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# Superintendent's Teacher of the Year Roundtable

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2024-2025

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Orange County Schools



Superintendent's Teacher  
of the Year Roundtable

# Strategic Plan

**Priority Area 1:** Teaching Tomorrow's Leaders

**Priority Area 3:** Exemplary Staff

# Superintendent's Teacher of the Year Roundtable

## *Purpose*

**Purpose:** To create a dedicated space for the superintendent and cabinet to engage in authentic, two-way dialogue with teacher leaders from each school, fostering shared decision-making and elevating teacher voice on critical issues such as teacher working conditions and retention.



# Superintendent's TOY Roundtable

## *Roundtable Charge*

The Superintendent's TOY Roundtable will improve employee culture by:

- ✓ Analyzing Teacher Working Conditions Survey data to develop responsive recommendations.
- ✓ Engaging in teacher leadership through shared decision-making on key areas of teacher working conditions.
- ✓ Increasing communication channels by serving as a liaison between Superintendent and teachers at each school.



# Superintendent's TOY Roundtable

## Research Findings to Inform Practice

900,000 teachers | 25,000 school | 16 states

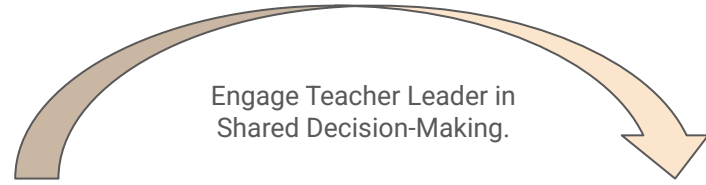
Education Researcher Richard Ingersoll (2018)

**Research analysis shows that teacher leadership is strongly related to student achievement.**

- Teacher leadership, and the amount of teacher influence in school decision making are **independently** and **significantly** related to **student achievement**, after controlling for the background characteristics of schools.
- Shared decision-making related to behavioral and discipline decisions have highest relationship to academic achievement.
- Shared decision-making through school improvement planning have second highest association with student achievement.



# Superintendent's Teacher of the Year Roundtable



**01**

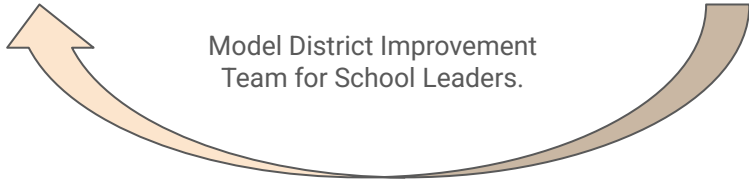
Leaders facilitate data use.

**02**

Teachers can raise issues or concerns that are important for them.

**03**

Teachers lead through shared decision-making with district leadership.



# Teacher Working Conditions Survey



## Districtwide Positive Trends

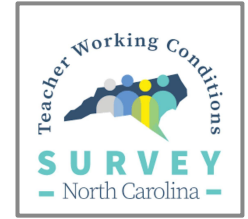
Agree Analysis	2022	2024
There is an atmosphere of trust and mutual respect in this school	60.43%	78.50%
I feel comfortable raising issues and concerns that are important to me.	60.79%	76.22%
An appropriate amount of time is provided for professional development.	55.58%	68.36%
Professional development is differentiated to meet the individual needs of teachers.	38.85%	52.97%

Percent Increase
18.07%
15.43%
12.78%
14.12%



# Teacher Working Conditions Survey

## Districtwide Areas of Concern



Agree Analysis	2022	2024	2024 NC Data
School programs and resources are adequate to support Special Populations (e.g. Students with Disabilities, Academically and Intellectually Gifted Students, Multilingual Learners, Foster Students, etc.)	71.04%	63.99%	75.44%
The non-instructional time provided for teachers is sufficient.	40.11%	44.23%	57.37%



# 2025 Roundtable Focus Areas

**Increased Intentional  
Protected Planning Time**



**Special Populations  
Support for *All* Teachers**



# Increased Intentional Protected Planning Time

## Subcommittee Findings

Teachers report a stronger consistency with PLC implementation.



Teachers report the next step in strengthening PLCs is to establish effective protocols that prioritize time for **collaborative lesson planning** and **instructional design**.



# Increased Non-Protected Instructional Time

## District Response

- ★ Targeted professional development on effective PLC protocols
- ★ Modeled high-impact PLCs for principals, assistant principals, and instructional coaches
- ★ Real-time coaching for administrators on effective PLC facilitation
- ★ Roundtable recommendations for administrators to consider to protect individual planning time



# Support for Special Populations

Students with Disabilities  
Academically and Intellectually Gifted  
Multilingual Learners



## Subcommittee Findings

Feedback shows new EC Leadership Team is improving alignment and communication across schools and district staff.

General education teachers report a need for support in managing a range of student behaviors- academic, emotional, and functional.

Teachers report the need for increased common planning time between general education teachers and support staff (EC, AIG, ML) to strengthen collaboration.



# Support for Special Populations

Students with Disabilities  
Academically and Intellectually Gifted  
Multilingual Learners



## Subcommittee Recommendations

- ★ Encourage common planning time amongst classroom teachers and special populations teachers (EC, AIG, ML) to support co-teaching and collaboration.
- ★ Maximize teacher workdays to support common planning time and professional development for general education teachers.
- ★ Ensure similar supports for EC & Adapted Curriculum classroom teachers.
- ★ Continue focus with 2025-26 Superintendent's Teacher of the Year Roundtable.



# TOY Roundtable Next Steps

- ❖ Continue training on effective PLC meetings that include time for **instructional planning** in response to student data.
- ❖ Provide real-time coaching for instructional leaders during PLC facilitation.
- ❖ Provide recommendations for school administrators to consider to protect individual planning time.
- ❖ **Continue focus on supports for Special Populations during 2025-26 Superintendent's TOY Roundtable.**



# Save the Date

3rd Annual

## **OCS Stars of Education** **August 18, 2025**

*Our Stars Align: Guiding Journeys and Shaping  
Trajectories*



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Questions?