



**Catalyst Academy**  
CHARTER SCHOOL

# **Educator Induction Plan**

## **2024-2025**



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## Introduction

Catalyst Academy Charter School is a values driven organization. Our Core Values inform each and every decision we make in service to our scholars, parents and families, and teaching and learning team. Our Core Values: Belong. Grow. Achieve. act as guideposts on the path to achieving our vision of creating a world-class K-8 school where all children are prepared for college, career, and life. The vision, structure, and outcomes of our Educator Induction Plan seeks to attain alignment directly to our Core Values. Through the induction process we look to build a community and environment in which our teaching and learning team feel a tangible sense of Belonging. Additionally, the induction program is designed to facilitate the rapid improvement and growth of teachers in service to the learning and growth of scholars. At Catalyst, achievement is the name of the game! Our goal is to ensure that all of our stakeholders have the ability to choose the path that leads to their dreams. Through the work of the Educator Induction Program, we hold our Core Values as our North Star to guarantee that we all Belong. Grow. Achieve.

What follows is a detailed outline of the Catalyst Academy Charter School Summer Training Camp, the components of the Educator Induction Program, and how these two structures work in tandem to support the growth, development, and success of our teaching and learning team.



## Structure of the Program

The Catalyst Academy Charter School Educator Induction Plan centers around our three-week intensive professional learning and development experience known as Summer Training Camp. Summer Training Camp occurs in the three weeks prior to the first day of the school year. The professional learning and development experiences of Summer Training Camp pair with ongoing support throughout the school year provided by instructional leaders and mentor teachers and staff.

### Summer Training Camp

The Summer Training Camp experience is one that allows for teaching and learning staff to explore, learn, and actively practice the art of teaching in a way that prepares them to complete the next phase of their work. The overall goal of Summer Training Camp is to produce teachers and staff that are “Day One ready.” Being Day One ready entails not only being able to execute your daily professional duties excellently, but also entails:

- Examining and uncovering the insidious nature of implicit and explicit biases in our work as educators.
- Practicing high-leverage “teacher moves” in order to increase pedagogical effectiveness.
- Establishing a culture of practice and coaching that allows for feedback to improve individual and organizational performance.
- Building a cohesive adult culture rooted in our Core Values: Belong. Grow. Achieve.

### Ongoing Support during the School Year

During the school year, Catalyst Academy Charter School educators receive support directly from instructional coaches in the form of their grade-level Dean of Instruction (DOI). DOIs are instructional leaders with a demonstrated track record of success in the classroom and a capacity for leading and supporting teachers to achieve similar results. Led and developed by our Principal, the DOIs assess, coach, and evaluate teacher progress toward rigorous and aligned instructional goals and practices.



Annually, the Catalyst Academy Charter School leadership team will go through the process of identifying, developing, and supporting our mentor teachers for our robust Induction Program. Alongside Deans of Instruction, mentor teachers will support the development and growth of staff members new to Catalyst Academy Charter School. Deans of Instruction and mentor teachers will work support, develop, and assess new staff members in the areas of:

- Rigorous and Joyful instruction
- Professionalism and Ethics
- Standards Alignment and Culturally Relevant Curriculum
- Assessments and Data Analysis
- In-School Systems and Supports
- Parent and Family Communication (including Scholar Goal Circles)
- Behavior Support and Classroom Management

### **Assessing the Needs of Inductees**

The Catalyst Academy Charter School team assesses the needs of inductees through the following mechanisms:

- Data collected during the interview process
- Inductee Skill Self-Assessment Survey and ongoing Feedback Surveys
- Ongoing Classroom Coaching
- Weekly Coaching and Check-in Meetings with grade-level teams and individually

#### *Data Collection During the Interview Process*

The Catalyst Academy Charter School interview process is intentionally designed to assess the strengths and areas of growth of each applicant alongside their overall fit for a role at Catalyst. During the interview and hiring process, the Catalyst Academy Charter School leadership team assesses candidates areas of strength and growth by examining pre-work task content and quality, interview responses, and sample lesson execution. Examining these different metrics throughout the process, the Catalyst Academy Charter School team is able to create an initial profile suggesting areas of strength and growth for inductees.



### *Inductee Skill Self-Assessment Survey*

A key part of identifying needs and strengths is the insight of the inductee into where they are and what they need in order to move/continue to move forward. Starting in the 2021-2022 School Year, the Catalyst Academy Charter School team provided new inductees with a beginning of year survey designed to gain information on mindsets and overall areas of strength and growth as outlined by inductees. Utilized alongside the data collection of the interview process the Catalyst team gains additional insight into the needs of inductees and are able to tailor inductee development in alignment to not only the data collected, but also in alignment to our Core Values: Belong. Grow. Achieve.

### *Ongoing In-School Year Classroom Coaching*

In alignment to our Core Values: Belong. Grow. Achieve. the Catalyst Academy Charter School Instructional leaders work to build a culture of consistent classroom coaching and feedback in order to support the growth and development of the teaching and learning team. Centered on strong, radically candid relationships, teaching and learning staff and coaches work in tandem to build the capacity of the team overall.

Utilizing the Catalyst Academy Charter School Core Teaching Rubric, instructional coaches and leaders outline a clear scope of development for instructional team members and set rigorous, yet attainable, goals enumerated in six-week goal cycles. Throughout the Six Week Goal Cycles, Instructional Leaders track the growth and achievement of the teaching and learning team. Through live-feedback in the classroom, grade-level team content meetings, and one-on-one coaching meetings, Instructional Leaders set, measure, and reflect on action steps geared toward achieving the Six Week Goal.

### *Weekly Coaching and Check-In Meetings*

The teacher-coach relationship is a vital component of assessing the needs of inductees. Through weekly coaching and development meetings, Instructional Leaders and the teaching and learning team work together to outline areas of strength and growth. With dedicated time to meet and discuss how best to support teachers and scholars, Instructional Leaders are given the opportunity to gain additional insight into the needs of the teaching and learning team.



## Content, Delivery, and Timeframe

The chart below outlines the content, delivery, and timeframe of different Educator Induction Program Components.

Educator Induction Program Components		
Content	Delivery	Timeframe
<p><b>Teacher Training Camp</b></p> <p><i>Additional content enumerated above.</i></p>	In-Person Professional Learning	Three Week Intensive prior to the start of the school year.
<p><b>Workshop Wednesdays</b></p> <p><i>Development aligned to Goal Cycle goals and needs of teaching and learning team.</i></p>	In-Person Professional Learning	Weekly (every Wednesday)
<p><b>Weekly Coaching and Content Meetings</b></p> <p><i>Includes but is not limited to curriculum internalization and preparation; data collection and analysis; needs assessments for the teaching and learning team.</i></p>	Professional Learning led by Deans of Instruction including grade-level teams/one-on-one support	Weekly



## **Scope and Sequence of Teacher Development**

The crux of educator induction occurs over the course of both the summer Training Camp and is ongoing throughout the school year. With that, outlined below are the Scope and Sequence of Teacher Development evidenced through the sample themes and agendas for the four week-intensive Summer Training Camp, a sample scope and sequence of Workshop Wednesday professional development, and finally, insight into the Six Weeks Goal Cycles for the 2020-2021 School Year aligned to the Catalyst Core Teaching Rubric.

### *Sample Themes and Agendas for Summer Training Camp*

- Week 1: Welcome to Catalyst!
- Week 2: Visions of Excellence
- Week 3: Preparing to Execute Excellently

See Sample Agendas below for insight into the scope and sequence of Teacher Training Camp.





Educator Induction Plan  
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Week 1 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
8:45-9:00am	<input type="checkbox"/> None	<b>Arrival/Check-In</b>	<input type="checkbox"/> None
9:00-9:30am	<input type="checkbox"/> Bring necessary HR documents. Check Onboarding Packet for reference.	<b>(New Staff) HR Documentation</b>	<input type="checkbox"/> Complete any outstanding HR actions.
9:00-9:30am	<input type="checkbox"/> None	<b>(Returning Staff) Leading During Training Camp</b>	<input type="checkbox"/> None
9:30-10:00am	<input type="checkbox"/> None	<b>The Founding Story</b>	<input type="checkbox"/> None
10:00-11:00am	<input type="checkbox"/> None	<b>Exploring our Mission, Vision, and Values</b>	<input type="checkbox"/> None
11:00-11:15am	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
11:15-12:00pm	<input type="checkbox"/> None	<b>Training Camp Overview</b>	<input type="checkbox"/> None
12:00-1:00pm	<input type="checkbox"/> None	<b>Lunch</b>	<input type="checkbox"/> None
1:00-1:30pm	<input type="checkbox"/> None	<b>Getting the Most Out of Training Camp</b>	<input type="checkbox"/> Reflect on how you can continue to get the most out of Training Camp.
1:30-2:30pm	<input type="checkbox"/> Read <a href="#">Opportunity Myth: Intro &amp; Different Resources, Different Results</a>	<b>Instructional Foundations</b>	<input type="checkbox"/> None
2:30-3:45pm	<input type="checkbox"/> None	<b>Inclusive Learning at Catalyst</b>	<input type="checkbox"/> None
3:45-4:45pm	<input type="checkbox"/> None	<b>Culture at Catalyst</b>	<input type="checkbox"/> None
4:45-5:00am	<input type="checkbox"/> None	<b>Intro to Morning Huddle</b>	<input type="checkbox"/> Think about and prepare any Quick-Hits for tomorrow morning.



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Week 1 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	<input type="checkbox"/> Come with prepared Quick-Hits	<b>Team Huddle</b>	<input type="checkbox"/> Complete any Huddle Actions
9:15-9:45am	<input type="checkbox"/> None	<b>My Why - Brian D. Smith</b>	<input type="checkbox"/> None
9:45-10:00am	<input type="checkbox"/> None	<b>My Why Work Time</b>	<input type="checkbox"/> Begin to craft your "Why."
10:00-11:00am	<input type="checkbox"/> New to Catalyst Staff <a href="#">Read Chapter 1 of Radical Candor</a> <input type="checkbox"/> Returning Staff <a href="#">Read Chapter 6 of Radical Candor</a>	<b>Radical Candor</b>	<input type="checkbox"/> None
11:00-11:15am	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
11:15-11:45am	<input type="checkbox"/> None	<b>Culture of Practice</b>	<input type="checkbox"/> None
11:45-12:45pm	<input type="checkbox"/> None	<b>Lunch</b>	<input type="checkbox"/> None
12:45-1:45pm	<input type="checkbox"/> None	<b>Behavior Support 101: Strong Voice</b>	<input type="checkbox"/> None
12:45-1:45pm	<input type="checkbox"/> None	<b>Behavior Support 201: Strong Voice</b>	<input type="checkbox"/> None
1:45-2:45pm	<input type="checkbox"/> None	<b>Behavior Support 101: WTD Directions</b>	<input type="checkbox"/> None
1:45-2:45pm	<input type="checkbox"/> None	<b>Behavior Support 201: WTD Directions</b>	<input type="checkbox"/> None
2:45-3:45pm	<input type="checkbox"/> Have items tied to your personal organization system ready and at-hand.	<b>Personal Organization and Integration with Catalyst Systems</b>	<input type="checkbox"/> Begin to codify your personal organization systems
3:45-4:45pm	<input type="checkbox"/> None	<b>Employee and Family Handbooks</b>	<input type="checkbox"/> None
4:45-5:00pm	<input type="checkbox"/> None	<b>Intro to Community Time</b>	<input type="checkbox"/> None



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Week 1 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	<input type="checkbox"/> Come with prepared Quick-Hits	<b>Team Huddle</b>	<input type="checkbox"/> Complete any Huddle Actions.
9:15-9:45am	<input type="checkbox"/> None	<b>My Why - Dr. Carrie Potter-Murray</b>	<input type="checkbox"/> None
9:45-10:45am	<input type="checkbox"/> Read the PEW article <a href="#">linked here.</a>	<b>Building a Culture of Intellectual Curiosity</b>	<input type="checkbox"/> Session Dependent
10:45-11:00am	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
11:00-12:00pm	<input type="checkbox"/> Read over <a href="#">Core Teaching Rubric</a> and come with observations around the purpose and strengths of the rubric.	<b>Core Teacher Rubric Norming</b>	<input type="checkbox"/> None
12:00-1:00pm	<input type="checkbox"/> None	<b>Lunch</b>	<input type="checkbox"/> None
1:00-2:00pm	<input type="checkbox"/> Look over your Grade-Level Pacing Guide. <input type="checkbox"/> <a href="#">Kindergarten SEL Pacing Guide</a> <input type="checkbox"/> <a href="#">First Grade SEL Pacing Guide</a>	<b>Social Emotional Learning at Catalyst</b>	<input type="checkbox"/> Session Dependent
2:00-3:00pm	<input type="checkbox"/> None	<b>The Exceptional Club</b>	<input type="checkbox"/> Session Dependent
3:00-3:15pm	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
3:15-4:00pm	<input type="checkbox"/> None	<b>Community Member Chat and Staff Survey</b>	<input type="checkbox"/> None



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Week 2 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	<input type="checkbox"/> Come with prepared Quick-Hits	<b>Team Huddle</b>	<input type="checkbox"/> Complete any Huddle actions.
9:15-9:45am	<input type="checkbox"/> None	<b>My Why</b>	<input type="checkbox"/> None
9:45-10:45am	<input type="checkbox"/> None	<b>Wit and Wisdom: Welcome and Launch</b>	<input type="checkbox"/> Session Dependent
9:45-10:45am	<input type="checkbox"/> Reflect on your personal why for doing this work.	<b>Setting the Vision for Talents</b>	<input type="checkbox"/> Session Dependent
10:45-11:00am	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
11:00-12:00pm	<input type="checkbox"/> None	<b>Eureka: Fluency</b>	<input type="checkbox"/> None
11:00-12:00pm	<input type="checkbox"/> None	<b>Content Planning for Talents</b>	<input type="checkbox"/> None
12:00-1:00pm	<input type="checkbox"/> None	<b>Lunch</b>	<input type="checkbox"/> None
1:00-2:00pm	<input type="checkbox"/> Review <a href="#">Six Week Goal Cycles Overview</a> Document in conjunction with <a href="#">Catalyst Core Teaching Rubric</a> .	<b>Six Week Goal Cycles and Coaching</b>	<input type="checkbox"/> None
2:00-2:30pm	<input type="checkbox"/> Complete <a href="#">16 personalities quiz</a> .	<b>Teambuilding - Myers-Briggs</b>	<input type="checkbox"/> None
2:30-2:45pm	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
2:45-3:45pm	<input type="checkbox"/> None	<b>Policy &amp; Power</b>	<input type="checkbox"/> None
3:45-4:45pm	<input type="checkbox"/> None	<b>MTSS at Catalyst</b>	<input type="checkbox"/> Complete <a href="#">CFU Quiz</a> .
4:45-5:00pm	<input type="checkbox"/> None	<b>Review of Staff Survey Results</b>	<input type="checkbox"/> None



Week 2 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	<input type="checkbox"/> Come with prepared Quick-Hits	<b>Team Huddle</b>	<input type="checkbox"/> Complete any Huddle Actions.
9:15-9:45am	<input type="checkbox"/> None	<b>My Why</b>	<input type="checkbox"/> None
9:45-10:45am	<input type="checkbox"/> None	<b>Intro to Writing Instruction</b>	<input type="checkbox"/> Session Dependent
9:45-10:45am	<input type="checkbox"/> Come with Scope and Sequence document on hand.	<b>Scope and Sequence Work Time</b>	<input type="checkbox"/> Session Dependent
10:45-11:45am	<input type="checkbox"/> Read the selection from <a href="#">Children's Mathematics</a> .	<b>Application Problem → Cognitively Guided Instruction (CGI)</b>	<input type="checkbox"/> None
10:45-11:45am	<input type="checkbox"/> None	<b>Continued Curricular Work Time</b>	<input type="checkbox"/> Session Dependent
11:45-12:45pm	<input type="checkbox"/> None	<b>Lunch</b>	<input type="checkbox"/> None
12:45-1:45pm	<input type="checkbox"/> Come with Myers-Briggs Results	<b>Grade-Level Team Time</b>	<input type="checkbox"/> None
12:45-1:45pm	<input type="checkbox"/> See Inclusive Learning Agenda	<b>Inclusive Learning Deep Dives</b>	<input type="checkbox"/> See Inclusive Learning Agenda
1:45-2:45pm	<input type="checkbox"/> None	<b>Title IX</b>	<input type="checkbox"/> None
2:45-3:00	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
3:00-4:30pm	<input type="checkbox"/> None	<b>MTSS at Catalyst</b>	<input type="checkbox"/> Complete CFU Quiz.
4:30-5:00	<input type="checkbox"/> Read <a href="#">Life Artifact pre-work</a> and bring Life Artifact when you are ready to share.	<b>Community Time</b>	<input type="checkbox"/> Plan/Refine Life Artifact Presentation.



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Week 2 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	<input type="checkbox"/> Come with prepared Quick-Hits	<b>Team Huddle</b>	<input type="checkbox"/> Complete any Huddle Actions
9:15-9:45am	<input type="checkbox"/> None	<b>My Why</b>	<input type="checkbox"/> None
9:45-10:15am	<input type="checkbox"/> None	<b>Community Member Chat</b>	<input type="checkbox"/> None
10:15-11:15am	<input type="checkbox"/> Read <a href="#">CGI General Overview Guide</a> .	<b>CGI Model Lesson and Breakdown</b>	<input type="checkbox"/> None
11:15-11:30am	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
11:30-12:00pm	<input type="checkbox"/> None	<b>Teambuilding</b>	<input type="checkbox"/> None
12:00-1:00	<input type="checkbox"/> None	<b>Lunch</b>	<input type="checkbox"/> None
1:00-3:00pm	<input type="checkbox"/> To be Determined	<b>Lesson Preparation Time</b>	<input type="checkbox"/> Continue to prepare lessons for next week's teachbacks.
1:00-3:00pm	<input type="checkbox"/> See Inclusive Learning Agenda	<b>IEP Writer Training (Inclusive Learning Team Only)</b>	<input type="checkbox"/> See Inclusive Learning Agenda
3:00-3:15pm	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
3:15-3:45pm	<input type="checkbox"/> None	<b>Intro to Lesson and Systems Practice</b>	<input type="checkbox"/> None
3:45-4:30pm	<input type="checkbox"/> Read <a href="#">Life Artifact pre-work</a> and bring Life Artifact when you are ready to share.	<b>Community Time</b>	<input type="checkbox"/> Plan/Refine Life Artifact Presentation.
4:30-5:00	<input type="checkbox"/> None	<b>Staff Survey</b>	<input type="checkbox"/> None



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Week 3 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	<input type="checkbox"/> Come with prepared Quick-Hits	<b>Team Huddle</b>	<input type="checkbox"/> Complete any Huddle Actions
9:15-9:45am	<input type="checkbox"/> None	<b>My Why</b>	<input type="checkbox"/> None
9:45-11:15am	<input type="checkbox"/> None	<b>Attending an IEP Meeting</b>	<input type="checkbox"/> Session Dependent
11:15-11:30am	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
11:30-12:30pm	<input type="checkbox"/> Read <a href="#">Arrival</a> and <a href="#">Dismissal</a> System One-Pager and outline your role and responsibilities.	<b>Arrival and Dismissal Practice</b>	<input type="checkbox"/> Session Dependent
12:30-1:30pm	<input type="checkbox"/> None	<b>Lunch</b>	<input type="checkbox"/> None
1:30-3:00pm	<input type="checkbox"/> Read <a href="#">Morning Procedures</a> System One-Pager and outline your role and responsibilities.	<b>Morning Procedures Practice</b>	<input type="checkbox"/> Session Dependent
3:00-3:30pm	<input type="checkbox"/> None	<b>My Why</b>	<input type="checkbox"/> None
3:30-3:45pm	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
3:45-4:45pm	<input type="checkbox"/> Read <a href="#">Hallway Transitions</a> One-Pager and outline your role and responsibilities.	<b>Hallway Transitions Practice</b>	<input type="checkbox"/> Session Dependent
4:45-5:00pm	<input type="checkbox"/> None	<b>Review of Staff Survey Results</b>	<input type="checkbox"/> None



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Week 3 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	<input type="checkbox"/> Come with prepared Quick-Hits	<b>Team Huddle</b>	<input type="checkbox"/> Complete any Huddle Actions
9:15-9:45am	<input type="checkbox"/> None	<b>My Why</b>	<input type="checkbox"/> None
9:45-11:15am	<input type="checkbox"/> None	<b>SchoolRunner Training</b>	<input type="checkbox"/> None
11:15-11:30am	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
11:30-12:00pm	<input type="checkbox"/> None	<b>Lesson Planning Turn-In Expectations</b>	<input type="checkbox"/> None
12:00-1:00pm	<input type="checkbox"/> None	<b>Lunch</b>	<input type="checkbox"/> None
1:00-2:00pm	<input type="checkbox"/> Come with fully annotated and internalized lessons ready to teach.	<b>Lesson Practice</b>	<input type="checkbox"/> Session Dependent
2:00-3:00pm	<input type="checkbox"/> To Be Determined	<b>Social Emotional Learning</b>	<input type="checkbox"/> Session Dependent
3:00-4:15pm	<input type="checkbox"/> Read Chapters 3 & 4 in <i>Why are All the Black Kids Sitting Together in the Cafeteria?</i>	<b>Culturally-Affirming Education at Catalyst</b>	<input type="checkbox"/> None
4:15-5:00pm	<input type="checkbox"/> Read <a href="#">Life Artifact pre-work</a> and bring Life Artifact when you are ready to share.	<b>Community Time</b>	<input type="checkbox"/> Plan/Refine Life Artifact Presentation.





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Week 3 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	<input type="checkbox"/> Come with prepared Quick-Hits	<b>Team Huddle</b>	<input type="checkbox"/> Complete any Huddle Actions
9:15-9:45am	<input type="checkbox"/> None	<b>My Why</b>	<input type="checkbox"/> None
9:45-10:45am	<input type="checkbox"/> None	<b>Week 0 Planning</b>	<input type="checkbox"/> None
10:45-12:45pm	<input type="checkbox"/> Come with annotated and fully internalized lessons.	<b>Lesson Practice</b>	<input type="checkbox"/> None
12:45-1:45pm	<input type="checkbox"/> None	<b>Lunch</b>	<input type="checkbox"/> None
1:45-2:15pm	<input type="checkbox"/> None	<b>My Why</b>	<input type="checkbox"/> None
2:15-4:15	<input type="checkbox"/> Read Module 0: <a href="https://bit.ly/wwmod0">https://bit.ly/wwmod0</a> <input type="checkbox"/> Create slides for your grade specific book using Mod 0 as a guide. <input type="checkbox"/> Use Kinder slides for reference: ( <a href="#">W&amp;W Mod 0 Lesson 1</a> , <a href="#">W&amp;W Mod 0 Lesson 4</a> )	<b>Grade-Level Team Time and Week 0 Planning</b>	<input type="checkbox"/> Determined in Session
2:15-4:15pm	<input type="checkbox"/> See Inclusive Learning Agenda	<b>Inclusive Learning Deep Dives</b>	<input type="checkbox"/> See Inclusive Learning Agenda
4:15-4:30pm	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
4:30-5:00	<input type="checkbox"/> None	<b>Staff Survey</b>	<input type="checkbox"/> None



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Week 3 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	<input type="checkbox"/> Come prepared with any Quick-Hits	<b>Team Huddle</b>	<input type="checkbox"/> Complete any necessary Huddle Actions.
9:15-9:45am	<input type="checkbox"/> None	<b>My Why</b>	<input type="checkbox"/> None
9:45-10:35am	<input type="checkbox"/> None	<b>The Golden Broom and Model Classroom</b>	<input type="checkbox"/> None
10:35-10:50am	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
10:50-12:50pm	<input type="checkbox"/> None	<b>The Power of Relationships</b>	<input type="checkbox"/> None
12:50-1:50pm	<input type="checkbox"/> None	<b>Lunch</b>	<input type="checkbox"/> None
1:50-3:50pm	<input type="checkbox"/> None	<b>Writing Instruction - Gen. Ed. Teachers Curricular Work Time - Talents</b>	<input type="checkbox"/> Session Dependent
3:50-4:00pm	<input type="checkbox"/> None	<b>Break</b>	<input type="checkbox"/> None
4:00-4:30pm	<input type="checkbox"/> None	<b>My Why</b>	<input type="checkbox"/> None
4:30-4:45pm	<input type="checkbox"/> None	<b>Auntie Carrie’s Finishing School</b>	<input type="checkbox"/> None
4:45-5:00pm	<input type="checkbox"/> None	<b>Staff Survey Review</b>	<input type="checkbox"/> None



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*Sample Scope and Sequence for Workshop Wednesday Professional Development*

Monday	Tuesday	Wednesday	Thursday	Friday
<b>August</b>				
2	3	4	5	6
<b>Summer Training Camp</b>				
9	10	11	12	13
<b>Summer Training Camp</b>				
16	17	18	19	20
<b>Summer Training Camp</b>				
23	24	25	26	27
First Day of School		<ul style="list-style-type: none"> <li>* Rubric Alignment and convo</li> <li>* Phonics Execution Practice</li> <li>* GLT Time</li> <li>* Individualized Practice Clinics (Focus = Radar and Whole Class Resets)</li> </ul>		



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Monday	Tuesday	Wednesday	Thursday	Friday
<b>September</b>				
<b>Aug. 30</b>	<b>Aug. 31</b>	<b>1</b>	<b>2</b>	<b>3</b>
		<ul style="list-style-type: none"> <li>* Rubric Data Review and Action Planning</li> <li>* GLT Time (Routines 201)</li> <li>* Individual Check-Ins/Content Meetings</li> <li>* CGI Practice</li> </ul>		
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
NO SCHOOL - Labor Day		<ul style="list-style-type: none"> <li>* Rubric Data Review and Action Planning</li> <li>* Scholar Habits</li> <li>* GLT Time / MAP Proctoring PD</li> <li>* Data Meeting Expectations</li> </ul>		
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
MAP TESTING	MAP TESTING	<ul style="list-style-type: none"> <li>* Data Meeting</li> <li>* Rubric Data Review and Action Planning</li> <li>* GLT Time</li> <li>* Urgency</li> </ul>		
<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
		<ul style="list-style-type: none"> <li>* Data Day</li> <li>* TIP Meetings</li> <li>* Phonics and</li> </ul>		



Educator Induction Plan  
2021-2022 School Year

		Guided Reading		
27	28	29	30	October 1
		* Data Meeting * Goal Day!!! * Individualized Support Practice	<b>End of First Six Week Goal Cycle</b>	

Monday	Tuesday	Wednesday	Thursday	Friday
<b>October</b>				
4	5	6	7	8
		* Wrap of First Six Weeks and Intro to Second * DEI Work * Time Spent on Rigorous Task		
11	12	13	14	15
NO SCHOOL - Teacher Build Day		* Data Meeting * GLT Time / Catalyst Costume Day Coordination * Agg Mo		
18	19	20	21	22
		<b>Wellness Wednesday</b>		
25	26	27	28	29



Educator Induction Plan  
2024-2025 School Year

		<ul style="list-style-type: none"> <li>* Data Meeting</li> <li>* Scholar Goal Circle Rollout</li> <li>* Agg Mo</li> <li>* Differentiation</li> <li>* MTSS</li> </ul>		<b>End of Q1</b>
--	--	--	--	------------------

Monday	Tuesday	Wednesday	Thursday	Friday
<b>November</b>				
1	2	3	4	5
		<ul style="list-style-type: none"> <li>* Data Meeting</li> <li>* GLT</li> <li>Time/Scholar Goal Circle Check-Ins</li> <li>* Differentiation</li> <li>* Indy Support Practice/Meeting</li> </ul>		
8	9	10	11	12
		<b>Scholar Goal Circles</b>	NO SCHOOL - Veterans' Day	<b>End of Second Six Week Goal Cycle</b>
15	16	17	18	19
<b>End of Second Six Week Goal Cycle</b>		<ul style="list-style-type: none"> <li>* Data Meetings</li> <li>* GLT Time</li> <li>* Staff Lunch</li> </ul>		
22	23	24	25	26
		NO SCHOOL - Thanksgiving Break		
29	30			



Educator Induction Plan  
2024-2025 School Year

NO SCHOOL - Teacher Build Day				
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Monday	Tuesday	Wednesday	Thursday	Friday
<b>December</b>				
		1	2	3
		* Data Meetings * DEL Work * Joy Conference		
6	7	8	9	10
		* Data Meetings * GLT Time / Winter Holiday Celebrations * Word & World Knowledge Conference		
13	14	15	16	17
		* Data Meetings * SEL/Community Time * Indy Support Meetings		
20	21	22	23	24
		<b>End of Interim Goal Cycle</b>		NO SCHOOL - Winter Break
27	28	29	30	31



NO SCHOOL - Winter Break

*Six Week Goal Cycles Overview Sample*

The Six Weeks Goal Cycles delineate the goals and incremental levels of success to reach those goals over the course of the school year. Utilizing the Catalyst Core Teaching Rubric as the foundational document, the Six Week Goal Cycles provide a year long roadmap to goals for the teaching and learning team. Below are the example Six Weeks Goal Cycles for the 2021-2022 school year in addition to incremental measures of success.

<b>Six Week Goal Cycle Overview</b>		
<b>First Six Weeks Goal Cycle : August- October</b>		
<b>CCTR Essential</b>	<b>Strand</b>	<b>Goal Descriptor</b>
Focus	Each Strand of Essential	<ul style="list-style-type: none"> <li>90% score a 3 or higher in On-Task</li> <li>90% score a 2 or higher in Tight Routines</li> <li>90% score a 3 or higher in Scholar Habits</li> <li>90% score a 2 or higher in Urgency</li> </ul>
<b>Incremental Success Breakdown</b>		
<b>Week 1</b> <ul style="list-style-type: none"> <li>50% score 2 in On-Task</li> <li>50% score 2 in Tight Routines</li> <li>50% score 2 in Scholar Habits</li> <li>50% score 2 in Urgency</li> </ul> <b>Week 2</b> <ul style="list-style-type: none"> <li>75% score 2 in On-Task</li> <li>50% score 2 in Tight Routines</li> <li>75% score 2 in Scholar Habits</li> <li>50% score 2 in Urgency</li> </ul>	<b>Week 3</b> <ul style="list-style-type: none"> <li>50% score 3 in On-Task</li> <li>75% score 2 in Tight Routines</li> <li>50% score 3 in Scholar Habits</li> <li>75% score 2 in Urgency</li> </ul> <b>Week 4</b> <ul style="list-style-type: none"> <li>75% score 3 in On-Task</li> <li>75% score 2 in Tight Routines</li> <li>75% score 3 in Scholar Habits</li> <li>75% score 2 in Urgency</li> </ul>	<b>Week 5</b> <ul style="list-style-type: none"> <li>80% score 3 in On-Task</li> <li>80% score 2 in Tight Routines</li> <li>80% score 3 in Scholar Habits</li> <li>80% score 2 in Urgency</li> </ul>





Six Week Goal Cycle Overview		
Second Six Weeks Goal Cycle : October- November		
CCTR Essential	Strand	Goal Descriptor
Rigor	Scholar Outcomes  Time Spent on Rigorous Task  Differentiation	<ul style="list-style-type: none"> <li>● 80% score a 3 or higher in Scholar Outcomes</li> <li>● 90% score a 2 or higher in Time Spent in Rigorous Tasks</li> <li>● 80% score a 3 in Differentiation</li> </ul>
Incremental Success Breakdown		
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>● 50% score 2 in Scholar Outcomes</li> <li>● 70% score 2 in Time Spent in Rigorous Task (TSPT)</li> <li>● 50% score 2 in Differentiation</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>● 75% score 2 in Scholar Outcomes</li> <li>● 75% score 2 in TSPT</li> <li>● 75% score 2 in Differentiation</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>● 50% score 3 in Scholar Outcomes</li> <li>● 80% score 2 in TSPT</li> <li>● 50% score 3 in Differentiation</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>● 75% score 3 in Scholar Outcomes</li> <li>● 85% score 2 in TSPT</li> <li>● 75% score 3 in Differentiation</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>● 75% score 3 in Scholar Outcomes</li> <li>● 85% score 2 in TSPT</li> <li>● 75% score 3 in Differentiation</li> </ul>



<b>Six Week Goal Cycle Overview</b>		
<b>Interim Goal Cycle : November - December</b>		
<b>CCTR Essential</b>	<b>Strand</b>	<b>Goal Descriptor</b>
Belong	Joy	<ul style="list-style-type: none"> <li>80% score a 3 in Joy</li> <li>90% score a 3 in Word &amp; World Knowledge</li> </ul>
Rigor	Word & World Knowledge	
<b>Incremental Success Breakdown</b>		
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>90% score 2 in Joy</li> <li>90% score 2 in Word &amp; World Knowledge</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>50% score 3 in Joy</li> <li>50% score 3 in Word &amp; World Knowledge</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>75% score 3 in Joy</li> <li>80% score 3 in Word &amp; World Knowledge</li> </ul>		



<b>Six Week Goal Cycle Overview</b>		
<b>Third Six Weeks Goal Cycle : January - February</b>		
<b>CCTR Essential</b>	<b>Strand</b>	<b>Goal Descriptor</b>
Grow  Achieve	Rapid Feedback  Heavy-Lifting  Evidence	<ul style="list-style-type: none"> <li>80% score a 3 in Rapid Feedback</li> <li>80% score a 3 in Heavy-Lifting</li> <li>80% score a 3 in Evidence</li> </ul>
<b>Incremental Success Breakdown</b>		
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>50% score 2 in Rapid Feedback</li> <li>50% score 2 in Heavy-Lifting</li> <li>50% score 2 in Evidence</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>65% score 2 in Rapid Feedback</li> <li>65% score 2 in Heavy-Lifting</li> <li>65% score 2 in Evidence</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>50% score 3 in Rapid Feedback</li> <li>50% score 3 in Heavy-Lifting</li> <li>50% score 3 in Evidence</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>75% score 3 in Rapid Feedback</li> <li>75% score 3 in Heavy-Lifting</li> <li>75% score 3 in Evidence</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>Same measure as Week 4</li> </ul>



<b>Six Week Goal Cycle Overview</b>		
<b>Fourth Six Weeks Goal Cycle : February - April</b>		
CCTR Essential	Strand	Goal Descriptor
Achieve	Discourse	<ul style="list-style-type: none"> <li>80% score a 3 in Discourse</li> <li>90% score a 2 in Scholar Evaluation</li> </ul>
Grow	Scholar Evaluation	
<b>Incremental Success Breakdown</b>		
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>50% score 2 in Discourse</li> <li>50% score 2 in Scholar Evaluation</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>65% score 2 in Discourse</li> <li>65% score 2 in Scholar Evaluation</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>90% score 2 in Discourse</li> <li>80% score 2 in Scholar Evaluation</li> </ul>		<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>60% score 3 in Discourse</li> <li>85% score 2 in Scholar Evaluation</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>75% score 3 in Discourse</li> <li>90% score 2 in Scholar Evaluation</li> </ul>



<b>Six Week Goal Cycle Overview</b>		
<b>Fifth Six Weeks Goal Cycle : April - June</b>		
<b>CCTR Essential</b>	<b>Strand</b>	<b>Goal Descriptor</b>
Joy	Curiosity & Challenge  Respect & Care	<ul style="list-style-type: none"> <li>80% score a 3 in C&amp;C</li> <li>80% score a 3 in Respect &amp; Care</li> </ul>
<b>Incremental Success Breakdown</b>		
<b>Week 1</b> <ul style="list-style-type: none"> <li>60% score 2 in C&amp;C</li> <li>70% score 2 in Respect &amp; Care</li> </ul> <b>Week 2</b> <ul style="list-style-type: none"> <li>70% score 2 in C&amp;C</li> <li>80% score 2 in Respect &amp; Care</li> </ul> <b>Week 3</b> <ul style="list-style-type: none"> <li>80% score 2 in C&amp;C</li> <li>90% score 2 in Respect &amp; Care</li> </ul>		<b>Week 4</b> <ul style="list-style-type: none"> <li>50% score 3 in C&amp;C</li> <li>70% score 3 in Respect &amp; Care</li> </ul> <b>Week 5</b> <ul style="list-style-type: none"> <li>70% score 3 in C&amp;C</li> <li>80% score 3 in Respect &amp; Care</li> </ul>



## Selection of Mentors

Alongside the structure and intention with the planning of the overall program, the selection of mentors is a pivotal piece of the work of supporting new teachers in their growth and development over the course of their early career. At Catalyst Academy Charter School, we believe that excellent teachers are not born, but made through intentional, deliberate practice, constant reflection, and a willingness to do whatever it takes to support scholars and families. These three characteristics drive the selection of our mentor teachers. At the time of the development of this plan, Catalyst Academy is in its second year of operations. The following will serve as criteria for mentor selection:

- Professionalism
- Exposition of Catalyst Academy Charter School Core Values
- Attainment of School-Wide goals
- Scholar growth and achievement as measured by NWEA MAP Assessment and/or other local assessments

Success in these measures indicate an ability to support scholars in living out and achieving our Core Values: Belong. Grow. Achieve. Mentors will be identified by the Catalyst Academy Charter School Leadership Team, including and not limited to the school Principal, Deans of Instruction, the Director of Inclusive Learning, and Director of Scholars.

Mentors and mentees within the Educator Induction Program will be paired based on the following criteria:

- Grade-Level/Content Assignment
- Level/Years of experience
- Shared background and/or interests within education
- Complementary strengths and areas of growth

Upon pairing, the mentor and mentee will have the opportunity to outline a regular meeting cadence that allows for check-ins and additional development opportunities as aligned with the scope and breadth of the Educator Induction Program.



## **Documentation of Participation and Completion**

In order to fully experience the full level of growth and development offered by the Educator Induction Program, Catalyst Academy educators must fully participate in the program components beginning in the summer during Teacher Training Camp and throughout the school year. Completion of the induction program will be monitored by the combination of Deans of Instruction and mentor teachers. Deans of Instruction and mentor teachers will work in tandem to track the progress of mentees as aligned with Catalyst Academy Charter School goals and initiatives. Through the completion of pre-year, beginning-of-year, mid-year, and end-of-year surveys, the school Principal will monitor progress toward completion of the induction program. Deans of Instruction and mentor teachers will provide the school Principal with insights aligned to mentees:

- Adherence to school-wide procedures and protocols
- Participation in coaching and development meetings (with DOIs and mentors)
- Growth and achievement in light of school-wide goals and initiatives
- Relationships with scholars, families, and colleagues

Upon completion of the program, mentees will receive a certificate of completion detailing their successful completion of the Educator Induction Program.



## Evaluation and Monitoring of Plan Effectiveness

Data-driven iteration is a key lever of building and sustaining a successful Educator Induction Program. The program, on its first iteration, will not exist in its most perfect form; therefore, the induction program team needs a clear and aligned process for evaluation and monitoring of plan effectiveness. Evaluation and monitoring of plan effectiveness will center around the following qualitative and quantitative data points:

*Growth between beginning-, mid-, and end-of-year survey results from both inductees and mentors*

Survey data from both inductees and mentors will be a vital tool for assessment of overall program effectiveness. Over the course of the school year, inductee and mentor perceptions of growth and development will be evident over the course of the school year with inductees and mentors being able to indicate a higher degree of confidence and performance in the varying metrics outlined above.

*Increased Scholar Outcomes over the course of the induction period*

Though we do not expect inductees to have scholar outcomes at the level of our most effective teachers, it is the goal of the Catalyst Academy Charter School team to ensure that inductees are as capable as our most effective teachers to support scholar growth and achievement. Utilizing NWEA MAP Assessment data, the induction team will outline goals and benchmarks to assess inductee effectiveness in support scholar growth and achievement.

*Individual and Group Interviews*

Throughout the duration of the program, the school Principal will conduct individual and group interviews with the inductees and mentors in order to assess overall program effectiveness and take the opportunity to solicit feedback around program strengths and areas of growth.