

**Reach Institute for School Leadership
MEMORANDUM OF UNDERSTANDING**

Name of School or Worksite:

Reach Institute for School Leadership Programs

By execution of this Memorandum of Understanding (hereinafter, the “Agreement”), the undersigned charter school or local education agency (hereinafter, “the LEA”), joins the Reach Institute’s Consortium to access the following programs:

- The Reach Institute Intern Teacher Credential Program
- The Reach Institute Professional Teacher Induction Program
- The Reach Institute Moving Inquiry Into Teaching Program
- The Reach Institute Instructional Leadership Academy

(hereinafter, “the Reach Programs”).

The LEA may elect to participate in one or all of the Reach Programs.

The Reach Institute for School Leadership (hereinafter “RISL”), a California public benefit nonprofit corporation, is the lead agency. Alternatives in Action High School (“AIA HS”), a public charter high school administered by Alternatives in Action, Inc. (“AIA”), a California nonprofit public benefit corporation, is the Lead Local Education Agency.

The purpose of this MOU is to establish a formal working relationship between the parties to provide educational support, training, and credential services to teachers and instructional leaders (hereinafter “candidates”) in the RISL programs. In order to best serve candidates’ needs while also adding overall value to the LEA and/or to the school/ worksite, by signing this MOU, the school/worksite becomes a RISL Partner, and agrees to the terms herein.

The RISL Programs are partnerships with individual schools or worksites and serve participants in partner schools only. The LEA agrees to allow individual principals or supervisors to carry out the terms of this agreement, including any program-specific addendums (program specific agreements, exhibit A).

Teaching Academy

Intern Teacher Credential Program Eligibility

The RISL Intern Teacher Credential Program is a District Intern Program, accredited by the California Commission on Teacher Credentialing (hereinafter “CCTC”), leading to a California preliminary teaching credential. Candidates who have met the admissions requirements, including but not limited to having obtained a Bachelor's Degree, having satisfied the basic skills requirement, having met subject matter competency, having met the U.S. Constitution requirement, and being employed as the teacher of record for at least one academic course in a teaching assignment with sufficient field experience, as determined by RISL, are eligible to participate in the RISL's Intern Teacher Credential Program. To be recommended for an intern credential, candidates must meet requirements, including but not limited to completing 160 hours of pre-service preparation. Admissions to the Intern Teacher Credential Program is selective, and the Reach Institute reserves the right to determine admissions and continued enrollment contingent upon making sufficient progress towards the program requirements.

Intern support and supervision must be provided by both RISL and the LEA, consistent with CCTC requirements, with a support person identified by the LEA who meets the CCTC criteria as a condition for candidate eligibility.

Induction Program Eligibility

The RISL Professional Teacher Induction Program (formerly Beginning Teacher Support and Assessment, or BTSA, program) is accredited by the CCTC and leads to a California clear teaching credential. Candidates who have met the admissions requirements, including having secured a California Preliminary Teaching Credential and being employed as the teacher of record for at least one academic course consistent with that credential, are eligible to participate in the RISL Professional Teacher Induction Program. To be recommended for a clear credential, candidates must meet additional requirements, including but not limited to completing requisite work with an instructional coach on inquiry into teaching over the course of the program.

An instructional coach is to be provided by the LEA, and the coach will be trained and supported through the Reach Instructional Coaching Series, which is required for partner LEA employees who are coaching new teachers in the Professional Teacher Induction Program. RISL will enroll eligible coaches in the appropriate professional development series within the Instructional Leadership Academy.

In the case of a district or CMO approved to operate its own Induction Program, Reach may not be eligible to enroll its teachers.

Moving Inquiry Into Teaching Eligibility

The RISL Moving Inquiry Into Teaching Program is an opportunity for teachers to earn both their Clear teaching credential and a Master's in Education. Candidates who have met the admissions requirements (including, but not limited to, securing a Preliminary Credential through RISL's Intern Teaching Program (non-ECO), or securing a Preliminary Credential

through another accredited university and then previously completing one year of the Induction Program and being employed as the teacher of record for at least one academic course consistent with their preliminary credential) are eligible to participate in the Reach Moving Inquiry into Teaching program. To receive both a clear credential and a Master's degree, candidates must complete required coursework while working with an instructional coach throughout the year.

For candidates in the Moving Inquiry into Teaching Program, the instructional coach is provided by RISL.

Note: At this time, candidates who completed RISL ECO Intern program are not eligible for this program. However, candidates who completed RISL's ECO *Induction* program ARE eligible for the program.

Instructional Leadership Academy

Instructional Leadership Academy Preliminary Administrative Services Credential Eligibility

The RISL Instructional Leadership Academy is a guidelines-based Administrative Services Credential (ASC) program and school leadership preparation program accredited by the CCTC and leading to a California ASC credential. The program is designed for working teacher leaders and instructional leaders whose job description, in whole or in part, relates to instructional leadership and whole school administration issues. Candidates who have met the admissions requirements, including but not limited to having obtained a California Clear Teaching Credential, having five years of teaching experience, and having an assigned instructional leadership role within the LEA, are eligible to participate in the program. Admission to the Instructional Leadership Academy is selective, and the Reach Institute reserves the right to determine admission, and continued enrollment is contingent on making sufficient progress towards the program requirements.

Master's Program Eligibility

Candidates who complete Year 1 (the Preliminary ASC program) of the ILA and have the requisite administrative role to continue into the Year 2 (1st year of the Clear program) are eligible to earn a Master's in Instructional Leadership.

Coaching and Facilitation Certificate Programs Eligibility

The Instructional Leadership Academy also includes the Reach Instructional Coaching Series, which is required for partner LEA employees who are coaching new teachers in the Professional Teacher Induction Program. RISL will enroll eligible coaches in the appropriate professional development series.

Employees of the LEA may also enroll in segments of the Instructional Leadership Academy for professional development purposes subject to availability (fees may vary; current fees will be posted annually). Employees of the LEA may enroll in the Coaching and Facilitation Certificate programs for professional development purposes. Employees of current RISL partner LEAs will be given priority enrollment over employees in non-partner LEAs.

General Fieldwork Provisions and Guidelines

- RISL candidates are required to participate in, and have responsibility for, actual work responsibilities related to program activities. Practica assignments are program activities assigned by RISL faculty that are embedded in and require these actual work responsibilities.
- For candidates in the Intern Teacher Credential Program, this refers to their teaching assignment. Teaching assignments must be for standards-based instruction aligned to the intern and preliminary credentials sought with sufficient opportunities, as deemed by RISL, to apply and practice the knowledge and skills targeted in the program.
- For candidates in the Induction Program, teaching assignments must be for at least one class and allow teachers to work with a group of students on an ongoing basis, including opportunities to plan, execute instruction and analyze the resultant data representing student learning.
- For candidates in the Moving Inquiry into Teaching Program, teaching assignments must be for at least one class and allow teachers to work with a group of students on an ongoing basis, including opportunities to plan, execute instruction and analyze the resultant data representing student learning. Additionally, when working with their group of students, the Teacher candidate must be allowed opportunities to assess problems of practice, design and execute interventions addressing said problems of practice, and collect data to evaluate the effectiveness of the intervention.
- For candidates in the Instructional Leadership Academy, appropriate assignments are evaluated by RISL, but must include instructional coaching, and facilitating a professional learning series, which may include facilitating professional development initiatives, leading professional community groups, serving as a grade level or department chair, leading curriculum evaluation, etc. that are also evaluated separately by the participant's employer. Candidates in the Instructional Leadership Academy are also expected to learn about the school management through assignments, interviews with LEA personnel, and coaching from the designated school leader
- The number of semester units of practica to be provided for each candidate of any RISL program under this agreement shall be determined by RISL. Practica are designed to integrate with the participant's regular teaching and/or leadership assignments.
- A RISL candidate may be given more than one practicum assignment by RISL for practica in such schools or classes.
- Computation of actual attendance, impacting credit as semester units by Reach candidates, is the obligation of Reach.

LEA[1] Agreements

General Considerations

The LEA (hiring agency) agrees to:

- Designate a contact person for each site (usually the principal/site supervisor) who is empowered to speak on behalf of the LEA on issues relating to the RISL Consortium and Programs (indicate person/title on Co-sponsor sheets attached).
- Cooperate with the RISL Director and/or the Program Coordinator(s) to support the development of the program or programs for which it enrolls candidates.
- Assign Interns and/or Induction candidates to teaching positions authorized by their Single Subject or Multiple Subject Credential.
- Provide appropriate LEA orientation to participating candidates.
- Delegate to the RISL Executive Director the responsibility for representing the Reach Consortium and Programs when interacting with potential partner schools and districts, colleges and universities and their faculty, the CCTC, private funders, government agencies, and all other pertinent parties.
- Allow RISL staff and faculty regular access to the LEA campus(es) and to the candidates' classrooms or other work contexts for the purpose of meeting with, advising, and observing candidates or, with their consent, other experienced personnel.
- Allow, with the candidate's written consent as outlined in the media release, attached as exhibit B, use of the RISL participant's practice and images, such as lessons, classroom teaching, or coaching sessions, as applicable for the purpose of training and the development and promotion of the RISL Program materials and practices.
- Communicate with the RISL staff regarding any questions, concerns, and input on the RISL Programs.

Site-Specific Considerations

The LEA (hiring agency) agrees to:

- Recommend candidates employed by the LEA for participation in the appropriate RISL program/s.
- Designate a support provider who agrees to provide on-site support consistent with RISL fieldwork provisions and guidelines where applicable.
- Provide services and support consistent with, or more than, those provided to personnel in similar circumstances.
- Provide RISL program staff with appropriate space, equipment, and access to systems necessary to perform the assigned tasks.
- Make meeting space available for RISL program activities at the school/worksite, upon request with reasonable notice and subject to availability.
- Participate in RISL program evaluation, including but not limited to surveys and partnership meetings (upon request).

- Pay fees consistent with fee schedule (Exhibit E). For any fees due directly to RISL by participants for which a payment plan is established, the LEA agrees to ensure full payment to RISL in the event that a participant that the LEA recommended to the program fails to pay the full required annual tuition.

RISL Considerations

The RISL, administering the Reach Programs through Alternatives In Action, the Lead Local Education Agency, agrees to:

- Provide training and guidance for Support Providers, LEA personnel, credential analysts, course instructors, and program coordinators employed by, through, or in conjunction with the Credential Programs. This includes providing mandatory training and supervision for site based instructional coaches supporting candidates in the Induction Program.
- Provide advisement and professional development opportunities for each candidate as appropriate to the program.
- Provide fieldwork supervision for participants' practica placements.
- Maintain academic neutrality: The site supervisor and Reach Academic Faculty/Coach may meet periodically, with or without the Candidate, to discuss the Candidate's progress, as needed. However, the Reach faculty function is not intended to be part of employee evaluation. Evaluation for purposes of continuing employment or assignment is the responsibility of the site administrator and/or other appropriate personnel.
- Provide opportunities for communication about and feedback on the program.
- Make meeting space available for partner school/worksite activities at Reach, upon request with reasonable notice and subject to availability.
- Provide regular updates regarding finances, staffing, and program management to the site supervisor or designee as appropriate.
- Provide individual updates and reports to the LEA Governing Board and/or staff, as reasonable and upon request.
- Receive and respond to questions, advice or concerns from participating schools.
- Expend funds in furtherance of the purpose of this Agreement
- Enter into contracts consistent with this Agreement.
- Hire, supervise, compensate, promote, transfer, discipline and retain or release all program staff including the Reach Executive Director, coaches, faculty, administrative support staff, and other staff as necessary.
- Make decisions and inform partner agencies, regarding admissions, continued enrollment, and recommendation for a completion of credential requirements for all participants.
- Make decisions regarding the selection and incorporation into the program of new partner schools or districts.
- Coordinate and assume primary responsibility for all fiscal and financial requirements of the Reach Credential Programs including fund development, budget management, reporting, and fiscal planning.
- Issue certificates and/or credential recommendations for Reach Program completion and assist in the acquisition of the relevant credentials from the California Commission on Teacher Credentialing.

Intellectual Property

In consideration for the RISL development of the Reach Programs and procurement of foundation and other funding, RISL shall retain sole ownership of all intellectual property (including completed program materials and works-in-progress in written or other form) created by any RISL employees or contractors in connection with the program. With RISL's consent (written or oral), the LEA may reproduce and distribute copies of program materials free of charge for purposes determined by RISL to be consistent with the goals of the program. RISL's consent for such use shall not be unreasonably withheld or delayed.

Records

It is understood and agreed that all employment records, including but not limited to employee's health benefits, hiring and salary agreements, etc., shall remain the property of the District/Worksite; and all candidate records, including but not limited to candidate portfolio assessments, video documentation, etc., will remain the property of RISL.

Confidentiality

Student and staff information shall be shared solely for the purposes of performing the services identified in this Agreement. Confidential student information (as defined by state and federal regulations) shall be disclosed to RISL staff only as needed to perform the tasks described herein, consistent with applicable law and subject to a Non-Disclosure Agreement.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

§ 99.31 Under what conditions is prior consent not required to disclose information?

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by § 99.30 if the disclosure meets one or more of the following conditions:

(1)(i)

(A) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.

(B) A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party—

(1) Performs an institutional service or function for which the agency or institution would otherwise use employees;

(2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and

(3) Is subject to the requirements of § 99.33(a) governing the use and redisclosure of personally identifiable information from education records.

(ii) An educational agency or institution must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. An educational agency or institution that does not use physical or technological access controls must ensure that its administrative policy for

controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement in paragraph (a)(1)(i)(A) of this section.

(2) The disclosure is, subject to the requirements of § 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

Hold Harmless

The parties recognize that RISL, Alternatives In Action, and the LEA are separate legal entities. Each party's indemnity obligations as set forth herein shall survive the expiration or termination of this Agreement.

In respect to its operations under this Agreement, RISL and Alternatives In Action shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the LEA, its officers, directors and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs, including without limitation attorneys' fees and costs arising out of injury to any person, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of RISL or its officers, employees, agents or consultants under this Agreement, excepting only those claims, demands, actions suits, losses, liability expenses and costs caused by the sole negligence of the LEA, its officers, directors or employees.

And in respect to its operations under this Agreement, the LEA shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend RISL and Alternatives In Action, its officers, directors and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs, including without limitation attorneys' fees and costs arising out of injury to any person, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the LEA or its officers, employees, agents or consultants under this Agreement, excepting only those claims, demands, actions suits, losses, liability expenses and costs caused by the sole negligence of RISL, its officers, directors or employees.

Insurance

During the term of this Agreement, RISL and Alternatives In Action respectively, at their sole expense, shall maintain or cause to be maintained, insurance policies including a standard comprehensive general liability insurance policy or policies in protection of itself and its board members, directors, officers, agents and employees. Such liability may be maintained as part of or in conjunction with any other liability insurance coverage carried by RISL or Alternatives In Action. Said policy or policies shall provide for indemnification of RISL or Alternatives In

Action against direct or consequential loss or liability for damages for bodily and personal injury, death or property damage occasioned by reason of the party's operations.

Said policy or policies shall provide the following coverage: general liability including \$1 million each occurrence, \$500,000 damage to rented premises, \$10,000 medical expenses for any one person; \$1 million personal injury, \$2 million general aggregate and \$1 million products; automobile liability of \$1 million combined single limit; excess/umbrella liability coverage of \$2 million each occurrence and \$2 million aggregate; and educator's legal liability of \$1 million per occurrence and \$2 million aggregate. Deductibles, if any, shall be in such amounts as may reasonably be obtained by a non-profit of comparable size. However, in no case shall the amount or amounts of such deductible or deductibles be in excess of amounts that would be reasonable in the exercise of prudence and good judgment. The proceeds of such insurance shall be applied toward extinguishment or satisfaction of the liability with respect to which the proceeds of such insurance shall have been paid. The certificate and endorsement by the insurance carrier shall contain a statement of obligation on the part of the carrier to notify the parties herein of any material change, cancellation or termination of the coverage at least thirty (30) days in advance of the effective date of any such material change, cancellation or termination.

Workers compensation insurance coverage shall be obtained as required by applicable law. Independently, the LEA, RISL and Alternatives In Action shall seek coverage from reputable insurance companies with a current A.M. Best's rating of no less than A-VII.

Notice

Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, or electronically to the contact person and address or number on the co-sponsor page of this Agreement.

Any notice personally given or sent by facsimile transmission or electronically shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day following delivery of the notice to the overnight delivery service. Any notice given by mail shall be effective three (3) days after it is deposited in the United States mail.

Dispute Resolution

Disputes relating to compliance with or interpretation of this Agreement will be addressed between the appropriate managers of the organizations and, if necessary, by their Chief

Executive Officers. Disputes relating to program design and implementation will be addressed through the appropriate Program Coordinator. If internal dispute resolution efforts are unsuccessful, the LEA and RISL and/or Alternatives In Action will appoint representatives to work with a mutually selected neutral mediator, with the costs to be shared equally among the parties in dispute.

Should mediation fail to achieve a mutually satisfactory resolution within 30 days of mediator selection, the parties will have the option to terminate the Agreement as provided herein. In addition, each party shall have the right, in addition to any other rights or remedies, to institute any action at law or in equity to cure, correct, prevent or remedy any default, or to recover actual damages for any default, or to obtain any other remedy consistent with the purpose of this Agreement. Notwithstanding anything herein to the contrary, neither party shall have the right to recover any consequential, special or punitive damages or attorney's fees in the event of a default by the other party.

Modifications

Any alteration, change or modification of or to this Agreement, in order to become effective, shall be made in writing and in each instance signed on behalf of each party. Modifications or updates may be made in the form of written addendums.

Authority

Each individual executing this Agreement on behalf of one of the parties represents that he or she is duly authorized to sign and deliver the Agreement on behalf of such party and that this Agreement is binding on such party in accordance with its terms.

Execution and Term

This Agreement may be executed in several counterparts, each of which shall constitute one and the same instrument and shall become binding upon the parties when at least one copy hereof shall have been signed by and served upon both parties hereto. In approving this Agreement, it shall not be necessary to produce or account for more than one such counterpart. This Agreement shall remain in effect until amended or terminated as provided above.

Signatures

Duly authorized signatures on the attached co-sponsor pages & program specific addendums execute this agreement.

LEA/ Partner Agency Page

Name of School Site or Worksite: _____

Agrees to the terms set forth in this MOU, and enters into a partnership with RISL for the following Program or Programs, commencing July 1, 2015, and in effect until terminated or amended.

**Please check the box(es) of the RISL programs that your LEA is electing to access.*

Name of Reach Program/s:

- The Reach Institute Intern Teacher Credential Program
- The Reach Institute Professional Teacher Induction Program
- The Reach Institute Moving Inquiry Into Teaching Program
- The Reach Institute Instructional Leadership Academy

To Be Completed by RISL:

Name of Lead LEA	Alternatives In Action Reach Institute for School Leadership
Executive Director:	Ben Sanders
Executive Director Email Address:	bsander@reachinst.org
Executive Director Phone Number:	(510) 501-5075
Contact Person & Title:	Jonna Justiniano, Associate Director
Contact Person Email Address:	jjustiniano@reachinst.org
Contact Person Email Phone Number:	(510) 501-5075
Signature of Executive Director:	
Date of Signature:	

TO BE COMPLETED BY THE LEA

Type of Organization:

- County Office of Education
- Local Educational Agency
- Charter School

Please provide your CDS Code:

Name of LEA	
Mailing Address of LEA	
City, State, Zip Code of LEA	
Designated Site Administrator/Coordinator:	
Position/Title:	
Phone Number:	
Email Address:	
Signature of Executive Director:	
Date of Signature:	

Co-Sponsor Authorization Has Been Approved By:

Name of Approving Official:	
Position/Title:	
Signature of Approving Official:	
Date of Signature:	

**Exhibit A:
Reach Program Specific Agreements Addendum**

As a site administrator in a participating Partner Agency of the Reach Institute’s credential program consortium, I agree to support candidates participating in the RISL programs to the best of my ability in ways including, but not limited to, the following:

- Conduct an initial orientation for new teachers and leaders to inform them about site resources, personnel, procedures, and policies, including opportunities through Reach
- Provide information about health and safety codes and procedures at the site
- Encourage a community of learning that focuses on the California academic content standards, performance levels for students, and the *Standards for Professional Practice*.
- Facilitate Reach candidates’ participation in Reach programs (e.g., available to meet for seminars and coaching sessions during regularly scheduled out of school hours)
- Inform Reach Program coaches or the Program Coordinator regarding planned professional development at the site, to the extent possible.
- Communicate regularly with the coaches assigned to LEA personnel or with the Reach Program Coordinator in order to understand the program’s goals, the formative assessment process, candidate progress, upcoming seminars/trainings for candidates, or to relay concerns and provide feedback for program improvement
- To the best of my ability create and sustain a responsive environment for Reach candidates.
- Provide release time of up to three school days per year for Reach candidates to engage in trainings and development activities facilitated by Reach.
- Communicate questions or concerns about the Reach Program with the designated Program Coordinator.
- Participate in the program evaluation process and comply with program reporting procedures.
- Meet commitments under the terms of the Memorandum of Understanding.

Site Administrator’s Signature	
Name of School	
Date of Signature	

The Reach Institute Intern Teacher Credential Program

- Assign Intern teachers to classrooms appropriate to their novice status and credential authorization, avoiding adjunct duties wherever possible.

- Allow Reach participants ample opportunity to work in schools and classrooms with populations of English Language Learners and Special Needs Students in ethnically diverse school settings.
- Meet the employer responsibilities for Intern support and supervision such that the overall hours required by the CTC (144 general support hours, 45 English learner support hours) are met through the combination of the employer-provided support and the teacher's participation in the Reach Intern Program seminars and individualized coaching. The employer responsibilities therefore includes the following:
 - Provide each Intern teacher in the standard 2-year program with a minimum of 55 hours per academic year of combined general support and supervision and specific support and supervision related to meeting the needs of English learners. These hours can be met through activities such as:
 - Content specific coaching
 - Grade level or department meetings related to curriculum, planning, and/or instruction
 - New teacher orientation
 - Coaching (not evaluation) from administration
 - Co-planning with special educator or English learner expert to address included special needs students and/or English learners
 - Logistical help before and during the school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
 - Release time for participation in district/regional groups
 - Review/discussion of test results with colleagues (e.g., CELDT and other standardized tests)
 - Peer support
 - Classroom observations (in person or via video) and coaching
 - Demonstration lessons or co-teaching activities
 - Email, phone, and/or video conferencing support related to observation, problem-solving, planning, curriculum, and/or instruction
 - Activities/workshops specifically addressing issues in the Intern's classroom (co-attended by Intern and site mentor)
 - Observe SDAIE/ELD lessons online or in person
 - Weekly planning or review of plans (with EL authorized credential holder, whenever possible)
 - Editing work-related writing (e.g., letters to parents, announcements, etc.)
 - Professional literature/research discussion groups
 - Provide each Intern teacher who has qualified for and wishes to pursue the 1-year Early Completion Option pathway with 144 hours per academic year of combined general support and supervision and specific support and supervision related to meeting the needs of English learners. These hours can also be met through activities such as those listed above.
 - Designate a credentialed site mentor, who will work in collaboration and stay in communication with the Reach Faculty/Coach, to support the Intern with planning (including appropriate design and differentiation for English learners), curriculum, teaching, coaching within the classroom, and problem-solving

regarding students. As required by the CTC, this designated mentor must have at a minimum:

- A valid clear or life credential (in the same credential area as the Intern, whenever possible)
 - 3 years of successful teaching experience
 - English learner authorization (when providing support with meeting the needs of English Learners)
- Provide protected time for the site mentor to work with the Intern including clearly defined expectations for type/frequency of support.
 - Determine an evaluation process for site support.
 - Ensure the Intern will be able to schedule time to work with a Reach Coach in order to successfully complete the Reach Intern Program and CCTC-specified support and supervision requirements. Toward this end:
 - The Reach Institute will designate a Reach Coach, who will work in collaboration with the site mentor, to support the Intern with planning (including appropriate design and differentiation for English learners), curriculum, teaching, coaching within the classroom, and problem-solving regarding students. As required by the CTC, this designated Reach Coach will have at a minimum:
 - Current knowledge in the content taught in courses
 - Understanding of the context of public schooling
 - Ability to model best professional practices in teaching and learning, scholarship, and service
 - Knowledge about diverse abilities, cultural, language, ethnic and gender diversity
 - Thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools
 - The Reach Coach will, at a minimum:
 - Provide a system for documentation of the Intern meeting all credentialing requirements
 - Provide weekly observations and coaching (as a combination of in-person and video/online contacts) as well as weekly course seminars, including spiraled content that addresses meeting the needs of English learners
 - Communicate regularly with site mentor(s) and administration regarding program content and Intern progress through requirements

Site Administrator's Signature & Date	
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**Signature required only if enrolling individuals in the RISL Intern Program*

The Reach Institute Professional Teacher Induction Program

- Allow Reach participants ample opportunity to work in schools and classrooms with populations of English Language Learners and Special Needs Students in ethnically diverse school settings.

- Recommend exceptional/experienced teachers and/or instructional leaders to be coaches to participating teachers in the Induction Program as appropriate. Ensure that LEA employees assigned as coaches are given sufficient release OR an appropriate stipend time to pursue training and coaching practices required for the program including: approximately 1.5 hours per week of one-on-one coaching with each participating teacher to which they are assigned, and release time for training, as follows:
 - First year instructional coach: not less than 5 half days with additional job-embedded inquiry and coaching, typically scheduled in late afternoon/early evening hours;
 - Second year instructional coach: not less than 5 half days with additional job-embedded inquiry and coaching, typically scheduled in late afternoon/early evening hours;
 - Third year instructional coach and beyond: not less than 3 half days with additional job-embedded inquiry and coaching, typically scheduled in late afternoon/early evening hours
- Ensure that instructional coaches assigned to participating teachers in the support provider role are not in an evaluation role consistent with the RISL confidentiality policy (Confidentiality Policy, Exhibit C)
- Ensure that instructional coaches assigned to participating teachers in the support provider role are supported and compensated fairly in consideration of their extra duties and value added to building capacity at the site. (Coach Compensation, Exhibit D)

Site Administrator's Signature & Date	
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**Signature required only if enrolling individuals in the RISL Induction Program*

The Reach Institute Moving Inquiry Into Teaching Program

- Allow Reach participants ample opportunity to work in schools and classrooms with populations of English Language Learners and Special Needs Students in ethnically diverse school settings.
- Ensure that candidates are able to participate to include opportunities to practice in instructional activities as assigned by the MinT Program, including providing the candidate with up to 3 days of release for Reach Intensives.
- Support Reach participants in the Action Research process.

Site Administrator's Signature & Date	
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**Signature required only if enrolling individuals in the RISL Moving Inquiry Into Teaching Program*

The Reach Institute Instructional Leadership Academy

- Assign Administrative Services (ILA) candidates to leadership positions with instructional leadership responsibilities consistent with Instructional Leadership Academy course objectives and practicum assignments. Assignments may include but are not limited to: Instructional coaching, and leading instructionally focused collaborative learning series (i.e., leading instructionally focused grade level teams meetings, leading departments, leading collaborative intervention or action research teams, leading professional development initiatives), evaluation, or leading school wide instructional initiatives. Ensure that those practicum activities can be completed and are in alignment with school initiatives.
- Ensure Administrative Services (ILA) candidate's work assignments and time are allocated so that the candidate can observe, and debrief with the teachers they are coaching and are able to collect any needed data for their professional learning arc.
- Ensure that candidates are able to participate in instructional leadership activities as assigned by the Reach ILA, including providing the candidate with up to 3 days of release for Reach Intensives .
- Site administrators meeting monthly with Administrative Services (ILA) candidates to give candidates access to site specific processes and learning about school management and leadership
- Make reasonable effort to provide Administrative Services (ILA) candidates the support, time, and other resources to ensure they can complete their assigned duties.
- Provide access for Administrative Services (ILA) candidates' to observe, interview leaders, review school resources, etc. as needed for coursework.
- Allow Administrative Clear Credential candidates access to work-related roles and functions that enable them to conduct their job- embedded action research project
- Support Administrative Services (ILA) candidates in their leadership growth, by engaging them in school instructional leadership activities.

Site Administrator's Signature & Date	
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**Signature required only if enrolling individuals in the RISL Instructional Leadership Academy*

**Exhibit B:
Media Release**

I give my permission to the RISL to use audio/video recordings of RISL candidates at my school site and have their image, voice, and/or written materials submitted as reasonably and lawfully requested towards completion of the Reach program in which they are enrolled, and consistent with the mission of the RISL.

The rights herein granted shall include the right to edit any of their statements or work for comments and portions of the same in such a manner as RISL may determine. All portions of the production and juxtapositions of audio/video recordings and other material shall be to the discretion of RISL.

Further, RISL shall have the right to distribute, exhibit or otherwise use this material in whole or in part and in any medium, by means of television, videodisc, or otherwise.

I hereby release and discharge RISL from any and all liability arising out of any injury of any kind that may be sustained by my site from participating in or in connection with making or utilization of the material.

Exhibit C: Confidentiality Policy

An effective coach and candidate relationship must be built on trust and openness. A candidate's coach should be the person with whom they can share their concerns, fears, hopes, and aspirations.

With this in mind, the collaborative conversations and the substance of the coach observations and collaborations are not intended to be shared with site supervisors, other partner agency staff, or anyone outside of the RISL staff and coaching team, and are not intended to be part of or impact any teacher job performance evaluation.

Candidates may release a coach from confidentiality for specific situations and a coach may request such a release. Coaches and participating teachers are encouraged, but not required, to write and sign such releases.

The following expectations will ensure appropriate confidentiality:

- Coaches may meet with assigned participants and the participant's site supervisor to discuss the participant's progress as needed. The participant will determine what aspects of their strengths and challenges will be the topics for discussion in these meetings.
- Participant's portfolios will be shared with the site supervisor. Participants will select which items they wish to include or exclude from the portfolio.
- The RISL programs include extensive collaborative work among participants. Collaborative meetings are intended to be a forum for surfacing challenges and getting support. The substance of coach/participant interactions will frequently provide the topics for "real case studies" for discussion by the groups. Participants will be given the option to decline to have their circumstances discussed if they wish. Collaborative groups will make their own agreements regarding confidentiality. The RISL Program is not responsible if another Participating Teacher violates the group's confidentiality agreements.
- There is no confidentiality agreement within the Reach Program staff and support providers. At their discretion, RISL coach may discuss any aspect of their coaching with other RISL coaches, the Program Coordinator, or Adjunct Faculty in order to get support, advice, and direction.
- In circumstances where the RISL Coach feels they need to advocate for the participant (for instance, if the participant has an unreasonable teaching assignment), the Coach will discuss the matter with the participant and get permission prior to any conversations with the Site Supervisor – Coaches are encouraged to support the participant to advocate for themselves.
- In circumstances where the RISL Coach feels that keeping confidentiality is resulting in a lack of integrity on the part of the Coach (for instance, the participant informs the Coach that they intend to leave the school mid term, but has chosen not to inform the Site Supervisor), the Coach will discuss the issue directly with the participant and request that the participant address the issue in an agreed amount of time.

- Issues of potential abuse, negligence, or safety are not confidential and will be addressed by the Coach. When circumstances permit, the Coach will discuss these issues with the participant prior to informing Site Supervisors or other parties. These issues will be addressed consistent with state and federal law.
- Issues of attendance, participation, satisfactory progress in the program, requests for extensions or early completion, lack of payment, and other issues related to the Reach Program that impact the Partner Agency financially are not confidential.
- When there is doubt about confidentiality, Coaches will err in the direction of discussing the issues with the RISL Program Coordinator or Executive Director and directly with the participant.

Examples of Appropriate Coach/Administrator Collaboration:

- The Coach requests that the principal or other supervisor conduct a classroom visit. The Coach does this without indicating any specific concerns or indicating what should be looked for. (i.e. “You need to do an extended observation of Jane’s class as soon as possible.”)
- The Coach conducts a JOINT observation with a site supervisor and they discuss/debrief the visit together with the participating teacher.
- The Coach facilitates a three-way meeting and encourages the participant to share areas of concern. The Coach works with the participant ahead of the meeting to determine what aspects and evidence the participant will share with the supervisor.
- The supervisor provides direction and expectations, shares concerns, and established performance benchmarks with the Coach so that the Coach can work more effectively with the participant. This should be ONE WAY COMMUNICATION from the supervisor to the coach.
- The Coach supports the participant to prepare for evaluations. The Coach is present for, but not a participant in, evaluations.
- Sharing with the principal/site supervisor any general areas for professional development or improvement that are not directly about the participating teachers (i.e. “As I visit classrooms, I see a real need for PD in Differentiated Instruction.”)
- The Coach uses the school evaluation tool to provide feedback to the participant regarding their current performance (i.e. “It’s part of my job to make sure that by the time the formal evaluation does happen, you’ll have nothing to worry about”).
- The Coach gets definitive, unambiguous, and unequivocally voluntary permission to share a particular concern or challenge area with the site supervisor or another teacher/staff member. This should be exercised with extreme care and, in most cases; it is more appropriate to encourage the participants to share the area of need themselves. (i.e. “Our work together is confidential, however, Melissa is an expert in literature circles. Is it alright with you if I let her know that you are struggling with this and would like her support?”)
- Discuss challenges, problems, concerns, or conflicts with Reach staff or other Reach mentors (who have also agreed to the confidentiality rules).

Examples of Inappropriate Collaboration:

- Directly participating in evaluation/supervision of the Participating Teacher.
- Communicating with ANY school site personnel about concerns, strengths, areas for growth, or progress of a participant outside of the methods of communication described above.
- The Coach convenes a meeting with the principal, participant, and Coach and evaluates the participant's performance in the meeting. (i.e. "Tell her about how you have been struggling with classroom management.")
- Making recommendations regarding retention, promotion, bonus pay, etc. as relates to your participating teacher.
- The Coach brings up examples of the participants performance in staff meetings or other settings (i.e. "Judy, you are really good at that, why don't you share what you do?")

Consequences for Breach of Confidentiality:

Confidentiality is breached if it can be construed, in any reasonable way, that communication from the Coach contributed to the teacher's official or unofficial evaluation (positively or negatively). If confidentiality is breached, the coach and participating teacher are encouraged to talk about it and try to recommit to the confidentiality expectations. However, participating teachers may communicate breaches to the RISL Program Coordinator or Executive Director and may request a change of coach if necessary.

**Exhibit D:
Site Based Induction Coaches
Guidance to Schools on Ratios**

The RISL requires that the instructional coach/support provider be able to participate in the required trainings and work with their assigned participating teacher(s) for approximately 1.5 hours per week (to be flexibly constructed by the coach consistent with the program’s design and accreditation). The RISL recommends that LEA’s assign coaches consistent with the following:

- Sufficient time to complete coaching, approximately 2 hours per week per participant (or 8 hours per month).
- Sufficient time to participate in the required professional development, approximately 15 hours of after school seminars and 10 hours of job-embedded inquiry per annum.

Release Time	Recommended Number of Participating Teachers	Recommended Stipend
0	1-3	\$1500-\$2000 per teacher
1 period (.17 FTE)	1	\$0
2 periods (.32 FTE)	2	\$0
3 periods (.5 FTE)	3-6	\$0
4 periods (.67 FTE)	7-10	\$0
Full Release (assuming no other duties aside from induction coaching)	15-20	\$0 (Salary)

Notes:

- For teacher leaders with no release time, opportunities to observe the participating teachers on a regular basis must be available.
- Schools may choose to do combinations of release time and stipends
- For designated teacher leaders who are receiving release time in order to conduct coaching, schools should consider the challenge of simultaneously teaching effectively, learning to coach, and taking on the responsibility for a colleague’s growth. Assignments, stipends, and/or salary should be adjusted accordingly.
- For full release coaches, many schools choose to combine a teacher leader’s role into a general instructional coach/professional development coordinator into one role. Assignments should be adjusted accordingly

**Exhibit E:
Program Fees 2015 - 2016**

Program	School Contribution [2]	Participant Contribution	Partner In-Kind Contribution [3]	Reach Grants	Total Actual Cost
Intern Program	\$1,650	\$2,640	\$450	\$7,060	\$8,950
Induction Program (School Coach) [4]	\$1,800	\$0	\$1,650	\$1,000	\$4,450
Moving Inquiry into Teaching (Induction & M.Ed. Program)	\$1,500	\$1,500	\$450	\$8,350	\$11,800
Teacher Leader PD/ Instructional Coach [5]	\$550 (per series)	\$0	\$0	\$550 (per series)	\$1,100 (per series)
Instructional Leadership Admin Credentials	\$1,500	\$1,500	\$450	\$8,350	\$11,800

[1] For purposes of teacher credentialing, the LEA may be any agency that has a CDS Number and governing authority, including a charter school, a school District, or a County Office of Education.

[2] The distribution between school and participant contributions are recommended by Reach. Ultimately, each partner school arranges the school and participants share internally.

[3] School in-kind contributions include expenditures such as release time (substitute teachers), additional staff time, stipends, etc.

[4] School or site-based coaches must be trained and certified as an instructional coach through the Reach Instructional Leadership Academy coaching sequence.

[5] Instructional Coaches are required to complete "Instructional Coaching" and "Coaching for Equity." These series can be completed in one year (\$1100) or over the course of two years (\$550 per series).

Reach program fees are for the academic year of 2015-2016. Reach will provide a new fee schedule annually that will be distributed no later than April of the preceding academic year.

Notes:

- All fees are per annum unless noted

- *Contracting*: Including meeting facilitation, professional development initiatives design and implementation, school improvement and accreditation initiatives, equity audits, school evaluation, and managed change initiatives.
 - Instruction Faculty: \$75 per hour including planning time or \$750 per day, discounts for more comprehensive/guaranteed contracts.
 - Instructional Leader/School Development Faculty: \$100 - \$200 per hour including planning time or \$1000 - \$2000 per day, discounts for more comprehensive/guaranteed contract

Candidate Payment

Candidates in the Intern Program, Moving Inquiry into Teaching Program and the Instructional Leadership Academy execute a financial agreement directly with RISL upon enrollment. While the full annual tuition is due upon enrollment, participants may arrange a payment plan. The LEA must guarantee tuition payment for participants on a payment plan. Should the participant fail to pay their full tuition for any reason (including, but not limited to, termination by the employer, unsatisfactory progress in the Reach Program, dissatisfaction with the Reach Program, or leaving the teaching assignment prematurely), the LEA agrees to pay the outstanding balance if the participant, for any reason, does not. Consistent with each participant's payment plan, RISL will invoice teachers when their payment is due and 30 days past due. Should a candidate become in arrears, RISL will communicate with candidates and their administrators when their tuition payments are impacting their enrollment status in any RISL program. Candidates who are reinstated following a withdrawal will be required to make up missed work at their own expense (expenses may include transcript change fees or additional tuition for repeating missed session). RISL shall inform the site administrator or designee upon issuing the final notice and a copy will be sent to the school.

The LEA may choose to pay a participant's tuition on their behalf, which will then be indicated on the participant's financial contract. Additionally, individual partner agencies may make other arrangements for payment, including but not limited to deducting tuition cost from participant's salaries and paying RISL directly.

Additionally, participants must pay all fees required by the California Commission on Teacher Credentialing, as set forth in the California Code of Regulations Title 5.

Coach Stipends:

When the LEA provides the instructional coach as a support provider, the LEA is expected to provide sufficient release time and/or a sufficient stipend to allow and encourage the instructional coach/support provider to fulfill their duties. (see Exhibit D)

Other Considerations:

RISL shall be responsible for all incidentals, out-of-pocket costs associated with the work performed, including but not limited to, courier or express mail service, large document production, proprietary research services, food and event costs, and travel expenses including airfare, meals, hotel and mileage.

RISL is substantially supported by grants from charitable foundations and/or individual donors. The LEA is willing, as necessary and appropriate, to support RISL's fundraising efforts by sharing feedback about the program in writing or in person.

In some circumstances special contracts or grant funds may cover some or all of the participants or the school's contribution to a given program's fees. In such circumstances, these funds will be indicated on the participant's financial contract and will be communicated to the school as appropriate.