Speaker 1 ([00:08](https://www.rev.com/transcript-editor/shared/Ifwzw9xrdAgP-EHr-KAwu27iiF5IvRVtEkx8e9xV66TClcrdolUulv3E3Z__LApT7gD7EJe8nyh86xLq6CLimn7FMvY?loadFrom=DocumentDeeplink&ts=8.13)):

I'm going to take some late breakfast bites while Vanessa, it's been a crazy week.

Speaker 2 ([00:17](https://www.rev.com/transcript-editor/shared/v_UqP6y59G-0iZbapBVVpSzjiQjm7ybc0-gJd3a8EtbPGO_ell6r6QR1kLzkrcLYRZzTL2tEm_7UiNyYlDF9iA-6JhQ?loadFrom=DocumentDeeplink&ts=17.79)):

It's Friday

Speaker 1 ([00:19](https://www.rev.com/transcript-editor/shared/VA92SFNDqoD8jbUveYrznhKafy4bNFaFyZ5qgZwMrs2g-KJSCryk0TElVOV-qe3bVI476wKZzDHtmSOt_6L-cBw4TTA?loadFrom=DocumentDeeplink&ts=19.35)):

Next week. Looks crazy too. I know it's, it's all good.

Speaker 2 ([00:31](https://www.rev.com/transcript-editor/shared/8r5B_lST9yGWDx7__O3EBJkhAX8bqoyUiC2lozaMlvuZBXPvBJD4iB3XRY4nU1hVxJbsOOllCDARIX8LVUCxU4uLn7c?loadFrom=DocumentDeeplink&ts=31.11)):

Hello? Oh,

Speaker 3 ([00:33](https://www.rev.com/transcript-editor/shared/Psev-_HVywuf4BXUNlShe-LYNRG5tc4PQRODQkr9fF_omZ7AMIV1RHfCPALrxgZPHzAOO3BW1_ZlFnpybNTnzKNcYow?loadFrom=DocumentDeeplink&ts=33.39)):

I have a little laryngitis myself too, so that may not help with audio.

Speaker 1 ([00:39](https://www.rev.com/transcript-editor/shared/yCI_dClkwtYPXMgXDOdCUxZj4wa0ku85ooC46yOJDUqYuG1oc5GrZ7EF7hx0J3_9AQbhp0_j5cz_DLN-oQoe4j5y000?loadFrom=DocumentDeeplink&ts=39.63)):

Well, we'll just kind of see how it goes and if we have to clarify anything afterwards, we are recording it just for our notes. You won't end up on YouTube and I'm not going to ask you to do a TikTok dance or anything like that, but we may need to follow up then since you do have a little bit of laryngitis on that. And we'll try and make it so it doesn't strain your voice too much. I'm so sorry. It's horrible when that happens and you're

Speaker 3 ([01:11](https://www.rev.com/transcript-editor/shared/UsEADLQFJEwUpZ6n2_HNYh3gsddsaqvi9sHYzWhs_ZZ75GHtH-mFWiBs-7lmGHsjxOMZEaDZ71gxW5jE3i9RdiIIdUs?loadFrom=DocumentDeeplink&ts=71.07)):

Just lingering. I already feel better, but the voice is

Speaker 1 ([01:16](https://www.rev.com/transcript-editor/shared/HHRp_bMH6eNPJ-_IWInDVFScU1n0RLAFzg_ll-dsne-lrVqUiq-4T1n8GXsii_i4FXFTIGnQuqnL-Lt6Y3dUE20_4zQ?loadFrom=DocumentDeeplink&ts=76.47)):

Slow

Speaker 3 ([01:16](https://www.rev.com/transcript-editor/shared/jdQD4trocHSK1CkLvdggXTDentvnpnalcv6xdYUneFFWNSuirCbu5Ja9uGa15_cDHUADoTwJTeCTve_V2VFILMUhwn0?loadFrom=DocumentDeeplink&ts=76.74)):

To catch up.

Speaker 1 ([01:18](https://www.rev.com/transcript-editor/shared/qPvaqrfLOxGxhQMSVuTUw0EPT2MxgLde1gXylaZfIwBX31ZbAqiL2d8ngkIAqnJslu5gQSve6cAQvazptWVdSsw5fWg?loadFrom=DocumentDeeplink&ts=78.96)):

Let me pull up my notes. Kim, do you want to do introductions while I pull up my notes for Vanessa?

Speaker 2 ([01:24](https://www.rev.com/transcript-editor/shared/Z43XjXsKFYClezd6obHwpgZHHqJSR8Lv7QO23yTnjVrCsqy5_hxqH0TENjtPu4OHJgwq6_vVgFH0HGovqczz-QLSqSY?loadFrom=DocumentDeeplink&ts=84.69)):

Sure. I'm Kim Herder and that's daily long and she's our lead researcher and I'm glad you're here with us today. So this is 45 minutes. That's going to go really quickly that we're going to ask you things about both your teaching style and how you buy things and just want to hear your honest opinions. Okay, great. Okay. And I'm going to step off camera and all, but I'll be here for technical difficulty and then pop back in if there's something else that's needed.

Speaker 3 ([02:00](https://www.rev.com/transcript-editor/shared/5iLzER7eRq0vFKGk-DsdSHycagN9DLExhKW6FuhllBIXdQ8i7vvyx1pSe51WtjmV4ckYBqpBUXkkITSjZIJLZcX_sE0?loadFrom=DocumentDeeplink&ts=120.26)):

Okay, sounds good.

Speaker 1 ([02:02](https://www.rev.com/transcript-editor/shared/VNvgJ99fK_FbQS-l7Q6PyoWQPV_zOj-Jwyu6SBl3tukVhvBeDqOMmUjYazau9uDoSo8skrJ1hvmaE1q7xqdRQ4LJp9Y?loadFrom=DocumentDeeplink&ts=122.44)):

All right. So I'm going to pull up my notes here and just kind of start in. So just tell me a little bit more about yourself, Vanessa, I didn't have a chance to look at your profile before I came on. Are you at the building level or are you at the district level?

Speaker 3 ([02:20](https://www.rev.com/transcript-editor/shared/YDkKhphj7jbCmQ8gawFLiigeJ7DXfc8OsClxl7ILkg9AHzQ4GtFCMKrpKzs3KfbvQUwDjxrjj5OghGrgY_vRigExhZM?loadFrom=DocumentDeeplink&ts=140.84)):

I'm a classroom teacher.

Speaker 1 ([02:22](https://www.rev.com/transcript-editor/shared/wpCm8oS96x5d5JpATzm9yQOLfX-g_294KzR83Xqs7fmyKTM6YM_ZvFimkB1YQVxZ2N8tMSarAC0bA0ntXZafPl9GNTA?loadFrom=DocumentDeeplink&ts=142.98)):

You're a classroom teacher. And what do you teach?

Speaker 3 ([02:24](https://www.rev.com/transcript-editor/shared/4pfiHhB9BgrNvg8LDh_Ixoz_T8KRuZf5p9iuL0SRALrFCefu05aI0mYGOleV5gkGJs7EPR7ehY2FmWdmPaUjMnJrfAI?loadFrom=DocumentDeeplink&ts=144.93)):

Science. I teach biology and ap, environmental science,

Speaker 1 ([02:29](https://www.rev.com/transcript-editor/shared/KN-qV3s_934-S6CTt4RIlrEmKA6_0sDux92r6eDFBFr0tfQR-ehiIESd6v3jpnMxiMzMHkrKDUaTxtLY6a08ssaH4JU?loadFrom=DocumentDeeplink&ts=149.88)):

Biology and AP Environmental science. Okay. Yes, correct. That sounds good. And let me just go through some of the fundamentals with you while my notes try to load.

Speaker 1 ([02:44](https://www.rev.com/transcript-editor/shared/3UjRvOSeV_52bjDjkr7Y3GA_BRjguKVA05GD4sLoFS9BrFgrfyMODU0o8cmmS9Ax0vIKOqRWUxSW42zucXQwolmUx-k?loadFrom=DocumentDeeplink&ts=164.49)):

We mentioned the recording and then our goal today really is to understand the kind of materials that you buy for bio, for AP bio for AP Environmental. But we're interested in the process, so we'll have you start back at the beginning and just, we need to better understand how it works. And really the goal on this is that we have a client who wants to know how to make it better for educators are the things that they can provide that would make it better for your teaching or make it better for students. And so that's really our goal today. Let's see. You're going to see that I ask a lot of what and why questions. I might go out back and say, five minutes ago you said this and then ask you to clarify something.

Speaker 3 ([03:37](https://www.rev.com/transcript-editor/shared/M5nUOWoDZXHNgFJx6AkavZwcWqz69nsDGJI9MOy9_F0hLVC69eZCojmfxPQFuaxaNirkPQlXOUj8TDIfrMFrcbUddjw?loadFrom=DocumentDeeplink&ts=217.84)):

Okay.

Speaker 1 ([03:39](https://www.rev.com/transcript-editor/shared/3Y9M7U3d1CBf9EIs979ZQbbfYNxTy4IBOJiscg1e652iFQyVEEuBTV8S8MzfvFHRtn3_AGXZj5h0Fan-018nMx4zaKM?loadFrom=DocumentDeeplink&ts=219.28)):

No right or wrong answers. And it's helpful for people to think of Kim and I as filming like a documentary. We'll talk about parts of the process that you're like, why do they need to know that? But we're looking for two to your frustration points, the points where something has given you joy or that has given your students joy. And then at the very end we'll ask you some questions about what you wish existed. So that's kind of the framework work. And then I know that in your survey you mentioned that you had purchased life science materials in the last six months or so.

Speaker 3 ([04:21](https://www.rev.com/transcript-editor/shared/wz42UeqVAEcZFF6CgJWclnQcQwbXDXl6io_su1SGAqidyxAyVZpz189_dy4YP791CRQGD_w0xwAbAwDhA5nsOYBlPBw?loadFrom=DocumentDeeplink&ts=261.19)):

Yes, that's correct.

Speaker 1 ([04:22](https://www.rev.com/transcript-editor/shared/LrldeswbwKyOKuZ4Kp5yb2Um87ZMQMA4QLa_CgkPJpxRQCdgDI-t-znaN_g9wag-q1Bh6aEatr-y_jV5D6idClLX3kY?loadFrom=DocumentDeeplink&ts=262.87)):

Tell me a little bit about that and how you decided what you needed. I

Speaker 3 ([04:30](https://www.rev.com/transcript-editor/shared/YB3_7Q8s0evSV-DC6tfoMQX7VinnLb6Iw7vvJVcRuYdy6zw69uAAy2mgFSKrZaAbso8Nt4dv4BOWdsNSl75eZV9SCdQ?loadFrom=DocumentDeeplink&ts=270.46)):

Base it off of the AP curriculum or the state curriculum and look for materials that can help me to teach different areas of the curriculum through living organisms. So for example, we do a lot with composting and AP environmental science. I use the compost bins not only to teach about alternatives to waste disposal, but also to show the students the nutrient density in composted soil versus soil that we dig up outside.

Speaker 1 ([05:02](https://www.rev.com/transcript-editor/shared/H8yOZqi9qJANW7ycLs-mXre4sBhosTXd_vqWZBOsKaMQ7zpLJE2az_skyn3l0PJIwDItvFX7slhpmOkqBJBNEGXLLyo?loadFrom=DocumentDeeplink&ts=302.86)):

Oh, that's

Speaker 3 ([05:03](https://www.rev.com/transcript-editor/shared/cbWKD7QEl55coWdOOWFLy7dl2GM8VKazYLgP30RHBuWIimfw7jXEHKOfRtCUAXPr5aOaikFUf28CqugJroRICzX15cU?loadFrom=DocumentDeeplink&ts=303.34)):

Cool. Live red worms. In order to maintain my compost bins, currently my students have aquatic e I'm looking around my room currently. My students have aquatic ecosystem set up and they're testing for nutrient cycling. So your nitrogen, your phosphorus, your sulfur compounds, and how the different organisms contribute to those. And so they monitor the levels week by week. I use aloia in biology so the students can observe plant cells under the microscope. So those are some of the ways that we use live items.

Speaker 1 ([05:41](https://www.rev.com/transcript-editor/shared/inYuT_2mZKgYMigVAA6ZzTS90tHxIC7xh0wrE-ryA81avaXEqSZrrjgGQ_LqasA2_QzaKQ4dYs8278HI694b-hvvZNs?loadFrom=DocumentDeeplink&ts=341.56)):

So besides the fact that it's part of the standards, I bet I'm guessing that your students are really interested in the topics that you're teaching. It sounds like you're connecting to a lot of their

Speaker 3 ([05:57](https://www.rev.com/transcript-editor/shared/pHjRMpwSuu0sZGWB7s6DEAHican9I77t4UMoftExvrcVaVaqzcR6ng61r9pXpLPO47CssryorFLgYh87mIX2_kngz98?loadFrom=DocumentDeeplink&ts=357.56)):

Well, I think the live items help them to connect. It's real, it's tangible. It's not just a preserved specimen or a slide that's been prepared. So they feel like they're more connected to the material and I think it helps them remember the content better.

Speaker 1 ([06:13](https://www.rev.com/transcript-editor/shared/ZaY5VGvFOJekPImGjK3_0QJfzwQtFO4rcPPmI0PVmwGvwyj8SJczqB6aA0q6R9MIXWIJNRI-mq6qRicQnpSDbHHqgcE?loadFrom=DocumentDeeplink&ts=373.37)):

That's interesting. Okay. So what did you buy in the last six months and can you tell me how you do it? If you take an inventory to see what you want to do or how does that, what's the very first spark that says, okay, we need to get some materials?

Speaker 3 ([06:34](https://www.rev.com/transcript-editor/shared/9tfJUgOaD54dmgn0o43lUzbIegfYfTIJfQjvLfSI28KJI7WGAn1Q-KprC1MdDd1W4ChXeqLL5wyHCQMBHYwou6M0660?loadFrom=DocumentDeeplink&ts=394.61)):

Well, we use a consortium. So we are given a budget for each science teacher and we are allowed to order items and then they go out to bid for them. So I plan what I want to buy with my budget based off of either past experience labs that I know are successful or things that I'm like, this is really boring or this is lacking. Let me see how I can kind of beef it up and I'll look for materials that way. And so for us, when we're in the website that we use, it pulls from several different catalogs. So I will search for whatever topic I'm looking for if I'm looking for a specific item, and then it'll show me where it appears in several different catalogs and I can look at, are there prepackaged kits, am I going to piece it together on my own? And that's sort of my process.

Speaker 1 ([07:39](https://www.rev.com/transcript-editor/shared/wWt0AMd-s_ed8x_D0XOlvbhC-n98GOseRZ5IKj6zOpux32eFLy7pxVpt0IUV4gUGhcHezOp8SiOYwk76PL2dS_2E3II?loadFrom=DocumentDeeplink&ts=459.5)):

What's the name of the consortium?

Speaker 3 ([07:41](https://www.rev.com/transcript-editor/shared/VNjGWiCoWWQ4zVStXJRRmJbUYGx6Z1t2hokt6yA7MBeUnzkUUW_r6ec68d2ZORQlemTwURrvXFN0SdZa4zi8yVtq4Y0?loadFrom=DocumentDeeplink&ts=461.36)):

It's called Ed Data.

Speaker 1 ([07:43](https://www.rev.com/transcript-editor/shared/TCTqWS9XM7u5s-PdtV2fBKNe-coVFowyTA_X8E5Wg9qoiBIHyrHO_zTzB5lbkIvuf4IpBeu5PdXndl2TzxIvMXQFfRY?loadFrom=DocumentDeeplink&ts=463.19)):

Ed Data. And remind me what district and state you're in

Speaker 3 ([07:49](https://www.rev.com/transcript-editor/shared/YbATfnVidgFVLNGq8p1vXCmVWInicJGb6h1L2jKALBRd-lBHL2vxnWYI6Jpr4u1TJQtcEnTFmFUETPFTX5dKA_vjDDc?loadFrom=DocumentDeeplink&ts=469.97)):

New Jersey and it's Morris Hills Regional District.

Speaker 1 ([07:57](https://www.rev.com/transcript-editor/shared/-XZ6Q_uTy_VDrGMaKgj9rrRdT8i1fF8bTVEurS9A3r9llB2xg_f9uaImhq1b_fWMiPYDwL3xvy4bs6OIloy3dTOTtfE?loadFrom=DocumentDeeplink&ts=477.23)):

So the ED data pulls from the different catalogs for what you might want. And so give me an idea with the elodia or with the red worms or the soil, where did you purchase those products? Does ED data tell you where they're drawing it from?

Speaker 3 ([08:20](https://www.rev.com/transcript-editor/shared/diTHrRrxpO8Fk8VbqGmDaYw-Pr0j-IRlexN_95OorrlqliS4CHAVAvnNyBr7cpn0lLlxKTjMcO5ltwH5lR2oYZry5iM?loadFrom=DocumentDeeplink&ts=500.42)):

I can put where I prefer to get it from.

Speaker 1 ([08:23](https://www.rev.com/transcript-editor/shared/7T3iGuSaM6VucZJRjOwwMb7huxepKD8tsdIWbvromw3tMYTd0jrVoiRKMyv-3SQGV8i4QtjK59ZZDof7GZrTUN-rOqU?loadFrom=DocumentDeeplink&ts=503.63)):

Okay.

Speaker 3 ([08:24](https://www.rev.com/transcript-editor/shared/UTgICYzbaty1nEL-MK_9RuZKYP51Be9ZLJkh0cikO350XG0OubTlKj52pLL9QohDb8sS5lhf5zo6zHdTBvMNrqHyzGk?loadFrom=DocumentDeeplink&ts=504.44)):

So it'll tell me, okay, Flynn has red worms, Carolina has red worms and another company, three different good nasco or something like that. And then I'll go, well, I've had a really good experience with Carolina, so I'm going to use Carolina's red worms because theirs are higher quality or whatever. Or sometimes I'll say, well, I can get more because cheaper here. So it depends. Sometimes I have a little to draw on to say, well, I like the quality from this company versus that. And then if they can't fulfill that bid or if something goes wrong, then I have the opportunity to say, okay, I'll take it from somewhere else.

Speaker 1 ([09:03](https://www.rev.com/transcript-editor/shared/4qxYc7p1yeqB2zXcMtqJ7IdtI7Fwj1vN_2uSIHJG_cwcO-MOnNAV_i7Rc4Pt9GX-hDZcYIRz6PHXkcIQiZW1zN8oVLM?loadFrom=DocumentDeeplink&ts=543.33)):

Okay. So you said you had a really good experience with Carolina. What did you like about them?

Speaker 3 ([09:12](https://www.rev.com/transcript-editor/shared/fjdMkXkhVXTsT8oc47JNTa5ab59HI5ebDC4Fyd81f5-_oAVhlPCyDd-nlOh6uopWhWdDSxlPVgvo-1gS5AQtqOmSk-4?loadFrom=DocumentDeeplink&ts=552)):

Their customer services really great. They also send me all of the forms so that I have, it's already been purchased and I can go in and say, okay, I want them on this date. That all goes through me instead of going through the district level. So I have some control. Alright, I want those red worms on Wednesday. I don't want them on a Friday at two 30. Nobody's going to touch them till Monday morning. Things like that. So I get a lot of that control put into my hands as opposed to leaving it to someone else.

Speaker 1 ([09:46](https://www.rev.com/transcript-editor/shared/psq9d-csPvVdaocGTEMYRztvWKq2PPhm8WSYKovcmJmL7N29dkKG-lPu05D6Qhxwp2ar_eOY1Xobs5SF0nxkf05wtHQ?loadFrom=DocumentDeeplink&ts=586.59)):

That sounds good. And then you mentioned also Flynn and Nasco. Are there things about them that you,

Speaker 3 ([09:57](https://www.rev.com/transcript-editor/shared/JwdPqbMnIYOsqNPdj481kKkojLMNz4Nj0AnVo7G2VE-nYkbVDW_2ekJheqkwbCBdpWmEdVeu7dZupNrt4oK2jVzRGEU?loadFrom=DocumentDeeplink&ts=597.78)):

Depends on what I'm purchasing, but yeah, there have been kits and items where I'm like, oh no, they're my go-to For that particular kit or that particular item

Speaker 1 ([10:08](https://www.rev.com/transcript-editor/shared/4JR-ZiXN3D06q1r4BktMgeR4Dl-h6-vyMqH95vy4BTdDOhE83hKywqBlsQjFciytVwU1wuMHF6znECDq_ODbDOveElM?loadFrom=DocumentDeeplink&ts=608.64)):

With Flynn, can you think of anything that you typically would buy from them?

Speaker 3 ([10:15](https://www.rev.com/transcript-editor/shared/pJtzMXUZVhYkFLB556QEDq-scOvK0yX8xa7vt92IizDKTE08pH5MQ2u6ubCAxyzU7tSBLiXGXYwR2Fy7zA1PdJGYHrk?loadFrom=DocumentDeeplink&ts=615.3)):

There's a diffusion lab kit I've purchased from them a couple of times. They also have a really good cell respiration kit that I've used from them for biology. They have a lot of those really quick labs that I can do in a short amount of time where I don't have to use an entire period or block to do that in, but I can reinforce the material quickly. So I like some of their stuff for that.

Speaker 1 ([10:41](https://www.rev.com/transcript-editor/shared/8th_VnCrbNjcgC0mTnTuw_nCrzDK5MEFLYb8LjBOD6fjs6QI-yOh-wwnJ7a_SqBHBqjFy2S7j-wLCp0mh_uFd0gyAnI?loadFrom=DocumentDeeplink&ts=641.1)):

The quick labs are interesting. So are they quick based on student time, based on lab prep? What makes them quick?

Speaker 3 ([10:51](https://www.rev.com/transcript-editor/shared/KaRWdAw5-kiknZh0KDE_IcAkqGQbyL_7DTa2T3I0zvHXaVLWoRtCHB5ORS1YrDNjVUr4rHZOXObWa2PZTCqGfVuzsV0?loadFrom=DocumentDeeplink&ts=651.93)):

Both. They're easy to prep and they don't take a lot of time. They condense it so that the students can get everything that they need out of the experiment or out of the lab in 20, 30, 40 minutes instead of a full 90 minutes or even multiple days.

Speaker 1 ([11:08](https://www.rev.com/transcript-editor/shared/1MYpf1LIOYMsAUe1cg3xBkt3LRe1IVJ2Rl4KGXqPW5RkfFzdYaX0QQ_z2IWFbxyYZ9irUJCMjavoFHskDspBpK7vkTs?loadFrom=DocumentDeeplink&ts=668.43)):

Okay. So for you, it sounds like then a quick lab is 20 minutes, 30 minutes, 40 minutes, something in there and

Speaker 3 ([11:14](https://www.rev.com/transcript-editor/shared/S8H0vwkYx34kT9wy8LYoXGvbWOewZ1Ot725ikNs2w8ob83PCAnVVeahG1Dgav0ad2usHvs_bxw6z4ZSC3Zu72MW5L6g?loadFrom=DocumentDeeplink&ts=674.46)):

Yeah, 40 is a little bit on the longer end, but yeah, I would say 30 and under is a good quick way for me to reinforce something.

Speaker 1 ([11:21](https://www.rev.com/transcript-editor/shared/x-FJExvv1HDBWy4SquvnGOqusIVSnVHHYUdw-IiAEHzaobwHXHNH4nQFP1OK8vBreZUje4qPnyioWJADBdzgQXAuuWI?loadFrom=DocumentDeeplink&ts=681.45)):

And you've got 90 minute blocks. Okay. Correct. Just generally, I know it changes from year to year, but what is the budget that you get per teacher where you

Speaker 3 ([11:35](https://www.rev.com/transcript-editor/shared/mmU8ahh3zHOCH1-mcL4eIw1syslMcEhZitRJspzYGSOEswkFUJLhECXkl4G4WWK2Z1MX9vppk6tFQLLkGUQ4xsSNiAk?loadFrom=DocumentDeeplink&ts=695.89)):

Are? I want to say it's 15 ish.

Speaker 1 ([11:39](https://www.rev.com/transcript-editor/shared/BXhHxZOX7SvMU5fdzmGdTvMZBj1fEtUgSXmIGb6y72qC91y0NRKPX4SM5FSfFb03-_33CkvanZuZbNG10rcLA9vd5pI?loadFrom=DocumentDeeplink&ts=699.03)):

1500 minus?

Speaker 3 ([11:40](https://www.rev.com/transcript-editor/shared/9ajiJxpREJqVkWg3wY3JYx4zjiF0xl23IESnAZeUQ6bMY2hwBCrxAkXw0CTTaRSFF36ANbRKXdMLV65ran21-TRDw90?loadFrom=DocumentDeeplink&ts=700.26)):

Yeah. Okay. Around 1500 per teacher, which is really what I've heard from other districts. Pretty great. We're pretty fortunate here.

Speaker 1 ([11:48](https://www.rev.com/transcript-editor/shared/iKC9ofp-Chr8dx12GhxPfRcayQnlaPH94sX5krEr1bjBViiXCd_G7dfxG7cl7mOMu2Ozn_ekO7zoNqGGbhOepGYGpWQ?loadFrom=DocumentDeeplink&ts=708.72)):

Yeah, it is.

Speaker 3 ([11:50](https://www.rev.com/transcript-editor/shared/n-59KPSjJVO9fCuewaxgImhSAxXCz7te-Mg75u_o1nxzGw7m1B4AyN5P-5xKqN30R04QjXWj9Lq-KL8_WOlxPzbgBmY?loadFrom=DocumentDeeplink&ts=710.13)):

And basically we are allowed to order whatever need within that 1500. As long as you don't go over, we're kind of given the freedom that whatever's in there is fair game. So it gives us a lot of autonomy.

Speaker 1 ([12:04](https://www.rev.com/transcript-editor/shared/azAupvqUj4dWB2z1ByWgsaIdd_Vw2dPm_1HjSWgAi3L-6xPDfLPASrWwxueKKcsRfZXxAbC7YZqnQ6Sqc_BLHuTHe1M?loadFrom=DocumentDeeplink&ts=724.72)):

Okay. Do you buy all year long or do you have certain times of the year that you typically buy?

Speaker 3 ([12:10](https://www.rev.com/transcript-editor/shared/rDJ8F8M8UJL6GV3IOox7r7JLLO7MkzhJKZufHhI5TzOD1M3biIS7M-XyzjqYFmdABrWk0vsveFjZp5y5ng7qbikr3sU?loadFrom=DocumentDeeplink&ts=730)):

Usually we buy at one time of the year, but then I get a lot of those coupons where I can redeem them so my live items will come when I need them. Anything that can is shelf stable, then it'll come over the summer to be prepared for September.

Speaker 1 ([12:25](https://www.rev.com/transcript-editor/shared/cAA3UZTKDY8pz6GrSUBzQBOjfnBWKaoCCCEHlVmCJbPXS5Or8yOjEMwgWvTvbNMgz24p2xXv9V4cUC-bpXkLMlaEixQ?loadFrom=DocumentDeeplink&ts=745.48)):

Okay. When do you actually place your order?

Speaker 3 ([12:28](https://www.rev.com/transcript-editor/shared/CMCPwzQ2O_9E6Kd6NXWthubdPldA87uQOkrD-7ebWQe8lBGhn45qn5b-KCr5FxkoD7YSSDIq1DbcUkEZ6Q4UMGIrXtM?loadFrom=DocumentDeeplink&ts=748.18)):

I want to say it's like end of March is when our portion is due.

Speaker 1 ([12:34](https://www.rev.com/transcript-editor/shared/HKGR4CpqgZO8L51FjvIvMT-GlRrmcxpM3HKV62cVMVt2NQ5VsbKjMP6FMuTX9ts_vQMxYqCpHY2pCNKt_lD2BHCUNTI?loadFrom=DocumentDeeplink&ts=754.45)):

Okay. That's helpful to know. Do you ever get a teacher or not a teacher, like a principal or a district person that says, Hey, Vanessa, we've got an extra, I dunno, 2000 or 5,000 or whatever, and then tell me a little bit about how that process works?

Speaker 3 ([12:52](https://www.rev.com/transcript-editor/shared/Hg9KTyTJY0469KPZyBsUcOJX6ZKTCqlpTsHASMVSye0VpKQF2Dm7lS9oUKh_OF5BWFZLj-XLyyNEUkb8u4UZnJurVs8?loadFrom=DocumentDeeplink&ts=772.81)):

Yes. That's happened to me before. That's like Christmas day, so my supervisor has said, I've got this little extra cash, what do you want? And then I will really go for my big ticket items that usually eat up a big portion of my budget that I can't really budget for every year. Scales, probes, more of that big item equipment that costs a good,

Speaker 1 ([13:22](https://www.rev.com/transcript-editor/shared/7JTHMblzJ6RRCK5uF873prA37qrMlbJSZgGpNqDebIqpZA8ablFUA5mgidi5OBD7VeLlWxMc84tb8N15EuQFPyLtBCk?loadFrom=DocumentDeeplink&ts=802.15)):

Those go through the consortium too?

Speaker 3 ([13:25](https://www.rev.com/transcript-editor/shared/dTMMFu9wpKj2BaZnF0yoRfmGZ_jZ5E5N-OF6fsekU_Y1LYrCyobafwtd0HngQPHnTloS3vVYXkTxfRxVXofunBsgcQc?loadFrom=DocumentDeeplink&ts=805.57)):

I don't think so. I'm not a hundred percent sure on that, but I don't believe so. I believe we give our secretary the item numbers that we want and she directly orders them through those catalogs.

Speaker 1 ([13:37](https://www.rev.com/transcript-editor/shared/N91e7E4iLudWb24_lxpBSbDP3A3pqFck3astlX1NbpI5iP0pSzC7UVFZd0eLY0TpYgT34ENO_t6Ni2BhiYX2W7HpmL4?loadFrom=DocumentDeeplink&ts=817.33)):

Okay. So you have a choice of vendors on those too, you'll say? Yes. Okay.

Speaker 3 ([13:44](https://www.rev.com/transcript-editor/shared/JBw3HaBkKe5NKWU16E7NfkAuQNTP-IpA1SWd9H1PPHk3qJTIuwLgBSQq_uZfMo1_GWdOVOlTS1u2aQFMoSNrvCSQbEY?loadFrom=DocumentDeeplink&ts=824.41)):

Yeah, that's another really great thing about that kind of situation is that I'm pretty sure we don't go through that consortium because I can say, well, I know I get the best probes here. This is what I want. I don't want any substitution and we get what we ask for.

Speaker 1 ([14:02](https://www.rev.com/transcript-editor/shared/nv-ZdJTPZeEX5_qYwKuiT39Yq1Lb9eEOA75C0OCVhC8nM8hCtByhtUw2uDG4PoRwW3Dpu6sRxNwPCVg-hk8O-oII1U4?loadFrom=DocumentDeeplink&ts=842.71)):

Where do you typically get your probes from?

Speaker 3 ([14:05](https://www.rev.com/transcript-editor/shared/EHkqE30KsbazZZRuIh1p1insxVz3TbPwkSb7DGgld4EGIJvDY3KsiSak40aO-2oSMyKX6SZh0_vwpIBpwVm7sRJuwoE?loadFrom=DocumentDeeplink&ts=845.44)):

Carolina.

Speaker 1 ([14:06](https://www.rev.com/transcript-editor/shared/6faj1rcaer2YRVcjfvTJagBG-gKL9D2mee-FjmvCYabac9zQhsS3FaY90lLNTfayCTnsXs5_I-F3qFOWkFy-cT-yZGE?loadFrom=DocumentDeeplink&ts=846.76)):

You do? Okay, good. Yeah,

Speaker 3 ([14:08](https://www.rev.com/transcript-editor/shared/pDUT3qcUgIVayUPRIPET5gZMVmIelI5kDmo3r-thMkPfSSdkODscyB4XpTYaTvA7GdI1Ev2SngOhf015m0A5InBsRAE?loadFrom=DocumentDeeplink&ts=848.14)):

Sergeant Welsh too. I've used Sergeant Welsh.

Speaker 1 ([14:10](https://www.rev.com/transcript-editor/shared/lzLDBTwyDxDPNcDhTkhDGeJDEmCh5lamlGkbhCqvevUrUJW-mtX4PXlLS9TyL_FmPxTqXJeBVNKNrFymHcxwofwTSbA?loadFrom=DocumentDeeplink&ts=850.99)):

Okay. And then where do you get your balances from?

Speaker 3 ([14:19](https://www.rev.com/transcript-editor/shared/pZpkGTB36m4d2yBV1vFBoJm2baNyBX96etZMTZ14MGHeSVozhjRIhXbTouL9Q-UpSgkSgfS_bjLcvZsG8aFg8sXHov8?loadFrom=DocumentDeeplink&ts=859.18)):

There's a particular brand that I like and I can't think of the name off my head, but I think I've gotten them from a couple of different places depending on price. I'll price them out and I could go look at them if you want, but there's a brand I like, but several different companies carry the brand.

Speaker 1 ([14:39](https://www.rev.com/transcript-editor/shared/4cYOGl6AGT5FXJJTSZfDccM06xHTpbqWP9S3soK07SQWraJQDAPMFX9l4u361VS-m-Pr0GoaVQLlqBVT8e1Ter1nqa4?loadFrom=DocumentDeeplink&ts=879.4)):

Okay. And then so do any of the vendors you work with wrap up any kind of professional development, whether it is in-person, asynchronous videos, really good resources online? Tell me a little bit about the supports you get that way.

Speaker 3 ([15:01](https://www.rev.com/transcript-editor/shared/_i9NGeUJBYNty1wb0CIBwh9BHfePe0D9Pd-UAvrFSpIt6dEw2fxG-E2RhX1sVl5weZstX7ONTShl6tRYIMkVL1ogL6o?loadFrom=DocumentDeeplink&ts=901.52)):

They have definitely been packaged with internet resources, which could include just some instructions, could include videos on how to use it. Even sometimes some of the Carolina things come with, here are some examples of labs you can do with this equipment, all web-based, which is helpful.

Speaker 1 ([15:27](https://www.rev.com/transcript-editor/shared/K1FM9wjYGfqB4PEh8PVOgqpHhHwgOOPetWnm--xT3XKX4lF5MOVp4KjPcA3Tadj7bOhADWAKOw6m8Le8Hy62ljoArhk?loadFrom=DocumentDeeplink&ts=927.2)):

And so what if those resources is most helpful to you in the way that you learn?

Speaker 3 ([15:33](https://www.rev.com/transcript-editor/shared/O0pWNWO--brKpSmlqwmRPZX98dGJ0kID91uxbnjkZtOnWCoj8mg-CY-g-Lktn9KsctcgeihfcuPnRVlGjHaeb0uhtec?loadFrom=DocumentDeeplink&ts=933.41)):

I like a website where I can go on and access at my leisure, take what I need, leave behind what isn't necessary. If I've used it for a while, I don't need training on how it's used, but I might want some good ideas on how I might use it.

Speaker 1 ([15:50](https://www.rev.com/transcript-editor/shared/JG334wwsNASgQv0V5Pkj9uIW-IBEnUjfUiV2mC6rMNzlR3uLUc0C3d-p9fOeXPiWhJ8DB6zmS-1_yhVqXzmzSlK6K3Q?loadFrom=DocumentDeeplink&ts=950.27)):

So you're on the website and you're looking for maybe ideas on how to use something. How do you find those new ideas?

Speaker 3 ([16:01](https://www.rev.com/transcript-editor/shared/pBL5rsmCPRoJsJJVa13u-6YZXR0pW-2KyIT_vX6bzRZ0_Gck0zyoRA0yQ-0jFO5RuARqw_fvNHSLA_Tflgyqlcdb48g?loadFrom=DocumentDeeplink&ts=961.46)):

Sometimes they're on a card and it'll say CR website for a great lab on how to measure dissolved oxygen, let's say. And so then that'll lead me to go and check it out. Other times I'm just perusing through setup and then I'll see it there. So it depends on how it comes packaged. A lot of times it's in the packaging.

Speaker 1 ([16:24](https://www.rev.com/transcript-editor/shared/6hKsNIaNShWpNzIPbYenhy2xI6wN0jrbX7heVjnT2UqIzKpjMy4qUtZZvUyNX_foQ2ahdGW-p7WNVCxsawytRrh3hS0?loadFrom=DocumentDeeplink&ts=984.26)):

So you don't go to the website then and type in the search bar like a standard or a topic or an experiment?

Speaker 3 ([16:31](https://www.rev.com/transcript-editor/shared/IaTubA8jKsBzJw1rLylCQFWbMmiWGbKaOP7Vqea4A5qD15A5py2-ze-0RcIu2XInzBuks-ivuqVRzlX5BBi0tRLSMbU?loadFrom=DocumentDeeplink&ts=991.73)):

Not typically, no.

Speaker 1 ([16:33](https://www.rev.com/transcript-editor/shared/_hHG92XHeBS8Ns8fESWDOcRqY00ck3l2ufQlbrCfkXuYF-cbj3ABwynzUYnI_F2iN-V0UyQWTAM293ye3bKk31rA590?loadFrom=DocumentDeeplink&ts=993.77)):

Okay.

Speaker 3 ([16:34](https://www.rev.com/transcript-editor/shared/XL8VBrAoi8jNujnXjn8_1oHZlrZvZB5HOB4iMrd64f96KFXSs_vHxZLVlh4axpQwpbOmsG7Cfhw8AEKPVmCIChJYjYM?loadFrom=DocumentDeeplink&ts=994.43)):

Now, a lot of times when I'm purchasing, it's because I have something in mind. I need to be able to do X, and then if I can use it in other ways, that's great, but I usually have a particular need.

Speaker 1 ([16:51](https://www.rev.com/transcript-editor/shared/GBHA5mJlaNugNGiJWP-R4m0cqmvLQJCcKXEqbMlc4V3i5i83dTz3Y7MpjPGIjmDCG7FBrEahgSVDoMNGtwSQxIY7f2g?loadFrom=DocumentDeeplink&ts=1011.08)):

And does the X correspond to a learning topic or what is it usually? What's usually

Speaker 3 ([17:00](https://www.rev.com/transcript-editor/shared/hyzpF0jBykiHKc-0a9Xdrv2Hxr5NBmq_9YHXSupI89S5a314OyRtjEAgUDxx77MeylJhihGG_1BY5GoQPZ1VqHImlRU?loadFrom=DocumentDeeplink&ts=1020.23)):

A learning topic or a way in which I can enhance something I'm already doing like a probe. We can measure dissolved oxygen, but it's tedious. It's not as easy for the students. They don't get great data where a probe, which is expensive, but it gives me great accurate data quickly. My students see what's happening more in real time. Yeah.

Speaker 1 ([17:24](https://www.rev.com/transcript-editor/shared/SA5LBGdA4HySE-gllryl53dbDo1byE4e-6bI6lFW4QfWcIs1Tx4Nnkk_xM-qK-9s1Jyn8Ji0pzdghA2Lgp6qOqKf6lI?loadFrom=DocumentDeeplink&ts=1044.83)):

Do you buy a probe per lab team or how do you determine how many you

Speaker 3 ([17:30](https://www.rev.com/transcript-editor/shared/F9YAZ5S_47onyd7sVuS5R6-FHJuidS6o8r8xZlQ0QtSvn-HIWLGXLHmfQ_JZ2gsEqRUAQPGzaa6F_uGESqEPWgjIbYg?loadFrom=DocumentDeeplink&ts=1050.15)):

Need? So I'm the only one here who teaches AP environmental science, so some things I just purchased because I feel like I need them and I'll have one, then I can afford a second one, and then my hope is that I'll get enough for every lab group. Last year we got a grant from new for climate change, and then we purchased as a team. All of the teachers were involved in picking out the resources we wanted, and we planned a field trip based on that, and so we were like, okay, well, we need probes, we need this, we need that. That was one of those opportunities where we had a good deal of money to spend and got what we wanted.

Speaker 1 ([18:09](https://www.rev.com/transcript-editor/shared/YpWzasXIi6Duew604FQ3HlLSv4LniLLi9mxNUv1_RoqFyf_e9QSISB2PThUf4AcawRbapy9TOTkkdSM_NDUYVA08deY?loadFrom=DocumentDeeplink&ts=1089.24)):

Good. That sounds wonderful. Let's see. I'm looking through my notes back to the videos for a minute. Are there any that you wish you had for students?

Speaker 3 ([18:27](https://www.rev.com/transcript-editor/shared/rGBn0Uu7EDqXMgjuSOI2FmpA4kejymJMEwnXFigi5JetAJ8DS8pI49tfpUO9q21kvxll85rbiAMie4hj9BXsgJzmZ24?loadFrom=DocumentDeeplink&ts=1107.69)):

Yeah, that would be a lot of times just them instead of me having to demo how to use something or how to interpret their results, that would be helpful that they could do that on their own.

Speaker 1 ([18:43](https://www.rev.com/transcript-editor/shared/wrEd32bBLU4pfpPtzZeptaw8hVz-ijc52UjaZypZJ2WG_NDgsTpi8TeVtPpie_O3iAAiTNRO7jMAQBbL9AFv81kysx4?loadFrom=DocumentDeeplink&ts=1123.29)):

That's okay. And maybe to prep for the lab or would it be afterwards or to make up for a lab or I

Speaker 3 ([18:50](https://www.rev.com/transcript-editor/shared/LoRUgNpV0-q3RY_i4BX446ymtR1FCI4kmdcg77xf0qsVB3pNkj_wdaNoUgOcIrpSP8I7e8hJ8BJBDe4GekB3t-p2IXw?loadFrom=DocumentDeeplink&ts=1130.64)):

Would say before for how to use, but how to interpret after would be great.

Speaker 1 ([18:57](https://www.rev.com/transcript-editor/shared/yIgMz0Hw_6QiEF6MHREeGSgSchqpjq9IZQJR-9NFT4MJXSK3Qzn-dIc9w3OCHwqWs3VEDyPMhEJTNhOhMAQoSfUztkk?loadFrom=DocumentDeeplink&ts=1137.66)):

Okay. All right. That's interesting. Let's see. Are there any vendors that you consider yourself to be loyal to?

Speaker 3 ([19:11](https://www.rev.com/transcript-editor/shared/aakPlzsERWLU9psfvltk-HGYs2uMbqiwI9nKoLjSQt5pENkXaiYTThvyBDs7ueRU7yf4p1-et4KGDjb8a0y7kJhL4II?loadFrom=DocumentDeeplink&ts=1151.64)):

I purchased probably the largest majority from Carolina.

Speaker 1 ([19:16](https://www.rev.com/transcript-editor/shared/moLZw7YtMwg7s3czx5ZJsD-HbtHvrW55G6pFBUXHHSMED0jwIeVNAizV_KnTsz3OZ6mQa_4srNHEG6HNddkazPm61z0?loadFrom=DocumentDeeplink&ts=1156.77)):

Okay. And you mentioned a few different reasons that you liked Carolina. Are there any more that you can think of? You talked about customer service, you talked about the quality of the live materials, but you also bought the probes, and so you bought some technology and LabWare kind of stuff from

Speaker 3 ([19:33](https://www.rev.com/transcript-editor/shared/ABFzgPuifpsY9NoQSY7xoke82vpVc9b48Xhd1PLs5wJWj5TCQsaz6lOJBiLQfj5ffhv_Y_xh7W75zs8ipbBDAy-DZFY?loadFrom=DocumentDeeplink&ts=1173.88)):

Yeah. Yeah. Their customer services is great. I had a probe once that wasn't working. I called them. They replaced it for me right away. Yeah, like I said, the ability to control some of when they're delivered is helpful.

Speaker 1 ([19:57](https://www.rev.com/transcript-editor/shared/CPFUjdNB6zE9StPcRawmojfXB3iLzYXKIFnHai8mOGY3XnbrUY_NkQOWFeRHhUZiuYX_856SG_KATvHuUIEa_v6s9BM?loadFrom=DocumentDeeplink&ts=1197.75)):

Yeah, it gives you some control over the quality, right? I mean, yeah. Let's see. Are there, with any of the vendors that you've used, have there been any frustration points that you're like, oh, that just doesn't work for teachers or that doesn't work for students?

Speaker 3 ([20:22](https://www.rev.com/transcript-editor/shared/3-_YTDWQn1D5wfK_d79sPe6_W5i_B6_4E9399DaP_tJStRAbhORj4drRlDYWpUgs3x_L3Fp57NQkKBAmuhhPTpENiv8?loadFrom=DocumentDeeplink&ts=1222.38)):

How do you mean? The use of the materials?

Speaker 1 ([20:27](https://www.rev.com/transcript-editor/shared/Jk2BCLEt5rbzKEWOY9rWVRt-i9VjOC50W2ilYJ0Qno4IuikKwERaxLAZ1kxHK2dg9Czqt7egfje1oVHpQlPimk06T_c?loadFrom=DocumentDeeplink&ts=1227.21)):

In the use of the materials where you wish you had something different because whatever's being provided to you is not what you were expecting or it caused frustration

Speaker 3 ([20:38](https://www.rev.com/transcript-editor/shared/zLaM4F-GB_vW1uG5XAYkx2pq0pDbKhPfR01l2-MWT-gj5fsO4tytbTaJqB0P_pdYVkstb4vauPiNBWvHTpWjMPkIfUY?loadFrom=DocumentDeeplink&ts=1238.94)):

With the kits? I would say that happens. I find that I get, once I've used the kit, a lot of times I'll then piecemeal it together myself. For example, I have a kit that you need test strips for, and they'll mail you the kit and the test strips are almost or already expired, where if I order them separately, I can guarantee some of the quality control versus what comes prepackaged. So while I like having it all in one box, and it's a good starting point for me to know how to run the lab, what materials I need, then after the fact, a lot of times I don't find the quality of those kits to be consistent enough to keep reordering them and then use the content and replicate that experiment, but I'll piecemeal the equipment myself.

Speaker 1 ([21:38](https://www.rev.com/transcript-editor/shared/VRIUZ0fFrZYrg2WI0HSt0I3PRGQRX8NrUt4ymH8ccsIFjzkVja84JyLJeIBD5fSbSppajBZo18FvaOnfFGWnpCVXUKQ?loadFrom=DocumentDeeplink&ts=1298.23)):

When you find that happens and you open the kit and the test strips are outdated and you're like, oh, these aren't going to work, is there anything that you can do with any of them? Do you take

Speaker 3 ([21:51](https://www.rev.com/transcript-editor/shared/H9fPcNTmw3nnFeoJi6AnXT9p1w7BeaDSpTc63b7CV6mpS1ww_RS5PO-rLrdB9lLtVNB86clgaJ5H5-824eJG6wyK6kQ?loadFrom=DocumentDeeplink&ts=1311.46)):

In the past? If I notice it in advance, I can call and I can ask them to replace them, and I haven't had much trouble, but a lot of times it just takes so long by the time it runs through all of the people that have to be involved after the fact. Yeah.

Speaker 1 ([22:08](https://www.rev.com/transcript-editor/shared/OQb0Aij78jzd0S57N6rneEtQZcjnl743QOk4L92HJM-gLIaMufqX4mRDrSLqK2j1-BOiTyK4UiCoCzMMaMBHk2OAZc0?loadFrom=DocumentDeeplink&ts=1328.14)):

Where do you go get last minute test strips?

Speaker 3 ([22:10](https://www.rev.com/transcript-editor/shared/DiPPmHMKlfirc1G1rQRXqgsbgR8QmM9wXEKHsOIGqslohcBxkivPQR5cbZ4MOGMj2L8xtB_MUsT-I_J5Ok6xv6jWsBw?loadFrom=DocumentDeeplink&ts=1330.87)):

Well, yeah, I would have to try to go back to the company. It's not easy to get them at a store or I'll go to my colleagues and say, Hey, you have any extra glucose test strips, and hope somebody can help me out. So it can be really frustrating for the kids too, because they do all this work and they're not getting the results that they are looking for. Yeah,

Speaker 1 ([22:34](https://www.rev.com/transcript-editor/shared/kQPBGvfCZd7UGpBeEomsodJdW2Js6LCFEhjg-MpH2_Gr0uUqxjSlqA1DkM0ofg8FN3J_X30SJNhifM7xIHfc4Q8ESkM?loadFrom=DocumentDeeplink&ts=1354.96)):

That makes sense. Yeah. Do you participate in any of the social media face group for biology

Speaker 3 ([22:47](https://www.rev.com/transcript-editor/shared/dIYHGBOgP9QHNd7RnCFEGSvhrO-zN-cAn7sZ3Yyz8UF5o0bKhmjNwGSbBu9sdMFlR-Abe60_HPfoT8oI1S6Wn1gwpEY?loadFrom=DocumentDeeplink&ts=1367.9)):

Or, yeah, I'm a member of a Facebook group for AP environmental science teachers, which is incredible.

Speaker 1 ([22:55](https://www.rev.com/transcript-editor/shared/nc5Xkf_67rXpVo3x6UFFY7_RBb6NBg4AB8WjvorYdItDBkk3c6yeLIuGjeOgB_HzokzbB8mDrVN47h1boijiNSvFh_w?loadFrom=DocumentDeeplink&ts=1375.48)):

What kind of things do you guys share there?

Speaker 3 ([22:58](https://www.rev.com/transcript-editor/shared/EgmMBo8gGBiqWs6N6LLYO_D5ZF-j4xrALyvrnYQ3G0TsUfR4c_Y7-7E8xtMDDPkzO2JCeJJ3bOk4icDN-CSKAb-G5xE?loadFrom=DocumentDeeplink&ts=1378.15)):

Everything from tips and tricks to materials to pacing guides to, Hey, this is how I use problem-based instruction, or This is how I'm using flipped classroom versus I tried this flipped classroom and it was a disaster. Things like that. Really incredible resource. College board is down today, FYI, so we get a lot of that information through there. Some of the people are connected to college board. They, excuse me, produce content for them or their past graders, and so they're a little more involved and they'll say, oh, I was in touch with college board and so I know that this is going to take 48 hours to be rectified or it's an incredible resource.

Speaker 1 ([23:49](https://www.rev.com/transcript-editor/shared/Ue4TX1IOiObifX1kJpLPYUQCnVBLyfYY7tEIK2_toroxCPPgZ5UIUy15a_8xfjCBDefnZBzuf8kENyL3Jmw8tH25ZT8?loadFrom=DocumentDeeplink&ts=1429.67)):

Are there any either on Facebook or LinkedIn or Twitter, do you do any of those? No. Okay. Facebook

Speaker 3 ([23:57](https://www.rev.com/transcript-editor/shared/eYBadnG_zzLYPJGW8AdwJdpNlLY15cX5RFFSrVxYeHQQhFz4fDCnuyuvTL-BwAV6FVVZR2E8ae-Z-pz57_kwsfSlXUI?loadFrom=DocumentDeeplink&ts=1437.36)):

Only is the only one I have.

Speaker 1 ([23:58](https://www.rev.com/transcript-editor/shared/6WPMMaJzDBuyGiCysz4FB0mgXoFsb7YsC3tZSg3UIS2X5CE3Vaj47UszHuE-y4A9UvdytrKS3mHWccTQ8U3DBboaRWM?loadFrom=DocumentDeeplink&ts=1438.79)):

Facebook only. Are there any vendors that you follow on Facebook?

Speaker 3 ([24:02](https://www.rev.com/transcript-editor/shared/cMm6VQEtcBmRrEIJfyiNvyjCYdllp9v4woJ7QZCHQWmPIZ9J0U9O48Bg-8ZpEdTUr2OFIJfKXBjHjvLOjk37TufEjR0?loadFrom=DocumentDeeplink&ts=1442.21)):

No.

Speaker 1 ([24:03](https://www.rev.com/transcript-editor/shared/9oaifZzFhwZ3xd2fMZt6rhgjUi8YPcnqiq5l3TZNq1uRHK4C0AJBpsgCi_ekPdsckFbJ-S7zpnQxZ1ugwg4ayHwXe3U?loadFrom=DocumentDeeplink&ts=1443.22)):

Okay.

Speaker 3 ([24:05](https://www.rev.com/transcript-editor/shared/McujRUPUVZesvJ5WeIyobBAFS8bAogGZUP_MA-oWqklC90bDnNGIQvrDklkF71R1Nf-0H4P0WUBREmy-XCZUiK2y9lA?loadFrom=DocumentDeeplink&ts=1445.05)):

I'm not a huge social. I say the only reason I have Facebook is for my Apes group.

Speaker 1 ([24:10](https://www.rev.com/transcript-editor/shared/emNj3G4XGOpUUjxZZuRUGSQZRjczGNkDyKuB1aQYfZGvg8l-LkjUt8zBHExnAQAT4hsLS0NYfWBSIFAKHTcdpfRVGss?loadFrom=DocumentDeeplink&ts=1450.67)):

That says a lot though.

Speaker 3 ([24:12](https://www.rev.com/transcript-editor/shared/P7b5StXV61H_p_L2t-oOxjRqdX5zXC9BmOk1Mdsq8pbG3eyzAETOGZ3o601JtQKtKVVv1dNgddBdheWSV1dGBR8dgGE?loadFrom=DocumentDeeplink&ts=1452.02)):

Yeah. I don't do social media otherwise. I'm too old.

Speaker 1 ([24:17](https://www.rev.com/transcript-editor/shared/6nUG-FntpyFBlFbK4LHLkFywHuGXB0iP-CjwznG8dKHwib0AIQ0pWwIOjDO0NnT0fqq9oKHtsXzkYcQYPlsG1hmfZic?loadFrom=DocumentDeeplink&ts=1457.66)):

So let's see what else I had in here. Have you participated in any material review committees where a district comes in and says, Hey, we're going to change the way we do environmental science or those kinds of things and they pull together review committees?

Speaker 3 ([24:41](https://www.rev.com/transcript-editor/shared/yBdeUXx_ZtfRut5UJK9b4dCtbPmM3xRMifDs-CsbAUlGfyOVp7D2Qn_3d_z509nn_sJ3vX_GwyRG5GAlaKflxek7SGM?loadFrom=DocumentDeeplink&ts=1481.12)):

No. I have attended though, as somebody who was interested in purchasing items, not in the presentation, but I have gone to other high schools and looked at some of their things.

Speaker 1 ([24:55](https://www.rev.com/transcript-editor/shared/Y_69-LecBqnnAmnc649VNqh7wMkMHIxu2Nmn2z68J3HkfvsftEtvXBNslxI8j2ObyBz21wn2pMoVxbfP4a7mIg6yQo8?loadFrom=DocumentDeeplink&ts=1495.19)):

Okay. Do you know a little bit about how those works? I hear about them from time to time, but I don't really know much about them.

Speaker 3 ([25:02](https://www.rev.com/transcript-editor/shared/HC1XzjMujRTwm9kDtH_xdWy0EMR20TEbbhTOXHqKCgaUXWGtwqrrMG0RSjGPiWhqgbT8oPIl1yqY9jU4lLFTDWr3fZ4?loadFrom=DocumentDeeplink&ts=1502.63)):

So the one I'm particularly thinking of was about these anatomy tables that another district, it was a former colleague of ours who now works for a different district. She received grant money, purchased these anatomy tables, and we went to go see them,

Speaker 1 ([25:19](https://www.rev.com/transcript-editor/shared/vBmvjEhT9H3cUH-R7vEf4ey2vkk4cpIhqk4bN2sv8cOaos19rRxfhk1LAxtzCm3jYIWzieaQnN9ynk1sicmF0WTWBq4?loadFrom=DocumentDeeplink&ts=1519.25)):

But they like the big long ones. I think they're called an or something like that.

Speaker 3 ([25:26](https://www.rev.com/transcript-editor/shared/d-NnmhTOFEiTtf6mDlcz5uIzLtqlvsEAk-I4N9y58I_mOAtQ5tWWxyxEuajUi1hEtspfHWtEf55BkiMyqiKlkEKdp-4?loadFrom=DocumentDeeplink&ts=1526.96)):

Really it all digital?

Speaker 1 ([25:29](https://www.rev.com/transcript-editor/shared/-EnHWWq-sJeTKt43cBaCTaEE7cxIaa6oO4WLZvvBL_tUQd2PWe2KetQqoj8QWQcno3ZcPfvqh9MSOr9-lxU1y3l-I04?loadFrom=DocumentDeeplink&ts=1529.39)):

Yeah.

Speaker 3 ([25:29](https://www.rev.com/transcript-editor/shared/M-wy6mS5Zk19AwtgIK-a3AXTqsYHzgttq1xQze5hDDLsgWkmrt7W3v0CM32oioENB-3EFhPE1woEJxw2HB1X4iX0WoQ?loadFrom=DocumentDeeplink&ts=1529.81)):

Yeah. It was incredible. We never wound up purchasing and it was just out of our price range for what we did, but I was part of that team that went to go see them and provide feedback to my own district about pros and cons and did we think it was worth it.

Speaker 1 ([25:47](https://www.rev.com/transcript-editor/shared/qAK8Kdd_VczykpBusZzEGJ3rN8kCUX6zej1ZGlrfd05OIkGYjq67ftsxVr5Galt0j2glylVcgvHEw_0v-ENeLXOq3p4?loadFrom=DocumentDeeplink&ts=1547.24)):

Okay. So your district person then said, Hey, Vanessa, we know you went to go see those. What did you think? Should we get them? Is it worth the money? Yes,

Speaker 3 ([25:56](https://www.rev.com/transcript-editor/shared/fZ6LBvw1pkS1atASqmIYQWFrUH69nsbuRO4vvM51vkf-JsZUsonmXYhUEeMiK7de3G5ugHJ-qaRGyNqrSWGhxAl_Ob8?loadFrom=DocumentDeeplink&ts=1556.78)):

Correct.

Speaker 1 ([25:57](https://www.rev.com/transcript-editor/shared/dj0Cs2uEidY8JbnmEw3e9RaJd8zDr6ol_vRCXR5TEEmXKoJbqbqn4hhmnT7LheVgWmAww7g0j3gu06cqZGKslr9SWAU?loadFrom=DocumentDeeplink&ts=1557.74)):

What other kind of questions did they ask you?

Speaker 3 ([26:01](https://www.rev.com/transcript-editor/shared/3mGESiuGrNG-4PNDBeEvlmc2NERjS-7mo4G-SL73R1cq3ZoVUglZrDFymfvi5LqScRDMWfd4z4T1TkRp7PIooXkUslk?loadFrom=DocumentDeeplink&ts=1561.4)):

In what ways were the students using them? How frequently did the teachers make them part of their lessons?

Speaker 1 ([26:09](https://www.rev.com/transcript-editor/shared/mU2g3lef38Mwc0IvHfVenn2th9icM37XbXPZt_RqCZC4b9aVPjHythB1oPKWJ_48sL_dPlhKfEAwNxTTsMaGW_JjujU?loadFrom=DocumentDeeplink&ts=1569.05)):

Okay.

Speaker 3 ([26:10](https://www.rev.com/transcript-editor/shared/Og_vWue_DFk8elIaDDfV_5bP8nEvdU2BxA0mB9ZqXlXULICEpnCgxA2ugupvvovV53Bt19Xe_SSu1kk1dSAH3R1wfrI?loadFrom=DocumentDeeplink&ts=1570.01)):

All right. Does it come with prepackaged materials or did the teachers have to come up with all their own lessons? That was another big thing that we talked about.

Speaker 1 ([26:20](https://www.rev.com/transcript-editor/shared/o99UNgimFq9QACZ8lsq4KzycOGXefJ-Lck7ecp8fnE8EcfET_tM0wT6syPC8p3XshQ4VVx_QTi3JnOYdGGYCk2m2Vdw?loadFrom=DocumentDeeplink&ts=1580.69)):

Is there anything just within your district that somebody would, just thinking about that table for a minute, that anybody would kick it out as a potential purchase where they would go, Nope, that's a deal breaker acre.

Speaker 3 ([26:37](https://www.rev.com/transcript-editor/shared/5EbmeOmVoKOu8pd8fi1iJCx___cajSJ6ikD2uJt98AHLGLKzBHUHt4c-oBm1KiCux1BiK0cIZFkMYku5x_6jzcqMrNI?loadFrom=DocumentDeeplink&ts=1597.61)):

It would probably go not one person. I would say there would be a couple people involved in that decision where we'd kind of weigh the pros and cons, but I can't, sometimes it would be just money that's not financially feasible. In that situation, they kind of knew the dollar amount going in and the deciding factor was that they just weren't using it enough to make it cost effective. That sense they started out and it was full of Wow, but for that kind of money, if you're not using it almost every day, what's the point kind of thing.

Speaker 1 ([27:14](https://www.rev.com/transcript-editor/shared/PW7ZYzH8WjyYB-IyRUYOmK6YRsCzRDdw-faIlLkWwm_lR1hEgEKFCBbbr8h_sm6Fbcw0dyzJugSY0hIv3KDzWLh-pEU?loadFrom=DocumentDeeplink&ts=1634.13)):

Yeah, that makes a lot of sense.

Speaker 3 ([27:16](https://www.rev.com/transcript-editor/shared/Irp9rL_wwgzJFomCc8RXb42yp_gA0lOXT7D4mwByaaD5QP-TKnPzGHzyqquivoeTKcAb1A_KsWEP8DrWRRHdFU2Y6ks?loadFrom=DocumentDeeplink&ts=1636.83)):

But I would say money is probably one that would be a single factor that says that's out.

Speaker 1 ([27:22](https://www.rev.com/transcript-editor/shared/lwHcyZKQNXvqffyOnNk9KmFhweU9Xa8LNmwLPQAF6KfOEjTWMjnpZwdsUCIif9rBZLNJfLnMuHjt-mJOD6UtswR_w8o?loadFrom=DocumentDeeplink&ts=1642.59)):

Okay.

Speaker 3 ([27:22](https://www.rev.com/transcript-editor/shared/2lUTmuuv5DeF5C4ZcN8M3mN6voW9HoyW-HehPt9JOslmBy29BmWXhQhib9JpYSiko_QFl--hR-AaObXf2Hsd1OZxPOM?loadFrom=DocumentDeeplink&ts=1642.6)):

Other than that, I think it would be a group decision.

Speaker 1 ([27:28](https://www.rev.com/transcript-editor/shared/_XCpqTdP0k3evrwasO2wcJNJhU_gMK0MJ2UeNW3MiLA953UnPBYljk6eox38t6IPUVnzV7qCG-OOBPl2y7ccXpmfL0g?loadFrom=DocumentDeeplink&ts=1648.08)):

Yeah. The other thing that I've heard that I don't know if other people experience is I heard one teacher say, if any of the materials seem like they don't meet DEI initiatives or they seem stereotypical or those kinds of things, that that's a reason. Is that a thing in your district?

Speaker 3 ([27:50](https://www.rev.com/transcript-editor/shared/LQiEUd0iWAwIssnhkBXEn6-yqgjZ4uFN78HkPNCSv6oJSw5pAQAIitcFn0KGu8PJjwhHYk7380eaouFMZsuVYa0l80Y?loadFrom=DocumentDeeplink&ts=1670.22)):

Absolutely. Also, the ability, if you're providing us with resources, how secure are they? Are my students going to be able to Google it and get all the answers? Then it's a waste to us. They're not saving me any time because my kids are just cheating their way through it.

Speaker 1 ([28:07](https://www.rev.com/transcript-editor/shared/32Fe0G6A38Kx-Wz2zoPbbnELR0HVaVqvpH8Zg8_21eusjdbSzE6J6CS7g58LU-jNHclR1PHvcXBbp2Zfq7YI1lrFneM?loadFrom=DocumentDeeplink&ts=1687.95)):

So

Speaker 3 ([28:09](https://www.rev.com/transcript-editor/shared/rTl1frlHck0ChRpHFjjPzlLBwI4feLLgVk5wMB5J82E03Zb4YsiVWOCHUcvh6rOrHs_I8BOaQM-ZLpwqD5p26c9zipA?loadFrom=DocumentDeeplink&ts=1689.12)):

We went through looking for a lot of technology programs last year to support our state science test, and that was a huge one. Alright, this is not covering our standards, or the kids can google these questions or there's just not enough questions or the quality of the questions isn't good enough. That was a huge piece of our department time last year.

Speaker 1 ([28:38](https://www.rev.com/transcript-editor/shared/PSb8NZ2xWM-W_vwNBJ3e2Jy4s0qAZlAD79fozSHWJoDvoD0_HifCuwWvDsDGw-azlL4ise8pvmpMr54JoXtM92YVmUo?loadFrom=DocumentDeeplink&ts=1718.22)):

Were those question test banks or were they the software that runs the assessment?

Speaker 3 ([28:44](https://www.rev.com/transcript-editor/shared/N3JnBrXFz5wk9_dO8fX22zMjkbJuuvinCeaBBjDt52d8JTEsk_cj4futWevaZhjyKDRgHPaoZrog9794F5-uoJVslko?loadFrom=DocumentDeeplink&ts=1724.43)):

No, they were the test bank for us to use as practice in the classroom leading up to that assessment.

Speaker 1 ([28:51](https://www.rev.com/transcript-editor/shared/SIouEwAYxyBWxixoS_O_3Z1s5AePMNxAX3lYBafOE1paXxI9wA4Py6CW5l0-BEjV0ig7jOPFeMD5FruTSIz83rgNmEI?loadFrom=DocumentDeeplink&ts=1731.75)):

Okay, that makes sense. Yeah, I would definitely think you would not want those answers sitting out there on the web for your students

Speaker 3 ([28:57](https://www.rev.com/transcript-editor/shared/MykapDcosSlreCzaxVCKbxBkNR4b7pRkqFPrDBc9jr39NKy86HvLKnPVm0e9eWhkO_PYvw_yqpKLbpkweiRE2A3DO28?loadFrom=DocumentDeeplink&ts=1737.75)):

And a lot of them, they just haven't figured out how to keep it secure.

Speaker 1 ([29:03](https://www.rev.com/transcript-editor/shared/ToTZSU24j0qnq3_h1PB_BjsOqn7YH0XdUpv0hcMfjVOG9D1XDJM6g_EyEJEp-1F3Lu2ySkwHPpZfLRf2AyRLCTS9TXo?loadFrom=DocumentDeeplink&ts=1743.42)):

And I mean, the fact of the matter is students are going to be Googling in the future. That's what they

Speaker 3 ([29:09](https://www.rev.com/transcript-editor/shared/tep8FeZOS6ZFT6iqsuEDcKpmJm1wqgSxKhVCRtwJMeQPcuY319MMd-5Fb3THRAZZENRhgyfCTTUkOMaeQIe7aoYUHIE?loadFrom=DocumentDeeplink&ts=1749.09)):

Absolutely. On the part of the companies, we get it sometimes it's not them that is putting it out there. It's other teachers post answer keys and it's hard to police all that, but if it's already out there, well then we're done. Why would we purchase that? If we could buy some time with it, maybe it's worth it. Okay.

Speaker 1 ([29:34](https://www.rev.com/transcript-editor/shared/rUwImewB-RNZz-RJoCI4jKct6gVilUtAQQ7aaTYe6oqdSiDaR7SjS5qOf1Rq_HaU_RGHY5Yxmlsr4sC-fVuQkDoge6I?loadFrom=DocumentDeeplink&ts=1774.26)):

We talked a little bit about how you buy along the way. If you're running out of test strips or those kinds of things. Do you ever have to go to a local store or to Amazon or to the hardware store or those kinds of things?

Speaker 3 ([29:50](https://www.rev.com/transcript-editor/shared/LzK2h8y0jredM9rdoCcgfM-dBF2gU0IvqOTd191NMU0oaiEOIQBEytRhlaV1C77U9gEAVsZTOMgqT8btjrbL8Vncd-M?loadFrom=DocumentDeeplink&ts=1790.56)):

Yes. We have a budget. There are pre-approved vendors that we can use. For us, a big one is ShopRite.

Speaker 1 ([29:57](https://www.rev.com/transcript-editor/shared/IhpKzdF78Mo2ZbbPvYW8_XfORqXKDErXOhMEtCdVSUgbg7uzU-w0g4_n4Iijx4E02lcry_gn3nOARfwPfb_KmKjrcmM?loadFrom=DocumentDeeplink&ts=1797.1)):

ShopRite

Speaker 3 ([29:58](https://www.rev.com/transcript-editor/shared/P9DdD7mGCJ_OY299k9uczXhvmoLeKVfDiv8oY2BvH7uAzUgvm5C_Zn6I0kJEh-PL9cWLUVe7-tGoGH4FPl5BQrJH9X8?loadFrom=DocumentDeeplink&ts=1798.75)):

Really. I'm running a lab with eggs, chicken, eggs, and I needed vinegar, chicken, eggs and maple syrup. Well, those are three things that are cheaper at ShopRite than anywhere else, and I need them fresh. So we just, there's a team of biology teachers. Most of us carry out the same lab and one person will say, all right, I'm going to go get the ShopRite card. We have a budget on our ShopRite card. We have to provide the lab, and then we have to provide a receipt of all the materials we purchased, who's using them, how many students, and then it gets submitted to our board office.

Speaker 1 ([30:39](https://www.rev.com/transcript-editor/shared/v3oycPSBK7Ij_GPFg44lpcqtSyqFoRP8pG6U2lfBeyrNnHRPYrWjS-ADqGaPcXzzF1vlBxKefpSHUVMs9jq7WPYhMes?loadFrom=DocumentDeeplink&ts=1839.31)):

You're very lucky there too because we've talked to some teachers that it comes right out of their pocket if they don't get it within their budget.

Speaker 3 ([30:47](https://www.rev.com/transcript-editor/shared/IUZ6xPTnw71GsawvaeTlevDNAlGY0cBUoaUQng_8Sj_Js71XEhNqRWklMaAzC9nmaSGBbG8w_kHnVlDQMl7_UWmsHcU?loadFrom=DocumentDeeplink&ts=1847.35)):

Yeah, no, we are very lucky. Sometimes it's a paint and you'll just run to the store and pick it up yourself. It saves time. No one has to organize it and you have to submit all the paperwork. And this is bigger because we need a hundred eggs and X number of gallons of vinegar and maple syrup. But something that's quick that I do with just my classes, I'm going to buy it at ShopRite on my own to save myself time. But no, we are very fortunate here.

Speaker 1 ([31:17](https://www.rev.com/transcript-editor/shared/nZn2uYyyJGr9WrV1t-HNDp-SABmArB0l7hAsSEUzf_tecS574rWKyJ8KB9-pADVk3ancJ7BzLwbdozSoz99H_cK30so?loadFrom=DocumentDeeplink&ts=1877.29)):

Okay. So this is your time now to kind of talk to, pretend you're talking to the head of development teams at some of the bigger suppliers. Are there things out there that you wish somebody were providing that you wish that somebody came up with a lab for X or that they solved this problem for you or that they even made the purchasing process different? Anything that would make your life better or would improve the learning for students?

Speaker 3 ([31:51](https://www.rev.com/transcript-editor/shared/PLwQlzcGHEL1tozV9_lMB8-p51sAytSV-q9RYbfLNEVbxAmMcRYWoSgcQOsKuNil9J0PbpRt5-iiLJih5MVVdaZliCU?loadFrom=DocumentDeeplink&ts=1911.22)):

I think that one area that would really be helpful is state specific materials that meet state, like I mentioned, our state science tests. There's very little out there that supports the way in which that I can present to my students that supports the way in which they're tested. So like I explained earlier, we went through a process of looking for digital software to help support our students in that area, or even some inquiry-based better specific to that kind of learning that would help them achieve better scores on those standardized tests that are not across the board. Every state handles things differently. So that would be an area where I think that we would really find a lot of help in because it's hard. It's kind of like we're chasing this moving target, which is why I don't think companies have really gotten involved in it either.

Speaker 1 ([32:56](https://www.rev.com/transcript-editor/shared/vbjz2ruA-Cq6l--NOLBjFYMHk3mYjBDBaOm80G-IT7bHXt2OzsLEIXLk-Va3iBpgkuDMkPy26nLGNDCBrpn-gBAvm3g?loadFrom=DocumentDeeplink&ts=1976.75)):

Do you do in New Jersey, do you do multidimensional testing so that you're testing like cross-cutting concepts and science and engineering practices? You do? Yes, we do. Is that the part that's difficult to find support for or is it the DCIS as well?

Speaker 3 ([33:16](https://www.rev.com/transcript-editor/shared/6B5vsmT30ZjBERNHxMPpLIdG0wdnbvQJFkWyWvZ9i-qrdexI7hrp1smJVf2wOiCXPGEnrNld9SIxtB5x4uh4oVcsWis?loadFrom=DocumentDeeplink&ts=1996.76)):

Both. Both? Yeah.

Speaker 1 ([33:18](https://www.rev.com/transcript-editor/shared/zM60ai7B_yDHhHUtO-iv61D7UIspACZ0b-7iRNeg2TbGXoIncHQVcvFmp0fv4bg16ynfsUDMELg-GihWnJf-SXO_kQA?loadFrom=DocumentDeeplink&ts=1998.5)):

Okay.

Speaker 3 ([33:19](https://www.rev.com/transcript-editor/shared/SLfS1D-fadFNLZXiBMU2G4A4MXtHwqeQfAxmPO_7YtUXA-GU-RuAvlttXP27FVRROIC6wo02iCC0JUNSigGOuVijFII?loadFrom=DocumentDeeplink&ts=1999.19)):

Dcis less so for sure. We have much more material that support those, but those engineering and those cross-cutting standards, being able to provide the students with an experience that they can then carry over to that testing is difficult. There's not a lot out there that helps us to support them in that way. We come up with materials on our own, but if we could get something that was a little bit more, I don't want to say canned, but a little more catered to that would really save us a lot of time and energy.

Speaker 1 ([33:53](https://www.rev.com/transcript-editor/shared/UbesquHDrVCA-vtaLsi-by916o_73yY8wpafYHWUi4SLDYbrtunKa_UsgrTJAyqBDERMsZtCmA6rzEqg465O9FJvilI?loadFrom=DocumentDeeplink&ts=2033.75)):

What would it look like? Would it be something that was electronic on the web? Would it be something that

Speaker 3 ([34:00](https://www.rev.com/transcript-editor/shared/gZKfY6gtgnM0M-OntU9ZN5n_wQvy22_ormqSCJLtjE8hKBY3NWvJBBly_28viSAD6HnYCDPWjphoC7ze4PX9zR5MgjU?loadFrom=DocumentDeeplink&ts=2040.83)):

Is, I think it needs to be a combination. There needs to be a way in which we can kind of replicate it on the web so that they can answer questions like they're taking that test, but also materials in the classroom that say, okay, maybe you do X, Y, and Z with your students. Some of it is maybe lessons, some of it is experimentation, and then these are questions that they would see on a state test to measure whether they understood.

Speaker 1 ([34:33](https://www.rev.com/transcript-editor/shared/gO_RD11hgVqr3EATB6cH7CAXGXDr7uTZPkfMC5RkCc7S4Pl7nO3_L5aXhL58g0q18y4I430n8siRwC_N1FcBwCCEPy0?loadFrom=DocumentDeeplink&ts=2073.98)):

Okay. So if you've got a portion that covers the crosscutting concepts and the science and engineering practices, are those open-ended? Write me a explanation and a reasoning or

Speaker 3 ([34:52](https://www.rev.com/transcript-editor/shared/VLqH46SRAk4K0GGC2vRBXoxClXniik3jkwyNRh66AYy4bOGGj-glj7b6zpc1CtYrjGBmVJxlkE2W4kHav7TUWsAWtmA?loadFrom=DocumentDeeplink&ts=2092.43)):

No, that's more for ap and there are more resources that kind of meet those needs because college board's been around for a long time, it's less of a moving target, and college board has put out a lot of those resources themselves, which has been hugely helpful. But for a state test, it's going to bridge all of our courses. So it's your, your physics and your environmental. I've got kids that haven't taken all four of those classes. How can I bring in some of those concepts and then teach it from the approach of the biology teacher? And then those questions are interpret data, interpret graphs. Some of them might be multiple choice multi-select. A lot of times they have to scroll through several tabs to be able to see all of the data that they're looking at.

Speaker 1 ([35:52](https://www.rev.com/transcript-editor/shared/21y5jV_10-lG1hZOHpA9ao0_0ZTJgXiC16SRGidH4hlOj5OAMM9p6J2e8Ob8mHcd7VUb8BHCA5nthulUuZbNkZ42Lnw?loadFrom=DocumentDeeplink&ts=2152.17)):

So if they're interpreting data, are they, I'm getting at whether or not everything is multiple choice or whether or not there are written portions of the assessment that have to be evaluated by a teacher.

Speaker 3 ([36:06](https://www.rev.com/transcript-editor/shared/SwqMJKnAmRsLocyLuJ2KK5hptW5gyNTsU8k-B2L5E6PDthf8OrZOUSztAINn5iOEqqhAKFjn8wZvnrNTNxSp9QuJkOo?loadFrom=DocumentDeeplink&ts=2166.3)):

Short answer, written assessments, couple words, not like paragraph or a few sentences even.

Speaker 1 ([36:14](https://www.rev.com/transcript-editor/shared/RVvzOqEQYl8gT-iD9fwPGuKqOyMWEo8I3O55sQFdmJ7OqSsTqPw4CrjJB8SxIpB3KcaRYzLnsjEEenqpiwHUJNPZWKk?loadFrom=DocumentDeeplink&ts=2174.28)):

Okay.

Speaker 3 ([36:15](https://www.rev.com/transcript-editor/shared/GZ5L3VQB8TADaRZuFE5tenzMcU62f4KnI5_gXeZrcIk7OT_kEQV9F7_lYtm16jtjFBV1CReTjOJQ2PRmkX-rcN4LGK0?loadFrom=DocumentDeeplink&ts=2175.3)):

Yeah.

Speaker 1 ([36:16](https://www.rev.com/transcript-editor/shared/7mOuFxQ_GKPojk1FTHwCPzGJc3HaYz22QLKUYH2O5a94ybx8PH4sHh28Jp4_YknulhbR4LfnfKQvCBpdooA0AEHB9OI?loadFrom=DocumentDeeplink&ts=2176.83)):

Let's see. I think Kimberly, if you want to pop in, I think I've got all my main questions answered. If you have questions for Vanessa,

Speaker 2 ([36:30](https://www.rev.com/transcript-editor/shared/aJ8CHRP-Cs7Y95MoDpJqCvq4SKJb3aPqcU4piyWYHzz0rtiUWm8j-TIW3GKyyJUN6vcMlMY6K7ZN9dv90EKk1nTw2gY?loadFrom=DocumentDeeplink&ts=2190.78)):

I do. And it's a little bit selfish or whatever. My youngest son was very bright, ended up being a national merit scholar, but deaf. And so I always ask about, or I like to ask about differentiation and how much that happens in your classroom. It happens. Okay. And if it would be helpful for, I mean, do the supplies you get allow for differentiation or come?

Speaker 3 ([37:04](https://www.rev.com/transcript-editor/shared/n-n0n9lmj3-IUB8sZkSZd_M_xuK6r8iz8XhCNg2a865IHYtQlr00aEZpro20YM1XnYcmpamwzEjkYdKlALhM_jm3ABo?loadFrom=DocumentDeeplink&ts=2224.95)):

Some do, and it depends on the course. And in an AP that kind of lends itself a little more to just differentiation on choice. So a lot of those resources give the students, alright, we're going to have you collect data for two weeks and then we're going to let you choose how you'd like to manipulate and collect some more data. So there's a lot of differentiation already built into those types of assessments or laboratories on more of a standard level course where you see a wide variety of students. A lot of that differentiation comes from us. We create it so we will provide for the students more of the like, all right, if you've mastered this, then let's move on to this. If you are still struggling with this, here's some more reinforcement here where the students kind of work through stations or

Speaker 1 ([38:06](https://www.rev.com/transcript-editor/shared/NU89e3JUlntPe6ehm1XN6Q93QrLhCi6-bB-UCfTTQSg2eraiS-S6YJza8zE6YgT8BGi_2JeQnowZAxhfwgYNJvx8BYM?loadFrom=DocumentDeeplink&ts=2286.87)):

There needs missing along those lines that would help you specifically in the life sciences for either remediation or

Speaker 3 ([38:15](https://www.rev.com/transcript-editor/shared/aFYGQMHCpN8xWNwDQMdv15IGOKn9wcOSIPyvqJtP0IpRI7oRRkJuRFctrg-U3H8y5d7l-iGJKBAFdi44LYRAyaqw12E?loadFrom=DocumentDeeplink&ts=2295.99)):

Accelerate. Yeah, I would say that there's not a lot out there. What we do have, we really work together to come up with, we have really great support from our special ed team. I am fortunate enough to team teach, so a lot of that comes from them or us brainstorming and putting together things as a team where my blind spots are kind of covered by them and vice versa. And so we can come together and they'll point out, and we have a really great child study team that will say, I have a blind student this year. And so she brought to my attention that as long as I put it in this format, then the student has the opportunity to change all of these different factors to make it more helpful for her. I would've never known that it was an easy switch for me and really enhanced her learning. Not that she was struggling. The student happens to be really a phenomenal student who just really goes and gets it, but we made it easier for her so that she didn't have to climb a mountain every time she did a task.

Speaker 1 ([39:22](https://www.rev.com/transcript-editor/shared/H5LFrptmGK4ueZzKGfZ70-a7QGSq5yV8wTDsZzb-v8KZkCsKyR7fnj9nT0SUN3ox-RTL0lPsX4bs2TxmY-xQCJjiJyo?loadFrom=DocumentDeeplink&ts=2362.09)):

Yeah, that's important.

Speaker 3 ([39:23](https://www.rev.com/transcript-editor/shared/thoCXlJNAFxfXYDVCd-tDBQznGo5wcLeC_UwTJYH4ObajLghG23dIgRrrOhSw60v6KkmYO7pD5nswLBQS-r6Abg_SAQ?loadFrom=DocumentDeeplink&ts=2363.92)):

She could just access the material in the ways in which her, at the ease at which her classmates were. And so I really rely on my colleagues for that. There are not a lot of support that I find available to me.

Speaker 1 ([39:38](https://www.rev.com/transcript-editor/shared/TCw-LUPay3Q_UHa-AE_Lu1M9yLEGdXzJRHeJwvGUDK2z5QcTlWfdeVRaMBKvko6b3A4Zvwot5mYU3Fpkspr7HOH-2Vk?loadFrom=DocumentDeeplink&ts=2378.56)):

Okay. Kim, what other questions you have? I want to be respectful of time and I want to be respectful of the fact that Vanessa's got a sore throat going on, so I don't want to make her talk the whole time. What are questions do you have?

Speaker 2 ([39:53](https://www.rev.com/transcript-editor/shared/LQRAQofDe9b9B-S26r0StKtIHpf5QO5fvXRKqtjeauJuK4nQewltD8xUS3lXg3dJo0-q41i7_P9HZ7nr09zMdwvTKVI?loadFrom=DocumentDeeplink&ts=2393.2)):

Well, the only thing I would add is what about language acquisition?

Speaker 3 ([39:57](https://www.rev.com/transcript-editor/shared/Oy5FlVYdJ9QSVF0cnRkgNR6Js6TjkSKR-vreOF85rcJik7zI-EGEsj6ZNfnLDZtMHopXrJrNWoDRcZeytvNlievY1Yk?loadFrom=DocumentDeeplink&ts=2397.91)):

We don't really do language acquisition in my school because it's covered in our other high school. We're a regional district and all of our ELL students attend the other high school. So it's very rare that I come across a student that is struggling with language acquisition because if you fall under that category, you go there, we handle more of the special ed, they kind of divide them up between the two high schools. So we don't have a ton of experience in that area.

Speaker 2 ([40:27](https://www.rev.com/transcript-editor/shared/wH2ibtxbBDEgamE8J2a6ugP_RGHWKvYatijJOR1kFzqLq5_BpIwYToTzulqQUZV4GOl29RtlLN1bH7W7K-xVtimFKAk?loadFrom=DocumentDeeplink&ts=2427.13)):

That's fascinating.

Speaker 3 ([40:28](https://www.rev.com/transcript-editor/shared/s4nXP_RH6CLGahrwI4r0vq16a8tuM1cgMWgMfSRifM9IAegbZE-bPXFHWWBXT9iTkaaL7sYCsXQ6zIK8cdLzLz5QraE?loadFrom=DocumentDeeplink&ts=2428.57)):

Yeah.

Speaker 2 ([40:31](https://www.rev.com/transcript-editor/shared/i5SKQkFzDJTAN7ZCsBhmsA5ZG8fBcKjS2FGVspm5RbyqvpQsoerloF8LcG609YQGcieCHCKz2RSLbkY1GT9gGQ1tlHg?loadFrom=DocumentDeeplink&ts=2431.09)):

It's the way textbook really would work. Yeah.

Speaker 1 ([40:36](https://www.rev.com/transcript-editor/shared/oMElMRLF5C-Y0Jx_ykjmgHCbL5WIHtGx0tcp5zW4JN5ElvXRCPKx8hWxJfWRdNq2dXxh1ZfK85CA-SLjmbFyfGRHYpA?loadFrom=DocumentDeeplink&ts=2436.94)):

Kim, do you want to wrap us up with next steps for Vanessa?

Speaker 2 ([40:40](https://www.rev.com/transcript-editor/shared/k8qUOUK7-7YgtS5RX27P-_ZSGljrkIJ4KZD08YL52yy_s6dCs8SYdzlZbxVkKKXBIUCuZsimtuM237qDjiy39h5_udo?loadFrom=DocumentDeeplink&ts=2440.57)):

Yes. So if not this afternoon, Monday morning, you'll get an email for me thanking you for participating. And you made me want to be part of your classroom. So this is wonderful. And in that will be, we'll talk about the $95 gift card that we had said it was an Amazon card, but it's actually coming up. It's a Visa card and it's going to come directly from Daylene and her email address. And then also in there, I'll ask if you think of something this weekend or in the future that was like, you know what? This would've been a perfect, I really want this on my wishlist. Let me know and we'll forward on that information. And then also if you would like to be a part of a future study, not necessarily this topic, but something else that a client of ours will be asking if you would be willing to do that.

Speaker 3 ([41:40](https://www.rev.com/transcript-editor/shared/iBMSn-7t0o70YP3pP-TgKcl_29Oep6FSPA4rnJINFCnfImGPzTu7smWVGS3V9y_C6eo-9m3YcFbofrX450v7f2xpAHg?loadFrom=DocumentDeeplink&ts=2500.78)):

Okay, great.

Speaker 1 ([41:42](https://www.rev.com/transcript-editor/shared/vOnIYU4goQagj-_MHa-yZUMdgNo2xMkGfr7OLJyg7bDNELtgGqPVwZwhERys6EwBX4MCj8_Oa6wUtpgRKd9hOxKeqlQ?loadFrom=DocumentDeeplink&ts=2502.05)):

Okay, so I'm definitely sending out those gift cards today. So expect it today. If for some reason you don't see it, check to see if it got caught in your spam filter. And if it just doesn't show up, send Kim an email and she's like a blood hail where those things are concerned and she will track it down. Thank you. So we're all good that way.

Speaker 3 ([42:04](https://www.rev.com/transcript-editor/shared/e0uHL2HlDhQ0Lof7BtuDC1gh0QfahdemHbguUADbKzIVlSUko9fYxf6TYsBv1-HOYRLMDDVKmFj79c-cmj2HFK6uN9w?loadFrom=DocumentDeeplink&ts=2524.82)):

Did you get my email saying that I don't need Tuesday? Yes.

Speaker 2 ([42:09](https://www.rev.com/transcript-editor/shared/UdIo88eYLfcC74JekPHwvDa7vmuG6dQZF0vamzvX3qsiVH3Lr8pVWBEJk_1hLoV6Q5FRk_pO1RA7joSzT2JONvFCzHk?loadFrom=DocumentDeeplink&ts=2529.32)):

So thank you very much.

Speaker 3 ([42:10](https://www.rev.com/transcript-editor/shared/OpCDA-zDs9D2N-Nw2MK-D3NBLkhI5S9qcxjryjD34-bshBPmzS6jKyLy_EJ0arAYOmKhwhiDVWBMz1H3qyb2m5KA3SE?loadFrom=DocumentDeeplink&ts=2530.25)):

My computer shut down on me and when I went back in the first time was already blacked out, so I just want to make sure that that got cleared

Speaker 2 ([42:17](https://www.rev.com/transcript-editor/shared/rG3Ixiujv6NJiS6p0OSmDtD0GGGlUSM4ztAxV1tFMci83X1ZthuyMbligOTvIDoy4AO0AqPJjWXO4THtOaOZ1WFvvz4?loadFrom=DocumentDeeplink&ts=2537.21)):

Up. Yes. No, no, that was, yep. Nope, it's all good. And I was thinking, I didn't even know the system would let you do that, so it was like, whoa, okay.

Speaker 3 ([42:27](https://www.rev.com/transcript-editor/shared/Tb6CauFcQrh2sQy8CZPF6HM5Exha3MBBFogiR1iZUVpDo5r7VzH_OCdT0GiKndGy_S8upsy1u8AGfW8NcqCVuOHshmo?loadFrom=DocumentDeeplink&ts=2547.34)):

I was like, oh no, I have two appointments and when the invitation came in, I declined one hoping that that would clear it up. But I'm glad you emailed.

Speaker 2 ([42:35](https://www.rev.com/transcript-editor/shared/uTX2RiyVmeaCJUNDH2MS2Gb0JJl5BlV5DTMDXbnHclvFRv4V0JZqYdxJWC154kAJ0jMgCal-ShB1zFJf-NZgEzL6CJM?loadFrom=DocumentDeeplink&ts=2555.18)):

Yes. And

Speaker 1 ([42:37](https://www.rev.com/transcript-editor/shared/EDYjgVK9pGoqNW0HUQIxRu86916pKOzNhJtIIdITM81xnRdrFBiEk9GwRexqfxqcFsq5YCsDG2b5qTygzTkXWd3bRlk?loadFrom=DocumentDeeplink&ts=2557.04)):

Thank you again, Vanessa, for just all that you do for students. We really appreciate it and we appreciate all that extra that you put into it for differentiation and thinking of new ways to teach familiar topics to students. So thank you for all that you do for students. We really appreciate it.

Speaker 3 ([42:54](https://www.rev.com/transcript-editor/shared/etbkBuYTiq-q2udZ9xwtb2_B5HRHoamWs0o8MvFFgIJ6vkY5k156Ow3d9Ux2-4bSuter0SYtTdrOzBzhhOr9CI51yo4?loadFrom=DocumentDeeplink&ts=2574.92)):

Thank you.

Speaker 1 ([42:56](https://www.rev.com/transcript-editor/shared/sKaaVurK75pRw5pbHSGpAGoNzVBDlf_UqWXO-NJYjT14FuzOfhZODqkUStArOlK7tOPVTdV050xxSQYbT4pnwWkiiRs?loadFrom=DocumentDeeplink&ts=2576.06)):

Yeah, thank you.

Speaker 3 ([42:57](https://www.rev.com/transcript-editor/shared/V8O4TjQH4DXoUa9hLX_tAMGNsngXmbEdFdowuSIyOvrhzfgDc0HHZI1boL3rnJjIz1JXDQ89Dhgk3eARy4jkth_f4Hg?loadFrom=DocumentDeeplink&ts=2577.68)):

Bye bye. Good weekend.

Speaker 2 ([42:59](https://www.rev.com/transcript-editor/shared/qXS-Qe4RpGVxdXkZVqMEipXZ3EYuMzgCunxFvFo3M_A96VOEHYYlv0tTkpGHkp4Zb8YjhOsgOvCnvzRtk5Tt_9xkHno?loadFrom=DocumentDeeplink&ts=2579.63)):

You too.

Speaker 1 ([43:01](https://www.rev.com/transcript-editor/shared/nY5MceQt5fu7OVMbhaJTD7RctzyWcX3cPYoIztZyQdljfJ47CmA-DaAOpfa_TAZN6-t_A6m5PWwAawyKYHJUunIwBIE?loadFrom=DocumentDeeplink&ts=2581.79)):

Let's see, Kim, do you want to hang on for just a second? Okay. I'm going to stop our recording.