



# TELL Kentucky 2013



Ann Maddock  
Senior Advisor

Kentucky Board of Education  
June 5, 2013

# Before We Begin....

As a result of the extensive, collaborative work across the state since the 2011 TELL Survey, the following initiatives were implemented and incorporate TELL data:

- Kentucky Professional Growth and Effectiveness System
- Consolidated District Improvement Plan (CDIP)
- Consolidated School Improvement Plans (CSIP)
- Kentucky Learning Forward (Standards Implementation)

Additional stakeholder efforts include:

- The Kentucky Department of Education asked every KDE office to incorporate the use of the 2011 TELL data into their discussions with respective stakeholder groups.
- The TELL Kentucky Partners incorporated the use of the TELL data in a variety of ways with their constituents.



# TELL Data is a Required Component in the Statewide ASSIST System

Harlan County

Stephanie Bunge

Overview

Profile

Diagnostics & Surveys

Assurances

Goals & Plans

Actions & Reviews

Portfolio

View Plan

Name

Response for Required Action: TELL KY Survey


Comments

Our district has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal thread(s) included in Plan

Show/Hide Excluded

| Included                 | Node      | Name  |
|--------------------------|-----------|---|
| <input type="checkbox"/> | Goal      | Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 33% i... |
| <input type="checkbox"/> | Objective | A 6% increase of Free/Reduced Lunch Eligible students will demonstrate a proficiency to the ave...                            |
| <input type="checkbox"/> | Strategy  | Curriculum Alignment  |
| <input type="checkbox"/> | Activity  | KCAS Math Alignment   |
| <input type="checkbox"/> | Goal      | Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in... |
| <input type="checkbox"/> | Objective | Collaborate to increase the overall averaged combined elementary reading and math K-prep scores f...                          |

  
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Education  
  
For more information and help with  
ASSIST, [click here.](#)

# About TELL Kentucky 2013

The 2013 TELL Kentucky Survey was an online, anonymous survey of all licensed school-based educators in the state to assess teaching conditions which research has shown are important to teacher retention and student achievement.

- The survey was administered March 4-29, 2013. Educators were able to access the survey via [www.tellkentucky.org](http://www.tellkentucky.org), 24 hours/day during the survey window using their individual, anonymous access code. A Help Desk was available to provide assistance.
- The same questions were used as in 2011, plus one additional question: *“At this school, we utilize the results from the 2011 TELL Kentucky Survey as a tool for school improvement.”*

[www.tellkentucky.org](http://www.tellkentucky.org)

# School, District and State Results

Ninety percent of schools (1,296/1,441) met or exceeded the 50 percent response rate (and at least 5 respondents) threshold required to receive an individual school-level data report!

**All results may be viewed online**  
**[www.tellkentucky.org](http://www.tellkentucky.org)**.

## State Results Icons

TELL Kentucky

Home

News

About

Testimonials

Winners' Circle

Webinars

# Educators

Please click the section below which corresponds to your school to see available reports. If there is no icon located beside a school name, the school did not reach the minimum 50% response rate in order to have their own data available. That means that the surveys submitted by educators in such schools still count towards the district and state results.

# Completed

% Completed

## Kentucky Reports

Please click the section below which corresponds to your school to see available reports.

District  
Results Icons

Educators

Completed

Percent

| Kentucky                                 |    | 50496 | 43761 | 86.66  |
|--|---|-------|-------|--------|
| <a href="#">Adair County</a>             |    | 196   | 196   | 100.00 |
| <a href="#">Allen County</a>             |    | 223   | 223   | 100.00 |
| <a href="#">Anchorage Independent</a>    |    | 42    | 42    | 100.00 |
| <a href="#">Anderson County</a>          |   | 265   | 240   | 90.57  |
| <a href="#">Ashland Independent</a>      |  | 253   | 217   | 85.77  |
| <a href="#">Augusta Independent</a>      |  | 26    | 26    | 100.00 |
| <a href="#">Ballard County</a>           |  | 99    | 99    | 100.00 |
| <a href="#">Barbourville Independent</a> |  | 42    | 35    | 83.33  |

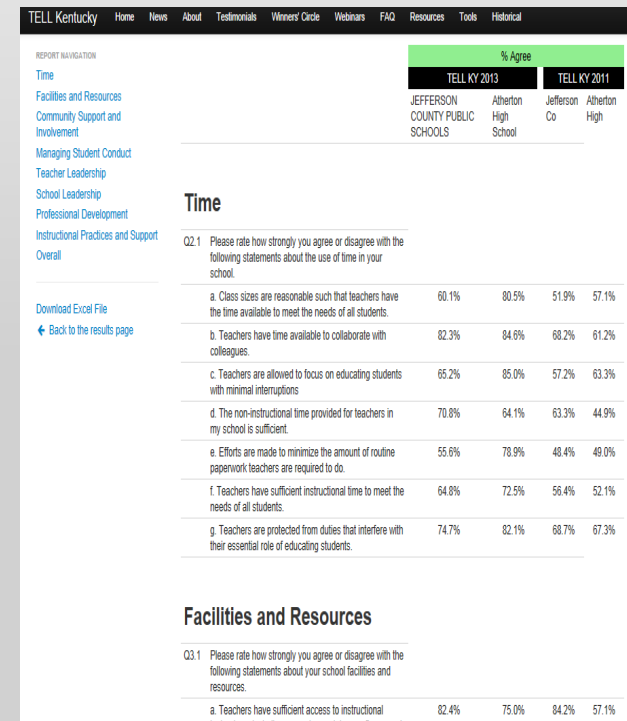
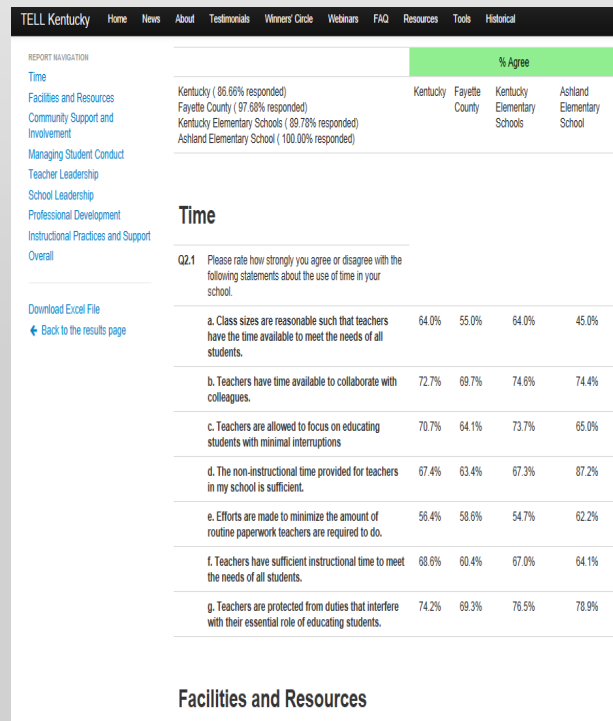
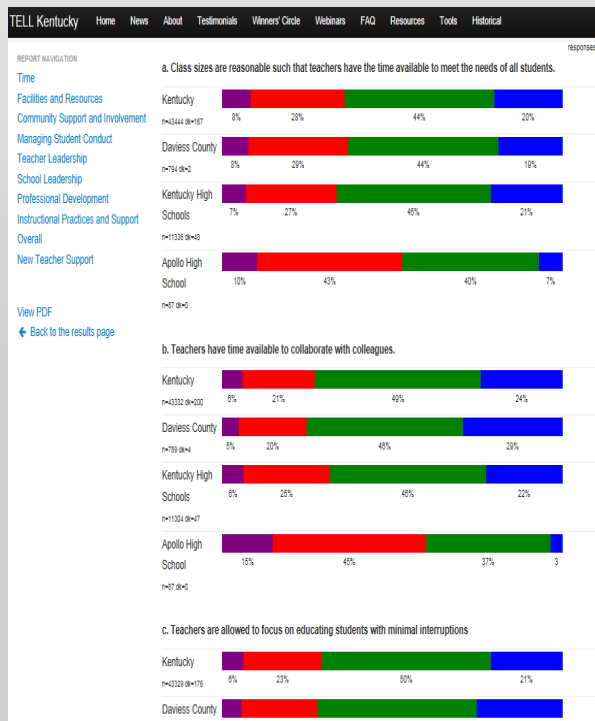
# Three icons provide access to the results for the state, districts and schools.



Detailed

Summary

Comparison to 2011

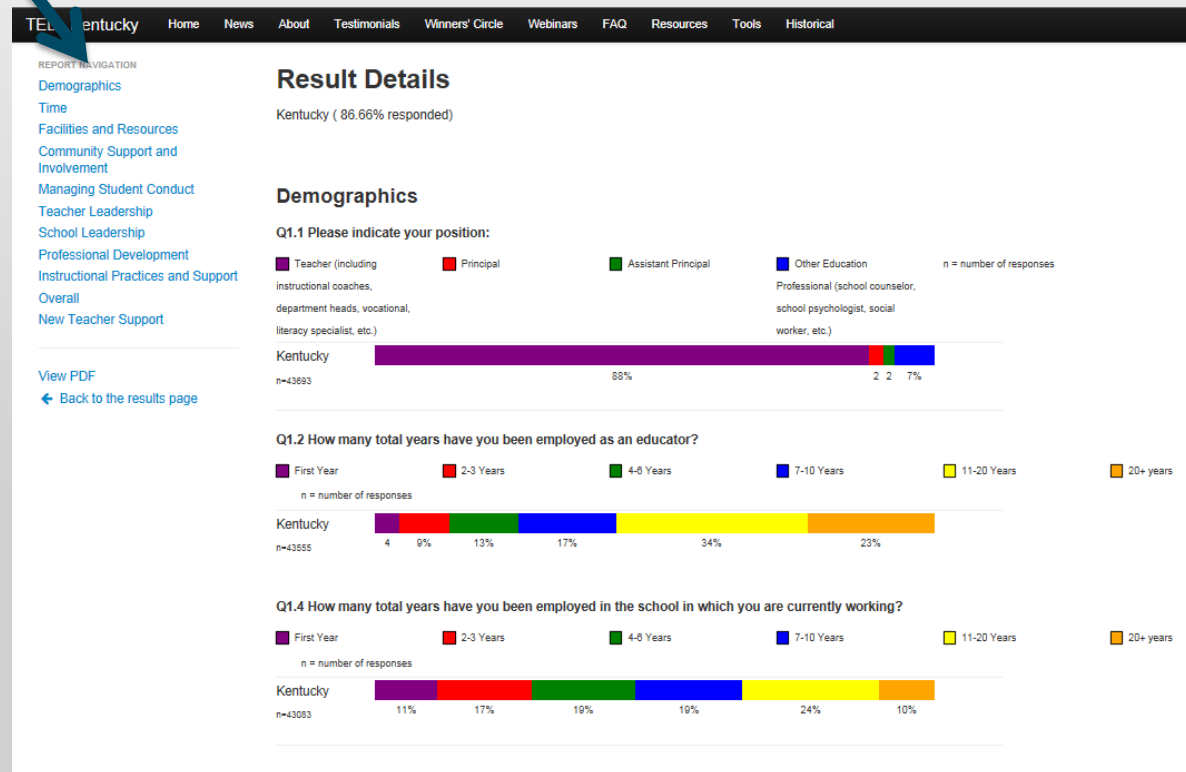




# State Results (detailed view):

Each question is listed with color coded bar results; when you scroll over the color, the actual information pops up.

The Menu on the left side provides easy access to the main sections of the survey.



# How to access school results

TELL Kentucky Home News About Testimonials Winners' Circle Webinars FAQ Resources Tools Historical

Please click the section below which corresponds to your school to see available reports. If there is no icon located beside a school name, the school did not reach the minimum 50% response rate in order to have their own data available. Please note that the surveys submitted by educators in such schools still count towards the district and state results.

## Kentucky Reports

Please click the section below which corresponds to your school to see available reports.

| Name                                     |  | Educators | Completed | Percent |
|--|--|-----------|-----------|---------|
| Kentucky                                 |  | 50496     | 43761     | 86.66   |
| <a href="#">Adair County</a>             |  | 196       | 196       | 100.00  |
| <a href="#">Allen County</a>             |  | 223       | 223       | 100.00  |
| ALLEN COUNTY INTERMEDIATE CENTER         |  | 45        | 45        | 100.00  |
| ALLEN COUNTY PRIMARY CENTER              |  | 76        | 76        | 100.00  |
| Allen County-Scottsville High School     |  | 65        | 65        | 100.00  |
| JAMES E BAZZELL MIDDLE SCHOOL            |  | 32        | 32        | 100.00  |
| White Plains Learning Opportunity Center |  | 5         | 5         | 100.00  |
| <a href="#">Anchorage Independent</a>    |  | 42        | 42        | 100.00  |
| <a href="#">Anderson County</a>          |  | 265       | 240       | 90.57   |

Schools in each district, followed by icons for reports, #educators, #responses, and % completed

# Detailed School Results



download

state

district

like type

school

# Summary School Results

TELL Kentucky Home News About Testimonials Winners' Circle Webinars FAQ Resources Tools Historical

## REPORT NAVIGATION

[Time](#)

[Facilities and Resources](#)

[Community Support and Involvement](#)

[Managing Student Conduct](#)

[Teacher Leadership](#)

[School Leadership](#)

[Professional Development](#)

[Instructional Practices and Support](#)

[Overall](#)

[Download Excel File](#)

[← Back to the results page](#)

| % Agree   |        |            |        |
|---|--------|------------|--------|
| Kentucky  | COUNTY | Kentucky   | School |
| ( 86.66% responded)                             | NAME   | Elementary | name   |
| COUNTY  |        | Schools    |        |
| County ( 97.68% responded)                      |        |            |        |
| Kentucky Elementary Schools ( 89.78% responded) |        |            |        |
| School name                                     |        |            |        |
| School ( 100.00% responded)                     |        |            |        |

## Time

**Q2.1** Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students. | 64.0% | 55.0% | 64.0% | 45.0% |
| b. Teachers have time available to collaborate with colleagues.   | 72.7% | 69.7% | 74.6% | 74.4% |
| c. Teachers are allowed to focus on educating students with minimal interruptions                           | 70.7% | 64.1% | 73.7% | 65.0% |
| d. The non-instructional time provided for teachers in my school is sufficient.                             | 67.4% | 63.4% | 67.3% | 87.2% |
| e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.                | 56.4% | 58.6% | 54.7% | 62.2% |
| f. Teachers have sufficient instructional time to meet the needs of all students.                           | 68.6% | 60.4% | 67.0% | 64.1% |
| g. Teachers are protected from duties that interfere with their essential role of educating students.       | 74.2% | 69.3% | 76.5% | 78.9% |

## Facilities and Resources



# Comparison to 2011 School Results

TELL Kentucky Home News About Testimonials Winners' Circle Webinars FAQ Resources Tools Historical

## REPORT NAVIGATION

Time  
Facilities and Resources  
Community Support and Involvement  
Managing Student Conduct  
Teacher Leadership  
School Leadership  
Professional Development  
Instructional Practices and Support  
Overall

[Download Excel File](#)

[← Back to the results page](#)

| % Agree      |             |              |             |
|--------------|-------------|--------------|-------------|
| TELL KY 2013 |             | TELL KY 2011 |             |
| COUNTY NAME  | School name | COUNTY NAME  | School name |

## Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students. | 60.1% | 80.5% | 51.9% | 57.1% |
| b. Teachers have time available to collaborate with colleagues.   | 82.3% | 84.6% | 68.2% | 61.2% |
| c. Teachers are allowed to focus on educating students with minimal interruptions                           | 65.2% | 85.0% | 57.2% | 63.3% |
| d. The non-instructional time provided for teachers in my school is sufficient.                             | 70.8% | 64.1% | 63.3% | 44.9% |
| e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.                | 55.6% | 78.9% | 48.4% | 49.0% |
| f. Teachers have sufficient instructional time to meet the needs of all students.                           | 64.8% | 72.5% | 56.4% | 52.1% |
| g. Teachers are protected from duties that interfere with their essential role of educating students.       | 74.7% | 82.1% | 68.7% | 67.3% |

## Facilities and Resources

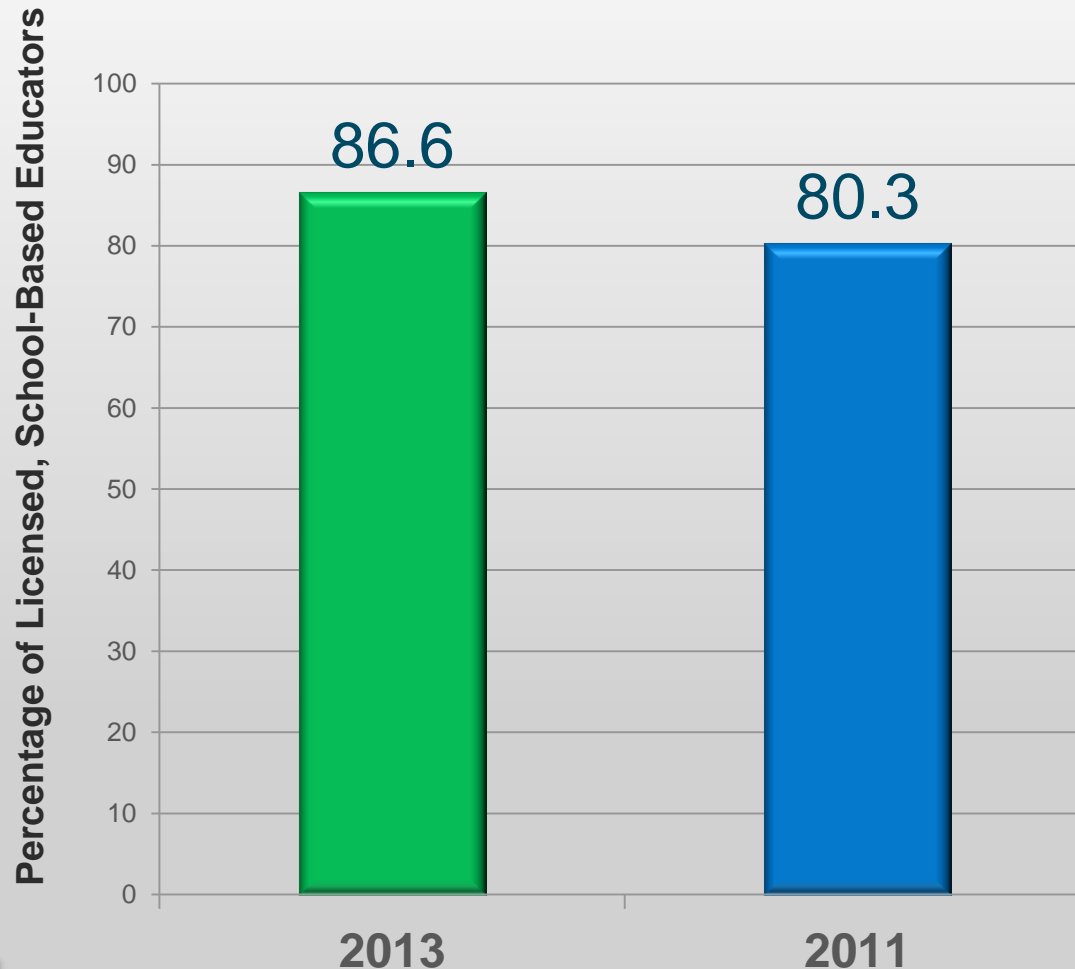
Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| a. Teachers have sufficient access to instructional technology, including computers, printers, software and | 82.4% | 75.0% | 84.2% | 57.1% |
|---|-------|-------|-------|-------|

[www.tellkentucky.org](http://www.tellkentucky.org)  
Preliminary Findings

# Increasing Participation in TELL Kentucky

TELL Kentucky Response Rate



# About the 2013 Kentucky Respondents

| Respondents   | 2013              | 2011              |
|---|-------------------|-------------------|
| Teachers  | 88.3%             | 88.9%             |
| Principals  | 2.5%              | 2.5%              |
| Assistant Principals  | 2.0%              | 1.8%              |
| Other*  | 7.1%              | 6.8%              |
| Total Response Rate   | 43,761<br>(86.7%) | 42,025<br>(80.3%) |
| *Other includes school counselors, school psychologists, social workers, etc. |                   |                   |



# Respondents by School Level

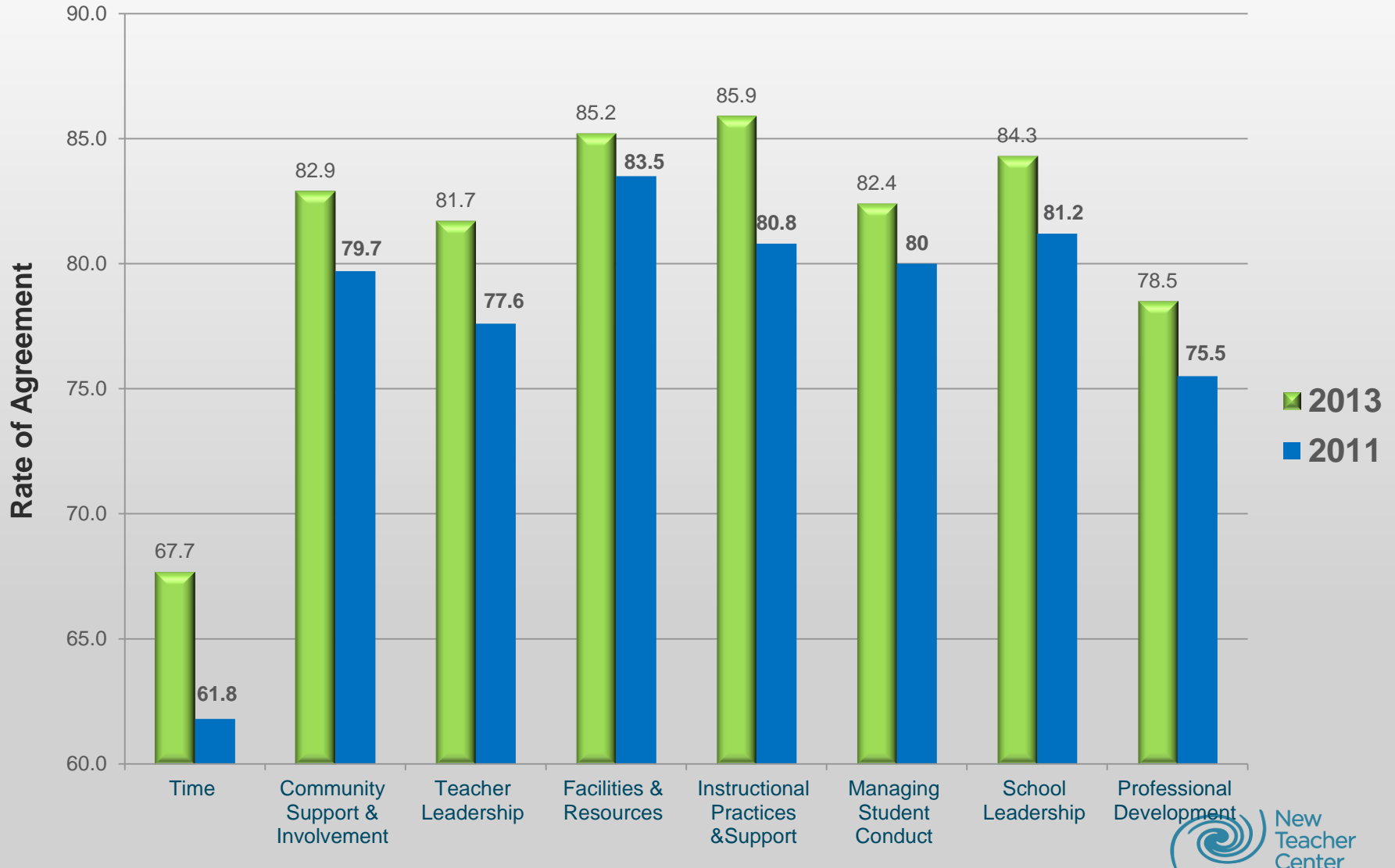
| School Type       | 2013      |           |             | 2011      |           |             |
|-------------------|-----------|-----------|-------------|-----------|-----------|-------------|
|                   | Headcount | Responded | % Responded | Headcount | Responded | % Responded |
| <b>Elementary</b> | 25,407    | 22,880    | 90.1        | 25,622    | 22,129    | 86.4        |
| <b>Middle</b>     | 9,548     | 8,189     | 85.8        | 10,082    | 8,071     | 80.1        |
| <b>High</b>       | 13,826    | 11,408    | 82.5        | 14,713    | 10,341    | 70.3        |
| <b>Other</b>      | 1,719     | 1,284     | 74.7        | 1,932     | 1,484     | 76.8        |

90% of schools reached threshold in both iterations.

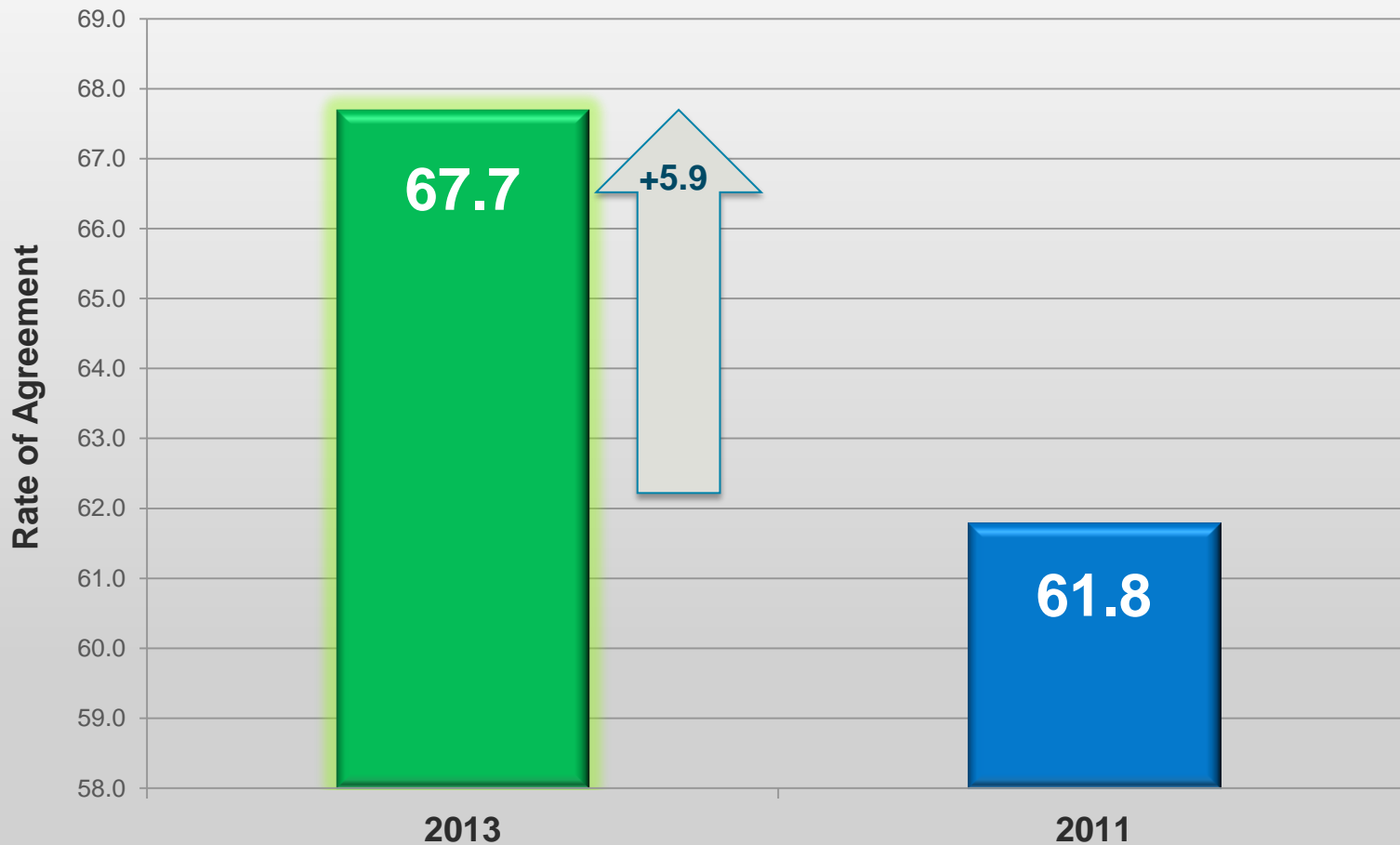


Please note that in the following Tables, the numbers shown represent the '**Rate of Agreement**' which is the sum of the 'Strongly Agree' and 'Agree'.

# Composite Rate of Agreement by Construct



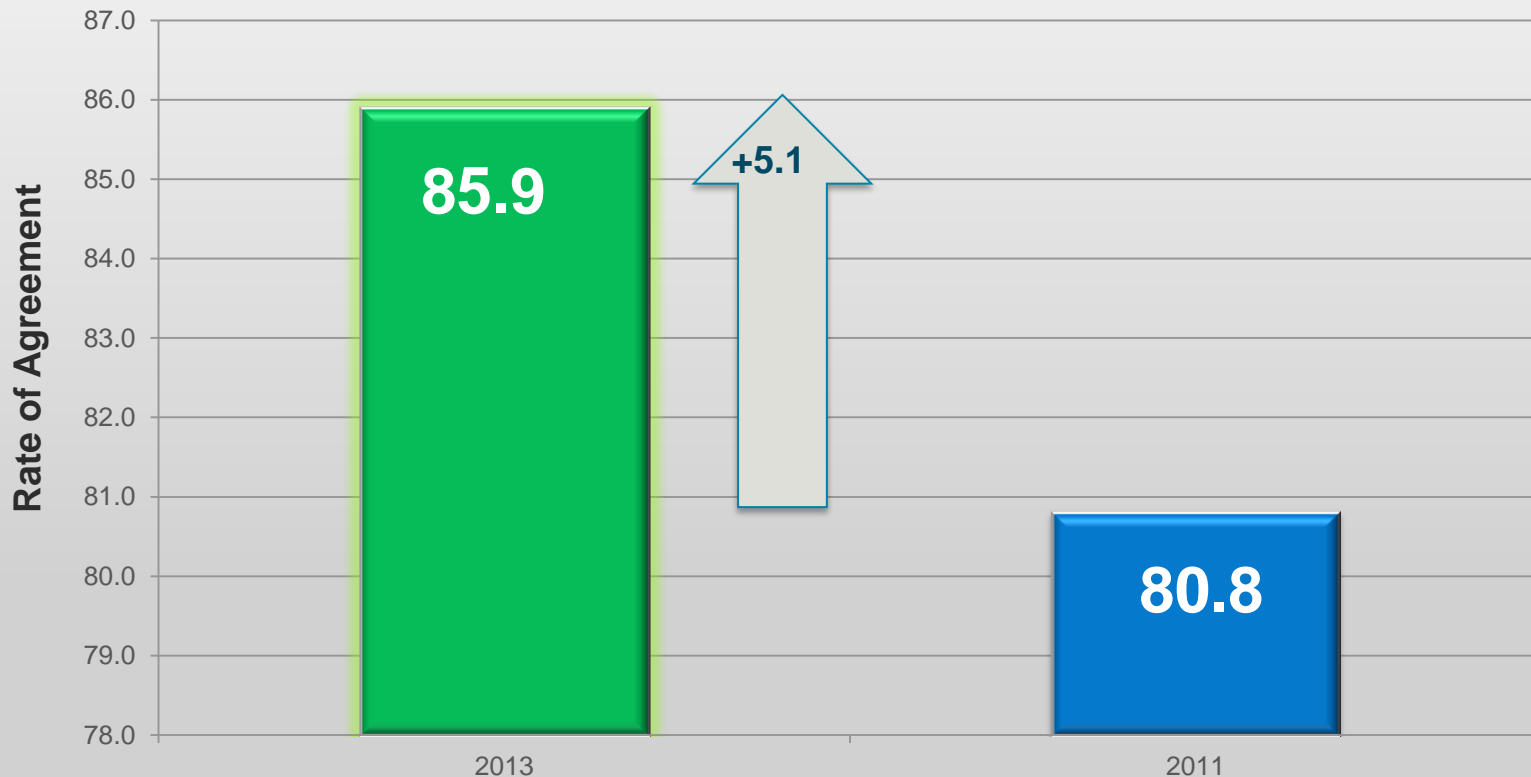
# Time Showed Most Increase in Rate of Agreement



# Time Items with Increased Agreement

| Survey Item  | 2013        | 2011 | 2013-2011 |
|--|-------------|------|-----------|
| The non-instructional time provided for teachers in my school is sufficient.                             | <b>67.4</b> | 60.6 | 6.8       |
| Teachers have time available to collaborate with colleagues.   | <b>72.7</b> | 66.0 | 6.7       |
| Teachers have sufficient instructional time to meet the needs of all students.                           | <b>68.6</b> | 62.6 | 6.0       |
| Efforts are made to minimize the amount of routine paperwork teachers are required to do.                | <b>56.4</b> | 50.5 | 5.9       |
| Teachers are allowed to focus on educating students with minimal interruptions.                          | <b>70.7</b> | 65.1 | 5.6       |
| Teachers are protected from duties that interfere with their essential role of educating students.       | <b>74.2</b> | 68.9 | 5.3       |
| Class sizes are reasonable such that teachers have the time available to meet the needs of all students. | <b>64.0</b> | 58.8 | 5.2       |

# Instructional Practices Showed Highest Rates of Agreement; Second in Growth



# Instructional Practices and Supports Items with Increased Agreement

| Survey Item   | 2013        | 2011 | 2013-2011 |
|---|-------------|------|-----------|
| Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy). | <b>83.5</b> | 77.3 | 6.2       |
| Teachers are assigned classes that maximize their likelihood of success with students.                        | <b>74.1</b> | 67.9 | 6.2       |
| The curriculum taught in this school is aligned with Common Core Standards.                                   | <b>97.7</b> | 92.0 | 5.7       |
| Teachers work in professional learning communities to develop and align instructional practices.              | <b>89.9</b> | 84.6 | 5.3       |

# Instructional Practices and Supports Items with Increased Agreement

| Survey Item   | 2013        | 2011 | 2013-2011 |
|---|-------------|------|-----------|
| Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. | <b>86.2</b> | 82.4 | 3.8       |
| Local assessment data are available in time to impact instructional practices.  | <b>88.5</b> | 85.6 | 2.9       |
| Teachers use assessment data to inform their instruction.   | <b>94.4</b> | 92.0 | 2.2       |
| Teachers are encouraged to try new things to improve instruction.   | <b>93.6</b> | 91.7 | 1.9       |
| State assessment data are available in time to impact instructional practices.  | <b>64.4</b> | 64.0 | 0.4       |



# Educators Report More Agreement with Items Related to School Councils

| Survey Item  | 2013        | 2011 | 2013-2011 |
|--|-------------|------|-----------|
| The school council makes decisions that positively impact school staffing and schedules.                                 | <b>85.8</b> | 81.6 | 4.2       |
| Parents on the school council are representative of the diversity within the school community.                           | <b>83.7</b> | 79.7 | 4.0       |
| Overall, the school council provides effective leadership in this school.  | <b>87.5</b> | 83.7 | 3.8       |
| The school council makes decisions that positively impact instruction (i.e., curriculum, instructional practices, etc.). | <b>88.8</b> | 86.1 | 2.7       |
| Teachers on the school council are representative of the faculty (i.e., experience, subject/grade, etc.)                 | <b>90.6</b> | 88.1 | 2.5       |



# Teacher Leadership: Increased Agreement with Decision Making and School Improvement Processes

| Survey Item  | 2013        | 2011 | 2013-2011 |
|--|-------------|------|-----------|
| Teachers are relied upon to make decisions about educational issues.               | <b>83.5</b> | 79.7 | 3.8       |
| The faculty has an effective process for making group decisions to solve problems. | <b>74.8</b> | 68.9 | 5.9       |
| Teachers have an appropriate level of influence on decision making in this school. | <b>66.6</b> | 62.1 | 4.5       |
| In this school we take steps to solve problems.                                    | <b>82.7</b> | 78.5 | 4.2       |
| Teachers are trusted to make sound professional decisions about instruction.       | <b>84.9</b> | 81.0 | 3.9       |

# Increased Agreement with School Leadership Items

| Survey Item   | 2013        | 2011 | 2013-2011 |
|---|-------------|------|-----------|
| Teachers feel comfortable raising issues and concerns that are important to them. | <b>72.1</b> | 67.6 | 4.5       |
| The school improvement team provides effective leadership at this school.         | <b>83.7</b> | 79.2 | 4.5       |
| The school leadership consistently supports teachers.                             | <b>79.6</b> | 75.3 | 4.3       |
| There is an atmosphere of trust and mutual respect in this school.                | <b>74.5</b> | 70.4 | 4.1       |
| The faculty are recognized for accomplishments.                                   | <b>80.7</b> | 77.0 | 3.7       |
| The faculty and leadership have a shared vision.                                  | <b>83.6</b> | 80.2 | 3.4       |

# Increased Agreement with School Leadership Items

| Survey Item  | 2013        | 2011 | 2013-2011 |
|--|-------------|------|-----------|
| Teacher performance is assessed objectively.                                 | <b>90.0</b> | 87.4 | 2.6       |
| Teachers receive feedback that can help them improve teaching.               | <b>86.6</b> | 84.4 | 2.2       |
| The procedures for teacher evaluation are consistent.                        | <b>89.7</b> | 87.6 | 2.1       |
| Teachers are held to high professional standards for delivering instruction. | <b>94.1</b> | 92.3 | 1.8       |

# Only Two Questions Where Rates of Agreement Decreased: Technology

| Survey Item   | 2013 | 2011 | 2013-2011 |
|---|------|------|-----------|
| The reliability and speed of Internet connections in this school are sufficient to support instructional practices. | 75.6 | 81.7 | -6.1      |
| Teachers have access to reliable communication technology, including phones, faxes and email.                       | 94.0 | 94.5 | -0.5      |

# Induction Support for New Teachers

Overall, there are positive findings; however, these numbers should be noted:

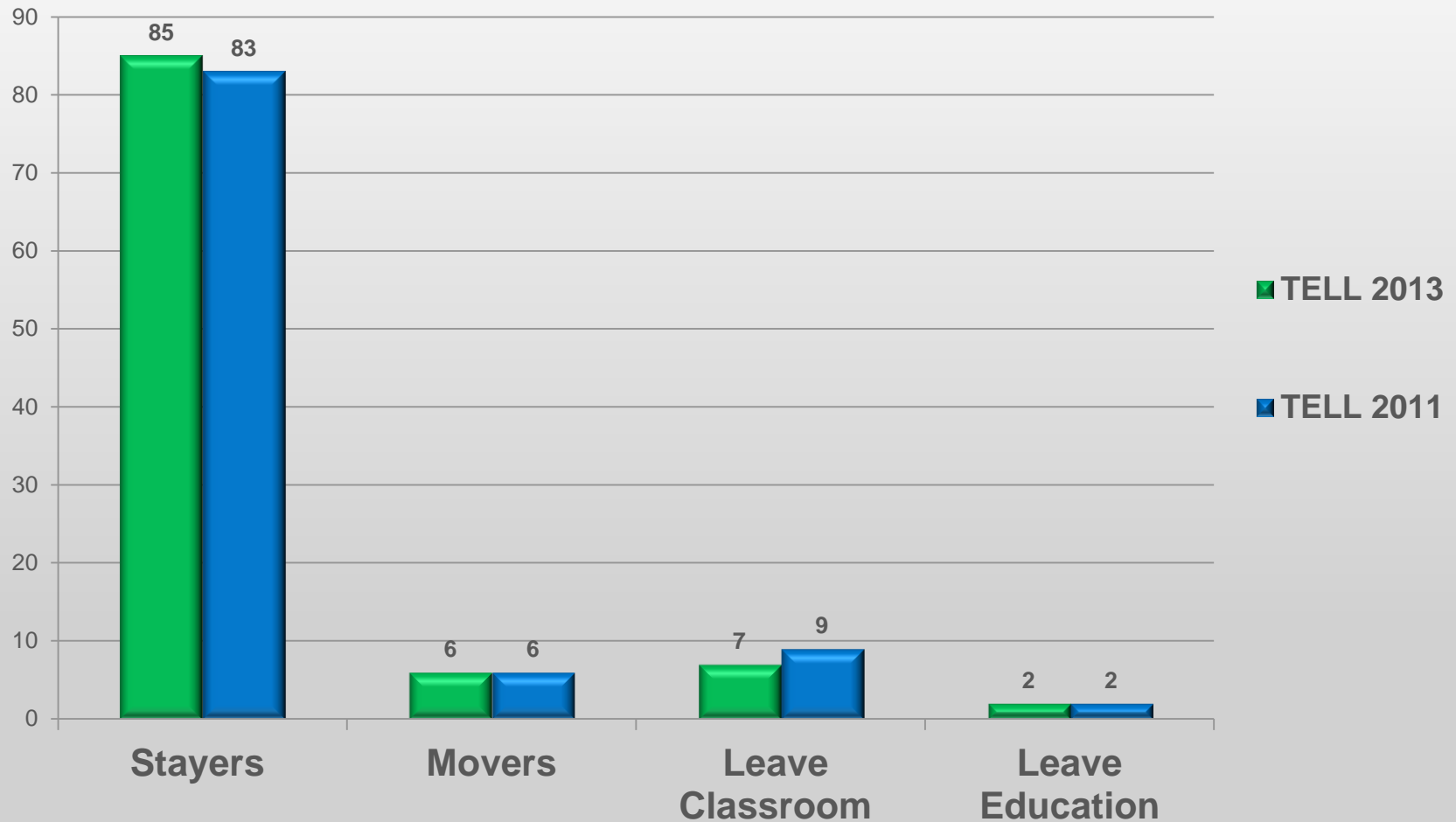
- Nineteen percent of the 5,452 novice teachers responding to TELL were not assigned a mentor; 2 out of 10 did not attend any orientation and one-quarter did not have access to professional learning communities.
- Of new teachers assigned a mentor, the following percentages never worked with their mentor on:
  - 14% - analyzing student work
  - 13% - reviewing results of student assessments
  - 12% - developing lesson plans or aligned lessons with state and local curriculum

In the coming months NTC will provide a Brief that highlights more of the New Teacher findings.



# Immediate Employment Plans

Q10.1 Which of the following best describes your immediate professional plans? (Select one.)



# Questions Related to State Standards

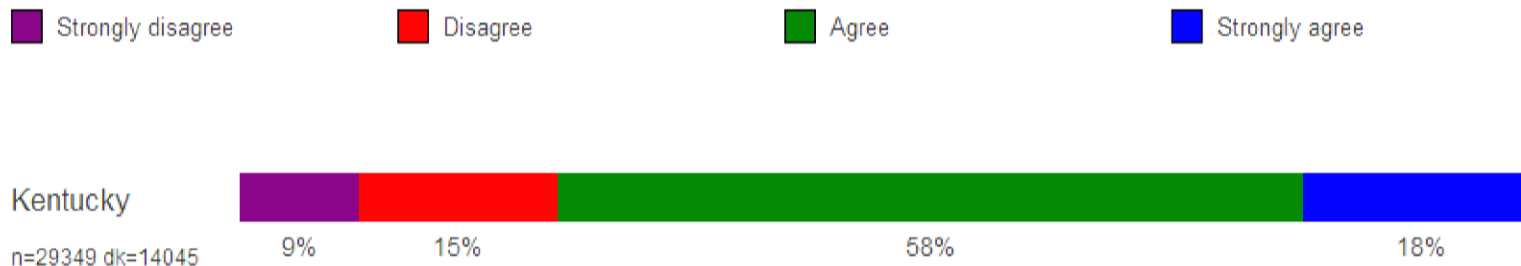
| Survey Item   | 2013 Rate of Agreement |
|---|------------------------|
| The curriculum taught in this school is aligned with Common Core Standards.   | 97%                    |
| Q8.2 In which of the following areas (if any) do you need professional development to teach your students more effectively? Common Core       | 50%                    |
| Q8.3 In the past 2 years have you had 10 clock hours or more of professional development in any of the following areas? Common Core Standards | 65%                    |



# Use of 2011 TELL Survey Results

Since the release of the 2011 TELL Kentucky Survey results, the Kentucky Department of Education (KDE) and each of the TELL Kentucky Partners engaged in extensive outreach with stakeholders across the Commonwealth. The goals of outreach efforts were to emphasize the importance of the TELL data and to provide guidance in how to use the TELL data for improvement planning.

**Q10.7 At this school, we utilize the results from the 2011 TELL Kentucky Survey as a tool for school improvement.**



# District 180

Since the 2011 TELL results were released, KDE has focused efforts on District 180 in order to utilize the findings when working with school leaders.

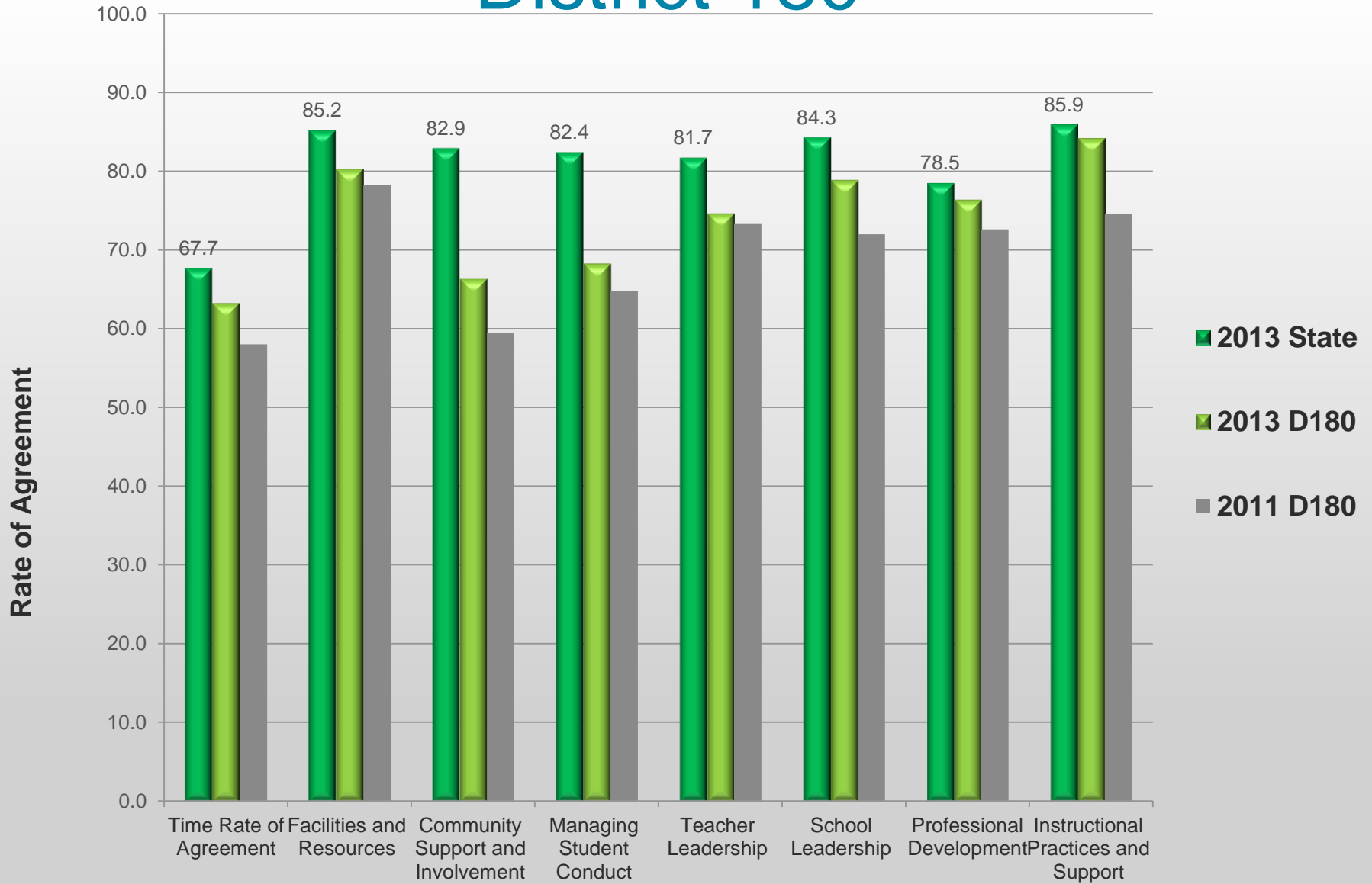
Preliminary results are very encouraging; for example:

- The Rates of Agreement in District 180 schools, as a group, increased overall and increased more than the state.
- Cohort 1 reports the highest Rates of Agreement overall.
- Cohort 2 reports the most increase in Rates of Agreement overall.
- The areas of most improvement for Cohorts 1 and 2 appear to be the two areas which also showed the greatest connection to student achievement in 2011: Community Engagement & Support and Managing Student Conduct for Cohort 1 and Community Engagement & Support and School Leadership for Cohort 2.
- Instructional Practices rates of agreement are almost equal to the state.

In the coming weeks, NTC will provide a detailed report on the findings in these schools.



# District 180



# Summary

- More educators took the TELL Kentucky Survey (86.7% in 2013; 80.3% in 2011).
- Educators report:
  - ✓ More agreement in the areas of Instructional Practices and Supports, School Leadership, and School Councils;
  - ✓ More teacher engagement in decision making processes; and
  - ✓ Highest increase in agreement with items related to Time, although the lowest area on the survey.
- Only two questions declined in agreement from 2011 to 2013 and are related to technology.
- Improvements in key areas assessed by the TELL Survey validate efforts made by state leaders to use the data since 2011. Areas include: Time, Instructional Practices & Support, Community Engagement & Support, Managing Student Conduct, and Leadership.



# Supports & Next Steps

School and district leaders have been encouraged to review their data using the continuum in the **Kentucky Standards for Teaching Conditions** and begin plans on how to incorporate findings into the school improvement plan for next year!



## TEACHING CONDITIONS STANDARD 2—FACILITIES AND RESOURCES

Facilities and resources are provided for teachers to deliver quality instruction.

### 2a. Materials and resources are available to facilitate quality instruction.

*Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.A, 3.1.C, 3.1.D*

| Exemplary  | Accomplished  | Developing  | Insufficient  |
|--|---|---|---|
| Teachers have access to a wide range of high quality instructional materials and resources.  | Teachers have more than sufficient access to appropriate instructional materials and resources.   | Teachers have access to appropriate instructional materials and resources.  | Teachers have limited or no access to appropriate instructional materials and resources.  |
| Teachers have reliable access to a wide range of materials and resources that meet the instructional needs of teachers and the learning needs of students. | Teachers often have access to a wide range of materials and resources that meet the instructional needs of teachers and the learning needs of students. | Materials and resources are available to meet instructional needs of teachers and the learning needs of students. | Resources are limited, or unreliable, insufficient, and generally do not meet the instructional needs of teachers and the learning needs of students. |

### 2b. Technology facilitates 21st Century learning opportunities.

*Kentucky Teaching Conditions Survey Questions to Inform Reflection: 3.1.F, 3.1.G, 3.1.H*

|  |   |   |   |
|--|---|---|---|
| Teachers have reliable access to a wide range of 21st Century technology across classrooms that are well integrated into the instructional practices of the faculty. | Reliable and available technology meets the 21st Century instructional needs of teachers.   | Technology is available to meet the 21st Century instructional needs of teachers.   | Technology is unreliable, insufficient, and generally does not meet the instructional needs of teachers or provide 21st Century learning opportunities.         |
| Training is consistently provided to teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices.                 | Technical support is provided to teachers to ensure quality access and use of technology. Training is often provided to teachers in the utilization of ever-evolving technology in ways that positively impact instructional practices. | Technical support is provided to help teachers to access and use technology. Training is provided to teachers to ensure quality access and use of technology to enhance student learning. | There is little or no support to access and/or use of technology. Little or no training is provided to teachers to ensure quality access and use of technology. |
| Teachers have consistent access to 21st Century communication technology which facilitates integration into student learning.  | Teachers have access to 21st Century communication technology and are often able to integrate into student learning.  | Teachers have access to sufficient 21st Century communication technology.   | Teachers have limited or no access to communication technology.   |



# Tools for Using Your Data

TELL Kentucky

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## TELL Kentucky

Teaching, Empowering, Leading and Learning

**School Boards**

**District Leaders**

**SBDM Councils**

**KEA District Leaders**

**NEW!** Standards for Teaching Conditions recently adopted by the Kentucky Board of Education!

KENTUCKY TEACHING CONDITIONS STANDARDS

TELL Kentucky  
TEACHING, EMPOWERING, LEADING AND LEARNING

Shaping Our Future  
The TELL Kentucky Teaching Conditions Survey  
Participant Guide

Using Your TELL Data  
A Guide for School Leaders  
April 2013

Understanding and Improving Teaching Conditions  
KEA Guide to Using Your District TELL Kentucky Results

Thank you to the Final Response Rate

click here.

Steven L. Beshear

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The 2013 Winner's Circle Awards will be announced in September.



In the coming months, NTC will release additional findings and reports which will be posted on the [www.tellkentucky.org](http://www.tellkentucky.org) website. Reports will include connections to student achievement, teacher retention, findings by grade level, new teacher support and District 180.

Congratulations for a very  
successful TELL Kentucky year  
and for “Taking the Reins” and  
leading the way for other states  
across the nation!

FOR MORE INFORMATION

Ann Maddock

[amaddock@newteachercenter.org](mailto:amaddock@newteachercenter.org)

919.600.4945