



## BOARD OF EDUCATION PERSONNEL COMMITTEE MEETING

Monday, February 28, 2022 6:00 PM

COMMITTEE MEETING ONLINE-ZOOM Please use the link below to join the webinar:

<https://us02web.zoom.us/j/89611568616?pwd=MUdxeWlOdy8rbENKaHpKT0g0cnZPUT09> Passcode: 383124 Or Telephone: US: +1 301 715 8592 or +1 312 626 6799 or +1 929 205 6099 or +1 253 215 8782 or +1 346 248 7799 or +1 669 900 6833 Webinar ID: 896 1156 8616 International numbers available:

<https://us02web.zoom.us/j/89611568616?pwd=MUdxeWlOdy8rbENKaHpKT0g0cnZPUT09>

1. 1. Sabbatical Request for the 2022-2023 School Year

Dorie Conlon Perugini  
Naubuc School  
World Language Department

Dr. Alan Bookman  
Superintendent of Schools  
Glastonbury Public Schools

November 2, 2021

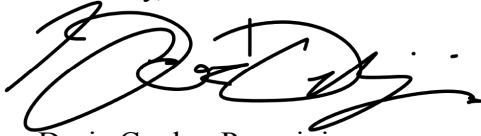
Dear Dr. Bookman,

I am writing to request a sabbatical leave of absence for the 2022-2023 school year. I am currently enrolled in a PhD program in Applied Linguistics and Discourse Studies at the University of Connecticut. I plan to use the year to complete the program.

I have enclosed my curriculum vitae, a letter to the Board of Education which includes a written rationale for requesting sabbatical leave, and a copy of my plan of studies.

Thank you for your consideration in this matter.

Sincerely,



Dorie Conlon Perugini

Dorie Conlon Perugini  
Elementary World Language Teacher  
Naubuc School  
Glastonbury Public Schools

November 2, 2021

Dear members of the Glastonbury Board of Education,

I am writing to formally present my request for sabbatical for the 2022-2023 school year. If granted, I will use this time to continue my doctoral program in Applied Linguistics and Discourse Studies at the University of Connecticut by continuing data collection for my research and writing my dissertation. I believe this research will not only benefit my students at Naubuc School, but will also have a positive influence within the World Language Department and throughout Glastonbury Public Schools as I seek to explore how intercultural competence, culturally sustaining pedagogies, and raciolinguistics can inform the decisions we make regarding the selection and implementation of pedagogical materials and instructional texts.

My interest in this topic—and my motivation for pursuing my doctorate degree—is a result of my years of experience here in Glastonbury Public Schools. After graduating from the Neag School of Education at the University of Connecticut, I was excited to apply what I learned about research-informed education in my new position as an elementary world language teacher at Naubuc School. As such, I conducted and published action research alongside Dr. Manuela Wagner—who now serves as my PhD advisor, and Dr. Michael Byram—who developed the models of intercultural communicative competence and intercultural citizenship that are used widely throughout the field of world languages (Byram, 1997, 2020; Byram 2008, respectively). Thanks to the support and guidance of Rita Oleksak, Dr. Wagner, Dr. Byram, and I coauthored some of the first action research in implementing Byram’s model in the elementary world language setting. We then continued our collaboration with the publication of the book *Teaching Intercultural Competence Across the Age Range: From Theory to Practice* which includes action research conducted in collaboration between members of the Glastonbury World Language Department and graduate students in the department of Literatures, Cultures, and Languages at the University of Connecticut.

While working closely with Byram’s models, I saw potential for intercultural competence and citizenship to be used to help create more equitable learning environments, but that it was falling short in implementation. For example, many of the resources and lessons created to help students develop intercultural competence instead inadvertently served to

perpetuate cultural stereotypes. As a result of this discovery, I began to investigate other bodies of literature that, when used in combination with Byram's models, could help create linguistically, and racially equitable language learning programs. This investigation led me to culturally sustaining pedagogies, and raciolinguistics. During this process, I developed a preliminary model to guide world language educators in choosing classroom materials and resources which combines theories of second language acquisition, intercultural competence, culturally sustaining pedagogies, raciolinguistics, and multiliteracies. Given the impact of my research in the field, I was awarded the inaugural Joseph A. Palermo Literatures, Cultures, and Languages Excellence in Research Award for Applied Linguistics and Discourse Studies.

As you may already be aware, my request for sabbatical for the 2021-2022 academic year was not granted by the Board. As a result, it was not possible for me to conduct the research I had planned with my committee since the project would have required extensive observations in school districts that would have resulted in significant time away from my teaching responsibilities at Naubuc. While this was disappointing, I worked with the full support of my committee to change the focus of my doctoral research question in order to avoid the need to collect data during the school day. I am proud to say my committee accepted my new proposal and I have begun collecting the data for my new research project. The next steps in my research include continuing this data collection, conducting data analysis, and writing my dissertation.

While teaching at Naubuc is, and will always be, a top priority throughout my career, I recognize these steps in my research project will require my full attention. It is for these reasons I request a sabbatical for the 2022-2023 school year so I can focus on my research and dissertation. I have no doubt that this process will not only make me a better teacher, but will allow me to bring new insights to our district that can help create a more successful, equitable world language department. In addition to having an impact in my department, this project could also have implications for other departments looking to increase equity in their texts and materials. Upon my return to Glastonbury, I look forward to sharing my research and recommendations with administration and staff. I would not be the teacher I am today without the support I find within the Glastonbury Public Schools system and it is my desire to give something back to the district. I thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dorie Conlon Perugini', with a stylized flourish at the end.

Dorie Conlon Perugini

**Plan of Study for the Degree of Doctor of Philosophy**

Name: Perugini Dorothy J  
Last First Middle Initial

Student ID: 0238622 and/or NetID: djc01006 Phone: 203-819-6960

Email address: dorothy.perugini@uconn.edu

This plan of study should be completed and submitted to the Office of the Registrar when not more than 18 credits of course work to be offered for the degree have been completed. The successful completion of all work indicated on the plan of study is a fundamental prerequisite for the conferring of the degree. The plan of study must be signed by the student and by each member of the advisory committee before submission to the Office of the Registrar for final approval. When fully approved, copies of the plan of study are scanned and e-mailed to the student, major advisor, and department administrator.

Any request for changes should be submitted to the Office of the Registrar for approval on the "Request for Changes in Plan of Study" form.

**Degree and Professional Diplomas held at present**

COLLEGE	DEGREE	DATE GRANTED	FIELD OF STUDY
University of Connecticut	BS	5/8/05	Spanish Education
University of Connecticut	MA	5/6/06	Curriculum and Instruction

Field of Doctoral Study: Literatures, Cultures, and Languages

Area of Concentration: Applied Linguistics and Discourse Studies

**Advisory Committee (print names only, minimum of three required)**

MAJOR ADVISOR Manuela Wagner ASSOCIATE ADVISOR Elizabeth Howard

ASSOCIATE ADVISOR Nan Meng ASSOCIATE ADVISOR \_\_\_\_\_

ASSOCIATE ADVISOR \_\_\_\_\_ ASSOCIATE ADVISOR \_\_\_\_\_

**LEAVE BLANK**

Date of PhD admission: \_\_\_\_\_ Date by which all requirements for degree must be completed: \_\_\_\_\_

## Course Work

List below all courses to fulfill the requirements for the PhD degree after consultation with your major advisor. If you have a master's degree, list only those courses beyond that degree which your advisory committee agree should count toward the PhD. Courses taken at the University of Connecticut or elsewhere that would be outdated by the time you expect to complete your degree requirements should not be included. Refer to the Graduate Catalog regarding transfer credit eligibility. List courses and submit request for transfer credits on an attached "Transfer Credit Request" form with approval signature. Note a minimum of 15 credits of GRAD 6950/6960 are required. List related area on page 4.

College	Course Number	Course Title	Course Credits	Leave Blank	Year	Semester
EXAMPLE U OF CONNECTICUT	HIST 5515	THE AMERICAN REVOLUTION	3		12-13	SPRING
REQUIRED OF ALL	GRAD 6950	RESEARCH CREDITS – PLEASE LIST ALL	15			
University of Connecticut	GERM 5305	Development of Intercultural Competence in the World Language Classroom	3		12-13	Fall
University of Connecticut	EDCI 5715	Bilingual and Second Language Acquisition	3		18-19	Fall
University of Connecticut	LCL 5030	Methods and Approaches to Second Language Acquisition	3		18-19	Fall
University of Connecticut	ALDS 5000	Foundations of Applied Linguistics	3		18-19	Spring
University of Connecticut	SPAN 6402	Studies in Spanish-American Literature	3		18-19	Spring
University of Connecticut	EPSY 5605	Quantitative Methods in Research I	3		18-19	Summer
University of Connecticut	EDCI 6000	Qualitative Methods of Educational Research	3		19-20	Fall
University of Connecticut	SPAN 5320	Issues in Grammar and Grammar Teaching	3		19-20	Fall
University of Connecticut	ALLDS 5399	The Use of Authentic Resources and Textbooks in Language Education	3		19-20	Spring
University of Connecticut	EDCI 5847	Human Rights and Social Justice in Education	3		19-20	Spring
University of Connecticut	ALDS 5325	Teaching Intercultural Citizenship and Human Rights II	3		19-20	Summer
University of Connecticut	GRAD 6950	Research Credits	6		20-21	Fall
University of Connecticut	GRAD 6950	Research Credits	6		20-21	Spring
University of Connecticut	GRAD 6950	Research Credits	6		21-22	Fall
University of Connecticut	GRAD 6950	Research Credits	6		21-22	Spring



## LANGUAGE(S) OR RELATED AREA(S) OF KNOWLEDGE

At least one foreign language or one related area is required

Foreign Language(s): Consult the current Graduate Catalog for methods by which a foreign language requirement can be fulfilled. List language(s) below.

If your field of study requires no foreign language or related area indicate exempt:

LANGUAGE	HOW TO BE FULFILLED		
ASL	EXAM <input checked="" type="checkbox"/>	NATIVE SPEAKER <input type="checkbox"/>	COURSEWORK <input type="checkbox"/>
	EXAM <input checked="" type="checkbox"/>	NATIVE SPEAKER <input type="checkbox"/>	COURSEWORK <input type="checkbox"/>
	EXAM <input checked="" type="checkbox"/>	NATIVE SPEAKER <input type="checkbox"/>	COURSEWORK <input type="checkbox"/>

## RELATED AREA(S)

A related area must comprise a coherent unit of at least six credit hours of advanced work outside the field of study (or area of concentration, if appropriate) and usually outside the department in which the major work of the degree is offered. Ordinarily, the work must be taken at the University of Connecticut. No credits will be accepted in transfer for a related area unless approved in advance by the advisory committee. Note that related areas are not part of course content.

SPECIFY RELATED AREA	College	Course No.	Course Title	Credits	Year
1.					

	College	Course No.	Course Title	Credits	Year
2.					

Student's Signature: Dorothy Perugini Digitally signed by Dorothy Perugini  
 Date: 2020.08.19 16:17:13 -04'00' Date: \_\_\_\_\_

APPROVAL:  
 (original signatures required)

MAJOR ADVISOR

*[Signature]*

ASSOCIATE ADVISOR

*Mery Nam*

ASSOCIATE ADVISOR

*Elizabeth Howard*

ASSOCIATE ADVISOR

\_\_\_\_\_

ASSOCIATE ADVISOR

\_\_\_\_\_

APPROVED:

DATE

THE GRADUATE SCHOOL

## **ARTICLE 18**

### **PROFESSIONAL ABSENCES**

- 18.1 Absences for professional reasons at full salary may be authorized at the sole discretion of the superintendent of schools on the basis of written requests at least one (1) week in advance of the absence.

## **ARTICLE 19**

### **PROFESSIONAL LEAVE OF ABSENCE**

- 19.1 For a teacher who has been an active member of the Glastonbury Public Schools' staff for a minimum of one (1) year, a leave of absence for a minimum of one academic semester and a maximum of one academic year may be granted to permit participation in academic year institutes, approved programs of graduate study or overseas teaching assignments. Although the year of absence will not be designated as a year of credit on the salary schedule, the Board of Education will insure maintenance of a teaching position for which the teacher is certified.
- 19.2 Application for professional leave of absence must be submitted in writing to the office of the superintendent of schools on or before March 1 prior to the school year for which the request is made. The application shall include a statement of the definite purpose for which said leave of absence is desired.
- 19.3 Application for professional leave of absence shall be acted upon by the Board of Education not later than April 1 prior to the school year for which the application is made. The Board of Education shall have the authority to approve or reject such applications following review and recommendations of the superintendent of schools.
- 19.4 Not more than five (5) leave of absence applications will be approved in any one (1) year.

## **ARTICLE 20**

### **SABBATICAL LEAVE OF ABSENCE**

- 20.1 For a member of the professional staff who has been an active member of the Glastonbury Public Schools staff for a minimum of seven (7) years, the last three (3) of which shall have been consecutive years, a sabbatical year's leave may be granted for a minimum of one academic semester and a maximum of one academic year for professional improvement, as detailed in a planned program of study, combined travel and study, research, or writing and publication. Application for such leave must be submitted in writing to the office of the superintendent of schools no later than November 15<sup>th</sup> of the school year prior to the year for which the request is made. The application shall include a statement of the definite purpose for which such leave of absence is desired.
- 20.2 In December, March and June of the sabbatical year's leave of absence, the member of the professional staff granted the leave will submit a written report to the

superintendent of schools, indicating the extent of study of school systems either at home or abroad in case of sabbatical leave for travel. In case of sabbatical leave for study, the report shall include a description of the member of the professional staff's professional assignment. In case of sabbatical leave for research, or writing and publication, the report shall include an outline of the work and recommendations concerning its applicability toward improving the instructional program in Glastonbury.

- 20.3 The year of absence will be designated as a year of credit on the salary schedule, and the Board of Education will insure maintenance of a position for which the member of the professional staff is certified and qualified. Such professional staff member shall be placed in a teaching position prior to any new teacher being offered a contract.
- 20.4 If the member of the professional staff contracts to return to the Glastonbury Public School System for three (3) years, during the period of sabbatical leave of absence the Board of Education will pay the member of the professional staff seventy-five percent (75%) of the annual salary he/she would be entitled to if actively employed in the school system. Release of the member of the professional staff from the three (3) year additional service requirement will be only upon application by the member of the professional staff and approval by the Board, and upon reimbursement by the member of the professional staff to the Board of the entire salary payment received during the year's leave of absence. Release after one (1) of the three (3) years will be contingent upon repayment by the member of the professional staff of two-thirds (2/3) of the salary payment, while release after two (2) of the three (3) years will be contingent upon repayment by the member of the professional staff of one-third (1/3) of the salary payment.
- 20.5 Application for sabbatical leaves shall be acted upon by the Board of Education not later than March 15 prior to the school year for which the application is made. The Board of Education shall have the authority to approve or reject such applications following review and recommendation of the superintendent of schools.
- 20.6 The aggregate of the full-time equivalent number of teachers granted sabbatical leave during any one academic year shall not exceed two percent (2%) of the total number of full-time equivalent teachers employed by the Board of Education.

## **ARTICLE 21**

### **CHILDREARING LEAVE OF ABSENCE**

- 21.1 A teacher may request, and will be granted, a leave of absence for up to one (1) school year without pay for the purpose of childrearing leave, following sick or FMLA leave related to the birth of a child or for the purpose of adoption of a child after proper notification that a child is available. That leave may be requested for the remainder of the year of the birth or adoption or for the following year. This request may occur only twice for a birth or adoption. Further requests may be made of the superintendent, who may or may not grant the request at his/her sole discretion.