Professional Growth Model

Each teaching faculty member will participate in two types of evaluation: an annual evaluation which will include goal setting, at least 2 classroom visits by – and follow-up conversations with – their department head documented in Folio, along with visits by the dean of faculty or assistant head for academics when possible; and a formal evaluation, conducted in the third year and sixth year of a teacher's Millbrook career, and then again every five to seven years. This process will include – but may not be limited to – goal-setting by the person being evaluated; classroom visits by the department chair, a faculty colleague, and the dean of faculty or assistant head for academics, with follow-up discussion; student evaluations; and final written summaries of the evaluation process, to be completed by both the department chair and dean of faculty or assistant head for academics.

Annual Feedback Timetable

In early September, each faculty member will work with their respective department head(s) to develop goals and action steps relevant to that individual's professional roles on campus. These goals will be submitted in Folio and will serve as a guide for teaching faculty in the process. Department chairs will arrange an observation schedule for all members of the department along with follow-up conversations. Observations and conversations will be documented in Folio. At the end of the school year, the department chair will conduct an "End of year summary meeting" with each member of the department. A summary of this conversation will be documented in Folio and placed in an employee's personnel file. This meeting will focus on the goal(s) of the faculty member along with a summary of the department chair's observations, commendations, and recommendations for growth.

Formal Evaluation: year 3, year 6, and every 5-7 subsequent years

Formal evaluations will be a semester-long process. The dean of faculty, assistant head of school, and respective department chair will work with the teaching faculty member to determine the semester in which the evaluation will occur. Similar to the annual evaluation, a teaching faculty member will submit to their department chair and the dean of faculty goals and objectives which will serve as a guide for each participant in the process. In addition, they will submit a self-reflection narrative around their growth and long-term goals as an educator. Finally, they will choose one additional faculty member from outside their department to participate. At the start of the semester, the department chair will meet with the team of evaluators and the faculty member to ensure there is a comprehensive timeline for class visits, surveys, and feedback conversations. In addition, the faculty member should observe at least one faculty member's classes, practices, and/or dorm duty. The observed faculty member may be a member of the evaluation team. The department chair will lead this process.

Near the close of the semester, all faculty members will employ a student evaluation/assessment devised by their individual department. It is to be an anonymous and confidential survey of the class; and its results, though designed primarily for the faculty member, will be shared with the department chair and dean of faculty or assistant head of school and will be included in the evaluation. As part of the evaluation process, the department chair may ask the faculty member for a portfolio of sample assignments and assessments, class plans, and student work.

The last piece of the evaluation process is a written evaluation, composed by the department chair, together with the dean of faculty or assistant head of school, which incorporates all of the information gleaned during the semester from observations, discussions, student evaluations/assessments, and any additional artifacts. The process will remain centered around the faculty member's goals and objectives along with their self-assessment. It will be completed by the end of the school year, distributed to – and discussed with – the faculty member, and become a part of their permanent file.

Probation

Millbrook School demands, and expects, the highest levels of personal, professional, and institutional conduct of its faculty. In cases in which conduct is suspect, or is not in keeping with clearly articulated standards of performance in the classroom, the dormitory, on the playing fields, or in any other area of professional responsibility, the school may choose to implement a level of discipline known as probation. Steps leading to a faculty member being placed on probation will follow this sequence:

- Conduct that is of concern will be discussed first by the dean of faculty, the appropriate administrator, or the head of school and the faculty member. In that meeting, questionable or inappropriate conduct will be identified, and steps for remediation will be outlined. A summary of the conversation will be shared with the faculty member and placed in the faculty member's personnel file.

- Should the concern continue, or should new concerns arise, the faculty member may then be placed on probation. They will be notified in person and then in writing; the specific reason for probation will be described; steps for remediation will be outlined; and the consequences of failing to modify or cease inappropriate behavior or conduct will be clearly stated. Should the faculty member fail to respond – in any way – to the conditions of probation, further consequences will result. Consequences of probation may include – but are not limited to – non-renewal of appointment in the year subsequent to probation; loss of eligibility to receive a raise in salary for the year subsequent to probation; loss or modification of certain professional and institutional privileges and responsibilities; loss of professional good-standing; or immediate termination of employment.

Conclusion

The evaluation process described above is designed to allow teaching faculty to shape their careers by setting goals, seeking valuable feedback and support from their colleagues, and identifying and seeking appropriate opportunities for professional development and growth. In addition, this process is an invaluable source of information for the head of school and the dean of faculty in determining teaching assignments, reappointment, professional development, and administrative roles in the school. This process will, in most cases, adhere to the timetable listed above. However, a faculty member on probationary status will be formally reviewed each year during their probation. Further, the head of school, the dean of faculty, and department chair may request, in any given year, a formal evaluation of a faculty member. In both of these cases, the decision to begin the evaluation process will be made before the start of the academic year; the recommendations arising from that evaluation will be available well in advance of any reappointment discussion.