

**Instructional Leadership Academy: Administrator Induction 1 and Master's Professional Learning Courses At-A-Glance 2021-2022**

Master's of Education in Instructional Leadership  
Clear Administrative Services Credential

Course #	Title	Units	Overview	Course Structure
<b>Year 2 - Leads to Master's of Education in Instructional Leadership</b>				
<b>Reach 510</b>	<b>Practicum in Educational Leadership</b>	6 units	The Practicum in Educational Leadership is taken concurrently with the Reach Instructional Leadership Year 2 sequence (520 and 530) and includes examining research on teacher and instructional leadership, individual goal setting, and working with a coach to establish a learning plan, take action towards goals, and review progress in increasing leadership efficacy.	<ul style="list-style-type: none"> <li>• Courses meet approximately every other week from 4:30-7:30pm</li> <li>• Bi-monthly online discussions</li> <li>• Practicums</li> <li>• Individual coaching</li> <li>• Homework (academic reading, online posting and written work towards the development of a proposal and action research study)</li> </ul>
<b>Reach 520</b>	<b>Evidence Based Leadership Initiatives</b>	3 units	Deepens instructional leaders thinking about the core domains of instructional leadership introduced in the 400 series, and requires leaders to use those concepts to identify and understand challenges of instructional leadership, develop theories of action for addressing those challenges, and evaluate the results of interventions. The 520 course results in a Literature Review and Action Research Study Proposal. The 530 course results in a completed Action Research Study and presentation at the Leadership Showcase.	
<b>Reach 530</b>	<b>Implementation and Evaluation of Leadership Initiatives</b>	3 units		
<b>Reach 540</b>	<b>Deepening Instructional Coaching</b>	2 units	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 observation data and the development of action plans.	<ul style="list-style-type: none"> <li>• Course meets for two full day intensives and four seminar meetings from 4:30- 7:30 (see calendar)</li> <li>• Homework (academic reading and online posting)</li> <li>• Practicum (conducting coaching cycles and videotaping coaching sessions)</li> </ul>