



Catalyst Academy
CHARTER SCHOOL

Educator Induction Plan

2026-2027

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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
Teacher Training Camp <i>Additional content enumerated above.</i>	In-Person Professional Learning	Three Week Intensive prior to the start of the school year.
Workshop Wednesdays <i>Development aligned to Goal Cycle goals and needs of teaching and learning team.</i>	In-Person Professional Learning	Weekly (every Wednesday)
Weekly Coaching and Content Meetings <i>Includes but is not limited to curriculum internalization and preparation; data collection and analysis; needs assessments for the teaching and learning team.</i>	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.

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Week 1 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
8:45-9:00am	☐ None	Arrival/Check-In	☐ None
9:00-9:30am	☐ Bring necessary HR documents. Check Onboarding Packet for reference.	(New Staff) HR Documentation	☐ Complete any outstanding HR actions.
9:00-9:30am	☐ None	(Returning Staff) Leading During Training Camp	☐ None
9:30-10:00am	☐ None	The Founding Story	☐ None
10:00-11:00am	☐ None	Exploring our Mission, Vision, and Values	☐ None
11:00-11:15am	☐ None	Break	☐ None
11:15-12:00pm	☐ None	Training Camp Overview	☐ None
12:00-1:00pm	☐ None	Lunch	☐ None
1:00-1:30pm	☐ None	Getting the Most Out of Training Camp	☐ Reflect on how you can continue to get the most out of Training Camp.
1:30-2:30pm	☐ Read Opportunity Myth: Intro & Different Resources, Different Results	Instructional Foundations	☐ None
2:30-3:45pm	☐ None	Inclusive Learning at Catalyst	☐ None
3:45-4:45pm	☐ None	Culture at Catalyst	☐ None
4:45-5:00am	☐ None	Intro to Morning Huddle	☐ 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	☐ Come with prepared Quick-Hits	Team Huddle	☐ Complete any Huddle Actions
9:15-9:45am	☐ None	My Why - Brian D. Smith	☐ None
9:45-10:00am	☐ None	My Why Work Time	☐ Begin to craft your "Why."
10:00-11:00am	☐ New to Catalyst Staff Read Chapter 1 of Radical Candor ☐ Returning Staff Read Chapter 6 of Radical Candor	Radical Candor	☐ None
11:00-11:15am	☐ None	Break	☐ None
11:15-11:45am	☐ None	Culture of Practice	☐ None
11:45-12:45pm	☐ None	Lunch	☐ None
12:45-1:45pm	☐ None	Behavior Support 101: Strong Voice	☐ None
12:45-1:45pm	☐ None	Behavior Support 201: Strong Voice	☐ None
1:45-2:45pm	☐ None	Behavior Support 101: WTD Directions	☐ None
1:45-2:45pm	☐ None	Behavior Support 201: WTD Directions	☐ None
2:45-3:45pm	☐ Have items tied to your personal organization system ready and at-hand.	Personal Organization and Integration with Catalyst Systems	☐ Begin to codify your personal organization systems
3:45-4:45pm	☐ None	Employee and Family Handbooks	☐ None
4:45-5:00pm	☐ None	Intro to Community Time	☐ None

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

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

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Week 2 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	☐ Come with prepared Quick-Hits	Team Huddle	☐ Complete any Huddle Actions.
9:15-9:45am	☐ None	My Why	☐ None
9:45-10:45am	☐ None	Intro to Writing Instruction	☐ Session Dependent
9:45-10:45am	☐ Come with Scope and Sequence document on hand.	Scope and Sequence Work Time	☐ Session Dependent
10:45-11:45am	☐ Read the selection from Children's Mathematics .	Application Problem → Cognitively Guided Instruction (CGI)	☐ None
10:45-11:45am	☐ None	Continued Curricular Work Time	☐ Session Dependent
11:45-12:45pm	☐ None	Lunch	☐ None
12:45-1:45pm	☐ Come with Myers-Briggs Results	Grade-Level Team Time	☐ None
12:45-1:45pm	☐ See Inclusive Learning Agenda	Inclusive Learning Deep Dives	☐ See Inclusive Learning Agenda
1:45-2:45pm	☐ None	Title IX	☐ None
2:45-3:00	☐ None	Break	☐ None
3:00-4:30pm	☐ None	MTSS at Catalyst	☐ Complete CFU Quiz.
4:30-5:00	☐ Read Life Artifact pre-work and bring Life Artifact when you are ready to share.	Community Time	☐ 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	☐ Come with prepared Quick-Hits	Team Huddle	☐ Complete any Huddle Actions
9:15-9:45am	☐ None	My Why	☐ None
9:45-10:15am	☐ None	Community Member Chat	☐ None
10:15-11:15am	☐ Read CGI General Overview Guide .	CGI Model Lesson and Breakdown	☐ None
11:15-11:30am	☐ None	Break	☐ None
11:30-12:00pm	☐ None	Teambuilding	☐ None
12:00-1:00	☐ None	Lunch	☐ None
1:00-3:00pm	☐ To be Determined	Lesson Preparation Time	☐ Continue to prepare lessons for next week's teachbacks.
1:00-3:00pm	☐ See Inclusive Learning Agenda	IEP Writer Training (Inclusive Learning Team Only)	☐ See Inclusive Learning Agenda
3:00-3:15pm	☐ None	Break	☐ None
3:15-3:45pm	☐ None	Intro to Lesson and Systems Practice	☐ None
3:45-4:30pm	☐ Read Life Artifact pre-work and bring Life Artifact when you are ready to share.	Community Time	☐ Plan/Refine Life Artifact Presentation.
4:30-5:00	☐ None	Staff Survey	☐ None

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

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Week 3 Training Camp Agenda Sample			
Time	Pre-Work	Session Title	Post-Work
9:00-9:15am	☐ Come with prepared Quick-Hits	Team Huddle	☐ Complete any Huddle Actions
9:15-9:45am	☐ None	My Why	☐ None
9:45-11:15am	☐ None	SchoolRunner Training	☐ None
11:15-11:30am	☐ None	Break	☐ None
11:30-12:00p m	☐ None	Lesson Planning Turn-In Expectations	☐ None
12:00-1:00pm	☐ None	Lunch	☐ None
1:00-2:00pm	☐ Come with fully annotated and internalized lessons ready to teach.	Lesson Practice	☐ Session Dependent
2:00-3:00pm	☐ To Be Determined	Social Emotional Learning	☐ Session Dependent
3:00-4:15pm	☐ Read Chapters 3 & 4 in <i>Why are All the Black Kids Sitting Together in the Cafeteria?</i>	Culturally-Affirming Education at Catalyst	☐ None
4:15-5:00pm	☐ Read Life Artifact pre-work and bring Life Artifact when you are ready to share.	Community Time	☐ 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	☐ Come with prepared Quick-Hits	Team Huddle	☐ Complete any Huddle Actions
9:15-9:45am	☐ None	My Why	☐ None
9:45-10:45am	☐ None	Week 0 Planning	☐ None
10:45-12:45p m	☐ Come with annotated and fully internalized lessons.	Lesson Practice	☐ None
12:45-1:45pm	☐ None	Lunch	☐ None
1:45-2:15pm	☐ None	My Why	☐ None
2:15-4:15	☐ Read Module 0: https://bit.ly/wwmod0 ☐ Create slides for your grade specific book using Mod 0 as a guide. ☐ Use Kinder slides for reference: (W&W Mod 0 Lesson 1- W&W Mod 0 Lesson 4)	Grade-Level Team Time and Week 0 Planning	☐ Determined in Session
2:15-4:15pm	☐ See Inclusive Learning Agenda	Inclusive Learning Deep Dives	☐ See Inclusive Learning Agenda
4:15-4:30pm	☐ None	Break	☐ None
4:30-5:00	☐ None	Staff Survey	☐ None

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

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Sample Scope and Sequence for Workshop Wednesday Professional Development

Monday	Tuesday	Wednesday	Thursday	Friday
August				
2	3	4	5	6
Summer Training Camp				
9	10	11	12	13
Summer Training Camp				
16	17	18	19	20
Summer Training Camp				
23	24	25	26	27
First Day of School		* Rubric Alignment and convo * Phonics Execution Practice * GLT Time * Individualized Practice Clinics (Focus = Radar and Whole Class Resets)		

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Monday	Tuesday	Wednesday	Thursday	Friday
September				
Aug. 30	Aug. 31	1	2	3
		* Rubric Data Review and Action Planning * GLT Time (Routines 201) * Individual Check-Ins/Content Meetings * CGI Practice		
6	7	8	9	10
NO SCHOOL - Labor Day		* Rubric Data Review and Action Planning * Scholar Habits * GLT Time / MAP Proctoring PD * Data Meeting Expectations		
13	14	15	16	17
MAP TESTING	MAP TESTING	* Data Meeting * Rubric Data Review and Action Planning * GLT Time * Urgency		
20	21	22	23	24
		* Data Day * TIP Meetings * Phonics and		

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

Monday	Tuesday	Wednesday	Thursday	Friday
October				
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
		Wellness Wednesday		
25	26	27	28	29

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		* Data Meeting * Scholar Goal Circle Rollout * Agg Mo * Differentiation * MTSS		End of Q1
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Monday	Tuesday	Wednesday	Thursday	Friday
November				
1	2	3	4	5
		* Data Meeting * GLT Time/Scholar Goal Circle Check-Ins * Differentiation * Indy Support Practice/Meeting		
8	9	10	11	12
		Scholar Goal Circles	NO SCHOOL - Veterans' Day	End of Second Six Week Goal Cycle
15	16	17	18	19
End of Second Six Week Goal Cycle		* Data Meetings * GLT Time * Staff Lunch		
22	23	24	25	26
		NO SCHOOL - Thanksgiving Break		
29	30			

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NO SCHOOL - Teacher Build Day				
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Monday	Tuesday	Wednesday	Thursday	Friday
December				
		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
		End of Interim Goal Cycle		NO SCHOOL - Winter Break

27	28	29	30	31
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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.

Six Week Goal Cycle Overview		
First Six Weeks Goal Cycle : August- October		
CCTR Essential	Strand	Goal Descriptor
Focus	Each Strand of Essential I	● 90% score a 3 or higher in On-Task ● 90% score a 2 or higher in Tight Routines ● 90% score a 3 or higher in Scholar Habits ● 90% score a 2 or higher in Urgency
Incremental Success Breakdown		
Week 1 ● 50% score 2 in On-Task ● 50% score 2 in Tight Routines ● 50% score 2 in Scholar Habits ● 50% score 2 in Urgency Week 2 ● 75% score 2 in On-Task ● 50% score 2 in Tight Routines ● 75% score 2 in Scholar Habits ● 50% score 2 in Urgency	Week 3 ● 50% score 3 in On-Task ● 75% score 2 in Tight Routines ● 50% score 3 in Scholar Habits ● 75% score 2 in Urgency Week 4 ● 75% score 3 in On-Task ● 75% score 2 in Tight Routines ● 75% score 3 in Scholar Habits ● 75% score 2 in Urgency	Week 5 ● 80% score 3 in On-Task ● 80% score 2 in Tight Routines ● 80% score 3 in Scholar Habits ● 80% score 2 in Urgency

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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	● 80% score a 3 or higher in Scholar Outcomes ● 90% score a 2 or higher in Time Spent in Rigorous Tasks ● 80% score a 3 in Differentiation
Incremental Success Breakdown		
Week 1 ● 50% score 2 in Scholar Outcomes ● 70% score 2 in Time Spent in Rigorous Task (TSPT) ● 50% score 2 in Differentiation Week 2 ● 75% score 2 in Scholar Outcomes ● 75% score 2 in TSPT ● 75% score 2 in Differentiation	Week 3 ● 50% score 3 in Scholar Outcomes ● 80% score 2 in TSPT ● 50% score 3 in Differentiation Week 4 ● 75% score 3 in Scholar Outcomes ● 85% score 2 in TSPT ● 75% score 3 in Differentiation	Week 5 ● 75% score 3 in Scholar Outcomes ● 85% score 2 in TSPT ● 75% score 3 in Differentiation

Six Week Goal Cycle Overview		
Interim Goal Cycle : November - December		
CCTR Essential	Strand	Goal Descriptor
Belong	Joy	● 80% score a 3 in Joy ● 90% score a 3 in Word & World Knowledge
Rigor	Word & World Knowledge	
Incremental Success Breakdown		
Week 1 ● 90% score 2 in Joy ● 90% score 2 in Word & World Knowledge Week 2 ● 50% score 3 in Joy ● 50% score 3 in Word & World Knowledge Week 3 ● 75% score 3 in Joy ● 80% score 3 in Word & World Knowledge		

Six Week Goal Cycle Overview		
Third Six Weeks Goal Cycle : January - February		
CCTR Essential	Strand	Goal Descriptor
Grow	Rapid Feedback	● 80% score a 3 in Rapid Feedback ● 80% score a 3 in Heavy-Lifting ● 80% score a 3 in Evidence
Achieve	Heavy-Lifting	
	Evidence	

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Incremental Success Breakdown		
Week 1 ● 50% score 2 in Rapid Feedback ● 50% score 2 in Heavy-Lifting ● 50% score 2 in Evidence Week 2 ● 65% score 2 in Rapid Feedback ● 65% score 2 in Heavy-Lifting ● 65% score 2 in Evidence	Week 3 ● 50% score 3 in Rapid Feedback ● 50% score 3 in Heavy-Lifting ● 50% score 3 in Evidence Week 4 ● 75% score 3 in Rapid Feedback ● 75% score 3 in Heavy-Lifting ● 75% score 3 in Evidence	Week 5 ● Same measure as Week 4

Six Week Goal Cycle Overview		
Fourth Six Weeks Goal Cycle : February - April		
CCTR Essential	Strand	Goal Descriptor
Achieve	Discourse	● 80% score a 3 in Discourse ● 90% score a 2 in Scholar Evaluation
Grow	Scholar Evaluation	
Incremental Success Breakdown		
Week 1 ● 50% score 2 in Discourse ● 50% score 2 in Scholar Evaluation Week 2 ● 65% score 2 in Discourse ● 65% score 2 in Scholar Evaluation Week 3 ● 90% score 2 in Discourse ● 80% score 2 in Scholar Evaluation		Week 4 ● 60% score 3 in Discourse ● 85% score 2 in Scholar Evaluation Week 5 ● 75% score 3 in Discourse ● 90% score 2 in Scholar Evaluation

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Six Week Goal Cycle Overview		
Fifth Six Weeks Goal Cycle : April - June		
CCTR Essential	Strand	Goal Descriptor
Joy	Curiosity & Challenge Respect & Care	● 80% score a 3 in C&C ● 80% score a 3 in Respect & Care
Incremental Success Breakdown		
Week 1 ● 60% score 2 in C&C ● 70% score 2 in Respect & Care Week 2 ● 70% score 2 in C&C ● 80% score 2 in Respect & Care Week 3 ● 80% score 2 in C&C ● 90% score 2 in Respect & Care		Week 4 ● 50% score 3 in C&C ● 70% score 3 in Respect & Care Week 5 ● 70% score 3 in C&C ● 80% score 3 in Respect & Care

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.