

S U M M E R

F A L L

S P R I N G

**Y
E
A
R
1**

REACH 210

Introduction to Teaching Methods and Leadership (Summer Pre-Service*)

3 UNITS

Introduction to Teaching Methods and Leadership prepares teachers for entry into the teaching profession. This Summer Pre-Service course introduces professional standards for teaching (the California Teacher Performance Expectations and Standards for the Teaching Profession) and the experiential learning cycle (Plan-Teach-Analyze-Reflect, or PTAR) as cornerstones of the program. Teachers are introduced to a range of topics, including classroom management and community, lesson planning, instructional strategies and assessment (including literacy and subject-specific pedagogy), meeting the needs of English learners and students with special needs, working with parents and families, and equity and diversity in education.

135 hours of coursework online. Homework and applied practicum assignments.

REACH 221

Establishing Foundations for Teaching and Learning

5 UNITS

This Year 1 Fall semester course helps candidates build foundational knowledge and skills for teaching with an overarching goal of creating conditions for equitable outcomes in their classrooms. Teachers participate in multiple experiential learning cycles on classroom community and behavior management, routines and procedures, clear directions and expectations, positive behavior supports, and lesson planning with effective questioning and equitable participation. This course also further develops multiple subject candidates' knowledge and skills around early literacy instruction.

Courses consist of weekly in-person seminars and online modules along with individual coaching support.

REACH 231

Planning For Students and Knowing About Their Learning

5 UNITS

This Year 1 Spring semester course focuses on the importance of learning about students and the funds of knowledge they bring to the classroom, and using this data to design and implement instruction that supports equitable outcomes for students. Experiential learning cycles focus on learning about students, student information informing instruction, subject-specific pedagogical practices, healthy youth development, positive relationships with students to support their learning, literacy (including vocabulary instruction & reading comprehension), and support for English learners and students with special needs.

Courses consist of weekly in-person seminars and online modules along with individual coaching support.

Regular support/supervision is also required from the school/district along with an identified school or district support person who meets the CTC requirements.

Coursework subject to change

**Y
E
A
R
2**

REACH 241

Assessing Learning and Supporting Equitable Outcomes

5 UNITS

This Fall semester of Year 2 course builds upon basic teaching skills gained in the first year with a focus on unit planning to support equitable student learning outcomes. Teachers engage in experiential learning cycles focused on unit planning and formative assessment practices. Equity and culturally responsive teaching to meet the needs of all students are themes that frame the learning in this course. Teachers learn to uncover student understandings and misunderstandings, plan learning based on standards, develop learning objectives and activities that promote mastery, and evaluate student learning through performance tasks and formative assessments. Teachers must complete and pass Cycle 1 of the California Teacher Performance Assessment (CalTPA).

Courses consist of weekly in-person seminars and online modules along with individual coaching support.

REACH 251

Developing as a Professional Educator

5 UNITS

This final course aims to solidify the experiential learning cycle as a habit for continuous improvement within teachers' practices and build opportunities to explore issues of equity in education at large. Teachers deepen their understanding of differentiation and data-driven instruction, while developing a broader repertoire of strategies for differentiating instruction, analyzing data, facilitating student self-assessment, and providing students with effective feedback. Teachers also revisit various focus areas based upon their needs and interests, and engage in experiential learning cycles of their own design. Teachers must complete and pass Cycle 2 of the California Teacher Performance Assessment (CalTPA).

Courses consist of weekly in-person seminars and online modules along with individual coaching support.