Daylene Long ([00:02](https://www.rev.com/transcript-editor/shared/V2937Y6rSjW_vr8PeNDljY4gTOtm0HrkVOcZmKXsakg6pV6lpRoO6459K5HaBF3xjh1aqGosdQAJysEI95U9BpymvGE?loadFrom=DocumentDeeplink&ts=2.76)):

All right. What do we know? Ms. Kimberly?

Kimberly Herder ([00:05](https://www.rev.com/transcript-editor/shared/mgath8Q87XS0rv_KSIRd6_t-JmYPEoDr62md6GhrDDyFOSdKTNmyTOjfE9stvIou1AONRwJzh_k0ZU8d2M-L8CvOu7M?loadFrom=DocumentDeeplink&ts=5.91)):

Patrick has been teaching on and off for almost 20 years. He did do some private sector stuff, work for a while, but came back to teaching it looks like about six years ago. And he's at a school Capital high school now. He's the department chair, science chair. It's an option school in a rougher part of town and interview only to get in and CTE focused, but not labeled that way from what I can tell from the curriculum, he has his master's from, oh, I didn't write it down. Oh, Marquette. And see, I think that's pretty much it. So that,

Daylene Long ([01:06](https://www.rev.com/transcript-editor/shared/ef5Jh53LkKSr6YpNtENHoHIs6W9HOMPvuRcz3qp7vZWIGpe7y6kZQ5bBUbrEB9Gbw4FhfX581nY7VASb14QlJWiJLtg?loadFrom=DocumentDeeplink&ts=66.83)):

Oh, which vendors has he used?

Kimberly Herder ([01:09](https://www.rev.com/transcript-editor/shared/k-5miXlqhkaJ5zBxPkHFDJGltOSAbWOsJRp9YAAlGvlWUKzy9jbCsXHV5KWxdbzIOE8qXfWFGQ28eQh9JJPGwYSldeM?loadFrom=DocumentDeeplink&ts=69.24)):

Oh, Carolina and Flinn. And those were his top two. He put down Flinn though as singular as his, the one for respect. But when throughout the questioning, he did list Flinn as well, but he called out being Carolina.

Daylene Long ([01:30](https://www.rev.com/transcript-editor/shared/qNfluf2gS2i7PSkDJB0KrWXrWk-9Ot-C1XgPBF_r07ZFnWVdZtnrJ6CuS4HionPHt-2FTrQRprQgzjKHJEvnOmIIU7U?loadFrom=DocumentDeeplink&ts=90.24)):

He called out Carolina as far as top of mind brand awareness. Yes. Meaning when you think about people you trust that

Kimberly Herder ([01:39](https://www.rev.com/transcript-editor/shared/9h5n37nYCLamLgBr1TZszBc8uhLfeJu8xaQdtV8PyZNwi1JzsZ17b6OIf6wUNM-h8PpMMNBbCvdFrRWceRqmD3TT6lg?loadFrom=DocumentDeeplink&ts=99.09)):

Price. Yes, yes. But he does buy from Carolina and Flinn.

Daylene Long ([01:43](https://www.rev.com/transcript-editor/shared/VSIFodGWWH59-LtZvHaz2NzbTQOhsTeuzULofbrT1kJX2Ssf2JjY5JDsbGEi5WhSx0gSTCJg4wGS3YEn6FHo_msL8EY?loadFrom=DocumentDeeplink&ts=103.86)):

Okay, good to know. Anything else we should know about him?

Kimberly Herder ([01:51](https://www.rev.com/transcript-editor/shared/dWASbzIzmsxrqrEhjh6dPbxzyQqV1gnkNQ9Dn8wZ5JtXMz9RMVU2Yjxjn166QP0edLyai1KdTKE1CNNLikc7KN9JZjk?loadFrom=DocumentDeeplink&ts=111.18)):

I think it's going to be interesting because it's a brand new school, so I mean brand new, they renamed it and I mean, it looks like it used to be a large middle school or something that they have remodeled and rebranded as an option school. And this is its first full year and he's the department chair, so if anybody's going to be buying stuff, hopefully he will have been in that position and we'll see how he made those choices.

Daylene Long ([02:24](https://www.rev.com/transcript-editor/shared/5WCWOwpYHZmm_9zh9b6kFkRVa21UsVAE4Yjv32EcEeO7Vu-rnKgTrLtlgktf99ckOq_qSVReGk_Y-X6fVJM9PYMssYY?loadFrom=DocumentDeeplink&ts=144.85)):

Okay. He's ready to come into our interview, so let's do it the way we did it last time. And you can greet him and introduce and build some rapport on that kind of stuff. And introduce me. Ready?

Kimberly Herder ([02:40](https://www.rev.com/transcript-editor/shared/gOcQaCYdQez4EkOh-Kzcvtp9TLSPf7IYYzpHrM-ZplG0zaf8Gw75t0RbQexjFXXN1HoqoS3uzYK-JCEsfYHz29B15g0?loadFrom=DocumentDeeplink&ts=160.26)):

Yes.

Daylene Long ([02:54](https://www.rev.com/transcript-editor/shared/aEaS4xNcIQQ_d9cCW8KsXYCNQdM-A-XE7XDVb9nFOK-piEDMyIWApyqNNu18j9JlLLty0LsO-bnH_bS80WjqvbNnp8E?loadFrom=DocumentDeeplink&ts=174.72)):

Hello.

Kimberly Herder ([02:55](https://www.rev.com/transcript-editor/shared/N_vt-BkfHMg_nS3m69RGT5XDO1YcUYxRyPRcr6BN4YCN7D3_WBIclTOw9Plu2Isf9w1cIImVbBwv9tP-UbTZouSNyAg?loadFrom=DocumentDeeplink&ts=175.77)):

Hi. Patrick McGee.

Daylene Long ([02:58](https://www.rev.com/transcript-editor/shared/mhHXGgPQHdVtSCXfqd7ArPpjniAMMvOHMetaEN26WHNxesmu0NYcGRxZHnDp_i7zcnTKXDAR-_BVIaAyFIlxkqQzunA?loadFrom=DocumentDeeplink&ts=178.05)):

Yeah, that's

Kimberly Herder ([02:58](https://www.rev.com/transcript-editor/shared/j66UUeO9dTWLkm5SayY-mADS9XNswGlobTssQIb7JG40QJUQo2wkWrOQVC585vnDvqB-Tpq1PeuOIsndS-7p9FoFymA?loadFrom=DocumentDeeplink&ts=178.17)):

Me. Okay, well I'm Kimberly Herder and I'm here with Daylene Long and she's the founder of Catapult Research and very happy to have you participate in this. And I was looking a little bit into the background and it sounds like Capital is a new school or newly. Well, tell me a little bit about it. I come from a place where I helped open a school that was being rebranded, so I'm particularly interested in that.

Patrick McGee ([03:29](https://www.rev.com/transcript-editor/shared/f5I3D6ow8ekI05VkdmFnzuR0Oe4jrXHYeJHP0uhoIwfbDfIR9BYb6TX6C9q-cFyfaRz9At-I4-CJFbHq78oIsGWpNt4?loadFrom=DocumentDeeplink&ts=209.95)):

Yeah, capital is in its eighth year. This is my second year with it, but we've just moved to a new building. So originally it was split between a north campus, a south campus, and then there was a pregnant and parenting program, which was originally known as the SAPAR program in Madison. And now we're all combined under one roof. So we have all the kids from the east and west campuses together along with about seven in the pregnant and parenting program right now. But that's increasing.

Kimberly Herder ([04:01](https://www.rev.com/transcript-editor/shared/IFuzhCY4U6Kw82aD9MfmRUJMuZPIUZZ1HcDxReeLaxnBnQTy9YAWSaE9faTz-Wg4YVYpgqK1QlULSdv_hVQZg2gfkVo?loadFrom=DocumentDeeplink&ts=241.81)):

That's fantastic.

Daylene Long ([04:03](https://www.rev.com/transcript-editor/shared/fJfE0Unvam1MDICmzSCmB8UxCyc70sfSBz-QdUn4ZUAbALKvD2ZMx2yiTT1CvU-ufhThJ8cS4cu-eJaTo3Wi2zcTW1k?loadFrom=DocumentDeeplink&ts=243.22)):

Interesting school.

Patrick McGee ([04:05](https://www.rev.com/transcript-editor/shared/5myuloy5qOZJ7gZO8urdWF2VqTLALQA49hXj2MrxuyhdVe4wYflfyoT7M02ErGby33neIbv7jxyVezc9UIE5owNQfVw?loadFrom=DocumentDeeplink&ts=245.77)):

Yeah. When I moved to Madison, I worked at Epic for a year and then I decided to go back into education and I went to Capitals because it was an alternative, different kind of building.

Daylene Long ([04:22](https://www.rev.com/transcript-editor/shared/Qpx8n1-3fnHNRfRu6tQFmlOqBYylJcT5EwkQvWOMUnZfIG6LXiE7Oq25Hav2JNuuqQ9Apf0vKpirq0-F-oZuzPSaTAs?loadFrom=DocumentDeeplink&ts=262.66)):

Very cool. What did you do at Epic?

Patrick McGee ([04:25](https://www.rev.com/transcript-editor/shared/YXcp8Jtx7lH0dlJ6a8h3O7O7egMWzWBxKDtcon19I_59yIiqQk8WM4Bczdtp-g80tQD11xvUJZUwx1IQfKV6rIugwPE?loadFrom=DocumentDeeplink&ts=265.48)):

I was a tester. I taught in Milwaukee, Wisconsin for eight years before I moved to Madison with my wife and I wanted to try something new and then I tried testing programs for a year and I didn't like that.

Daylene Long ([04:42](https://www.rev.com/transcript-editor/shared/omscxdvyIEAaRRnDxsX3clUxpY2xlZKkQYgZiDqRFJSwO1QAARFUI8Sf7MwB9421fXmcx_1AaSfOJ1z2f7LCvL4C3dU?loadFrom=DocumentDeeplink&ts=282.04)):

Well, hopefully you're happier being in the classroom and working with students.

Kimberly Herder ([04:47](https://www.rev.com/transcript-editor/shared/tFfhs0GUeYrRd1PycDlKKxM0QWJ8yOcSB-7HmbaIW2cgpnDfR42OfiUrWHpI7Y8MzsKzA75xZ4O4hRjP8m3EtOp8pK0?loadFrom=DocumentDeeplink&ts=287.9)):

So we're very happy that you've agreed to do this. And I'm going to step off camera, off Daylene iss going to run the interview. I may pop back in if there's something that technical difficulty or need to follow up on something. Okay.

Daylene Long ([05:04](https://www.rev.com/transcript-editor/shared/j5yg9J-pvDotW0kSnP90ANqB9XVK3xYXnBPqKe2Q8_C3NQ53deWC-d933xIvlS_S5DoG-dkwnU9R4hZ79R7zraGgwJA?loadFrom=DocumentDeeplink&ts=304.15)):

Alright. See you soon. Yeah.

Daylene Long ([05:07](https://www.rev.com/transcript-editor/shared/no9QBSm7UYyyB0tD3cILGmnZXE8fIH6Gf7HgftVGeemAECrhPi_EvFUXiia1LW57T_zVIXEZw5dv49hYeSh_Eekw1Nc?loadFrom=DocumentDeeplink&ts=307.21)):

So let me just give you kind of an overview of the research we're doing. We're looking at science education, how people make the decisions that they make about the products that they're going to use, which companies they trust, and just kind of an overall picture of what it looks like when you're making decisions about what you're going to use. But the goal really is to be able to better understand and serve science educators. We know you guys are doing more with less. It seems like it's every year it gets a little bit more and a little bit less. So we want to make sure that we're putting systems in place to help support teachers and educators.

Daylene Long ([05:58](https://www.rev.com/transcript-editor/shared/GHMXYI3BQg0jSKruX-WcYJYsVWnMT3UrYWJp1JVlFcknQSD56KIZLKqHv2QCMv7MEChb1WBE2rGES00UE7UbXC08-tI?loadFrom=DocumentDeeplink&ts=358.22)):

So we're recording today just for note taking purposes. I promise you won't end up on YouTube or America's Funniest videos or anything like that. And let's see what else. You'll see us asking a lot of what and why questions, just really trying to understand what you're thinking about and we'll kind of prompt you to go back and try and remember some of those things. There aren't any right or wrong answers and sometimes it helps people to think of it as Kim and I filming a documentary of how you're building up the labs that you're doing or how you work with your teachers and those kinds of things. So the descriptive part of telling a story is really, really helpful.

Patrick McGee ([06:49](https://www.rev.com/transcript-editor/shared/bSPsPKhpYujgRXME3GLMxROwo0JjDRoy12uL6gHVm48Cw4bQPKs6dDLXM8ircHJmchBBisd8OuGxjyq-P0SffPVL4is?loadFrom=DocumentDeeplink&ts=409.91)):

Okay,

Daylene Long ([06:51](https://www.rev.com/transcript-editor/shared/boV9y5mXjH65ZP0t7TFmeYIwZfrsJv7-0tzgwW-FM5sG6cA937RedyZCc_XIooUj52ZHIr86UQQpOj6r0VBiPBtzmnc?loadFrom=DocumentDeeplink&ts=411.23)):

So let's see. You mentioned in your survey that you had bought Life Science materials in the last, I guess it was six months, a year, something like that. Tell me a little bit about what you bought.

Patrick McGee ([07:07](https://www.rev.com/transcript-editor/shared/7FPWxRHGboLXjwSxPZHr9_ZlIKFFgeIajpB5FXDiKDGmcs5SeOa94skGn2eyVWuJYy9uwhu4fv91LeADN9HAzLXwbBw?loadFrom=DocumentDeeplink&ts=427.04)):

So in particular, I was kind of given this past year to design the science curriculum as I wanted to see it because right now I am the only science teacher at Capital, so we wanted to have a 1.5 position and they only got the one filled and so that's just kind of how it is. Sorry, my cat is extra needy right now.

Daylene Long ([07:32](https://www.rev.com/transcript-editor/shared/eDtMcVz7GZJLdzWE6SkrEGVOQw9D6OJTWvvnRFE31g08YDRENJaWbU2hBmxwTMkVyKi2xEn7N6jwXOhDBxl181IMaHg?loadFrom=DocumentDeeplink&ts=452.18)):

That's okay. Well quite needy cats.

Patrick McGee ([07:35](https://www.rev.com/transcript-editor/shared/BeOGy2MS4Tg7DEqZfumEKiBN1Dr7Wj0HkKzAFjRckt0s_Oly8Qzfy5D1UFCMJxa6TH3Bt7B638ISeP-62kyD6WmqE-M?loadFrom=DocumentDeeplink&ts=455.81)):

Yeah, so I looked into a resource that I've used for years but never really have been able to buy a lot of the resources for it, but it was the argument driven inquiry books by the NSTA and pretty much did biology, chemistry, life science. What I wanted out of those things was given a budget, they kind of gave us some money. We were starting a new building to go into it, so I tried to get as many of the things that could be reused over and over, but thought process going into it was got an incubator so we can grow bacteria, got things to do, photosynthesis labs, cellular aspiration labs, and the idea was that as many things as I could do that were physical that they could see, I wanted to do that. And then supplement with, we're using Explore Learning Gizmos as another piece that's in the district to kind of supplement the things I can't do. Like I'm doing an embryo development gizmo right now because I just very well can't have them do BRYO development. So

Daylene Long ([08:45](https://www.rev.com/transcript-editor/shared/sOFMyFo5cJRuuUJSrDJtYq_iW0g7trWAczbQlLGGhwwEfMLZE1AWR9PHH3TrDkYMllR-wQXARkEH9CjPKFZlb2KrQyU?loadFrom=DocumentDeeplink&ts=525.08)):

A few questions going into that. Let's start with the argument based inquiry from NSTA. Do you remember the first time you encountered that program and what you thought of it?

Patrick McGee ([08:58](https://www.rev.com/transcript-editor/shared/U7-k_ohqYV4gVBzAKtUsYR1zvUXQTTKjXfi3OhQuR4lwRbv-kxACBJQA3JjoUWKUmCbwqq_MP7pfKApQH7S7dEgI9f4?loadFrom=DocumentDeeplink&ts=538.98)):

Yeah, that was 20 16, 20 17 I was doing a master's a postmaster's program with UWN in Milwaukee and NSF. And so we were looking for resources of things that we wanted to bring into the classroom and that was one of the things that was there and I really was a fan of the more open-ended nature of it rather than it just because, yeah, some of the labs are still kind of cookie cutter. Some of the students still need met me to give them the methods and they can't get that thinking there. But a lot of the questions and the argument part of it was more open-ended and now I actually prefer it more because I think it lends more support to English classes in my school, just like with for every school I've been in because when I was in Milwaukee I taught at North Division and Bradley Tech and they were I think the worst performing school in Wisconsin than the fifth worst performing school in Wisconsin. So reading levels have always been really low and arguments and things like that and being able to explain why on answers has been really low in all subjects. So I wanted to try to have my cake and eat it too, do labs and then also have students be able to speak more to what they were doing. I never had the ability to have the resources to do these labs is in depth until this year though.

Daylene Long ([10:27](https://www.rev.com/transcript-editor/shared/xxGb2UhGeab_giraOrHsLPPCr_u9oCkhycCn9lUSLwy-rR_7fBdM8pkzg_VbXJa-JB35G5dH89JU0hco99eD4XGVYsU?loadFrom=DocumentDeeplink&ts=627.87)):

Okay, so I want to make sure I understand. So part of the reason you chose it initially is you were introduced to it when you were becoming and studying to be a teacher and then what you like now that you're a practitioner is that it's supports English language arts and literacy development for the population that you're working with.

Patrick McGee ([10:52](https://www.rev.com/transcript-editor/shared/mU1NDFVkHdr6s8rKzsUIJbTWww0zK4hjVdsbqZ8eZIhRpKtl9B3_BJIhlaxEBjyl7eyL1eJm_vyLZ-RpYi75zSwyDP4?loadFrom=DocumentDeeplink&ts=652.02)):

Yeah, absolutely.

Daylene Long ([10:53](https://www.rev.com/transcript-editor/shared/49CjGD0MDYeNV3Gv2Y0YiHhpMBOi3B_4w1qbekkDr2EBL2cUVTgA-l8KbGOn_I5alKntQ_5L1XR4q76CghHR4CcJsTE?loadFrom=DocumentDeeplink&ts=653.28)):

And then does it have a component for CER for the claim evidence reasoning type. Okay.

Patrick McGee ([11:00](https://www.rev.com/transcript-editor/shared/tb5XVO2o0lnu3BGtZI-tueKWXkyUmbcIFAm43ELpm0eqDscYdskSFdKuU_IsJlEYzWzlWad5Vb6789WhRYhrhGQijr4?loadFrom=DocumentDeeplink&ts=660.96)):

Okay. Yeah, it's very big in the, okay, so tell me what the identity of this element is or tell me what this cell is, okay, why? And you have to go point to the data and go, oh, it was this color and it had the cell wall, so therefore it was this, okay, well why is it that color? Okay, well it's this. And then being able to build into that. A lot of why and how do you know this questions versus what's the answer yes or no? Yeah.

Daylene Long ([11:29](https://www.rev.com/transcript-editor/shared/bXa1aQVuNjQEgxdChGAT5QKTLg1hNrZyIXTbwL7JZHKYGaLpSqGapvCg-TmTDVdGdf9hm9_9PTN-LlX7qmzqu_UwLCw?loadFrom=DocumentDeeplink&ts=689.25)):

Does your state assessment assess for that? Do they have that kind of multidimensional or open portion to state assessments?

Patrick McGee ([11:40](https://www.rev.com/transcript-editor/shared/3r5QEit_IQ64B9CnaP45pgovrMMdFKBJuk0QbNG_x3aPT1zV-CIfWtui4CgNGHqc22-I0rfY8WFqWNUsvfwb3L0TOl0?loadFrom=DocumentDeeplink&ts=700.59)):

Science realistically doesn't have that much of a state assessment. We're pretty much only assessed in the A CT in the middle school. I believe there's something science related, but I haven't, and they constantly are changing. I think I've seen five or six different state assessments in my 10 years of teaching. So I think that what we really are doing is that why part in the English part, because a lot of the English A CT or sorry, the writing part of the A CT, not the English is very much a, it is in most years that I've proctored, it has been almost like a DB Q in social studies where it's a couple pieces of things now make your claim based on this. And so that's kind of why I want to support it in that way. And then it also generates graphs and it generates data tables for them to have to analyze and be able to answer questions to, which is largely in the science A CT. So I'm thinking that those two approaches are the things that I'd like to do because data tables are only really done in math at our school and they just need a bit more support on that.

Daylene Long ([12:59](https://www.rev.com/transcript-editor/shared/Of4TLD_anWqXxcB2l2B1HxvXNY8qaZn07mo2G5wLKnBUCreTvAeH1iyQVZOTI5ZCrqzSOhb7YcoT9Z6hJLsP6j_JA2Q?loadFrom=DocumentDeeplink&ts=779.26)):

Makes a lot of sense. You've got the cross curricular going with both English language arts and with the math, so that makes a lot of sense. The gizmos. Talk about those for a minute. When were you first introduced to Gizmos?

Patrick McGee ([13:15](https://www.rev.com/transcript-editor/shared/OikxuV-bdo_LVQNH-dMMIxXPGaDQP-K1llwW5tel6R49p3KUatibTpYuak0CrRAWspqN5InkH5KeO-JN_BCT_vA2N9M?loadFrom=DocumentDeeplink&ts=795.37)):

Same time, roughly the same time was really looking for a way to do digital labs. Different reason though, the school I worked at North Division, I had God, there was days, there was classes that I taught that had a 50% attendance rate, so it was really rough and I brought Google Classroom to my school. I went to a conference in my, oh god, when was that? 2015. I went to a conference and I saw somebody using Google Classroom and I'm like, this is awesome. I want to do this. And nobody in my school was doing it and they're just like, well, I guess if we can figure it out. So I wanted to find something that could attach to that as well. So I pushed to get the funding to get gizmos at that district and then at MMSD, they pay for it anyway. They already have it, so I didn't have to fight that fight, but I really liked it for students that have attendance issues and being able as a way to introduce topics and to introduce concepts that I wouldn't be able to teach in a lab, so I'm not going to be able to mimic an entire population of squirrels and all this stuff like that and I can do it with this.

Patrick McGee ([14:28](https://www.rev.com/transcript-editor/shared/qT9KtNVaqvI00QQLAYHoTTLjgKZ8HonJSUU6Zig1zuBFQN998I8WpAINlGwKaYe46dP8PZJ4vvePs5fCSNFG94NxyJg?loadFrom=DocumentDeeplink&ts=868.3)):

I can do this embryo development piece in the physical science realm. I was doing it with atom builders and building the atoms and seeing how they react and electro negativity and stuff. That's just really hard to teach without college level material and I find it works really good for that. But before, what I was originally using it for was that for every physical lab or thing I was doing in the classroom, I would pair a gizmo with it as a grade recovery task for students with if they were incarcerated for a couple months and they come back, what did I miss? Okay, well let's start with these things or out on maternity leave for a couple of months and then come back. All instances that I've dealt with.

Daylene Long ([15:11](https://www.rev.com/transcript-editor/shared/g95RiNYcnQvF8DUhdFxxWqyN-gKOSmCFH7RPiXHiR0sckW4vlOebiuJ8Hr4DjA-qEhyxk5KnM13F4nssQ6-1x-PpBHM?loadFrom=DocumentDeeplink&ts=911.63)):

So what I heard was that you use it for kind of a makeup session so that if somebody's been gone for a long time, you use it for that. I heard that you were introduced to it when you were studying to be a teacher. Do you ever use them to replace a lab or do you pair it with hands-on?

Patrick McGee ([15:38](https://www.rev.com/transcript-editor/shared/RsGMuBc6DBmzWuDtL289gzA3LwVweTPkzHsMOOcDxI9e9wz0TLqorMNXoDK0mXKqiJVoy3fRuttnSNqAdWTINJceejg?loadFrom=DocumentDeeplink&ts=938.57)):

I tend to pair it with hands-on. I have in the past used it to replace labs, so in particular I'm going to replace some population dynamics pieces with it just because I didn't find the argument driven inquiry to be that much better. A lot of it was linking use the computer program, but it was less robust. So I'm just kind of replacing it with that and then kind of changing up some of the questions on the explore learning piece. I see it kind of fitting almost like I used to use FET Labs a lot in the past when I didn't have gizmos because FET lab being free and they're really good. They're just old looking and sometimes don't work very well, but they do the trick too, so I'm going to replace a couple of in-person labs with it, but mostly as a supplement.

Daylene Long ([16:36](https://www.rev.com/transcript-editor/shared/SQ8dVxZeCSapM27T5cAycsCHMQtjkyeVnhaWqmYwg9aZMxjOHTOADuGRHfQhEzel3db6mJWPpSAFTFqY2G_wM6w3Vxc?loadFrom=DocumentDeeplink&ts=996.71)):

Okay. Well let's talk about your hands-on labs. The ones where you've, you've got, they've got the hands-on periods where you're buying different supplies for hands-on labs. Talk to me about the last time you did a purchase for something like that. What was it, who did you buy it from and what was your thought process?

Patrick McGee ([17:02](https://www.rev.com/transcript-editor/shared/UJonDjBZuwtR_Kd3ZGMj4YbAgnJNnH-bbKzSJmXWqe80bYsOFYE0fCYweGgXhItqf1YA66whukwvuNsFgkf8hbdKSwE?loadFrom=DocumentDeeplink&ts=1022.45)):

The largest part was, hold on one moment, my wife calling me, I'm just going to say it was buying a lot of the initial supplies to start this lab up was the biggest purchase that I did that was I think a seven to $8,000 purchase and it was split amongst, it was about $150 on Amazon and I think it ended up being 5,000 through Carolina Biological and about two and a half to three through Flinn. And that was a lot of me trying to figure out what equipment was just the most cost effective across it. We had to pay shipping on it regardless, it doesn't matter. There wasn't really that many discounts or anything that related to that. Most recently I purchased Nutrient Auger and Petri dish plates for a bacterial growing lab just because that's something I couldn't purchase too far in advance. So I tried to kind of buy those to order that was Carolina Biological that I got that stuff and then I'm going to have students making soap and physical science for a ification lab for a chemical reaction lab and that material I bought through Amazon, it was just easier than going to the grocery store.

Daylene Long ([18:25](https://www.rev.com/transcript-editor/shared/4_OLdXucUK-PiqbkFLFSAobQOUgotRcWxf9MA-c47z669eBHydtcu2UktKezWQQHKbhw4QjNoXkufCXRe_TGOZuext8?loadFrom=DocumentDeeplink&ts=1105.08)):

Yeah, okay. I want to pause for just a second. Yep. So thinking of the Carolina order for a little bit, and then what did you buy from Carolina and do you remember what you bought from Flinn?

Patrick McGee ([18:46](https://www.rev.com/transcript-editor/shared/hb9OK3FS4iDhNFD5ESBIC2_2Ai-s6Bo_o6KCJj8wLUlBH63J64Kcnqoxy-BDVYiQuv2Ha3I2nIDwjUXll7bWpAEsGao?loadFrom=DocumentDeeplink&ts=1126.11)):

Flinn was big items. Flinn, I believe we got our incubator from Flinn Hot Plates we got from Flinn. We got some scales from Flinn. The larger scales, the smaller scales were actually, I just replaced our smaller scales actually from Amazon. Actually the ones you would use in the kitchen are just as good as what I need 'em for and they're cheaper so they don't need Carolina or Flinn's logo on 'em. Those are things that we bought. I bought half the glassware from Flinn and half from Carolina just simply based on pricing. I, I believe I bought the buns and burners from Carolina and the tubes from Flinn because of price. I have a spreadsheet on my work computer of everything, which is like this is what this costs, this is what this costs here.

Daylene Long ([19:36](https://www.rev.com/transcript-editor/shared/3EtVa7OUOl7j7AB4sMkaj5qwGSOmnN1RkaJa0rkwxAt3OoYaBjnXziZJ9C2iYH7_JJjIxBydHbkk6bSiN2pBNhMco_E?loadFrom=DocumentDeeplink&ts=1176.96)):

Okay. Tell me a little bit about your spreadsheet. You've got the costs on there, so you compare costs between them. Are there other factors in there or is it No, your spreadsheets are straight up looking at Carolina versus Flinn in a spreadsheet for who's expensive

Patrick McGee ([19:56](https://www.rev.com/transcript-editor/shared/hV1tucMaXjmNn1-qvZ3_0e9OANd6UJR15vZwuIe4X77MNbBBmoc48HN1-w0WtSomx68SUcmpQvHGSUK7VgqNg0rUNjU?loadFrom=DocumentDeeplink&ts=1196.61)):

And Thermo Fisher was in there, but Thermo Fisher is expensive on everything, Thermo Fisher's college stuff, so it's pretty much spreadsheet on that I remember. So I did in my first year of teaching, I was in a founding school. It was Carmen Northwest when they're founded for middle school and they let me buy materials for a curriculum that they did there. They just needed somebody to write up all the list for it and that I did do through Carolina all of it, what they were partnered with for and they did give us discounts and they did give us free swag and stuff for buying everything through Carolina, but I haven't found that relationship with since then with specifically one site doing better for us than another discounting anything. There was no discounted rates, no discounted tripping on anybody no matter how much we bought. So there was no reason to only order through one company.

Daylene Long ([20:53](https://www.rev.com/transcript-editor/shared/t6eNxSvrj5KHm03R5oybQuJdbXPkiCBEMEy6m6mcVJ_TMwoJaQxLIVJs3hAfq529wsoxiRcNNnD_GMwq_QuhM-wBs1Q?loadFrom=DocumentDeeplink&ts=1253.8)):

Okay, so go back, you said that there was somebody you were working with that because of that relationship you got the discounts, the swag. Who was that?

Patrick McGee ([21:04](https://www.rev.com/transcript-editor/shared/tWCldvAVJiV-flmzJHeYsW_Y_3Es_3sDC78cUfj1hyFgxrTDfYNQNxl0krhJM0ecxxLX-6cfysccgzud7zttjsRdh48?loadFrom=DocumentDeeplink&ts=1264.36)):

So the founder of the school's name was Patricia Ho, Dr. Patricia Hoen, and she with the Carmen School that she had in the past, which all the science supplies built a relationship with Carolina Biological. And so

Daylene Long ([21:19](https://www.rev.com/transcript-editor/shared/fJTS-EEuAViZinnwdrPlu-5ffsbVO36GZ9NCE0J1RW7LTxKvxDwvZTLxgnFH2RX5umkm0rbmWk2GOeBhULgsp02ea8U?loadFrom=DocumentDeeplink&ts=1279.87)):

Do you know if it was with a rep or a particular salesperson or if it was the company?

Patrick McGee ([21:24](https://www.rev.com/transcript-editor/shared/FK6LeLZl3cCSOCu1OfmjCn_NVjWz6dK9bMs8A0exlPtRQvLX530xDQp8VA5SYUNZSl_CnYwu52ZBItqCLX5-oiiilJ0?loadFrom=DocumentDeeplink&ts=1284.67)):

I don't know. That was in 2013, so I don't exactly remember who that was specifically. But no, when I originally did explore learning and I was kind of the point person buying the explore learning curriculum, I did work with a rep and eventually that rep pretty much stayed with me for a year and a half while I convinced the school to spend really not that much money to get it. So I have worked with reps in the past, but we just don't have one for capital.

Daylene Long ([21:57](https://www.rev.com/transcript-editor/shared/8_jYhPlePxK8CBOD8NwE56X5JHohzvc9I63dNTxNBiTUFHQFp5Dt1yk_yFpBbw5U0oTFA_rYMYS2fblJYmqt4-AmrV4?loadFrom=DocumentDeeplink&ts=1317.82)):

Okay. So do you have any sense then why you were getting kind of discounts and swag from Carolina back before and why it's changed?

Patrick McGee ([22:08](https://www.rev.com/transcript-editor/shared/gYOKWsLI1mdmwHhA06YxT3z0ySvW2AjjJ53nwfvXKyW2xBgyGVRr1kgJS0YUS32LoBT7WalOe6xx4niRp5rJYrQPNnc?loadFrom=DocumentDeeplink&ts=1328.59)):

No idea. No idea. I actually didn't know that we were going to get a thing and then I looked up later and it's like, oh, you spent over this much money, so we threw in a messenger bag. It's like, okay. Other than that, no. I've been a part of a curriculum adoption committee in 20, was it 2020 and typical curriculum adoption swag of like here's a cup, here's this thing to buy our product, but it was covid year, so we didn't really actually get much. It was all in a central location. It's like you can disinfect and come in here to get it, and we're like, no thanks.

Daylene Long ([22:46](https://www.rev.com/transcript-editor/shared/ezFl5jCV22xcyUZSTFhUkjeOeI-GVv4yQDqCVji1rPwUmakqfVCS1CjbspriLPVZrAlH8zQcDUB9w-iQEb8fmZ5rxeI?loadFrom=DocumentDeeplink&ts=1366.24)):

I didn't know that about curriculum adoption committees. They send you swag when they send you materials to review?

Patrick McGee ([22:52](https://www.rev.com/transcript-editor/shared/KeWqi5gWqXBCHL7p_929GumNzPq-vHa8l0dQmNq44lasfYuXjL-lgAXsdG5xCS743AwOoO7N1-Nqb_9H6DvVsup_xLY?loadFrom=DocumentDeeplink&ts=1372.54)):

Oh yeah. Usually it's in some kind of messenger bag when they give you the books and it's like, here's this book but this messenger bag and you open it up and here's a T-shirt in there and there's a bunch of junk and it's a lot of the stuff that you would get if you went to an educator conference and started talking to people there in the industry. But that year it wasn't that effective. It was all locked away in a space and you had to covid protocols go in to go get it. It was a remote committee and everything too, so it was a mess.

Daylene Long ([23:22](https://www.rev.com/transcript-editor/shared/N6DjeJ_--WXfKyeLnesOkh9UFrNGOJBLBbrJOwbEEZQO6FU5Z2KsrIPqeQKIwhL1phg8YA8_fREeCMj_eSFar1SU4V4?loadFrom=DocumentDeeplink&ts=1402.15)):

So you needed a hazmat suit to go in and get

Patrick McGee ([23:26](https://www.rev.com/transcript-editor/shared/hejF_JgddB1BnARLqTZOUrsP7ixdQeMg7sFHeZemA781Y6OW5SAGLPRGbOSv9jHXOXmpPdhJPjKqs8mP9hWs2v8Zsn8?loadFrom=DocumentDeeplink&ts=1406.15)):

It based on those policies? Yeah, it was ridiculous. You had to go into their central office and their central offices had different policies and it was small mess, but

Daylene Long ([23:35](https://www.rev.com/transcript-editor/shared/qpYBZiKIfub5hIQnxXy4xKc07F_f77lBKG2xJnNyb7Od_hSCFWHTgOgujk3V1ZA_uFy30J7UMk1PjoSrm91F12lvvc4?loadFrom=DocumentDeeplink&ts=1415.71)):

So the materials review committees, do they ever review things like technology or LabWare or anything like that?

Patrick McGee ([23:46](https://www.rev.com/transcript-editor/shared/ioY750Vi9irt9zkwA0MZbO_m3ZhHwhYFGqRmqaZfCOwCOF3wzKRiqKc0fxvZO2QRqHbwDNMH4Kuih0Xky9FOd1aKRG0?loadFrom=DocumentDeeplink&ts=1426.91)):

Yeah, in this committee we went with, I can't remember what the curriculum was, but it was largely remote and it required curriculum, or sorry, the book was largely digital, not remote, and so the book was largely digital. There were workbooks that you could have it synced with Google Classroom and there were specific lab pieces required, so we would have to review and be like, will all of the biology classes across the district actually purchase this many beakers and this many things and have access to these kinds of supplies? So that was in our thought process with that. We thought it aligned with the NGSS better than anything else though. So we went with it and then we were like, we're hoping everybody does it and so far, I know I left Madison right or Milwaukee after that. I believe they're doing fine with it. I never got to actually teach with it sadly. But

Daylene Long ([24:48](https://www.rev.com/transcript-editor/shared/b-YQ5rJtBZqc9XGPKIs6i8zfTku3cDg9k6BauHgfBy6prbU-59h7BmCwt1Xrs_qqsMwpUbbDLObf2lM_5tLouP8pdyM?loadFrom=DocumentDeeplink&ts=1488.38)):

Are there any of the vendors that you consider yourself, they're your go-to vendor or you feel loyal to them or anything like that?

Patrick McGee ([24:58](https://www.rev.com/transcript-editor/shared/yOqiznlQ4j3_fvSb_yqK67uTVTwUhlxWK5FHp9jSt4s4Mby-_473ZQz-f5LdxOng5jIXle-i8trtZoA2AwZUeXnTlkk?loadFrom=DocumentDeeplink&ts=1498.37)):

I think if I had to pick a vendor to be loyal to it probably would be Carolina Biological. And then as far as book vendors, no, I don't really use textbooks hardly ever. It's impossible to check 'em out to kids and the things that I use is just whatever digital resources available.

Daylene Long ([25:21](https://www.rev.com/transcript-editor/shared/DA7yCdhR-XnoV7UYU1oPl2uej-Yb7HUptcv2LJoyVgCoD6Lq5H2RmPlMXy6ThxY8h6H0xiKY976aIgbv5tReP7D2dAQ?loadFrom=DocumentDeeplink&ts=1521.92)):

What makes you feel loyal to an organization like Carolina bought Biological or any other one? What are kind of the hooks for you

Patrick McGee ([25:32](https://www.rev.com/transcript-editor/shared/_M4JqPLDasYuFGF_LwkMiTN9h6STk4DQps-KlFHggKak2Y6pMjp5UeEyXDk78LA210ovGbQvdnmr8S9YQg8i36hC5KE?loadFrom=DocumentDeeplink&ts=1532.3)):

Reliably? They have the cheaper prices. That's why a majority of the order was from Carolina. They also, in my experience, they're kind of off the shelf labs of blood typing lab and the micro electrolysis kit that I actually just recently used from them, they have pretty decent teaching materials, materialism. I adapted the micro electrolysis thing to kind of fit what I wanted it to do, but if I had to print it and give it to the kids, write out the book and I had no time, it probably would've been pretty effective too. And I know their blood typing labs got a similar kit. I know they have their catalyst lab to show yeast respiration and stuff like that. That's a pretty good one that I've seen before. Usually their microscope slides come with some kind of a kit and some kind of resource involved with it too. Their resources in that end and their kits are usually better. So I've been talking more and more to new teachers now that I've been in for a decade and they probably would be what I'd recommend just for the money. You could use the resources out the gate, especially if you're new.

Daylene Long ([26:49](https://www.rev.com/transcript-editor/shared/VtAC-zSeXWDc3eyi1tBeh_VgGusdbAiRiO2YeLJyDvflk1oT4oBkW9PvThIW28DVYN1qygiKjuMdsweB5gW4AOWEB8U?loadFrom=DocumentDeeplink&ts=1609.23)):

Okay, so you can use the resources out just when you're new start. You mentioned that they were reliably lower priced and how is their reliability in general and what do you roll into that notion of reliability?

Patrick McGee ([27:10](https://www.rev.com/transcript-editor/shared/8CpTCerCk4w8RwallZUUb36iV9_ZquMAiR08XOsKmiuXmDpxntJSc5sh4_ND_KetEvZfvQgbqtJCRHmytgW--AGoZhA?loadFrom=DocumentDeeplink&ts=1630.2)):

The stuff that I get isn't broken and it works and it's cheaper than usually Fisher or Flinn or Thermo Fisher for sure. And so I just kind of gravitate to that. It doesn't have to, what was I trying to say here? I wouldn't say that with science supplies there's really not a quality difference. Like a Pyrex speaker is a Pyrex speaker for the most part. Some of are a little thicker and thinner, but for the most part their stuff's all reliable. I can do that and if I broke it, then I know that I could buy a replacement for slightly cheaper than the other place.

Daylene Long ([27:56](https://www.rev.com/transcript-editor/shared/f3EWpvlHLF0zVHbD6SiHorFTjyjn9x5OeTjp-3cA6G6zc-34_M1oJk1yx9d9qCKwhScNp3Qa2uxifxYuPouWkGW56D0?loadFrom=DocumentDeeplink&ts=1676.55)):

Yeah, that makes sense. Were you also introduced to Carolina or Flinn when you were studying to become a teacher, become a psych? No,

Patrick McGee ([28:06](https://www.rev.com/transcript-editor/shared/eUWucjUSWJ1ev8tgl0wAMm3AMgTZNsjrwT_e74QaWbgtVGc8a3vog-sB6HpXmmQz3vQ-j_lkzXdnAD7N0JNXk8c1zBs?loadFrom=DocumentDeeplink&ts=1686.18)):

No. I actually, I didn't really know what supplied what and the high school that I went to, God, everything was so old there that I don't think it even had a logo on it still. And in college they didn't really tell us what anything came from. You get your goggles from the UIC bookstore and that was it.

Daylene Long ([28:28](https://www.rev.com/transcript-editor/shared/m7id30xbl1Ua5DAL1wa5VgJ7q28A_6yf9r6W3mhAJO09DytONEjnZ0aMRCrEJFaz__iJT6x99N-AClm-R_5dKMuZGxU?loadFrom=DocumentDeeplink&ts=1708.74)):

Okay, well that's interesting.

Patrick McGee ([28:31](https://www.rev.com/transcript-editor/shared/6jFYOu4kELP5DwwW0zNT-94GHfYsI_4KB83VOT3jDOo7w5OSqJnN1Yll_rfB2aR1I9M1KEW-67cEib3KeQjFOR6ECMM?loadFrom=DocumentDeeplink&ts=1711.26)):

Yeah, I just was like, I went in and was told these are the vendors, three big ones and you can get stuff from Amazon and stopped. I didn't get Amazon stuff as much because it was such a pain when I first started teaching to approve Amazon as a vendor and it still is kind of even with donors choose to be like, yeah, we could donors choose but don't do Amazon. It's like why? And they're like, because it's not an education vendor. And I'm like, but it's cheaper. Anyway, so it became the Carolina has the mostly reliable one that I just,

Daylene Long ([29:04](https://www.rev.com/transcript-editor/shared/DUVwuDr_V0rChQwSqXCyveuVjhUl-azfhvsQS3eyzu8hEawmATR3LfCJJCEKPCA73MCTaMoTw8NxnaoZalvatZP9SNk?loadFrom=DocumentDeeplink&ts=1744.65)):

Is it the districts who said don't use Amazon because they're not an educational vendor

Patrick McGee ([29:10](https://www.rev.com/transcript-editor/shared/Wi-e4lSGSA-8oazWUtiNi2gFBkXUrQ7BGT49I4Pifw9DVF6dZIBiTzm8ntdoOVlPCnYMXIz31JVlKSk2YfFopK2M2HY?loadFrom=DocumentDeeplink&ts=1750.98)):

And it was all for legal reasons of spending the money. You got to use the school funds on education vendors. And Amazon at the time wasn't that, so I had to spend $40 more on a pack of test tubes because they're like, don't order it through Amazon. And I'm like, that's insane. Can I get this poster? How much is it? And I'm like, $4 on Amazon. They're like, I can't do that. I'm like, okay, it's 14 on Carolina. And they're like, all right. I was like, whatever. So it's kind of ridiculousness that's cleared up now. Amazon's approved now in a lot of places. Thankfully it's done through Amazon business now. They use it as a business expense at the school that I'm at. I can get posters and I have a 3D printer now there, so I get 3D filaments and stuff like that. And don't use education vendors on the filament. They charge you twice as much for the same thing

Daylene Long ([30:09](https://www.rev.com/transcript-editor/shared/SlDdOh2EFaPI95s-u6XT5s1Xwo_QHMG-S0ll-z0GnGx5p3O8CjihfS1PgPmqBDUVOIDQUdFsaiz5Etgk4Su_dMEAkz8?loadFrom=DocumentDeeplink&ts=1809.97)):

Through for the Amazon, do you go through your principal or through the district or how does that work?

Patrick McGee ([30:18](https://www.rev.com/transcript-editor/shared/isDBz1oIIlBVo2hJaPrjjT5ZlO_tmB3fMDtRvADGKgZdhlrZTwjfWEdoJefcypG9O0mvijTENXuRhbwOcF4Mk2G_JIU?loadFrom=DocumentDeeplink&ts=1818.1)):

For the most part, if the order is under a certain amount, it can just stay within the school. I think if it's over two grand, the district has to get involved and at the end of the day, if the school's budget doesn't match what they're actually allocated, then there someone's had goes on a block. So we kind of just keep track of it. So I have a two grand budget this year for science, and you just keep track of it on a spreadsheet of what I've spent to what, and that's about it. They would rather you not spend more than I think $200 at a time on Amazon is what I was told.

Daylene Long ([30:57](https://www.rev.com/transcript-editor/shared/icSF6OyS8loXVMdo7nkrjbVJ7xIEmtm0A0MQBQTt_cCXG1L9CQqDKTdWLv52oIpRzlYT4wtG8wHKQUxOXbHKI2xKUec?loadFrom=DocumentDeeplink&ts=1857.61)):

But in general, for a school year, you've got about 2000 to spend and you allocated that across different companies according to what you need. Yeah. Okay. And then you mentioned that, let's see, we talked about the bigger purchase that you made. I also would like to kind of know, we talked about this idea of being an education vendor. What other kinds of things when you're doing labs, when you're buying supplies, can vendors do to make your life better or students' lives better? We know that you are always doing more with less, and so we're kind of looking into what else do teachers need? How else can we help them?

Patrick McGee ([31:46](https://www.rev.com/transcript-editor/shared/Mb_FMrZhZOtx8z3hgzut-xpFpGyV_Ab1c4bhRyEWOkfh6t3CCvXw6Ei9PcsCHQiwH21h1wYWhXKNwnFjT0K6XhWQTZ8?loadFrom=DocumentDeeplink&ts=1906.93)):

So for me in particular, I don't really think of anything because I'm more designing my labs to what it is and then buying the materials that I need from whatever vendor. And it doesn't really matter, but thinking of new teachers, it would be really nice to how Carolina has those pre-made labs and have some pre-made materials. That's good. I've also bought posters and they're like comes with worksheets and I looked at 'em and they're crap. But a decent lab, something that's written that's going to challenge the kids to make an argument based on this data that they're collecting and not just run a cookie cutter lab, something that's going to align automatically out the gate to the NG, putting it onto the package. Considering a lot of districts have gone to nng SS, that's kind of I think the more popular science one now. So start putting it on almost like on the box, this does HS LS two dash five and you're like, sweet, that's what I'm doing.

Patrick McGee ([32:57](https://www.rev.com/transcript-editor/shared/kLLKKEJravNB2I7LSnzvThAIGqpGzaf-sgSn-A2HygjPnyi1Z7ox7FuVzJoKGUJ7JmSxNTBsJpTpiO1Pq4BnNzsuzqI?loadFrom=DocumentDeeplink&ts=1977.83)):

And then you can just grab the thing and do it. I think that would be really useful. It just saves a little bit of the busy work with that. I also would like it if the materials were digitally available and it would be awesome if any materials that came with the stuff maybe have a download code and it wasn't just a PDF, it would be awesome if that was a Word document or a Google document, even if it's watermarked or something to prevent recopying and reposting on the internet and that that's illegal. It you, it's watermarked, right? I'm fine with that. It's just I use Google Classroom so much and if I have something in A PDF, I have to hand retype it unless I use that PDF transfer software and then I have to go and fix it anyway. And I've just gotten to the point where I just typed faster and do it that way. So I think would be really just saving little bits of time here and there just kind of cutting some of the waste.

Daylene Long ([33:56](https://www.rev.com/transcript-editor/shared/5y3mXyo6NkDuGGS8sZiD1zL443cAYqlnfa7X4_jJPOlfC0uPD9RgXmYo2NkZW0_xNd8ZlKKfxQrm9_MCrbWgO8_HrKg?loadFrom=DocumentDeeplink&ts=2036.69)):

And my assumption is you want it as a word or Google doc because you want to customize it or can you say a little bit more about why you want it that way?

Patrick McGee ([34:07](https://www.rev.com/transcript-editor/shared/9-0-OBKKKcT7IC-RpIi85oShNumj2Cu1sZxY9UQ7pUNgLvTKYAVqlVOnLj7wLCbM-jRXCQEv_ILGykbi2lOctAH1QHA?loadFrom=DocumentDeeplink&ts=2047.91)):

So words, word documents. I can convert to Google Docs and put on Google Classroom to be completed. Google Docs automatically do that. PDFs, they have to download Lumen. If it's a fillable PDF, I have to teach 'em how to use it. Half the times those don't save properly and most schools are switched to Chromebooks anyway, so they struggle with doing fillable PDFs on those Chromebooks, some of them.

Daylene Long ([34:32](https://www.rev.com/transcript-editor/shared/68JudUgwq2BSYcblMYBwhZOJNoJNozEywx59HPdUKuNK-4Ny-8iqyB9bXmLUBlPfE26P6xmmq6cxMPePCQApdFE6d1Y?loadFrom=DocumentDeeplink&ts=2072.75)):

Okay, that makes a lot of sense. Let's see. Are there any lab kits out there that you wish somebody had put together that you haven't seen?

Patrick McGee ([34:48](https://www.rev.com/transcript-editor/shared/Mw6UEaFwnmUT5Lm1HmAsWgk_jzDqOI8XYQUYXxqQz4d0PgxmEMPb0tamcNsQHjlLov0cn7MQxy3KKhWGjslkTtD47ZE?loadFrom=DocumentDeeplink&ts=2088.68)):

I wish there was a better, so I just recently did a fireworks flame test.

Daylene Long ([34:57](https://www.rev.com/transcript-editor/shared/pFq-b2XXgkElgLWBUatOZNUchSjeXTPdOa4_7_OitWOtABmBp_Zt6ZynoZ24DRuj2MYKrdzsw1DXTalKO7GuwbkPc2k?loadFrom=DocumentDeeplink&ts=2097.32)):

Oh yeah,

Patrick McGee ([34:58](https://www.rev.com/transcript-editor/shared/uNa8rOmiuxeA-prpXE0DvzKN6O8x2hfchLvhkY3AFodmwjt2hQ4cb-0-eRXHYmFi0tJ41-syu-9QOlkmRYbXA8MWt38?loadFrom=DocumentDeeplink&ts=2098.15)):

Neat. Yeah, it's awesome. I love it. Love doing it with the kids and I wish that there was a better version of that. There's some that exist where they'll sell you the liquid or they'll sell you the powder to flame test and they ask you to like, oh, get an inoculating loop or a platinum wire or a stainless, because depending on the wire, it burns different colors and screws it up. And so what I did was I made solutions pretty high molar solutions of the salts, the metal salts and soaked them in coffee stirs until those got soaked full and then used those to light or soaked the coffee stir and dipped it into the salt itself and then light those into it because then I'm not having 'em deal with a hot metal thing that they have to quench and then those corrode really fast when you're burning salts on 'em.

Patrick McGee ([35:57](https://www.rev.com/transcript-editor/shared/3a6ppb3EOpLuRhSlrAxmhtxUdf0nXERFo_VzyR_Qvp632b1vJTUDyhyEZcrG6wch_IXxIMXYFSLy2iTZ7Zxsk-o5zAw?loadFrom=DocumentDeeplink&ts=2157.48)):

And so I wish there was something out the gate like that where you could just buy the set and almost like they do, I forget which company has it, but they have antibiotic test for bacteria and they'll sell you basically the Petri dish, the liquid to inoculate the entire Petri dish and then the antibiotics on discs that you just put onto it and then you can see the area and what's affected by that. But I don't have to soak those little cotton swabs and antibiotic either. They're already there. I wish they had something like that where it was just like, here, these sticks, it's enough for 10 groups of four and there's all the different colors and you just have 'em expose 'em to it and record down in this data rather than trying to deal with the chemicals. Some of 'em are toxic, it's a mess. It would be really nice to do it that way.

Daylene Long ([36:48](https://www.rev.com/transcript-editor/shared/rQ4E3fStHELJbVriQYk6ND_vRvJet9GzjaVnQ6vyTKIGyAaBP9ivF_kzd5KxtZsbiJmIx8XQ_-1o43P4jXTI3YdRSII?loadFrom=DocumentDeeplink&ts=2208.21)):

So it's lab prep time as well as safety issues, just having other materials to maybe make it a richer experience. What about, do any of the vendors you work with have videos either for the students to watch before they do a lab or do they have any training videos for teachers? Because you do a lab once a year, so you kind of have to refresh your memory. Do you know of anybody that's doing that?

Patrick McGee ([37:22](https://www.rev.com/transcript-editor/shared/cBNJZJMyeUWe9GYKJ2KPE0XeKncE-UGXh_Ip7MO13oFf2_KuLDrRyq4ozkbdTqnIfgwOa2msaP8gMem8HJjoM_ysPn0?loadFrom=DocumentDeeplink&ts=2242.95)):

Some do. There's some. It's hit or miss with those. A lot of the times I just would rather do the reading with what I got in front of me and then trying to mimic it because the students are going to have to try to do that too. So if I'm trying to sit there and do it and go like, I can't do this without a video, then the students definitely can't do it without a demonstration. So to try to help 'em that way. So I often don't look at those, but that wouldn't be a bad idea to have with more difficult apparatus to have. This is how you set them up, the electrolysis apparatus. I ended up having to set that up for a lot of students, but I think if I had a minute or two video to show them how to do it, they probably could have done it themselves. So that might be, yeah, that one didn't have a video that electrolysis one, but that would be kind of useful. Yeah, I could see useful in that.

Daylene Long ([38:28](https://www.rev.com/transcript-editor/shared/sJ2yCVPxR16rNDAt0koaoOxyVq8bzFIKu8U0ynXSzq3Mpg_DuCkrMziEboOsiebroyfDp3pm2e3iyZ-QthhKUAMayaI?loadFrom=DocumentDeeplink&ts=2308.14)):

Okay. Let's see, what else. I think before I ask to join us, I wanted to see is there anything else that a vendor could do to make your job easier or to make learning better for students?

Patrick McGee ([38:50](https://www.rev.com/transcript-editor/shared/Kpxq451PXSt9tZ9ayGz1II1Hxlp_VqeRf8orD8rgWfEs1tY5oBRLwLwFsN08hRnidCMA468w-rIrlQ7QUXDQ-eXQMSU?loadFrom=DocumentDeeplink&ts=2330.8)):

I don't know. I think just again, having, if there's, they're going to provide worksheets and stuff, have it in a format that's more usable, just the PDF to run off on the copier, that's not 21st century anymore. We're not just making copies of worksheets as much anymore. And I think that'd be nice as little setups steps as you can do would be nice. Not saying everything needs to go in a little dropper bottles right out the gate. You can big bottle of stuff and then I could put it in dropper bottles, that's fine too. But less mixing maybe would be nice in certain labs, especially ones where they might produce some kind of a fume. A lot of the new high schools aren't getting fume hoods. They set up my lab and they gave me bumps and burners and I don't have a fume hood and it's bizarre. I'm not a huge fan of it. I am fighting to get a flame blanket and so I have plenty of fire extinguishers, which is nice, and a safety shower and I wash stations, but just no fume hood. So I think fume hoods are starting to become a really big expense that's not being done as much

Daylene Long ([40:07](https://www.rev.com/transcript-editor/shared/UAJjih-Q3E4RQ4fAQgh9z41KCZhWiwQjMzJ_ShL1XcVMIKT20HXLaweRX9evNb99e-zOmC8AOUbpimErKkDtMAQP564?loadFrom=DocumentDeeplink&ts=2407.78)):

They required by osha.

Patrick McGee ([40:10](https://www.rev.com/transcript-editor/shared/48ymMrXeEgWfFIQ_hclleJ12f9OygOSs8GM4Mw8ZqwFZK_9k82YCHhTAZJtj9poeHoatkxS4zL2gwxGR59MEb-a8kY8?loadFrom=DocumentDeeplink&ts=2410.96)):

I don't think labs that are requiring fume hoods

Patrick McGee ([40:20](https://www.rev.com/transcript-editor/shared/UDREMzxH6wZCOCJjaYsNMkAS9i6_XDREcAB7RRZcnjQlCT6JTzzyYi4s-N1WMVvZ_5CQM9GmtSSZ3J1ttpaC4AXXxjY?loadFrom=DocumentDeeplink&ts=2420.22)):

Are falling out of favor because of the money. And then also the lack of science teachers. So the amount of science teachers that would want to use the fume hoods are more experienced. And I am one of a few in Madison that have 10 years of experience under the belt. A lot of new science teachers if there are any, and there's still science vacancies in this district and in Milwaukee. So the amount of student people that are going to be even wanting to use a fume hood with a class of 40 and things that are going kind of crazy in their room, I don't know if they're going to want to care about that, but I've only ever worked in one school that's had a fume hood in four schools that I've been in, so

Daylene Long ([41:03](https://www.rev.com/transcript-editor/shared/FIiVqK6fLZPah4mlVWrcxylGEA9Yws5amyZXth4isPdupsO-kbOQi1zGtQHxBdmmoGMiy9-R0DoUHqvA0n9V_-194Zg?loadFrom=DocumentDeeplink&ts=2463.7)):

Okay. I did have another thought. Do you know either at the school level or at the district level, if your science funds get any supplementation from CTE?

Patrick McGee ([41:16](https://www.rev.com/transcript-editor/shared/Dg_jn8C-ix2D--UqdThnr0eQG9v-w9IEQza4R665dRmAX8evd8Psx8iBqQz8P9GkcnJhBEbS7ZN0OKTUJZaDsK-6qPI?loadFrom=DocumentDeeplink&ts=2476.69)):

No. If you want to access that, you usually have to do a project lead the WAY program in your school. We've considered it at my school. The only problem is that with only one science teacher, I have to teach just the course. So we can't really do ACTE. We've considered going towards more like a medical pathway with CTE and that would get supplemented by exterior funds. So if I needed dissection pieces or things for a healthcare pathway, that would be a different funding than the science funding. And I know that that's how it's done in other schools with their anatomy program as a part of their healthcare pathway, which is CTE, then therefore that comes out of CTE funds,

Daylene Long ([42:03](https://www.rev.com/transcript-editor/shared/Qb9dUapL3YOTHOwzOBItAFY71cU-mAjXnGqIEbkYUcpykcQf50wC4xOeimIjLfXwiOjukFQeak1aD1cZlPt3liSDnI4?loadFrom=DocumentDeeplink&ts=2523.68)):

But it doesn't necessarily have to be Project Lead the way. It can be a healthcare pathway.

Patrick McGee ([42:09](https://www.rev.com/transcript-editor/shared/OnUFI-wLo61CYlRyN7eUFoDTdrP4bgG-TWZPLOzdWBHJiZM0ayNiD8dV-g-J9nEnFO0FIF-nNCNoSX2-rsflezxhC34?loadFrom=DocumentDeeplink&ts=2529.32)):

They code 'em as project lead, the Wake horses pretty much for all of 'em. They kind of just, yeah,

Daylene Long ([42:15](https://www.rev.com/transcript-editor/shared/rMiJ12-5tzSpf11136i8kBc7laS2UObnJ9XHOyGdtB7DcnkTwHYdoRvib0r7Mt6yjx-EILQ70IPT5e861Rzdg2QHlgU?loadFrom=DocumentDeeplink&ts=2535.86)):

But it's not through Project Lead the Way. They just code it.

Patrick McGee ([42:21](https://www.rev.com/transcript-editor/shared/HzTolodLPYwArF2Plt7nJioLkXvBrRxMPt9y4Y7TuWSD2nXz_Tb14e0eFT95vE3fv16EoRKQLu7njP4D6RrEQqyTDdk?loadFrom=DocumentDeeplink&ts=2541.32)):

I don't think they're using it correctly. I've been at a school that had legitimate project Lead the Way with a lot of their resources and that was coded differently, but they used it in cooperation with their engineering and electrician pathways that they had. So the Project Lead the Way was their physics course and it was weird how they were connected, but I think it's just a way to be like, Hey, we offer Project Lead the Way courses.

Daylene Long ([42:52](https://www.rev.com/transcript-editor/shared/kpiMi3CUIxzxMob1LRNP7qfwimoC2ILOqJr8erHGA7DDwsPZg_h1SYO-TNFS_h5ySwgz0F2DfmmvHDGF1TysK0Dks0M?loadFrom=DocumentDeeplink&ts=2572.76)):

One other thing I keep thinking of before I bring Kim in, you mentioned that you'd like to see the standard printed on the box that a kit comes in. You're actually the first person I've heard say that heard is how else would you find out what standards something is connected to and why would you want it on the box?

Patrick McGee ([43:19](https://www.rev.com/transcript-editor/shared/qXtBwQhShmGfrql-AkHSQDwDTnQ4RIxwX4wQbJsXhhO06pMNQXqHA6wytRR8wiWh80xiavi4uSOAtmoD-6qfASIsdfg?loadFrom=DocumentDeeplink&ts=2599.52)):

I think it makes it easier for new teachers coming into the standards. They're complicated. The NGSS standards are more complicated than Common Core, and I've studied both and they just are. They're more higher scientific language, they are more complicated. So if you were going to have somebody like a long-term sub or a principal trying to order things for a science teacher coming in without a science background, it is complicated to know what kind of things that you're going to try to get without knowing that. So if you know that you're teaching these six standards, you picked them in a committee or the district has a scope and sequence, but you just have that and see standards, you can kind of pull it off to be like, Hey, this is a thing. Almost kind of knowing what genre of music that you're going to go get if you go into a music store, which doesn't exist anymore, but I'm going to go to the rock section here, smile or the Rock. So I think that would be useful There also, schools are moving more towards standards-based grading as opposed to just kind of like you get your grade based on just the test or your finals at the end and stuff like that. So the district, the school I'm in is now moving towards standards based and it's been a really hard path upwards to that, but to having the standard kind of there just goes like, okay, this lab is for this standard, almost kind of as a reminder and a push towards that better pedagogical stance.

Daylene Long ([44:55](https://www.rev.com/transcript-editor/shared/8Jqt6qkawfH_k9e4KiE72X0gU0TSfW3mbU1xuqfxhD1D2cqAuaBdZH86TNKISuPNTU1HQGlJMlODVKK1OK4ewT6PmU8?loadFrom=DocumentDeeplink&ts=2695.77)):

Okay. Do your standards-based grading, do they only test on the disciplinary core ideas in science or did they also test on cross-cutting concepts in science and engineering practices?

Patrick McGee ([45:09](https://www.rev.com/transcript-editor/shared/3t0ZsXYb3ytofrRuq1MMH8SNbQzntsAimBHbHScTnjpKlkNs2ggZqk2iYzid2DTsjX2_69mBVYLXrZHpl1qoDRsg_Mg?loadFrom=DocumentDeeplink&ts=2709.87)):

In ours, the way we're doing it this year, and it's kind of different at a competency-based school, well competency I'm putting in air quotes, not truly a competency, but anyway, we have our competencies, which is our standards, and then we have four success criteria, almost kind of like a flexible rubric being like if they can show me that they know the characteristics of life, the parts that make up the cell these things, and I have 'em better written at school, then they get points towards showing proficiency in that standard, which is the competency which we're switching from showing competency in the success criteria to proficiency in the standard buzzword buzzword. So that's kind of what we're doing with it now. And MPS, when I was teaching standards-based grading there, it was showing three pieces of evidence that hit the standard within the disciplinary core ideas that you're teaching for that current unit that you're doing. So we kind of looked more at those. I know the Nng SS has a cells in its function and then there's multiple standards within that kind of umbrella. And that umbrella would be my unit and then all the standards under it that I choose to teach would be the standards that are hitting that unit, and then we'd move on to the next unit kind of thing was how it was developed there.

Daylene Long ([46:39](https://www.rev.com/transcript-editor/shared/FRm8zolF2lVQTDB07cpvXlXgBt7CD1cikQFleAoEF-E50BwBK0qcfqrnJQoN08huldyFtNywrxT4CXCFwXW_KPfCrjU?loadFrom=DocumentDeeplink&ts=2799.24)):

Okay, that makes sense. We're getting close to the end of our time and I want to be respectful of your schedule. Kim, did you have any follow-up questions?

Kimberly Herder ([46:50](https://www.rev.com/transcript-editor/shared/jLBH3ro1Tz7w3N0cNLzmYBUUEorHUYFo5UsAaZAJsD0HQzjsOmbbpwkwBvc3OgTyhla5yLK0Hb_V6anl14ZfJvOPSVg?loadFrom=DocumentDeeplink&ts=2810.1)):

I did have one, but you don't have to spend a lot of time on it. You were talking about whether it was at a previous school attendance and keeping kids up to or systems. Do you have or do you use a kit base when you have a few kids who are behind and how do you get them back up and what, is there a product you use or could use to do that?

Patrick McGee ([47:18](https://www.rev.com/transcript-editor/shared/2gcJRStViGhP00P37RBevqoFzZoNoUYZx4ChX4BEpvNGUwapYGbnLjQ-Io0t1MiduwT7QZN7do2XCAEvqm1uGvuBA84?loadFrom=DocumentDeeplink&ts=2838.57)):

So originally I would keep notes as I used to do them as a modified flip where students would take notes off of the video. I would record, I used Screencastify at the time to record video lectures and put them online. That was really useful during the pandemic. So they would have that and we would use Explore Learning to do the labs to catch those up. At the time that I started that we originally were forced to use Achieve 3000 for reading and forced is the word I would use for that. And I would assign readings that were the closest to the standards that were also there to teach them the things. But now I've switched to using new ELA and each unit has about three to four article readings in there with questions that I design that are also attached as recovery assignments as well as kind of exploring them into it is. So for example, I did one that was about the states of matter and then an article that was a follow-up that was about a group of scientists that got a molecule down to the coldest that they've ever gotten it and how it interacts at this really cold temperature. What was

Daylene Long ([48:33](https://www.rev.com/transcript-editor/shared/iLN32uvntUevZAmxEykVnDUg_X2AULS0g7vwC3IeJxbDVIZPTfGkOa7eR3BxAXK6o7D6HWvzsBK3QyRGqOa3n17Saiw?loadFrom=DocumentDeeplink&ts=2913.93)):

That resource again? What was the name of that that you used with the articles?

Patrick McGee ([48:37](https://www.rev.com/transcript-editor/shared/QR6e1SuQmXWPZEZhrDrQJiBBoVv_08QNO1-DwnnylgwOxhYmQkkXc_sX1wJpryByG6fVBm2TPsFCjmWH-bnQOUt1bHc?loadFrom=DocumentDeeplink&ts=2917.75)):

News? ELA or I guess some people call it Newsela.

Daylene Long ([48:41](https://www.rev.com/transcript-editor/shared/e0xJsfOVVqc_msdgWtD0Ef5e_PIi7_u-GB8q0v3GWgDFV_-Y4B0FK6Rk19Ob0l0waF083pcIOcBwZM2aS5NzukaEMBg?loadFrom=DocumentDeeplink&ts=2921.32)):

Okay, got it.

Patrick McGee ([48:43](https://www.rev.com/transcript-editor/shared/dIZxzvg-9xvx8z0vLVIPuBYEIEtiCQ-cS1QX0GP7uYggax2z6QXGuvUPC59xN509W9CvAYnkmWvzLDpBrTIFCy6qEXA?loadFrom=DocumentDeeplink&ts=2923.63)):

I don't know which pronunciation's right, but we have that for the district resource and honestly I have students that read at 200 Lexile and at a 1500 in the same class. So I will print out the articles at five different levels and have students be able to pick based on their lexile, which is why I really gravitate towards new EA because the articles are relevant and and a lot better. And then also at about five really big Lexile levels. So that's another thing that I use to kind of repair missing class time. So readings on new ELA or achieve 3000 digital lectures with questions and explore learning gizmos.

Daylene Long ([49:32](https://www.rev.com/transcript-editor/shared/5ny7BPefmzvKtw1m-G6lS9R0X-AYbWhgxZufUGbr6g3smHIHEL5TPhB-E0Jsyx1Hau0YIWD5KJY3L7k3u6O4Z7DMI68?loadFrom=DocumentDeeplink&ts=2972.41)):

Is there anything else as we wrap this up that you would like us to know?

Patrick McGee ([49:38](https://www.rev.com/transcript-editor/shared/84ohdpqH3_0I6yoQitEybedhExxmOnqAjB86kMlUPo_scU-8WDGLcJXeDIKfmj6_1aejbgDJVN1m9ViPYoQQD3p2xwo?loadFrom=DocumentDeeplink&ts=2978.83)):

Not so much. I mean, I think I've kind of talked about most of the stuff in here. I just think that as much as new teachers can be helped with trying to push students in through inquiry and doing that creative thinking with whatever vendor materials are given to them, the better off they'll be as teachers and the students will be better off with their thinking too.

Daylene Long ([50:01](https://www.rev.com/transcript-editor/shared/VgAkHZs9Jsu15vzjv1wgWabEXJu4l-WuWS2SyPZIEAqVSRzxL-4_6UvTBybc--5tIIfMpsSQD_Q0eKzWlE1a4CMl7Fg?loadFrom=DocumentDeeplink&ts=3001.21)):

So really, really exposing new teachers to the different materials and ways of Yeah, that makes sense. Kim, do you want to wrap up with next steps?

Kimberly Herder ([50:14](https://www.rev.com/transcript-editor/shared/Hdu5ke3KQ9ccMfow6_3qVNzU1xuF6t1uttdpGFNb31aKRXHSOogNWhJFcBwcXcOlsBr7VEk1oEwB26T_9YIF6sdvThk?loadFrom=DocumentDeeplink&ts=3014.29)):

Patrick, I'm going to send you an email tomorrow now and that we'll have, we had posted at Amazon, but it's a Visa gift card if that's okay with you.

Patrick McGee ([50:25](https://www.rev.com/transcript-editor/shared/bpoLB4JtvnmgmlCwhLAGncSVt_csmgb9a3OHV5E5Fbl7jWfHpA-i8M1PbI5HR4sO8OsXZIyWDBZXJoDC4y8H34u5Ov0?loadFrom=DocumentDeeplink&ts=3025.45)):

Okay, works good. Yeah.

Kimberly Herder ([50:26](https://www.rev.com/transcript-editor/shared/T5qYodKLIdq27lDlRmjku6k8F-_X6jUbsU7WGa1sBD3w9PwxV7YOGf2DGQugrOUezoO2CqK7i_gFRVK4EHVqB-ThZMg?loadFrom=DocumentDeeplink&ts=3026.52)):

Alright. And in that I'm also going to include a place that you can get ahold of Daylene directly of anything that we haven't covered or that you think of that would be useful or continue the conversation or even start up another branch of a conversation for looking at life science tools in the classroom.

Patrick McGee ([50:50](https://www.rev.com/transcript-editor/shared/aj7GO7d8NcTYRhuTsnpSDjlu6Xzfcvxq2iKdP_gLxjCYVHgjN2d8euWASmP7MUMakZI2ZjtgVUpFbRmEkUHN0TTH8SQ?loadFrom=DocumentDeeplink&ts=3050.84)):

Awesome.

Daylene Long ([50:52](https://www.rev.com/transcript-editor/shared/w_c3NamYObA57m1KfPuCyruD1WAspCaaXcFVAytRUJnn5ubxYp-rkCerkUUgAxuHGdPVGAUiUNFWeR6klIb-p-iKJLY?loadFrom=DocumentDeeplink&ts=3052.4)):

And if you'd like, we do interviews and focus groups and surveys, several of 'em a year. So if you're interested in being involved in other ones, just in your email, just kind of reply and let us know so that we know that you're kind of interested in providing feedback on behalf of teachers.

Patrick McGee ([51:12](https://www.rev.com/transcript-editor/shared/X0XZA-yFhGzM3mFoZ00qhPGJwfZLzJgniANT3hCIraEB0WISQFgkAItZPFrrwdMmvqyWLyGuPlCTVWav_17GC6xaPkc?loadFrom=DocumentDeeplink&ts=3072.98)):

Yep. Yeah, I like doing these, so thank you.

Daylene Long ([51:15](https://www.rev.com/transcript-editor/shared/VMUgiAS198o3gQEO8ryft3JfBQ9-mJk566xw1pcY0uigWHBq8kbQVvhAZip3nqZg_ATosZxf1VDMhI6Cec-IJjGKlf0?loadFrom=DocumentDeeplink&ts=3075.53)):

Yep, absolutely. Well, thank you again for your time. We really appreciate it and thank you for everything that you do for our students and for other science teachers. We really appreciate it.

Kimberly Herder ([51:30](https://www.rev.com/transcript-editor/shared/EBdyl5nzlNFoCDJwciHFaUNHHT3S9OkWjhsu6X6Rnb-IfjbTyIF-6aPHhGNcMTFKti14HT8Ucxd3ysNHtvOdRkvbU9c?loadFrom=DocumentDeeplink&ts=3090.17)):

Thank you. Did you want to reveal who is doing this?

Daylene Long ([51:34](https://www.rev.com/transcript-editor/shared/P-wbAYa6mSQ1ZLgJlQXSMpsOK8EkQhEbbZYRHzxt7Hx9itE1MBARwop8SxEPVtQPxoHQEdBap5B8SCBIAghNqxXuyOE?loadFrom=DocumentDeeplink&ts=3094.4)):

I was going to wait and see if he asked, but Oh,

Kimberly Herder ([51:36](https://www.rev.com/transcript-editor/shared/XQJkHeQAPLNO5zkhlBPzyF1Dt2FldRwOK7R5yySIME6X5nraDL50bL7PQdjgXzh4Ay4r8dvqfKMICaGuILFHjF3FQRs?loadFrom=DocumentDeeplink&ts=3096.95)):

Okay.

Daylene Long ([51:38](https://www.rev.com/transcript-editor/shared/3jjEysAowwFELfo5aEGzXp1j0At1Dvjq7bZH7-_VdZA4JjD1F86KL9nAYIFqKocIYZ94pZ_Sp-IE4I1_j5txOXsapH8?loadFrom=DocumentDeeplink&ts=3098.24)):

We're doing this on behalf of Carolina.

Patrick McGee ([51:41](https://www.rev.com/transcript-editor/shared/ojfqmTDjrtc2OHi-h0Pxav8Wj5GNQbTnFv6LeTaz05RwEEAI_NFK-gjxh2ufkpBQ_nInTxWBkC0lhtmnS_Djl8StbCU?loadFrom=DocumentDeeplink&ts=3101.2)):

I don't have Cool.

Daylene Long ([51:42](https://www.rev.com/transcript-editor/shared/_LkVwQBAylX9mMxpywLsWeuzgm_heU87EV5hD0gK4R6A41ptb1et2wRcr8dSq8Uz9gsqnC4OZysV9JNHfy-eHZ2iLdE?loadFrom=DocumentDeeplink&ts=3102.72)):

Yeah, they really want to be able to provide for teachers and for students and see what's missing. Things have changed a lot post pandemic, so just kind of keep that in the back of your mind and if you come up with anything, please, please do send us an email. So

Patrick McGee ([52:00](https://www.rev.com/transcript-editor/shared/Rdov9fPS0hQQT6EQpjGmPz-waFy5XeiYFQs0wvM0R2JK8hQLKcgLi_V3kROy_rx4pr5ra4vunWhv8Di-F6bC9Wyrti0?loadFrom=DocumentDeeplink&ts=3120.77)):

Cool. Glad.

Kimberly Herder ([52:02](https://www.rev.com/transcript-editor/shared/bpvQuxNzDZ1F9KC7OJmgdOYcJ6U80nwy3kclHgVjEMAvJuxO_c1IRCgRXufbJazDBeLsSg9xX56MPNfj78kKshYmqB0?loadFrom=DocumentDeeplink&ts=3122.48)):

Yeah, if you do want some swag or something, we don't probably have any poll, but

Patrick McGee ([52:08](https://www.rev.com/transcript-editor/shared/YvZh2tNjG1ddIDIX7YH9qOqh470c1_5Q5yi6negR_JXzMaTMS3J5HdkPY4yKDdzoGiHqkXNGHQwXdreL-o-4DE522mM?loadFrom=DocumentDeeplink&ts=3128.51)):

Yeah, I'm glad that they're thinking of revising and making their curriculum and stuff better because yeah, I mean, I think I thought they were already doing, they were above, they were the best ones of the groups that I've worked on so far. So the fact that they're still wanting to make that better is good.

Daylene Long ([52:24](https://www.rev.com/transcript-editor/shared/sJqp6ZwQyFoUAYlkqAMlYwo5PViTqDUb262fg5sJo-qRgTITzr_i0G47oEGy5Sag-6ALk0tZyhNkHztN4TlMwV5ULJU?loadFrom=DocumentDeeplink&ts=3144.23)):

Okay, great. Really good. Thank you so much.

Patrick McGee ([52:27](https://www.rev.com/transcript-editor/shared/R7ZdM-2xBf73hRC6dmSDUGoR59vnw6N5JPLj1Gr_BmDDqd0h2E3XogVFWHK_Y_gsBxTcznRbW_1whfXM9NcxsTuGdWU?loadFrom=DocumentDeeplink&ts=3147.38)):

Yep, thank you. Have a good one. Bye. Bye.

Daylene Long ([52:33](https://www.rev.com/transcript-editor/shared/II0DDCmvpz2gzaCGqIwBsc2_G8BXBw4L-ohVygk-AGTjoRvBelsJaxpKqAIvmkydRO2Wc6FiLOZ_JYM5fHhJHwFhWYE?loadFrom=DocumentDeeplink&ts=3153.95)):

Do you want to stand for a minute? Yep. Okay, so I'm going to press end on this recording.