Millbrook School

Faculty Self-Assessment 2026–27

This self-assessment is intended first and foremost as a prompt for reflection, a critical part of the growth and renewal process. It will be shared with your evaluation team and will help shape the areas of focus for your evaluation year, so please be candid. This is your opportunity to tell your own story and to direct the process toward what matters most to you.

You are not expected to answer every question. Within each section, respond to the prompts that resonate most, in whatever format suits you (connected paragraphs or bullet points are equally welcome). Most responses run three to five pages in total; please treat that as a guide rather than a requirement.

Part I – Your Roles at Millbrook

Please outline your responsibilities using the table below.

Role	Assignments and years
Teaching (courses and years taught)	
Residential life (roles and years)	
Afternoon program/coaching (commitments and years)	
Additional duties (advising, committees, leadership, etc.)	

Looking across all of these roles, how do you assess your contributions? Where do you feel you make the greatest difference, and where do you feel stretched thin or less effective than you would like to be?

Part II – Who Am I as an Educator?

What aspects of your work at Millbrook do you find most fulfilling? Do your current assignments make the most of your talents, or are there assignments that would better use your abilities?

Beyond the specific skills we teach, students learn from the attitudes, values, and habits we model—what Philip Hosford calls “The Silent Curriculum.” What are students learning from you?

What do “known” and “needed” mean to you? Where do you deliver best on that definition, and where might you fall short?

How has your identity as an educator changed over the past two to three years? What has remained constant?

DEIB strategist Arthur Chan writes, “Diversity is a fact; Equity is a choice; Inclusion is an action; and Belonging is an outcome.” Describe a specific way you have helped students or colleagues feel that they belong at Millbrook. Where would you like to grow in this area?

Part III – In the Classroom

How would you describe the climate in your classroom, and how do you create it? What do you see as your responsibility in the room, and what is the students’?

What teaching methods do you rely on most, and how do you decide when to try a different approach? What do your students seem to learn best from?

Describe your approach to assessment, homework, and feedback. What is working well? What would your students say about it?

Beyond grades, what evidence do you look at to know whether your students are actually learning?

How do you keep growing in your field and your craft (through conferences, coursework, reading, or conversation with colleagues)? How do departmental structures help (or fail to help) your teaching?

Where do you feel particularly confident as a teacher, and where would you most like to improve? What support from colleagues or the school would help you get there?

What strengths do you bring to colleagues, and how do you help others advance in their careers?

Part IV – In the Dorm, on the Field, and Beyond

Describe a moment in the dorm, on the field, in the advisory, or elsewhere in the community when you felt you made a real difference for a student. What made it possible?

How does your approach in these settings compare to your approach in the classroom? What carries over, and what do you do differently?

What do you find most challenging about your residential or afternoon responsibilities, and what would help?

Part V – Where Am I Going?

What are your professional goals while at Millbrook? In what areas would you like to develop, and how do you plan to work toward them?

What do you hope to achieve in the profession over the next three, five, and ten years?

Sustainability matters to us. Are there ways the school can better support the balance and durability of your work and life here?

How have you successfully reached goals in the past, and what does that suggest about how you work best?

Depending on where you are in your Millbrook career, you may also wish to respond to one of the following:

- **Year 3:** What has surprised you most about teaching and living at Millbrook? What do you need to thrive here long-term?
- **Year 6:** You are established here. Where do you want to deepen, and where do you want to stretch? What leadership, formal or informal, are you ready to take on?
- **Year 11+:** How are you mentoring newer colleagues? What legacy do you want your work at Millbrook to have, and what would you still like to build?

A Final Question

What would you like your evaluation team to observe, ask about, or focus on this year? Their work will be most useful to you if you point them toward the questions you are genuinely wrestling with.