

## Course Catalog Effective

Reach University’s catalog is valid through the academic year Summer 2024, Fall 2024, and Spring 2025.

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 Undergraduate Course Descriptions

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## CA 400: Integrated Arts in Education: Bridging Learning Through Creativity Arts in Education (2 credit hours)

This course is designed for aspiring educators with the aim of exploring the multifaceted role of art in education. Through a dynamic and interdisciplinary approach, the course examines how art intersects with social sciences, mathematics, sciences, literacy, and events, providing students with a comprehensive understanding of art in various forms. Participants will develop an appreciation for art and its educational value, learning practical strategies for incorporating artistic perspectives and methods into diverse subject areas. By engaging with five major modules, students will discover the potential of art to enhance learning experiences, foster critical thinking, and cultivate creativity in educational settings.

## CAS 50: College Preparation and Professionalism (0 credit hours)

CAS 50, a prerequisite to undergraduate coursework, is a foundational course that supports candidates transitioning into Reach University. This course covers program expectations, concentration options, and strategies for success in a job-embedded program that employs the Oxford Tutorial Method. CAS 50 is appropriate for incoming candidates, and is required for first-year placement students. (Previously DEP 50)

Credit: 0 unit Prerequisites: none

## CS 300: Computer Science (3 credit hours)

This course introduces candidates to core concepts and practices common to state and national standards for computer science. It aims to build teacher self-efficacy and pedagogical content knowledge through hands-on investigations of Computing Systems, Data and Analysis, Networks and the Internet, Algorithms and Programming, and Impacts of Computing. It fulfills the Computer Science Competencies for Elementary Teachers, Grades K-6, required by the Arkansas Teaching Standards

## DEP 202A: Placement - Collaboration and Teaming (2 credit hours)

This course is designed to help candidates build foundational knowledge and skills in teaching to create conditions for equitable outcomes in their classrooms. Candidates will engage in best practices around collaborating with peers and colleagues in the field; they will gain content knowledge and understand the need to implement high-yield instructional strategies to foster student learning and growth. From the modern Social Studies classroom lens, candidates will participate in experiential learning to develop instructional planning and implementation skills. These skills include developing clear and appropriate objectives based on content standards, strong modeling, guided instruction, and effective checks for understanding (including best practices for effective questioning techniques and equitable participation). Utilizing interdisciplinary collaboration, teaming, and alignment across Reach courses and job-embedded experiences, candidates will demonstrate an understanding of educational vision, classroom culture, instructional and content knowledge, classroom procedures, and communicating clear directions and expectations for student mastery.

## DEP 202B: Placement - Continuous Improvement/Reflective (2 credit hours)

Want to be the teacher your students need and get better at your craft every year? This course provides a framework, practices, and a community for you to develop the skills to improve throughout your career. We learn from other teachers, students, even our own practice as we work to continuously improve. 2 units. *GE Categories: Development, Education and Pedagogy; Regional and Global Awareness.*

## DEP 303A: Apprenticeship (3 credit hours)

This course helps candidates build foundational knowledge and skills in teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Candidates participate in multiple experiential learning cycles focused on developing an educational vision and a classroom culture plan, teaching routines and procedures, communicating clear directions and expectations, and utilizing positive behavior supports. Candidates also develop skills in instructional planning. These include learning to develop clear and appropriate objectives based on content standards, strong modeling, guided instruction, and effective checks for understanding (including best practices for effective questioning techniques and equitable participation). One-on-one field experience support and supervision is integrated throughout the course that builds upon seminar content. 3 units. *GE Categories: Development, Education and Pedagogy; Regional and Global Awareness.*

## DEP 303B: Apprenticeship - Licensure Preparation (3 credit hours)

The candidates in this course will practice the skills and content knowledge necessary for passage relative state teacher exams (eg. Praxis, RICA, etc). Students will be signed to individual assignments, according to areas needed for Praxis passage in addition to course-wide reflections and study prep work. This is a self-paced course with the ultimate end of course objective of studying each area of the praxis by the end of the semester. *This course will look different for every student based on the content areas each person has yet to pass on the official praxis exam.* Candidates will be required to show proof of registration (not proof of passage) for a subtest of the Praxis to pass the course. The candidate may select any subtest to meet this requirement. Exemptions: undergraduates based in California or Texas.

## DEP 400: Development and Characteristics of Learners with Exceptionalities (3 credit hours)

Development and Characteristics of Learners with Exceptionalities—This course is designed to engage candidates in an understanding of human development and behaviors. Candidates will conceptualize students from preschool through 12th grade with exceptionalities by using neurotypical development as a reference point. DEP 400 provides an overview of human development which encompasses the areas of: academic, social and emotional, language, cognitive, physical, and sensory. Candidates will explore the characteristics and defining factors for each of the major disability categories. Course instruction and activities will prepare candidates to understand the characteristics of neurotypical and atypical learners (students with exceptionalities). Satisfactory completion of the course will prepare students to pass the Special Education Core Knowledge portions of state-mandated teacher licensure exams. 3 units. GE Categories: Development, Education and Pedagogy; Regional and Global Awareness.

## DEP 403A: The Tutorial Method in Practice (2 credit hours)

The Tutorial Method is a deep learning methodology that develops inquiry, real-world problem solving and critical thinking through collaborative discussions. This course is designed to provide candidates with hands-on, practical experience of applying the Tutorial Method of teaching and learning in their instructional planning and delivery. Candidates will develop a critical understanding of the theoretical and practical approaches to delivering instruction according to the Tutorial Method. Thus, DEP 403 A will complement the clinical year course OTM 421 A: The Instructional Cycle. The course engages candidates in how to develop tutorial-aligned questioning, discourse, study skills, instructional planning and assessment practices in their day-to-day teaching. With its focus on dialogue-led teaching and learning, the course builds on the foundations laid in WC 101: Composition and Discourse and equips candidates with theoretical and practical tools to develop equitable critical thinking-based teaching in their school sites.

## DEP 410: Instructional Strategies, Planning, and Assessment for Learners with Exceptionalities (3 credit hours)

This course is designed to engage students in building knowledge of various types of instructional strategies, planning, and assessments that special education teachers employ in the classroom. DEP 410 will provide examples of research based instructional strategies, model planning for the classroom, and supply exemplar assessment tools. Course instruction and activities will prepare candidates to plan, instruct, and assess students with exceptionalities. Satisfactory completion of the course will prepare students to pass the Special Education Core Knowledge portion of state-mandated teacher licensure exams. 3 units. GE Categories: Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

## DEP 420: Professional, Ethical, and Legal Practices for Special Education (3 credit hours)

This course is designed to engage students in understanding professional roles and responsibilities of the special education teacher and other professionals who deliver special education services. DEP 420 provides an overview of major legislation within the disabilities rights movement; and federal requirements within a legally defensible individualized education program (IEP). Course instruction and activities will prepare candidates to understand the components of legally defensible individualized education program (IEP). In addition candidates will understand the pre-referral, referral, and identification process. Satisfactory completion of the course will prepare students to pass the Special Education Core Knowledge portions of state-mandated teacher licensure exams. 3 units. Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

## LIT 301: Basic Literacy Skills Instruction (3 credit hours)

This course is designed to engage students in evidence-based methods of literacy instruction that focus on basic early literacy skills, phonological awareness and phonics. LIT 301 provides an overview of theoretical models that address the acquisition of reading skills, opportunities for students to build knowledge of literacy skills, and in-depth experience in providing targeted instruction in basic literacy skills. Course instruction and activities will prepare candidates to support diverse learner populations and students with disabilities in the development of reading skills. Satisfactory completion of the course will prepare students to pass the Reading and English Language Arts portions of state-mandated teacher licensure exams. 3 units. GE Categories: Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

## LIT 302: Advanced Literacy Skills Application (3 credit hours)

This course is designed to engage students in evidence-based methods of literacy instruction that focus on advanced literacy skills: phonics, morphology, and vocabulary. LIT 302 provides an overview of theoretical models that address the acquisition of reading skills, opportunities for students to build knowledge of literacy skills, and in-depth experience with how to provide targeted instruction in advanced literacy skills. Course instruction and activities will prepare candidates to support diverse learner populations and students with disabilities in the development of their reading skills. Satisfactory completion of the course will prepare students to pass the Reading and English Language Arts portion of state-mandated teacher licensure exams. 3 units. GE Categories: Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

## LIT 303: Literacy Skills Application (3 credit hours)

This course is designed to engage students in evidence-based methods of literacy instruction that focus on the application of literacy skills and how to adjust, assess, and support students with dyslexia and other language-based learning disorders. LIT 303 provides an overview of dyslexia and other language-based learning disorders and how they impact the acquisition and application of reading skills, opportunities for students to build knowledge of literacy assessments, and in-depth experience with how to provide targeted interventions and support for students who struggle with reading. Course instruction and activities will prepare candidates to support diverse learner populations and students with disabilities in the development of reading skills. Satisfactory completion of the course will prepare students to pass the Reading and English Language Arts portions of state-mandated teacher licensure exams. 3 units. Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy

## MR 101: Origins and Applications of Numbers and Operations (3 credit hours)

This course is designed to engage students in critical thinking, communication, and collaboration about mathematics skills necessary for success in teaching in an elementary school classroom. Students will explore topics related to three different categories: number and operations, algebraic thinking, and geometry, data, and probability. Satisfactory completion of this course will help prepare students for success on the state-mandated Praxis Elementary Education 5003 exam.

## MR 102: Origins and Applications of Algebraic Thinking (3 credit hours)

This course is designed to engage students in critical thinking, communication, and collaboration about mathematics skills necessary for success in teaching in an elementary school classroom. Students will explore topics related to three different categories: number and operations, algebraic thinking, and geometry, data, and probability. Satisfactory completion of this course will help prepare students for success on the state-mandated Praxis Elementary Education 5003 exam.

## MR 103: Origins and Applications of Geometry, Data, and Probability (3 credit hours)

This course is designed to engage students in critical thinking, communication, and collaboration about mathematics skills necessary for success in teaching in an elementary school classroom. Students will explore topics related to three different categories: number and operations, algebraic thinking, and geometry, data, and probability. Satisfactory completion of this course will help prepare students for success on the state-mandated Praxis Elementary Education 5003 exam.

## NS 200: Biology I (3 credit hours)

This course gives an introduction to the biological perspective, the chemical and cellular bases of life, cellular transport and energetics, reproduction, heredity, classification of organisms and their evolution, plant and animal physiology, and ecology. 4 units. GE Categories: *Thinking and Quantitative Reasoning; Development, Education and Pedagogy.*

## NS 419: Earth Science (3 credit hours)

This course provides a comprehensive introduction to planet Earth and the solar system, stressing the interconnectedness of Earth systems. Topics include Earth materials, geologic processes and landforms, atmosphere processes, the hydrosphere, ocean characteristics and processes, Earth/Sun relationships, and the Solar System. 3 units. Corequisite: NS 420. *GE Categories: Thinking and Quantitative Reasoning; Development, Education and Pedagogy.*

## NS 423: Physical Science (3 credit hours)

This course covers the basic concepts of physics, including the nature of physics, elasticity and simple harmonic motion, waves and sound, fluids, heat and temperature, the kinetic theory of gases, electricity and magnetism, electromagnetic waves, optics, the special theory of relativity, atomic physics. 3 units. Corequisite: NS 424. *GE Categories: Thinking and Quantitative Reasoning; Development, Education and Pedagogy.*

## OTM 221: Methods Establishing Foundations for Teaching and Learning (3 credit hours)

This course helps candidates build foundational knowledge and skills in teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Candidates participate in multiple experiential learning cycles focused on developing an educational vision and a classroom culture plan, teaching routines and procedures, communicating clear directions and expectations, and utilizing positive behavior supports. Candidates also develop skills in instructional planning. These include learning to develop clear and appropriate objectives based on content standards, strong modeling, guided instruction, and effective checks for understanding (including best practices for effective questioning techniques and equitable participation). One-on-one field experience support and supervision is integrated throughout the course that builds upon seminar content. 3 units. *GE Categories: Development, Education and Pedagogy; Regional and Global Awareness.*

## OTM 223: Methods: Integrated Math Concepts and Instruction (3 credit hours)

“Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge . . . Learning with understanding is essential to enable students to solve new kinds of problems they will inevitably face in the future.” -Principles and Standards for School Mathematics, National Council of Teachers of Mathematics, pages 20 – 21

OTM 223 focuses on implementing high-quality instructional materials (HQIM) and methods of instruction in mathematics for aspiring educators pursuing a PK-5 teaching certification. As this course is a corequisite to the Origins and Application of Numbers and Operations, Origins and Applications of Algebraic Thinking, and Geometry, Data & Probability, candidates will not only be learning the mathematical practices but will be engaged in implementing high-yield instructional methods utilization of available materials and techniques. A mathematics content course for prospective elementary school teachers. Topics include problem-solving, numeration systems, real numbers, number theory, geometry, probability, statistics, and algebra. Math manipulatives are used in this course. In-person field experience while taking this course is required.

## OTM 321: Methods: Establishing Foundations for Teaching and Learning in Science (3 credit hours)

Topics covered include inquiry, processes, structure, history, interdependence, diversity, and change over time. This course focuses on why and how we teach the three pillars of science: Earth, Life, and Physical. Ideas revolve around the nature of science and how we introduce it in the educational setting.

## OTM 323: Methods in Literacy Instruction (3 credit hours)

Methods Establishing Foundations for Teaching and Learning Literacy—This course is designed to engage students in evidence-based methods of literacy instruction that focus on the application of literacy skills, which include spelling, writing, and comprehension. OTM 323 provides on-the-job learning experiences that address the acquisition and application of reading skills, opportunities for students to build knowledge of literacy skills, and in-depth opportunities on how to provide targeted instruction in the application of literacy skills. Course instruction and activities will prepare candidates to also support diverse learner populations and students with disabilities in the development of reading skills. Satisfactory completion of the course will prepare students to pass the Reading and English Language Arts portions of state-mandated teacher licensure exams. 3 units. *GE Categories: Written Communication, Oral Communication, Quantitative Reasoning, Critical Thinking, Information Literacy*

## OTM 421A: Clinical Residency I - The Instructional Cycle Part 1 (3 credit hours)

Clinical Residency I: The Instructional Cycle is an intensive and immersive course designed to equip educators with advanced skills and knowledge to excel in teaching. Throughout the duration of this residency, participants will engage in a multifaceted learning experience that combines theoretical knowledge, practical application, and reflective practice. The course will examine and support the intricacies of implementing pedagogical best practices, instructional design principles, and effective planning required to ensure student success.

Since this course is designed for clinical practitioners, candidates will undergo two separate evaluation and coaching cycles throughout the semester. Oxford Teachers College is partnered with and trained by the National Institute for Excellence in Teaching (NIET); the Aspiring Teacher Rubric (ATR) will be used to drive all Pre-Observation/Observation/Post-Observation coaching sessions.

## OTM 421B: Clinical Residency 2 - The Instructional Cycle Part 2 (5 credit hours)

This course is the second half of the required year-long residency. The Instructional Cycle is an intensive and immersive course designed to equip educators with advanced skills and knowledge to excel in teaching. Throughout the duration of this residency, participants will engage in a multifaceted learning experience that combines theoretical knowledge, practical application, and reflective practice. The course will examine and support the intricacies of implementing pedagogical best practices, instructional design principles, and effective planning required to ensure student success.

Since this course is designed for clinical practitioners, candidates will undergo two separate evaluation and coaching cycles throughout the semester. Oxford Teachers College is partnered with and trained by the National Institute for Excellence in Teaching (NIET); the Aspiring Teacher Rubric (ATR) will be used to drive all Pre-Observation/Observation/Post-Observation coaching sessions.

## OTM 430: Culture &amp; Classroom Management (3 credit hours)

This course is designed to provide pre-service teachers with a comprehensive understanding of the critical role that classroom culture and classroom management play in effective teaching and learning. In this clinical residency course, Candidates will explore the dynamic interplay between classroom culture, student behavior, and instructional success. Through a blend of theory, practical strategies, and hands-on experiences, students will develop the knowledge and skills necessary to create a positive and inclusive classroom environment conducive to effective teaching and student engagement.

## OTM 440: Culture &amp; Collaboration (3 credit hours)

This course is designed for Clinical Residents who seek to build and understand the dynamic interplay between culture, family engagement, and collaborative partnerships within the context of schools and communities. Emphasizing the importance of cultural competence, inclusion, diversity, equity, and social justice, this course aims to prepare teacher candidates to work effectively in diverse educational settings. Through a blend of theoretical frameworks, practical strategies, and reflective practices, students will explore how cultural backgrounds and community contexts influence educational experiences and outcomes.

Learners will engage with concepts of culturally responsive and sustaining pedagogy, examining how educators can respect and leverage the diverse cultural assets students and their families bring to the educational process. The course will cover effective communication strategies, partnership models, and engagement practices that foster meaningful collaborations with families and community stakeholders. By analyzing case studies, participating in simulations, and engaging with local educational communities, students will develop skills in building relationships, understanding community assets, and integrating these resources into their teaching practices to support all learners.

## OTM 450: Capstone: Action Research In Education - Becoming Agents of Change (3 credit hours)

The Action Research Capstone is the culmination of Oxford Teachers College's Clinical Year and education program, designed to bridge the gap between theory and practice. In this transformative course, candidates draw upon the entirety of their educational journey to engage deeply with the process of action research, empowering them to become reflective practitioners and agents of change within their future classrooms and educational communities. Through a structured yet flexible approach to inquiry, candidates will explore, implement, and reflect on strategies to address real-world challenges, fostering an environment of continuous improvement and lifelong learning.

## SI 100: Scientific Inquiry (3 credit hours)

This course explores Science as a discipline, including the scientific method, scientific research, and writing conventions in the sciences. Scientific Inquiry includes the teaching and learning of the life sciences, as well as earth and space sciences, in K-8th grade classrooms. Students will examine best practices in scientific teaching and learning through hands-on experiments, problem solving, and open-ended questions. 3 units. GE Categories: Thinking and Quantitative Reasoning; Development, Education and Pedagogy; Science and Engineering. (Previously Integrated Sciences)

## SI 103: History in Practice (3 credit hours)

This course introduces candidates to the methodological and theoretical questions involved in the practice of History. Candidates explore how source materials are located and analyzed, what kinds of arguments historians make, and how history is produced? This course supports the foundational critical thinking skills students will need to engage in their other coursework, apprenticeship and capstone. 3 units. GE Categories: Systems and Social Policy; Regional and Global Awareness; Thinking and Quantitative Reasoning

## SI: 106 Historical Development of Scientific Knowledge (3 credit hours)

After exploring basic disciplinary components of Science and History, candidates' exploration culminates in this course, designed to examine and compare how evidence is used to form written and oral arguments. Candidates are introduced to and practice scholarly inquiry using what they have learned about audience, purpose, context, and disciplinary conventions. The course also provides opportunities to explore how their students develop disciplinary thinking, writing, and speaking skills.

## SI: 107 Child Development and Differentiation in the Digital Age (6 credit hours)

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, from childhood through adolescence. Basic theories of childhood and adolescent development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of families, peers, school, community environments, race, ethnicity, and culture and the media are discussed and addressed, as well as an overview of the variations in the development of children with special needs, inclusion practices in school setting, laws relating to special needs, and appropriate community resources. 3 units. GE Categories: Development, Education and Pedagogy; Regional and Global Awareness.

## SSP 201: World History: Critical Approaches for Educators (3 credit hours)

This course is designed to engage students in critical, methodological, and theoretical questions related to perspectives, power, identity, and interactions across time and cultures in world history. It extends the foundational critical thinking skills students will need to engage in their other coursework, apprenticeship, and capstone. Satisfactory completion of the course will prepare students to pass the Geography, Anthropology, Sociology, and World History portions of state-mandated teacher licensure exams. 3 units. GE Categories: Regional and Global Awareness; Systems and Social Policy; Culture and Aesthetic

## SSP 202: US History: Critical Approaches for Educators (3 credit hours)

This course is designed to engage students in critical, methodological, and theoretical questions related to perspectives, power, identity, and interactions across time and cultures in US history. It extends the foundational critical thinking skills students will need to engage in their other coursework, apprenticeship, and capstone. Satisfactory completion of the course will prepare students to pass the United States History portion of state-mandated teacher licensure exams. 3 units. GE Categories: Regional and Global Awareness; Systems and Social Policy; Culture and Aesthetic

## SSP 104: Politics and Government Critical Approaches for Educators (3 credit hours)

This course is designed to engage students in critical, methodological, and theoretical questions related to perspectives, power, identity, and interactions in government and economics. It extends the foundational critical thinking skills students will need to engage in their other coursework, apprenticeship, and capstone. Satisfactory completion of the course will prepare students to pass the United States Government, Citizenship, and Economics portions of state-mandated teacher licensure exams. 3 units. GE Regional and Global Awareness; Systems and Social Policy; Culture and Aesthetic

This course addresses the provisions and principles of the Constitution of the United States. Therefore, candidates who earn a satisfactory grade of "C" or better in this course satisfy the U.S. Constitution requirement for California preliminary credential seekers who apply to Reach University's Intern Credential Program.

## SSP 350: Arkansas History (3 credit hours – Arkansas only)

This course is designed to introduce students to the political, economic, social, and cultural development of Arkansas from Indigenous communities to the present day. Special emphasis is placed on the contributions of Arkansas to its region and nation. 3 units. GE Categories: Regional and Global Awareness; Written and Oral Communication; Systems and Social Policy; Culture and Aesthetic

## WC 100: Metacognition and Mastery (3 credit hours)

This course asks students to think about thinking. Students are provided the tools to plan, analyze, reflect in ways that will allow them to learn new skills, transfer their knowledge and skills to new contexts, and develop learning goals as they move toward mastery. Current research on thinking and learning is covered with a focus on knowledge of resources, study techniques, writing skills, critical thinking skills, motivation and self-efficacy. 3 units. *GE Categories: Thinking and Quantitative Reasoning; Development, Education and Pedagogy*

## WC 103: Rhetoric at Work (3 credit hours)

Introduction to various forms of interpersonal communication within relationships, with an emphasis on effective verbal and nonverbal communication within the workplace. Study of theory and practical considerations and their application to communication in interpersonal relationships in personal and professional contexts. Experience in the perception process, critical thinking and reasoning, public discourse, and the role interpersonal communication plays in the formation and maintenance of identity. Class presentations are required.

## WC: 106 Tutorial Learning and Discourse (3 credit hours)

The Oxford Tutorial Method (OTM) is a learning methodology that develops inquiry, real-world problem solving and critical thinking through collaborative discussions. Established by the University of Oxford, UK, OTM involves small group discussions facilitated by a knowledgeable instructor who teaches learners how to think, not what to think. By using OTM, learners engage critically and curiously with subject content through inquiry, academic discourse, note taking, synthesis, critical thinking, and active listening. This course will immerse candidates in the theory and practice of the OTM through weekly tutorials that focus on questioning, discourse, and reflection. In particular, the course will hone in on the capacity of OTM to disrupt educational inequities and amplify diverse voices through the centering of lived experience in relation to academic theory.

## WC 107: Writing, Research & Information Literacy (6 credit hours)

This course provides a foundation for written and oral communication to different audiences. The course focuses on reading comprehension, the mechanics of writing, the writing process, the research process, and speaking across academic genres via a critical information literacy lens. Candidates are introduced to information and library research and the academic expectations for college-level composition and discourse. To strengthen knowledge and skills in the fundamentals of writing, candidates will develop a deeper understanding of grammar and mechanics, including structural relationships and word choice. Candidates learn to recognize and interpret information from various perspectives, develop a search strategy, find and evaluate resources, synthesize and integrate the information they find, and use outside resources ethically by citing sources that reflect a diversity of thought. Candidates will learn to recognize authority in research, question the text, interrogate power and privilege in information, and understand their own role not only as consumers of information but also as contributors to scholarship. GE Categories: Thinking and Quantitative Reasoning; Development, Education, and Pedagogy

## Graduate Institute Course Descriptions

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### Teaching Academy Courses

#### Reach 210 – Introduction to Teaching Methods and Leadership (3 credit hours)

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

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

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

#### Reach 221 – Establishing Foundations for Teaching and Learning (5 credit hours)

This Year 1 Fall semester course helps candidates build foundational knowledge and skills in teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Candidates participate in multiple experiential learning cycles focused on developing an educational vision and a classroom culture plan, teaching routines and procedures, communicating clear directions and expectations, and utilizing positive behavior supports. Candidates also develop skills in instructional planning such as writing clear and appropriate objectives based on content standards; modeling, facilitating guided instruction, promoting equitable participation, and utilizing effective checks for understanding and questioning techniques. One-on-one field experience and onsite support and supervision are integrated throughout the course.

#### Reach 231 – Knowing About Students and Planning for Their Learning (5 credit hours)

Getting to know students as individuals is an essential component of a developing teaching practice focused on meeting the needs of ALL students. Great teaching includes using what we learn about students to help build positive relationships and inform our teaching practices. Reach 231 helps teachers go beyond “the tip of the iceberg” and develop a deeper understanding about the assets students bring with them into the classroom. Additionally, teachers learn more about English Language Learners and Students with Special Needs, and develop practices to ensure their classrooms are designed to help these students thrive. This course includes sessions on either Subject Specific Pedagogy or Content Area Literacy. One-on-one field experience and onsite support and supervision are integrated throughout the course.

## Reach 241 – Assessing Learning and Supporting Equitable Outcomes (5 credit hours)

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

## Reach 251 – Developing as a Professional Educator (5 credit hours)

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

## Reach 260 – Early Completion Option Support and Supervision (0 credit hours)

For candidates who qualify for the Intern Early Completion Option (see Intern Program Policies), this year-long course will include orientation to the California Teaching Performance Assessment (Cycles 1 and 2) as candidates independently prepare for the assessment. Candidates receive supervision throughout the year of the program.

## Reach 261 - Synthesis of Learning: Cycle of Inquiry and the CalTPA Cycle 1 (1 credit hour)

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

## Reach 262 - Capstone of Learning: Cycle of Inquiry and the CalTPA Cycle 2 (2 credit hours)

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

## Reach 263 - CalTPA Preparation and Support (0 credit hours)

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

## Reach 271 - Healing Centered Engagement (2 credit hours)

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

## Reach 272 - Coding for Teachers (2 credit hours)

Coding for Teachers is an MAT program summer elective in Computer Science. It is designed to equip teachers with the ability to use computer science to solve problems of practice they experience in schools. Candidates engage in defining computational problems, communicating and collaborating around computing, and creating computational artifacts. Three modules are included: creating classroom tools with Scratch, mobile development with AppLab, and data and assessment with Python. In the final week, participants identify a problem of practice and design a computational solution using a platform of their choice. No prior experience in Computer Science or computer programming is expected.

## Reach 273 - Classroom Discourse and the Oxford Tutorial Method (2 credit hours)

The Oxford Tutorial Method (OTM) is a learning methodology that develops inquiry, real-world problem solving and critical thinking through collaborative discussions. Established by the University of Oxford, OTM involves small group discussions facilitated by a knowledgeable instructor who teaches learners how to think, not what to think. By using OTM, teachers elevate learners' voices as they engage critically and curiously with curricular content through inquiry, academic discourse, note taking, synthesis, critical thinking, and active listening.

This four-week elective course will immerse you in the theory and practice of the OTM through weekly seminars that focus on four instructional practices that support OTM-style teaching in K-12 classrooms: questioning, discourse, progress monitoring, and reflection. You will experience OTM learning first-hand, analyze its value and impact for California public education, and consider how you might apply this method to your own learning community. In particular, we will hone in on the capacity of OTM to disrupt educational inequities and amplify diverse voices through the centering of lived experience in relation to academic theory.

## Reach 270-279 - Professional Growth and Interest-Based Electives (2 credit hours)

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

## Reach 290 – Specialized Study (variable credit hours)

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

## Reach 310 – Advanced Practicum in Classroom Practice (4 credit hours)

The yearlong Advanced Practicum in Classroom Practice combines goal setting, reflection, and group collaboration organized around the idea that teachers are the critical catalyst for instructional improvement and student achievement. Reach 310 is taken concurrently with the Reach Instructional Leadership sequence (the 300 series) and includes examining research on best practices and individual goal setting. Candidates who are dually enrolled in the Master's and Teacher Induction programs will engage in individual goal setting relative to the CSTPs, and work with a coach for a minimum of 30 hours to increase skill in classroom practice. Master's only candidates will work with an advisor/faculty member in support of their Action Research Capstone.

## Reach 320 – Evidence-Based Classroom Initiatives (3 credit hours)

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

## Reach 325 (A-B) – Inquiry into Pedagogy (2 credit hours)

Inquiry into Pedagogy helps teachers improve their instructional practice beyond the content in the 200 series. Teachers work with mentors to self-assess and choose areas of their practice to investigate through focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). Note: for teachers holding the California Preliminary Credential, Reach 325 A and B, along with Reach 335 A and B (see below), satisfy the requirements for a California Clear Credential.

## Reach 330 – Implementation and Evaluation of Classroom Initiatives (3 credit hours)

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 credit hours)

Inquiry into Universal Access allows teachers to improve their instructional practice beyond the content given in the 200 series. Teachers work with mentors to self-assess their ability to ensure universal access to the curriculum in their teaching and engage in focused cycles of inquiry that demonstrate progress towards mastery of the California Standards for the Teaching Profession (CSTP). During the Inquiry process, candidates engage in phases of planning, teaching, analysis, and reflection as they continually examine and work to improve their teaching using research-based best practices. Note: for teachers holding the California Preliminary Credential, Reach 325 A and B (see above), along with Reach 335 A and B, satisfy the requirements for a California Clear Credential.

## Reach 390 – Specialized Study (variable units)

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Reach Master's in Teaching program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

## Instructional Leadership Academy Courses

### Reach 400 - Foundations in Coaching (2 credit hours)

The Coaching Foundations course focuses on a research-based coaching model that supports and enhances teachers' cognitive processes. In this course, participants will learn strategies for developing trust and rapport, developing an identity as a growth-agent and mediator of thinking, utilizing coaching stances and tools including listening, pausing, paraphrasing, and posing questions. In addition, participants will begin to develop mental maps for planning, reflecting and problem-resolving conversation structures. This course offered through the Reach Teacher Induction Program is crafted for mentors new to the Reach Teacher Induction Program.

### Reach 410 – Instructional Leadership Residency (4 credit hours)

The Instructional Leadership Residency examines research on teacher and instructional leadership and applies this learning to the candidate's particular field experience context and CAPE-based goals. Through this course, candidates explore and understand issues of equity in schools, including analysis of multiple forms of quantitative and qualitative data. This course helps prepare candidates for the CalAPA Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity. The residency includes field experience, working with a coach to establish an individualized learning plan (ILP), take action toward goals, and review progress. The California Administrator Performance Expectations (CAPEs) are the guiding standards for the field experiences.

### Reach 420 – Instructional Coaching: Observation-Based Cycles (2 credit hours)

The Instructional Coaching course assists instructional leaders in developing and practicing foundational knowledge and skills so they can then provide coaching and supervision for teachers focused on improving instruction in their schools. The series includes coaching theory, developing coaching language and coaching stances, utilizing a coaching conversation structure that focuses on analysis of observation-based data, and applying these coaching skills through a coaching cycle. This course helps prepare candidates for the CalAPA Leadership Cycle 3: Supporting Teacher Growth.

### Reach 430 – How Teachers Learn (2 credit hours)

How Teachers Learn includes conceptual ideas of how learning occurs in schools, including developmental views of teacher learning and the conditions schools need to create to foster the kind of learning that leads to more effective instruction. The series focuses in particular on promising practices for effective professional development. This course helps prepare candidates for the CalAPA Leadership Cycle 2: Facilitating Communities of Practice.

### Reach 435 – Supervision and Evaluation (1 credit hour)

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 credit hours)

Coaching for Equity and Universal Access bolsters instructional leaders' knowledge and skills for coaching teachers to be more effective in teaching all students. There is a particular focus on promoting equitable outcomes for traditionally underserved students. The series capitalizes on the coaching skills developed in Reach 420 to address issues of equity in classroom instruction. Candidates consider the barriers to having equity-focused conversations and develop a toolkit to address these barriers. Candidates apply their coaching skills to a coaching cycle. This course helps prepare candidates for the CalAPA Leadership Cycle 3: Supporting Teacher Growth.

## Reach 450 – Instructional Program Coherence and Alignment (2 credit hours)

Instructional Program Coherence and Alignment recognizes the impact of school level instructional frameworks that guide curriculum, teaching, assessment, and the learning climate. Candidates will examine principles of curriculum design, evaluation and assessment, analyze school data, program coherence and alignment at their own school site, and design initiatives for improving their school. This course helps prepare candidates for the CalAPA Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity.

## Reach 460 – Fostering Professional Community (2 credit hours)

Fostering Professional Community assists candidates in understanding the connections between thriving students and thriving adult communities of practice. This seminar examines the elements of effective communities of practice, evaluates the professional communities in candidates' schools, and develops facilitation skills. Candidates apply their learning to the facilitation of a professional learning event. This course helps prepare candidates for the CalAPA Leadership Cycle 2: Facilitating Communities of Practice.

## Reach 465 – School Management (2 credit hours)

School Management explores the critically important management issues that draw leaders' attention away from instructional leadership and the work towards equitable schools. Candidates will examine how the operations of a school affect the primary goals of teaching and learning, how the principal balances the tension between compliance, resource management and instructional leadership, how a school leader attracts and nurtures human capital, and how leaders root their leadership in the historical context of the school, while reaching toward the future. This series offers perspectives on these questions by engaging in dialogue with experts in the field, developing a fuller knowledge base through reading and online discussion, and exploring the implications in practice at school sites.

## Reach 470 - Coaching Certificate (1 credit hour)

This course is only for those participating in the Coaching Certificate program and compliments the course content in Reach 420 and Reach 440. In this course, candidates will meet with their faculty coach to receive feedback and coaching on their instructional coaching. Candidates will apply their learning to their coaching practicum.

## Reach 480 - Facilitation Certificate (1 credit hour)

This course is only for those participating in the Facilitation Certificate program and compliments the course content in Reach 430 and Reach 460. In this course, candidates will meet with their faculty coach to receive feedback and coaching on their professional development arc and their facilitation skills. Practicum includes applying their learning to the implementation and facilitation of their professional development arc.

## Reach 490 – Specialized Study (variable credit hours)

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Reach Master's in Instructional Leadership program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

## Reach 510 – Advanced Practicum in Educational Leadership (6 credit hours)

The yearlong Advanced Practicum in Educational Leadership combines goal setting, action planning, reflection, and group collaboration organized around the idea that school leaders are a critical catalyst for school and instructional improvement. Reach 510 is taken concurrently with the Reach Instructional Leadership sequence (500 series) and includes examining research on teacher and instructional leadership. Candidates who are dually enrolled in the Master's and Administrator Induction programs will engage in individual goal setting relative to the CPSELs, and work with a coach for a minimum of 40 hours to increase leadership efficacy around those goals. Master's only candidates will work with an advisor/faculty member in support of their Action Research Capstone.

The yearlong leadership practicum forms the core of the Reach Instructional Leadership Academy program. Each of the other seminars and action research will link to the overarching goals and practices as expressed in each candidate's learning plan. Candidates are required to have a formalized administrative or leadership assignment. (Co-requisite: Reach 520 and 530)

## Reach 515 - Administrator Induction 1: Practicum in Educational Leadership (4 credit hours)

The yearlong practicum in Educational Leadership combines 40 hours of one on one coaching focused on a CPSEL-based individualized learning plan that includes goal setting, action planning, progress monitoring, and reflection. Professional learning, including job shadowing, tailored to the candidate's ILP goals are included in this course. Group collaboration organized around the idea that school leaders are a critical catalyst for school and instructional improvement. Reach 515 is taken concurrently with the other Reach Administrator Induction 1 series.

## Reach 520 – Evidence-Based Leadership Initiatives (3 credit hours)

Evidence-Based Leadership Initiatives deepens instructional leaders' thinking about the core domains of instructional leadership introduced in the 400 series and builds on the supposition that school leaders are important drivers for improvement in schools. Reach 520 requires leaders to use those concepts to identify and understand challenges of instructional leadership, develop theories of action for addressing those challenges, and to develop the candidate's "action researcher's mindset" as a tool for effective school leadership.

## Reach 525 – Leadership Networking 1 (4 credit hours)

Networking forums include opportunities for working school leaders to engage in formative assessment and problem solving. Candidates work through two problems of practice using the Plan-Execute-Analyze-Reflect cycles to integrate the Action Researcher's mindset into their daily practice. Candidates further develop their instructional coaching and evaluation skills. Candidates also work to develop their facilitation of stakeholder groups around data analysis and budget planning.

## Reach 530 – Implementation and Evaluation of Leadership Initiatives (3 credit hours)

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 credit hours)

Building on the instructional coaching skills from Reach 420 and Reach 440, participants will deepen their observation and instructional coaching skills, particularly focusing on how to co-construct and use a model of teaching to guide the analysis of observational data and the development of action plans.

## Reach 590 – Specialized Study (variable credit hours)

Reach recognizes that candidates may have prior experience or coursework that satisfies elements of the content or practice required by the Reach Master's in Instructional Leadership program. Under these circumstances, a Specialized Study plan will be written for an eligible candidate.

## Reach 610 – Advanced Practicum in Educational Leadership (4 credit hours)

The Advanced Practicum of Educational Leadership is taken concurrently with the Reach Instructional Leadership Year 3 sequence (Reach 620) and includes working with a coach to examine practices in the areas of instructional coaching and evaluation, aligning budget and resources to instructional improvement, and developing their leading for equity skills. The other focus of this coaching process is on development of project management skills.

## Reach 620 - Leadership Networking 2 (4 credit hours)

Networking forums include opportunities for working school leaders to engage in formative assessment and problem solving. Candidates work through two problems of practice using the Plan-Execute-Analyze-Reflect cycles to integrate the Action Researcher's mindset into their daily practice. Candidates further develop their instructional coaching and evaluation skills. Candidates also work to develop their facilitation of stakeholder groups around data analysis and budget planning.