



## Discovery Charter School Teacher Mentorship and Retention Plan.2021.2022

**Objective:** To develop, improve, and support qualified teachers and effective teaching practices, improve student learning and success, and provide all enrolled students in Discovery Charter School with improved and equitable access to more effective and diverse teachers.

Discovery Charter School provides new and probationary (1-3 years experience) teachers with the following support:

- A mentoring and induction program for teachers, including teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of students.
- Teacher mentors communicate regularly to guide them through the resources and program.
- Mentor meetings during Workshop Week in August to review operating systems and curriculum.
- Bi-weekly meetings provide time for reflection and communication with mentors.
- Classroom walk-throughs followed by positive feedback and tips for teaching
- Informal observations and coaching
- Training and resources

Discovery Charter School provides all teachers with:

- Annual professional development necessary for safety and well-being of staff and students.
- Annual professional development that aligns with the strategic plans for improved teaching and learning.
- Coaching support that aligns with curriculum being used and instructional strategies being implemented for the strategic plan.
- Professional Learning Communities and collaboration time
- Peer observations and coaching

The evaluation process for teachers is as follows:

- Probationary teachers will undergo an annual professional review cycle that includes an individual growth and development plan, a peer review process, and at least one summative evaluation performed by the Executive Director or a qualified and trained evaluator.
- Tenured teachers will undergo a three-year professional review cycle that includes an individual growth and development plan, a peer review process, and at least one summative evaluation performed by the Executive Director or a qualified and trained evaluator.
- For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer review.
- Teachers who are not meeting professional teaching standards will be supported through a teacher improvement process which includes established goals and a timeline for improvement.