



New Hope Teacher Alliance

Credential Pathways for Educational Change Makers



New Hope Teacher Alliance Staff Handbook Addendum

This document is an addendum to the New Hope Charter School Staff Handbook. All staff associated with New Hope Teacher Alliance are employees of New Hope Charter School.

Mission and Vision

Vision

New Hope envisions a world where the inherent value of each human being is truly seen, every person is nurtured to reach their potential, and educators are leaders who disrupt and dismantle the inequitable patterns in schools.

Mission

New Hope Charter School, Teacher Alliance division, develops a diverse pool of educators to become equity driven change makers in their communities. Our focus is on improving teacher and leader knowledge and skills in equity centered instruction and cross-curricular, foundational literacy instruction. The themes of human-centered approach, intentionally designed systems, and pedagogy and practice underpin our rigorous, standards-based curriculum. Through this research-based, standards aligned approach, job-embedded learning, and brave learning environments, our graduates emerge with the skills and knowledge to teach, lead, and serve all students.

Origin

New Hope Charter School arose out of a collaborative desire between the Robla School District and New Hope founders to create continued learning pathways for the students and families of Robla Elementary School District. The founders felt that in order to best serve the needs of this community, educators needed training tailored to the community's specific needs. The New Hope Teacher Alliance division within New Hope Charter School was envisioned to provide Robla and the surrounding region with context-driven professional learning, teacher and administrator credentialing, and ongoing support. This work may occur through both traditional teacher preparation programs and community-based support resources. By preparing educators to serve Californian students in a high-need context, New Hope prepared educators will be amply ready to serve all learners across our diverse state.

Pillars

In order to promote equity and justice, New Hope Teacher Alliance (NHTA) trains educators who will be leaders and facilitate change in their communities. Our programs are based on three foundational pillars, which we believe to be the essential and necessary underpinnings of how educators achieve this goal.

Pillars of Learning



- New Hope Educators understand **the human element** of learning. We understand how social and emotional learning influence one's ability to teach and learn. We understand that one serves a community by meeting the needs of the individuals within it.
- New Hope Educators are deeply committed to the mission of serving all learners and that that mission is only achieved through **intentionally designed, equitable, and sustainable systems** that can be implemented and repeated by the individuals involved. These systems continue to thrive, and adapt beyond the life of an individual leader.
- New Hope Educators know that the work of teaching is based on having a strong understanding of how learning happens. **Core instructional practice** is the starting point of all of our standards-aligned work.

Teacher Alliance Organizational Overview

As an employee of New Hope Teacher Alliance, we want to ensure you know how the organization is structured and where decisions get made. Please consult the description below to understand how New Hope Teacher Alliance is a division within New Hope Charter School. Employees in the Teacher Alliance division of New Hope Charter School are employed by New Hope Charter School. The New Hope Charter Employee Handbook is the governing document for employment matters. Please note the deep partnership with Robla School District as a foundational design principle. We hope this collaboration continues to yield a model for charter and district collaborative ventures that support the needs of the local community.

Organizational Charts and Narrative Description

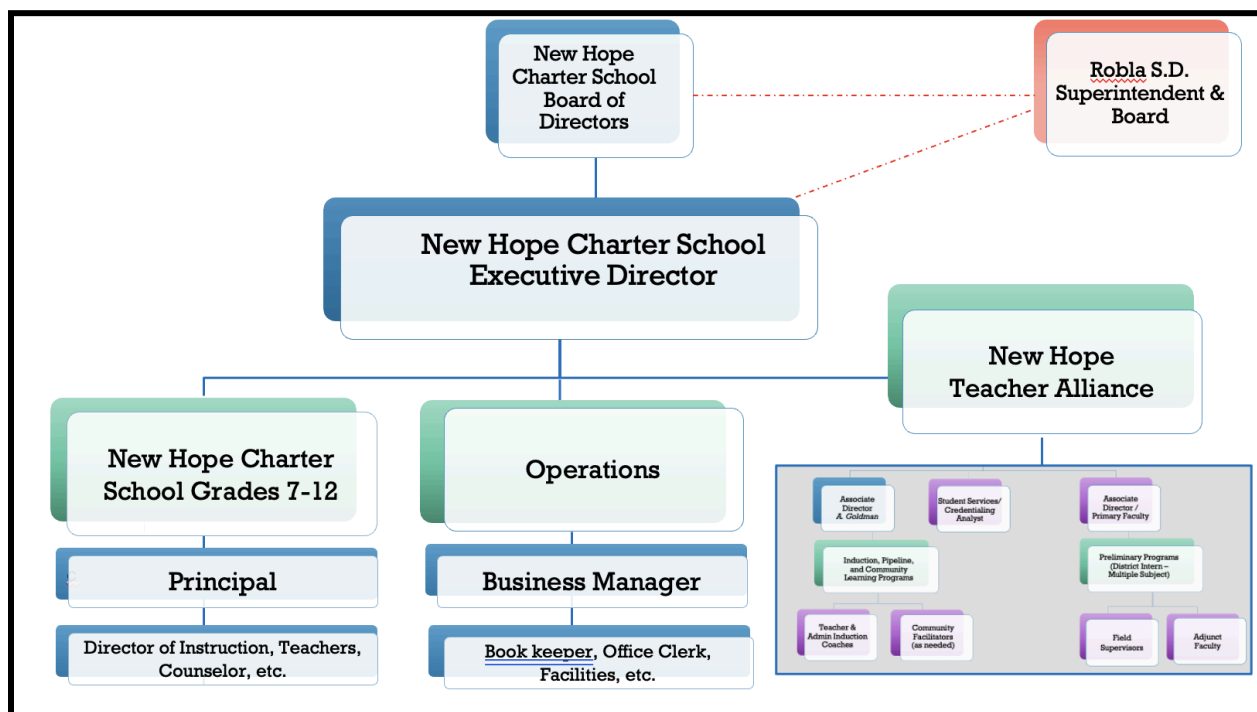
New Hope Charter School is working in deep collaboration with its charter school authorizer, the Robla School District, not only for the new school but also to create an innovative teacher preparation pipeline with the New Hope Teacher Alliance division. The vision for New Hope

3 Teacher Alliance Employee Handbook Addendum

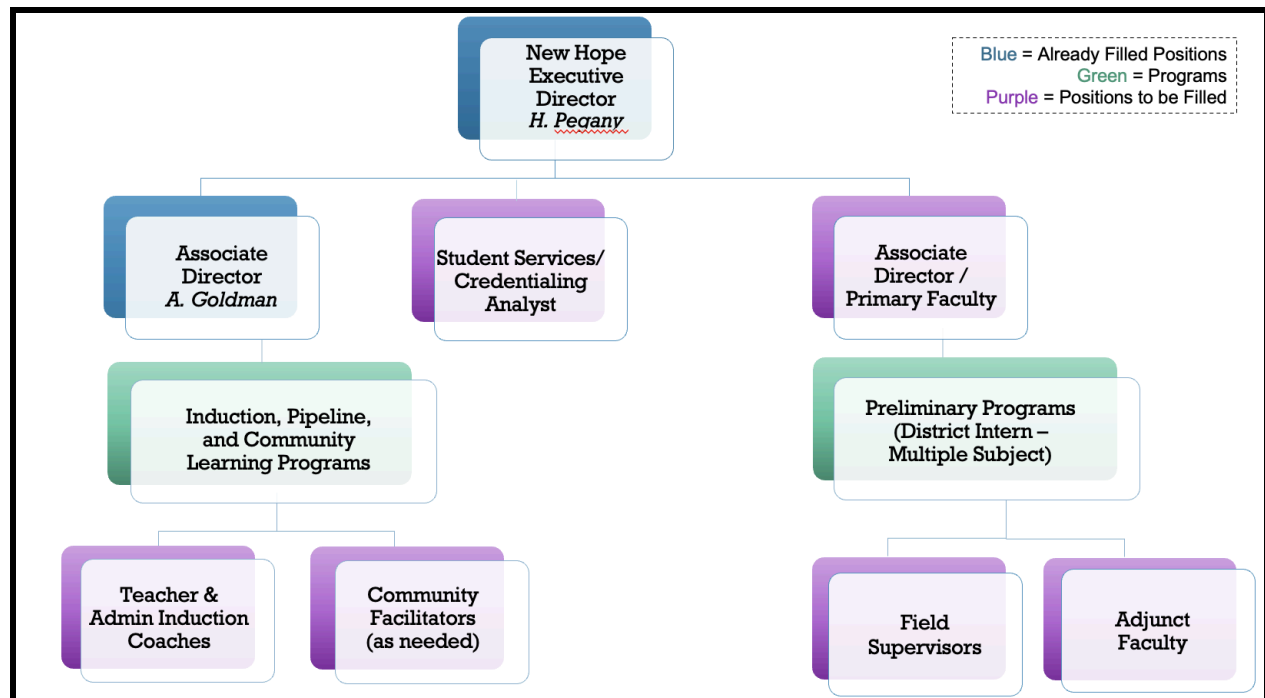
Teacher Alliance is to provide context-embedded and job-embedded training and credentialing programs that will serve both the New Hope Charter School and the Robla School district. This is why you can see the Robla Superintendent as a dotted line on the organizational chart below. Ongoing stakeholder engagement has occurred with Robla School District stakeholders as documented in the Stakeholder Engagement Plan and Notes. As noted in the Stakeholder Engagement Plan, the initial stakeholder engagement process will culminate in standing advisory councils for the programs that New Hope Teacher Alliance is offering, once approved. As noted in the Decision Making Matrix below, the advisory councils will have input on a number of program areas, including program review, data and program impact analysis, program changes, and further stakeholder input processes.

As you can see in the organizational chart below, Herinder Pegany will serve as the Executive Director of the New Hope Charter School, with direct oversight of New Hope Teacher Alliance as a division within the charter school. Similarly, the New Hope Board will serve as the Governing Board for the charter school, including the Teacher Alliance division. In the decision-making matrix below, you can see the type of decisions the Executive Director will be making and those that will be made at the Board level. Overall, the Executive Director of the New Hope, Herinder Pegany, will be **responsible for ongoing oversight of all educator preparation programs offered** by New Hope and the Board will hold him accountable for those responsibilities.

**New Hope Charter School Organizational Chart
with New Hope Teacher Alliance Detail**



4 Teacher Alliance Employee Handbook Addendum



At New Hope Charter School, the Executive Director reports to the New Hope Charter School Board of Directors and to the Board of Robla School District. The Principal of New Hope Charter School reports directly to the Executive Director, as do all operations personnel. For the purposes of the remainder of this narrative, we are focusing on the reporting structure of the Teacher Alliance and not the entire charter school. At New Hope Teacher Alliance, the unit head is the Executive Director, under which there are two divisions, the Preliminary Programs and the Induction Programs, each with an Associate Director. Herinder Pegany, Executive Director, will be **responsible for ongoing oversight of all educator preparation programs offered** and the Associate Directors of each of these two divisions will be responsible for **the coordination of educator preparation programs** in their division. The two Associate Directors and the Student Services Credential Analyst report directly to the Executive Director.

The Associate Director of the Preliminary Programs, will be **responsible for coordination and daily operation** of the Preliminary Teacher Intern Credential program, including supervising faculty, including adjunct faculty, coordinating with the field supervisors, monitoring program quality, CTC compliance, and assessment. The Associate Director of the Induction programs, Amanda Goldman, will be **responsible for coordination and daily operation** of both the Teacher Induction program and the Administrator Induction program, including monitoring quality of professional learning, both internally provided and external, supervising Induction Coaches, monitoring program quality, CTC compliance, and assessment.

Currently (August 2021), the plan is to open the Induction Programs first and Amanda Goldman will serve as the Associate Director for those programs. Amanda Goldman will also be taking the lead on developing additional pipelines and support programs to bring community based candidates into the classroom. The Student Services Credential Analyst will work in collaboration with the Associate Directors to determine candidates who have completed all

requirements and met standards for the credential they are seeking. The Student Services Credential Analyst is responsible for the credential recommendations. The Student Services Credential Analyst reports directly to the Executive Director. Also as of August 2021, Amanda Goldman will be the primary individual responsible for responding to requests for data (or other matters). Herinder Pegany will still be the final voice on the matter and will make final reports to the commission.

The Student Services Credential Analyst works in collaboration with the Associate Directors to **determine that candidates have completed all requirements and met standards for the credential they are seeking**. The Student Services Credential Analyst is solely responsible for the credential recommendations (once they have completed all CTC training) and for maintaining the student data needed for accreditation reports (see Roles and Responsibilities below). The student Student Services Credential Analyst may also help with program admission and recruitment. The Student Services Credential Analyst reports directly to the Executive Director.

Specifics for each NHTA employee can be found in the job descriptions below

- Executive Director [here](#)
- Associate Director (Initial) [here](#)
- Student Services Credential Analyst [here](#)
- Faculty/ Field Supervisor [here](#)
- Teacher Induction Coach [here](#)
- Administrator Induction Coach [here](#)

NHTA faculty and staff will work in collaboration and in support of onsite mentors.

- Onsite mentor Teacher Intern [here](#)

New Hope Teacher Alliance Roles and Decision-Making Matrix

Core decision-making questions:

- *What impact will it have on the quality of the program?*
- *What impact will it have on candidates?*
- *What impact will it have on faculty and staff?*
- *What impact will it have on our partner schools?*
- *Is it financially feasible?*
- *Is it in alignment with CTC standards and policies?*
- *Is it in alignment with our vision and mission?*

Entity	Who	Role/ Content of Decision	Sphere of Influence Type of decision-making
Governing Board	Currently: Jeffery Kreiser Kim Howard Lisa Fong	Strategic Plan Budget Enrollment and tuition approval Hiring and evaluation of the ED	Final decision maker

6 Teacher Alliance Employee Handbook Addendum

		Teacher Alliance Policies Employment agreements Monitoring implementation of strategic plan Monitoring budget expenditures Monitoring program impact per assessment plan Informed of substantive program changes Informed of hiring, supervision, and HR decisions other than the ED	Ratified by the Board Monitoring Informed
Executive Director	Herinder Pegany	Hiring, supervision, and HR decisions (retention, promotion for Teacher Alliance employees) Evaluation of ADs and Student Services Student Handbook and Catalog Staff Handbook Substantive program changes Final Assessment reports (including division, program reports and aggregate unit report for Teacher Alliance) CTC credentialing data review and submission • program enrollments • program completers • examination results • state and federal reporting • candidate competence • organizational effectiveness data • other data as indicated by the Commission Partnership agreements Recruitment plans Strategic Plan Teacher Alliance Budget Enrollment targets and tuition rates Teacher Alliance policies	Final decision maker Recommendation to board
Instructional Leadership Team	Executive Director Associate Directors	Substantive program changes Final Data Assessment reports- reviewing the program reports and developing the division and Teacher Alliance report) New partnership agreements Teacher Alliance policies Teacher Alliance Strategic Plan Teacher Alliance Budget and Tuition	Recommendation to the ED Input

7 Teacher Alliance Employee Handbook Addendum

		Enrollment targets Recruitment plans	
Associate Directors	Induction- Amanda Goldman Preliminary- TBD	Hiring, supervision, evaluation of faculty, coaches, field supervisors Program data analysis- see Assessment Plan Program review and non-substantive program changes Program changes Curriculum oversight Support provided for CalTPA Credentialing of candidates- reviewing progress, submitting evidence, assessing if meets standard Reviews CTC credentialing data in collaboration with the Student Services Credentials Analyst • program enrollments • program completers • examination results • state and federal reporting • candidate competence • organizational effectiveness data • other data as indicated by the Commission Ensure appropriate field experience/ clinical sites per the program standards. Tracks data on appropriate placement.	Final decision maker for those they supervise Final decision maker Makes recommendation to the credential analyst Submits to ED for review Works with ED in partnership development
Student Services	TBD	Monitors candidates credential process in collaboration with Associate Directors. Submits credential recommendation when candidate has completed/ met standard. Helps collect CTC accreditation data, including: • program enrollments • program completers • examination results • state and federal reporting • candidate competence • organizational effectiveness data • other data as indicated by the Commission Sends data to Associate Directors and Executive Director for review and reporting	Submits credential recommendation Provides accreditation data to Associate Directors and ED for submission

Faculty and Coaches	TBD Experts, experienced teachers and leaders	Curriculum adaptations Support processes for CalTPA Program review and program changes Monitors program impact per assessment plan Submits data on appropriate field placement/ clinical sites	Final decision Input
Program Advisory Councils	Representatives of stakeholders for the specific program Examples: Central office administrators Principals Site coaches Alumni Participants	Program review (data analysis) Program changes (recommended changes) Monitor program impact per assessment plan Review field experience/ clinical site data Give stakeholder input on programs	Input

Institutional Assessment Plan

The purpose of the New Hope Teacher Alliance Assessment Plan is to outline the questions we are trying to answer with the data, identify the data we are going to collect, how and when we will collect that data and process we will use to analyze the data. The plan will also note how sets of data may be used both at the candidate level, but also to assess the performance of the institution.

Below is the description of the Institutional Assessment Plan. Each program and each division (Preliminary and the Induction) will engage in their own data analysis process, whose results will then feed up to the institutional reports. The CTC data is one component of the overall NHTA Assessment Plan.

Guiding Data Questions

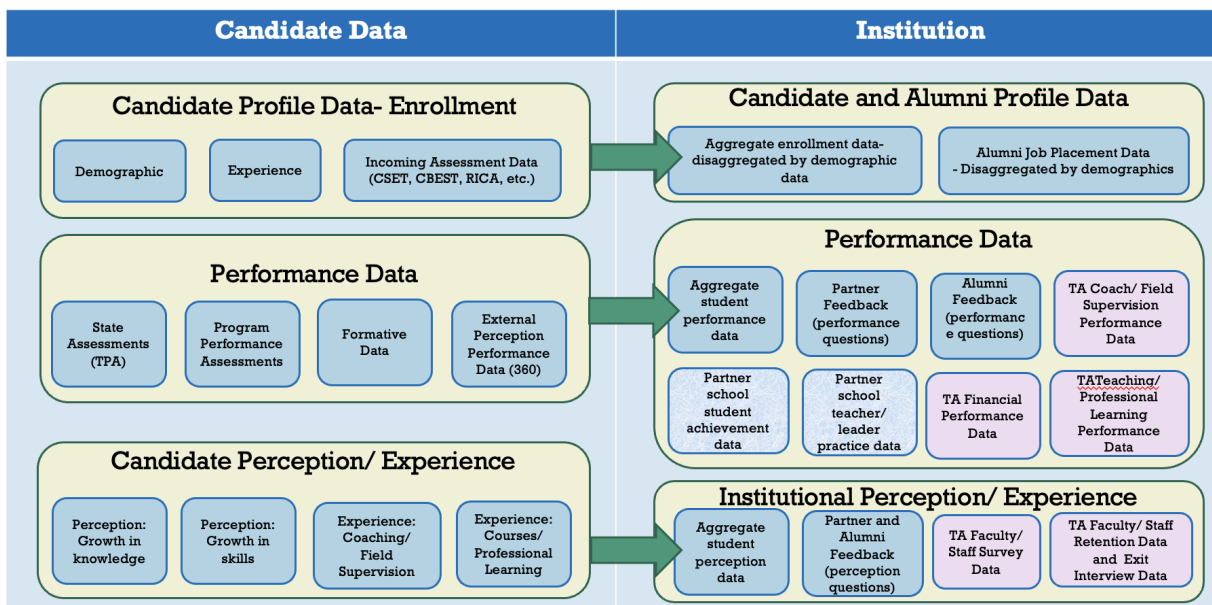
- 1) Are our programs having a positive impact on candidate learning and competence? (CS 5)
 - Are candidates growing/ improving relative to the graduate profile and the NHTA pillars?
- 2) Are our programs having a positive impact on teaching and learning in our partner schools? (CS 5)
 - Is the institution impactful on candidate practice?

- On our partner schools' results/ practices?

3) Is the institution having a positive impact on the growth of its faculty, coaches, field supervisors and staff?

- Is the institution showing growth and impact on the NHTA pillars?
- Is the institution growing/ improving relative to internal goals?

Data Collection



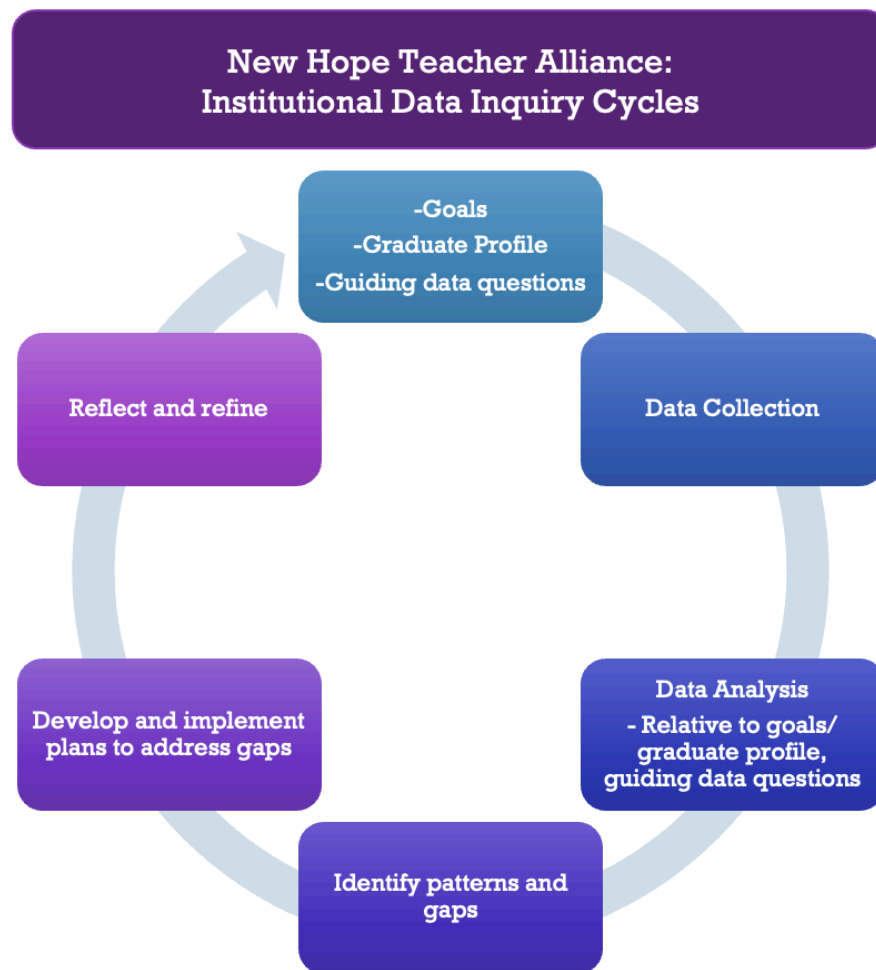
Key:

Blue- Candidate and Partner Data

Purple- New Hope Teacher Alliance Staff and Faculty

Data Analysis Cycle: Institutional Inquiry

The New Hope Teacher Alliance will engage in regular cycles of data analysis both at the program level and at the institutional level. Initially, both at the program and institutional level, New Hope Teacher Alliance faculty and staff will anchor their analysis in the graduate profile, the goals, and the guiding data questions.



Program Level:

The process will begin at the program level (Teacher Intern, Teacher Induction, Preliminary Administrative Credential, Administrator Induction), where faculty and staff will analyze available performance data and perception data relative to each of the elements of the graduate profile. Faculty will analyze the data looking for patterns and trends both in the overall population and by different student groups. This analysis will then lead the program to be able to answer the guiding questions:

- Are our programs having a positive impact on candidate learning and competence?
 - Are candidates growing/ improving relative to graduate profile?
- Are our programs having a positive impact on teaching and learning in our partner schools?
 - Is the institution/ program impactful on candidate practice? *On partner schools results/ practice (equity driven instruction,foundational literacy?)*

The program data would include triangulation of data that will allow the program faculty to understand what possible root causes may result in the identified patterns and trends. The data analysis protocol aligns to the structures in Robla School District:

Getting Ready

- Review the graduate profile
- Review the guiding questions

What: *Factual Statements*

- Review the data you have (candidate profile data, candidate performance data, candidate perception experience data)
- Identify patterns and trends in each set of data
 - Consider overall trends
 - Consider if there are any trends by student group
- Identify patterns and trends between sets of data
 - Does the candidate program performance assessment data align with their state performance data? What patterns or trends do you see?
 - Does the candidate program performance assessment data align to the formative data? What patterns and trends do you see?
 - Does the candidate performance assessment and formative data align with the external perception of performance?
 - What patterns and trends do you see?
 - Anything surprising or unexpected?

So What: *Implications*

- What does the data suggest?
- What meaning do you make of the patterns and trends you found?
- What conclusions can you draw from the triangulated data relative to the guiding questions
- What are the strengths based on the data analysis?
- What are the possible areas of programmatic improvement needed based on the data analysis?

Now What: *Action Plan*

- What actions will the program take to address the areas of need? What programmatic changes will be made?
- What instructional next steps need to be taken?
- What actions will we take to support candidates who are not meeting expectations?

For example, to understand the patterns in administrative candidates' PLC facilitation skills, program faculty will analyze the results of the CalAPA Leadership Cycle 2 (Facilitating Communities of Practice) results relative to the internal program performance assessments to surface data patterns candidate's skill level. This then will be triangulated with 360 feedback from participants in those PLCs and school site supervisors. Data from the candidates survey

about their perceived growth in knowledge and skills and their experience in the program will then help surface why there might be the patterns in the CalAPA or program performance assessment. Teacher Alliance faculty observations candidates' growth in skills and understanding would also help narrow in on possible root causes for the identified patterns in the data.

This analysis will then lead the program faculty and leadership in a process of identifying potential programmatic refinements in order for the program to reach the outcomes outlined in the graduate profile. For larger programmatic changes, the data analysis and possible programmatic refinements would be considered with the program advisory council engagement and input.

Once the program has identified plans for program refinements, the Program Coordinator and faculty will implement the plans, analyze the new data, reflect and refine that plan.

Institutional Level:

Program level data such as candidate performance data will be aggregated up by program and year in the program. This data will then be reviewed at the Leadership Team Meetings, under the leadership of the Executive Director, and then be aggregated both at the division and unit level. The aggregate level analysis will be shared with the Teacher Alliance faculty and then with the Teacher Alliance Board as part of their monitoring of program efficacy.

Data Collection: Key Dates

Institution Level

Month	Data to be Collected	How will it be collected? Where will it be stored?
July/ August: End of Year Program Data Analysis August/ September: Leadership Team Teacher Alliance Data Analysis and Teacher Alliance Assessment Report August 31: CTC Annual Data Report goes to Executive Director for approval September 15- Executive Director submits CTC Data Report		
August	Aggregate entrance assessment data	SIS
September	Aggregate admissions and enrollment data Aggregate demographic data Aggregate coach/ field supervisor match data Aggregate fieldwork placement data	SIS
September/ October: Teacher Alliance Assessment Report and CTC Data Report goes to Teacher Alliance Board		
January	-Aggregate progress monitoring data including course	LMS

	performance, professional learning hours, coaching/field supervision hours, and program assessments -Aggregate progress on state performance assessments (CalAPA, CalTPA) - Aggregate perception data (candidate, faculty/staff, and partner surveys)	Pearson data reports/ LMS GoogleDrive
January/ February: Mid- Year Data Analysis		
June	-Aggregate progress monitoring data including course performance, professional learning hours, coaching/field supervision hours, and program assessments -Aggregate progress on state performance assessments (CalTPA) - Aggregate perception data (candidate, faculty/staff, and partner surveys) -Aggregate completion data by program	LMS
July		Pearson data reports/LMS GoogleDrive SIS
July/ August: End of Year Data Analysis August 31: CTC Annual Data Report goes to Executive Director for Approval		

See Division level charts for specifics for all three programs

- Preliminary Credential Division [here](#)
 - Teacher Intern data collection timeline [here](#)
- Induction Program Division data collection timeline [here](#)
 - Teacher Induction data collection timeline [here](#)
 - Administrator Induction data collection timeline [here](#)

CTC Data, Accreditation, and Credentialing: Roles and Responsibilities

In addition to the overall NHTA assessment plan, every employee of NHTA has some level of role and responsibility relative to the credentialing of candidates, from the faculty who submit grades and progress monitoring to the credential analyst who works closely with the Associate Directors to identify candidates that have successfully completed programs and to issue the credential.

Everyone also has a role to play in program delivery, accreditation activities, and data processes. Employees all have a responsibility to:

- deliver the program in compliance at all times with all relevant preconditions, common standards and program standards for the program they are providing.
- provide all required CTC data reports, including but not limited to data reports and CTC accreditation documents.

- participate in an evaluation of the program by an external team or monitoring of the program by Commission staff
- participate fully in the accreditation system and adhere to submission timelines

All NHTA employees understand that once a candidate is accepted and enrolled in their educator preparation program, the NHTA will offer the approved program, meeting the adopted standards, until the candidate:

- Completes the program;
- Withdraws from the program;
- Is dropped from the program;
- Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate

For more clarity about what your role and responsibilities are, please see the chart below.

Role	Name	Credentialing Responsibilities	CTC Responsibilities/Accreditation
Executive Director	Herinder Pegany	-review candidate completion data and to ensure	-responsible for reporting and responding to all requests from the Commission within the specified timeframes for data, including, but not limited to: • program enrollments • program completers • examination results • state and federal reporting • candidate competence • organizational effectiveness data • other data as indicated by the Commission
Associate Directors	Amanda Goldman	-approve all candidates in program have successfully completed all components of the program and are ready for credential recommendation -communicate to Student Services Credential Analyst when candidates are ready for credential recommendations	-responsible for providing the Executive Director with following data within the specified timeframes: • program enrollments • program completers

		-work with candidates and monitor teach out plan if needed	• examination results • state and federal reporting • candidate competence • organizational effectiveness data -ensuring that all programs offered are in compliance with CTC preconditions, common and program standards -ensuring all accreditation activities, data reports and external monitoring occur within the CTC timelines -ensure enrolled candidates are offered the program until i-iv above occurs or, if needed, ensures Teach Out Plan is enacted
Student Services Credential Analyst	TBD	- responsible for credential recommendations (these duties will not be delegated to persons other than employees at NHTA) -participate in Commission training related to the recommendation process. -communicate with candidates regarding their status with their credentials	-responsible for providing the Associate Director support in collecting the following data within the specified timeframes: • program enrollments • program completers • examination results • state and federal reporting • candidate competence • organizational effectiveness data -ensuring all student data is secured in the designated SIS and LMS systems and a securing candidate records (paper or digital) to be held at the 201 Jessie Avenue location. -backing up and securing candidate electronic data - providing aggregate candidate data for accreditation reporting
Faculty/ Induction	TBD	-ensuring all documentation, progress monitoring, assessment,	-submitting all needed data on the SIS or LMS system in a timely

Coaches/ Field Supervisors		and grades (faculty only) are submitted in a timely fashion so that credentials can be issued	manner -engaging in data analysis and accreditation activities -offering the program in compliance with all CTC standards
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Teach Out Plan

In the event that New Hope Teacher Alliance no longer is able to continue to offer any of its educator preparation programs and/or has ceased to operate, an Individualized Transition Plan (ITP) for each candidate will be developed. The Associate Director will initiate these plans and engage the candidate and any other relevant stakeholders. The goal of the ITP will be to support the NHTA enrolled candidate in identifying another CTC approved program and facilitating the transition to that program. The plan is [here](#)