

FROM MASTER TEACHERS TO TEACHER LEADERS: NARRATIVES AND LESSONS FROM A CT MTL NOYCE PROJECT

July 1 - 2, 2026
Noyce Summit
Washington, DC

Presenters:
Jennifer Downes, Becks Olthoff,
Kelsey Onofrio, Marta Soto-Johnson,
Megan Staples (PI)



The Connecticut State Department of
Education is an affirmative action/equal
opportunity employer.



CT NOYCE MATH TEACHER LEADERS

Track 3 Noyce
2022 - present
(ending December 2026)

Website



Partnership with CSDE, UConn
(Math, Ed)

~20 Fellows - experienced and
accomplished secondary math
teachers from CT's Alliance
Districts

*Building an Alliance of Math
Teachers for
excellence*



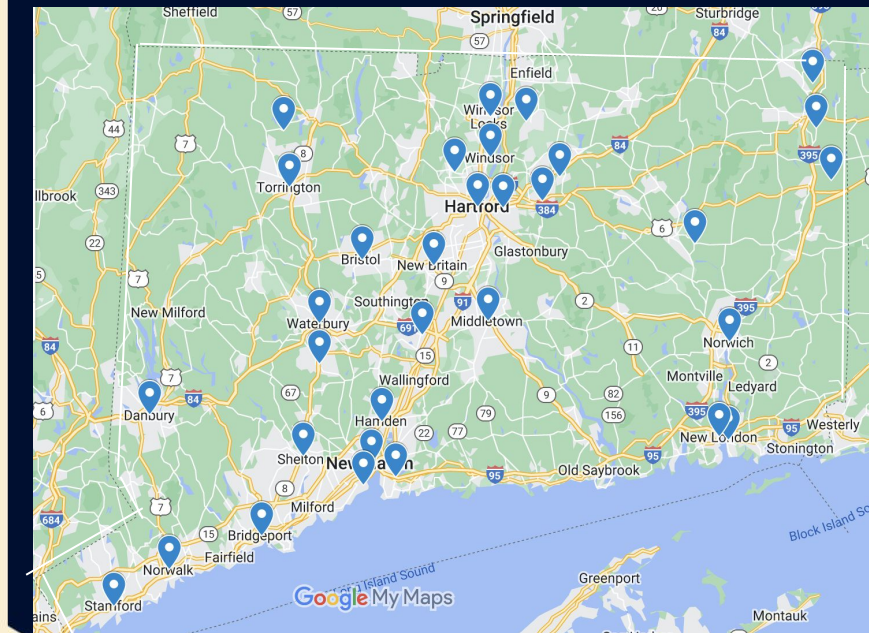
Our Noyce Family!





CONNECTICUT'S EDUCATION LANDSCAPE

- 169 Cities/Towns
- 201 Districts
- 36 Alliance Districts
 - Lowest performing based on the state accountability index
 - Comprises 45% of students; 61% of High-Need students
 - 76% of MLs/ELs
 - 66% of Free and Reduced Lunch
 - 48% of SWD
 - Culturally diverse and culturally rich
- No specific endorsement for math coaches



OUR SESSION:

1 - Share

CT Noyce MTL program design, including guiding framework, Fellows' journeys, and impact

2 - Learn

identify strategies and ways to adapt “lessons learned” from this project to strengthen teacher leadership in your own context



Find someone you don't
know

Introduce yourself

What interested you in
this session?

MEET SOME THOUGHT PARTNERS!

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What interested you in this session?

What is Math Teacher Leadership?

How does math teacher leadership develop?

OUR DEFINITION: MATH TEACHER LEADERSHIP

Any activity undertaken by a math teacher that advances the teaching and learning of mathematics beyond their own students and classroom.



OUR PROGRAM

OVERVIEW

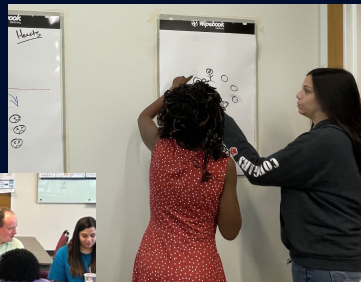
**BUILDING CAPACITY FOR MATH
TEACHER LEADERSHIP**

**Accomplished
Math Teacher**



**Math Teacher
Leader**

COURSEWORK



PROFESSIONAL LEARNING FUNDS



COLLABORATIVE LEARNING GROUPS



INDEPENDENT LEADERSHIP PROJECTS



Programming Overview



Year 1

Foundational workshops

- * Teacher Education and Mentoring (TEAM)
- * Math Leadership
- * Teacher Leadership Frameworks



Year 2

Two Graduate Courses focused on Math Content and Equitable Math Pedagogy

Independent Leadership Projects - Augmenting practices or programming

Collaborative Learning Groups – supporting pedagogy



Year 3

Graduate Course focused on Teacher Leadership in mathematics

Independent Leadership Projects - Augmenting leadership or programming

Collaborative Learning Groups – supporting leadership



Year 4

Graduate Course focused on Equity in mathematics education

Independent Leadership Projects - Advancing equity in math education at school or district level

Collaborative Learning Groups –supporting leadership, mentorship, change

MTL Conference I – Alliance District Math Symposium



Year 5

Summer Learning focused on state initiatives to improve systems

State-Level Impact Projects – Supporting efforts to align systems and modernize math programming

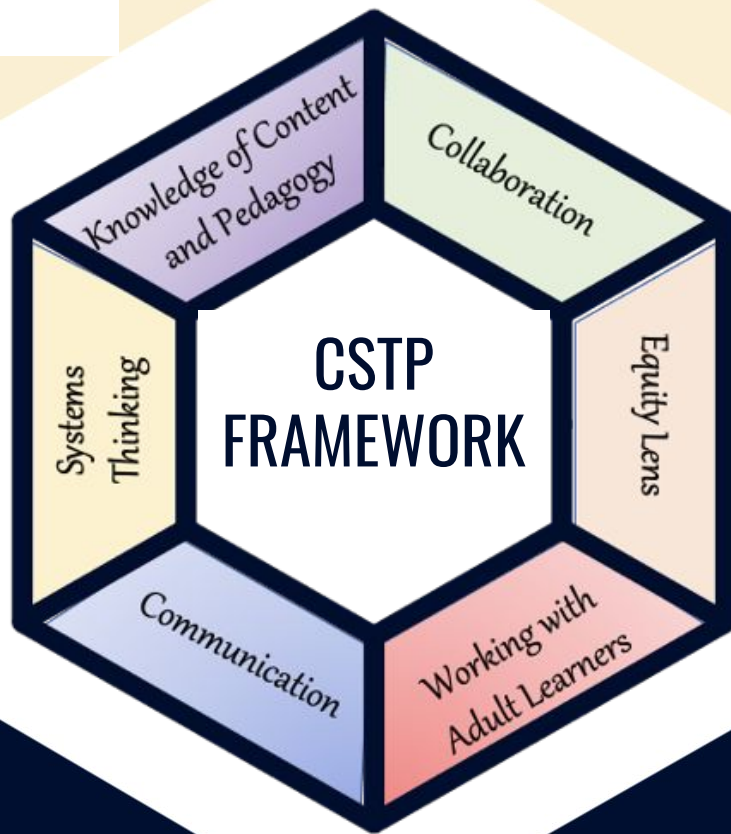
Collaborative Learning Groups –supporting leadership, mentorship, change, assessment

MTL Conference II

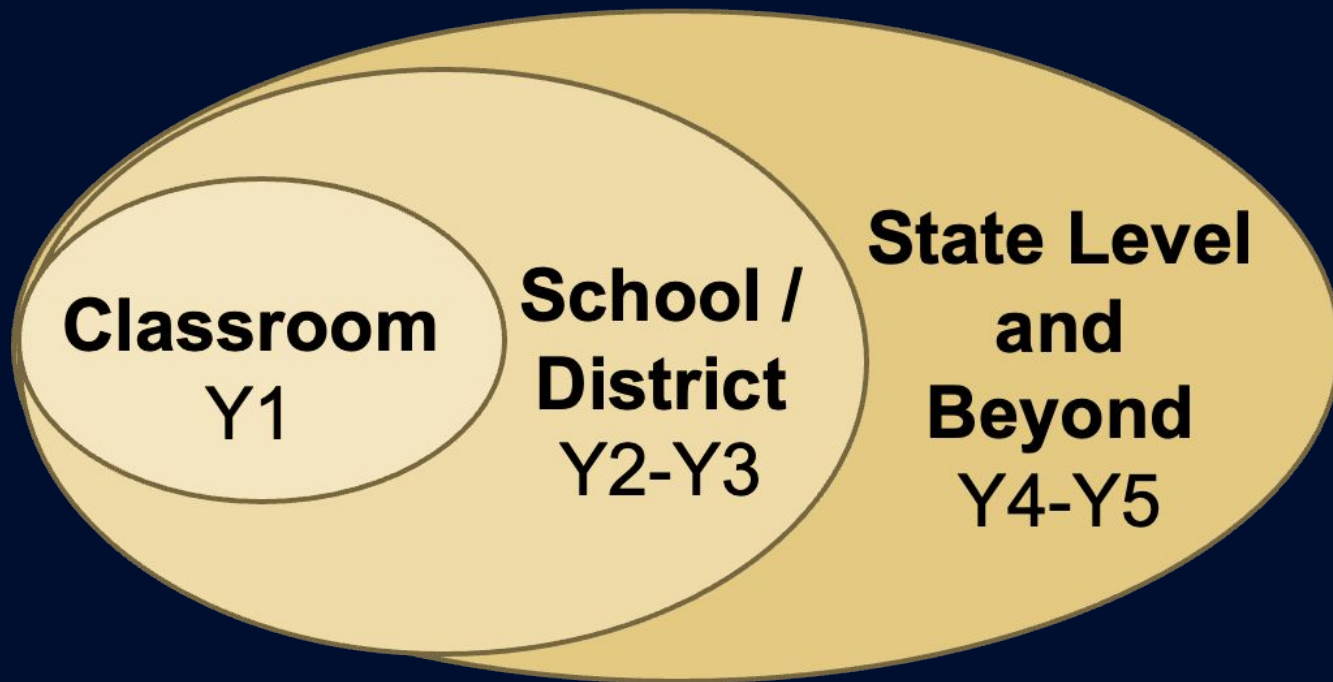


Adapted from Center for Strengthening the Teaching Profession cstp-wa.org

All Years - leadership activities beyond typical school requirements, including development of Professional Learning Units (Math-specific TEAM resource), *Building Thinking Classrooms* Webinars (statewide), conference presentations (state, regional, national), and more!

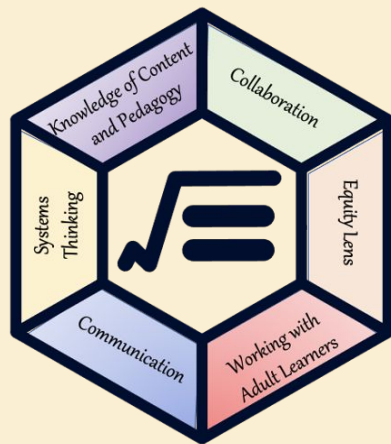


CT NOYCE MATH TEACHER LEADERS



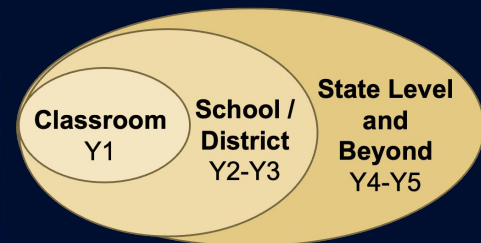
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TIME - 9:00**





FELLOW JOURNEYS

BUILDING CAPACITY FOR MATH TEACHER LEADERSHIP



MARTA

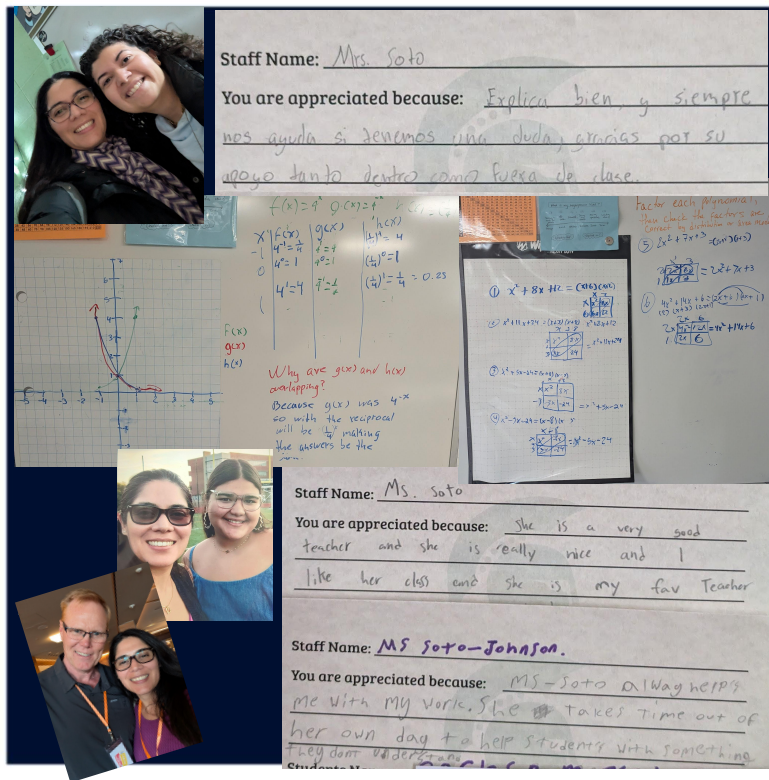
Maloney High School
Meriden, CT

❖ Personal Impacts of this program:

- Working with teachers from around the state with varied backgrounds but committed to the advancement of math education
- Exposure to new ideas (BTC, creative insubordination)
- Funds for conferences
- Exposure at Alliance District Symposium

❖ Professional Development

- Created a Professional Learning Unit - First experience working together on a product that had an impact at the state level.
- Co-facilitator online Thin-Slicing webinar with Kelsey and William McKinney



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ACCESS TO NEW IDEAS

**CROSS-DISTRICT
COLLABORATION**

**PROFESSIONAL LEARNING
FUNDS**

JENN

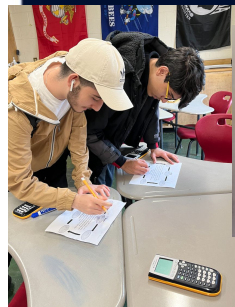
Manchester High School Manchester, CT

Personal Impacts of this program:

- Working with a like-minded group of people who truly believe in the work
- Collaborative Learning Groups (CLG) biweekly group meetings
- I never would have made the impact I have made on my district without the support of this program.

Professional Impacts: The Evolution of my Independent Leadership Projects:

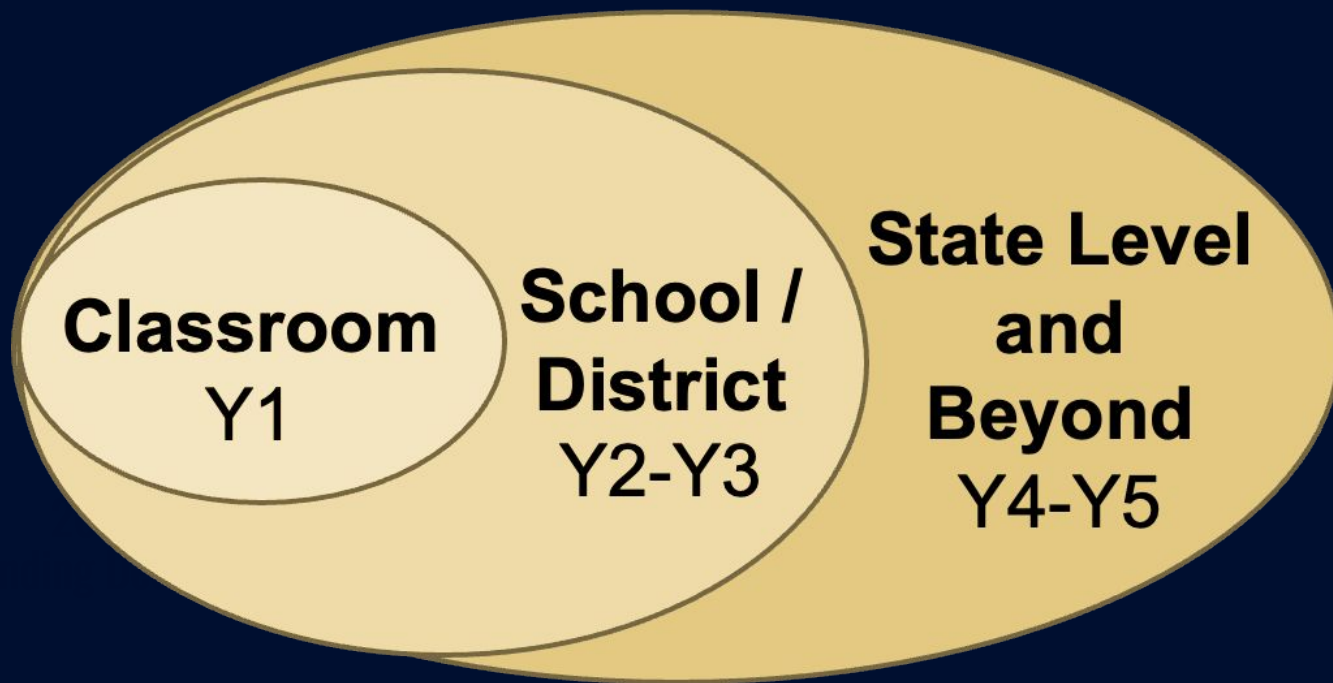
- Year 1 - Focus on Multilingual Learners
 - Goal was for students to communicate in random groups comfortably with people who do not speak other languages.
- Years 2-3 - Focus on multi-leveling my ML classes.
 - Provide opportunities for higher-level courses including honors, AP and dual enrollment options.
- Years 4-5 - Focus on expanding higher-level course options to ML students in my building and making it "permanent".



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**CLG: ON-GOING
SUPPORT SYSTEM
INDEPENDENT
LEADERSHIP PROJECT**

CT NOYCE MATH TEACHER LEADERS



BECKS

Engineering and Science University
Magnet School (ESUMS)
New Haven, CT

Initial Impact

- Dept. Lead brought back learning from the program
- I am a direct example of the impact of this program
- Joined as a Fellow at the end of Y2

Continued Growth

- Empowered in focus on identity and equity in my own classroom
- Gained confidence to track data and improve student power and narratives
- Invested in helping teachers across my district (and possibly others districts) move toward more reflection and student ownership, agency, and positive identity in math



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CONFIDENCE

MULTIPLE FORMS OF

MTL

KELSEY

Illing Middle School
Manchester, CT

My Noyce Arc: The Developing Math Teacher Leader Journey

- **My Classroom and Pedagogy**

- Develop Self-Confidence: Studied Pedagogy with Building Thinking Classrooms

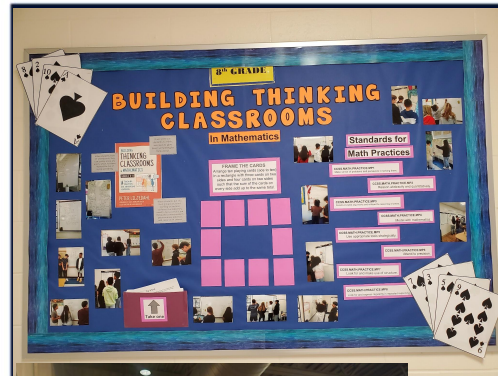
- **Sharing out to my School and District**

- Became a TEAM Mentor
- Facilitating in-district PD

- **My Impact on the State and Beyond**

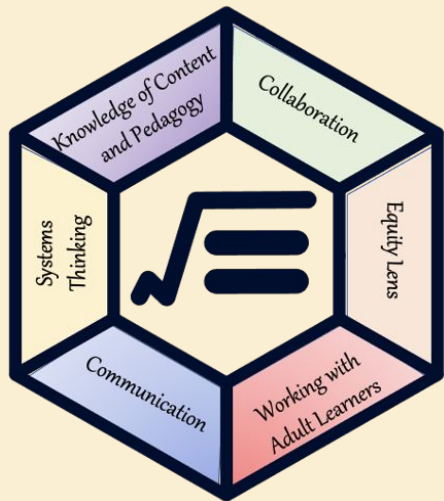
- Facilitating statewide online Webinar on Thin-Slicing
- Hosting UCONN Junior Interns

Future Steps: I accepted a position as PLC Leader next year
Something I most recently didn't see myself ever doing



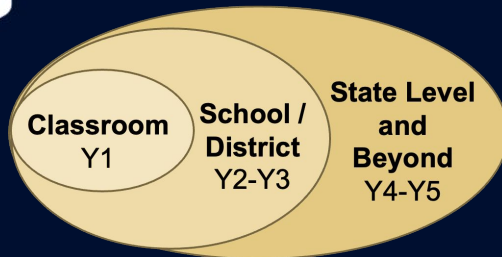
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PI Perspective



SUPPORTING WHEN THEY “STRETCH”

EVOLVING IDENTITIES



What aspects of these four journeys resonated with you?

What are critical considerations to develop math teacher leaders?

TURN & TALK

**AT THIS POINT, SHOULD BE
AT 41 MINS, 19 MINS LEFT
TIME - 9:26**



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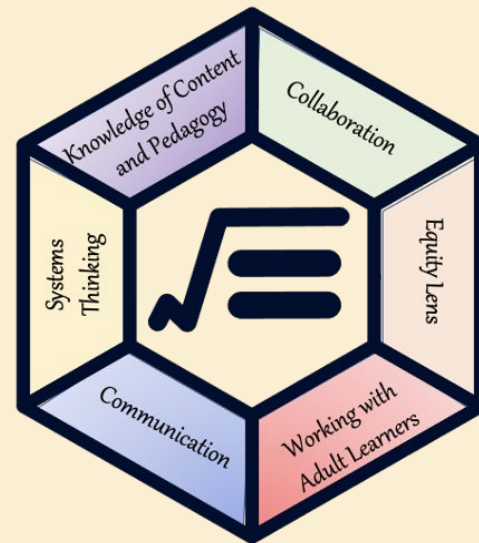
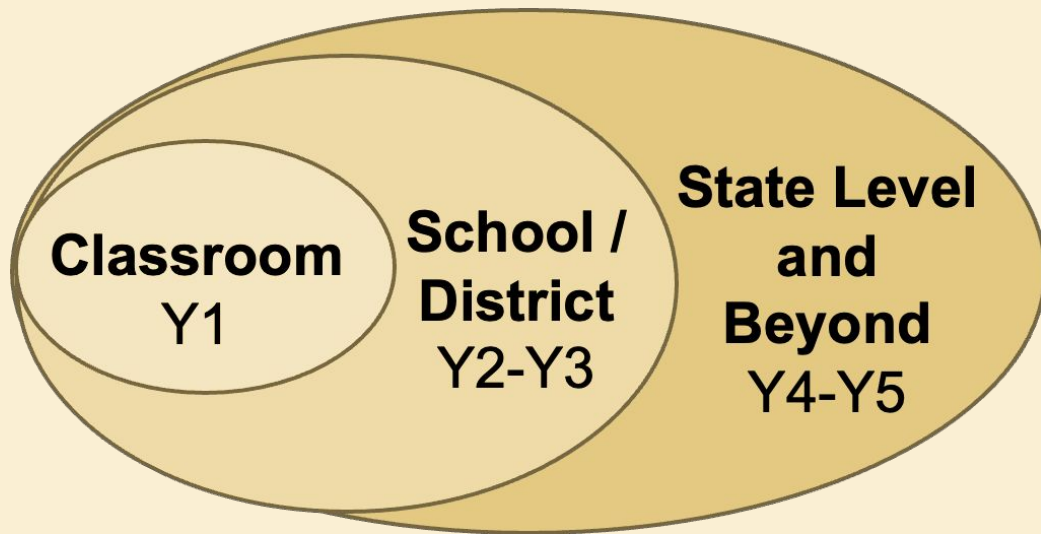
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EXPANDING SPHERES OF IMPACT



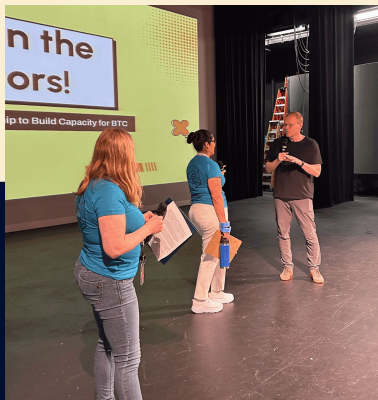
PLANNED PROGRAMMING VS EMERGENT OPPORTUNITIES

The “official” programming
VS
opportunities for Fellows to
have key contributions and
gain new learning

PLANNED PROGRAMMING VS EMERGENT OPPORTUNITIES

The “official” programming
VS
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BTC Conference



Alliance District Symposium



IDENTITY

Who am I in this space?

What can I contribute?

Do I belong?

I feel that I am **a more confident leader** in my department because I feel **informed**, and I have the expertise to give advice more than I ever have in the past despite several years of experience.

Helped me form more **connections** and **expand my professional network**.

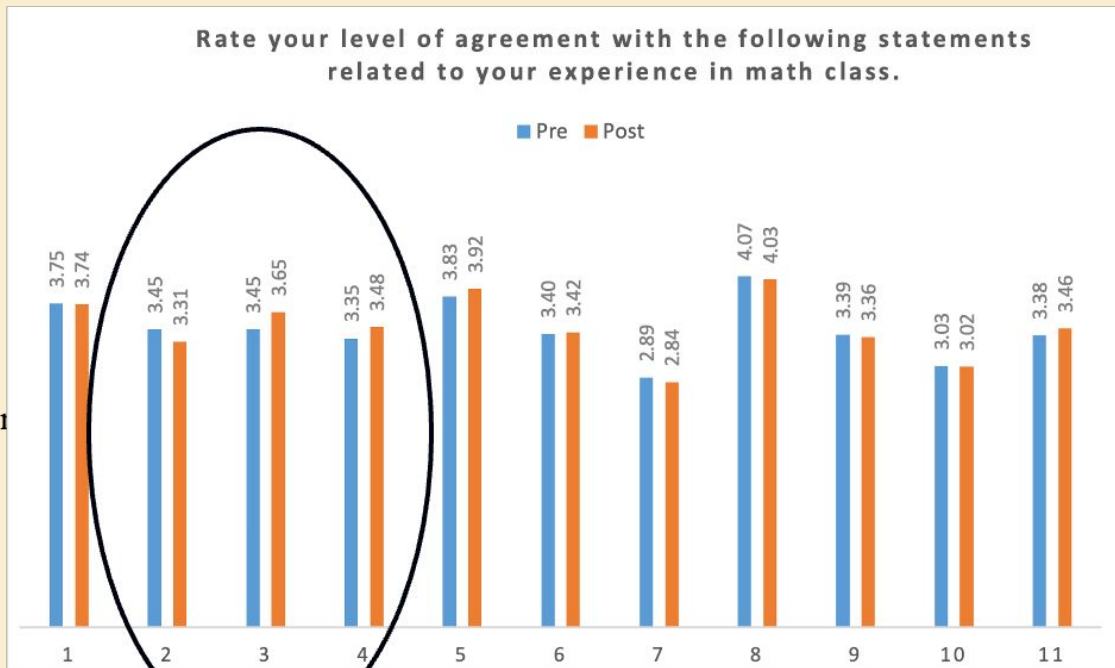
I presented to a room of 100 educators for the **first time** ever. I feel **confident** speaking from experience and empowered to share the knowledge I have acquired.

I have **expanded the leadership opportunities** at my school and **created more opportunities for teachers** to make an impact as a leader. I have also become a leader at the district level, which was not the case before being a Fellow.

ADDITIONAL EVIDENCE OF IMPACT

STUDENTS: SURVEYS PRE-POST AY23-24 N>1000

1. I work as hard as I can in my math class.
2. I do not feel bored in math class.
3. I feel comfortable in my math class.
4. I am actively engaged in math class.
5. I am given opportunities to actively participate in math class.
6. I actively participate in math class.
7. I look forward to math class.
8. I want to understand what I am learning in math class.
9. I am confident I will do well in math class.
10. I like coming to math class.
11. I often share ideas with other students during group activities in math class.



OTHER TEACHERS

Conference Presentations 23-24

Kuegler, K., & Roggi, J. (2024, Jan). Using Student Reflection as a Tool to Build a Community Where All Students Contribute to the Learning of Mathematics. MTEC Annual Preservice Teachers Conference. Manchester, CT.

McClory, S. (2024, Jan). Launching Problem Solving Tasks to Maximize Engagement. AMTEC Annual Preservice Teachers Conference. Manchester, CT.

Rankin, J., Staples, M., & Frazee, L. (2023, Oct). Building Thinking Classrooms - Designing Effective Thin Slicing Tasks. *Annual conference of the Associated Teachers of Mathematics in New England (ATMNE)*, Portland, ME.

McClory, S. & Staples, M. (2023, Oct). Launching Problem Solving Tasks to Maximize Engagement. *Annual conference of the Associated Teachers of Mathematics in New England (ATMNE)*, Portland, ME.

Rankin, J., & McKinney, W. (2024, Mar). *Designing Effective Thin Slicing Tasks: A look into multiple ways of slicing! Learning*. Annual conference of the Associated Teachers of Mathematics in Connecticut (ATOMIC), New Haven, CT.

Grayeb, K., Rankin, J., & Carullo, M. (2024, Mar). Homegrown Teacher Leadership: Building a Districtwide Model for Supporting Building Thinking Classrooms Implementation. Annual conference of the Associated Teachers of Mathematics in Connecticut (ATOMIC), New Haven, CT.

Jané, J. & Sobanski, C. (2024, April). *Cross District Collaboration and PLC Building in Small Rural Communities*. Vermont Council of Teachers of Mathematics (VCTM) Conference, Castleton, VT.

Staples, M., McKinney, W., Gomez, I., Grayeb, K., Sobanski, C. (Spring 2024). *Shining Light on the Work: 3 Structured Dialogues to Advance Equity in Mathematics Education*. On-line series supported by the Vermont Council of Teachers of Mathematics Conference.

23-24 data

Student Teacher Supervisor

Jackie Rankin (1st time)

Ilisse Gomez (1st time)

Jenn Downes

Master's Internship Supervisor

Shawn McClory (1st time)

Jen Roggi (1st time)

Early Field Experience Supervisor

Kari Baransky

Marta Soto-Johnson (1st time)

TEAM Mentor (for new teachers, or new-to-the-building teachers)

Shawn McClory

Maureen Ringrose (1st time)

Courtney Sobanski

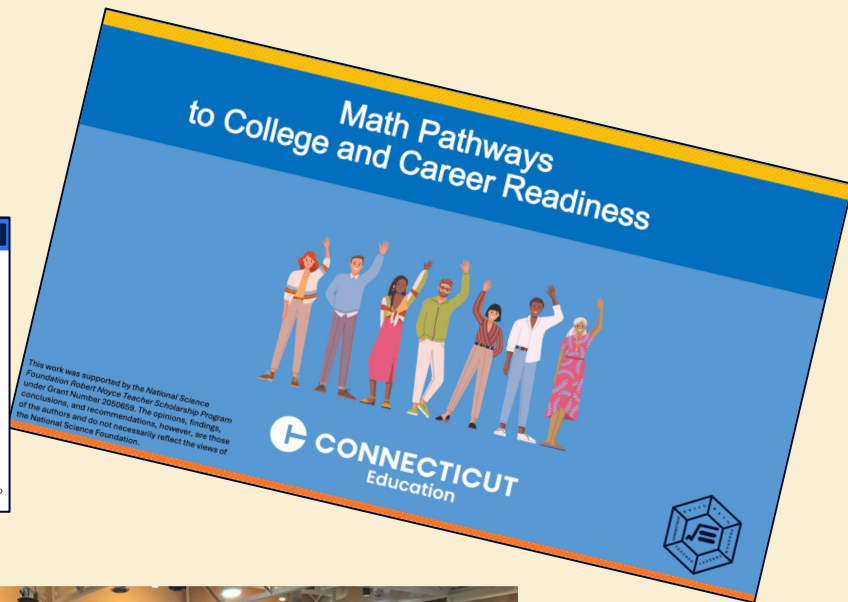
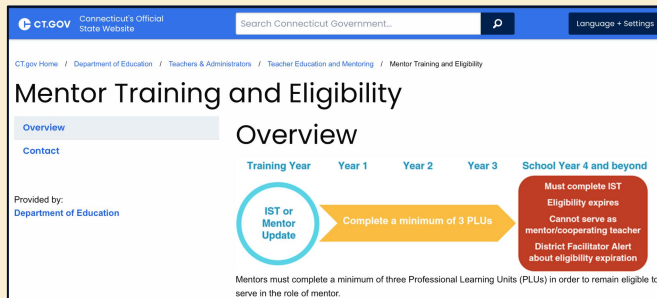


[The Fellow] was an amazing host teacher. I have learned so much from her, and she has so much to offer to other aspiring teachers (and even current teachers). I hope she receives many more interns in the future. It was truly a joy being in her classroom.



STATE- LEVEL

ADS 2025
ADS 2026
PLUs



Webinar Series (Launch Years)
Launch Years Task Force
Changes in SBAC data sharing with students/families



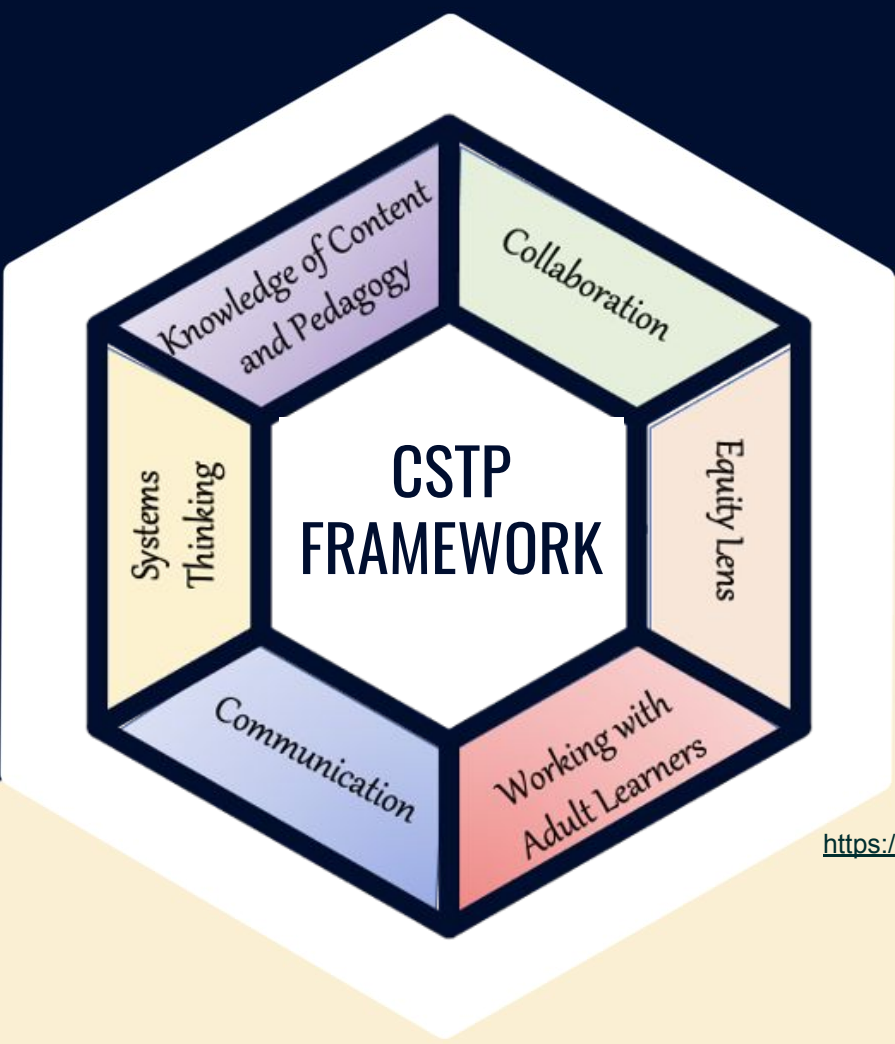
What are your goals
in relation to
fostering math
teacher leadership?

DISCUSS WITH AN ELBOW PARTNER

How might ideas
from this session
(Fellows' journeys
and programming)
be applicable to
your context?



Q & A



Website



<https://mathteacherleaders.education.uconn.edu/>



McLeod Blue Skye
Charitable Foundation

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THANK YOU

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Kelsey Onofrio - konofrio@mpspride.org

Marta Soto-Johnson -
marta.sotojohnson@meridenk12.org

Megan Staples, megan.staples@uconn.edu



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