Daylene Long ([00:03](https://www.rev.com/transcript-editor/shared/QCMyuLH-MZmTuNamNCNQH-KPCRDhX8Wz-mMogadiUo6GjB-JeLEBxufAwBJMqzLFVCFwcBcMcU-Q61KVqVdnzjcLaEg?loadFrom=DocumentDeeplink&ts=3.93)):

Okay, so why don't you tell us a little bit about today's.

Kimberly Herder ([00:11](https://www.rev.com/transcript-editor/shared/kJsJuemCGTWkkSpVKxozLsD1hSlssjYwD_9C_AMlACy5W1jjVcZDlGda5Dhx4fMBuFevqMRTtPdaSlzLP0CVwM5msBE?loadFrom=DocumentDeeplink&ts=11.49)):

This is Cody Christensen. He has been teaching in Colonial Beach High School, colonial Beach, Virginia since 2016. It's grades eight through 12, high school 620 students. It's a title one school, and this fall, the administration moved him from in this classroom to the district, it ordering person or curriculum and curriculum ordering

Daylene Long ([00:51](https://www.rev.com/transcript-editor/shared/0saYEEwKzbVNFUbuA3B06olicns1qjRQc0gUNUI2EViogsfvqKIswJr3opWYosRk6a3HyywDVTTUbjeF-QmvRvoMgJ4?loadFrom=DocumentDeeplink&ts=51)):

Because their main goal for this year is aligning budget

Kimberly Herder ([00:53](https://www.rev.com/transcript-editor/shared/9qHnBJkl7HywXyw8hCeUTHIayjJlXfmV7q8yHG5IE5AuUILT8gQ2gnF4AkLew65Qgi5St0JP2uV2AQiyFhb9JxI3ZJM?loadFrom=DocumentDeeplink&ts=53.97)):

With academic goals

Daylene Long ([00:56](https://www.rev.com/transcript-editor/shared/Vk-9-xRFXh808wcixyv9_I_YeotWOAmVSFhfYH8-dydmw_5EwXn3EgBV7EQ-6Fz-GbybVwttWjv_itFyNx9hA-QwPs4?loadFrom=DocumentDeeplink&ts=56.37)):

Also to increase staff retention, and the main way of doing that is increasing professional development. Okay. Do you know what any of their district academic goals are?

Kimberly Herder ([01:09](https://www.rev.com/transcript-editor/shared/a8sTXzH_K__cO1EuRZsVnd4-LzLWcyr1MjVatPCWcfoCos3eYOZzPSBi-IDBdMPBWnUIN8y7FEJVgq-qwtW9v7kl6aY?loadFrom=DocumentDeeplink&ts=69.84)):

Yeah, right now they're in the bottom half of the state, but so science, all the STEM needs to, well, in reading everything needs to go up. They say he's down as an Amazon and Flynn loyalist, but does mention Carolina in previous ordering. So his position is to get the classrooms, technology and curriculum everything up to, apparently that seems to be the biggest goal is the complaint of they're not in the 21st or 20 century. So

Daylene Long ([01:54](https://www.rev.com/transcript-editor/shared/ORQqt6z0z4n3SiGOF9WV5RVTlIIPiCcoz0xQFtNgujDaJk3wsoV_TW0KqfR86GDkxvRjQPJ0ei2PBbV0rK59ol4_3AE?loadFrom=DocumentDeeplink&ts=114.09)):

In terms of technology

Kimberly Herder ([01:56](https://www.rev.com/transcript-editor/shared/7a_yYxd1f4SAKItK0OqD9Mr6DfuNDW_g06YumVGHXQWhBJJzL0tyGvEBtruwoH0NJS7BcQy3fMYmgN-6etFT8kfLgOY?loadFrom=DocumentDeeplink&ts=116.1)):

And curriculum.

Daylene Long ([01:57](https://www.rev.com/transcript-editor/shared/7xt16jaj87fGpD0FrNeFLDhyE8q1Y77SHKfzheWSwRnsK0xGEc6oc-EltJI3w9hV0eexZPjv5kYfYciQt1G3pcurZAg?loadFrom=DocumentDeeplink&ts=117.45)):

And curriculum. Okay. And they're Virginia. Let's see, what did he teach when he was a teacher?

Kimberly Herder ([02:07](https://www.rev.com/transcript-editor/shared/n7h9VYdFKquLik7C7w-xOJCxJVZUZfPwKvxZX2O1Vnv5idCvlKfBWA6jDbRBlCnvcsOECTSjZ7dmeWz1IBq-yK0UFoI?loadFrom=DocumentDeeplink&ts=127.56)):

He was the science chair. He's

Daylene Long ([02:10](https://www.rev.com/transcript-editor/shared/i8yoanQjEbx_eKrb4uX5US2HbeB1dPu-kezsd2BTzzVJX8ZaLQGrG6OAOwO9iX5Mv-3_lAtgqmqXwrGiSqkT36BvkGk?loadFrom=DocumentDeeplink&ts=130.2)):

The science chair.

Kimberly Herder ([02:12](https://www.rev.com/transcript-editor/shared/LeCBMQh0rAUBCjAOBnwljro8DHsr4PMddFXF0-sXKxDYRNaw1FUIGWs62h-QzDlgqclgnLRQ65drlIDQKheXfaQ_jsc?loadFrom=DocumentDeeplink&ts=132.7)):

So he did have biology, chemistry,

Daylene Long ([02:18](https://www.rev.com/transcript-editor/shared/0S2t_A0iTlWpGEwkgjnsKTJVfF6d5zehSa72UtY3p5G-hOlA6czcy9M8RC4Lbu7B5niiLNQKVdh088u6m2hmTH-Achc?loadFrom=DocumentDeeplink&ts=138.33)):

But he clicked the life sciences box, so we know at least he was a life science teacher. Let's see. Any other thoughts on Cody?

Kimberly Herder ([02:38](https://www.rev.com/transcript-editor/shared/9NAWIXCYTfYUX1DJuFuGigIyfrJuQ258ZFsz87fZdhyarBjOGjcJP2RqJjHNM90dsH02v9WYDCkwIGX50uNNonASXMk?loadFrom=DocumentDeeplink&ts=158.01)):

Well, he is been teaching, looks like he did his schooling in Utah and was there for about 10 years before he moved to Virginia. Looks like he got married about that time. You

Daylene Long ([02:53](https://www.rev.com/transcript-editor/shared/K97YdnOSoS5GTaT1X3eyusJHRICxaJo_J4Mq0inpEIxWT9_Oq-_fp4oru3G4N4RcGm59_nP77RVE-_5qOPr_T1ct5eQ?loadFrom=DocumentDeeplink&ts=173.76)):

Know everything, Kim. All right, I'm trying. You ready?

Kimberly Herder ([02:57](https://www.rev.com/transcript-editor/shared/DymLm-1JfrZv9I_E_aYEYJGOIG0naZ9lcJOiniSpl1C_pysv62MtC48WccXU3RnZZ9Kq4IXEJwb2YtpDfVeP47ODCRQ?loadFrom=DocumentDeeplink&ts=177.75)):

Yep. Hey there. Hello. Cody Christensen. That's

Cody Christensen ([03:21](https://www.rev.com/transcript-editor/shared/I0Gr_promkgcxwV6Ttt8uMCYCJmI_nDsHqpR0zhHxDHEUFzOmAjQwABigT-EdNmX0ve0-1-CnGtU4IGM5ShSoUHIHKA?loadFrom=DocumentDeeplink&ts=201.34)):

Me.

Kimberly Herder ([03:21](https://www.rev.com/transcript-editor/shared/f_7I1V7xxo9d8nYgkt_JHjR0Aa4wia3coS3TxOQiVpXMvh_AAJvojK6XDhpLD7iiKFq965gu4o-wDThYRkmvbr-gU0g?loadFrom=DocumentDeeplink&ts=201.85)):

Okay, well I'm Kim Herder and I'm with Daylene Long and we're with Catapult X and doing science, life science research and very happy that you've said yes to the interview and in the next 40, 45 minutes is going to go pretty quickly and we're going to ask you lots of questions. Okay.

Daylene Long ([03:49](https://www.rev.com/transcript-editor/shared/SKJ6sUmRzAn3MEYqFJthb6Relb_5crOy4tiA8NCbdvi9-WH_TdYYpj3-8KrUoq25Pp39Lllc849dw0pGodGh-yMRE8Q?loadFrom=DocumentDeeplink&ts=229.84)):

Cody, do you have a way of turning up your audio just a little bit?

Cody Christensen ([03:53](https://www.rev.com/transcript-editor/shared/llgkl1jjdFQgpQ42-6YhljJhN8sKJk3eq8fgczma39573V3q_Mj-IqYIvmqVJ3AoSGWz72vtowlsmqPYHnyXfyf1-MM?loadFrom=DocumentDeeplink&ts=233.59)):

Lemme see if I can manage that. Let's see. Let's see. Is that any better?

Daylene Long ([04:11](https://www.rev.com/transcript-editor/shared/B1epLw2BYzTehZ5RcpkusFuBBnvxlIgmm4ZsXOjfHCS2WMVfvENA_alEGa_REu1MX-gBni0UWougZyJhDMkC9_mYX1Q?loadFrom=DocumentDeeplink&ts=251.02)):

That's a little

Cody Christensen ([04:11](https://www.rev.com/transcript-editor/shared/bqKKfJKPBtchAc7cyvAYJyD1hMbHZ9H9rx4AMA_ErRWDKWjydzb-kc9Wm6Sh11j0BOni6dGsQRoquv9MnsVjC3RxJJc?loadFrom=DocumentDeeplink&ts=251.62)):

Bit better,

Daylene Long ([04:12](https://www.rev.com/transcript-editor/shared/37SOy897hRsZ2xi-qsJqVQaya5Vyi2Szgs7Kwc1H6v1JuNoV2YIdPwbatF9H5Pi_wOavNSPH0h4QAipE5x6GZrmKdS4?loadFrom=DocumentDeeplink&ts=252.31)):

Yeah, there we go. Okay. Okay, and we are recording today, but it's just for note taking purposes. I promise you won't end up on YouTube and I'm not going to ask you to do a TikTok dance, so just wanted to let you know that I need to be able to keep all my notes in order and not forget things and all that other kind of good stuff. Let's see. So I want to just kind of go through a few of the basics. Let's see. Sorry, it's eight in the morning, so I'm kind of trying to get my UNC caffeinated brain going.

Kimberly Herder ([04:54](https://www.rev.com/transcript-editor/shared/e-H43jDyOwDRkq6-WvvSTAhGGH-N3aR-iWLOJs0RWuyXc0NwRaVqdphxoSPdoed8SpQ49ydPGH8JXTsdESirH8iIVqw?loadFrom=DocumentDeeplink&ts=294.31)):

Well, I'll fine jump for a second. I'm going to jump off screen here in a minute and do the technical stuff, but watch that from behind and then jump back in when necessary. But when Daylene is done with her kind of prep for you too, we'd like to hear a little bit about you and your background for a minute too. Okay.

Cody Christensen ([05:12](https://www.rev.com/transcript-editor/shared/QIT-Dl4gngwbrMhAGITBuZmR3jQdZqS4nwQGbMXBand7gdJn6JAp0ZFRCv12bjBqZTHqPePGlDtHOy-ym1-38auSXEU?loadFrom=DocumentDeeplink&ts=312.1)):

Okay. Yeah.

Daylene Long ([05:15](https://www.rev.com/transcript-editor/shared/fH-SCEgaY1ESUGNsgIbhN5-lXsMgIvFgWWmQe0FoufvGotX-Xdp0JAzQ7GQlggKf4X3rvALnZKLzO3tTB0OmN36LdWU?loadFrom=DocumentDeeplink&ts=315.43)):

Okay. So let's see. One of the main goals for this, Cody, is that we really want to understand, we have a client that really wants to understand what the experience is when you're buying life science materials for classroom or for multiple classrooms. Kim told me that you've been a science department chair and that you're at the district now. So we really want to understand what those goals are, what those experiences are, and the objective is to better serve educators. We want to know where our client can be better at any part of the process, that kind of thing. And then at the end, we're going to give you a chance to kind of speak directly to the product development teams that we work with and to kind of say, oh, you know what? In an ideal world, I would love it if this were available for teachers or I would love it if this were available for students.

Daylene Long ([06:18](https://www.rev.com/transcript-editor/shared/FoGAzM4F66yq0p5K_duvxqq8cQPYLZLCJuLnpwoxQ6Uky2iK8-BEPXxmo1yQTqa8XjzgAEHNbcNiB9vgxxT0qjiMExs?loadFrom=DocumentDeeplink&ts=378.23)):

So kind of thinking through those things of how can we work together to really support science teachers and support science education learning. So that's our main objective. You're going to see that we ask a lot of what and why questions, just kind of digging around for how you feel about things. Anything that either brought you joy or that you found frustrating or any of those kinds of things. There are no right or wrong answers and a lot of people, it helps them to think of Kim and I as filming a documentary where we're kind of like, okay, we're doing a documentary inside your classroom of the science materials and how they work for students and how they work for teachers and that kind of stuff. So that's the basic fundamentals and as Kim mentioned, we'd love to hear just a little bit more about especially your new role at the district.

Cody Christensen ([07:21](https://www.rev.com/transcript-editor/shared/8eog8BS4oI7pNxn4x_v1sasGA0rDS2Tzi5ibjrq7ZU1w5R2sxuk9ti4THcX4ZDp5Mvm1WnTGgVFUVHsgMzI-gtsUg5Y?loadFrom=DocumentDeeplink&ts=441.59)):

Okay, so let's see. I was teaching science here at Colonial Beach. I've been teaching science for nine years. This year I actually moved over, so my new job is an instructional technology resource teacher, so I'll be dealing a little bit more with the technology side of things.

Daylene Long ([07:43](https://www.rev.com/transcript-editor/shared/QHxZ4-zwsQZtXIJBH_OVpAKIi8y0DAhzC4YlP7MPdICVRMjDV07GxrE32mrvuKU5E39HrSvvO7aQNfFcWcml8XK632g?loadFrom=DocumentDeeplink&ts=463.22)):

In your last role though, you indicated that you had purchased some life science materials for your school?

Cody Christensen ([07:51](https://www.rev.com/transcript-editor/shared/q8vWELkQOQPtiGla-EKu8t9zqhNAva-VvZfThRUbJXEP0pOwpJbO1_Eqp53Bc4zlW2lwYBKJ05az0cVqLO6yQtqz-C4?loadFrom=DocumentDeeplink&ts=471.08)):

Yes. Is that

Daylene Long ([07:51](https://www.rev.com/transcript-editor/shared/VYsvHjzQjQefsRD-2VQr7lapCqoJIr-kqKPjmydxIeZVXtUBaaayotwFSO4J7rVWgg6NFWntmQI6OG49q6QRkGbajfA?loadFrom=DocumentDeeplink&ts=471.29)):

Correct? Okay. I think let's start there and then let's maybe move a little bit more into maybe how your objectives and stuff have changed now that you're of the district and how that looks different and that type of thing, if that works for you.

Cody Christensen ([08:05](https://www.rev.com/transcript-editor/shared/qe59MQ-NZw3AYS8i0NJvYhUlW9w4EvV9CHC2mpBNXge6iHZP_VYlO7OCe5SY6BP3Z2CVAENB6Gq3TjvC5lszTaSIVWo?loadFrom=DocumentDeeplink&ts=485.69)):

Okay.

Daylene Long ([08:07](https://www.rev.com/transcript-editor/shared/cfJ9LwtOEpJoVAntmd3A0mUulGrd0Z1z1DdmC3VgigMqWKfzOMJyyKyKCfLJ2BgJcuNefvfi3170PPem8X21nHN1FeY?loadFrom=DocumentDeeplink&ts=487.58)):

Okay. So you had mentioned in the last six months that you had purchased some life science materials. Tell me a little bit about that. What was the first moment that you went, okay, I need to get something for the classrooms?

Cody Christensen ([08:22](https://www.rev.com/transcript-editor/shared/RDEuWLCrU-t5ZwDzYIpAHY07-CE-geZWQKp-mPL1KB5Tn43hn8ZdBOB57zeloYlmOYGOcBavlKY1gW4epSw2tXEmyTw?loadFrom=DocumentDeeplink&ts=502.46)):

So for this, a lot of the things I do, I did do place an order every year to make sure we have the things that we need for the classroom every year we need a few new beakers because some of them get dropped. Glass stir rods are one that we go through a lot and then just making sure we had those, I'm trying to think of the word, those usable materials, the ones that get consumed as the year goes on. Things for labs, especially dissections that we would just need, again, going through the process of deciding where I would buy them mostly I went online. We had a couple that we had approved in years past. I think that situation's a little different now. More recently they did approve Amazon as one of our orders, but a lot of those things like if I really wanted to get owl pellets off of Amazon, that's a little bit harder to find than it is going to an actual science dealer, I guess not dealer supplier. There we go. And so I went through one of the companies that we already had connections with because I'd already used them and that was just kind of my default, who I went with.

Daylene Long ([09:43](https://www.rev.com/transcript-editor/shared/amofFRX0bH-PEihTRsk05g7U_DpUvdKHLM8pTuvl9B-EdSYwfjFNBNiAQEGxv8dNhffTh3QtT0yW6e354_z5vppye9A?loadFrom=DocumentDeeplink&ts=583.95)):

So a couple of things. I apologize for my cat's tail coming in and out of the video. She is one of our office workers. I like to call her the insubordinate because I can tell her not to run in front of the camera all I want and it won't happen. Going back to when you kind of do an inventory to see what you're going to need for next year, when does that occur and when does your ordering occur?

Cody Christensen ([10:12](https://www.rev.com/transcript-editor/shared/91ImrGAtUAmFMnCuP-lyp3iLM4Sj-vVv9fJHXXPPFSV_53mMdun-BhOGxJodXDZynBlZqzJ1B0hInVotl5xBQeqKACE?loadFrom=DocumentDeeplink&ts=612.9)):

So the inventory kind of needs to take place throughout the year. I have certain labs that we do and I need to take count of what it is I'm going to need. The order doesn't usually end up coming till the end of near the end of the semester when students are going to be getting their grades in and I'm getting ready for the next year unless I just completely forgot to do it. Then it would come at the beginning of the next semester before we start in with new things.

Daylene Long ([10:44](https://www.rev.com/transcript-editor/shared/dUjy9n-0RGvP3-XN4SuKYCN1WT30Q1G96JyPF0IE5X2FzBfQFqmMdtWPz7VlsbGw1O7cdqUh-SZrJibxDdCp7ZSswBk?loadFrom=DocumentDeeplink&ts=644.79)):

So you do it each semester or you do it once a year?

Cody Christensen ([10:49](https://www.rev.com/transcript-editor/shared/qWW7NjeVXkyZ_7-oN_4S8oT9_c6WATuZeP1HmqvQe6yJYqImuY8BJ9onZcmNqOT7TI3-pN7fN7TPbJt8vpizBKV62Cc?loadFrom=DocumentDeeplink&ts=649.47)):

I typically had two orders a year, so one per semester

Daylene Long ([10:54](https://www.rev.com/transcript-editor/shared/9504PQvHx73QSuurMwUjBKG4bR2n8ew3Oy6Cw5ySFkziAC9-SgLdPaNnWbTGSGuVCDgFvGzcJx8lXQEgNKUrGmloUMc?loadFrom=DocumentDeeplink&ts=654.39)):

And then just because everybody's semesters are different, what months are those usually at the end of a semester?

Cody Christensen ([11:02](https://www.rev.com/transcript-editor/shared/vcgp-4tZVzk0GmnQGseMXAZ0sHfomvmXDjj3zG6ylt8uR0JRTs2PD_2H_VzPQC6X9Enj0MZXiG3PM8aiAYPHHOzItL8?loadFrom=DocumentDeeplink&ts=662.4)):

Typically I would be ordering in December and let's see, may so December and May.

Daylene Long ([11:09](https://www.rev.com/transcript-editor/shared/AvvgKoiq__WnYf7OYRICT7y3rZctweqD5ef7hSfPQg07bXsNwpck63XvePIRWlEGgg88KZNpn5zy05-ZDLhd42_NJns?loadFrom=DocumentDeeplink&ts=669.96)):

Okay, that makes sense. Are there any tools you use to make that inventory? Do you have any spreadsheets or, I don't know, online tools or anything like that?

Cody Christensen ([11:21](https://www.rev.com/transcript-editor/shared/CqqNpBSIZ2EJeuEVhGpdX_EalusN2bEU1X1VxLsAeLmr7gqDLC7NceOiynl025pDlEuR4o1NXPBGcpLKiLWVULHoNfw?loadFrom=DocumentDeeplink&ts=681.6)):

For me, it was just paper and pencil, just remembering what I needed and making sure I made notes.

Daylene Long ([11:27](https://www.rev.com/transcript-editor/shared/WxPtiCpPA_m-HSqDK31M0whH8r1Lds5Mww2Tdm6SNN8sV0hEX_10_JQd-BmlAzhjAXAQ6f92yx_cfYTFCOLzrGAzXZw?loadFrom=DocumentDeeplink&ts=687.18)):

Okay, that sounds good. And you mentioned that you had a few go-to vendors that you've used in the past. Who are those?

Cody Christensen ([11:36](https://www.rev.com/transcript-editor/shared/EMIsBGtUDaMF0zlCshW25KwoZnAOnnMTJs0W1dk8wAVp05Y0iPoas1vZtxyX05il2hA7xHbuarz0I4q6G-7yRfLabWA?loadFrom=DocumentDeeplink&ts=696.48)):

The main one that I can think of now is Flin Scientific. They're the one that was approved when I started working here since then. I think others were still able to buy from other lenders, but they were the one that was approved. So that's kind of the one that's just in the forefront of my brain. I know we've gotten a few of our safety things through Grainger. Again, that was one that I worked with before I started teaching, so it just kind of came to the front of my mind.

Daylene Long ([12:03](https://www.rev.com/transcript-editor/shared/gaacGF8pYCls3Jbvr6PoEKrC1bCtwCX1DevXW0MxcHYDPEzq_sbhh8hE2Cyv0zjPKWFyLqIoEZARF_4lHK-TYdIyIxY?loadFrom=DocumentDeeplink&ts=723.7)):

Okay. Let's see. So with Flynn, is there, what do you typically get from them? Is it the materials you mentioned earlier or give me an idea of what you typically buy from Flynn?

Cody Christensen ([12:18](https://www.rev.com/transcript-editor/shared/zDR2jDain_JswH9fyTprMO39Z93d_uTHCizDzAFVCOc82dCIHlEG-qxPQ3y19_YAU7eoZc-jjTLKDZdf59-ETZAbroA?loadFrom=DocumentDeeplink&ts=738.58)):

The typical year thing would be those consumables. That's the word I was looking for, the beakers every year, making sure we have glass stir rods, making sure we have forceps, but I would also get kits through them. So if I had a particular lab that I knew I wanted to do something new, they had those pre-made lab kits, which were always really nice to have that. I just have all of the stuff in one kit and the issue kind of coming up when those kits had consumables in them that I then had to go back and order again if I wanted to use it the next year and I forgot to, oh, I forgot to get this blood typing kit because I thought I had the kit already.

Daylene Long ([13:01](https://www.rev.com/transcript-editor/shared/0z1PH0Hc3SgzHD1J9h-oBsOgRaEPwNF6-I4HDSa_35LrY4fPBcDCDzERuoy65mCspdsjzbj6j7OMLD3_-tdSPhR3vrU?loadFrom=DocumentDeeplink&ts=781.03)):

Okay. You mentioned the blood typing kit, so there other kits that you particularly like from Flynn?

Cody Christensen ([13:07](https://www.rev.com/transcript-editor/shared/PZ0lyoy0oozCP3fcSVmlULH6SJ50U9tZcj7k-Kq-tmbEea6kqB7rx44ngfl-D-EFOMvj4vWPm9kqHgvdjKrIYsoww94?loadFrom=DocumentDeeplink&ts=787.18)):

Let's see. The blood typing kit was a really good one. They had an erosion kit that I liked that one because I could just use the soil from outside. I didn't have to keep ordering that. There was another one that was bingo for chemistry, it was the stoichiometry bingo. I'm trying to think through a few of our other kits, but yeah, are a few of the Go-to ones that I had.

Daylene Long ([13:34](https://www.rev.com/transcript-editor/shared/RmvrzJXfg85PeMrR2D69W-wrl652P6FZ2KwBDcaLiy9BCzrF5gX2NULLcyEmRL24cckuIHpYo8RZFOR-5U8fafMNFOg?loadFrom=DocumentDeeplink&ts=814.66)):

Were there any that you wish you had that you thought, oh man, we kind of piecemeal this together ourselves and I really wish somebody would come up with a kit for fill in the blank?

Cody Christensen ([13:48](https://www.rev.com/transcript-editor/shared/39SBbmEyDUeMAo34-E_oAyz9UyVKgmjaa3mqpXG6xj4yZq-TaKivmR1sIwVpNJs0SikuKNr6as_NbALckf4PKre3dyw?loadFrom=DocumentDeeplink&ts=828.16)):

Let's see. I'm trying to think through. I think a kit for the different scientists would actually be good. That's one of the things that my students struggled with a little bit was I'm trying to remember which scientists did what, and maybe having a demonstration of how their experiments went as a kit that the kids could do and see, oh, this is what, maybe not bore, but this is what one of the scientists did. Milliken did this as he went through. I think that could definitely be helpful. The other thing was the kids got really excited about the escape room kind of games, but there weren't pre-made ones that I could just purchase and we did end up going through a company, but it was a little bit more elementary. So maybe something like that where it's a lock and a system for them to get to the end would be helpful.

Daylene Long ([14:44](https://www.rev.com/transcript-editor/shared/yPPcCGCK-k5lx1LDbNXZfzq660LNzsX9paHxjkhp5BcnIgn0OJYslTQorD2spxIN7paLLOwjyyoj9nPvhiD0isBEN8k?loadFrom=DocumentDeeplink&ts=884.26)):

Okay. Those are really interesting ideas. The scientist one is really interesting too. Do you guys to incorporate career tech into your sciences or what prompted that? I've never actually had anybody talk about scientist kits before. Yeah,

Cody Christensen ([15:04](https://www.rev.com/transcript-editor/shared/-m1OXkJceqkTqEQsrkQlBM_Zdb8h972qH3HjJzJMQ7t0BXiHN30hYP-BKffkaUOQRf1Cj5Md1SdDDiWTd9z3eJ8NoH8?loadFrom=DocumentDeeplink&ts=904.67)):

Especially for chemistry, that's kind of where I go. I know we're more focusing on life science, but one of the sections for the end of year test, which in Virginia we call those the SOLs, is understanding the processes and part of the understanding the processes, knowing how it came about. So when we look at scientists who found something or proved or at least supported something, we'd like to look at their experiments and what they looked at to help get that information across. So thinking of biology, it would be like Darwin having some of the things that Darwin looked at. We always take a look at the pictures of the fins that he used to figure out that, hey, this is natural selection, and let the kids look at those similarities and the differences and come to their own conclusions from that.

Daylene Long ([16:01](https://www.rev.com/transcript-editor/shared/R5_JopnbvQGchvZMoCEH-ZI5HQzMwES8zzZRJGjD4KQckIA8GTxpEPrwHKGMFsdYA5p5fhcXAuWO-glXh0B76TgTxbQ?loadFrom=DocumentDeeplink&ts=961.07)):

I like it when people teach the how do we know what we know about science that it's not something you're just memorizing, but how do we know what we know is your background in chemistry or your educational background or My

Cody Christensen ([16:16](https://www.rev.com/transcript-editor/shared/6_O_xUecneE4zVIzqPLIN0bd4Za2LkjP3sN2m3z-zXgQ7Sm6pIN2D7LIewZb6w2xogEN_qlArmC-jpqgeB-FzLOrt14?loadFrom=DocumentDeeplink&ts=976.32)):

Background is actually biology. That's where my degree is. And then when I got the job here at Colonial Beach, I was kind of thrown into chemistry. So I taught chemistry for, let's see, seven years straight before

Daylene Long ([16:32](https://www.rev.com/transcript-editor/shared/w8Ok59st6zkCQZe841sHRfS4Q6SAwk8Sqwq9b4m0RWn7VugUM4V6W1fS-91uAJYX929tZQuuN4BGrnUWi4LFnrVRGe4?loadFrom=DocumentDeeplink&ts=992.3)):

They gave that to another teacher. So that was

Cody Christensen ([16:36](https://www.rev.com/transcript-editor/shared/HEp7h2ELa85xi1wRGLOY3_ofKTu03cM17f76AN1zMMSQ_JZ_XApLdtZwa0vFzM1oVzyGHLC5ywOevnh64_JgVWaJ_SY?loadFrom=DocumentDeeplink&ts=996.29)):

Kind of where my teaching focus was, but I also taught a bunch of different, I've taught everything except for physics that we had.

Daylene Long ([16:46](https://www.rev.com/transcript-editor/shared/3378ZMx_j9x668P18AGpvV5JcP3jcOjMh60ZXlkzKMYSy9c5nNH5Y9u2icJfDuRiMb2U6ndLjeeZp9Au7LzS0U39nAw?loadFrom=DocumentDeeplink&ts=1006.73)):

That happens a lot. We see that a lot when we talk to educators. Let's see. Is there anything about your experience with Flynn that you either just really appreciated and liked? And conversely, is there anything that came up that frustrated you?

Cody Christensen ([17:10](https://www.rev.com/transcript-editor/shared/PnxHHBfh_DkS2XrlHFelpMs_PpCYyTiR2RQeaoAgjVPDiuDvKzvO3N0FS8TBAM8bboS54HiGw_1hyQrkN9zA5BigyMI?loadFrom=DocumentDeeplink&ts=1030.79)):

The thing I really appreciated was having the safety data sheets with everything they sent me, just making sure I had that on file. I know that was a requirement that I had to go through and find all the chemicals that we had and find the safety data sheets for them and put them together in a folder. And just getting those when I got the material was really helpful and something that was a little bit frustrating. We had a couple times where I ordered Petri dishes with the algin at the auger in the bottom, and they took a little bit too long to deliver those. I don't know if that was on the part of Flynn or if that was on the part of the distributor, but those actually kind of went bad, so I wasn't able to use those. But they did get me new ones, which ended up being okay, but I did miss the day that I was going to do the lab. Oh,

Daylene Long ([18:08](https://www.rev.com/transcript-editor/shared/vlfNPppxQ3vk0HoiI0InGuv-2o9j1wUH_gOQ89eEAd8BKrsDWwh2PxZV0a3Z0sdLk7QsfWGbUXHM4b5hmQ1wErRtTBw?loadFrom=DocumentDeeplink&ts=1088.16)):

Okay. That makes sense. So it's important to you to get the materials when you need the materials and to ensure that it's usable for your lab. Yeah. Okay. And it's interesting too that you mentioned that one of your requirements is to pull all those safety data sheets together for the chemicals. Is that an OSHA requirement, a school requirement? Who tasked you with that?

Cody Christensen ([18:36](https://www.rev.com/transcript-editor/shared/K7fe-CqhPXDiAQUjX8PsQbp_yNUSybfuRZqtNH6bPO94obljAuqHSd-zINcsNTIgDNh2NYxbz2mw5wimMJuTY3L2_uQ?loadFrom=DocumentDeeplink&ts=1116.99)):

I'm trying to remember exactly who we got in trouble with. I think it was the fire marshal actually, when they went through, they needed to make sure we had the folder, and that was one that I just kind of, when they said, Hey, we need to make sure we have this. When I started working here, I kind of took that to heart because I wanted to make sure I have the information I need. If something happens to any of my students, having forbid I know exactly where to look for that information.

Daylene Long ([19:07](https://www.rev.com/transcript-editor/shared/g4w49s7UQX0N7cFIQVleTMInlc86DvBXWiO07GU-sZI6sbVBhYhwIW43YDJQ_mTGsH_SOILoWOoKHP3EE1wfc7jVTTY?loadFrom=DocumentDeeplink&ts=1147.59)):

Yeah, that totally makes sense. Okay, so we talked about Flynn. You mentioned dissections earlier. Who do you typically go to for dissections? Is that Flynn as well?

Cody Christensen ([19:23](https://www.rev.com/transcript-editor/shared/9795hY9sgeUpiox3rshcIsi-FtYH1ZwDdHoT3srX3T7SwP2izrFsogchrx86-nb82jF1Aq0NbYxBzTllGJZgerVJyyM?loadFrom=DocumentDeeplink&ts=1163.43)):

Yeah, I think it would be Flynn. I know there are a couple other ones, but that's the only one that's really coming to my mind. I'm trying to think through without Googling. I don't remember offhand. Yeah,

Daylene Long ([19:37](https://www.rev.com/transcript-editor/shared/ouXGzjm00_ArJC7nyE435axyQfGdzQfyylFG4GOp5tOjGqGJ41Knq8fzQ0ElrZHl7aBMDXzZjt2w437vZ88s1VePkFE?loadFrom=DocumentDeeplink&ts=1177.08)):

That's okay. Do you remember what kind of dissections you get or things you get to dissect from plan?

Cody Christensen ([19:45](https://www.rev.com/transcript-editor/shared/84EW9_w4mqajCQkVuAF9-Uw0YJ1LG8l4u_IOunRt4eb6ESTH7l00wLmjUYTb5niyoJBWvZSEVtTX28Xkat_4cwpHie0?loadFrom=DocumentDeeplink&ts=1185.57)):

My first year I think we tried the fetal pigs

Daylene Long ([19:50](https://www.rev.com/transcript-editor/shared/uTqu4x-sMGZGSd56Xlp6JUHVAXA8QVSv6slIRNLQJvlQGSNA8EluhZTXn6cNZ-Db8lAj81cxAk6LN3YQIjfDaPs4_To?loadFrom=DocumentDeeplink&ts=1190.58)):

And it was just such a mess that we kind of stopped doing that after my first year. And

Cody Christensen ([19:57](https://www.rev.com/transcript-editor/shared/jUSdXbsGIOkC694C0n29xhaQe140hlbDibdqUzQv2PuSooN_cbQWG-uaURf8Ox84v9PyCrr9qqtiWzaU0XhuZcLn8eQ?loadFrom=DocumentDeeplink&ts=1197.09)):

Then after that, the big one, the one that the kids liked the most was kind of the laced messy was the owl pellets. So owl pellets have the little bones of the rodents that they've eaten in them, and so the kids are able to pull those apart and see what's inside basically.

Daylene Long ([20:14](https://www.rev.com/transcript-editor/shared/zHuNaaYKjjOteSaoyApU83E8nS1u6zph5R0jKxKc3F6V-OiP1fM7L8HCpVTn2rBVi9H4QQl_NMug3SOOb80Bsx1AxpE?loadFrom=DocumentDeeplink&ts=1214.37)):

Yeah. Okay. Interesting. Let me flip through my notes here. Let's see. Do you remember at the school you were teaching at as a science department chair, a little bit about what your budget was and then also maybe the process of ordering for other departments?

Cody Christensen ([20:43](https://www.rev.com/transcript-editor/shared/u_MYIiIPvdNKfOme-LP_gYRGPHED9N07VU2KYDVsYB--2xMdz9GTel_KbSHVJf85sVtSKsmF7dbynWRPx45RBJ-sno4?loadFrom=DocumentDeeplink&ts=1243.47)):

Yeah, the budget was, it was a little under a thousand dollars a year and we kind of took that information and decided where the need was. Everyone got a certain amount for those consumables, like we say, and then if we have a little extra saved over, I believe this year we ordered new microscopes, which is something that had been needed for a few years, and then we just kind of work that on a needed basis and distribute that way. So

Daylene Long ([21:22](https://www.rev.com/transcript-editor/shared/NxAF5W2Dba83huEUX6lfkKUtiL3Swr32wWXKzIeUWo3zhi_2_FmqoM-OhDBYRIzvXpH9esbOOktNcSon-oeYnn-dqh8?loadFrom=DocumentDeeplink&ts=1282.12)):

The bigger purchases for microscopes can come out of your annual budget. Do you ever refurbish other pieces of technology where it requires you to go outside of your typical budget?

Cody Christensen ([21:39](https://www.rev.com/transcript-editor/shared/FHos4RKzJM3LG77oHWw4boXVZSg2uPNW4WoK33SOdu_H8IRbqbfotlaPzRpUX4cFHisSmEIRlFoDqe1DRikjPxA4CP0?loadFrom=DocumentDeeplink&ts=1299.64)):

Yeah, we actually had a local guy the first two years that I worked here where he took our microscopes and refurbished. So he did that with our microscopes and our scales, our balances, and I believe we stayed within that a thousand dollars budget though because he was local, he was doing it kind of as a service to the school, but also he needed to pay for parts and pay for himself. I don't remember exactly the amounts that he charged, but I think we did stay within the science budget for that year.

Daylene Long ([22:12](https://www.rev.com/transcript-editor/shared/3Rf0hu1XB5mLtBXD3xk44822nZcJDYEJAbMUHG8R_8e-kxiPTE12itZLwUkgF27MuZ14ctu1b5iIyhyJZBpM1W69M9U?loadFrom=DocumentDeeplink&ts=1332.11)):

Okay. And do you guys have an AP section or did you have an AP section at the school you were teaching at?

Cody Christensen ([22:19](https://www.rev.com/transcript-editor/shared/5UqD_kf15sb9V1GWkJ_IMPIjiKdnaBZPZ5EtXuch0i9MriHP8CcgDBP0XndNamVa32MZe6uG0J7gl0q8esOrsZxERSo?loadFrom=DocumentDeeplink&ts=1339.81)):

Yeah, we've been working with AP classes a little bit. It's a little bit harder to have teachers that are certified in that. I don't yet have my master's degree, so I haven't been teaching any ap, but our current by a biology teacher would be able to get that and teach the AP classes. We just haven't gone through that process yet.

Daylene Long ([22:48](https://www.rev.com/transcript-editor/shared/wnl2iaYav64vMgj_v9twPDJKKHftPtjCz7kTVPLBnz0ht9em7-bV1Tj7oz3MaR5AD3xBMAnP7gczCBPdv7Ehyqr-ND8?loadFrom=DocumentDeeplink&ts=1368.16)):

Okay. Let's see. And then I see you also mentioned, and then we'll switch over to your new role. You also mentioned that you buy from Amazon. Now, is that individual accounts? Do you have a business or school account? How does that work?

Cody Christensen ([23:09](https://www.rev.com/transcript-editor/shared/GFdMJMmrOzjO0P6DPi4QCi_9g5Zm4Jh5bJYwesVDs3ElPYiUKWbHnmAXYs7CoVqpcccbdCGRCRL57klf6rJEhLW-Slg?loadFrom=DocumentDeeplink&ts=1389.49)):

We have a school account, so what I do is I would go on Amazon and put together a shopping card or a wishlist, and then I would take that to our finance person. Her name's Judy. She's fantastic. And she would then take that and order it through the school's account. I believe it is shared between the two schools. I could be mistaken. It might be just be one account or it might be two separate accounts.

Daylene Long ([23:36](https://www.rev.com/transcript-editor/shared/1j6GyO0KJlAE8BIuRfEb90LQ5uTloGG-uZsTm1kaIvm9l_OMTwGaJdx9ajl-IkuAo-lKOjFOarmS1J91Vl-hOYZtIc8?loadFrom=DocumentDeeplink&ts=1416.19)):

Okay. Did those orders happen at the twice a year as well, or are they all year long?

Cody Christensen ([23:42](https://www.rev.com/transcript-editor/shared/TCx-4ULQriTUzSvtl3WH2sMWaJtlYOUKK5uZwNSBufLRhlG1CX0IYSKDtL7OlhWrBavqRlfr1N11Ef1LahQh1RFjGQg?loadFrom=DocumentDeeplink&ts=1422.4)):

Those are, again, just pretty much twice a year. If there's something that I absolutely need and I forgot about it, I would be able to squeeze in an order, but we try to keep 'em to two a year.

Daylene Long ([23:54](https://www.rev.com/transcript-editor/shared/eWnj2IzeH-YQMfwD4VUsFEgHUPMVHL510uA30C8YHqYKyCUM-nfkR3V1FrWRe5T1j2MPdJ1IB-Ucp-PcmyFTiu9XOAU?loadFrom=DocumentDeeplink&ts=1434.68)):

Okay, that makes sense. Let's see. Okay, let's switch over to your new role. Tell us a little bit about what you're doing at the district level. Tell us a little bit about what your objectives are there, the role that you play.

Cody Christensen ([24:14](https://www.rev.com/transcript-editor/shared/dHMgbbAgqIQB0PdE6H_0vK4lxl9N3CU9SfAsDwXyqiL1dmWSL4ef9eSQTdEqkN-lXGg1NXW8kCvIZfLjyXMIjgItqjk?loadFrom=DocumentDeeplink&ts=1454.09)):

So the role I stepped into is an instructional technology resource teacher. So I work on the technology side and it's kind of a coaching position for teachers.

Cody Christensen ([24:24](https://www.rev.com/transcript-editor/shared/ELluy23ZqtcMC2GruY6lOvZ7bn6INw26N2wiqSuTkPoK2nZT36HjWtIZcxXLvaYNNY-kSnWP_Jq3wz7H0D5nYJ6i3aM?loadFrom=DocumentDeeplink&ts=1464.29)):

Being in a small district, I do inherit some of the regular tech stuff like fixing printers and making sure iPads are working and things like that. But the main goal is to help teachers to use technology appropriately and make sure that it's actually helpful in their classes and to be able to show them how to use that in their education. So one of the things that I really hope to do as far as the science side goes is get to use some of the electronic probeware and make sure we're using the graphing software and things like that appropriately in class and make sure the kids are making use of it and seeing what kind of standards they would expect if they went into a technology field.

Daylene Long ([25:07](https://www.rev.com/transcript-editor/shared/74OgS0ISmwVZFCYN6484Xgbhzlpovmql16Vi2WtR6SMpq00u9YWcpO3kARhVUYk9xet2pCIgl50yfyChd7iQHDmJLk4?loadFrom=DocumentDeeplink&ts=1507.88)):

Yeah, it sounds like a fun new role for you.

Cody Christensen ([25:10](https://www.rev.com/transcript-editor/shared/dEjlq1KyhduCCfI-AmWf7IzXz0DtZir6Pgw3N5a4SJycYH3BDjVCYTNhQF3BkRJhbwFuaGHimfppXEfFgyYfYSKkF6g?loadFrom=DocumentDeeplink&ts=1510.28)):

Yeah.

Daylene Long ([25:12](https://www.rev.com/transcript-editor/shared/NgXR0Cn1HKL86RaL4gZ64BnRw-Mq1QOZ8V-QxQU_CY0xO804_dckFZa5a7iYVoqxFkQ_Xv9BR8n3_kGSz1WcVdwOAhU?loadFrom=DocumentDeeplink&ts=1512.08)):

So you mentioned probes and graphing software. What kind of exposure have you had to those? Do you have one in your mind that you're thinking of?

Cody Christensen ([25:22](https://www.rev.com/transcript-editor/shared/DLaQjl-xAdicOC1wMc9if67O9sefdFs_Ttx8S96gVQpn1RnDQv5eg0lMEgk6yStElVAqRnmNBHntjoLwSL8U_zR5OGA?loadFrom=DocumentDeeplink&ts=1522.22)):

We have some in the back room that honestly I kind of forgot about.

Daylene Long ([25:27](https://www.rev.com/transcript-editor/shared/XRCMnqba2UUPo124ShxwuCtvUYBO2Kq0X5PESawIwSOm7muvjD_jPAZu3o6bkMAjD4RIpQo31YtU_p3Q8HdA2g9MhrA?loadFrom=DocumentDeeplink&ts=1527.47)):

I don't remember

Cody Christensen ([25:30](https://www.rev.com/transcript-editor/shared/VJ-GBZ7rAYCMoEmUPKrpOoukFHTnwZYxtV69-v2KzBy4tgNXZ8JXF4nbQanXg2tLJsjz6Boe3tgra4D_nyFUdQriBsM?loadFrom=DocumentDeeplink&ts=1530.95)):

Which company we went with for those, but there was a box that we needed to plug the probe into and then plug it into the computer and we lost the box. So we kind of just never used it.

Daylene Long ([25:43](https://www.rev.com/transcript-editor/shared/Ki8_5bZ0bLXoULFYx_iwoghy7lZ2ek723pNxwHR3rE-nypjO499U5Jy_JjNMaOkABcPYz_ho_v3MpG1aO7MV5fJonT4?loadFrom=DocumentDeeplink&ts=1543.25)):

That makes sense, that technology's progressed a little.

Cody Christensen ([25:47](https://www.rev.com/transcript-editor/shared/vGSEWpRWcTdA8sQIw5XMQhr_nqDrkU3a2H9tWktD_I8YTnWNA5g-BFkZqq2Mo5ILafabw0XmXq749zZQoDcD6Un_V5o?loadFrom=DocumentDeeplink&ts=1547.24)):

Yeah. And

Daylene Long ([25:49](https://www.rev.com/transcript-editor/shared/q9FrVZkjduEaG2SYYLpwzUinaBJql_kNAJoeLJYk-63brsHQjksk6qEymOVk23ekgCbz77OfXnwVLAGzgLjfsLkCuWc?loadFrom=DocumentDeeplink&ts=1549.13)):

Then, let's see, are there other, if you're looking at your two, three year goals for what you would want to have trained and implemented with your staff, especially focusing on the science, what kind of things are you thinking you'd like to move them towards?

Cody Christensen ([26:10](https://www.rev.com/transcript-editor/shared/vE7pOf3Pb7KAq6QjaxZpa4iXtesRNIImtGR8refL_fYm6p28cVeWHWz2o9fWn6lxBhKt9siCGeDtPlHMLMXVyb35uNU?loadFrom=DocumentDeeplink&ts=1570.28)):

I think one of the things that I really want to get involved in is the iPad actually has an app. There's an Apple science app. I don't remember what it is offhand. I know it's purple, but the iPad has light sensors in it. It has a motion sensor. It has a bunch of technology that is just there inherent in these iPads that each of the kids have that we're not really utilizing where we could be. So that's one that I would like to get into and really hammer down and help 'em figure out.

Daylene Long ([26:45](https://www.rev.com/transcript-editor/shared/aTTQ50QrTbxxlQbp1bhIxO_d22H01gOz2QCY2riVIERZEkZdXcmPdZ3Rdw1kak4dpXiLTPpKFfayfNRmProX6Td8ZxQ?loadFrom=DocumentDeeplink&ts=1605.36)):

Okay. So are you guys a one-to-one school?

Cody Christensen ([26:48](https://www.rev.com/transcript-editor/shared/sF0TBhlIdbeyVLk_k-TEBbVjKOIzTB1XwTpIOcnpP0ZWs9PhQ6FahKRg8dlIH6RJqPkTk0gmKcbj0y56YjM-NZeogyI?loadFrom=DocumentDeeplink&ts=1608.48)):

Yes, I've worked for both the elementary and the high school. We're both one-to-one where the high school, they take theirs home at the end of the night, but the elementary, they leave theirs plugged in overnight at the school just to make sure they're safe and charging.

Daylene Long ([27:04](https://www.rev.com/transcript-editor/shared/mthEaW565zrJ72oh3Cg7cjxGgoSB9XGSrm24ZSGaK9pQPXVZbDy8U2sTahwFdBCtQOKiZB5cAZq1T78POU8Q41A70eg?loadFrom=DocumentDeeplink&ts=1624.02)):

That makes sense. And it sounds like a really good goal with the graphic and analysis that you've got going on there. Let me look through my notes. Anything else that you can think of in terms of your current role and science education and towards of future goals?

Cody Christensen ([27:26](https://www.rev.com/transcript-editor/shared/XboJ6k-RPSF3ZO710A8mOGl41YfYaVznSw-k4-zV725ucUWRgxg5k4eW8Dl59scDXWtmDoflgMDn-iZUTQBaQ3iWKNg?loadFrom=DocumentDeeplink&ts=1646.55)):

Let's see. Not that I can think of offhand. Just trying to think of, one of my goals is to make sure that teachers feel comfortable with someone helping them. I don't know exactly how much that ties in. A lot of teachers feel like if someone comes in to help, they're in trouble where that's not really the case. We want to share that you're not in trouble just because something could be improved. It's just something that we could work on and help with.

Daylene Long ([28:03](https://www.rev.com/transcript-editor/shared/sh8GWpktZve90hC4a_-Eges9NzlGvEkhR2YHGSzptekROMInMmV5qHpeWmaKNZ5Xgw1td7MXQCkYESmOlYX7V2dgi1s?loadFrom=DocumentDeeplink&ts=1683.21)):

Do you ever work with any of the vendors to help with the professional development training or does that all end up on you?

Cody Christensen ([28:12](https://www.rev.com/transcript-editor/shared/B7mBBO8NaY7SGlpoiV5qSu451Suj4oQBdFGqIg05U-4BJoUJ0BZd1uJYSJWef-dCJ0VTqBVz9Qff-CuCZq-98uWCdSo?loadFrom=DocumentDeeplink&ts=1692.81)):

Mostly it ends up on me. I work with a few of the vendors when we end up with a new testing software, but typically it's just to get the information and then I will go in and explore it myself and try to figure things out

Daylene Long ([28:29](https://www.rev.com/transcript-editor/shared/wci0NJ9YjsH2J1cQplUeWayzyINItkTgEMKccoAfEulobCr3uz5gjUpfq-dHDJniGrk08oTql7yZ39TB8Kw2q2wToVY?loadFrom=DocumentDeeplink&ts=1709.58)):

From

Cody Christensen ([28:29](https://www.rev.com/transcript-editor/shared/rWXLIuC7Tp13KwKUP8rijuozvcyKcRKO9iUCUrzJpIJ27NdjwPTrVdXPUjf3ZE07sQm72NMunUbBkDhOS7JFNRCsnzA?loadFrom=DocumentDeeplink&ts=1709.79)):

There.

Daylene Long ([28:31](https://www.rev.com/transcript-editor/shared/hAgEa1gzafD4NBpf4baTfaP_gTq6t9bFrdd_T72MlgtHYg3lTfz-clhGDMx9u6Alvu0qPMEusTulQUoDaw5W81uPbMI?loadFrom=DocumentDeeplink&ts=1711.14)):

That's helpful. So I want to switch it over now to really looking down the road and drawing on your experience both as a classroom teacher and as a district educator. Is there anything that you think is missing out there that would be helpful for teachers or helpful for students?

Cody Christensen ([28:57](https://www.rev.com/transcript-editor/shared/-52QD_buF_xD1XIL59xgR64-QgelYSjjv13WFQwEd2B6wNIT9fkIPPRGaMOJbCo6xJiccOr54YxIMlQcQm-lCzZj-Vs?loadFrom=DocumentDeeplink&ts=1737.24)):

I think it's a lot of that real world experience. How do we tie this in because we get so many students who are like, when are we going to use this? And a lot of teachers have no answer for that. And a lot of the teachers are really just focusing on getting 'em through the testing, especially for biology because that's the SOL that they have to pass that to graduate or they're going to end up taking the chemistry SOL, which is going to be way more difficult. So they have to pass the biology SOL to graduate. So the teacher focuses on getting 'em past the biology. SOL, the student focuses on, I don't really want to deal with this. So trying to get that real world experience in would definitely be helpful. I tried to tie it in as much as I could, but maybe hearing from people in the profession I think would be something that would really be helpful for them to see that it's not just, oh, I have to learn about mammals in the classroom. Oh, I could actually go and work with whales or deer or whatever in the real world and see how that ties back to community and just even having a job. And yeah, so I'd go with that. Real world experience is a little bit lacking and I think that's something that we should push forward with.

Daylene Long ([30:21](https://www.rev.com/transcript-editor/shared/0XFcXtAhAJov0Bp_wdGYI7UffHqi5rtcf-27yoyri1a9_fL6CKCkNZtk_BfVzYL1tDHueRvwFCdj2_KA-Cxh6_hLEds?loadFrom=DocumentDeeplink&ts=1821.55)):

Okay. How do you prep them for the state exam? It sounds like that's a really important part of what you're doing with teaching for biology. So how do you get them, how do you make sure they know, let me put this differently. Are there any tools that you use to prep them for the exam in terms of sample questions or drills or anything like that? And is there anything that's missing that you wish you had?

Cody Christensen ([30:51](https://www.rev.com/transcript-editor/shared/AcYNFfp-jmKKl_qomH0gMpodl2AYjTouj-DhfrGPGVteoqaRsoc_yTG6HtXkj7J1JBvwhj0PJ-txRw6hquEiSRsCbiI?loadFrom=DocumentDeeplink&ts=1851.58)):

Yeah, one of the things that we use, there's a Jefferson Laboratories, I should remember that one when I was going through. They have an SOL review site where the kids can just go on and it will ask them questions from previous SOL tests and they can see what the test is going to look like and how they should be answering those questions. Sometimes students suffer from test anxiety and even just seeing what the test is going to look like is a real help for them. What kind of questions are going to be there? A few of the things I used was, one of the things, especially for that state test, is vocab training. Just making sure they know and understand those vocabulary words. And one of the things that really helped was I created some taboo cards, which is a game where you can't say certain words and those vocab words, if you put the three most associated words with that thing on the card and they can't say it, they really actually have to understand the word to get it across. So the example I always use is photosynthesis. You want someone to guess the word photosynthesis, but you can't say green. You can't say sunlight and you can't say tree. And how do you get them to figure out what that vocabulary word is and if they understand those words, a lot of times they can put the word into context of the question and then get the answer right because they know where the word would apply.

Daylene Long ([32:27](https://www.rev.com/transcript-editor/shared/g_FHcGW2l7QjLevWbOcvj7ucA4cO6oDDYJagtHyjoqrsl3buE0t1jK8F9-JXytMPZS0nOBHqXqUh-fUGom7gEDwpS9w?loadFrom=DocumentDeeplink&ts=1947.76)):

That's a great way of doing that. You're the first person I've talked to that has done that. That's really a great way of drawing out whether or not they know what it means in terms of function and those types of things. So that's very interesting. Let's see. I know I had another question hanging on there. Is there anything that you wish you had for preparing them for the exam?

Cody Christensen ([33:00](https://www.rev.com/transcript-editor/shared/Q88PbLCEGTmSIF6my5DCH6x6ouuHQTLU7BG0KW5YilQmenRGuS8ShE7DNm8j_BNjzybhV0e6zQ6nBtqP-kVcX5uXiVM?loadFrom=DocumentDeeplink&ts=1980.47)):

Let's see. I'm just trying to think through, our state is always very secretive about the exam, and I think this is for all states where they don't release the test and a lot of times we're not a hundred percent sure what's going to be on there and the kids have no idea. It is something where I would love to be able to see the test beforehand. In the SOLs here in Virginia, we actually just switched from the old standards of learning, which is what SOL stands for to a newer version. It was adopted in 2018, but with covid, we haven't implemented it till, I think this is the first year.

Cody Christensen ([33:50](https://www.rev.com/transcript-editor/shared/vLswyzCjDjSq-toXzRLzj-qFl8xfxCVDR3Wn-GFO_lWsZ_qCOBtlT5obiA_iW9urkLgu2IotbUmx3uZKg4U6Uba-whc?loadFrom=DocumentDeeplink&ts=2030.42)):

It's a little tough to say, okay, yes, I have these guidelines, but I have no idea what kind of questions are going to come up. So some kind of bank of what is the test actually going to look like would definitely be helpful. So the one we talked about before, they're all using the old 2015 standards because that's all that's available. I think that would be the best way to prep them that way. But yeah, a few of the things would be maybe some physical manipulatives. We were able to make a lot out of styrofoam and just what we have, but some kind of thing that those students who learn a little bit better by actually moving something around might be helpful rather than just kind of sitting and hearing words. Yeah,

Daylene Long ([34:42](https://www.rev.com/transcript-editor/shared/6FgSDl_0LTfj3rw8TxgAqhhqnIyZFaLV6M8o8-ko7TprLfat-ta7p7gAI_xAm8btq8AyLvj8Qfit-4z6BmpYGP6nfTU?loadFrom=DocumentDeeplink&ts=2082.68)):

That makes a lot of sense. For your state exam, do you do three-dimensional or multi-dimensional testing? And what I mean by that is do you have an open-ended part where they have to analyze a phenomenon based on, I don't know, cross country concept or talk about what kinds of science and engineering practices they use to solve that?

Cody Christensen ([35:10](https://www.rev.com/transcript-editor/shared/ATv6GQyIgphL4mDzxq2vGvtIIi3QuLyV3NZaMw34smjzjECWz7oMgX3E1YTM9cA0uBvz_tZS46tgXy0tpw96iAaVZIM?loadFrom=DocumentDeeplink&ts=2110.58)):

Not currently. I know the state's trying to move a little bit more toward that, but excuse me there kind of the closest we get to that is on the test. They do have ones where they move things around, they match the different words and they actually have to click and move it, but that's pretty much as close

Daylene Long ([35:30](https://www.rev.com/transcript-editor/shared/e9CqXWWanNoIviIO5rJ7no7ft8tjDZ3JFQjAILUpqFdLTM7l-apvLKa3v-yzuqCgtWbwgdm5ISHyUcryC1Fd448etEs?loadFrom=DocumentDeeplink&ts=2130.74)):

As they

Cody Christensen ([35:31](https://www.rev.com/transcript-editor/shared/HBQJ8-t3mMV3UFct0PfR7A0GkLRkthgCl5Al3m24bhTE5hp_oOjNsMLvSWX13VoF4n78Dhy0kwuwRlV72Aw6YUes0io?loadFrom=DocumentDeeplink&ts=2131.22)):

Gave. It's

Daylene Long ([35:31](https://www.rev.com/transcript-editor/shared/sXrIYFpBlcuzwEF-ZqKAGy6xtU012rmeyH2qNwXJsN-2D4vzH50vcQDXVW9X_LQ-jAIyJh6uIm3w5wH-9yZAK3VVu4M?loadFrom=DocumentDeeplink&ts=2131.88)):

All electronic right now in terms of multiple choice, drag and drop, that kind of thing. No open-ended? No, not in the science section. At least I know there are some open-ended in the English sections, but not in science. Okay. That sounds good. Kim, I want to bring you back and see what questions you have for Cody.

Kimberly Herder ([35:56](https://www.rev.com/transcript-editor/shared/fucWVmMGEkHNMiuXfLly5j1SnmnjtSRdGQ7fxeGoS6HVRsOVEvSEBQuAQlicn7v9ZGglywSAjiWjZYDTtJDj_4o2SeE?loadFrom=DocumentDeeplink&ts=2156.31)):

No, again, I'm going to ask on for students who are falling behind or have been out for whatever reason, do you use kits or how does the classroom, or how in your classroom do you bring that them back up to where everybody else is at?

Cody Christensen ([36:19](https://www.rev.com/transcript-editor/shared/IdBb4cnWNRuGR8WNGT5fL1sEmD4WyBCrjyCMgUSYGUh2yG-zvKQ9AbAXsFeUN_VxmKBXD4Pos3Qu3XUHX1lhND9U7e8?loadFrom=DocumentDeeplink&ts=2179.23)):

For my classes, we actually use an online learning management system. The Canvas is the one that we use. So for days that we just have assignments that's posted online, so if they miss class, everything, the notes and everything, my presentation is posted online for them to make that up. If they miss a lab day, that gets a little bit trickier because typically we want to do that altogether. And I'm a little hesitant to send lab kits home with students because I know they're not going to make it home. They're not going to make it back to me, I guess is the thing. For example, we did a bonding lab where they have little dots that connect together that represent oxygen and hydrogen, and if they just miss that day, I would have to either have them work through it without the kit or find a time when I can work with them in lab, maybe after school or during lunch and they could actually get the manipulative part of that done.

Daylene Long ([37:26](https://www.rev.com/transcript-editor/shared/gadMwmV_m9HkkX2FGpJA6XEUehGtNQiZzF9Wd7IVOg4q-RKCi8HF4Eya8M87wA-QqfhDzjwVkYWBIp-8qFkDl36kzYE?loadFrom=DocumentDeeplink&ts=2246.73)):

Sounds good. Kim, what other questions do you have?

Kimberly Herder ([37:32](https://www.rev.com/transcript-editor/shared/5HFZseG_NFYcFnZy_ckyDHOsNQD2ym4rFpF86Gm7JodXWq7uPqYSoLpmtB8Rql-vmkxzpENe94OdOe602QQz8sRVtv8?loadFrom=DocumentDeeplink&ts=2252.22)):

Really that was it. It sounds like you're having to, or you did develop a lot on your own. You said you had some kits. Are there other kits that you would like to see or is that, I mean,

Cody Christensen ([37:50](https://www.rev.com/transcript-editor/shared/Yk4FPtfSZBnv87SGrxrr3ejo41WpouePKSxo7s5147DTZc_0I5tQ8TcgPAeEfkt72yxq2xSwvYHHM6WMGw0l9YtDvHc?loadFrom=DocumentDeeplink&ts=2270.94)):

There are a few that would be helpful. There was one that I kind of had to come up with on my own. It was a mining kit where they went through with different tools and found out the cost associated with mining. And it was really interesting because they were able to bring in budgeting and mining that we had talked about in class, but they were also able to take in, we put fines on the different messes that they made during the mining process. So if they made too much of a mess, they got a fine, but they noticed that if they mined enough of the mineral that we were looking for, the fine was basically not even there. So a bunch of the kids just ended up dumping the bucket out and paying the little fine because they ended up with all the material,

Cody Christensen ([38:42](https://www.rev.com/transcript-editor/shared/Q9H6yVdsFDBdMIWaFRMhOdX9PcDlGU7oWO0nxkdFAtkznkPs8nuq6yIj9iEqgmdm4q_MqKS_Be7O8wG2k8jV1_SPH0M?loadFrom=DocumentDeeplink&ts=2322.46)):

Which is something that happens in the real world. Let's see. One of the kits that would have been helpful, I'm trying to think through because I know there was one that I had in my brain just a second ago. Gosh, let's see. Oh, play Tectonics was one that we had a hard time finding something that was actually put together for it and we ended up using a lot of students bringing in foam pieces that they had from trash at home that we ended up doing the subduction and the different ways that the plates come together and move apart on the earth. So that would definitely be helpful. Trying to think through if there's anything else. Like I mentioned, something with the scientists

Daylene Long ([39:35](https://www.rev.com/transcript-editor/shared/58ZnPRYPohTVsKZ7Yh6Ta7Z1IwKjZ5YoHIPKn62-Uasm_6YN5XfdYo0srtFxpwGSxulsTbcqOhuX2PJUwvrHAZeWeX8?loadFrom=DocumentDeeplink&ts=2375.38)):

Would

Cody Christensen ([39:35](https://www.rev.com/transcript-editor/shared/9MN2saf-gbJ9YDPvhbGpXn_Gx3mMyeo83u2a-YVU91DUE46RoXvQziv8mmufS77hiOkR4ga2frEHcncHhLtCHp5U5-8?loadFrom=DocumentDeeplink&ts=2375.59)):

Be really helpful, like a kit for each scientist maybe. I know some of their experiments are a little bigger than just what we can do in class, but something that really hones in on what work they did and what that actually meant for the scientific community.

Daylene Long ([39:53](https://www.rev.com/transcript-editor/shared/WT0OVRQJu1GKzmXlp3Cxw8Z6UiUEQBuoXOlxTEcjqdgycxW0F_SnqoyOGP2FVyd_eD9E8I1Zom5ejB6CTGyd62mKDss?loadFrom=DocumentDeeplink&ts=2393.77)):

How we know what we know.

Kimberly Herder ([39:56](https://www.rev.com/transcript-editor/shared/VpKZbNitbBvIY5w5x0ZfN7Fz9tmbnwKiuqcJymkyZxhnrg9FQOCJP3hzv14H9D2KcHxC4Un48pSYNSvtwPCVj0THkXA?loadFrom=DocumentDeeplink&ts=2396.23)):

I have one more to follow up. What about the local economy? Is there anything that would be a kit that would say, okay, some of these kids aren't going off to university?

Cody Christensen ([40:06](https://www.rev.com/transcript-editor/shared/wKBRhPLvrUBxlc0l7wU2Mi1HTChVSN0onLECCxV01Eh1mFEqzL4sjcAx5_qluvHVHt1elwxneA8bMUsgG2_vJB17gps?loadFrom=DocumentDeeplink&ts=2406.43)):

Yeah, I think that could definitely be helpful for the job market going forward. I know here we do a lot of work. I work in Colonial Beach, so we're a crab an oyster community, so there's a lot of fishing that goes on here and it would be a little bit tough to do it location specific, but for us looking at how the crabs come in, how many they get per year, and then how that actually affects the environment itself. The oysters, we actually have a whole history here of the oyster wars where people were dredging for oysters, which was really ruining the bottom of the bay and the river here, and it led to production just tanking. And so we had to let it kind of come back before they could even start harvesting them again. But again, I don't know exactly how you would do location specific stuff like that in a kit. I dunno.

Daylene Long ([41:18](https://www.rev.com/transcript-editor/shared/7Hh3PR7ftrA5BTDe9LEP0tfBoC8g16U7amEGecm231lfUvagiRoH8Mdi50p9WelauDnZnOaDMW4WfkbKU-FfPxIaN6Q?loadFrom=DocumentDeeplink&ts=2478.31)):

Yeah, makes sense. Well, thank you so much for your time today. We really appreciate all that you do for teachers and all that you do for students. It sounds like you've got some great work ahead of you in your new role too. You Kim, do you want to talk to Cody about next steps of what he can expect?

Kimberly Herder ([41:39](https://www.rev.com/transcript-editor/shared/2fWoVKWf4cc72KJsGs8_qOtVaJUlVo7L9Fp7BC_hK9fb26NUDCS59bQwo29EjmOuGkgHplxSFYPPQy5EsyzwE_TONTw?loadFrom=DocumentDeeplink&ts=2499.41)):

Yes. So this afternoon or as late as tomorrow morning, but probably this afternoon you'll get an email from me. One is a thank you, which honestly thank you very much for taking your time doing this and everything you do in the classroom on there will be a, if you think of anything to get back to me, if you think of anything else today, the next week, whatever it is, it's like, oh man, I should have included that. So that will be there. And then also asking the question for you to think about is our client base is pretty broad. If you would like to be a part of something like this again, if you'd be open in interest in that. So that would be good. And then the $95 gift card will be coming from Daylene. You should get that today.

Daylene Long ([42:30](https://www.rev.com/transcript-editor/shared/WxoOke5BQa60Qg2PHfuth8DXr3zOCVQaYEL1FSgMXc8lbNel7plve5ol0TxVnYvtsR7jUfRSbKB2WLZwpAcLyOZ2RZs?loadFrom=DocumentDeeplink&ts=2550.53)):

It'll be later today, but you should get that today.

Cody Christensen ([42:33](https://www.rev.com/transcript-editor/shared/a7Mbtlnl8GuMu9GDi95ZmVwmz-UHCK5IgCpsv9bjcRCzxRIHnIncuhDbR1pmkKwquZrkD9xCYPCiBNlZ0Oo7juQSQCU?loadFrom=DocumentDeeplink&ts=2553.61)):

Okay.

Kimberly Herder ([42:35](https://www.rev.com/transcript-editor/shared/barRDul5_oZ5x-tRp_U_o8DshMEs4W-Py6aqEOfB2SIKi2Zl58F1kVnp0CiyEwNHWt1x-MjTvwBEAmdRv_8U1M7_KlU?loadFrom=DocumentDeeplink&ts=2555.11)):

Okay.

Daylene Long ([42:37](https://www.rev.com/transcript-editor/shared/ylERcqZ5ZIm7EU1ZAG7HHvfSaWGpd4Jgba_ejwrGq7ZyrEKSUgrxuL9Hb5Vbnz9gIPRfSeVK2I0UaKDMtiX8uJzKwFY?loadFrom=DocumentDeeplink&ts=2557.43)):

Thank you so much. If you've got any questions or additional thoughts for us, we've had a couple of teachers just shoot us a note and say, Hey, I forgot to talk about this, or I would really like you guys to know this, so please feel free to send us an email really at any time with any kind of follow-up information that you have. You're part of our community now, and so just being able to get exchange feedback I think is going to be useful.

Cody Christensen ([43:08](https://www.rev.com/transcript-editor/shared/QAUDOmBkiZPuQwDESVhkVkeD7F27YX7BQe45mOCRqaNrxLzCVXSxon9foC5uuX5pYrt5783Rnf35-yHkFaRgs2q8mXM?loadFrom=DocumentDeeplink&ts=2588.9)):

Okay. Alright. Thank you very much. Alright, Thank

Daylene Long ([43:11](https://www.rev.com/transcript-editor/shared/f0VaPDnZgkf5XzrGokpiqFKn0J1jrBo7ttXKZlEYOAtqtdcidFts8MDjfQKBf63ZrEM94hlGw3FWVPp9pw0EvZsS1RQ?loadFrom=DocumentDeeplink&ts=2591.33)):

You so much.

Cody Christensen ([43:12](https://www.rev.com/transcript-editor/shared/Dtt9zqfIFYDnTojmep2byRluHQZt_N8aiJNwGEf814rLV5sWKkpcNKzR8PwsYGu_v6d8CWir0y8fGWb-nY677yy6dKY?loadFrom=DocumentDeeplink&ts=2592.2)):

All right. Bye-Bye Bye-Bye

Kimberly Herder ([43:13](https://www.rev.com/transcript-editor/shared/92_cvEzpK33L9UEyCIPDeqvdy6ZqdDbC2cnBPw6iF6AuEBBHWRIukOc6utt9sXT-R16ZvaDVCpa7ZXlxY9JzrifmvzY?loadFrom=DocumentDeeplink&ts=2593.3)):

Care.

Daylene Long ([43:15](https://www.rev.com/transcript-editor/shared/FJlvIJgBOdkYz41LBrqSuPbMgFS_uSAfVCQTBG6nUD3cwBT0pI-iT2ITfnI9Tavr37jAvnzmYFH5pCYRVRqXnaLOgLU?loadFrom=DocumentDeeplink&ts=2595.23)):

Kim, do you want to stay on for a sec?

Kimberly Herder ([43:17](https://www.rev.com/transcript-editor/shared/_6QZFgRuBKG7A_umqiEGB4H_xRLQTLaImCLNiKCH7nHBmtisFd9c7W430OPY7LerfEZ1VU0m5L5yxWNLP6PE_bu-qVY?loadFrom=DocumentDeeplink&ts=2597.03)):

Yeah, let me

Daylene Long ([43:19](https://www.rev.com/transcript-editor/shared/fl4S_Mwrv1GR9UAWWuHNkDf9WQf4YzUgDcxsv7YFN5IYioRU-dZJdBNuO3R4WRmaj4DbZMTFjRLTe57JUrRqxkeSof0?loadFrom=DocumentDeeplink&ts=2599.1)):

Stop recording. I.