation for this work.

**Standard 2: Unit and Program Assessment and Evaluation**

**Met**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program complete performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

**Findings**

The unit implements an assessment system designed to ensure comprehensive data collection, analyzing data to determine program strengths and needed improvements. Data is collected through candidate surveys, candidate interviews, candidate work samples, student work samples, formative assessment samples, site administrator surveys, steering committee feedback, TPA data, TPE data in coursework, RICA results, and action research projects.

This continuous improvement cycle includes: data collection, inquiry, interventions and formative assessment. Data with regard to initial candidate competence, candidate learning, student learning, coach support and faculty support are examined throughout the cycle. Because data collection is on-going and cyclical, the unit does not reflect on data at a fixed point in time but is continuously engaged in examining data, collaborative conversations, and reflective conversations.

**Standard 3: Resources**

**Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

**Findings**

Alternatives in Action (AIA), on behalf of BASE and Reach, provides the necessary budget, personnel, facilities, and other resources to effectively prepare candidates to meet state-adopted standards for educator preparation.

A review of budgets and MOUs verified that the unit is primarily financed using Consortium Member fees and contributions, state revenues, tuition from participants (in programs where tuition is appropriate), and supplemented by private funds. Reach allocates sufficient resources to enable the program to fulfill its responsibilities to its participants.

Facilities include a dedicated meeting room and office space for the Program Director, faculty and support staff. Sufficient resources to support all aspects of program implementation, including the required office equipment and technology tools necessary to support the ePortfolio system for the collection of candidates' evidence of growth in practice and program completion, are available.

Library and digital media resources serve as instructional materials and informational resources, including the adopted textbooks used by the participating teachers. Program leaders access and coordinate existing professional development resources to implement the induction program. During interviews, candidates and site-based coaches verified that professional development is augmented with professional articles and resources and forums for discussion provided online. Adequate resources are allocated so that program personnel receive initial and on-going professional development, consistent with assigned responsibilities, to ensure that they are knowledgeable about the program and skilled in their roles. A budget review confirmed that there adequate resources for staffing and support of the program. Leadership regularly informs stakeholders of the unit's fiscal status.

#### **Standard 4: Faculty and Instructional Personnel**

**Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

#### **Findings**

The Reach Institute for School Leadership personnel include: A program director, an assistant director, five full-time faculty and coaches, mentors (who receive a stipend for their work or are provided in-kind by member agencies) and adjunct faculty advisors. All candidates have multiple opportunities to interact with their course instructors and coaches via face-to-face, e-mail, phone, and written contact. Program leaders serve as instructors for the Reach credential programs, while the coaches, both lead and site-based, provide the ongoing job-embedded professional development through the coach/candidate relationship as reported during interviews with program coordinators, coaches, and candidates.

Reach programs vary in the way that they deploy program coaches. Interviews with program leaders, coaches, and candidates confirmed that lead coaches are the core faculty of the Reach programs and include experienced teachers, administrators, reform leaders, and practitioner scholars. All course instructors have expertise in the area in which they teach. All instructors hold advanced degrees, either in the form of teaching credentials or advanced academic study in their fields. Lead coaches are selected based on the breadth of their knowledge and experience across domains and, in most cases, are the primary instructors for Reach participants.

In some cases, particularly in the Reach Institute's induction program, some of the on-site support is provided by mentor coaches who work for the member agency and who are trained by Reach. They must hold valid Clear teaching credentials and are required to have a minimum of two years of successful classroom teaching experience, preferably at a member agency school. Site-based coaches are selected by their administrators in collaboration with the program coordinator. Coaches verified that they participate in regular trainings, including an initial coaches academy (a two-year series of seminars) and regular coaching forums for continuing coaches.

Adjunct faculty, drawn from local institutions of higher education, provide advice regarding program development and evaluation of curriculum, guest lecture in areas of expertise, and provide strategic and program development advice to the Chancellor and Director.

Each site-based coach has experience working with English learners at the secondary and/or elementary level. Through team interviews, coaches confirmed that they receive training from The Reach Institute for School Leadership and the New Teacher Center in effective mentoring practices.

Reach selects faculty members to reflect the diversity of the consortium member agency schools. Faculty are selected through a competitive application process, which consistently follows clearly defined criteria and procedures including screening, interviews, review of evidence of exceptional practice/research, demonstrations of knowledge and experience serving diverse communities.

Coaches, through their experience as classroom teachers and participation in regular professional development (including 13 days of training per year for new coaches) and regular coaching forums, have a thorough understanding of standards and frameworks. The coaches' academy offers two series of seminars focused on instruction and equity/universal access.

Instructional personnel and faculty routinely collaborate with colleagues in P-12 settings. Coaches and program leaders verified that a strong system of collaboration and communication, both formal and informal, is the foundation of the Reach programs.

Using self-assessments, course instructors create a plan for their own development and discuss this with the Program Director at staff meetings and at other periodic meetings. On occasion, the Program Director observes the coaches in their coaching. The institution provides significant support for faculty and instructional personnel training, utilizing the New Teacher Center extensively. Coaches are able to help determine the areas of focus and organization of their own professional development and the program supports their continued development. Program

faculty reported how supportive the Reach programs are, providing time and resources for them to pursue their own professional development and acquire advanced degrees.

The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective. Multiple measures are used: CalTPA, culminating course performance tasks, participant surveys, principal interviews, meeting log tracking, and coach online surveys, as well as feedback solicited at the end of each seminar.

### **Standard 5: Admission**

**Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

#### **Findings**

A review of documents confirms that admission criteria and procedures are clearly defined and described in the application packet, in the Reach Program Handbook and on the Reach Institute web site. Applicants are required to teach in a Reach consortium school to be eligible for the program.

Team interviews with various stakeholder groups confirmed that Reach programs use multiple measures to assess academic achievement and the professional potential of candidates. Recruiting and retaining candidates for all Reach programs from underrepresented groups is a priority for the Reach intern program. To the extent possible, program candidates reflect the ethnic, racial, cultural, and gender balance that mirrors the Reach credential programs consortium member agencies' diverse student groups.

Specific to interns in the Reach program, in addition to CBEST and CSET passing scores for applicants, reviewed documents affirmed interns must have a 2.75 GPA in their undergraduate work and must submit an original essay with their application. Applicants are required to submit three (3) confidential letters of reference with the application.

Interviews with all stakeholder groups indicated that the priority for candidate admission is the key affective attributes of effective teachers: caring, listening, understanding, and knowing students; fairness and respect; positive interaction with students; an enthusiasm and motivation for learning; a positive attitude toward the teaching profession; and the ability to reflect on one's teaching practice. Interview and application questions include questions relating to sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

### **Standard 6: Advice and Assistance**

**Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

## **Findings**

The program director, course instructors, and coaches are available to meet with candidates, site administrators and staff as needed. The Reach Institute's process for all candidates follows specific steps. Throughout this 13-step process, the designated coach provides ongoing advice and guidance to each candidate. The mentor coaches understand the program and are familiar with the candidates' current coursework. They serve as a link between coursework and fieldwork and are responsible for providing connections among all aspects of the program.

The associate director informs each candidate about 1) program prerequisites and goals, 2) program coursework and field experience requirements, 3) legal requirements for teacher certification, and 4) specific standards and deadlines for making satisfactory progress in the program. The program coordinators ensure that all appropriate offices, staff, and coaches are supplied with up-to-date program information. Monthly coaches' meetings provide a forum for coaches and the Program Coordinator to debrief and address issues and concerns and ensure alignment with the seminar coursework.

Reach Institute teacher induction program candidates are advised initially and throughout the program regarding the program requirements for the Early Completion Option, the responsibility to collect evidence of practice, and about the program's policies regarding program extensions.

Candidates receive on-going appropriate information through a comprehensive handbook, websites specific to the various programs, information provided at forums, as well as individualized requirement information through their coaches and various progress-monitoring documents provided to each candidate by the program.

The initial screening is conducted by consortium member agencies when a candidate is hired (offers of employment, in some cases, may be provisional based on the requirement that the candidate be accepted into an accredited intern program). An additional interview, conducted by a panel or individual appointed by the Reach intern program director, is required for entrance into the Reach program. Candidates are required to demonstrate a strong academic background in addition to meeting state-mandated subject matter requirements. At times program leadership works directly with school site administration (participating in interview panels, etc.) and sometimes as a guide on the side in reference to retaining suitable candidates.

Progress toward goals is communicated regularly by Reach faculty or program director(s). Each candidate has an individual learning plan for professional development. Reach staff provide support to each intern candidate throughout the program. Each candidate is assigned a coach who becomes the candidate's primary mentor and provides intensive guidance, support, and clinical

and cognitive coaching during course and field work. Should a candidate fail to meet expectations for any course, a clear remediation/dismissal procedure is outlined in the Reach Program Handbook (including how the candidate may, with the support of his/her coach or Reach faculty, successfully complete the program).

## **Standard 7: Field Experience and Clinical Practice**

**Met with Concerns**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all candidates effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

### **Findings**

Interviews with all stakeholder groups, as well as a review of program documents, affirmed that Reach programs are structured around “just in time skills” and “emerging needs” from the candidates as Reach strives to develop great teachers and great leaders by focusing on relationships and instructional practices. Candidates confirmed that their needs drive the coaching support they receive. During weekly coaching visits or conversations, the instructional coach differentiates field-based assignments based on classroom needs. In the intern program, candidates also meet weekly in a practicum seminar and discuss specific student and classroom needs. Based on these needs, specific assignments are generated and provide the structure for a sequence of field-based experience. These foundational experiences are linked to the TPEs and CSTPs and embed the knowledge and skills necessary to educate and support all students.

In the induction program, candidates stated they complete four self-selected inquiry activities which are field-based and directly link to their classroom. The candidates write an Individual Learning Plan (ILP) and the field-based experience is tailored to meet these needs. Evidence gathered by the team corroborated the effectiveness of the inquiry-based field experiences.

Candidates for the Preliminary Administrative Services Credential verified the effectiveness and value of the field experience in the Instructional Leadership Academy (ILA) credential candidate’s field experience assignments, focused on coaching and developmentally linked. Candidates also create an ILP. The coach and staff interviews confirmed that self-selected activities must be approved and meet the CSPELs.

Interviews with site administrators and Reach staff confirmed the program works collaboratively with its partners to select appropriate school sites and effective clinical personnel. Reach staff and faculty participate in candidate interviews when possible and work collegially with the districts.

Candidates and completers, as well as document review, attested that candidates have multiple opportunities to understand issues of diversity, research, and instructional practice. Assignments include personal narratives, self-assessments, academic reading, Socratic seminars, reflection and self-assessment.

### **Rationale for Decision on Standard**

Through interviews and document review, the team found that although the multiple and single subject program does have a planned sequence of field experiences, the program does not have a consistent system to ensure and document that all candidates participate in the experiences as required in the standard.

### **Standard 8: District-Employed Supervisors**

**Met with Concerns**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

### **Findings**

The Reach Program operates as a district intern program and an induction program. Intern cohorts are geographically organized and district-employed supervisors meet a wide range of candidate needs. Interviews with all stakeholder groups confirmed the program assigns a faculty member to act as instructional coach, site supervisor, and district employed supervisor. This district-employed supervisor is certified and experienced and provides support to a wide range of student needs: a typical cohort group has multiple subject and single subject candidates combined. Single subject candidates interviewed taught in the areas of music, Spanish, science, and English. Program documents and interviews clarified for the team how the Reach program uses staff faculty as the coaches for Intern and ILA candidates.

The criteria for selecting supervisors include: a California Clear teaching credential, a record of accomplished classroom teaching, experience and training in instructional leadership, experience facilitating and mentoring teachers, and providing presentations. Supervisors must have a multiple or single subject credential, early literacy training, and an advanced degree in education or a related field.

The team was able to confirm that induction coaches are selected in partnership with the school. The program provides specific guidelines for site supervisors, including a Clear credential and experience with English learners; however, the site principal, in consultation with Reach staff, identifies the support provider. Intern candidates are supported by their coach/faculty member/site supervisor.

Interviews and document review confirmed the program uses a consistent training model for all instructional leaders, site supervisors, and induction coaches. Reach supervisors (for intern, induction, and ILA candidates) attend courses in Instructional Coaching and Coaching for Equity.

Coaches have the option of completing a performance assessment that includes a preconference, coaching event (which is videotaped), and a post-conference reflective analysis.

Supervisors (instructional coaches) receive feedback after each course, from mid-year and end-of-year surveys and are evaluated by program staff during observation meetings.

Staff/Faculty meet with the Executive Director for coaching and are recognized in a systematic manner through the use of a matrix-based incentive system reviewed by the team. Supervisors shared that they are also acknowledged during meetings.

### **Rationale for Decision on Standard**

The multiple and single subject intern program does not have a systematic way to document that intern candidates receive support at the site level from individuals experienced and credentialed in the intern's assignment.

### **Standard 9: Assessment of Candidate Competence**

**Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

### **Findings**

As verified through stakeholder interviews and document reviews, candidates in Reach Institute's credential programs complete a series of assessments/evaluations throughout their coursework and field placements that are designed to provide them with multiple opportunities to demonstrate the professional knowledge, skills and abilities necessary to educate and effectively support all students in meeting state adopted standards.

Each semester, candidates complete comprehensive portfolios. Participants work with mentor coaches, lead coaches and principals to complete the portfolio documenting evidence of their growth in relationship to the Teacher Performance Expectations (TPEs), the California Academic Content Standards, the California Standards for the Teaching Profession, or CSPEs. At the end of each semester, candidates' portfolio work is assessed by the candidate and the coach, using a predetermined rubric.

Intern assessments include: coaching logs, analysis of student work, intern teacher portfolios, case studies and action plans around seminar content and skills outcomes. As evidenced by the candidate handbook and program documents, candidates complete the four TPA tasks during semesters two, three and four.

The Induction portfolios that were reviewed by team members, evidenced reflective practice and growth over time. Successful completion of the portfolio indicates that candidates meet the Commission-adopted competency requirements specified in the program standards. Candidate and completer interviews confirmed that the focus of the Induction program is centered on formative not evaluative feedback. The instructional coach regularly works with the Induction



candidate using a cognitive coaching model. The Induction teacher analyzes candidate progress towards meeting the CSTPs. The Induction candidate collects anecdotal evidence of meeting professional and personal goals. At the end of each year, candidates participate in a professional reflection of their work for the year.

Participating candidates in the Instructional Leadership Academy are evaluated on their inquiry and/or action research project(s), growth on the learning plan, and evidence included in their portfolio in addition to the assessments of the applied concepts from each seminar series.

Through evidence reviewed at the visit and through interviews with all stakeholders, it was confirmed that each program uses a consistent assessment system to evaluate all credential candidates.

### **Preliminary Multiple Subject Intern Preliminary Single Subject Intern**

#### **Program Design**

The Reach Institute for School Leadership Intern Credential Program is designed to meet the needs of educators learning complex skills, on the job, in challenging circumstances. The program vision is: *“Great teaching is at the heart of great schools.”* Staff and candidate interviews confirmed that the program is designed around developing and supporting great teaching.

The program uses an instructional coaching model to provide candidates with “just in time skills.” Interviews with candidates confirmed that their program experiences are focused on coaching each candidate to meet the unique learning needs of diverse students.

Participants hold an intern teaching credential and receive coaching and support from the program throughout the life of this certification. Upon completion of the program, each candidate has met the requirements for a preliminary teaching credential in single and/or multiple subjects. An opportunity for provisional admission (candidates who do not hold an intern credential) is available for those candidates who are approved by the program for this alternative admission. Participant portfolios and program documents reviewed confirmed that candidates complete an intensive 250-hour pre-service program during the summer months before obtaining an intern teaching credential. The candidates complete a two-year sequence of support and instruction that includes weekly seminars in small cohorts, applied practicum assignments, individualized one-on-one coaching, online collaboration, and the passage of semester performance assessments targeting the foundational practices of effective teaching. Candidates verified that they receive intensive coaching throughout the program centered on instructional strategies, individualizing the curriculum, and personal growth.

The Reach intern program is administered through geographic cohorts. Each cohort is assigned a faculty member who acts as a job-embedded coach, site supervisor, and site mentor. This assigned faculty member teaches all courses and provides consistent and coherent service to the candidate. Interviews with the executive director confirmed that the program faculty member is the key source of guidance, support and cognitive coaching. A review of documents verified that

the program uses a set of formative assessment tools to guide each candidate. Classroom observations are structured to identify specific practices and are used for reflection to maximize learning. Candidates confirmed this leads to a range of opportunities for collaboration, reflection and skills development by the participating intern candidate with the guidance and support of an experienced faculty member who acts in the role of instructional coach and supervisor.

Each participant develops and implements an Individualized Learning Plan (ILP). Interviews with stakeholders confirmed the ILP, preceded by a self-assessment and followed by a mid-year review and an end-of-the-year reflection, forms the basis for the coaching of participants as they develop their abilities as educators throughout the year. Candidates confirmed the focus is on “need-to-know” emergent needs, with coaching and mentoring that provide the opportunity for participants to receive feedback on their performance, as well as examine and question their practice. Participants meet weekly in cohorts, at times in small subgroups, and one-on-one with coaches. Candidates asserted that the subgroups provided a forum to discuss subject-specific pedagogy.

Participants complete course assignments and compose portfolios that include samples of candidate work and continuous improvement, as well as provide evidence of meeting program requirements and their growth as teachers. Interns’ demonstration of knowledge and skills culminates in Reach course performance assessments, as well as the California Teaching Performance Assessment (CalTPA).

### **Course of Study**

The Reach Intern program curriculum is designed as five courses: yearly summer pre-service and four semester courses over two years. Each semester’s content is designed to ensure that candidates meet expectations on identified Teacher Performance Expectations (TPEs)/California Standards for the Teaching Profession (CSTPs), while responding to individual candidate needs through differentiation of assignments and individualized support. Candidates verified that they meet in seminar, through electronic postings, and weekly with their instructional coach/faculty member.

The purpose of the summer pre-service, Introduction to Teaching Methods and Leadership, is to prepare candidates for entry into the teaching profession. This summer series focuses on an introduction to the CTSPs/TPEs, classroom community and culture, planning and assessment, instructional strategies, issues of educational inequity, subject-specific pedagogy and literacy, and meeting the needs of English Learners. Candidates meet for six weeks, two days per week, three hours per day in an intensive setting. Each pre-service week has a thematic module structured around literacy, classroom culture, lesson planning, and English learner strategies. The pre-service experience culminates in a five day residential retreat. The curriculum focuses on the teacher as instructional leader, instructional planning, and creating a classroom community. Candidates submit assignments and assessments at the end of the retreat. Candidates confirmed the pre-service experience laid the foundation for success.

In the fall semester of year one the Planning and Pedagogy course guides intern candidates to develop and practice foundational knowledge and skills of teaching with an emphasis on classroom management and literacy. Candidates gain specific knowledge and skills for literacy

instruction and support across subjects. Candidates create a unit on subject-specific pedagogy (aligned to the TPEs), make presentations, and gain skills centered on planning and pedagogy.

Equity and universal access is the focus of the spring semester, developing candidates' abilities to provide all students with equitable access to the curriculum. They learn various differentiation strategies throughout the semester to address the needs of their students as diverse learners, including English learners and students with special needs. A review of documents and interviews at the site visit confirmed curriculum content includes the IEP process, differentiating instruction based on identified needs, and building student success. At the end of year one candidates complete TPA task one.

The fall semester coursework introduces candidates to theories on how people learn and components of healthy youth development. In preparation for the subject-specific pedagogy focus of year two, candidates read a subject-specific book or attend a summer institute in their content area and then make a presentation to the group. Candidates write a unit on healthy life and complete a personal advocacy unit. Candidates asserted this was one of the most valuable assignments in the program. Candidates complete TPA task two during this semester.

During the second spring coursework, the major emphasis is on demonstrating teacher performance. Candidates revisit and deepen their knowledge and skills in the areas of assessment, specifically differentiated assessment for ELs and students with special needs, and analysis of student work. Candidates hone their ability to analyze their own teaching performance and that of their colleagues through extensive use of video analysis and feedback, identifying overarching goals and setting key next steps. Candidates asserted that the video tape analysis provided essential information on their teaching practice. In addition, candidates complete an independent technology course to enhance their awareness and use of technology in their practice to support student learning. Candidates complete TPA tasks three and four in their final semester.

Document reviews confirmed seminar series syllabi use the CSTPs/TPEs as a framework in planning activities for candidates that are commensurate with the candidates' skills and abilities at various points in the program. All assignments and assessments reflect the competencies articulated in the TPEs and provide candidates with a repertoire of effective instructional strategies.

### **Field Experience/Intern Teaching**

Upon successful completion of the pre-service study, intern candidates begin as paid teachers of record assigned to a classroom. Formative Assessment Tools, adapted for the Reach Intern Program from the New Teacher Center at the University of California, Santa Cruz are used.

Candidates stated their daily experiences in the field provided them with extensive opportunities to acquire and utilize important pedagogical knowledge, skills, and abilities, and to transform the major ideas and emphases developed in their courses into action in their classrooms. Field experiences reflect the developmental sequence of the coursework into which the TPEs have been embedded. Stakeholder interviews confirmed the support provided by the coaches in the field is purposeful and focused on the CSTPs/TPEs.

### **Assessment of Candidate Competence**

Review of documents, as well as stakeholder interviews, confirmed that multiple measures of assessment are used throughout the Reach intern program to evaluate candidate competence. These measures include the distribution of the California Teaching Performance Assessment (CalTPA) among the four semester courses

Candidates are required to submit culminating semester portfolios that are a collection of applied practicum assignments on which they have received feedback. Candidates are also required to pass benchmark performance assessments that are aligned to semester outcomes and TPEs/CSTPs in order to evaluate such skills as student engagement and participation, lesson planning, assessment, analysis of student work, and reflection. Candidates interviewed verified that they receive regular feedback on their progress, meet with their instructional coaches weekly, and are evaluated regularly.

### **Findings on Standards**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** with the exception of the following standards, which are **Met With Concerns**:

*Standard 7A (Multiple Subject only):* – Through interviews and a review of documents, the team found that the program does not have a consistent system that provides multiple-subject candidates with experience in a classroom where beginning reading is taught.

*Standard 14 (both Multiple and Single Subject)* – Through interviews and document review, the team found that the program does not have a consistent system to document that candidates participate in structured and guided observations or participate in instruction of students in settings and grade levels different from their regular assignments.

*Standard 15 (both Multiple and Single Subject)* – Through interviews and document review, the team found that the program does not have a consistent system to document that candidates have site level support that is experienced in their curricular area.

## **General Education (MS/SS) Induction Program**

### **Program Design**

The Reach Institute for School Leadership's induction program is a consortium of independent charter schools and/or school districts (member agencies) in partnership with the Reach Institute for School Leadership and the Bay Area School for Enterprise, which acts as the Local Education Agency.

The Reach Induction program is overseen by the Reach Institute steering committee, which includes representatives from each member agency. The Reach director oversees academic and administrative aspects of the Reach credential programs. The induction coordinator works closely with site-based coaches to support the growth and effective implementation of the program in addition to providing significant support to candidates. The Reach Induction program was designed

from the outset to meet the needs of educators continuing to improve their professional skills, on the job, in challenging circumstances. Interviews with candidates and program completers confirmed that the process is relevant, meaningful and embedded in classroom experience.

The Reach Induction program provides multiple structures and personnel to support candidates. Full-time, full-release lead coaches, partial-release site-based coaches, and site principals, as well as the program director, all work closely with candidates to ensure that they are supported and advance through the California Learning to Teach System. Current candidates and program completers verified that program faculty is responsive to their needs and that program changes are based on needs and feedback.

Through continuous communication and regular collaboration with lead coaches and/or site-based coaches, candidates reported that Induction has provided them with the ability to apply pedagogical theory and allows them to recognize best practices and deliver instruction accordingly. Coaches are in constant communication, both formally and informally, with their site administrators and the Induction coordinator, as well as with one another, through the coaching seminar series and twice-yearly coach forums.

The Reach Induction program is designed as a two-year experience that allows candidates, with their coaches, to use multiple measures to identify areas of growth in their practice and design inquiry projects based on the California Standards for the Teaching Profession (CSTP) around areas of need. The program is based on the New Teacher Center's Formative Assessment System, with some local modifications. Candidates complete four inquiry projects each year, and by the end of the two years, candidates must have completed one project in each of the six CSTPs. Candidates may choose two other areas of inquiry based on teacher-assessed needs or interests. Portfolio documentation and interviews with candidates, coaches, site administrators, and the program coordinator substantiate the use of multiple measures aligned with the CSTP to identify areas of teacher growth and challenge in their practice.

The program provides individual support from qualified coaches, site administrators, and the program coordinator along with professional development opportunities. Coaches plan their coaching and designing of learning experiences to meet the needs of the individual candidates. Using the formative assessment system, candidates work with coaches to complete the portfolio documenting evidence of their growth related to the CSTP and Induction Standards 5 and 6. Specific program formative assessment activities include the Professional Development Plan, Orientation to Formative Assessment and School Context, 8 Inquiry Projects and the End of Year Portfolios. Addressing the needs of English learners and special population students is embedded throughout the inquiry and formative assessment processes and was verified through interviews and documentation review. Formative assessment activities are documented in the collaborative assessment logs.

A review of the professional development evaluations and state survey results, as reported in the Biennial Report, along with interviews with the Reach director, associate director, and Induction program coordinator confirmed the use of the data to make program modifications. Online surveys are also used throughout the year. Recent program modifications include an increased focus on CSTPs through inquiry projects explicitly aligned to each CSTP and increased support for site-based coaches.

Program stakeholders (steering committee, adjunct faculty, instructors, coaches, candidates, program completers and site administrators) provide feedback to the program and are involved in the

development and on-going revision of the program. Interviews confirmed that evaluation and feedback is solicited from each group through a number of evaluation processes (state and online surveys, interviews, etc.). The steering committee is advisory with each member agency having a representative on the committee.

The program sequence of coursework is primarily delivered through the coach/candidate relationship. Coaches receive two years of initial training. The first year focuses on Mentoring Foundations and Program Standard 5, Pedagogy. The second year focuses on Program Standard 6, and Coaching for Equity/Universal Access. All coaches attend two forums per year that target a variety of strategies to improve their mentoring skills and candidate instruction.

The team substantiated that individual candidates collaborate with their coach, self-assess and reflect on their teaching practice to then be able to identify their strengths and areas of growth. This analysis then becomes the basis for an individualized inquiry. Candidates submit portfolios twice yearly and receive feedback as to their progress in the program. A review of documents and portfolios verified this process. Candidates and coaches reported they receive on-going, timely program support and communication.

Coaches work closely and regularly with candidates and are in continuous communication, both formally through monthly meetings and informally via email and phone, with the principals, the Reach program coordinator and each other. The formal and informal communication ensures that feedback and necessary information reaches the appropriate parties. Furthermore, the coaches and Reach program coordinator regularly track candidate progress. When there is a concern about a candidate's progress, the Reach program coordinator communicates and problem solves with the coach and/or site principal. Candidates receive feedback about their progress toward completion only when there is a concern, as verified by the Induction coordinator.

The one-on-one coaching allows teachers to fully integrate their knowledge with practice, while ensuring that the personalized approach keeps the curriculum fully job-embedded and relevant to the teacher's context. At the beginning of the year, teachers gather evidence of their teaching practice with their coach, then self-assess on the domain-level continuum to determine overall areas of strength or need. With their coach, and using the results of the self-assessment for guidance, teachers choose areas of focus for their inquiry projects.

The Induction coordinator and coaching seminars confirmed that coursework in the area of teaching English learners and teaching special populations is addressed throughout the coaching seminar series and is a thread that runs through all inquiry projects and supports the work of teachers around the issues of equity. Team interviews with site administrators confirmed that in the seminar series coaches are required to do a number of readings and respond to each other on the topic of special needs and also confirmed that best practices are interwoven throughout all the inquiry projects.

There are two types of coaches in the program—lead coaches and site-based coaches. Lead coaches are full-release, full-time, paid coaches. They have developed expertise in their content area as well as skills to mentor adults. Site-based coaches may be partially released instructional leaders who work with candidates at their school site. They receive mentor training and support throughout the year from the program coordinator. Interviews with site administrators, coaches, candidates, and program completers corroborated that while the coaches work most specifically on formal induction processes, candidates also receive significant support from the program coordinator and their site principal.

Reach program leadership works closely with administrators from each participating school. Principals ensure proper working conditions for candidates and orient them to the school site. Before establishing a partnership with each school or organization of schools, Induction program leadership inform principals about site-based factors that support beginning teachers through the most difficult phase of teaching. Principals are encouraged to reduce extra-curricular teacher responsibilities for first-year teachers and provide as much site-based support (for example, with curriculum or collaboration) as possible. Reach suggests that administrators meet with coaches and the candidate at least twice per year to discuss the progress of each first- and second-year teacher. In these meetings, administrators participate with coaches and candidates in goal setting and review of assessment documentation (the latter is at the discretion of the candidate to ensure the confidentiality of the coach/candidate relationship in the formative assessment process). Finally, administrators are members of the steering committee and their feedback is used to make various programmatic decisions.

### **Candidate Competence**

Candidate competence is measured through the formative assessment process and the components for self-reflection throughout the two-year induction process. Interviews with candidates and coaches corroborated that the reflective practices implemented within the Reach Induction process cement best teaching practices and make the participants better teachers. Interviews with candidates and coaches provided evidence that candidates are knowledgeable about their areas of strength and growth. Within the formative assessment process, candidates demonstrate knowledge of student growth and development by creating lesson plans to meet the needs of diverse learners.

In an initial orientation of new participants and their coaches, information about the Reach Induction program requirements and the FAS formative assessment tools that will be used to measure growth in their teaching practice are discussed.

The program collects and assesses evidence of teacher growth as measured by the CSTP twice during the year. During the mid-year review, the coach and Induction candidate examine evidence the candidate has collected to demonstrate progress on the CSTPs. Together they determine whether this body of evidence demonstrates sufficient evidence of the candidate's progress. At the end of each year, candidates participate in a professional reflection of their work for the year. At the end of the program, candidates submit a portfolio that includes their professional development plan, documenting their learning plans and reviews along with evidence of growth towards their goals, and four inquiry projects based on the CSTP with accompanying evidence and reflections on practice. This process was confirmed through a review of documentation and team interviews with candidates, coaches, and the induction coordinator.

Reach faculty score the portfolios using a predetermined rubric. When candidates have demonstrated they have met the standards indicated on the rubric for their portfolio, and have shown, through coaches meeting logs, that candidates have participated in the required number of hours for meeting with their coaches, a Demonstration of Completion form is sent to the associate director. The associate director provides a final check to ensure that the teacher has met the program and state requirements for recommendation for a Clear credential. If the candidate has met all the requirements, the associate director submits a recommendation for a Clear credential to the Commission on Teacher Credentialing.

### **Findings on Standards:**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and advisory board members, the team determined that all program standards are **Met** with the exception of the following standard, which is **Met with Concerns**:

***Standard 6(b): Teaching Special Populations*** - Through interviews and document review, the team found that the program does not have a consistent system to document that candidates demonstrate the ability to provide accommodations and implement modifications for students with special needs.

## **Preliminary Administrative Services Program**

### **Program Design**

The Reach Institute for School Leadership's Instructional Leadership Academy (ILA) is a Preliminary Administrative Services Credential Program, which was accredited by the Committee on Accreditation in April 2011. The Reach ILA leadership practica and integrated seminars are sequenced and developed with a logical progression so that the candidates can develop their understanding, knowledge, and skills, build on prior knowledge and experience, meet the demands of their concurrent leadership responsibilities, and learn to take more effective action as leaders.

The ILA is intended to develop instructional leaders' skills and abilities to address the essential components of how schools improve, with a particular focus on the conditional and instructional leadership knowledge and skills that influence instruction.

Seminars and fieldwork requirements of the Reach ILA contribute to the success of administrative candidates, including the opportunity to "learn on the job". Practical application informed by research drives the design of coursework and fieldwork. Participants become reflective practitioners, delving into increasingly complex issues as their experience expands over the duration of the program. Opportunities to practice skills, apply knowledge, and develop thinking are evident in course syllabi, as well as in the delivery of instruction. Because the participants are typically accomplished school instructional leaders, close attention is paid to adult learning theory, including the contribution that cohort support adds to participant success.

The program is implemented through three integrated approaches:

- 1) *Professional Development Plan*: a sequence of individualized assessments, goals, and reflections that monitor each candidate's progression along a continuum of leadership practice based on the California Professional Standards for Educational Leaders (CPSELs).
- 2) *Seminar & Practicum Sequence*: addresses the theory, practice, and critical reflection of instructional and school leadership. Seminars are taught sequentially and one at a time, in-person and online, providing for in depth examination of the theory and application of concepts in short, intensive segments.
- 3) *Coaching*: integrates and personalizes the application of theory into fieldwork and provides direct examination and integration of each topic or concept with leadership practice at the



school site. Formative assessment provides a range of tools to support and document the ongoing improvement of each candidate's leadership.

Both the design and execution of the Reach program elements are structured to maximize these elements in the learning process.

### **Course of Study**

Through research-based instruction, reading assignments, field experiences, reflection, and the use of technology, candidates engage in a developmental sequence of carefully planned and substantive field experiences that are carefully selected by Reach faculty. These field experiences allow candidates to connect theory and practice and to begin developing their skills as reflective practitioners. Participation in these experiences promotes active learning. Candidates see firsthand how theory from coursework is implemented practically in schools. Furthermore, these field experiences allow candidates to constantly evaluate their choice to advance towards administrative work in school leadership.

The Reach Instructional Leadership Preliminary ASC Program sequence is as follows:

- Instructional Leadership Residency (August - June)
- Instructional Coaching (September-October)
- How Teachers Learn (November-December)
- Supervision & Evaluation (December)
- Coaching for Equity and Universal Access (January-February)
- Performance Assessment: Instructional Coaching Cycle (February)
- Instructional Program Coherence & Alignment (February-March)
- Fostering Professional Community (March-April)
- Facilitated collaborative learning event (April)
- School Leadership & Management (April-May)

### **Assessment of Candidate Competence**

*Performance Assessments.* Candidates experience multiple forms of assessment throughout the program. In addition to the assessments that are directly linked to the seminars, ongoing assessments include two performance assessments, the design of which mirrors the California Teacher Performance Assessment:

1. Following the fall semester, candidates complete the "Observation and Conferencing Performance Assessment." This summative assessment requires leaders to demonstrate their skills in coaching, observing, and providing feedback to teachers with an instructional leadership orientation.
2. Following the spring semester, candidates complete the "Facilitated Collaborative Learning Event Performance Assessment." This summative assessment requires leaders to demonstrate their skills in facilitating professional development and professional communities. The assessment requires leaders to situate the event in the context of school-wide goals and the instructional program, and to demonstrate their skills in planning and facilitating meetings for professional development.

Both performance assessments also ask candidates to reflect on their own practice, connecting their strengths and areas for growth in relationship to the research literature, the seminar content,

and their own individualized professional learning plan. The performance assessments generate data that provides participating instructional leaders with feedback on their performance relative to program expectations and informs program evaluation and continuous improvement efforts for program leaders.

*Formative Assessments.* The instructional leadership residency incorporates significant formative assessment opportunities including regular coaching anchored in a professional development plan, a mid-year review and an end-of-year reflection based on collected evidence.

Expectations for excellence are described in the continuum of educational leadership based on the CPSELs. Expectations are communicated through the individual induction plan process:

- Initial self-assessment and conference based on the continuum, where specific goals are set.
- Ongoing review of targeted elements of the CPSELs as part of continuous cycles of inquiry.
- Mid-year assessment and conference based on the continuum where progress is discussed and goals are revised.
- Further review of targeted elements of the CPSELs as part of continuous cycles of inquiry.
- End-of-year assessment and conference based on the continuum where progress is evaluated.
- End-of-year reflection on practice in which candidates reflect on their growth, areas of strength, and areas for improvement based on the continuum.

*Seminar/Practicum Assessments.* Each syllabus defines the specific requirements for a given seminar, and typically includes some combination of:

- Reading completion and online postings/reflections.
- Seminar participation and attendance.
- Evaluation of practicum projects
- Final reflection (short paper) demonstrating and connecting concepts/literature, understanding, knowledge and skills.

Candidates are assessed through the individualized professional development plan process. Participants self-assess and are evaluated by their faculty-coaches, both formatively and summatively throughout the year, on the continuum of educational leadership based on the CPSELs. This process allows for extensive and clear feedback on performance relative to leadership expectations, based on evidence of practice, both generally and related to specific areas of focus. Additionally, participants are assessed on their participation, assignment completion, practicum completion, and frequency of coaching.

### **Findings on Standards**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, faculty, employers, and supervising coaches, the team determined that all program standards are **Met**.