Daylene Long ([00:33](https://www.rev.com/transcript-editor/shared/T_mA_E8WYrgSILRG54XD6wzScTFKS7sPDpOaYqbpcmInkXrmOnAOHWGxJDg2rm_AOUj62sjms474MTeghtNMVEhy53o?loadFrom=DocumentDeeplink&ts=33.45)):

Mark, can you hear me? Hi

markniebojeski ([00:45](https://www.rev.com/transcript-editor/shared/-aneh_C6Y6qEWwAjE_iFLJgmk_QakERAoWI3RKUsLXFcBXT5EJ4RQDiM6bv9q3Q5hSYrj7kfUZeH8pV02jltmOlnwCc?loadFrom=DocumentDeeplink&ts=45.88)):

There.

Daylene Long ([00:46](https://www.rev.com/transcript-editor/shared/F0jXeE51hBnC4r39In8oqTHYJh3dSifUFAqWgboS1yVRI2LKguZrT39_n8t5Rd5obIIg3zolsow0IfrDGYBFxpLZDOg?loadFrom=DocumentDeeplink&ts=46.74)):

Hi. Well, my name says, or my thing says I'm daily and long, but I'm not. I'm Kimberly Herder and being the last day before the holiday for so many schools, it ended up to be one of those days that we are dividing and conquering. So if that's all right and thank you so much for switching the times and Sure,

markniebojeski ([01:16](https://www.rev.com/transcript-editor/shared/b54WqEN-UIIA63NeqkcEo146_bcH5e5wSBX66SE-zBvPmKL0vSMlYlG6gtLgvhSe_B9z06cfZ9hWnJ3iceSp6hInx1A?loadFrom=DocumentDeeplink&ts=76.11)):

No problem.

Daylene Long ([01:16](https://www.rev.com/transcript-editor/shared/B2qQ7D8U16F5VlrR0iV5gK8lFfksSDR99CgqmBoOR8rR6K3oCi9yR2ADai-YmZvY4VAsYJK12O8-rgLb_J5tcv6a8Lc?loadFrom=DocumentDeeplink&ts=76.74)):

You accommodate us. So I am Kim Herder and I am a research coordinator for Catapult X and we have a client who is interested and motivated to make part of the marketplace be more receptive to teachers and their students in the life sciences programs. So going and Daylene Long is our chief researcher, but like I said, I'm going to do this one. If there's something that I forget, Daylene may be sending you an email, but I think we're going to be good. I'm going to tell you a couple things as we start off that this is being recorded, but it's only for note taking purposes. You're not going to end up out on YouTube or anything else and you won't need to perform for us or any of that kind of thing. So it is truly just for our note taking to make sure that we get what you say correctly.

([02:32](https://www.rev.com/transcript-editor/shared/wAaHm-_UJr_FjXdoojBT55FXpnypwM0YVgw0LNZxwHmR8EhBYQ6Yy6lTWCxq6cUqDmxrytyc2gkWsKt5KPKiDAaDMvA?loadFrom=DocumentDeeplink&ts=152.16)):

You are going to find that I will be asking some questions that may seem like why is she asking them? And we've decided that really if you think about this as if I'm doing a documentary on the process of what teachers and administrators go through or do to make decisions on what's going to be happening in the classroom, looking at it from how you work, what this district requires and what is good for your students. So let's see if there's anything. I think I haven't forgotten anything yet. So what I'd like to do first is just have you take a minute or so and tell a little bit about you and what you're doing right now and your experiences as a teacher in sciences.

markniebojeski ([03:27](https://www.rev.com/transcript-editor/shared/eOG_R3mHQ3bqwcExUucsodBAMqIdSk31jrBM54u9FQDJB5HOKIu0dFBXSi5bIi9FNp4T8JoB2nS0b2CwHSyW8-k7EPI?loadFrom=DocumentDeeplink&ts=207.31)):

Great. Well, let's see. Mark Zeki, this is my 30th year, that's three zero teaching. All of it's been in the same district in Perth Amboy, New Jersey. I started off in the middle school for nine years and now 21 years at the high school. I've taught a myriad of different things from a little bit of chemistry, a little bit of physics, a little bit of earth science, biology, both at the college prep honors and AP level environmental science at the college prep and AP level. I also this year have a couple of classes in our health sciences academy where I am an emergency medical responder instructor, so the students I have in June pass an exam and get a certificate and they can go work for a paramedic squad or a doctor's office or an EMT squad We're when they're 18. What else? I know I still love what I do. I wouldn't be doing it for 30 years if I didn't.

Daylene Long ([04:24](https://www.rev.com/transcript-editor/shared/paqUZYHYx4Wr8XpvuoH-sMxKILiXj98pKNbpvlNEy8aHxPkXO80GIyvHhQ0kvndebCWDVk79ITlcTT_-yhBZaokFf34?loadFrom=DocumentDeeplink&ts=264.4)):

Yes. Okay. Well I am going to, okay, I'm going to start with probably where I probably shouldn't but okay. Tell me a little bit more about, is this ACTE course then or is that funded by, okay, so tell me a little bit more about how that started, why you're doing it and that sort of Thing. A couple years ago the district decided to have

markniebojeski ([04:47](https://www.rev.com/transcript-editor/shared/-eRf5xi2UmM6oFtx4q3GjsGsn6Lg1N_Dn7iQWA-YHSDYrhd-uKmWTROj-uTj82CSa1EgXA7FRliIvpv_LaiK4Z__q8k?loadFrom=DocumentDeeplink&ts=287.29)):

Focus academies and I started with a communications academy. Then I went to a health sciences academy. The health science academy has two tracks to it. One is a medical field track, one is a physical therapy and sports medicine track. I'm in the medical field one, the course is a senior level capstone course. It's a culmination of everything they've done in the Health sciences academy and it was done to give students something that if they choose not to go into a traditional college career, they could go into a medical field, get an associate's degree or like I said, start working at 18 with either an emergency medical squad, a paramedic squad, even the medical transports that take patients back and forth from nursing homes to hospitals to daycare, that kind of thing as just a way to get another route to getting a career started.

Daylene Long ([05:40](https://www.rev.com/transcript-editor/shared/LOTDLWqUds1BaRtZCmyo3kVtHFAS9k6ltB7G7pTqQNVCWgkxFpidCTryA0ne7hOFJEw1xoIpHJFPaCwfFRTMIur2_Uc?loadFrom=DocumentDeeplink&ts=340.87)):

It's fantastic. I applaud you that Amazing. And a

markniebojeski ([05:44](https://www.rev.com/transcript-editor/shared/nhDZBXqaaehMGiQigNcdH8xSl7DYOTgC8F2O6G7FP5JYM71SePhWR58bxIZYmRwrQ_6YYg0dtPrDjGIRb_GRLAAvTko?loadFrom=DocumentDeeplink&ts=344.54)):

Lot of it is being funded and partially run with the Robert Wood Johnson University Hospital, Barnabas Health System. I forget their whole long moniker. They combine so many different things, but they partially the program and oversee some of what we do.

Daylene Long ([06:01](https://www.rev.com/transcript-editor/shared/b9aVBxAeeim_a__fSRgdx1Zr7id7xlo27OnQDmAVgO1TCC-QMmDlal6KqXS_xyEN97MGybWaWCcpXOGvnOlMWVoriYA?loadFrom=DocumentDeeplink&ts=361.76)):

So the funding for the other part is then out of district or out of school budget?

markniebojeski ([06:08](https://www.rev.com/transcript-editor/shared/mHgqFO8z9qKI0xaR8KSHqPZl6FbdpA6u_9hIJPyndwWwnMzSRtFDWpHUKzouUeEjEHe8rDpY65UjNgHdMnRHZnLoqM0?loadFrom=DocumentDeeplink&ts=368.12)):

Correct.

Daylene Long ([06:08](https://www.rev.com/transcript-editor/shared/SSYFCY5Az5sSbZ5akdmZrSaIIqbdzmlqK0vB-3ERyCS0m5oQeQy-4F606ACNRYOlKsrpa_j8NmhmyJogyhvhT3aKeOk?loadFrom=DocumentDeeplink&ts=368.9)):

Okay. Now for the kids to get that point, I'm going to step back to, so probably starting in this health sciences track, it's biology or how do they start off and

markniebojeski ([06:22](https://www.rev.com/transcript-editor/shared/B8L_5O1zqFwvOplyBep7NwuwddDT7Ai-I5j9Km8Q2ZkRecQUJFpj2e1PNahoHGYTMilWex7F3RVFyxCu2JbQ4xlFUdE?loadFrom=DocumentDeeplink&ts=382.79)):

Okay, right now it's going to change in another year or two. They're opening a new high school and they're redoing the whole sequence of events. Right now the students start off with a physics class as a freshman, then they take chemistry, then biology and then electives as their seniors. Now in the Health Sciences Academy, I think they skipped the physics. They do chemistry, biology as freshmen, sophomore, and then they start more of the core health science classes as juniors and seniors like dynamics of healthcare, public health, the EMR class, that kind of thing.

Daylene Long ([07:02](https://www.rev.com/transcript-editor/shared/k-BFF1NFReP_exif7RMqqPLY7Eh_f_EVcNAag-_c1cRIGy6NOMR5wd6zqO4xYw56qRNg7E9IIXE1lQeY3lC8Sxr4OY0?loadFrom=DocumentDeeplink&ts=422.75)):

Anatomy and physiology, that part. Anatomy, Physiology. Yep. Okay, Okay. And you teach some of those classes as well or have taught?

markniebojeski ([07:12](https://www.rev.com/transcript-editor/shared/va_ETpxR6x8GdHPMqq3kEpg2T4BfKUtahKBDe_3b5l-w_iklMfMcWyYkwjmALpO1_HOnWtuMnwAF0xLo49TZ1CMEfhY?loadFrom=DocumentDeeplink&ts=432.8)):

I said I do the MRI did have anatomy classes in the past. I still have biology this year in the regular generic population of the school. And then the EMR classes too?

Daylene Long ([07:24](https://www.rev.com/transcript-editor/shared/W-X6tIoCE66TLOD1tqf2SkgLlIdzvBmxfcPYUoaW7eh6o3Slu501Bee69Q2gMKdqQBbDb8NsFXdz-E2rWHJHh0ivosk?loadFrom=DocumentDeeplink&ts=444.62)):

That's a few preps.

markniebojeski ([07:26](https://www.rev.com/transcript-editor/shared/8LO3IbFOSWS_GSBfwur74rCzE979fZJRSxa7r53Ze0nBm3EmPW3tCkeQ4Dfl2DDbE0NLV1Sz3NAp6I57mUJCp5yG4-I?loadFrom=DocumentDeeplink&ts=446.63)):

It's three.

Daylene Long ([07:27](https://www.rev.com/transcript-editor/shared/kHSj3_Jqgxus8re3j87vbiIMmimE_yE8uycqW_1GZRk-rZz0i3niqilfyYZiPW1GPUf4B5e0DT3jy0KP_O5NrpcQTSk?loadFrom=DocumentDeeplink&ts=447.77)):

Okay. All Right. But I'm used

markniebojeski ([07:29](https://www.rev.com/transcript-editor/shared/Ns55y4QpwDb-KONx1HRYj5AhQwy1dMhyAJ1qh0zVoCHc4OiqThT7IQewTE13owIdKELk4SA2TJeX_NKTE6v450TRJ8o?loadFrom=DocumentDeeplink&ts=449.15)):

To it. I've done five at one point. So Raise

Daylene Long ([07:33](https://www.rev.com/transcript-editor/shared/ysJjiWs-lsgmHw84faeKMH4js83E5FcCJ_LRy7oNxlIqhOl38K1NFRom-5Bznq7NHpugxBGEwnwk8TtEq1nxDjssnoo?loadFrom=DocumentDeeplink&ts=453.35)):

You. So thinking about the biology, let's go to that one and your curriculum is that, so one of the goals of this is to find out how to make your job easier from suppliers and saying, okay, I'm teaching biology. This is what I'm going to teach in it. This is where I'm going to go get my stuff. I'm interested on how you go through that process.

markniebojeski ([08:04](https://www.rev.com/transcript-editor/shared/MizYhSlkFWRQPsN3NwjTPDEQQiIEP5WeUBUgQUzcyD1Et5ulfCf9wysBAhbJ9XtIOHAspdnfPqhHlEIpuDQ8W0dBCPQ?loadFrom=DocumentDeeplink&ts=484.67)):

Our curriculum was recently revamped to reflect the N-J-S-L-A standards for science and as teachers we sat down and we made the curriculum campus with Go-to must do labs and activities, most of which we get from suppliers such as Carolina Biological or Ward Scientific or Fisher Bio-Rad is another one we use and a lot of the materials are, they're like pre-made kits that we get that have everything in it, just open it, hand it out and go kind of things

Daylene Long ([08:45](https://www.rev.com/transcript-editor/shared/0DiGIQEMyQ5GwMCeHnZIuri134JG4Xh7LcNNHV5OkhAeV2JqucVi5enxb-Eolr-gcbv0b6pZdZIyJCHm3AU1WAlGifQ?loadFrom=DocumentDeeplink&ts=525.89)):

On the kits. Well apparently if you're continuing, can you tell me a little bit about the kits and how you decided to get used those?

markniebojeski ([08:55](https://www.rev.com/transcript-editor/shared/lC5qB173_APLF0pTjCcogkyhFEV-q0vEOafjbl_cUJpUjbwOYitupAhaSnuxwMNtaqb-6MVRboKp9JeBDNiYSqiK8uU?loadFrom=DocumentDeeplink&ts=535.47)):

We just found kits that meet the standard. We're trying to teach and have everything self-contained rather than have to buy 25 different things if there's one kit that has the majority of stuff in it that we can use and maybe supplement if we need to. We just went with that and for the basic or concepts that are in the standards, we try to find one really good activity for each of those standards that we could get as a kit just for simplicity's sake basically. And

Daylene Long ([09:25](https://www.rev.com/transcript-editor/shared/mhfSqfq2aPn2Mk266kU8LuFXx8jz0Hj_5duSsk-GQTf7Iv-F1rJfoSMrQ-8uZbGRNhWkgEX9NIUzaiw9nJvTlh4GUt0?loadFrom=DocumentDeeplink&ts=565.89)):

Then when you order them, do you just tell me about the ordering process once you've met and you decided this is what you want to get, what happens? How does that happen?

markniebojeski ([09:35](https://www.rev.com/transcript-editor/shared/Hj8BuhoQxG3Xq_P745evE3p0EjdvoA1JVKyCdE8X9QNrCA3gdQQ9bFi0FUgbVFKRPb6tNmlAf7ocEWkcCA9gS8Ek43o?loadFrom=DocumentDeeplink&ts=575.79)):

Well, we get a list of approved vendor, I forget what they call it, approved vendor items from our district, from our instructional leader, and we go through and check off a box for what we need. If there's something, if there's a kit we want that's not on the list, we can write it in as a supplemental purchase and then we turn the list of supplies over to our instructional leader. They input it into some database somewhere. It scans through and finds the lowest contracted bid kind of thing. And then if it's not exactly what we want, if there's something of a comparable price or a slightly more affordable price that's a comparable item. We'll end up getting that. And then so we do all that in March and then hopefully, fingers crossed and pray that whatever you want to pray to, the stuff comes in by September, October usually.

Daylene Long ([10:31](https://www.rev.com/transcript-editor/shared/WjVH54aUtvtE8GFVZ8ZQeCW7SS_UnDt3RsiXOomZEpS_2QbuwnxYL4tqmWGDd2INmzvvezbE_mvO8ymVHmYn_lvNCp0?loadFrom=DocumentDeeplink&ts=631.32)):

Okay, and is there a couple of things? Do they give you a budget ahead of time?

markniebojeski ([10:37](https://www.rev.com/transcript-editor/shared/R_pFYy_lEgzGm8xjKp_ERNsWSoRZcirpGkfOQJ3dQHuG5mS1VZzdRRacCrtg_tqrO89h91H8JhtmppZ4RtKUYq485Zg?loadFrom=DocumentDeeplink&ts=637.5)):

We do not have a budget. I mean there is a budget for the science department. We're not privy to what that is and how much we can spend.

Daylene Long ([10:45](https://www.rev.com/transcript-editor/shared/LoaKR_P6ZFzTeg2RKl7ncrmrV4yb1lItoxoAn2VkquSiVKUOiyXs3FiggbMM0NR-ELTAb82DWx6Sntn4cmcb4mMpSpM?loadFrom=DocumentDeeplink&ts=645.24)):

I'm not sure. I know some schools like each teacher gets

markniebojeski ([10:48](https://www.rev.com/transcript-editor/shared/_MLBhPLI2IsmwDMGMQsnfG3-A8Qrd6xneePj3sGEPOnq2Zi5NT8VCEo2TUsTRsEcYCT_4UttD2gcZ3iigxDo0lk-55A?loadFrom=DocumentDeeplink&ts=648.33)):

A thousand dollars or $500 to play with.

Daylene Long ([10:51](https://www.rev.com/transcript-editor/shared/kdZv7VCVk4LVuo29XkLJlNbv8wUed1h18oAmu85ttdYZqTh_iZueUR69oUEaw2IUpo6UuyiudjtH7nSMPeUP4tiL-UE?loadFrom=DocumentDeeplink&ts=651)):

That's

markniebojeski ([10:51](https://www.rev.com/transcript-editor/shared/HXrw5P_yW1nRvAfX3CRkAlOlyNb6bhpRxiyTL1QMyRFzj4muICiroXa0T8CXSjYfLL-KEDCDHb4KqKRRhl_mECe24sk?loadFrom=DocumentDeeplink&ts=651.15)):

Not how it works. Where I work, it's give us your wishlist. We'll order the stuff and what comes in will fit if we can't because it's too expensive or cost prohibitive or sometimes for the AP bio classes, there's very specific equipment like a mass spectrometer you need for one of the labs or something like that. They'll question like, well, why do you need this? And you just come up with a justification as to why you need it. If it's something that's in your curriculum you're supposed to teach and we don't have it, then they'll order it. If it's something you just would like to have because it's kind a cool, neat thing to have sitting in the background with the lights and whatever blinking, then they'll say no.

Daylene Long ([11:28](https://www.rev.com/transcript-editor/shared/jSwlrcuV4sC7mJRnqn3bWLPD8JqkLF3IsERfQo26vTi5iivY3a-woDZnAZk3rERz6kWxHXPUQApqJUtyDgZr8Yhrz8E?loadFrom=DocumentDeeplink&ts=688.92)):

Okay. Pretty straightforward.

markniebojeski ([11:31](https://www.rev.com/transcript-editor/shared/oUrrubtuL5HAT-FuPZ7rANBwyPHR8g0OShV9d8nEfk7tQsFuZSHVi5iPKBOa7QswzQ6XEc3VR6GxxQ0GK0y0F1Yld5A?loadFrom=DocumentDeeplink&ts=691.02)):

Right.

Daylene Long ([11:33](https://www.rev.com/transcript-editor/shared/q2qmObOuX0W3smf00y1LJAwZ2bDBEKas_C00Yun726AG5MONeZo2CwCD8oI9TjoVqxlCQUo0ntsLg7QAfMasomBtuRo?loadFrom=DocumentDeeplink&ts=693.9)):

Okay, so let's talk about those kits for a second. Do you need to differentiate or just tell me about, think of a kit or let me know of a kit that you use and what you liked and didn't like about it and what you had to do with it?

markniebojeski ([11:49](https://www.rev.com/transcript-editor/shared/3FFJmS8FwpBQxK-xTNfifiP8-M0MnCx9PUQquF9unvZImXnOQfGA9xExNLrSfFxCrKf-OKc8i5GEt6KEu1bVIYtrMlk?loadFrom=DocumentDeeplink&ts=709.8)):

Well, I know there's one, I believe it's from Carolina Biological that goes over photosynthesis and cellular respiration

Daylene Long ([11:58](https://www.rev.com/transcript-editor/shared/8GjwJe2qF6Bue1vAoS70v9WlP8THmU6ciWjDFW8rNSVMDtK0w2sa0YIjBGEE2--SOv-SasYAT5rfxaGtBYGEmeWGF-U?loadFrom=DocumentDeeplink&ts=718.48)):

And

markniebojeski ([11:58](https://www.rev.com/transcript-editor/shared/8Yl1tXYdTUOqKB-XKzsseKhSop9eCw5nTT_oo2vlMaNd-8pNclWzDmp3LaCVACsajL19w8QIBV9ERtCcM9SqkjW58h0?loadFrom=DocumentDeeplink&ts=718.66)):

It comes with everything you need. What we have to supply is spinach leaves a fresh consumable kind of thing, but all the chemicals, the glassware, the prep trays, the instructions for student manual and teacher manual is altogether, it's right there. You just open the kit up. Everything is portioned. They're designed for, I believe groups of 30 students working in groups of five.

([12:25](https://www.rev.com/transcript-editor/shared/uPyQr9IZxVXYliYwjRAfazKptn8CxU6yBltSl63LdQwhpk1phgyPPnJU2nqr36iaFFopLTeDijG8ltGsFvhhlBnFCTQ?loadFrom=DocumentDeeplink&ts=745)):

So you have enough supplies to divvy it up like that. It's just very easy. It's very simple. It's no nonsense. It's all right there. When it comes in, we run on the outside of it in big marker. What it is, what unit it goes with. It goes in our storage room. When time comes to need it, you go get it, you take it back to your room, do what you got to do. If there's anything left over, it goes into a special location as if it's something that's not perishable, we keep it. Then for next year or so, maybe for the next year, we just have to order the chemical refill kit, not the whole kit that has all the other equipment and whatnot with it.

Daylene Long ([12:59](https://www.rev.com/transcript-editor/shared/kk4Y-KLax2a9sWzoWeqhOm6e3cXUt5O37lCpXXPBg7xJexTmarPAuAOwqLvTQIBRQSdMObrJQaydpPkV6bA6EgQhA3U?loadFrom=DocumentDeeplink&ts=779.83)):

Okay. All right, and does that come with professional PD with it or how did you first learn how to do it?

markniebojeski ([13:11](https://www.rev.com/transcript-editor/shared/vrwdxHEURgQMb-t7gSnVk_vPzcRjkRPA0pa-RuH5D_O2gujTi1LEzzW_KEuBOiGfltGuG2m3Fr8DrQUUjsJknOtqvkE?loadFrom=DocumentDeeplink&ts=791.86)):

Ooh, well, I've been doing this for 30 years. It was originally, I just grabbed the box, opened the teacher's manual, read it, okay, this makes sense. Try one year with the students, figure out what works, what doesn't, so that next year I can remember, okay, this didn't work well, I'll have to do it a little differently or this worked great and make sure I do this. There wasn't any kind of formal PD from anyone who sat down and said would walk you through, here's the kid, here's how you do it. Have all the teachers sit together, try it ourselves. I know some places do that nowadays, but where I work, it's more just new teachers come in, they'll ask the veteran teachers, what do we do here? Well, here we did this, it worked, try it this way. That kind of thing.

Daylene Long ([13:54](https://www.rev.com/transcript-editor/shared/3Yg9vxmuZ5JQJtD8lKq46eKIirDPoCfxcRLYyJ4hLFgEyhQwoqJ7RcPcoU6WkkxqZH0MEn7OZY8Jgfx18_e5ay8q2LE?loadFrom=DocumentDeeplink&ts=834.04)):

Okay. What about for students or is there videos involved in it or would that be helpful if there was or

markniebojeski ([14:03](https://www.rev.com/transcript-editor/shared/bdCy66ryYE9LX8fkhoUrrfXkX_oQm823YP0AgOyMdp0dHYkpOURPXwBJaZR_aeds99op_UTZ906cbvaCHJpl6qn0WlQ?loadFrom=DocumentDeeplink&ts=843.58)):

Nowadays with everyone YouTubing, everything they do, you can find usually a video that goes with the lab you're doing. I'm not formally aware of any company that has a lab that goes with their specific, I mean a video that goes with their specific material, but I know other teachers have recorded what they've done and put it out there. What I usually do, since I've had mostly the college prep and honors classes lately, I'll give them the student copy of the lab the night before and their homework is to read over it and become familiar with what they're going to be doing, and there's usually some pre-lab questions or I'll make a couple of pre-lab questions to see if they did actually read it or just saying yes to say yes. And then the day of the lab, I'll have the materials set out in one specific location in the room if possible, grouped into group A, here's your tray of stuff, group B, here's your tray of stuff, everything you need, if it can be broken up that way. If not, I'll have, there's a part A to the lab, here's all the materials for part A, get what you need, go back to your lab table, work on it, return it, then go to part B.

Daylene Long ([15:11](https://www.rev.com/transcript-editor/shared/b4A-BuKCNpGtToHxDLCVNiO_sEpuhQUc7VRyIclne3bSsTe-2lCYJTP9955HKmswSSUD_oInLN7XPTTNpwOEENDF-zw?loadFrom=DocumentDeeplink&ts=911.9)):

Do you generally get your lab kits from the same vendor?

markniebojeski ([15:16](https://www.rev.com/transcript-editor/shared/3Jw3UjoFRk7cljsCSWjbyvyxao4mwqCpd3PM4S4a51w7Vl1IGx6GHOx8GzEJQoqewED9akDmr3UuvZTH4di0Wz-Qm2o?loadFrom=DocumentDeeplink&ts=916.67)):

Yes.

Daylene Long ([15:17](https://www.rev.com/transcript-editor/shared/ikTzWadZMNiWVFutFJ5R_l6vqJ4tr95qf3mu-zHQz3b37H8G6z46p9XCT_t1zzpTmPmVFNhjvnLUWfzsragAstQ5W0o?loadFrom=DocumentDeeplink&ts=917.81)):

And who's Our

markniebojeski ([15:18](https://www.rev.com/transcript-editor/shared/svhJ9GY9VvrsDfl9xTUtvVcTuHbqcn9eG063XafVIaivtZMakKBgW9v7hxaT9S1hyO_W3ibZx4i4t2WOj-13eOHJ24k?loadFrom=DocumentDeeplink&ts=918.23)):

District uses the same vendors. Like I said, the lab kits generally for biology come from either Carolina or Wards.

Daylene Long ([15:24](https://www.rev.com/transcript-editor/shared/z7qhJVeVd2Lf1ejjWW7PzvmpkKsyzKjwPIso78xzp1BkVUrzxiN7XZ4u3XmAG1yEuDbQDce81lQahFUJcQWs3kPSDbw?loadFrom=DocumentDeeplink&ts=924.41)):

Okay, okay. You think or do you know if the school district has a contract with them or? I

markniebojeski ([15:36](https://www.rev.com/transcript-editor/shared/MyLg4OltlWfoEXTe6zNTHbcOIqZRutXbN54mf_1OmMAZqHDBQMTRrn91zQ5jbko1JSYnr4IOAsAJjlvonX7JT-GzXi0?loadFrom=DocumentDeeplink&ts=936.11)):

Don't know if there's a contract per se, but I know they're always talking about the approved vendor list, and if you find a company that's not on the approved vendor list, you can't order from them unless it's something really unique, one of a kind that only they have.

Daylene Long ([15:48](https://www.rev.com/transcript-editor/shared/WAYL0kEDFTtZE5aNjfXs-q_7xxYdl22_xh1_BDs8vy78Yt13a9nqY3NzO7pIbFcndGQaiX-cU-ELhOymE45ITKZj0Bg?loadFrom=DocumentDeeplink&ts=948.17)):

Okay, So they

markniebojeski ([15:49](https://www.rev.com/transcript-editor/shared/exOKWGotM8J7_06uw1q5qa35rVNfkllCA4W-6a-usX5mtVjAnp5lqN4n8MVOcH95mshePBm5kixDBYNLcGagx5_S-Xs?loadFrom=DocumentDeeplink&ts=949.34)):

Keep steering us back toward the companies we've always used in the past?

Daylene Long ([15:52](https://www.rev.com/transcript-editor/shared/JqtqARN5Hn_H9urnivctAQRfIdhPB75dJs_oJ3w85RDRqTIfn-UE49aUasKq_LlmT547A5JYWKKW2h7iYZguOUXVHys?loadFrom=DocumentDeeplink&ts=952.31)):

Yes. Yeah. Oh, I thought of something. Now, when the kits arrive, what's the best experience you've had or the worst experience you've with them?

markniebojeski ([16:10](https://www.rev.com/transcript-editor/shared/HdPX2-8QO_kKcjJtmwZya3_iqJ2eEFCzmriBeJdnLWTor46N7MxC7eVUmeUfCiI8y0ihaL9YKFARxLcolI61zjctBEk?loadFrom=DocumentDeeplink&ts=970.61)):

Well, the best is when they arrive in one piece and nothing's broken

Daylene Long ([16:14](https://www.rev.com/transcript-editor/shared/6homnR8R87E3C4hNROR1mbnd7YEOsInHpL4dts0ATUKckBEOdBr-5S9cAHQ_ez8t5-MASQsybivzT90MLMArnDDnPXI?loadFrom=DocumentDeeplink&ts=974.45)):

And they arrive on

markniebojeski ([16:14](https://www.rev.com/transcript-editor/shared/PM2q8_NVfnETkb_HVBi0YCMM7MGJDC94iyWXFbHLM-3lIvPIx7j0XuwtsdmEW-RU0xD-mtEwzvxld3t72ith_M2KJc8?loadFrom=DocumentDeeplink&ts=974.99)):

Time too.

Daylene Long ([16:16](https://www.rev.com/transcript-editor/shared/az9QMnFqai43pCCEdjY8GksLYJxd3L3hYrVyI2hsZwInY2g4tEbE_Nlw1O_-R0E8pNx5Z_eUZWK9uF2t6h-sNttoEr8?loadFrom=DocumentDeeplink&ts=976.04)):

On time helps.

markniebojeski ([16:17](https://www.rev.com/transcript-editor/shared/sgmIttcdn4BveaPDfps2nFaZSArm46QxCPc0QDb_NCYq5AOI7kssJ-uKjEMEaY5c-uWmbGgF1qy_DCKh7YzLKfLK_wo?loadFrom=DocumentDeeplink&ts=977.81)):

A couple years ago with the whole pandemic and whatnot, when we got back into going in-person school, it was January when we got some things that we should have gotten in September because the way orders were backed up and whatnot. Worst experiences As far as with the kits, I could say I have a bad experience. I mean maybe sometimes something comes like if there's a glass bottle, it's been broken just because of a rough handle in shipping. My biggest complaint with a lot of the way things get shipped is the overpacking waste, shall we say. We got a box that was the size of, I don't know, the honor bridge, the Oxford dictionary, you know how big that is,

Daylene Long ([17:01](https://www.rev.com/transcript-editor/shared/gOO2Jd5HnSll1JlrsG9WPXyamp6Glczfh4zTUxqX0RbKu8xR7POB_WIXqDEfgj2QtpEg8e8_NH6gW2tUKMQDUFBK0j0?loadFrom=DocumentDeeplink&ts=1021.28)):

And it had

markniebojeski ([17:03](https://www.rev.com/transcript-editor/shared/z2HM15pU-nNSxF79MniO9akf72gcAgX_P7j0b2UwPSeug_xvr96xorLwl1IFX6u4pQiUaQ2GSYwk1L0NCv3QUz-47jA?loadFrom=DocumentDeeplink&ts=1023.08)):

Three little packs of microscope slides in it and all this air bubble wrap around it just oversizing the packaging for a small thing or throwing chemicals with glassware with paper products in one box and not really sure what's in the box until you go digging through it. But as far as the kids themselves, a couple of times you've had kids come where things were broken through, probably rough handling somewhere along the supply chain, but other than that, nothing really wrong with the kit themselves, just the way we get them sometimes, the way they're packaged with other things.

Daylene Long ([17:38](https://www.rev.com/transcript-editor/shared/GZm4bOIcnk3E40gB7fq_MyD01cIveDpKjuzTwJtet6gX_6c1uH8XoRJmUrD9bNTPyUUV3gtM1h8n7zi3fFD-6IHLpGs?loadFrom=DocumentDeeplink&ts=1058.6)):

You just said chemicals that remind. Do you for your OSHA or fire department or whatever, need to keep a list of chemicals that you have on hand or how does that Work? We do

markniebojeski ([17:50](https://www.rev.com/transcript-editor/shared/cSFjXuDk35930Rrg62WYtW5dBJOLopOlTmM0ZDbbf--fi0BX-AGdoaFShgEF7kmqlXq9PzaricVTwwL8jQm0Uv8mses?loadFrom=DocumentDeeplink&ts=1070.76)):

As things come in, we do have a folder for all the MSDS papers. There is a central file in our storage room where we have to catalog in the kit and what chemicals are in it, and then a location of where it's being stored. If chemicals come in separately, like for the chemistry labs that are not part of a kit, but they order something in a large quantity, we do have a folder where all it gets written down and where it's located and when teachers need to use it, they have to sign out their names, the date, the quantity they're taking, when they return it, if there's anything they return or if there's none returned, it's been all used up, that kind of thing. We do have the proper storage cabinets, the flammable cabinets that are metal. We've got the wooden ones for the acids and whatnot, whatnot other. So we do have, it took a little while, but we finally got that worked out and running smoothly over the last two years I would say.

Daylene Long ([18:45](https://www.rev.com/transcript-editor/shared/BPhCdgxfDTQRMtvkdiHO53Wn9es12Uv1KgTXX2GWbuxSXIJ23EAms5tla0c5jCSs323qJ7CtmDcgUtIQrej8UQwSkVg?loadFrom=DocumentDeeplink&ts=1125.39)):

So it sounds like something, I don't want to put words in your mouth that your school came up with is not something that the vendor provided?

markniebojeski ([18:52](https://www.rev.com/transcript-editor/shared/7BGkv4KcjRbTPTUxBZx_l8Nl_3mC7QRun2GwkLW2pDG6aMdBgPkGqsPA-ATWdzKxRRnrkFjlh-g-EeNWbpXSHu99unk?loadFrom=DocumentDeeplink&ts=1132.86)):

Not vendor provided, no.

Daylene Long ([18:54](https://www.rev.com/transcript-editor/shared/QCLhzKEllRN4Q_xzmHRNLBnau1au7S4L1RBAH_bmdN42_1Lj40mAoEwNJoWgUq0-fGPGwwijdu3WG7ryTjz1Qw3gO3M?loadFrom=DocumentDeeplink&ts=1134.6)):

Okay. We had

markniebojeski ([18:55](https://www.rev.com/transcript-editor/shared/6L0_nQBgWhOyCBkhTypjHYXG6VFtH4_QuhmC5aeqXaYJKMJS9r2gf7TEjlcLFjNi30lAqQ-OCk7hyEe_Lr_NDESNIts?loadFrom=DocumentDeeplink&ts=1135.17)):

A group come in who does,

Daylene Long ([18:57](https://www.rev.com/transcript-editor/shared/-JKTbMt4xcD7JiUO07RXis7mCaMDCzj9hwHOfZCA4H99b0GWBCU5mFP8GItqniBjSayVFaRxq1wFdj6nH8OdfkTIo0c?loadFrom=DocumentDeeplink&ts=1137.99)):

I

markniebojeski ([18:58](https://www.rev.com/transcript-editor/shared/eYR0qYraCRPaCiCKvItO3JY_sDzg4ntP5PwqZ8863JxJnQ-G9149_ZpDwxgX18J6MlmtmkqKY9Ed-68zGl2CgvopglM?loadFrom=DocumentDeeplink&ts=1138.06)):

Guess they come and do safety inspections. I forget what the name of the company is, but they had a lot of recommendations of things that weren't quite stored properly, correctly fix it, and we spent a lot of time going through and taking one room that used to be a small classroom, redoing it as a storage room for all the science supplies, and in the middle of it are the metal containers that are the flammable ones that are for chemical storage, and we've got the wooden containers for acids and bases and the alcohols I think, and everything is labeled and cataloged and we're trying to stay on top of, so the next time the guy comes back, he can look in the door and go, yeah, it looks good. That kind of thing.

Daylene Long ([19:38](https://www.rev.com/transcript-editor/shared/FWC3zizShkKTVfNLBYnnH7fogoOZ9teEsjg5JGNdRR9BkernaGda5Z1U0NdmNq9U99FxLfzFRM3N9wieH7C7BVRXeLQ?loadFrom=DocumentDeeplink&ts=1178.34)):

Would it be advantageous if when the box showed up that it said those things that you had a list of those things

markniebojeski ([19:50](https://www.rev.com/transcript-editor/shared/ykeNJ6ELMMZRnZhP-bJnTm4PSSvuYHEEXDxlLCRPMtS3NTwno-jvEVTx1P4X06Kkd9sgqMb58Cci_xmXACubplRNbWg?loadFrom=DocumentDeeplink&ts=1190.16)):

On the outside of the box or paper stuck to the outside Or inside? Yeah. Okay. Well, because sometimes the kits are come in a cardboard box and they're shrink wrapped

Daylene Long ([19:58](https://www.rev.com/transcript-editor/shared/X2X2QypXPF1WMnZzFvnlrSAsJRRc6fYiN5oMR3p_ao1k4mF1BvQCS0GPkrZ9j98-Eyt7vFW9Jlm0ol_9uTp2CXhKF0s?loadFrom=DocumentDeeplink&ts=1198.8)):

Until you open the shrink wrap and open the box. You're not sure exactly what's in it.

markniebojeski ([20:03](https://www.rev.com/transcript-editor/shared/zkLhtMBLSAuzp-7oHWJ-CJ2NlH1FjqJq4Ra85tLJ2bm9vjaxejOxdDKjcN1DeP7EwtBk1aEoaoo300Xf7Lu9NhM5I8c?loadFrom=DocumentDeeplink&ts=1203.36)):

If there was a paper put in with it or something, so you didn't have to open up the shrink wrap and say, in this kit you have X, Y, Z chemicals and the storage codes for them, that would be very helpful. I know most of the kits, the chemicals are in such small quantities and I guess harmless concentrations, for lack of a better word there

Daylene Long ([20:26](https://www.rev.com/transcript-editor/shared/IOZSgxIFHDPJMqTuvFEWh73B8yUW6YlTcz2RYdHO2TkuueBthxCxA3WnoLzqkYvEKg-2Tv7Z0MNv3Zvrgfw7iMXYTFQ?loadFrom=DocumentDeeplink&ts=1226.67)):

That

markniebojeski ([20:26](https://www.rev.com/transcript-editor/shared/x_M33NQJvVOK9IBvIydgyMFbmau6WLRcaHqpleO9g2kfkDrFwRuj8zGnKIH6T6SbPlDkbDYOuSoZBEV-hbfd8_ZM-gU?loadFrom=DocumentDeeplink&ts=1226.86)):

They can stay together in the kit and just be put somewhere. But again, it would be nice to have something on the outside of the box or a set of paper we could put on the cabinet with those kits to say, this kit has this in it, this kit has this in it, so we'd know exactly where.

Daylene Long ([20:42](https://www.rev.com/transcript-editor/shared/9nudhVnElOYwLTxPo1a09-64GGN9wemh9Pq1_AKhOqhjmO5EC8Yt3tLJLk_e7NPMZNM4-TmKN9WbOD_VRN2flpmj3D4?loadFrom=DocumentDeeplink&ts=1242.45)):

Is there anything else you can see being helpful on the outside of the box?

markniebojeski ([20:51](https://www.rev.com/transcript-editor/shared/1gHqiehByY3rF9k7FEjR1cVfD0fd6HCs9LQCKu1pfjUiVApFSihf995aMtT3G1X2c5RiuZZZOeOggHLUGgwM75H3SBE?loadFrom=DocumentDeeplink&ts=1251.13)):

For me, being a visual person, a picture of what is inside the box on the cover of it, a lot of the boxes from Carolina, they're white with some blue lettering. It says Carolina Biological, and there's a sticker on one end that just has the product number and the name of what the lab is. In the past, we have gotten from other vendors where the top of the box has a picture of it set up on a lab table so you can see what's in the box without having to open the box kind of thing.

Daylene Long ([21:19](https://www.rev.com/transcript-editor/shared/sip9SAZ47dL0Ga89q-2RuXtqb94DkStmqrzpIvEsB-0L2I2RWk0L58CmfGAUHc6UqnyCIVQIsucj22kNnbogZ69D6n0?loadFrom=DocumentDeeplink&ts=1279.9)):

Does that, when you just said, remind me when they did that, did it say what standard or anything that lab addressed or does that matter?

markniebojeski ([21:32](https://www.rev.com/transcript-editor/shared/EmUrufI9DWeYEKjOj3r7SsMSWXoaHGKlConTqVxC5zI9tQFatPSVvbB5ob3DfAM3Jr6C7RXuWOz_FoDFMdjxRP_d0no?loadFrom=DocumentDeeplink&ts=1292.77)):

I know on looking at the websites,

Daylene Long ([21:36](https://www.rev.com/transcript-editor/shared/dOXoZ7O1St1l824tspFFV44ihwJvf_OxlAx_Ihwn26d4sr0siRzadEl7yNbkf-HgUsR9tXq18Gc09KxjYvBisvAPKpQ?loadFrom=DocumentDeeplink&ts=1296.49)):

They

markniebojeski ([21:36](https://www.rev.com/transcript-editor/shared/5-AgVffDWJgCS0R1gG_qUirXPKPVvuTPy1DnBfr-kIIfrp7vMK4U_vIn-CjZ723O03FWess1UTc_p7hRqbmaVpY-UI8?loadFrom=DocumentDeeplink&ts=1296.61)):

Usually have that listed on the website, but actually on the box itself when you get it, no, there's no standard listed there.

Daylene Long ([21:42](https://www.rev.com/transcript-editor/shared/e81_J0QDy6kFB3yE3Sckvk8-Qw49AZ95-8U3YKhxwKSvBQzGHmyXRrI1A-dNeaZ18XNazzrhKm3ESYzhVjdqVv2BKKs?loadFrom=DocumentDeeplink&ts=1302.67)):

Would that matter?

markniebojeski ([21:45](https://www.rev.com/transcript-editor/shared/ccEst0v__CMQ62xfEQdmT7QItsU3RwGo1b0mhN2vlEdX0V4DTNAy9nW0K8ady23w0zfQfKmo-MF3n00glL0CJpymyKY?loadFrom=DocumentDeeplink&ts=1305.16)):

I don't think so.

Daylene Long ([21:46](https://www.rev.com/transcript-editor/shared/mp_SpoRE_2nonIgbWe8SMqFUuta5IuACUv8uXF3Ip7qtSJs3rdmgZgyriA5nVkH2MwUOO7oSCDaX3Tk3sHByMKt2jUQ?loadFrom=DocumentDeeplink&ts=1306.09)):

Okay. I was saying if we're dreaming,

markniebojeski ([21:49](https://www.rev.com/transcript-editor/shared/QowHy-NRHnD8OSB-knzziMs-5pXLcgb9b2TVYG4v7rR04zpN6TYJfSECfkxxDFE7JlXwEvlHiS9LjEIsS9_T5X4Kbtk?loadFrom=DocumentDeeplink&ts=1309.33)):

I mean to make things go quicker, for some people it might, for me personally, it wouldn't matter, but some people might find that helpful.

Daylene Long ([21:58](https://www.rev.com/transcript-editor/shared/dJadbw6sAgKhV6g-4wKRIia4TmrhBhlRosiuNj346iTZHj3hxLMQjQ6SDBDAGRhCULr2wBIShNaioUgAQUN7rLpn9sM?loadFrom=DocumentDeeplink&ts=1318.1)):

Okay. When you talk about safety or whatever in the classroom,

markniebojeski ([22:04](https://www.rev.com/transcript-editor/shared/EKbpGRkfHnvK7uYwPnnRGi1h_MejWiwITLCx4I7FvOmvTVele3gVrH9BsNI_fuOmnWHAnIWlMmekhZGhDf_ZoYMpLf8?loadFrom=DocumentDeeplink&ts=1324.42)):

Is

Daylene Long ([22:04](https://www.rev.com/transcript-editor/shared/crKfHh2GsZBHgkN0BffxCpNHlsqTgIFF2fpgTtdOw_SJ17kqyWchvoUiCv9gJB56OyFaFE8ovOjojvvA4ucMEZpYicw?loadFrom=DocumentDeeplink&ts=1324.63)):

There, how's the prep for the students and is there anything that the vendor could provide that might make that easier?

markniebojeski ([22:13](https://www.rev.com/transcript-editor/shared/n3mx7wsLyeMnohtGS0JU23t7o-l7XnMmWDrQzOvPqYqsqxwIzal8jJE28KKC259EH7RRJ9A5osdNI5UxDfsWN_9UOt0?loadFrom=DocumentDeeplink&ts=1333.75)):

From what I've seen, the vendors are pretty good with having in the very front of both the student booklet or the student handouts and the teacher one, the safety code indicators as far as whether you need goggles, gloves, apron, which as an acid, make sure you have an acid spill set, clean up, whatnot. So that seems to be pretty well covered from what I've experienced.

Daylene Long ([22:34](https://www.rev.com/transcript-editor/shared/BHVVlZhephMfYW9ZJ0gHCHKCCzXtTzJATuAOd6yqwvzLD1KJSAgdb51hAa-sgfyPCNIhy_qqFOmJ0eb7nMCvV9yUHrg?loadFrom=DocumentDeeplink&ts=1354.29)):

Okay. My youngest son is deaf. He's a national merit scholar. I mean really, really bright, but deaf.

markniebojeski ([22:46](https://www.rev.com/transcript-editor/shared/BLbP2f6cfqTL54n98lhYHAAuXciWdlAQB16o6qx1wXfTkaOdvLGrGjQdujsT42EjqwRHOZhNkPBIgtTj-osPuJSwJss?loadFrom=DocumentDeeplink&ts=1366.18)):

So this question is always

Daylene Long ([22:48](https://www.rev.com/transcript-editor/shared/5NdGm5URk9_3jOSMPsj2N0giiPW1oSN5346Qnm9Rut0bHGNZ8fJ5YGsx3EbcfmJQwAaoOyFPgnncV-I7Y9sgwDbJerY?loadFrom=DocumentDeeplink&ts=1368.94)):

Comes from my heart on accommodations. How are you in your classroom for whether it's language or scaffolding, how do you address that?

markniebojeski ([22:57](https://www.rev.com/transcript-editor/shared/ELzW6eCUZEgKsZQxY6cPL_ZYb8QfRa2Q6_nUIGQJy-xLpV7sGFxzeZPwLHVt-mN5885FdXVry7seN_Q0T91S7jT7F4A?loadFrom=DocumentDeeplink&ts=1377.94)):

I know as far as the language, we do have separate bilingual classes for science and they always try to get kids that have a Spanish component for the student handbook, the student manual for the lab. In mixed classes where we have students with different levels of learning or learning disabilities, there is another teacher in the room that helps out an in-class support and we can usually modify the lab so it's not as intense or in depth or if it's something that could be dangerous potentially we'll do it as a demonstration and have the students just observe what happens. So we do make accommodations based on whatever the student needs are as best we can for that activity.

Daylene Long ([23:49](https://www.rev.com/transcript-editor/shared/EieEtvL5DVX4TolB5WvbNqolhOjNtvIgzZRXiyxYjqer7lHzlKRvPW0exe_-2TLLpsYmq1Y6U7DtvrBCHRnlioEWdJ0?loadFrom=DocumentDeeplink&ts=1429.4)):

I'm going to ask about assessments. So New Jersey, tell me what you're thinking and what you have to do. How are you going to be,

markniebojeski ([24:04](https://www.rev.com/transcript-editor/shared/8ZBSmQeXphVyD4EbV1zRXIApdKY7Qg2c4X6hiY4WUeksw4ox5XaZKlRUKHklntD4_2sGW8alx10aeCJ8s2M8MjawECI?loadFrom=DocumentDeeplink&ts=1444.43)):

Let's see. I have to work another five years at least. Yes, And

Daylene Long ([24:08](https://www.rev.com/transcript-editor/shared/T4s0b2sHi41Dn0lOqSrxWaqUbYBSZHtgd-RaGbr5e-Gs6iF4gNHbmVQrBs-jKTKrtKwrFS0DjYBpcvf9DsdA-1vOeek?loadFrom=DocumentDeeplink&ts=1448.21)):

Biology is a big year for that, isn't it?

markniebojeski ([24:12](https://www.rev.com/transcript-editor/shared/Z_mZIj_QZzr6dOu1es4q0rlKGm4Vwb78vbTf-LbSb0YfNmY41ushf0vveyLC_roFFW3-f3wuJMsUA9sPVNTwvUQrtiY?loadFrom=DocumentDeeplink&ts=1452.02)):

But I know, okay. Over the past few years, the biology end of course, assessment exam or whatever name they give it nowadays

Daylene Long ([24:20](https://www.rev.com/transcript-editor/shared/8w3SYlk_HLKLBmidKuSvn4X-gZZmX19kFUueO7LU361fcUnhJKten676BeRxyE2kOdtHDq_X8_YJq-rG6NDd8MBB0NI?loadFrom=DocumentDeeplink&ts=1460.21)):

Is

markniebojeski ([24:20](https://www.rev.com/transcript-editor/shared/6Ffk0QKerC1wevVbhuPVrMzQhCog96f9sMrLChaTVe9IO-K5RDRyWtF6CTWFTPzleSw9voC_AdQNgZ-CszJNhS3IK58?loadFrom=DocumentDeeplink&ts=1460.45)):

More of a process, not a detailed information kind of test.

([24:29](https://www.rev.com/transcript-editor/shared/sRUIZd9UE0AM7zCzInt5qpIF6lay9n9S1h2XRZ9vjo7aSpXevYRNqvwplSvsJ3TozxxGcdO0vMje9V2wxzdHJoKSL0M?loadFrom=DocumentDeeplink&ts=1469.15)):

From what I've seen, a lot of the questions are more, it's more if you can read the statement and look at a chart or a graph and interpret it so it's not really minute detail, it's more like a topical idea, like an overview of something as opposed to prepare a wet mount slide and stain it with this stuff and it's just I get why they're doing it. It kind of levels the playing field more because not everyone has access to full laboratory stuff, but if they can get the basic concepts and understand if A happens and B happens, what could happen with C or in general, this is a thing we've seen predict what will happen in the future if the condition is remain the same. Now from a personal standpoint, I know it hasn't really counted much as far as the graduation requirement yet, and a lot of the students know that, so they don't really take it seriously unfortunately. But those that do take it seriously because they're just driven that way seem to wish it had more content specific stuff, not just the general topic idea, umbrella approach I guess. So it used to be when they had the grade eight proficiency test and the high school proficiency test, those things were more memorization and can you remember this with some application to it. Now it's just more if you can read and be rational thinker, you can answer these questions.

Daylene Long ([26:10](https://www.rev.com/transcript-editor/shared/Mqsd-cmbHJQkqM6mQWBaLvZIgz_d2B6m6i5t9YmZXlvR2gNxgBIaBmhGaNntPwT5FXF1yBWfBNIWx3C-Bb6DZEiizxc?loadFrom=DocumentDeeplink&ts=1570.22)):

What does your class period look like? How long is it? How often do you meet? That kind of thing.

markniebojeski ([26:17](https://www.rev.com/transcript-editor/shared/SAyBKVXi4sIQNweEGDeF_FQWmBIs9S7IIN14ouxBKprvivaKw98POYoDhDnKCYocY_T8x2v0vNNrQIdI_oHi50GGfbs?loadFrom=DocumentDeeplink&ts=1577.36)):

We have 42 minute class periods

([26:20](https://www.rev.com/transcript-editor/shared/dmyOGbgrR_iGCqETMlrcl0dRvYFr8tv_fr-mxu1uQB6iR5Iahg2BHQ1tOzxXV7fT9Rne1DrPgBsrfezmCVSqhTvajcU?loadFrom=DocumentDeeplink&ts=1580.3)):

For the sciences. We meet six periods a week, so we have four days of a single period, one day of a double period for doing lab activities. Next year that's going to possibly change to more of a block schedule because the problem now is if you're doing something, your lab day doesn't always fall. When you are ready to do a lab for a topic, you may have a lab on Monday and then have to introduce it on Tuesday and explain this because the way the schedule is set up next year it'll be more organic. Hey, we can do a lab tomorrow, let's do it because we'll have the time. That kind of thing. We have a 42 minutes students come in, we have a little do now activity, introduce a topic, have the students work on something, have an exit activity at the end and off they go.

Daylene Long ([27:07](https://www.rev.com/transcript-editor/shared/1iNVVmN6d9UcStwm0omjcbFoLgxaNNm71Cvsjevovrv8EyXLibeXC5mjPpUEAG00HAXQwvYQBFk0-1MOWt0A45LODpg?loadFrom=DocumentDeeplink&ts=1627.11)):

How often do you do labs?

markniebojeski ([27:09](https://www.rev.com/transcript-editor/shared/tcvkmcagS9rDqQqOB7ZHF02KbfREvB1xfqgBzk-LiHlW_sjwIg74HUQrUmWgxChE6bpzOM8_Y1yu3pqCGLHwlPVqPag?loadFrom=DocumentDeeplink&ts=1629.54)):

Right now, like I said, it's normally once a week when we have a double period, unless there's something that can be done in a 42 minute class period or let's real like 35 minutes as a demo or a short little activity, then we do 'em more often if possible. There's a lot of projects and research-based things that go on where the students are given a topic and you tell them, because we have very fortunate to have a one-to-one Chromebook student ratio. So I can give 'em a topic and say in 30 minutes, here's four questions, give me some information, go do it, come back the whole thing. They can design their own labs too, sometimes have 'em more later on in the year, once they're more used to it, give 'em a one day period to design a lab that they could then do on the lab day that goes with the topic we're covering.

Daylene Long ([27:59](https://www.rev.com/transcript-editor/shared/_tNMLOcwZsfyJ9LOiDbVFUYbZqAfpMJbUEy6K9_AZMfwO0ysEXzqkcj-SgX_Ug3F_qtdo-wWa0Ly2-VX2x1UAf29lZA?loadFrom=DocumentDeeplink&ts=1679.13)):

Okay, cool. So what kind of supplies do you keep? What are your consumables and what are your fixed things? Do you have probes, scales? What's in your classroom?

markniebojeski ([28:14](https://www.rev.com/transcript-editor/shared/SEqiisy0UbNP6K57rtRPVH8Gj5APpM93_2bGOXjgIPotGNz3gcxmXS1MNRvXyZhIy7_Clcxv75G3zIQQdv0HWaiuFmU?loadFrom=DocumentDeeplink&ts=1694.52)):

Well, let's see, a few, many years ago they bought a bunch of veneer probes but never bought the equipment to hook 'em up to. So we have probes that can go nowhere. Now. Let's see what else. We have the usual microscopes, both regular light microscopes and dissecting microscopes. Every room has an incubator slash oven in it if needed. Glassware, we got lots of glassware, beakers, flask, graduated cylinders, test tubes, and then whatever comes in the kits that we can keep that UCF year after year, there's syringes from one. We'll keep those. If there's little well plates for mixing things, we'll keep those. That's pretty much it. Like I said, mostly glassware. The microscopes pretty much what everyone has in their rooms.

Daylene Long ([29:09](https://www.rev.com/transcript-editor/shared/4aflJwaDzMaoCsmIgql2FSoE9PplQ46iNp0cOJ76F1gH0le8ZJ-45lSjB5BWP9IORhMGwu7lWeAokszhW-DmntdIixE?loadFrom=DocumentDeeplink&ts=1749.24)):

And then if something breaks and that kind of thing, do you keep a list and pass it on or how do you do that?

markniebojeski ([29:16](https://www.rev.com/transcript-editor/shared/hn_osW37Wow58tr3CfmqOZZl1ebNoDsRAy2yFZl3TFMK9pmwrsC3aQFT-iyLZRgDsQd5_CvB3jp_wzBkdOGTg5DcYuA?loadFrom=DocumentDeeplink&ts=1756.68)):

When glassware breaks, we keep a record of it and we've got such a backup in our storage room that you can just replace it with no problem. As of right now, as far as the microscopes, if something happens to one of them, they have to find the guy who knows how to fix 'em

Daylene Long ([29:31](https://www.rev.com/transcript-editor/shared/Rl73ogYZ6Cxb8P2ZUNjqTSQCwk-Ih-Z_wTfGdR7MQYhFwg9LskeXCTK_MAodrj_oAX8PyrCxS4mUdCQ4a2RDPJHK-50?loadFrom=DocumentDeeplink&ts=1771.8)):

And

markniebojeski ([29:33](https://www.rev.com/transcript-editor/shared/itLbI-aPlOAvl9kr8J03zFVDiBGgecx6vRD7eWKSlHhvnSDb2xnRvg-ijdJjRwTDwDOeiX_khs55ufwa-2WJdqzGuuA?loadFrom=DocumentDeeplink&ts=1773.75)):

Here go fix it. Because when I started they had an outside vendor would come in once a year to tune up everything and one day I just watched what he did and I can do this as needed. I said it to the wrong person like, oh, you can do as needed. Well guess what?

Daylene Long ([29:47](https://www.rev.com/transcript-editor/shared/0PEFKfbZZISAnBBeeKctpsGx8Wx6DsWYsVakbiKL5PNlJxgujEM6n7gAx-M_gm0MogpwN-IYzBJJPDP_J7iQUtM7064?loadFrom=DocumentDeeplink&ts=1787.98)):

Here's another thing to add to your resume.

markniebojeski ([29:50](https://www.rev.com/transcript-editor/shared/zqJaKsvrJsX6N9-4wCKt0oEwuSLl0XmqSLj49C4QWh7u9zchFR0GUs1e_YbUPY7efTehtJBmSwqxG4PZecUWMT3Ps1g?loadFrom=DocumentDeeplink&ts=1790.65)):

But I don't mind. I've fixed a lot of the microscopes. If it's something that I can do easily or if there's two that are broken but they're broken differently, cannibalizing into one that works kind of thing, as they got older, we'd replace 'em. If things are out of my scope of being able to fix, there is still a vendor they have that can come in and twice a year they can bring 'em in and he can work on whatever needs to be majorly done. Like I said, with the glassware, we try to keep a record of if something breaks and just we have, like I said, a big supply of extras to pull from.

Daylene Long ([30:30](https://www.rev.com/transcript-editor/shared/BbnbMRmsZmStsBkMUbKwn88RgutdPHQds12CotcQYnepusxyiMgOh1wiFkBX7ytJKwyvAa3h433TZUbUdRVFDzE5AzE?loadFrom=DocumentDeeplink&ts=1830.43)):

And do you know when you need to have a new microscope or whatever, where it gets ordered from? How does that happen?

markniebojeski ([30:40](https://www.rev.com/transcript-editor/shared/3lxhn_Yj4c5sEsrhAnhsztBNqxYWmTELM06Bp6covegVCjmoqCoJDqcsqot5iuQ1W-rqqdoYuklNKbtMmaIKuofsTjQ?loadFrom=DocumentDeeplink&ts=1840.99)):

New scope if we need them when we do the ordering process in the springtime, I believe those come from Wards, scientific Ward Science where we've been getting the microscopes from recently.

Daylene Long ([30:53](https://www.rev.com/transcript-editor/shared/ohSM73YdfZxiG9kZMdOJ4mIuYXPKQDk1mUy8QDI9PuZK2eG2SNVTUMy9coHgZyveTAOmh94v1QIStVb8CGPTp5894IQ?loadFrom=DocumentDeeplink&ts=1853.17)):

Yeah, kind of on that, in that vein, do you ever get any swag or anything surprise you come in from when you get something new and they've thrown something else up in or would you like that to?

markniebojeski ([31:04](https://www.rev.com/transcript-editor/shared/j9ahZIKrBl7181EDignpVsk_jiR5_OfPMHO7VINmLoov3Yt3M9UwGP69a_SLTaMShJQxMAyvNd9hPKzbWfSl3mMmdzw?loadFrom=DocumentDeeplink&ts=1864.57)):

Well, I know one time I opened the box and there was a dead cockroach inside. Was it supposed to be dead? I have no idea. It was other stuff and it must've crawled in the box and they taped it up and would a little freebie be nice? Sure, why not? Everyone looks free things.

Daylene Long ([31:23](https://www.rev.com/transcript-editor/shared/6XCtLdo5YHtE8DDlkVpgK8YOHgW29fc_I2Pz2y42iXLKQUZmv2cUoJXQmF5mTByG9BsgbHSqULC-IZGs5qeI_hQY6qk?loadFrom=DocumentDeeplink&ts=1883.32)):

What would you want

markniebojeski ([31:27](https://www.rev.com/transcript-editor/shared/RV3mhGJX9cjLjMWudj-X_WO9S-NTS1A5N3ewI4r_mmOoPl4s4MhxRzgYyv9AbiWctPmCf3n0xOV3iQ3tmDB3mxmzMxo?loadFrom=DocumentDeeplink&ts=1887.1)):

A preview of a different lab that's similar to one we're ordered in the same kind of context maybe for the microscopes, a little cleaning kit that has lens papers and brushes and little Allen wrenches for tightening up things to become loose over time, that kind of thing. A coloring book. I don't know. Just something.

Daylene Long ([31:53](https://www.rev.com/transcript-editor/shared/rsT9yLJWUTkeoLyOKxWBQQU-C5Fdr-z_qq-9lWrVW2Gxp_oWTb_w8FRncxsqczjYyzr9x_DaeueceiniZtu3iGQeIXw?loadFrom=DocumentDeeplink&ts=1913.77)):

Well, your first couple. Well, besides the cockroach. Yeah, the other two are really good ideas. But on that line, do you do dissections?

markniebojeski ([32:05](https://www.rev.com/transcript-editor/shared/Q8VxGooiWF944-FhXnKVLIpe1a4zCDAtVGF2l3Hzgpn2xCHNr40B3kOhnbJHQOwTTxXbSkNQ6bK3k0LNAlL-hbaHARw?loadFrom=DocumentDeeplink&ts=1925.71)):

The anatomy and physiology classes? Do? Our biology has moved away from that. We used to. It's now more of a molecular based and not so much organismal but in the anatomy physiology. And we do have a marine biology class. They still do dissections. Do

Daylene Long ([32:22](https://www.rev.com/transcript-editor/shared/lwsGwZFiTnyUSlZJO9mwC2lpozGMhXkxLDaaDiqrWYXykGaWEDzDV-zc6cCuGRLXWfdyYJPIxn8P0V4Qkdj0iPgauE8?loadFrom=DocumentDeeplink&ts=1942.84)):

You have any idea where they get their stuff from?

markniebojeski ([32:28](https://www.rev.com/transcript-editor/shared/9mkEw5O31YD4kNlq7T9qBX2rMAU5HQDUHFQK8OTG16l3TSKQEBNiA4k8jVxn2PKcLUom2k13WmakG1i8_XPMrOyDwwQ?loadFrom=DocumentDeeplink&ts=1948.81)):

I think it's Carolina Biological Display is where they get their specimens from.

Daylene Long ([32:34](https://www.rev.com/transcript-editor/shared/veT5zDp6iFfdUh8i_18LjMhfSnGgOrmcX-4AM4jgFnXFhG9nTNVSNovdfBxFI0XooeR5dv77B8pH8466EPTC_QVaWOA?loadFrom=DocumentDeeplink&ts=1954.9)):

And then I was going to ask you if you know they arrive alive or dead, but that's not your department.

markniebojeski ([32:40](https://www.rev.com/transcript-editor/shared/neLOhj-Mb8tAC5Pc6-LdSRwWOqPMwTKXRC6bBIkFXOREkY7hamkjFZzJ4e4__hDKurbocXkaehdWb5ALn7YEXdYoXXw?loadFrom=DocumentDeeplink&ts=1960.01)):

They'll arrive dead, some are died, some are not died. They'll have the newer, less cancerous, toxic nesty smelling chemicals to preserve them kind of thing.

Daylene Long ([32:49](https://www.rev.com/transcript-editor/shared/Sr21FWVhM38RUOQVYEokASkSnmsWkt_9xnin1SkPBw40G5WKnJ_YqXIJIarhC4uqQJRBlzHMfcbgBya9_105jOswmKs?loadFrom=DocumentDeeplink&ts=1969.94)):

Yes, yes. That made me think of something else, but now I lost it. Okay. It was dissection the cockroaches. How about manipulatives? Things that may not be in the meaning. Do you use other hands-on things?

markniebojeski ([33:07](https://www.rev.com/transcript-editor/shared/-8FhXKBPHQRm7mdAWbYrOBK_Lg1dOUUz3cFYpKWoHcH8yRqGyUf9i_JPDXXMcIWrU1nJuN25nHIhsbzRXAVKA6qrIaI?loadFrom=DocumentDeeplink&ts=1987.34)):

We do a lot of things. Some of those are more things that we find print and make ourself like for doing enzyme reactions. It's a sheet print on card stock, the students color in the different parts, cut 'em out and move 'em together, that kind of thing. There's another set, I don't recall who makes it, but they are thick like craft foam pieces to do DNA replication and protein synthesis where you put it together and it's a large kit. I mean the pieces are probably for the nucleotides almost two inches long and they go together like a zipper and you pull it actually through the ribosome that separates it. We can then put in the transfer RNA and whatnot. I forget who makes those. I know I found that someone had posted a video of them online probably eight or nine years ago and I showed it to my supervisor when I was teaching AP bio at the time and he looked at it, well that's kind of cool. How many do you want? I said, could I have like six? So he ordered eight from separate vendor.

Daylene Long ([34:10](https://www.rev.com/transcript-editor/shared/w8VXdZwZZz36jOdwl0tPG0UwdchuO1w9nnT9eSX3lTTUwXjdDB4MN2jpWl_hfCqAGg14aJPZQ0USDFCI_20S23WzkJ8?loadFrom=DocumentDeeplink&ts=2050.4)):

So we

markniebojeski ([34:10](https://www.rev.com/transcript-editor/shared/RqdrWwQ2Jh6GQZKLb1NrYdHV06bf7d_8ylUdiS1K6YzQvi6wdFOXqz1aVSvB8ZMrD5Z2TNjKTEK-ESmtyQUizvnGxn8?loadFrom=DocumentDeeplink&ts=2050.58)):

Were using those and I used those for years. And then when I stopped teaching AP bio, I gave it to the next teacher who's doing it and she's been using 'em now for a few years. So there's some things like that. But most of it is, most manipulatives that we have are just paper color cutout, move together. There's a nice origami that makes the helix for the DN that the students color put together and then they realize, oh look, it really does twist. That kind of thing.

Daylene Long ([34:38](https://www.rev.com/transcript-editor/shared/N_eAEkl1ke9DCSbR_Cgk2tXOuNn1-SJAxN7QDBayAwyxi7Iv7x3J0nEP3RpD6_y--HlTV5-dK916N8mqE9c5MulQVJE?loadFrom=DocumentDeeplink&ts=2078.36)):

Social media. Do you belong to Biology Teachers of America? Oh, of

markniebojeski ([34:43](https://www.rev.com/transcript-editor/shared/rqvk2JYFbnAy9EaqJixWA3t7dWoeQ2R5r9ZX2aJGEmLeHXR5hwao4w_WIFS03ZzgQiuKDpWRsVP3bRmD4LFh6NLdvU8?loadFrom=DocumentDeeplink&ts=2083.31)):

Course. Yeah. All those, A bunch of them.

Daylene Long ([34:46](https://www.rev.com/transcript-editor/shared/bAqSOnRiTUo6H2QY6r93FJr4FqEHvjvTFqTDpdbRpqmLfABACgbo20eTls_V6CLaOWbEGnmnYapLrT2HgXcHkfijH_Y?loadFrom=DocumentDeeplink&ts=2086.1)):

Do you have a favorite one? A kind of a go-to,

markniebojeski ([34:49](https://www.rev.com/transcript-editor/shared/dPHre3SHXeEXhqSQy200clWkhC88Dp99OjiiorQQlSrBL9mNPfHS6sVQJsaEX3Zd0lW2_KCsGkNaApjFydsdmBel91s?loadFrom=DocumentDeeplink&ts=2089.07)):

I know there's a national biology teachers group on Facebook. I'm still part of the one for AP Bio. I don't teach it anymore, but I'm still a part of their group. There's one for environmental science that I also check in on. There's one for the EMR that does. It's a national there, health Teachers association, health Sciences Teacher Association. I'm part of that. And you get a lot of good ideas and people freely share a lot of their material on there. A lot of good stuff on there. A lot of good collaboration. So I've enjoyed perusing those venues too.

Daylene Long ([35:30](https://www.rev.com/transcript-editor/shared/x0xGf_EFdWb7fcbNRcnYLF7-KZOnhp9EukWGNUDpGPMueNnaxd2V8to5M9eeKt3u3Y01qONVhQu5Ag6g5CMbq9PWjAY?loadFrom=DocumentDeeplink&ts=2130.38)):

Yeah, they are. And just the camaraderie and seeing what works and what doesn't work And

markniebojeski ([35:35](https://www.rev.com/transcript-editor/shared/sQ1RYi55iOF4jYWd4RhaoC4o9dE6E4OPespI66Ys2Cd3zv7YpfkfIRumBbVSHqftMWVBDGlwDyb4OGTgSA5GSlnffro?loadFrom=DocumentDeeplink&ts=2135.03)):

Someone posts up, I've been doing this for 20 years and I can't stand it anymore. What am I doing wrong? And then all these comments, it's same thing happening to me, same thing happening to me, don't worry about it. It's not you.

Daylene Long ([35:42](https://www.rev.com/transcript-editor/shared/jXRoFKBcpc0ld8OQuEFgi5KBVzDWEKUF3E3iegjF2iXKEQ0_4N3cggUO_vQ5pioDL7pqfBZrTSUtzNMLbvfCljQlZd8?loadFrom=DocumentDeeplink&ts=2142.93)):

It's a national crisis, don't worry about it.

markniebojeski ([35:45](https://www.rev.com/transcript-editor/shared/lP_PHlIgfsconSwuK5F5fZy_yzuOBs9g3ZxJGCIEnzK-QI8anQXj9Tkq0XHv6c27ye5TRmTDn8XcnU2zt_UCUTeb0k0?loadFrom=DocumentDeeplink&ts=2145.87)):

So it helps you not feel isolated.

Daylene Long ([35:48](https://www.rev.com/transcript-editor/shared/YU9dl7BB2duImdorOfQMqFX_3GceldJfuf2iBy5l1N566br_8MWJlUeLVVSdF2MPChbodc4x-_f3KGIkVPLm2nKI6e4?loadFrom=DocumentDeeplink&ts=2148.24)):

Actually. Let's talk about that, the national crisis. What have you seen in your time teaching maybe particularly the last 10, 15 years, what's changed for you?

markniebojeski ([36:01](https://www.rev.com/transcript-editor/shared/KmHVOEU-YXwvAxicw5WOz0ACZrgkDqW6LRDUjBm24F2zZ5f2P_-yArdKWchadnlURBW8TquiXbjAPWmKuS3wFneJU_8?loadFrom=DocumentDeeplink&ts=2161.56)):

I've seen a lot of good people come into the career with great ideas, get little to no support from administrators and leave people. When I tell people I've been in the same place for 30 years, the looks I get are like, okay, do you have dirt on somebody that they can't fire? You kind. I'm a unique person. I do what I do. I love what I do. My students know I love them. I treat them like family, the whole, I've had some administrators who are brand new who I've never met say, oh, you're Mr. Zeki. I've heard so many good things about you from the port of Ed and downtown and these other people like, okay, I don't know you, who are you? But they know me already.

([36:41](https://www.rev.com/transcript-editor/shared/gr0HJCRtyg0hWSH-8JC7fx6rooRcW23by8VKuu5YaScVXmU7_7ofmSUhz-yuSQSp5O0c3fmRuDsHuiU3bKg29ZLEANM?loadFrom=DocumentDeeplink&ts=2201.85)):

But I've seen a lot of young people come into the profession their first year teaching. I've mentored a few of them. They really have great ideas and whatnot, but then they get no support, real good concrete support from administrators and it kind of ruins the career for them. There was one teacher who left teaching altogether three years ago. He was actually a student of mine who went on to college, got his degree in chemistry, came back, be a chemistry teacher to show the students in the town that I came from here, here's what I did, you can do it too. He loved what he did, but the administrators just kept adding more and more stuff and pulling him this way and that way. And he just said, they've ruined teaching for me. And now he works for Mark. He doesn't even teach anymore.

([37:30](https://www.rev.com/transcript-editor/shared/zx18IFGDrzaPtj_rGg6PNerF7SSyoni-j6UkyLkHnK2Q5032YarERLCNHmnRtisNyyTmJw_gYyh4pjZHvbmeIUjHb6Y?loadFrom=DocumentDeeplink&ts=2250.27)):

It's a lot of the higher ups who every time we get a new administrator, they think they have the end all be all answer to save the world. And we just look at 'em like, we tried that 10 years ago, it didn't work then It probably won't work now, but we'll try it. And after a year or two it doesn't work, see told you. And I wish they would pay more attention to the people in the classroom. We know what works, we know what is a good thing, we know what we need as far as support from the administrators and too many just don't do that. They just have their own little agenda. They do what they want to do. And if you as a subordinate don't follow along, well then it's your problem, not mine. You're the problem kind of Thing. You're

Daylene Long ([38:09](https://www.rev.com/transcript-editor/shared/Y5q3Jp6SBOrYE4KQ0u6ohu-RkhCysERDo2wSprp24_22ApdUQrOPk8ckDO4TwmUOFeYpu1uEe1IHKN3ItU1n8AV-WBw?loadFrom=DocumentDeeplink&ts=2289.91)):

Not the first one I've heard in this series that we're doing with that, doing so much more with less. And then in that situation. So I'm going to ask, do those administrators ever come into your classroom or what could vendors provide you to increase the knowledge of administrators or is?

markniebojeski ([38:39](https://www.rev.com/transcript-editor/shared/HVttOYKAP620n6s60-Gn1ojzMKwU4uTKPo4-Y3kYC7qV2WJMGqEtipAzVmudc15ZUn4yspx1bWWWi0j_yTzCVpfQ_Aw?loadFrom=DocumentDeeplink&ts=2319.41)):

I don't dunno if a vendor could really do much. I know it would be nice if every so often an administrator was required to come in and teach a class for a month, walk in our shoes kind of thing. I know where I am. A lot of the administrators are very bogged down with discipline issues and paperwork and family this and policy that and blah, blah blah. Where some of the kids don't even know who the vice principals are. They never see 'em. They're just hiding in their office. They're handling all these other little things. But then if something goes wrong in the classroom, the administrators are not aware of what's happening in the school. So they don't know what led up to it and what could have maybe prevented or headed off this possible conflict until it gets to the point where now it's a really big deal that shouldn't have been. Some of the best administrators I've had over the years are ones who made sure they walked to the hallways every day. They would stop in a classroom just, hi, how you doing? Can I get you anything? Say hello to the students, greet 'em in the hallways. The administrators who hid in their office and came out only when something bad happened and it was a different feel.

Daylene Long ([39:57](https://www.rev.com/transcript-editor/shared/3fpuB-rhONDnhOhWnrIoOAlziJC-RaQ1xJnkn2541Whi9m_4xZ1tBqDTNgMRBfOITifhHamoXkmoMnYQeyNKnGoSHBQ?loadFrom=DocumentDeeplink&ts=2397.79)):

Yeah, I have to breathe on that one. Yeah. Okay. Well I want to be respectful of your time. So we really, here's my wrap up question then, and also if you have anything that you just want to say, but okay, so our client in this particular case and other clients that we work for, large vendors, our large companies, would you like to tell 'em, or if you had a wishlist or that's really two different questions, but what would you like to see you thought, man, that would be cool. And then also what would you like to, if that's not the same thing, what would you tell a vendor?

markniebojeski ([40:47](https://www.rev.com/transcript-editor/shared/vINu3VYP6Utqr8soTbIzXvLGmsBsVBEPA7PkXKa82iw4azURZlBdIiqtm0cTIgFJg9uzMl78SXDjeyOUimMPrTisVOQ?loadFrom=DocumentDeeplink&ts=2447.71)):

It would be nice if vendors would somehow maybe through just a questionnaire, a video, back and forth session or something, or come into a school, talk to the teachers, ask them what have you done in the past? What has worked? What have we given you that's worked, what hasn't? And try to tailor their product for what the classroom really needs. By that I mean there's some labs from other places and kits and materials you look at and go, okay, that looks nice, but it's not practical for my situation or part of this activity I could use with my students. But the rest of it not so much. So could you maybe break it up into you can buy the whole kit or just buy the component that you want to use?

([41:39](https://www.rev.com/transcript-editor/shared/R20S17jzYPlTlJzn9pmK6KXdWWVJ4nGZTucZTd08XKaPviy342UmPlOrsJhc1GNquj_E_S809y6Muh13fNXKzfpb7ok?loadFrom=DocumentDeeplink&ts=2499.29)):

I'm sure they do have teacher input in some way, shape or form when creating these things. I don't know how that works, but definitely ask teachers, what activity would you like to do for this topic and what would that look like? And maybe try to go with that as far as designing something new that would be better. Maybe try to differentiate things a little more for the socioeconomic background of places. Because where I teach, it's considering an inner city type of school district. It's got a high poverty rate. A lot of students on the free reduced launch program, reading levels are not where they should be. They're lower. So we get a kit that's meant for a junior biology class, but the students are not reading really well at that level. So I have to take time to break it down for them. Maybe have something that's a little easier to understand, easier to follow for those kind of students.

([42:45](https://www.rev.com/transcript-editor/shared/GW130BrzcOyHfL6fT_7srk9d44knHXlK5BmieUCOsxs0QTjoUA3wwgs-hhEIImZSzG26w6H5EQjF0A7DnvA0bQxDeXA?loadFrom=DocumentDeeplink&ts=2565.71)):

Even if it's the same kit, the same activity, but have two or three different student versions of how it's written up and presented to the student. Have one that's meant for a lower reader that maybe doesn't do all of the components, but does the key ones then have one that's maybe more for the honors student who can read at grade level, who can handle a little more and do the basic parts and then go with the next step with it. That might be a good thing to do. Oh, I just had an idea. Thank you.

Daylene Long ([43:20](https://www.rev.com/transcript-editor/shared/5J1whbEO0L3nUruwB86Tj_5OyLel7GbkZE81Dblze2U8sKcISVoYNiTZg6iUFQpByCEbEgRIce6n_V9gKPKIwAynTO0?loadFrom=DocumentDeeplink&ts=2600.81)):

Well this is how this kind of interview is, how the industry is saying, okay, how do we, let's sample what's going on out there and what

markniebojeski ([43:31](https://www.rev.com/transcript-editor/shared/BqeB37UXq2t5drVi3m-7K-PoELRKqoeUXSp32tPQZBeB8rBFHhsCZBEPrAasVvZP2lenbfg4j_TPvwaDBzVNvjCMDb4?loadFrom=DocumentDeeplink&ts=2611.13)):

Happen

Daylene Long ([43:31](https://www.rev.com/transcript-editor/shared/p--pfJhsStMyOZg3dYEowVUMsg3_2AJaUoobVPsUbivd9R4B2mD57X_9Ov1qCgIGqxuk7LLI4Jel5bqC2D-IT1xVTs8?loadFrom=DocumentDeeplink&ts=2611.49)):

And what we want to have happen. So that sparked so many things, but at the same time is, yeah, so mean. Did anything pop in your head to say, you know what, this list lab kit was pretty close, but I'm not going to do it again because it's just too much work to make it what it should be, or something like that? Did anything that pop in your head on that one? Not

markniebojeski ([43:56](https://www.rev.com/transcript-editor/shared/vMvnSnd2EtHm1nghnjf-IQefjL6n_vAQPqVQPteDLp_UFIkwuijPeVXIkjaNvKBBrPhU0cBDULzp29KO7aGU_Rkzc-k?loadFrom=DocumentDeeplink&ts=2636.18)):

Really. I mean, most of the lab kits, even if they were of that caliber, I would take it upon myself to say, okay, part A and B worked. I'm not going to do part C

Daylene Long ([44:05](https://www.rev.com/transcript-editor/shared/Lhr41FW9l5q8EWTNj2uTUXb0lJPtpvhTVVJ31tsxQiLENLou3S3G8zW7NgRRYZg5D0O71nKUb8qJF2-OVKtwwAUE_nM?loadFrom=DocumentDeeplink&ts=2645.21)):

Or

markniebojeski ([44:05](https://www.rev.com/transcript-editor/shared/8tBYCGPj0uFNXhTrO6sAhFSynEyFqePyuveDbeQ5Iy1skGe2k1sKgeMLvmaKnmyCmaXimjhbolj261NQHIZzivc30IM?loadFrom=DocumentDeeplink&ts=2645.4)):

Part B worked. But maybe using this material, using, I dunno if it's like a genetics, use kidney beans instead of peas because they're easier to see and hold, swap out.

Daylene Long ([44:15](https://www.rev.com/transcript-editor/shared/zETMBIzZfrxSLIROA5LonSrZMKKT1zPHz1EXVn6nMFodWmKPuerpErt3pRjZDD9zlTiNhF9MIa_VAX-nUJrG_BoR1NM?loadFrom=DocumentDeeplink&ts=2655.68)):

That's

markniebojeski ([44:15](https://www.rev.com/transcript-editor/shared/AF07MoAucMan6TiSgb6zUA2J22f8-Tst5ntJvoVvHscF64petpV_gohim03IrmvRU_rqm2BNFd5JRAPos9yyds3GS1w?loadFrom=DocumentDeeplink&ts=2655.86)):

Something I just would take on myself and do as far as a specific, I can't think of anything at the moment, no.

Daylene Long ([44:22](https://www.rev.com/transcript-editor/shared/ata3_oGONVxk7ZvOyvCOxPdlaiGBeLkAmglSRrYN1SiJm8ic2Nj0JThsPdF5UC-TNiJpIcsTXizh5OS6_6pTIgSo2mU?loadFrom=DocumentDeeplink&ts=2662.25)):

Okay. Alright. Well then I'm going to give you your Friday evening back and then are you done with school now for the Holiday? No, we have one more week. Okay. Alright. And yeah, some are out today and yes. Okay. So the next step is tonight. I will send you an email thanking you sincerely for being a part of this. And also within that we'll have two questions. One, if you would be interested in being a part of something like this, again, we'd love to consider you on our friends list. And

markniebojeski ([45:03](https://www.rev.com/transcript-editor/shared/2i6lURlIyxeVpb_mkj2yCviQc0eJ3MAG8SfncLKEv4KgkjoyFJ-2ZuuCJd1u-s5UA2jBdIDt74ij_NPJiFpdYEqIcN0?loadFrom=DocumentDeeplink&ts=2703.21)):

I think this might be the second or third one I've done for this group. I believe. It seems very familiar to me. I've done

Daylene Long ([45:10](https://www.rev.com/transcript-editor/shared/w_gtXbbHj4ZmlfrnkzBPldLqPuifzwRlbD4MVQ5i0gauyX2R3YQ-Ql4oXEOukkCO0-Gy-TXa40yU6bTFwsQOuMpVews?loadFrom=DocumentDeeplink&ts=2710.26)):

Okay. Okay.

markniebojeski ([45:11](https://www.rev.com/transcript-editor/shared/WM443iiPYTbBalBBchngDFEyCFiX8jb3-tdp0zGPiCK0G5jNfB8OPxauDC2k0751UKmL-PmCvab5FlSLoSwZmvy9b04?loadFrom=DocumentDeeplink&ts=2711.82)):

I'll definitely do it again. Definitely. Yeah.

Daylene Long ([45:13](https://www.rev.com/transcript-editor/shared/PudphOgM61G-4dOd7R34Jtr3DhZ0wZB1VvLYlgPCe-WJz2D5m6Yt_HoV0KKJ-SbrWA7DnuFY6aLfubwUw0RzEJPVMFY?loadFrom=DocumentDeeplink&ts=2713.56)):

Okay. And then the other one is that I'll send you, it'll be my email and Daylene as well. If there's something that comes up tonight, tomorrow, then this next that you say, oh man, that's what I want to pass on, please do that as well. And then it'll probably be Monday and maybe tonight. Daylene. Iss the one who handles the gift cards. So it's a $95 gift card and it says Visa, but actually when you click on it, you can pick from many different Visa and Starbucks and Target, all that kind of thing. Okay. Okay.

markniebojeski ([45:51](https://www.rev.com/transcript-editor/shared/L-i7Mu3ITVifBCfcJquwxPCYu_BwohBkKbVuu3EcqpiKoO-BDPMA5h6LOB3MP2ngzHPH5QngknhhCB61x7ipXHCKanU?loadFrom=DocumentDeeplink&ts=2751.03)):

Perfect.

Daylene Long ([45:52](https://www.rev.com/transcript-editor/shared/9eOwN-bFFNDUlMB3CKyvfzk3F2jbFHDVZsyAl0APkOFvDQjGikdX3EhqPT3DQN0GH7_nnJjZoIZFyn-VNrJZfcApuK4?loadFrom=DocumentDeeplink&ts=2752.02)):

Well thank you very much and thank you for what you're doing and continuing on. I

markniebojeski ([45:57](https://www.rev.com/transcript-editor/shared/6laLHgI6eyLqkbTBAoRGUXyghh5e7eQWLFP_O1BQyOXPPV6j8IZ_ohVcpGoP1YZ6MwuFTvD-H7RPRJU9slsgxRSGLRY?loadFrom=DocumentDeeplink&ts=2757.82)):

Still love it. I mean, the students I have this year, I've got 101 students over the classes I have, and every single one of 'em I would adopt if they needed to be even the knuckleheads, I would take them.

Daylene Long ([46:12](https://www.rev.com/transcript-editor/shared/C_u1ycuLXt8L5ipQ6thk9qGxTZkruQi24H5f5mq2ppYS-m85D0HguYobMxS17kbyengMcm0WpNuH80MPe5-TnaYmzeA?loadFrom=DocumentDeeplink&ts=2772.3)):

Those 101 are very, very lucky to have you.

markniebojeski ([46:16](https://www.rev.com/transcript-editor/shared/w5jYAsAG-49bWbvdg_1y7bxvSbpSCHghx13Fzlkr0O_Z-n4jIIxJcyn9Jqtt100CxLjDifJCpZP1CE8c2qLPh6iq2L4?loadFrom=DocumentDeeplink&ts=2776.86)):

Thank you.

Daylene Long ([46:18](https://www.rev.com/transcript-editor/shared/1AfVmhzK3cmaKWSCZh68caIt9D4fxUgKBVSk73WAvg8lBO6CFdJ5pwDr33sMeX7rNrAFWTzcjUYwsUmNziCFlTOeC8Q?loadFrom=DocumentDeeplink&ts=2778.12)):

Thank you. Okay, take good care.

markniebojeski ([46:21](https://www.rev.com/transcript-editor/shared/YzFLhIc3m_5SVer97CP2fk3vH6eSNySnOQPx9vdz9PntP67ipa-VLJHDkuxB7G1XFtvVb1-S9C-TNfsiSsvyenzn31A?loadFrom=DocumentDeeplink&ts=2781.57)):

You too. Bye bye.