



REACH UNIVERSITY REACH INSTITUTE *for* SCHOOL LEADERSHIP

Reach Instructional Leadership Academy Clear Administrative Services Credential Application Information

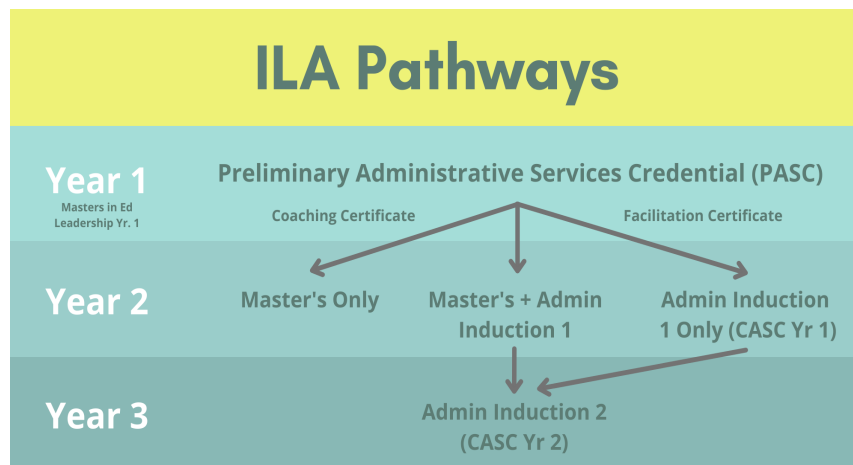
Rolling Admissions Mar. 7 - July 1, 2022 (until filled)

Thank you for your interest in the Reach Instructional Leadership Academy (ILA). At Reach, we believe that quality teaching is at the heart of every quality school. Our innovative program is designed to build your knowledge and skills for the essential work of instructional leaders: ensuring effective instruction in caring classrooms so that each child has a great learning experience.

Our Approach

In the Reach ILA, you can expect to be intellectually challenged, relationally encouraged, and pushed to put new skills into practice. The program is designed for working adults, is job-embedded, and helps you become a more effective leader right away! Reach supports your individual initiative and you will receive one-on-one coaching to help you define and meet your goals. You will also be an integral part of a small, committed cohort. This closeness ensures that each participant contributes to the collective learning of the group.

Our program is uniquely structured with the Clear ASC program starting with the option to engage in an Action Research Master's year and culminating in a final Administrator Induction year focused on inquiry in instructional leadership, or two years of Administrator Induction focused on inquiry in instructional leadership. If you have not completed the Reach Instructional Leadership Academy Year 1/ PASC program and wish to participate in the Master's program, you will need to have your previous transcripts analyzed for transferable units.



1221 Preservation Park Way, Suite 100
Oakland, CA 94612
Ph (510) 501-5075 Fax (510) 868-2215
Email: ila@reach.edu

The Action Research Year includes:

- **Professional Learning Seminars:** Thursday seminars and Intensives (see calendars for dates) focused on two strands: your action research project and a second course on instructional coaching.
- **Online collaboration:** Weekly online collaboration that includes reading thought-provoking research and practitioner-literature, followed by online discussions and reading and responding to your action research peers' work.
- **Practicums:** Real time practicums in which you collect and reflect on evidence of your instructional leadership practice and application of your Action Research.
- **Individualized Goal Setting:** Self-assessment, goal setting, action planning, aligned professional learning, reviewing progress based on the CPSELs (California Professional Standards for Educational Leaders).
- **Advising:** Candidate's scholarship and completion of the action research capstone will be supported through ongoing advising sessions with faculty over the course of the year to ensure the successful completion of their master's thesis.

The Administrator Induction includes:

- **Individualized Goal Setting:** Self-assessment, goal setting, action planning, aligned professional learning, reviewing progress based on the CPSELs (California Professional Standards for Educational Leaders).
- **Coaching:** Candidates are supported by a minimum of 40 hours of one-on-one coaching sessions over the course of each year for two years. Candidates are provided with professional coaches who are recently or currently serving in administrative positions.
- **Professional Learning Seminars:** Thursday seminars and Intensives (see calendars for dates) focused on:
 - Induction 1: your inquiry for equity project and instructional coaching skills
 - Induction 2: your inquiry for equity project and stakeholder facilitation skills
 - Consultancies based on leadership readings
 - Guest lecturers on current topics for administrators
- **Online collaboration:** Online discussions about relevant reading or program experiences, such as job shadowing
- **Practicums:** Real time practicums in which you collect and reflect on evidence of your instructional leadership practice and implementation of your inquiry projects.

Credentials Earned

In order to be eligible for the Clear ASC program, you must have a valid Preliminary Administrative Services Credential (PASC), a valid California clear teaching credential, 5 years of teaching experience, and hold an administrative position or hybrid administrative position (must meet the CTC criteria and LEA designation).

As a current school leader, you may earn your CA Clear Administrative Services credential through the two-year Administrator Induction/Clear ASC program in the Instructional Leadership Academy;

- *An administrative services credential authorizes the holder to provide the following school services in California public schools:*
 - *Develop, coordinate, and assess instructional programs*
 - *Evaluate certificated and classified personnel*
 - *Provide students' discipline*

- *Provide certificated and classified employees discipline*
- *Supervise certificated and classified personnel*
- *Manage school site, district, or county level fiscal services*
- *Recruit, employ, and assign certificated and classified personnel*
- *Develop, coordinate, and supervise student support services*

From the CTC website <http://www.ctc.ca.gov/credentials/CREDS/admin-svcs.html>

Spotlight on Action Research

The Reach Action Research year deepens instructional leaders’ thinking about the core domains of instructional leadership, and requires leaders to identify and understand challenges of instructional leadership, develop theories of action, including an intervention, for addressing those challenges, and develop methods for evaluating the results of interventions.

Seminars are organized as a collaborative research group, and participants develop the “Action Researcher’s Mindset” by developing theories of action on three levels:

- 1) Each participant identifies a problem of leadership practice in their own context and studies it in-depth, developing a proposed response to that challenge based on the research literature, practitioner literature, and the professional judgment of coaches and colleagues.
- 2) Each participant works with research partners, and studies and understands their problem of leadership practice in order to be peer coaches.
- 3) Each participant contributes to the collaborative research group’s “colloquia” process, workshopping their peers’ understanding of a given challenge or problem.

Action Research as an approach to identifying, understanding, and responding to leadership challenges provides the thematic arc of the program. Shani & Pasmore (Coghlan and Brannick 2005) defined action research as “...an emergent inquiry process in which applied behavioral science knowledge is integrated with existing organizational knowledge and applied to solve real organizational problems. It is simultaneously concerned with bringing about change in organizations, in developing self-help competencies in organizational members and adding to scientific knowledge. Finally, it is an evolving process that is undertaken in a spirit of collaboration and co-inquiry.”

Action Research in Reach is “design development” research. This means that you are not just going to take action, but you are going to systematically create a design for that action that can be used/adapted for similar challenges in the future.

Over the course of collaborative seminars spanning two courses, the program will help you identify a problem or challenge of leadership, research that challenge, design an intervention, collect data, analyze data, and ultimately address the challenge and learn something about yourself and your leadership practice. The year is punctuated with the mid-year presentation of the Action Research Proposal to a panel of Reach Faculty and external experts. The series will culminate with you publishing your research to the Reach Action Research Library and presenting your research to stakeholders, both internal and external to your school, at the annual Leadership Showcase.

Recognition of Prior Action Research Project

If you have previously completed a Master's degree/Action Research Project (ARP) as part of a Master's degree, you may be eligible for the *clear credential only* pathway. In this pathway an alternate program structure is available to candidates who meet the Reach Action Research competencies. You will be contacted by Reach with more details upon indicating on your application that you have completed an ARP.

Transferring Credits Towards a Master's

For those interested in earning a Master's degree, please contact ILA@reach.edu for transfer credit policy and unit analysis to determine additional Reach courses that would be required to be taken to be eligible for a Master's degree.

Tuition (currently subsidized by grants):

- Year 2 (Clear Administrative Services Credential and Master's Pathway): \$9,100
- Year 2 (Clear Administrative Services Credential Only Pathway): \$6,750
- Year 2 (Master's Only Pathway): \$9,100
- Year 3: \$5,500

The program application is available online [here](#). Please review the Reach ILA Program materials for details regarding eligibility, required documents, and payment options. If you would like to get started with the process, you can begin by asking for letters of recommendation, updating your resume to include professional development you have participated in, and ordering official transcripts. If you have questions or would like additional information, please contact ILA@reach.edu.

Admissions Requirements

Admission to the Reach Instructional Leadership Academy Clear ASC program is selective. In order to be considered for the Reach ILA, candidates must meet the following requirements, complete the online application, and submit all additional documentation.

1) □ Employment:

- a. Be employed by a Reach partner school or member agency school (or one that is willing to become a partner school) in an administrator or hybrid administrative role. If you are in a hybrid administrative role, you must be providing administrator services for at least 4 hours a day for 75% of the school year and your role must be designated as an administrator role by your district/LEA, as verified by the Superintendent or designee (usually HR). If you are not employed by a Reach partner school or member agency and you are interested in the Reach Clear ASC program, contact program personnel to inquire about establishing a Memorandum of Understanding between your school and Reach.
 - Please submit a "Verification of Employment in an Administrative Position" form ([CL-777 form](#)) to ila@reach.edu
- b. Your administrative position should include your ability to coach at least one teacher throughout the year (Administrator Induction 1 and Action Research/ Master's) and to facilitate a stakeholder group in decision making (Administrator Induction 2)

- 2) □ **Recommendation Form (2):** Obtain two recommendations, *one from your supervisor*, and an additional recommendation from someone who is familiar with your work, attesting to your suitability for assuming greater instructional leadership. Recommendation forms will be sent out directly to your requested recommenders through the application process.
- 3) □ **Valid Clear Teaching Credential:** Hold a valid California Clear Teaching Credential (if your clear credential is pending, you may be provisionally enrolled in the program. Degrees or credentials will not be conferred without a valid California Clear Teaching Credential)
- 4) □ **Valid Preliminary ASC Credential:** Hold a valid Preliminary Administrative Services Credential.
- 5) □ **Five Years teaching experience:** Have completed five years of full-time, school-based teaching experience, as described in the CTC guidelines. Verification of experience must be submitted on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.
- 6) □ **Academic Readiness - Transcripts:** Please submit official transcripts of your most recent university experience. Please be sure that the seal is not broken. Transcripts are used to demonstrate academic readiness by ***ONE*** of the following:
 - a) Completion of a Teacher Credential program from a regionally accredited college or university with a minimum grade point average of 3.0.
 - b) Completion of an undergraduate program (Bachelor of Arts or Bachelor of Science) from a regionally accredited college or university with a minimum grade point average of 3.0.
 - c) If you do not meet (a) then you must submit (b).
- 7) □ **Resume:** Please provide a current copy of your resume. Resume should show at least 5 years of full-time, school-based teaching experience and include any professional development you have participated in or led.
- 8) □ **Demonstration of Knowledge:** Demonstrate knowledge in the areas of Social Justice and Equity, Pedagogical Content Knowledge, Teaching for Universal Access, and Educational Psychology. Reach will analyze your demonstration of knowledge through ***ONE or more*** of the following:
 - a) Successfully earning a preliminary teaching credential through the Reach Institute.
 - b) Successfully earning a clear teaching credential through the Reach Institute's Induction Program. *The Reach Instructional Leadership Academy program is designed to articulate with the Reach Teaching Academy programs.*
 - c) Credentialing coursework at a regionally accredited college or university.
 - d) Other experiences as outlined on your résumé and narrative responses.

Once all required documents have been received, the candidate's application will be considered by the admissions committee after the deadline. The Reach Institute will notify any candidate whose file is incomplete after the filing deadline. If the file is incomplete at the time of the admissions committee, the candidate's application will be considered in the next admissions cycle, assuming that the file is complete by then. Candidates may be contacted for a phone interview by the admissions committee, so please ensure that all contact information is accurate.

Candidates will be notified via email of the decision the admissions committee has made. Please ensure all email addresses are accurate. Candidates will be asked to confirm their participation in the program by submitting the required enrollment forms by the specified date. Please note that program offerings are contingent on minimal enrollment for each cohort in each location.