



## Mary Schneider, Sorpresa Jones, and Bailey Lore

**Mary Schneider:** [00:00:00] All of the teacher candidates who were there all summer stepped up to the call that was asked of them. They, I'm certain, had multiple hesitations and I'm hoping that they questioned everything, but never once did I ever see any hesitation and that this wouldn't work.

**Annalies Corbin:** [00:00:24] Welcome to Learning Unboxed, a conversation about teaching, learning, and the future of work. This is Annalies Corbin, Chief Goddess of the PAST Foundation and your host. We hear frequently that the global education system is broken. In fact, we spend billions of dollars trying to fix something that's actually not broken at all, but rather irrelevant. It's obsolete. A hundred years ago, it functioned fine. So, let's talk about how we re-imagine, rethink, and redesign our educational system.

**Annalies Corbin:** [00:00:59] So, on Learning Unboxed today, I am super excited, always excited, as you all know, by the conversations that we get to have with amazing people doing really, really cool things for the purposes of teaching, and learning, and the future of work on this program. And today, it is my true, true privilege to be able to talk with a couple of pre-service teachers and a mentor teacher about the journey they all took together this spring and summer in part of serendipity, if you will.

**Annalies Corbin:** [00:01:30] Let's look on the bright side of being involved in the middle of a global pandemic when from the perspective of being a free service teacher, you have to be able to figure out how to get some of your teaching experience and practice in. And it can get a little bit difficult. And some institutions took the approach, hey, let's just be done. We're going to put it on pause, put it on hold. And fortunately, these ladies we're talking with, they had another opportunity to try to back-fill some of that stuff.

**Annalies Corbin:** [00:01:58] And so, I'm hoping to hear from everybody on this call sort of how that all sorted itself out. So, I am very excited to welcome today Mary Schneider. Mary is a master teacher, team coordinator, and educator tied to educator programs at the PAST Foundation and the PAST Innovation Lab. Mary has been teaching forever, I like to tease her about. But more importantly, Mary has a special affinity for working with young new teachers or teachers in training. So, Mary, thank you for joining us today.

**Mary Schneider:** [00:02:32] Hi, Annalies. Thanks for having me.

**Annalies Corbin:** [00:02:34] And joining Mary, we have two of these new teachers in training. So, joining us is Sorpresa Jones, who is a participant in the STEM+, the Ohio University STEM for all STEM+, I'm not exactly sure, but you guys are going to let me know sort of how the university thinks about it, program at Ohio University. And she's in her third term in that program. And more importantly, I love the way you describe yourself, that you begin your mild to moderate intervention, specialist education. And I think that that's not

necessarily the way that lots of folks would sort of think about the way they were engaging in that, so we're going to talk about that as we move along. So thank you for joining us.

**Sorpresa Jones:** [00:03:21] Thank you for having me.

**Annalies Corbin:** [00:03:21] Alrighty. And joining those two ladies is also Bailey Lore, who is also in her third term at the OU STEM+ or STEM for all program. We're excited to also talk with Bailey. So, Bailey, thank you for joining us.

**Bailey Lore:** [00:03:39] Thanks for having me.

**Annalies Corbin:** [00:03:41] Alright. So, I want to start actually with Sorpresa, so give us just a little bit of background about the program that you work in, that you and Bailey are both in. So, what's the gist of this program?

**Sorpresa Jones:** [00:03:56] So, the STEM+ for all is a program for people who do not have education backgrounds, but have some sort of like science, technology, engineering, or mathematical background or a degree. And it gives them the opportunity to be an intervention specialist.

**Annalies Corbin:** [00:04:14] Okay. And so-

**Sorpresa Jones:** [00:04:15] At Ohio University.

**Annalies Corbin:** [00:04:17] At Ohio University. And how long does it take? Typically, how many semesters is the program?

**Sorpresa Jones:** [00:04:22] Well, it depends what cohort you're a part of. Mine has begun January and I graduate summer of 2021.

**Annalies Corbin:** [00:04:30] So, it's a pretty quick program, actually.

**Sorpresa Jones:** [00:04:32] It's about 18 months.

**Annalies Corbin:** [00:04:33] Yeah, that's awesome. That's awesome. And so, Bailey, it's intriguing to me, and I'm thrilled to see it, your actual background is in music, and yet here you are in a STEM program for intervention specialists. So, tell us a little bit about how this program, why this program for somebody with your background and experience? Why does that make sense for you?

**Bailey Lore:** [00:04:58] Well, actually, I'm currently a paraprofessional with the Education Service Center of Central Ohio, and I've recently found out, I love teaching math. And I mean, there's a lot of math in music, which I noticed when I was in college, more so than I ever noticed before. But I really enjoy teaching math and like experimenting with things. And it's just kind of a great program to pique my interest even more and help young people understand those subjects.

**Annalies Corbin:** [00:05:32] Yeah. And I think it's a great opportunity for us to collectively point out that there is no STEM without the arts. And so, the overlay and intersection of all of these disciplines sort of rolled into one, and everybody let the acronym go and let's focus on the intent. And so, I think that, again, that's that great little synergy for us all there. So, Mary, I want to turn to you a little bit. So, talk to us and our audience about sort of the why that this connection between this intervention program at OU, and the PAST Foundation, and a

global pandemic all colliding at once, talk to us a little bit about sort of that synergy. And then, we'll get into the nuts and bolts of what the three of you ladies did together.

**Mary Schneider:** [00:06:21] Sure. In this COVID world that we're living in, the PAST Foundation had these students be in the classroom and the teachers would have joined us all face to face. We have these pre-service teachers, these teachers in training who are looking for opportunities to fulfill all of their requirements. And we can't get together in a room to do any of that. And the PAST Foundation, as those who have listened to your podcast know, were very comfortable in the virtual world.

**Mary Schneider:** [00:06:59] And the teachers in their pre-service training need to become, now, competent in that virtual world. And so, why not throw us altogether in this virtual room and let everybody do everything that they're supposed to do? Give a little bit of guidance. They get to teach. The students get lots of mentors and opportunities to learn. And it was just a perfect storm coming together in a very bad situation with COVID that allowed everybody now to succeed in a different format.

**Annalies Corbin:** [00:07:38] Right. And so, let's talk a little bit about that opportunity to succeed, because although both of you, and I'm talking specifically Sorpresa and Bailey, you come from different backgrounds in terms of your experience with your work and your career. And you both come with some exposure, different exposure to teaching in the K-12 environment. Bailey lives with USC. Sorpresa, you've done a fair amount of substitute teaching, including some long-term sort of stuff that you've done.

**Annalies Corbin:** [00:08:10] So, it's not like you were completely novel to a classroom environment, but how novel was the predicament of suddenly having to do all of the instruction sort of in a virtual sort of space? Sorpresa, you're shaking your head. So, tell us a little bit about that. What were their apprehensions? What were you thinking as it relates to sort of making this transition, especially at this point in your training?

**Sorpresa Jones:** [00:08:39] It was very different. I expected to be in a classroom to teach. This is actually my first time teaching high school students. So, with COVID my first time teaching high school students, I was like very, very nervous. So, what I did, I really watched Mary teaching strategies and how she just cope with the students, how she inspired them. And I kind of like when I talk, I modeled after Mary because that's what you're supposed to do, you're supposed to look to your mentor for guidance.

**Sorpresa Jones:** [00:09:13] And she gave me a really good analogy. She told me, teaching is like walking your dog. When you have to guide your dog, you cannot force your dog to walk. You can, but it's not going to be a pleasurable experience. So, like as teachers, we have to be there to guide students. We can't force them to learn. And that's one thing Mary did not do. She did not force the student to do anything, but she was nice enough where they wanted to participate.

**Annalies Corbin:** [00:09:40] So, Bailey, what about for you? Same question. Was there some trepidation around thinking about this opportunity?

**Bailey Lore:** [00:09:48] Oh, definitely. Currently, I've only worked with third and fourth graders, so I've never worked with high school kids. And I would have enjoyed being in the classroom just to get that experience, but like Sorpresa said, Mary, she had all the information we could possibly need. She was always there for us if we needed to talk to her. She really made this experience what it was and really helped, I know, me understand how to work with older students.

**Annalies Corbin:** [00:10:17] I guess I didn't realize that both of you came from my younger student sort of experience. I didn't realize, and any of you can answer that question for us, is that a cohort of folks with mixed

sort of experience or sort of across the board? Mary is shaking her head yes, so it's not just elementary, or middle, or high, it's all across?

**Mary Schneider:** [00:10:40] Yeah, we had military experience. We had real work experience. Yeah, everybody had experience from everything from little people all the way up to adults.

**Annalies Corbin:** [00:10:53] Yeah. And so, Mary, let's talk a little bit about sort of the approach that you took specifically with this group of teachers, because all the teachers in this cohort are intervention specialists, right?

**Annalies Corbin:** [00:11:09] And so, we've done lots of different pre-service pieces, but we've not done a cohort specific with intervention in the same way. So, how did you think about as you started prepping to sort of bring these teachers on with you and sort of facilitate their journey?

**Mary Schneider:** [00:11:27] Well, it's actually kind of funny because Sorpresa made the comment here a little while ago that they're a group that they have no education in their background, and yet both of these ladies, even in what they're talking right now, have done nothing but talk about the education that they've had in their life. And not only just in being educated, but being educators. And so, when we started the program, I knew I had to give them a voice in what we were doing. So, we all got together. And that, I believe, was one of the first things I told them. They all told me they were there to observe, and I said, no, not so much.

**Annalies Corbin:** [00:12:07] There's a lot of shaking of heads, yes, she said that.

**Mary Schneider:** [00:12:11] And a little bit of that deer in the headlights look, in that, oh, my, no, what am I going to do? I don't want to be on the spot. This is different. And our very first class together after we kind of organized how everything was going to go, our very first class together, of course, virtually with students is a disaster. Technology wouldn't work. Kids wouldn't turn on cameras. Nobody would talk. And you could just kind of see this whole idea of teaching virtually, you could kind of see, and ladies, you can disagree with me here, but you could just kind of see in the back of their heads that this is never going to work.

**Mary Schneider:** [00:12:55] This can't be successful. And the process that we went through, and I don't know if they know it or not, but was, they were equals to me in the classroom. And as those pre-service teachers, if they believe, if they know that their voice is as important as whoever is in charge, they start to shine. They start to feel confident. They start to speak up. The kids looked at them as if they were teachers. And once you're living in that space, that's what you are.

**Mary Schneider:** [00:13:34] And so, I threw them in. I threw out the question to them, do you want to teach? And sometimes, those emails came back really quickly, and sometimes, those emails came back really slowly. And so, they said, yes. I then had a small discussion with them virtually, say, what do you want to do? I asked them if they wanted to create something, they want to take one of the preset modules. Do you want me to give you something, you want to make your own? And by the point in time where they actually had stepped up and were willing to take the class, I think almost all of them said, well, yeah, I'll look through this stuff.

**Mary Schneider:** [00:14:15] But no, I think I can make something. I can do this. And then, they flowed like it was just their own classroom. They felt ownership in what they were doing. The students looked at them as if they were owners. They just rose to the occasion as every great teacher does. So, when Sorpresa says something like, we don't really have that education background going into this program, I throw a flag out now, all day long. They just didn't know how to put all of that together.

**Annalies Corbin:** [00:14:50] So, they're really lifelong learners who are now showing up or stepping up to teach.

**Mary Schneider:** [00:14:57] Absolutely.

**Annalies Corbin:** [00:14:59] Yeah.

**Mary Schneider:** [00:14:59] And they demonstrated that. These guys are coming from a very non-traditional educational background, and the students realize that, the students recognize that. And because of that, they found a different connection with the students. And the students got to look at them in terms of, alright, cool, I don't have to just graduate high school, I can go do some things, I can be what I want to be.

**Annalies Corbin:** [00:15:28] Yeah, absolutely. And there's so much value in that. So, Bailey, it wasn't easy every day, I have no doubt. Having been in the observation chair on these programs over the years many, many times, it's not easy. So, I want to talk a little bit about the not easy part. So, it was several weeks of the summer teaching virtually with a group of students, this is the Perry County crew, yes, Mary, that we're talking about? Yeah. Because we had, I know, folks from your cohort in a number of different environments, but you guys were working in and out of school credit recovery to some extent type program, yes, Mary, in Perry County?

**Annalies Corbin:** [00:16:11] And so, not an easy place to learn to teach to begin with, right? Because any time you're having to deal with the recovery of content, if you will, and that's a whole another conversation, not for today, but it does make for some difficulties in thinking about the way you approach helping folks who are sometimes resistant learners to be in that space. So, Bailey, what was the hardest thing that you had to overcome this summer? And prepare yourself, Sorpresa, because you get that question next.

**Bailey Lore:** [00:16:48] I think the hardest thing for me was making sure like getting the kids wanting to learn. And I kind of like I don't know about Sorpresa, but I kind of went in with the whole, I'm going to get to know them on their level. And like when we would do breakout rooms, I would talk to them and just like talk to them about their lives, what their interests were, and kind of share in that. Because a lot of our guys, they loved like gaming and playing video games. And I'm a gamer as well. So, it was kind of cool to see and build up that relationship. And I knew going into this, that was going to be the hardest part this summer, is building that relationship virtually.

**Annalies Corbin:** [00:17:35] Yeah, very good. And Sorpresa, how about for you? What was the hardest thing for you this summer?

**Sorpresa Jones:** [00:17:41] I think I'd agree with Bailey, but also, getting the students to participate when you teach. When I plan my lesson, I try my best to get participation, but it was sometimes hard. So, I found ways, maybe like activities at the end that we could do and talk about. And I try my best to engage the students when I went through my PowerPoint. Like, do you have any questions? I provide examples of the students. I just wanted their participation. That was my biggest and hardest concern.

**Annalies Corbin:** [00:18:14] And it's not easy. And there are teachers who have been teaching for a very, very long time who suddenly found themselves having to go from a traditional classroom setting into virtual who are struggling with that. So, you are not alone in that. It's a real struggle. So, Mary, what was the primary strategy that you utilized? I think there are two pieces to this question or two sides of it.

**Annalies Corbin:** [00:18:40] So, on the one hand, you recognize that you have a group of potentially resistant learners, especially high school kids, this whole notion of summer school, of any type of credit recovery, we do not want to do that thing, especially after a disruptive spring. So, I totally understand that sort of perspective. So, the one hand is, how do you help these potentially reluctant learners engage and take advantage of the opportunity to progress, on the flip side, be able to provide the necessary support to these free service teachers who, they're not wrong, it's a heavy lift for them.

**Mary Schneider:** [00:19:17] Yeah, absolutely. And I think what both of the ladies alluded to is you have to meet, and that was my goal going in, I had to meet the students where they were at. I knew we were going to have a variety of ability levels. We were going to have a variety of interest levels. Mostly, nobody wanting to be there, but everybody saying, okay, I'm here, so let's do something. So, meeting them where they were at. It had to be a combination of tangible material that they had to learn as part of the program.

**Mary Schneider:** [00:19:52] But then, it also had to be independent, student-driven activities that they had to do, that they could make connections to. We did a couple, two to three design challenges throughout the summer where the students literally had a good deal of time to really research the material that they needed to and to make it accessible to them. And like Bailey said, we had to develop those relationships. It's a virtual situation. We struggled with getting the students to let us see them in their space.

**Mary Schneider:** [00:20:34] And throughout the course of the semester, that slowly started to open up. And once you can get them to share their world with you, then you know that's an in for getting them the material. Maslow before Bloom, right? They have to feel comfortable with the people who are there. And we had eight adults, nine adults counting myself on every meeting and we had as many students as adults. That can be pretty intimidating for kids who already feel like they don't exist academically where the rest of their peers do.

**Mary Schneider:** [00:21:16] And so, when we approached it, we split people up. We put them into breakout rooms so that the pre-service teachers could build those relationships with the students. So, even if Student A wasn't happy or didn't like something I was doing, that student could reach out to one of the other pre-service teachers. It allowed the teachers on the call to really learn how to build a relationship with somebody they couldn't be around, and virtually.

**Mary Schneider:** [00:21:51] And how do you make a connection with somebody you can't see who's hesitant to talk to you, who's not trusting of the space they're in, who's doing something they don't want to do in the summertime over the computer? And that, to me, was one of the takeaways for, I think, almost everybody on the call was that this space is definitely able to be used and used effectively in order to build relationships with students.

**Annalies Corbin:** [00:22:24] Yeah, and that's been one of those great, big, giant mysteries through all of this, right? And some places have figured it out. Some places have not. Some people have so on and so forth. So, Sorpresa, I want to sort of dig in a little bit about one of the things that Mary said several times about, these kids wouldn't let you see them. So, what is your takeaway? I mean, I think from a theoretical or sort of even a very tangible sort of standpoint, it's easy to understand where the fear in that. But as you build relationships with these students and students did start to turn their cameras on and engage with you differently, what did you see as the mechanism that sort of turned the tide? That was one piece of my question. And the other piece of it is, and where was the reluctance from the get go?

**Sorpresa Jones:** [00:23:20] I believe a lot of students lack self confidence, and that's why we were not able to see them. As we begin to get more comfortable with them, they allowed us to see them because we made them feel special. We didn't make them feel like they were less. When they answered a question, any time

they answered a question, we would say, that's a good answer, but maybe that's not correct. We were always there for them. You have to make sure students feel comfortable with you and have the self-confidence to speak up, and in this virtual environment, show themselves.

**Annalies Corbin:** [00:23:54] Do the students know that you were all coming out of a program around interventions, intervention specialty?

**Sorpresa Jones:** [00:24:01] I do not think they knew that. They just knew that we were pre-service teachers. We introduced ourselves as teacher candidates.

**Annalies Corbin:** [00:24:08] Okay. The reason I asked that question, I was just really curious if, maybe, part of what was going on was a stigma that the students had identified with, perhaps, they have or use interventions specialty or services at their school, and they sort of see that as not not such a good thing or if that was part of what's tied to it. So, I was really, really curious about that because I know some places do a better job with that than others, that it's not a bad thing. It's an accelerator when done correctly and done well. And it's a very robust potential opportunity. So, yeah. So, Bailey, when you spent time working with these kids, was there an aha moment for you?

**Bailey Lore:** [00:24:55] I think there was. I think once I realized that like building the—with me, I'm a very social person. So, building those relationships was really, really important to me. So, once I kind of—when we would go into the breakout rooms and I would talk to them like on a personal level about, just give me information about yourself, that really, I feel, helped me break through with some of the students because I got on their level and I was putting that interest towards them rather than just the stuff we were working on itself.

**Annalies Corbin:** [00:25:32] What about for you, Sorpresa? Was there an aha at any point in your journey this summer?

**Sorpresa Jones:** [00:25:38] Just when the students began to get more comfortable. Because a lot of teachers, like you said, there are stigmas, just with teachers in general. I know, especially minority populations, even myself, I didn't get along with a lot of my teachers. So, that aha moment happened when we start seeing the students, it made us feel more personable, and that was my aha moment.

**Annalies Corbin:** [00:26:03] Really important moment indeed. And so, Mary, what about for you? Same question, right? So, as you sort of think about the journey that you went through with this cohort of pre-service teachers and with this cohort of students as well, so what was the aha for you?

**Mary Schneider:** [00:26:25] That the future of educators is alive and thriving. That was an aha moment. I was always impressed with the students. I mean, that never surprises me. This virtual world is not new to me. Virtual teaching is not new to me. And I'm always surprised at the level that the students will step up to. But I think I was most surprised, pleasantly, and I almost feel bad that it was a surprise to me, in that all of the teacher candidates who were there all summer stepped up to the call that was asked of them.

**Mary Schneider:** [00:27:05] They, I'm certain, had multiple hesitations, and I'm hoping that they questioned everything, but never once did I ever see any hesitation in that this wouldn't work, that we can't do this. It was a, how am I going to do this, attitude that came from all of them. And that thrilled me to death because of the situation that they're all in. they all go into teaching regardless of when they go into teaching with this idea of, I'm going to decorate my classroom and have this room full of kids. And if nothing else has happened that has shown us that education doesn't exist within those walls, it's everywhere.

**Annalies Corbin:** [00:27:57] That absolutely can be. So, Bailey and Sorpresa, what's your take-back to your institution, to the university, and to this program? Because this was not a planned experience. I've been really clear with our listeners, right? This was not what you were supposed to be doing for your summer, so to speak. And to go through and do this type of programming, and yet it became the thing you did.

**Annalies Corbin:** [00:28:22] And so, what is it that you take back to your institution about this experience, assuming that we all swing out of this pandemic and next summer doesn't look like this summer or the next opportunity doesn't necessarily look like this opportunity, but what's the take back, the positives that came from it that should or could influence the way your pre-service program operates, as structured, so on?

**Bailey Lore:** [00:28:49] Well, I think the big thing that I would take back from it would be just the experience and sharing that with the people at Ohio University, because yeah, this was completely unplanned. We actually had something else going on that got canceled before we ended up with Perry County. So, it was kind of one of those very stressful times. But once it worked itself out, it was a great experience. And I learned so much from Mary and even the students about what I could do in my career.

**Annalies Corbin:** [00:29:28] And, Sorpresa, for you, what do you take back? What do you say to the administrators of your program at OU about something like this?

**Sorpresa Jones:** [00:29:36] Even though it was virtual, I still believe it was helpful. And we have to be well-versed as teachers in virtual, in person, it doesn't matter. We're just looking at the strategies. I love the way Mary assesses students. She didn't say it was a test. At the end of the class, she had students present what they did the whole program. And I can take that back as a pre-service teacher and use that in my classroom. You don't always have to get results.

**Annalies Corbin:** [00:30:09] Please, don't always give a test, right?

**Mary Schneider:** [00:30:13] And if I can add to that, I'm hoping that our teacher education programs can see that we don't have to—they could have just as well been in a virtual classroom in Washington DC or in Hawaii, and they could have been put in front of students who are very different than the students that they might get if they're geographically stomped in the ground with, right? Yeah. I mean, they can get the experience with students anywhere by doing this.

**Annalies Corbin:** [00:30:53] And I would argue as you well know, as I do argue, that the greater the diversity of the teacher experience, both in formats, in location, in students, in mentors, the greater the diversity of experience that we can provide for any teacher, the more powerful the teacher, the individual will be, right? And so, it is an important thing. And I do hope, that would be my hope, certainly, and definitely, what we advocate for at PAST, is to get programs to let go of some of what they believe they have to do because that's how we've always done it.

**Annalies Corbin:** [00:31:37] And embrace the potential possibility of infinite opportunities that are around them because I think great, great teachers are teachers who are very, very comfortable in informal education settings. And they are able to take the value of that low risk, that informal, that summer camp experience, and use those as the hooks to engage students in the more formal necessities, I guess, if you will, of education. But it's really difficult. Many, many teachers never, ever teach in an informal setting. And I think that that's unfortunate, right? And so, I appreciate hearing that very much.

**Annalies Corbin:** [00:32:23] And so, I always like to close this program asking my guests to just sort of give a final lob. Imagine that I'm a teacher, I'm alone, I don't have this program, I'm hearing things that you're talking

about, and I might want to go try to do something very similar to you. So, what's one piece of closing advice that you would have? Maybe it's somebody's thinking about becoming an intervention specialist, maybe it's a non-traditional person thinking about getting into teaching, what was your one piece of advice, Sorpresa, that you would give to somebody who's contemplating such a thing?

**Sorpresa Jones:** [00:33:01] I would just say, go for it. That's what I did. Just go for it. Just go. Just do it.

**Annalies Corbin:** [00:33:07] Be brave.

**Sorpresa Jones:** [00:33:07] Yes, just do it. It's a great experience. It's the best decision I've ever made. All my past career is nothing. Teaching, it gives you a different outlook on life and I get to help my community, especially, I like to say, minority students. My focus is all students, but I love my minority students that are underserved, and teaching allows me to help them. So, I say go for it if you want to be a teacher.

**Annalies Corbin:** [00:33:37] Wonderful because we need more teachers just like you. Absolutely. And Bailey, what about for you? What would your one piece of advice be?

**Bailey Lore:** [00:33:46] Well, same as Sorpresa, like go for it, don't be afraid to jump off the deep end and just dive right in because that's the best way you're going to learn. At least for me, I know I'm a very in-person learner, like I learn on my feet. So, I love just diving into that experience and just jumping right in and kind of taking control of the situation. But like Sorpresa said, go for it, don't hesitate because you're going to enjoy it. If you love helping kids or adults, you're going to enjoy teaching.

**Annalies Corbin:** [00:34:25] As one of our colleagues might say, #bebrave. Mary, what about you? I actually want you to sort of direct yours at the institutions of higher ed, right? What is your one message to them? If we've got folks listening who are involved in pre-service programs from the institutional level, what do you want them to take away from the story?

**Mary Schneider:** [00:34:51] Embrace the change. We're not going back. Education has a new focus. It has a new direction. It may not have been what we wanted, it may not have been in the time frame that we wanted it, but it's here. So embrace that change. Don't try to continue to do, as you said, the same thing we've always done because that's a comfortable space and nobody learns in a comfortable space. Embrace that change.

**Annalies Corbin:** [00:35:22] Absolutely, wholeheartedly agree. Well, ladies, thank you so much. It has been a joy. And best of luck to both of you as you move into finishing up your program and entering into the teaching profession. We are so lucky to have you.

**Bailey Lore:** [00:35:38] Thank you.

**Annalies Corbin:** [00:35:41] Thank you for joining us for Learning Unboxed, conversation about teaching, learning, and the future of work. I want to thank my guests and encourage you all to be part of the conversation. Meet me on social media @AnnaliesCorbin, and join me next time as we stand up, step back, and lean in to re-imagine education.