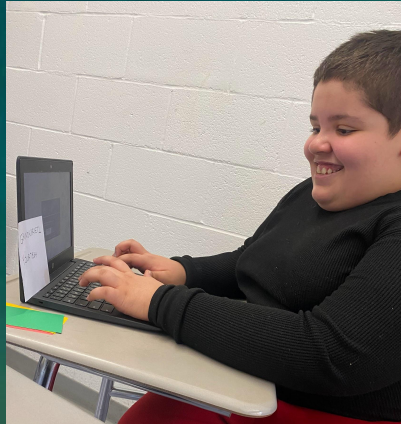
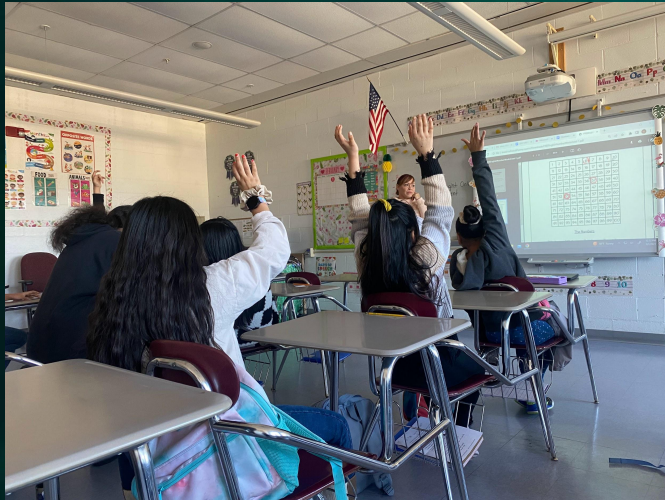


Leadership Academy 2022-2023

Meriden Public Schools

Connecticut Association of Schools

Catherine Ragozzino



Theory of Action Statement:

Teacher Leader Model
Standard Domains:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Domain III: Promoting Professional Learning for Continuous Improvement

If...	Then...	Goals
Strategic Actions	Impact on Instruction	Student Achievement Measures
If I offer professional development and coaching to teachers on strategies to support multilingual learners	Teachers may offer equitable learning opportunities for all learners, making grade-level content and language accessible	As a result, ELs will find more academic success, increase English Language Proficiency, and engagement in their education; and Teachers will feel more equipped with the skills and strategies to meet the needs of ELs.
If I incorporate student voices of English Learners and mainstream students throughout my work with teachers	Students will feel a sense of being heard, and having their ideas considered in their education	Students will be more invested in the school community and their own academic achievement as indicated on a student survey offered in English and Spanish

Leadership Actions: Professional Development & Coaching Teachers on Strategies to Support Multilingual Learners

What did you do (leadership actions/steps)?

-Whole-School Professional Development at Lincoln Middle School, Maloney High School, The Maloney Counseling Team, the Platt Counseling Team

- [SLOP Strategies to Support Multilingual Learners in the Mainstream Classroom](#)
- [Counseling Team Training: Ways to Support MLs and Supporting Teachers](#)

-Coaching with teachers on supporting Multilingual Learners at Edison Middle School, Lincoln Middle School, Washington Middle School, Maloney High School, and Platt High School

Who else did you engage in the work?

- **Administrators, teachers, counselors**
- **Students**



Leadership Actions: Incorporating Student Voices to Inform Coaching Focus Areas

What did you do (leadership actions/steps)?

-Interviewing Students on what helps them most in the classroom

Face-to-Face Student Interviews (Fall 2022)

[Student Voice Survey](#) (Spring 2023)

[Results of Student Voice Survey](#)

[Individual Student Reporting \(example linked\)](#)

Who else did you engage in the work?

Students, ESOL and Bilingual Education Teachers, Mainstream Teachers, Coaches, Administrators, Barbara Haeffner, Dr. Marc Benigni



Outcomes & Impact of the Project

What are the measurements of achievement?

- increase in observed teacher use of strategies to support multilingual learners in the classrooms
- increase in student performance outcomes as evidenced by academic grades and reported participation rates of English Learners/ Multilingual Learners

Are they the same or different from what you expected in your Theory of Action statement?

SAME: As a result, ELs will find more academic success, increase English Language Proficiency, and engagement in their education; and Teachers will feel more equipped with the skills and strategies to meet the needs of ELs.

Do you have any artifacts to share— photos, emails, presentations, documents that evidence your learning and/or impact? (included throughout presentation)

Outcomes & Impact of the Project

What are the measurements of achievement?

-increase in students' feelings of self-efficacy in the mainstream classroom due to teachers' use of strategies and expanding relationships

"Honestamente, esta es la primera vez en todo mi tiempo en las escuelas que alguien habló conmigo muchas veces sobre lo que me ayuda a aprender y cómo me siento acerca de la escuela. Es bueno, y espero que los maestros escuchen lo que decimos porque somos inteligentes y somos los que intentamos hacer un buen trabajo, así que si los maestros saben qué nos ayuda, también pueden esforzarse más para ayudarnos a todos". ("Honestly, this is the first time in all my time in schools that someone talked with me a bunch of times about what helps me learn and how I feel about school. It's good, and I hope the teachers listen to what we say because we are smart and we are the ones trying to do a good job so if teachers know what helps us they can try harder too to help all of us.")

Are they the same or different from what you expected in your Theory of Action statement? SAME- Students will be more invested in the school community and their own academic achievement as indicated on a student survey offered in English and Spanish

Artifacts- [Student Voice Survey Results](#)

Reflect on Learning from Leadership Academy

Teacher Leader Model Standards, Teacher Leadership Skills Framework

Teacher Leader Model Standards:

Domain I: Fostering a Collaborative Culture to Support Educator Development & Student Learning

Domain III: Promoting Professional Learning for Continuous Improvement

Areas of strength that I relied on when leading this work were working with adult learners, collaboration with administrators, counselors, support staff and teachers, and knowledge of content and pedagogy through the application of the SIOP strategies to support Multilingual Learners.

Additionally, the impetus of this work is all about EQUITY. Our English Learners/ Multilingual Learners have a right to equitable educational opportunities, and if our teachers do not know how to provide this, the students are at a disadvantage.

How did you step out of your comfort zone and show growth in your leadership skills/dispositions? I had to push my thinking on who I could work with in order to make a larger impact, and to learn to trust my instincts on working with students in this aspect (bottom up versus top down)

What was your experience with leading others (challenges/successes)? One challenge was sharing hard truths about the educational experiences of ELs with school leaders. It was hard to share difficult news.

What is the next level of leadership growth for you? Continuing this work, and building capacity throughout all the secondary schools.

Knowledge and Skills of Effective Teacher Leaders

The skills Teacher Leaders need to develop to be effective in a variety of roles can be broken into six critical aspects. These skill sets are further defined on subsequent pages.

1. Working with Adult Learners
2. Communication
3. Collaboration
4. Knowledge of Content and Pedagogy
5. Systems Thinking
6. Equity Lens

Outcome

As a result of the work I did through this leadership project, I have brought awareness to the issue of many teachers not having the skills needed to make academic content comprehensible to all students, particularly English Learners/ Multilingual Learners. Through professional development delivery and individualized coaching sessions with teachers, I have begun building capacity across staff and across the secondary schools in Meriden to make their instruction accessible to all students.

As a result of working with students and incorporating their voices into the coaching work I did, I was able to put a face and a voice to marginalized children whose academic concerns and feelings about their educational experience often remain unheard.

As a result of being a member of this leadership academy, I have built professional relationships with a team of truly talented individuals who will continue to collaborate with me as I grow as an educator and an aspiring leader in education.