Daylene Long ([00:02](https://www.rev.com/transcript-editor/shared/fYUXXUbfQNxPWs598uLogmUofP9ldqSwhCc6iM7Yb_G2eQbtRqundE6p3s6k1-h878uqmwpTO_fObaUUYNLe_bjcxQ8?loadFrom=DocumentDeeplink&ts=2.76)):

That will automate it with Rev. So pick up that recording and do the rest of the work. So that's the important part, and we can practice when we're off the line with Libby. Okay. Okay.

Kimberly Herder ([00:18](https://www.rev.com/transcript-editor/shared/Tll-Q2v6HChObBSBaRNfUuqJfJUcFaQlP7sQy20eK8BaQZAoD5pwfeXBjX0yh2FCVpyJDU9aRyc021xWqkl9ZVjfqzI?loadFrom=DocumentDeeplink&ts=18.54)):

Cool. Admitter,

Daylene Long ([00:33](https://www.rev.com/transcript-editor/shared/QdS28DgNfDS-Woiwow6RKwlQuoEiSNv1HUHXDXKdVIFEVINYIGyGF7Grfe5PxPS7wVfbFm6JS-kWxygDshHm6l9OJhY?loadFrom=DocumentDeeplink&ts=33.65)):

We kind of match today.

Kimberly Herder ([00:35](https://www.rev.com/transcript-editor/shared/yxhdbfiDDkOLpDWAitxhyag8Z99nu0yM4-NVgDqnP93cNcnsAQKmCPPTvKqT6-grdpvLEcvWyycUvFBMbx2dr_HWYio?loadFrom=DocumentDeeplink&ts=35.76)):

Yes, we do.

Daylene Long ([00:49](https://www.rev.com/transcript-editor/shared/Fxzz5cz4q9XNh_8rusFYURhqMwrnbT9POAbPwt7dozrMCOc7vT6Huf_Z3Wd9epRg1OUXM7D3lE0iW_PZLR1yTj6EbjE?loadFrom=DocumentDeeplink&ts=49.17)):

Libby, can you hear us? There she is.

Kimberly Herder ([01:27](https://www.rev.com/transcript-editor/shared/bXZ7L0bXwBMUZ8BflZhPmB0xf5_MxDA-JaTK7xjLyre0rmiC_4KA4CNIJyvvzqsro6GO2w586iD0AAoz36xi3JTZ7MU?loadFrom=DocumentDeeplink&ts=87.63)):

Good morning. Libby Frost.

Daylene Long ([01:31](https://www.rev.com/transcript-editor/shared/L7Y4co1FnD25ootR8tfVRdbFhKROk-_sQOdrM2V8aIgN30D2XnlorfH4VxwZ5_5yjirYqy5-UqwJpjpLpR-hUnBQ2b8?loadFrom=DocumentDeeplink&ts=91.11)):

Oh,

Kimberly Herder ([01:41](https://www.rev.com/transcript-editor/shared/AAxQA1BLBQZVbGvGN9n33yESlGDf3DrX2ThOH66jtk-Pda4b58GW_zA4LZhG6H-_yks1QYM_f-SSdZqtH0nojEOq2Q4?loadFrom=DocumentDeeplink&ts=101.37)):

Generally the lower left corner next to your, or at least for me, it's next to my one should video.

Daylene Long ([01:55](https://www.rev.com/transcript-editor/shared/4aItzGh7suUhAM6GEhSPFm9A9nUFso1wK-JnMc-FcDzxAcy_QT6nyIpFBO0u-5usbCOGJJX9gf3KCJOEGWYd-ZFh32U?loadFrom=DocumentDeeplink&ts=115.9)):

No, it's on your end. We're early so don't be too stressed about it. We'll figure it out. Put the chat on.

Kimberly Herder ([02:52](https://www.rev.com/transcript-editor/shared/6dprIoTdTlhc0A7BGSdSXRDV6Z4IPSoK0euxjH8ZdDU6et9SUIzRnEBUbJCtE4p1ZwJiSPyykHPCsUq32mlbhZNlvrg?loadFrom=DocumentDeeplink&ts=172.53)):

I can read lip read. You say mine is in the lower left next to the, looks like a microphone next to the thing that looks like the whatever camera. What about your sound? I'm

L. Frost ([03:42](https://www.rev.com/transcript-editor/shared/grB013YV2JgyXiVcHhoj-DAKN54mE5QgQ4kiprMy9FqZZhvXfHrYvfRfaUHEaZhVwoUX618HdCQAhg1j4JvOCXL-my8?loadFrom=DocumentDeeplink&ts=222.13)):

Just clicking stuff.

Daylene Long ([03:43](https://www.rev.com/transcript-editor/shared/dp_UVmQSU0VEwB7yJ9-FJcH4ubUDYitf7LoGmNRCoBKsrf-WOXpSbQLLAGt8LzrA8I-giKsCmuVvadSJBcAPFISOICA?loadFrom=DocumentDeeplink&ts=223.63)):

There you go. You got it.

Kimberly Herder ([03:45](https://www.rev.com/transcript-editor/shared/p9dM1CMDS3lrtMlUizk8mmD2QEu6LW1LqZw881FfAhnwdUip3hinsOuBMcnEnBJScMsQMDkzor8hjw7CpFPz50HlpHI?loadFrom=DocumentDeeplink&ts=225.03)):

You Got me? Yeah, don't unclick. Whatever you just did. Okay. Okay.

Daylene Long ([03:49](https://www.rev.com/transcript-editor/shared/bAJ8A8r2wHjnB02iuSxKaE8EE-uuOYu6iRAS4Umh1Mk_UQn9wSrmFYKjgPmZMSmrs6-aNmO7atCb0PpliEcGHTAySVU?loadFrom=DocumentDeeplink&ts=229.24)):

Nevermind Jordan.

Kimberly Herder ([03:53](https://www.rev.com/transcript-editor/shared/jMH3OryN9w7kmzw0iDPAnJ9Mm6uc_ManzUcoUlFIW9M7SgIo0yBW0ukRFCQfMSp_262uSS_pZwRvATM9vofEfy2lZuw?loadFrom=DocumentDeeplink&ts=233.11)):

Yay.

Daylene Long ([03:55](https://www.rev.com/transcript-editor/shared/BEruWZNGOQ63FYVNbaXOq5XBgcRLxBGq1s5yu-hfWHWDw2iaL7tffoG4sKvd5bJ_1822JUsAn6i0971d-PzFa7hWEI0?loadFrom=DocumentDeeplink&ts=235.15)):

Yay. That's the thing is when you call someone in to help you with tech support, man, it gets fixed right then. Right. Okay. Let me just make sure I've got all my files up. Kim, do you want to start us off?

Kimberly Herder ([04:10](https://www.rev.com/transcript-editor/shared/2ANY8mPYxealYQfKtD_DX1K6CbpdleZciUcL8TYDjC8Xj4J9tgL7q31veR1Xmd2Bp_509n4x-2jsbUSNYEzHoEvpjXk?loadFrom=DocumentDeeplink&ts=250.75)):

Sure. Well, first thank you very much for meeting with us, for doing this. What you say is going to make a difference and we want to hear what you have to say. So if you could take a minute and just tell us a little bit about yourself. So I'm with Daylene Long and she's the lead researcher and I'm going to in a minute, step off the camera, but I'll still be here and do the technical things that I wasn't able to help you with there as we go through it. But if you could take a minute and just tell us about yourself.

L. Frost ([04:48](https://www.rev.com/transcript-editor/shared/-TiVzgeiakd2J4teyDSwPkEdbQAKdm3vWa2LpZ4pfw2_k8SQ8UPpPJum-v06fA2D2ThRezJ-rgNrGhm11yTkMNjPEXU?loadFrom=DocumentDeeplink&ts=288.94)):

Okay. I live in Tennessee and I

Kimberly Herder ([04:53](https://www.rev.com/transcript-editor/shared/qyeeUyxtAkc2nopYIBxnX7FGnCUJQiDPLyk_u4DJB5QGIxspu_rUuEBOgd4Tuqz76yYLd3McGrjJyWdoky7nAJhsRJI?loadFrom=DocumentDeeplink&ts=293.02)):

Have

L. Frost ([04:53](https://www.rev.com/transcript-editor/shared/UhdxA2RpVfgIaFnICmDPB8301sePlo1QTsSMfzFnvb4OR-xREM-GQ9lgIk8c0NrVksIR3GMXP2yGR3XC5w73xNupgLo?loadFrom=DocumentDeeplink&ts=293.41)):

Been teaching for 28 years. I teach science. I've taught everything from physical science, environmental science, life science, anatomy and physiology. But mainly I teach Biology one, which is a end of course tested subject in the state of Tennessee. And I don't know what else to add to that.

Daylene Long ([05:25](https://www.rev.com/transcript-editor/shared/STeyIDY7JSFrSmXTLEpMhS4ctUQKR-OoPqCmdWUmti31zwcBUeEVrb7gym9MoZ7pfrTII5CMF_oz3MuCoLTi9Ph9qAE?loadFrom=DocumentDeeplink&ts=325.96)):

No, that's super helpful. What city in Tennessee are you in?

L. Frost ([05:30](https://www.rev.com/transcript-editor/shared/CcfVnbnVIyni7vRNsVfMNID5yMk7dz2yk3r5FaGQi8JYgHLW9GQ9C3bHC5aO9K9107CMJYYf46UajFtkYiVHHEIppok?loadFrom=DocumentDeeplink&ts=330.73)):

Well, I'm in Decatur County, which is almost equal distance between Nashville and Memphis.

Daylene Long ([05:38](https://www.rev.com/transcript-editor/shared/_tWpjwKkKnshh5HCHQBxuhoLpHNDXYWT_9QeWuEgTky-agkUHLHvqXsEbIz6w0UKa6oBH-cT7HpiN90nCCdX4VegKwk?loadFrom=DocumentDeeplink&ts=338.92)):

Okay, so it's east? No, it's south of West. West,

L. Frost ([05:44](https://www.rev.com/transcript-editor/shared/f1qtqLYXij1LriF_kEEO-tgUHtcsxKRtid0D9CXE7dLno8XV0InG9viF2UJC2DJe2zyNyiTAeSaleoVN_VzcLBrNo0o?loadFrom=DocumentDeeplink&ts=344.41)):

Right. Southwest.

Daylene Long ([05:47](https://www.rev.com/transcript-editor/shared/nukdO7lnSGHTBsgHmqOYLrzdiyGUZyN4JIT3PYmeczUoKkzMIa6jiEN3Er4x3dfHdaQlLloPuCI37fvdsqekCuIVp7E?loadFrom=DocumentDeeplink&ts=347.23)):

Okay. I have family that lives in Pulaski. They just moved there from Orange County.

L. Frost ([05:55](https://www.rev.com/transcript-editor/shared/WI0fzfy3gLXO_zjW6Fezx1vXHBiRR7ehtLhMwa-fsYLExZwLSMypFoH5smeqtJBHIH3b43SfZ5rwHQSZV3XIFozOr5Y?loadFrom=DocumentDeeplink&ts=355.93)):

Pulaski is a little more south than I am, but yes, I know where Pulaski is.

Daylene Long ([06:01](https://www.rev.com/transcript-editor/shared/aJvJ8KM2tahxVd0ZiDH_NVEackIolS18oOp8ffqDPizZgQlmD09vayxWd5cswFiDFasZg3PFbvUOw4uXOJdVtMoUzOI?loadFrom=DocumentDeeplink&ts=361.07)):

Yeah. Okay. And then we'll talk a little bit about assessments too, since you're teaching a course that is assessed for state standards. So that's great. Let me give you just kind of an overview of what we're going to do today and then we'll dive in.

L. Frost ([06:20](https://www.rev.com/transcript-editor/shared/lg1mRTMLLKgvZyO1VOmQ1RACe7o9ZyBH8XUk4jIFl_xYwk8cxFvcFiQ65ILqaSWYYuv9dAkS5klTHZres1s2P3zKsSY?loadFrom=DocumentDeeplink&ts=380.3)):

Okay.

Daylene Long ([06:21](https://www.rev.com/transcript-editor/shared/oQypv-1vfn_hkzYU-amvM3OIWKl-qT6Vagid8EnNVCothO0cAJxl4pQlQ9dwxw8e9xeWua54YRA_rm-ps-pwnhqx5Rg?loadFrom=DocumentDeeplink&ts=381.71)):

So we are recording today. It's just for note taking purposes. I promise that you will not end up on YouTube and I'm not going to ask you to do a TikTok dance or anything like that. It's really just for more accurate note taking.

L. Frost ([06:36](https://www.rev.com/transcript-editor/shared/kKpJGxhV_nb1FVIa3Q9NDQY5ZMOth__LDFiNyVS6JxLV-t96uz0za1hAEghzlJcWHL5TTSRHOxxfOiZ6PLD5TKFVkxg?loadFrom=DocumentDeeplink&ts=396.71)):

That is fun.

Daylene Long ([06:37](https://www.rev.com/transcript-editor/shared/xaRMWUUEC7uD5j-tHw_cN5ETXlIFGsBggRRVBuhkyH7IcTDl90ge7FzPbcN_lTi_zpfsMCejcgYeGQrUHuR4FVbMuMo?loadFrom=DocumentDeeplink&ts=397.91)):

And then, let's see. Our overall goal today is we have a client who wants to better know how to serve teachers and students with, as you are so well aware, things have changed in the last few years rapidly, and we want to know better ways to make sure that you think your vendors are reliable and maybe even that they have moments where they unexpectedly delight you. And we're going to ask too about maybe even situations where you've purchased materials and you were disappointed or you weren't happy in those kinds of things. We really want to try to improve things

([07:19](https://www.rev.com/transcript-editor/shared/WmhGjCjfBcCKapbXy5tyC4fU5t1fIciWXTp8b1ZUk_9A3e7KJtG5upgdN_sKFeI2CKeF9qYEG4Yss7ak-JQXmOc6I2k?loadFrom=DocumentDeeplink&ts=439.94)):

And at the end of the interview, you'll have a chance to talk directly to the product developers and say, Hey, you know what? This has always been missing. I wish this were here. Or I wish that students in 10 or 15 years had this or that. Teachers need to be supported more in this way now because things are changing and we want to make sure we're doing the best job that we can to support teachers and students. We're going to ask a lot of what, why, how kind of questions just so we get a full context. And for some educators it helps to kind of think of Kim and I as filming a documentary, Take you through the beginning and ask you questions and all the way through the end and we'll ask, follow-up questions along the way and that kind of stuff. It's really a conversation.

L. Frost ([08:25](https://www.rev.com/transcript-editor/shared/CqsabNUurZ8SaIYDoeOoMc_LaDWi79irDqleE8jf4RC1Cbo5BasEDG3v4HTT50_urRwN1QG-D715qMQxqP9vVxvykHM?loadFrom=DocumentDeeplink&ts=505.79)):

Okay.

Daylene Long ([08:28](https://www.rev.com/transcript-editor/shared/QPx5KVu0OLgjhLFxWFLRbHv-_gcwAwAQbiNVrfiSqH_xgu7mtCJv4hyMB8NAUuyK7qcbqPWWc5oz3QWSh-iUjZb8TSA?loadFrom=DocumentDeeplink&ts=508.22)):

So with all of that out of the way then, you had mentioned in the survey that you took with us that you had purchased some life science materials in the last six months or so. Tell us a little bit about that and start from the very moment that you were like, okay, I definitely am going to need to place an order.

L. Frost ([08:50](https://www.rev.com/transcript-editor/shared/rgDtCq_UYcfQaZvlumL45j6kX4pu2rVpLn2WHHEgp4sbLshxND0Foz1ArWZ-udOqxh3TF1ypMVDApy3m5VDcDtQCPQQ?loadFrom=DocumentDeeplink&ts=530.48)):

Well, as what our school does is as a department, we talk about what are we going to do for the upcoming year. And so we had this discussion at the end of this past school year, so back in May. And then we talked about this is what we want to do coming up and what as a whole department do we need to purchase in the way of, so it's almost like a year in advance planning and we always are so excited about, oh, we're going to do this and this and this, and we never really get around to some of it. Actually, I'm sorry, I'm moving an interview and so can I ask A

Daylene Long ([09:38](https://www.rev.com/transcript-editor/shared/sHjTx5cvYxk-_L5Mbxj0ILZrWdMico9Ds_dsSak7N78IkOPy_RQaMd9FzPhVop6blvlvkJJ35mYoXuH1yAp0NtjJ4gY?loadFrom=DocumentDeeplink&ts=578.5)):

Quick question? Yes. So when you're planning in May, and let's pretend it's this year, so May of 2023, were you planning for the 20 24 25 school year or the 20 23, 24 school year?

L. Frost ([09:55](https://www.rev.com/transcript-editor/shared/QmqZqREElUv731OYcoVdQuQsjkb2wefkelGhW1WJdhg7-g4CJ3jGp5RXmo7uhlMIxecnkQV8rt0wahGAwrVxMKRs0XA?loadFrom=DocumentDeeplink&ts=595.92)):

23, 24 because we were finished. We had just completed in May. We had just completed the 2223 school year and we were preparing for this current school year, which we're finished with the first half. Actually, today is our last day.

Daylene Long ([10:19](https://www.rev.com/transcript-editor/shared/mirFlI_NzIM-iESY1bS3NTb3F_XgXDKKKFKIeyRCFEpo4QVP1E6JQF7VQIC8aUqWaDPh5bhmGty9R09CXdQt8an1JMc?loadFrom=DocumentDeeplink&ts=619.35)):

So

L. Frost ([10:20](https://www.rev.com/transcript-editor/shared/RWxokMraQed2ZhZPxArii23MA5DW7bZp1WPFnmusB-sG3CW60QsC2ntkn0BUtLnv2GmTWVCB9OD_qx9aIgflftf7KYU?loadFrom=DocumentDeeplink&ts=620.13)):

Yes. And so we just look at, this is a list of the labs that we wanted to do this past year. This is what we did, this is what we didn't do, this is what I wish I had different. So we go through that whole thing and we just kind of make a shopping list. Will we need beakers, will we need, and most of the time it's chemicals that we will need for different types of tests and those sometimes consumable type things like that. But for activities, I have some beads and pipe cleaners that I use to build DNA key chains and do mitosis and miosis with kind of manipulatives. And so they don't just have a picture to look at. They actually have to move the parts and pieces and we will just sit down and say, these are the things that we want to do and make a list.

([11:28](https://www.rev.com/transcript-editor/shared/G3SjGUvXKzEE7hzQtid1gZTz2D1tHQb2D07i8o5IJkFhoKDgrwJ7ps3ZxCih3KZYbsAwvgxVVUEqMNFhlHgPO8gNHXg?loadFrom=DocumentDeeplink&ts=688.8)):

And then usually we end up having to pare it down over the summer. They'll say, this is approved or not approved, you need to take a certain amount money-wise off of we need you to reduce $200 or reduce whatever. And then we'll do that and submit that whatever that final cost assessment. And once we have the actual cost that they'll approve for us, then we can place an order and we have to separate out by companies because chemistry usually goes with Flynn Biology. I usually go with Carolina and sometimes we overlap and get some stuff from ward wards and those are our three major suppliers that we get items from.

Daylene Long ([12:30](https://www.rev.com/transcript-editor/shared/dCWE0xseplpcB6uKTLgr7etE7gux6VukvpbOQ7Jtx2YJfBgS2Qvtwbwivbvw4rgoEZVLVWypbJGU1soI18egyg0I1Fk?loadFrom=DocumentDeeplink&ts=750.25)):

Okay. So a few questions. When do you get the items for the next school year and yeah, when do you get the items for the next school year? If you're placing your, well, let me back up. You're having your meetings in May to talk about what you might need and then placing your orders over the summer. But is that June Correct?

L. Frost ([12:53](https://www.rev.com/transcript-editor/shared/w53M5h_dO19eTpFzBCUVfWGTaI3taFQUOsJzQrA4ls-BRnODtk5XBwxk10dw7w33W4oKAuHsMBBqH0RnM9O0UTPNaRY?loadFrom=DocumentDeeplink&ts=773.2)):

Yes. Usually July is when our fiscal year, July 1st is when we can actually purchase something for what we have currently. July 1St, 2023, we were able to put in our purchase and get a purchase order through the school and put in our purchases for the 2324 school year. So we went through and we ordered, and that way we get pretty much everything that we need as long as it's not something that's live materials or something like that. If we have to purchase it later when it comes closer to time, we of course don't purchase that early, but we try to have almost everything that we need when school starts in August.

Daylene Long ([13:44](https://www.rev.com/transcript-editor/shared/wnJ9Q6RM4_JtpIlZP5e8b9fJ28gb_bZx2SezsYOR3l6x-nXfpLMS_oc4qt-MAvrInDVlLqxDHREtw-x7TUjkF_Itaks?loadFrom=DocumentDeeplink&ts=824.68)):

Okay. And then so what kind of budget do you typically have that you're working with? When you're talking about that July order, is it range or It depends. It depends on

L. Frost ([14:03](https://www.rev.com/transcript-editor/shared/vqYkXSfkL5BKBkOiw40AfDwITGp1qFFbqGsSpygZLHOWUBueTfugPznOVeO9kVdg9JXzdyY5LI0dVEiDm0gxQXew0UQ?loadFrom=DocumentDeeplink&ts=843.85)):

What our district has done. The year that we purchased textbooks, we didn't have as big of a budget for lab supplies that year

([14:20](https://www.rev.com/transcript-editor/shared/GrGf_hi2bFBrNmYuOodoFcy94SJp360kLtitVqx3FwY9qLY-68mwpw3EDQHNypNSOo3FxF2WuCxpwVEtaGJmB-TbhmQ?loadFrom=DocumentDeeplink&ts=860.5)):

Because it was sort of, we used more of our money in, I mean books were allotted, I'm sure. I don't know how all of that works on the budgeting end and with our school board and how all of that works. But we usually have, and we're a small school, but we have a couple thousand dollars to work with a lot of times and it depends on what we want and we will kind of say, Hey, I would like to do this. And if we set up a plan, if it's something like I want to do a DNA gel electrophoresis for example, and I want to get a couple of those test kits. And so if it's something of a large expense plus that would be something we only use once and each semester or something that that's a larger purchase just for one activity. And so if I want to do that, we'll put that in the budget for, we'll do that for this year, or we'll say we can't do it this year, we'll cut back and then I'll plan to do it next year or the next year or something like that.

Daylene Long ([15:53](https://www.rev.com/transcript-editor/shared/FSs1ql7FT5R20aLj_2x92ZgnKz30ellbP72u8YE9zvFVdl5rR9id1zhrCvtbL4jS61RZjR96JjmgrQN_4Sjnl0-Ndew?loadFrom=DocumentDeeplink&ts=953.51)):

So

L. Frost ([15:53](https://www.rev.com/transcript-editor/shared/6k-nUcvNVoDsUlOQjnrDU8ukrgMv8GMLtyJIuM334BdN_fWUep0xTnuodIwjNwb6xLesaKzTstWTJvMfvwPEgFSuvTc?loadFrom=DocumentDeeplink&ts=953.69)):

We'll scale back each year until we have that that's the one thing that we want to get for something upcoming. Does that make sense? I feel like I'm not explaining things very well.

Daylene Long ([16:08](https://www.rev.com/transcript-editor/shared/LzCD-DSODb1gQVcZGVfc2U604PvJjEsmYAcJrKal5MiMDH4rut7Njp0kq0Z1qaTZcQPJBU061PZyaJsBBYWEbS1TDYY?loadFrom=DocumentDeeplink&ts=968.72)):

No, you're doing a great job. I just know that it's complicated. So that's probably where that comes in. So tell me about this last year's ordering then. What kind of things that did you get? Who did you buy them from? Did you have any moments where you were particularly delighted or frustrated?

L. Frost ([16:33](https://www.rev.com/transcript-editor/shared/7lkXXbaSMekAnHoflPRYq3591CtrR_8rqHRXvV0mB3UeBbCb4ahezN31EGbqu9a5YrZrsq1jO6qkHEMtmO_mT0-Sk6Q?loadFrom=DocumentDeeplink&ts=993.99)):

I know we got some of our chemicals, the chemical indicators that we needed. Usually our chemicals come from Flinn Scientific and I'm out of the loop when it comes to chemistry stuff. But for biology, we needed the Benedict solution and Biore reagent iodine, things like that for testing of biomolecules. And I know some of the other teachers for biology too, they had dissections specimens that they needed to order. And I want to say we got those specimen from Carolina Biological. Do you

Daylene Long ([17:30](https://www.rev.com/transcript-editor/shared/bnJPsiw48jsi89iIvA2fsaRatp8rueuYO6Pcny4whRT6VxilOKUw-g08kcmZGK5m3GbYJe4P5zYgbj7X3yVJwdbMh1Q?loadFrom=DocumentDeeplink&ts=1050.39)):

Remember what they were?

L. Frost ([17:33](https://www.rev.com/transcript-editor/shared/pWKTbTx4dritXGaOpTvGBc-yfOkyk1sRt8-zc_SzmtWotiyDEedJZZHMaAMZeRzK8Lj4ksf8DjsI6wI0bme3jCLelbI?loadFrom=DocumentDeeplink&ts=1053.65)):

Actually showed me the list today that she had fetal pigs, earthworm crayfish, frogs, and I can't remember, there was something else. It may have been the bird. Bird or perch. I can't remember. Okay,

Daylene Long ([17:55](https://www.rev.com/transcript-editor/shared/GF1qIwa6eYwHw9oRVO7tsmnajUULojsu33zIplzg-KQR5sNtEHV-toBOpzNY6FXQvQpXIXTyEbYuEfANO9JyCEQEj4A?loadFrom=DocumentDeeplink&ts=1075.53)):

That's helpful. And those came through Carolina, I think you said?

L. Frost ([17:58](https://www.rev.com/transcript-editor/shared/ce5Vlqv2i4uSwHB6Xx9kQVz6mMgkTXIQ6Q5CRGvEPbs84ZTB8TDda7ra5F-Gwk9F6Cc0EISF6cCMAX__Zv5LyoPHXKc?loadFrom=DocumentDeeplink&ts=1078.89)):

Yes.

Daylene Long ([17:59](https://www.rev.com/transcript-editor/shared/mY0ylyH2LPSsWdK9at63wzb27uqVS8DNEqltxHzwas52PMaKn4-jjdDlPyMq79_pkZdRCjPCtUzayUm99EU3NuBnhK8?loadFrom=DocumentDeeplink&ts=1079.7)):

Okay. Okay. Anything else in terms of LabWare or technology or kits or any of those types of things?

L. Frost ([18:15](https://www.rev.com/transcript-editor/shared/T7tlTwuuh-8__lrV3Ul466CYmhaBtfswxcnSA03uAxg-ML8BuE0AGjk6WY8dh9RDN2h84Xs8OZDCdYQ4m_GfBmth9uw?loadFrom=DocumentDeeplink&ts=1095.42)):

When we order, I'm not really sure because I'm not the person that orders most of the time. I just handle my list. I look through my magazines and things and find what I'm looking for and say this is what I want. But glassware and equipment falls to our chemistry teacher and he makes sure all of our equipment's working and things like that. So microscopes and microscope slides. I do get microscope slides and things like that, but still when I have trouble with that, anything a bulb is out or the focus knobs need adjusting or any kind of maintenance, I put a tag on it and he takes care of it. So that's nice.

Daylene Long ([19:09](https://www.rev.com/transcript-editor/shared/vVPcTImNO3WeutzTeXTz0WBAuPsQL4cYjiaA3cAzs4cc92bB016L2ySsNQQgF0ckakKEULG7K4ljg6LCydVQFffbPpc?loadFrom=DocumentDeeplink&ts=1149.63)):

It is. So you mentioned that he gets most of his stuff from Flynn. Yes. Does that mean that he gets most of the technology stuff from Flynn then if you needed a gel electrophoresis kit, are you recommending who to buy from or is I would would find what

L. Frost ([19:28](https://www.rev.com/transcript-editor/shared/AjgGcuhRLPGOmCxWCm6lOOdUeoBVWc4VMt3HihnFwo-dfw-IYKqiPX12PHAScVeeC_4KnqHNx7e-pHOBJXa02LHn0AM?loadFrom=DocumentDeeplink&ts=1168.47)):

I wanted and usually then it would just come down to the price per kit or I would compare a couple of different ones to decide which one I think I like better. And sometimes cheaper is not what I want. I want something that's a little more expensive because there's something about it that I like better or so we don't always just go with the cheapest, but cost is one of the top things that we look at just because we have to mind our P's and Q's and pinch pennies and try to save money and things like that.

Daylene Long ([20:14](https://www.rev.com/transcript-editor/shared/Jfrq99OzZZ4vZESPibdf3K7LtaUDld8uHsmyRLXshlhFZR9XGZAQWhFiUWX4STJMHPE1Qsgv9-uNrXOBQVqslS8lYv4?loadFrom=DocumentDeeplink&ts=1214.16)):

What kinds of things make it more attractive to you if something's just a little bit more expensive, but what kinds of things would make you like it better? And if you've got any specific examples that you can use where you thought, oh, I picked this one. Because

L. Frost ([20:39](https://www.rev.com/transcript-editor/shared/9x2qWx8BKGM-qrxb3EtgCuusbPHPC7sfkz_h6FcAC1G7XJEYHNg8Cotesx8sXIyZtQCoS_SsCuc1AlLQetoH3ePCGlE?loadFrom=DocumentDeeplink&ts=1239.96)):

I think when I'm looking at my catalogs, I like to look at catalogs, but a lot of stuff I do online now searching around for stuff. Kids today, they like their tiktoks and they like their videos and stuff, and when I make 'em put their phones away, then I better be ready to be the replacement to be the entertainment for that time period. And so I like things that are colorful. I like things that I can hand them and say, make this work. Do the concept that we just talked about, show me and put it together. And so that they can do, I use myself, I use a lot of Legos and things, building blocks and stuff like that, even to do chemical equations for photosynthesis and stuff. I'll give them a bag of Legos and say, show me the formula, make it with the Legos. That's

Daylene Long ([21:58](https://www.rev.com/transcript-editor/shared/UyHQo-t2ivNZCtJZiTGWxmFiGlF_f5ePREt3Hx73qtgAwUInM10dHwAIDTkkOuTxzTDiQEDCl3Xq8ocE9M0pJpM3qU4?loadFrom=DocumentDeeplink&ts=1318.36)):

Fascinating. You were the first person I've talked to that does that. Gosh, I have so many thoughts on that. Where did you learn to do that?

L. Frost ([22:11](https://www.rev.com/transcript-editor/shared/hhbFjNvLGT7OkBh6ubwsi3FNsLXOgXbYhdVQckON7c6e4NEo5R5NYsfOMX-QHHsB1K_z1I7wUDIHRjHq1FhVVSWxKP8?loadFrom=DocumentDeeplink&ts=1331.8)):

My nephew who was a senior this year actually when he was little, he played Legos a lot and we played Legos and I was trying to figure out how to get my students to look at glucose as six carbons C six. And so my little nephew is four years old and I was like, look, we've got six red ones, six red blocks that can be carbon and just click stuff together. And he says he still as a senior, he still remembers doing stuff like that with Aunt Libby at Christmas when everybody was playing outside, but he couldn't, he was physically not able to. And we sat and played Legos and I said, this is how an amino acid can hook to another amino acid and we can build a protein. And we did a lot of stuff with Legos just because he had Legos and that was what he played with since he couldn't go outside and play.

Daylene Long ([23:18](https://www.rev.com/transcript-editor/shared/cAULarVvJAMJocdkUqo9i_muauSzol4fanKik-CEcWRA-kpbPKemDlv3vckmw1VMvm1kDkwQISELCyBXmVxaLtRpcDY?loadFrom=DocumentDeeplink&ts=1398.49)):

I have to tell you, Libby, I actually got a little teary eyed when you told that story because it's such a beautiful example of teaching and learning and also just making accommodations in life when you're at that Christmas dinner and he can't go outside and those kinds of things. That's a beautiful story. Thank you so much for sharing that.

L. Frost ([23:44](https://www.rev.com/transcript-editor/shared/jpMu_AR5DBWWYOA8MNN6Q_C4M_qdkSTRJdQtMbW49tV0MyIIucY-p6EXhBP6GBUe9Osb1emk7CAR5M97wipuwG__Lxs?loadFrom=DocumentDeeplink&ts=1424.38)):

You're welcome.

Daylene Long ([23:47](https://www.rev.com/transcript-editor/shared/XVMA8P_wfJTfiYDCVMA_STGY9j_ez59MGHtv9GEGRHNv47plg01G7Z9MEcfyrnUULrMoMKtt6EYAffAfU5iBzxNJVrY?loadFrom=DocumentDeeplink&ts=1427.78)):

So I like what you were saying then about them getting the kids to demonstrate what it is that they know. And it's an interesting perspective too, that you're thinking about it from the standpoint of if they turn off their phones and they don't have TikTok and they don't have that, how are you going to be engaging enough with these Students?

L. Frost ([24:12](https://www.rev.com/transcript-editor/shared/pt9YH-8EzxABFhdg2EuBFb_c4YBXsGkM4It6QfQjP8hkLKaWDsn9SQGi933CuGDBqkKYACT_2lOxUTPAM4uRrBLxQEs?loadFrom=DocumentDeeplink&ts=1452.56)):

It's very hard because they're ready for you to do something and they scroll past. I see something that doesn't catch my interest. They scroll past and I feel like when I'm in front, you've got me for a whole block of 85 to 90 minutes and you can't scroll past, how am I going to engage them this whole time? They get bored so quickly and so easily and they don't want to focus. And it's very, in the 27, 28 years I've been teaching, it's an adjustment and it's changed a lot. When

Daylene Long ([24:55](https://www.rev.com/transcript-editor/shared/t9oDYgQnooN_syYY-DjYBAYzBWM413DNU0XtuDSDP9ufFKR_8iGzumjc5YWxYCELeOvYuqkEKu_KVYxbbgknxv4BZho?loadFrom=DocumentDeeplink&ts=1495.22)):

Did you think that started changing where you started really realizing that I really need to engage them differently so that they don't try to scroll past me?

L. Frost ([25:07](https://www.rev.com/transcript-editor/shared/Rc4u4vbTr6jKEgz0HtcoVN5zQLt8I3PZYEjTSPgG17U0SVM6gQsdW4FRMPRTCDFDcLDq85Waga5GLHIrBZEukzAcXPA?loadFrom=DocumentDeeplink&ts=1507.1)):

Yeah, I don't know. It's been at least 10 years or maybe even more 10 to 15 years that they've been, I'm here to be entertained more so than anything else. And it's hard not to get frustrated and become jaded as a teacher thinking the kids don't want to be here. They don't want to learn anything, not the case all the time. There are times that they do want to learn that they do have questions, they are still curious. And I teach high school, but a lot of 'em are ready to just let me go to work. Just let me get out of here. Just let me. And I think some of the innocence of even high school kids, it's lost in the past 10 years or so. Say

Daylene Long ([26:04](https://www.rev.com/transcript-editor/shared/KfZQS37Lxc5UPHV__RABLJ-yMrvgiRNF_CRSYfOgOxsLm-jY9g-pqjXqd3CE5vIRZ0ct6qIfzZcPaXU1OHvGNWpYmP4?loadFrom=DocumentDeeplink&ts=1564.7)):

A little bit more about that. What do you mean by the innocence?

L. Frost ([26:11](https://www.rev.com/transcript-editor/shared/j5uNKgOzLFP-e6mztXwDk9VVr7es7tqLfFG9INsHyjGF5yHcx4uTURWkbs9LaxU_Fuhnhm5SL3mlKes0O5NGZq11O5Y?loadFrom=DocumentDeeplink&ts=1571.18)):

The curiosity of wanting to learn something just so that they can to know it. I remember my kids coming home from school and say, guess what I learned today? I found out this or I found out that. And the kids being so excited. And nowadays it's hard to get that kind of reaction from kids. They're like, eh, whatever. They've seen it all. They've seen it all. And I don't know, that doesn't interest me now or something. But that's kind of what I mean by that.

Daylene Long ([26:51](https://www.rev.com/transcript-editor/shared/PUPWIR3ox5taN5EscVArDr3LeQYfIuUpndnbTGUMxKJGW5Ohn-dZ-6mwFALsakUtxAMzflok5rrm_ILTDyes781sIW4?loadFrom=DocumentDeeplink&ts=1611.66)):

They have access to it all at their fingertips now. Yes, they feel that they can Google anything or chat GPT, anything and find the answers I think is where young people are becoming jaded, where least when I was growing up, you had to, when somebody taught you something new, that was pretty cool because it wasn't in the encyclopedia or whatever. That's just a really interesting perspective. And thinking about that a little bit more, are there things you wish were available for students or for teachers who are teaching this generation?

L. Frost ([27:36](https://www.rev.com/transcript-editor/shared/vb9HDdB2k7LIe3LvMFqkoa0UsXnHmTLbteIq_89TOoMkwpKNNMJvTwtXFK03RodkWp3piz6mdP-MZ3RfyL74btjdMRE?loadFrom=DocumentDeeplink&ts=1656.6)):

Wow. I don't know. I guess I should have thought about some of this beforehand. I wish I had gotten a question list so I could be thinking about what do I wish was available.

Daylene Long ([27:52](https://www.rev.com/transcript-editor/shared/idgIwUPGfSuYwICf3S-TwRBOF-dB9U5CRdl_895aYo-jUOqfaRdZlHllph9fCuLjd5F1LQyHK2NGPfoIVNbzzuMtLzg?loadFrom=DocumentDeeplink&ts=1672.53)):

Libby, that's a good idea. We'll consider that definitely with future interview To

L. Frost ([27:58](https://www.rev.com/transcript-editor/shared/nFa_zi5vZ7HP8z9kLhfzhV9wKXJ6tAhtj8jZGmmbKvkYMOZLb0huFEeb2tfZ455qgyDDiMqzUegjHMLhLnSY61Upi64?loadFrom=DocumentDeeplink&ts=1678.5)):

Think about beforehand before the interview. Let's see, things that I wish textbooks are, so I hate to say the word outdated, but I don't even use my textbooks. And there's a wealth of information in those textbooks and we spend a lot of money on textbooks, but I can't tell you the last time that I handed out textbooks because I was talking to, and it was my honors classes and they had their computers out and some of them are very engaged in their computer while I'm talking and I'm like, what are you looking up? And they said, well, you were talking about sickle cell anemia. And it says right here that they were already looking up stuff about sickle cell anemia that I was talking about, and I thought they weren't paying attention to me, but they were wanting to know more. And so they just got access through the internet and through just their phones and stuff that it's not paying attention to me, but they can look up and dig more.

([29:26](https://www.rev.com/transcript-editor/shared/BUuZHrPZlTxeENxngr1aAGkEp949lzlQbUYJjgwHIATdJFzeYVz2RaSbZONrVvBvoEXcvChNvp5e7hxLbXTCULzha8E?loadFrom=DocumentDeeplink&ts=1766.28)):

But then I have those students that whenever I call on 'em and I'm like, what are you looking at? And they're watching Monster truck racing or something, so it's hard to tell what are they into, what are they doing? What has their attention when I'm here saying stuff and then I ask 'em a question and they either are in a totally different realm or they're keyed in and they've got more to add. So it's hard for me as a teacher to look at that situation and judge who's actually into the lesson and who's off in la la land doing something else. Their mind is on their job or whatever they're doing after school or how can I stay awake?

Daylene Long ([30:17](https://www.rev.com/transcript-editor/shared/hbCKE1Uo4u_pPo7GHUtt8kJt9y2HVMBYl6AqHe2z6EHe8msoVvKxAmEkNzmrRe8LqEK6LBXR76SW2yvFxx6Nswqlj-M?loadFrom=DocumentDeeplink&ts=1817.56)):

Yeah, that's really interesting. Are there any resources you wish that you had? So maybe if you're up there and you're teaching about sickle cell anemia that you, I don't know. I guess what I'm hearing from you is that students are accessing multiple ways of getting and assessing information. So are there things that you feel are missing that you wish you had?

L. Frost ([30:52](https://www.rev.com/transcript-editor/shared/IX9xjXUDkAA1Bn-7u9uPsRukpskqElx9luN8DrudBT8aI5iAbb87edovVGri1O_mB1Kmo3gnw8R3xxQ0nF3fdP-PsH0?loadFrom=DocumentDeeplink&ts=1852.57)):

I would like to have access to mean videos. There are some videos out there, whether they're YouTube or One of my favorite resources even for high school is Amoeba Sisters. The Amoeba Sisters, YouTube, they're on YouTube and I'm sure that they make a living doing what they do, but I'm like, they explained what I'm trying to explain with better pictures

([31:22](https://www.rev.com/transcript-editor/shared/gLyFNnaIrOjRNfD8Ewa20TO8W4bUsUGb9sRDiJTHTh5bzTk-gyW_CXe6-04QV2Jwn6UfCtTY9mCqClD_BVTQIToobzw?loadFrom=DocumentDeeplink&ts=1882.03)):

And the animations is kind of, it's kind of, sorry about that. I'm sorry. Intercom. So it's kind of on a child's level because it's cartoons, but then it's talking about very complex ideas. I really like the videos. Videos and computer graphic type things. Manipulatives like the Legos and stuff. Magnetic. I had some magnets that I used, but it's almost like I feel like I had to do 'em myself. And I can find them now on different catalogs where they stick to your magnetic board, the pictures of the phases of mitosis and things like that, and they can move 'em around and get 'em in the right place. But anytime that they can get up and move stuff around, move from table to table and pick the one that has, I give 'em a card and everybody gets a card and then they have to go in and find the display that it matches what's on their card or something like that.

([32:49](https://www.rev.com/transcript-editor/shared/lO-CULIZHJktoM-EsfOXH7t84oETWyhkavy4h9hgEllq_GAxtj7SaUj03Scz6VL4-pap1AE90ffb_6ngWwh-c8SsjwY?loadFrom=DocumentDeeplink&ts=1969.82)):

So anything that can get 'em into that and thinking on their own, Pick you up. Now we'll come to the office, But still a lot of times I'll give them their card and they'll be like, I don't know what this is. And I'm like, oh, come on, we just did this in class. You know what this is? Looks like I showed you a picture. Go find it, find it. And they're like, I don't know. Or can I look it up on my phone? They want to look it up on their phone and then go and find it. So that relying on something else and not having the knowledge right there, but I do it too. I'm like, oh, if I need a recipe or something, I'm just going to look it up. So I fall into that too. And I feel like I don't want to judge them or say they can't do that.

Daylene Long ([33:48](https://www.rev.com/transcript-editor/shared/uT9ybx0tMIHuSVhH5lNE0OoG8dIeaD_me_KsF8ZVMCYtC2pflYoK6beBYcCs4d7dP8zEXiNNOW669nVfhhs5sAzMKpI?loadFrom=DocumentDeeplink&ts=2028.14)):

That's a good example of how things have changed. So at least when I was growing up, I learned to cook a recipe from my mother. There wasn't really anything that was written. She taught me how to cook it with whatever was in the house or what are those kinds of things. But kids today, oh boy, do I sound old when I say that there's different resources available for them. So those things have changed. But what I'm hearing too is that you're seeing it display itself in maybe needing more of movement around the room and hands-on manipulatives and connecting things with their hands and their brains and those types of things. Yes.

L. Frost ([34:41](https://www.rev.com/transcript-editor/shared/_HmEieBbzlbd6g8gsWRueZYmLFS1lChiVZiMLWFs8BrOVUldP8JrIbnfsT_sE91oTeHzBjBZZc4Fn0DxgCDJ6cBIqcU?loadFrom=DocumentDeeplink&ts=2081.12)):

So

Daylene Long ([34:42](https://www.rev.com/transcript-editor/shared/XijI_4uSdJnm0nlAumRrTCn-7oD2BHqQ8kON55lES33xmkjxl3uHQeuygLnUhE9FNiuCjvlcloKZ1625IyU840vm-R8?loadFrom=DocumentDeeplink&ts=2082.35)):

That's really interesting. Are there resources besides the Amoeba sisters that you like?

L. Frost ([34:53](https://www.rev.com/transcript-editor/shared/_K23SqlrZ5psnsDB4R6W7mg-Uq6-1wMblx2oN8r8_tciaxH_RqYNdfgu4L1ykaZl8Q_SyViSG1bPL-d4NUuvtHiIz5c?loadFrom=DocumentDeeplink&ts=2093)):

Some of the video wise, there are some people that put out some good information videos. Professor Dave Explains is a good one. Bozeman Science is another good one that I use his stuff and Crash course

Daylene Long ([35:20](https://www.rev.com/transcript-editor/shared/MW-KgHTHnTUbIy_8B6ZzFjXLVkSFXAKaZdcgm8b4my4XjAjAG56PjvTpVg0l7N7sK2marNzFMcclUPEwk4_YuMdIbMg?loadFrom=DocumentDeeplink&ts=2120.21)):

Is

L. Frost ([35:20](https://www.rev.com/transcript-editor/shared/rje0VLhPtvc2Cybspw-y985kdU8DBI2AtTx4mgiLig1KYb9gV29AF8u0dNsN-XDYyvz6KJme1dKYze9E3ZRxFxncEsM?loadFrom=DocumentDeeplink&ts=2120.36)):

Another one. Those are usually my go-tos because I feel like I can trust the content and it's free access with YouTube.

Daylene Long ([35:33](https://www.rev.com/transcript-editor/shared/26ewXJGxZUWm0l1P0CbwFVEVlbPUk9N4led34NiGrBy5XGkS_K0PJYubG1Pye60yNqsQpvvtBN_V6vgCKS2rbSm2QfM?loadFrom=DocumentDeeplink&ts=2133.05)):

Yeah, crash course I think does something. Or maybe it's HHMI does something with sickle cell anemia too that I heard people like. Okay, so let me flip through my questions. Libby, I wish I had had you for a teacher when I was young. Do you do any dissections in your classes?

L. Frost ([35:58](https://www.rev.com/transcript-editor/shared/9p9KobJTbTvhW-RJNBmk90Re1v06jhDKvA5PRexl2c8A1sY-N4rqBs7duOlQvbI3_puQiDRBo2le_JLtyGDHQzR4Bhc?loadFrom=DocumentDeeplink&ts=2158.62)):

They have really, in the state of Tennessee in standard biology one, they have taken dissection completely out of our curriculum so that our entire first level biology curriculum can be completed without any dissection whatsoever. And so I myself have not dissected in years, about eight years I'm guessing. But biology two is a survey of the kingdoms, the different kingdoms and lum with plants, animals, fungus, all of that. And so they do more dissection.

Daylene Long ([36:51](https://www.rev.com/transcript-editor/shared/J3ae4LYwraVMhxA3dK2X_GZgucyi_xgpq1F8ITuduugqtDCNCCMTSLcnHrfD9AtZEi7hOE_gtfSNcNRWQmK5UYK7BKI?loadFrom=DocumentDeeplink&ts=2211.15)):

Okay. So do you know what has driven that change that the biology one, there's less dissection

L. Frost ([37:00](https://www.rev.com/transcript-editor/shared/RYjnfoykvXxJp6rgm-w7qxVS1U7Fxg6h03SeqOoH3bdSjHii4hqian7cfiIuxehDdrdueuvEj67Dm_lqxX0SarbJxsc?loadFrom=DocumentDeeplink&ts=2220.03)):

Testing. It's going to be my number one answer. The testing, everything is so heavy on testing and I think that at this point, whether it's at the national level, the state level, whatever is that your test results are the quickest way to prove this is what I know. And some kids do not test well. I've known really, really smart kids that don't test well and I've known lazy kids that soak it all up and then they test like their geniuses and then later on they're flipping burgers at McDonald's or something. And so I don't know that testing is the best measure of somebody's knowledge or their ability, but I feel like we are heavily leaning on those tests and test results more than anything.

Daylene Long ([38:11](https://www.rev.com/transcript-editor/shared/WumQzeoGWQjW60J982bMOQBIe_tc06h1eTFqn11U_cs7Qk68asaZIw-GpR0FT0TppSgx105ICJ10C31jII3iKUyzc8I?loadFrom=DocumentDeeplink&ts=2291.55)):

That was a wonderful summary. So thinking about testing since that's one of your goals at the end of your biology one, is there anything that you wish would help get kids ready for the test itself? And I don't necessarily even mean content, I mean just any resources you think that are missing to teach them how to do the testing or anything like that that would support you and that would also support students

L. Frost ([38:48](https://www.rev.com/transcript-editor/shared/yJanYt2q6jfofqCxD_A5r0icB51xG9OKGxPkjwOpBn6lx8_oNGzdmVAqST07bGT6TWsB_1nzevmTm0r7hEJ6BDVIwuM?loadFrom=DocumentDeeplink&ts=2328.04)):

Study skills in general, flashcards and as teachers, we're only given an hour and a half with these kids each day. And in that amount of time, it's really hard for teachers to push as much information as we can into their little minds. But the Quizlet is a great resource and I've used it more in the past than I do presently because I think it got to where you have to pay a membership kind of thing. And there's a lot of great ideas out there on teacher pay teacher and stuff, but I've lost my train of thought. That's okay. The things that, the things that we need to use for testing and review, kids still like the buzzer games and calling out the quick answers and things like that. They still really enjoy that kind stuff.

Daylene Long ([40:11](https://www.rev.com/transcript-editor/shared/u2obO7ZCye161nK21z2jzqrLp7s4RtcCJgQRvwfhzS7RohlY7SoAewMVdZuRSAH4-Btxj8zJCZPaY_dck_K_ZP7NIPs?loadFrom=DocumentDeeplink&ts=2411.59)):

Okay, that's helpful. I'm flipping through my notes. And one of the other things I wanted to ask you is are there any vendors that you consider yourself to be particularly loyal to?

L. Frost ([40:33](https://www.rev.com/transcript-editor/shared/xvGlQt_1XahsUydlG_ky5WrLElxyFvyZ2OeS41SCD94mBoTyV962PJZCWJhe9nHrsX_4MTByGM0QLupJj8FKp8nKpkw?loadFrom=DocumentDeeplink&ts=2433.31)):

The three main ones that I've mentioned being Flynn, Carolina and Wards, really off the top of my head, I can't think of any others.

Daylene Long ([40:47](https://www.rev.com/transcript-editor/shared/69ISjJYFapxvDtaRCksuFTOlklRjmojmYFZHrKHw_DVNEXuAiNh-IFcftXP6GKon-0L5hD8UeTyB5oAQC70yzaVqJUg?loadFrom=DocumentDeeplink&ts=2447.95)):

Okay. And one of the things that came out of the survey that we sent was that reliability is very important to educators when choosing vendors. What does it mean to you that a vendor is reliable?

L. Frost ([41:08](https://www.rev.com/transcript-editor/shared/co4wh34SW0PYvSN7yvH_dFHJ4fmiGIdPNUT5-F5CSuZbCxzoybYaL1Y68WuY8xvXODhaq_PYDRRnyWx_6t1kMT1HXCs?loadFrom=DocumentDeeplink&ts=2468.14)):

Well, I know that I've needed some backup, some help if I can't figure out how this works, if it's not user-friendly, if I can't figure it out within a few minutes, then it's almost like, I don't want to say it's not worth my time, but it really, that's the way it feels. If I'm going to have to spend 30 or 45 minutes every time I try to get this activity going or whatever, if I've got to type everything up to put the questions in to play this game or whatever it is, the more work that I have to do, the less likely it is I'm going to do it again. And if having tech support available or pre-made tech stuff, if that's a thing, pre-made games, quiz games, that kind of stuff that would be worth paying for if it was easy to use. And I felt like things that are going to be more valuable if they're easy, take less time and still get the same job done, if that makes sense.

Daylene Long ([42:33](https://www.rev.com/transcript-editor/shared/QrF4xRfzgndGk1h5qELpA_zOt9qspb_0rfdCQk2TLAUOFUEglj4BA_-enRdQ95_NVjjasCulnGIC5TN63Ukg7Dwo5B4?loadFrom=DocumentDeeplink&ts=2553.05)):

Yep. Would you add to that too? I was wondering when you were talking that you can easily match it to the state standard that

L. Frost ([42:42](https://www.rev.com/transcript-editor/shared/541l9IAeLTwp4Yr7pU3L2grGSrybD-K1c300a9VTMnyTBfJQd9d1LRhy4poMLGbeYRSPP9u9iESM4RLXF4tEnPuW-BA?loadFrom=DocumentDeeplink&ts=2562.95)):

Yes.

Daylene Long ([42:43](https://www.rev.com/transcript-editor/shared/m1vPKG7sXRleqJWqsalY5JYN_klOtl3w8SzaOES8hrukQ2EM_Wo69VvMgSJBMUIKHEUToBZo8o5r5UFJW_2yTxxV_N0?loadFrom=DocumentDeeplink&ts=2563.76)):

Okay.

L. Frost ([42:45](https://www.rev.com/transcript-editor/shared/HxHb5ck_WNIjIt12XVrbbKaleraEEjwq48WWIp07gl1xgyZjRLpTkWy_F9ZMiDYHSMCEliaReIXKoGdG8oRwOvx909A?loadFrom=DocumentDeeplink&ts=2565.29)):

Yes. We do have a really good test bank that my district uses. I don't know. The site is Mastery Connect and it has all the questions. The way that you find questions is you have to put in the standard standard number and then it can pull up all of these different types of questions about that standard. And that's nice.

Daylene Long ([43:22](https://www.rev.com/transcript-editor/shared/sHCCUrpZ4GS6d5mhyoQ-t3qm1yWaGgPMNy8ou3hnPd7ZerOuizZsQQrPcgE47vsbveQfC-Fp1nK7_bJv34rREFxEY7E?loadFrom=DocumentDeeplink&ts=2602.58)):

Yeah, that is. And do you put in for Tennessee State standards or for NGSS or DCIS or how do you do that?

L. Frost ([43:34](https://www.rev.com/transcript-editor/shared/2RZWInrTtx0dXEIY1R5eOnbUjSMztdrpIqZx92dZhLTAaujp9LaOfiiiQ_Et3r6gaA6zWKFG3c6WtKAbjbZ6fzRBRdw?loadFrom=DocumentDeeplink&ts=2614.82)):

There's a dropdown when I click on it and we have, our school system has access to the Tennessee State standards as far as the national standards and stuff, they're not, I don't know, they may be on there. I haven't looked specifically because I just find Tennessee standards and click it and then I go find biology and then I start clicking and pulling out questions. So that makes it nice when I'm going to do a review and put 'em on teams, put the kids in teams and I can just click, this is our standard that we're learning about and I need 10 questions, click, click, click and pull 'em over. And then I've got it pulled up on my TV right here and the kids can buzz in or write their answer down on their little dry erase boards and it makes it easier. And I appreciate having that as an, I don't want to say it's new. I've had it for about three or four years with our county and district and that's made things a lot more simple so I can grab and go pretty quickly.

Daylene Long ([44:54](https://www.rev.com/transcript-editor/shared/nUnLdvO6zGPRl4xI0ON3gxDOoe2QTr2zaAtHoIJIINGYjwoGrFzxwJ4gymbAW_xYwUTARyE-uvM7BVPvx0LyhAp18H4?loadFrom=DocumentDeeplink&ts=2694.63)):

And I apologize for my cat who's decided To be Part of this phone call. She's probably hungry, so that's interesting. So I have a couple more questions and I know we're getting close to time and I want to be respectful to your time.

L. Frost ([45:16](https://www.rev.com/transcript-editor/shared/8zxsbnsGGF_JdPAULmVUaizlY8JQLkfeX_ee1S6EALVPQ0k_NbEB2iGHUORC9D4MMt0OZH0x_ol_H3w1E-1youqP9EU?loadFrom=DocumentDeeplink&ts=2716.98)):

Are

Daylene Long ([45:17](https://www.rev.com/transcript-editor/shared/fR1GLFPNRmqfKfs9eiASoWtX3jmxMncoPmlz-yAafuDnCbjU3YXOmXVIhACrKf-zMAGyOuYwoIqHB3Abv2N-BJlld7k?loadFrom=DocumentDeeplink&ts=2717.31)):

There any social media groups that you participate in that you find are helpful for you as a teacher? I

L. Frost ([45:27](https://www.rev.com/transcript-editor/shared/_28aor8aJXyvtqgKg_2gmGjs-80LSB21IlWyvaB0P1bcgq1jdA8OzA_y1VrI1P81-glW2xK1roVro8BIswXA0fkWJCw?loadFrom=DocumentDeeplink&ts=2727.18)):

Really, honestly, I don't do teacher social media. I don't have a Facebook. I do Instagram and Snapchat just with my kids.

Daylene Long ([45:43](https://www.rev.com/transcript-editor/shared/t3Ia2K0Zx2Bzu6m_J_Nse1NCCLlAG3XStL7lovmQTKtztugzm0euHPO6vRJne5MQSxEUFgEjk5AP6InmAjSs1UFkf-I?loadFrom=DocumentDeeplink&ts=2743.02)):

I own adult children

L. Frost ([45:46](https://www.rev.com/transcript-editor/shared/XRny_KGJKIAbGsMMx3JFudrOleHPdpiGOp_3IAxGc6VbpMycGzT0SIr9FoqxCetwd1wZRBKoeDHifAJ6ra9mNZUHabg?loadFrom=DocumentDeeplink&ts=2746.11)):

And I don't have any professional groups that I click with outside of my school time. And that's a terrible thing, but I've kind of scaled back on doing some of that.

Daylene Long ([46:01](https://www.rev.com/transcript-editor/shared/hNHFeFHWzKj3Z-NBGs1h-81HLqMrjevvd8ehFeYjNMwDMcWLt-_PGj26FQDZrgf8Nf3mkmTlCvgTY_CLDUSjinBDEZ4?loadFrom=DocumentDeeplink&ts=2761.26)):

Okay, you can't do everything right.

L. Frost ([46:03](https://www.rev.com/transcript-editor/shared/do907-z2UZicD2bsax2aKtNPSzXakvZMjfPABj9IjUB6EhgXSQ8J906dITPJoJaEoOja2SkY9LLtFlNw-IZ8M46zxKY?loadFrom=DocumentDeeplink&ts=2763.77)):

My Dog

Daylene Long ([46:04](https://www.rev.com/transcript-editor/shared/5roFtIaWM_IK-pMJRT_nK2A8EuFJEyJmUU4SwCryQvhgeHCEbwwsmZkX0c4aMYV9Wylev49-uF0_a1hKkWJ73mFSu7E?loadFrom=DocumentDeeplink&ts=2764.57)):

Or my cat out real fast. She is being a pain, aren't she?

([46:09](https://www.rev.com/transcript-editor/shared/9fTm75IlQBwsb-LtOnQkdZ3g8t3sQqGLkF2UHG-ryUTEbJoF0SZ-gMJiuurAH2rNFBhxgqpzmJzKRWCmYOGd6Ax8X2c?loadFrom=DocumentDeeplink&ts=2769.06)):

Okay. So then the last question really gets to that notion of whether or not there are things out there that you wish existed for teachers or students, really your opportunity to talk to product development teams. And you're right, I should have given you those questions in advance. And so the other thing is, if for some reason you need more time on that, you're welcome to send me an email. If you think of Day or two a Week, send me an email. But that's kind of our last question for this is brainstorming any ideas for things you wish existed?

L. Frost ([46:53](https://www.rev.com/transcript-editor/shared/q7uoFUCbNl5C8svEkGvUBNSWXlYp4bPCTOyfb1m2o52TKEoliTUtOdor2w1cXwVIRriAoAJm3omCWnsWlhUEUeHX5hE?loadFrom=DocumentDeeplink&ts=2813.94)):

Yeah, give me some time to think on that. Like I said, I'll definitely email you some of that stuff, but quick and easy labs, the kids love to go in the lab, but the truth is it takes so much time. It takes time away from classroom learning and getting those facts. You got to get all this information out to 'em and that's, but then they really love to go in the lab and even if it's just to play, because a lot of times that's what they think they're doing is playing. I'm like, did you understand the meaning of this lab? Did you get something out of it? And they were like, we mixed a bunch of stuff together. And I'm like, that's not the whole idea. But they do enjoy that. And like I said, the manipulatives, any kind of manipulatives and stuff like that, they make key chains and they can tell me, tell me about DNA when they get their key chain out and it's really nice for them to have something to show here it is, this is what it looks like, I made this cell, or this is DNA, it controls what I look like and stuff like that.

([48:22](https://www.rev.com/transcript-editor/shared/_g8ajlsqG3hj6drF8TOFkeZ0qTdHSvvChK8kSpuPNXe_kvbHKuv-EAU2Os6dd7ATabg4DYMQKo-6saDIgBmIyBGZjR0?loadFrom=DocumentDeeplink&ts=2902.96)):

And even high school kids like that stuff. But I can't think of anything right off the top of my head that I think, I wish I had this or I wish I had that. The kids, they really like doing, seeing stuff and actually doing it. I'm like, let's just look at this video. And they said, can we do that? And I'm like, yes, but it would take so long for us to do that, but we can watch a two minute video.

Daylene Long ([48:58](https://www.rev.com/transcript-editor/shared/lpuxgYF9S2ZhkSbSpR1-qv3dTNkZTnDXfs9IEcxib0J72oh-2PVpQQgLzNSwh1UzIOTfqbEv7CC2mswZ4oRbYxFx5u4?loadFrom=DocumentDeeplink&ts=2938.51)):

Okay, that's interesting. And I will definitely make sure that you have my email so you can follow up with that. I'm going to bring Kim back in, see if she has any questions. And then we've just got a couple minutes left, so I want to make sure we're respectful of your time. Kim, do you have any questions and or do you want to walk Libby through next steps?

Kimberly Herder ([49:20](https://www.rev.com/transcript-editor/shared/-b-_JE7i2nqxUK3SdKDjcAhPRjWgQKU15SND3Bkiid9uhO_0V91U8GxiAhnrdHnB49nlQcS2WKY_eQTiz-OwMWSYLE8?loadFrom=DocumentDeeplink&ts=2960.02)):

Both. So the question I have when you were talking about that, because the key chain and that kind of stuff just sounds,

Daylene Long ([49:28](https://www.rev.com/transcript-editor/shared/oJnwn1yj96YKCZj-184HlfhZXOuNL-Ydw4CsdVA1qjRF87BzDV7JL5hMxpbtVJ6vmM20oSCN60QJhWxtjTLEgnRItso?loadFrom=DocumentDeeplink&ts=2968.03)):

Yeah,

Kimberly Herder ([49:28](https://www.rev.com/transcript-editor/shared/4GiglhEIRENyZKZ82SchPyOGvrmChA7F8XIeyKFy-cv7XvT3JIfvLYAyiNhled3p4B3WJgaGykfo4e82NF_zhWdhMJY?loadFrom=DocumentDeeplink&ts=2968.99)):

It sounds great. If there were kits out there like that, what would be the best way for a manufacturer or whoever to let you know that they're out there?

L. Frost ([49:47](https://www.rev.com/transcript-editor/shared/fZ-HOcEktWLYx_XeDc9s03PYw9r2r99foS6WWDIozimM2xVCE-MoCjsQwwVAza5xctQH7eTXM4vfaWEGOaSeH-cLD08?loadFrom=DocumentDeeplink&ts=2987.5)):

I don't know. I feel like manufacturers, like I told Daylene, the catalogs are the main way that I flip through catalogs and I find, but I know that there are teachers, the younger teachers than me, they look up stuff online. So online and even, oh my goodness, when I search for videos on YouTube, the advertisements that come up, even Grammarly comes up all the time. Grammarly. And I think that's a great thing to help with kids with writing and stuff like that. But those kind of ads, because I'm looking for education stuff, they'll pop up I guess. I don't know, but that's a good way I maybe, but I haven't seen anything for science supplies and things. I don't know.

Kimberly Herder ([50:52](https://www.rev.com/transcript-editor/shared/0ZFHsgqyqcpyeoogs-F9m3a03EB1qS8UraF9WZCCG4PpmmKFWJicQ4CjL58mNrKX1lBtglSGg_qyqPTi6vkpI14fYK4?loadFrom=DocumentDeeplink&ts=3052.52)):

Okay. Well that's a good answer.

L. Frost ([50:55](https://www.rev.com/transcript-editor/shared/YuOdsQVht0o6FOUMWUueuxDP9Qbx-cT7ejdZ05dDlR1oi4TSddrBmXCh3Ki8bDHGarwnCQgzVrc7ArHYLs964OB1XMA?loadFrom=DocumentDeeplink&ts=3055.82)):

Well

Kimberly Herder ([50:55](https://www.rev.com/transcript-editor/shared/5V0L1NxJNxT6OoC-Yfml7TDvD6Z8FrRLm-13VNVXczvFF6VFnUHnyeS3O3ABVIuaQyA6E5jxFE3PGVBZIOVRdDEpjwk?loadFrom=DocumentDeeplink&ts=3055.98)):

Thank you for doing this. And I will send you an email in just a little bit that will have our contact information. So yes, please reach out with anything at any time that you have a question about or that you have an idea or would like us to pursue, that would be great. In the thank you email that I'm sending, I'm also going to ask the question if you'd be willing to be a part of something like this again, and we make sure we get you the questions ahead of time, because that is, I'm that way, I need to think about things. So yes, so that question will be in there as well.

L. Frost ([51:36](https://www.rev.com/transcript-editor/shared/dREou4vD1XbNMqcojZbjp6bblOsEx0DxUNYvHWOANnmcTP7QnVF7q_CeIAmOVEm1uynO3iTd-VdUJ3BVgTt3cO7WKNs?loadFrom=DocumentDeeplink&ts=3096.14)):

Alright.

Daylene Long ([51:36](https://www.rev.com/transcript-editor/shared/sYhYyCdO3u4s-o4NZJUgjeYxWEzatosEDTOYs6jW0r5nS2KeCiy1iGEtl2BwWYAnUmJ0OIDR7-dId0DSob5Ce4-ZlUo?loadFrom=DocumentDeeplink&ts=3096.95)):

And then I will send out your gift card. I usually do them at the end of the day after we've finished all of our interviews. So you expect it'll be later this afternoon and we're on the west coast and they'll give you, we a choice of a Visa gift card or a Target gift card or I think you could even do the whole thing in Starbucks if you decided that you wanted to do that. So you've got a few different choices in there as to how you want to receive your incentive.

L. Frost ([52:11](https://www.rev.com/transcript-editor/shared/qzSzEhL5MOlGlyYmQTViy3Bl8GxxiRauszX4NnCOHp7amAAdmCOOvuSJB9VjeaaQRfwvMNfz8w0bgc-sYS0nEOqK1fo?loadFrom=DocumentDeeplink&ts=3131.42)):

Okay.

Daylene Long ([52:13](https://www.rev.com/transcript-editor/shared/G5joI8mCj0ofbZ4Zx9OfbpQOqF--dW6WL4Jn_e3qkZ5iTgIJjuYKjLbdf3Zhr17i9k_-mOOjBTbG7AXDhvUZwg8H_fQ?loadFrom=DocumentDeeplink&ts=3133.01)):

So yeah, expect that later today. And Kim will make sure that you've got my email and her follow-up email as well. And thank you again for everything that you do for teachers and for students. For me, this was a very inspiring interview to hear from you on the different ways that you contact kids, that you really see where they are in their learning process to move them to the next step. And so I just want to thank you for all that you do for students.

L. Frost ([52:52](https://www.rev.com/transcript-editor/shared/eogDFI6LwE6ch1tRYOdtqhE0RT59XqZGsIO1u8W50_04nfbDFN1jyTETzjahtFRaQXIASR93EYzlZNoJsz17ZX6Ul3E?loadFrom=DocumentDeeplink&ts=3172.4)):

Well, thank you and you're welcome.

Daylene Long ([52:56](https://www.rev.com/transcript-editor/shared/3B6hnPtvMcS5DMYMfDBfFuz1uhxU1rVdBl_Bll3LkmMXO6ahxa7b_p-vfAKYCMScT8BntEUoFwB0avbLPhgfz2ZjlqE?loadFrom=DocumentDeeplink&ts=3176)):

All right, we will talk to you again soon.

Kimberly Herder ([52:58](https://www.rev.com/transcript-editor/shared/JhWT7I4dNuEDqFGS1PLQyEU0kZZuX65JCDitdpqVjyr_Ntogjg_riwO8DHI4pl_TZM1Lwj4wuJLH6y37nUdDQHrw5iU?loadFrom=DocumentDeeplink&ts=3178.91)):

Yes. Happy last day. Happy new year or whatever you're supposed to say. See you Next year.

Daylene Long ([53:06](https://www.rev.com/transcript-editor/shared/nLg_ZgGZUUjmsm70nyU6x9Ieg6yJVdCmp_bYsPbWwN_H6AOVMz-SswNl0mab3vlufquQRnuuRvM6HI40rlaBJFY1hs4?loadFrom=DocumentDeeplink&ts=3186.47)):

Alright, thank you very much. Bye

L. Frost ([53:09](https://www.rev.com/transcript-editor/shared/K68Hf3vVWP8UX6VBIQJNU1CynTmKO18Cqbm8_fflFEjNfaHMMgINjqbIkSxIYd9D43iMdGOiIib0i5eCMrpybqcY8Qo?loadFrom=DocumentDeeplink&ts=3189.29)):

Bye. Kim,

Daylene Long ([53:11](https://www.rev.com/transcript-editor/shared/J1ZR-3rRlNVymf2dnIk5a7bdRJqxyy3Q_08qhvFuTb0z5bvqLI1yRQS-PZBbTE2T4uKQrw70kykJcke-WCH2J4neEt8?loadFrom=DocumentDeeplink&ts=3191.3)):

Do you want to stay on the line for just a second so I can show you a couple things? Okay. So I want to share before I do this, You

Kimberly Herder ([53:23](https://www.rev.com/transcript-editor/shared/jkiA-dPywNLmYyV5nzZQOZw_PuBm6X94NRuIi6QQSujV5AUXtjtiWNSF1YGT6P8ZpXTWyt5Qt0q7YJQJdEWw-ZHA7hI?loadFrom=DocumentDeeplink&ts=3203.99)):

Want to stop recording first or do you need to leave that? I'm Not going

Daylene Long ([53:26](https://www.rev.com/transcript-editor/shared/OTPkx2zgpyK2QTcjFFX6uTURXhPnCpLG7HzTW1LAvKFVpyUbTnWq0I3ImrlrYIMxqhzinMYNaETqyBG06ogFJHHvyrI?loadFrom=DocumentDeeplink&ts=3206.46)):

To stop recording because I want to show you where things are. So we are going to share screen and we're going to do that one. So tell me what you can see

Kimberly Herder ([53:52](https://www.rev.com/transcript-editor/shared/QJU3HnCGVF9XWTnBL2vzo21yqAoaHFacY2dop1NKozRCra6_d2eGie1_Kd9V4uvrHox_PFk9hPPloOhSZjXEqeiMMFw?loadFrom=DocumentDeeplink&ts=3232.35)):

At the bottom of my, well, I see your cursor moving around, but at the bottom of my screen I see the, yep, now you're rolling it up

Daylene Long ([54:01](https://www.rev.com/transcript-editor/shared/AwapBYEJ-cIkxe8ATyRGsKomki_hD0nsm2PtJhtSc55OJXYsscXat_txNCiCwYqGpl_ZSZCci1gOpWICZ9kzC_Qsgbc?loadFrom=DocumentDeeplink&ts=3241)):

Your

Kimberly Herder ([54:01](https://www.rev.com/transcript-editor/shared/RbYDm8dzvHMNlCJ175iiCtDPOAj1Ser-9Z185HFbyiekJGA8d6VCiASDDpxBk-9W3LSHXaOigXrQvYCCP6IMc6A5gj4?loadFrom=DocumentDeeplink&ts=3241.38)):

Bottom.

Daylene Long ([54:02](https://www.rev.com/transcript-editor/shared/MPx1_e1xDVykc9TdRTo2WAtJIrCbITRo7RY2x3DBMwCMwQqChikXv_CTVHk0LgTbGdALDrGOwPbkErywhTRYcadBpmc?loadFrom=DocumentDeeplink&ts=3242.64)):

So there'll be a couple of different ways that you can stop recording or not and I'm not even sure if we are recording right now. Okay. I'm going to stop the share what you're going to find and I'm going to stop the recording.