

NRHEG School District 2168

Teacher Growth & Development Plan

2022-2023: Building Relationships

2023-2024: GRIT

2024-2025: Literacy Focus READ Act Training

2025-2026: Strengthening Trust and Confidence

This plan has been developed by the NRHEG Staff Development Committee in compliance with Minnesota Statute 122A.40, which offers the school an opportunity to “develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement.”

In accordance with that law, this plan

1. Is jointly agreed upon by the school board and the local teachers’ union
2. Includes an individual growth and development plan for teachers
3. Provides teachers the opportunity to participate in Professional Growth Teams
4. Incorporates the option of peer coaching and/or review by trained observers
6. Includes a three-year review cycle for all teachers which
 - a) Is aligned with the Minnesota Standards of Effective Practice (MN Rule 8710.2000) (See Appendix A)
 - b) Includes at least one summative observation for tenured teachers performed by the building principal
 - c) Arranges for probationary teachers to be reviewed three times each year, with the first review occurring within the first 90 days of employment
 - d) Includes an option for a teacher to develop and present a portfolio for summative evaluation
 - g) Gives teachers not meeting standards support through a Teacher Improvement Plan (TIP) that includes goals, timelines, and disciplinary measures for teachers not making adequate progress on the TIP

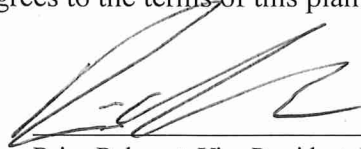
Document of Agreement

This document, the NRHEG School District 2168 Teacher Development and Growth Plan, has been reviewed by the members and executive committee of Education Minnesota-NRHEG, the exclusive representative of the teaching staff at NRHEG Public School District 2168. The signatures below indicate that the teaching staff agrees to the terms of this plan.



Marc Kruger, President, EM-NRHEG

Date



Brian Belcourt, Vice President, EM-NRHEG

Date

9/24/25

This document, the NRHEG School District 2168 Teacher Development and Growth Plan, has been reviewed by the members of the board of education for NRHEG Public School District 2168. The signatures below indicate that the school board and administration agree to the terms of this plan.



Rick Shultz, Chair, NRHEG Board of Education

Date

9.15.25



Michael Meihak, Superintendent NRHEG

Date

9.18.25

The NRHEG School District 2168 Teacher Development and Growth Plan has been produced by an assigned committee for the purpose of complying with Minnesota Statute 122A.40. As of the date(s) indicated above, this document comprises the entire Teacher Development and Growth agreement between the two parties. If there is ever found to be a disparity between the terms of this document and the Master Agreement entered into between the school district and EM-NRHEG, the Master Agreement will be given precedence. This agreement is ongoing until altered or rescinded by the agreeing parties.

Individual Growth and Development Plan

In compliance with statute 122A.40, this plan includes an “individual growth and development plan” that all teachers are expected to prepare each year and share both with their professional growth teams and with the administration.

Teachers are encouraged to coordinate their personal improvement plans with

- a) District-wide goals (Strategic Plan) set by the administration
- b) Building goals set by the administration
- c) Personal growth goals

The staff development committee invites teachers, professional growth teams, and principals to consider ways that staff development resources can be used to accomplish elements of any improvement plans and to submit requests through proper channels.

Professional Growth Team Time: In order to help assure that teachers receive an adequate opportunity for planning and support with the members of their personal growth team, designated time sessions of at least one hour will be set aside for personal growth team collaboration throughout the school year.

Student Growth Data. (When needed based upon the district goals set for the particular year) Each teacher will be asked to reflect upon his or her own teaching methods and their impact on student learning and overall student achievement, including the ways those methods affect student progress as indicated by scores on state and local assessments. Based on this reflection and upon the Minnesota Standards of Effective Practice (Appendix A), the teacher will choose some element or elements of teaching technique to focus on during the current school year and will devise a plan intended to improve the overall effectiveness of his or her teaching.

To document that they are creating and following an individual growth plan, teachers will be required to:

1. ***Before October 1,*** devise a personal growth goal and share it electronically with your Professional Growth Team.
2. Throughout the school year, make consistent efforts and progress on the individual plan. Discuss progress regularly at professional growth team meetings and with other peers.
3. ***Spring 2027 Staff Development Day:*** present results, conclusions, and pertinent observations to personal growth team members.
4. ***By May 15th, 2027,*** Staff members in Year 3 of the TGD Cycle electronically share a completed report form with their building principal. The form should include a reflective summary and analysis of the impact the teachers' goals have had on student learning. Teachers in Year 1 and Year 2 of the TGD Cycle should retain the reflective summary and notes from the meeting to be shared at the time of their summative review.

Teaching and Learning Coordinator. The school district will, to the best of its abilities, create and fill a Teaching and Learning Coordinator (TLC) position. Among the duties of this position will be observing and improving the overall consistency of materials covered in the school's curriculum, becoming familiar with student progress both in classrooms and on standardized assessments, and assisting teachers in better meeting the educational needs of the district's students. The teaching and learning coordinator will also assist and guide the personal growth teams in their duties, and look for ways that staff development resources can be used to improve student achievement.

Peer Reviews

Teachers may schedule peer observations with members of their personal growth teams. Observation reflections are held confidential between the teacher and peer reviewer. The objective, along with the date and time of the peer review, must be submitted to the TLC or building principal prior to the peer review. Peer reviewers will be compensated for all duties required for the peer review at the same rate of pay as for substitute teaching.

Three-Year Review Cycle

In compliance with Statute 122A.40, and in accordance with current NRHEG district policy, this plan includes a three-year review cycle that is aligned with the Minnesota Standards of Effective Practice (See Appendix D: NRHEG Schools Teacher Evaluation Review forms), and which includes:

1. One summative observation performed by the building principal during cycle year three
2. A summative reflection meeting with the building principal that will include a discussion regarding teacher progress and impressions from work with the professional growth teams. For this meeting, teachers will submit
 - a. All goals and reflection statements from individual growth and development plans carried out during the current review cycle
 - b. Documentation from peer reviews (if any)
 - c. Notes and records of attendance at personal growth team meetings

The principals at each site will maintain a review cycle of this nature which also makes provision to assure that probationary teachers are observed at least three times each year, with the very first observation occurring within the teacher's first 90 days of employment.

Teacher Portfolio for Summative Evaluation (optional)

In compliance with Statute 122A.40, in addition to participating in the three-year review cycle, an individual teacher may develop and present a portfolio that demonstrates the quality and scope of his or her classroom practices for the sake of strengthening the outcome of summative evaluations. In this portfolio, teachers may present their own assessments of their effectiveness as teachers and may use samples of their own work, student work, and other evidence as support.

Teachers who wish to develop such portfolios should notify site principals of their intent and may request assistance from their professional growth teams. The portfolio will be taken into account when evaluating teacher effectiveness and will be kept in the teacher's personnel file along with the administrator's summative evaluation.

Teacher Improvement Plan

In compliance with Statute 122A.40, a Teacher Improvement Plan (TIP) will be used to support any teachers who are assessed as not meeting local or state Standards of Effective Practice.

Click here for more information on the [Teacher Improvement Plan](#).

Appendices to NRHEG Teacher Development and Growth Plan

Appendix A: [Standards of Effective Practices](#)

Appendix B: [Professional Growth Plan Form](#)

[Pre-Observation Form](#)

[Post-Observation Form](#)

Observation Danielson Model

- Includes four levels of [performance scoring](#).
- Includes reflection on culturally responsive methodologies. Includes reflection on the standards of effective practices.

[MDE's Standards of Effective Practices](#)