



## Colleen Call Smith

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**Annalies Corbin:** [00:00:16] 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 reimagine, rethink, and redesign our educational system.

**Annalies Corbin:** [00:00:51] So, welcome, everybody. Super happy to be back with our listeners today because we have a very special treat for the program. We are going to be speaking with Colleen Call Smith, who serves as an education specialist in the National Museum of the American Indians Office of Education. We're really excited to talk with Colleen because there are some pretty cool initiatives that are happening at the museum that we would like to talk and share about. So, Colleen, welcome to Learning Unboxed.

**Colleen Call Smith:** [00:01:23] Thank you. Thanks for having me.

**Annalies Corbin:** [00:01:25] So, I want to sort of start for our listeners, because they do come from all over the world, so give us the 100,000-foot view of the museum, the National Museum of American Indian to help us understand sort of the mission, vision and sort of the context for the institution. And then, we'll get into the weeds of the amazing programs that you're working on.

**Colleen Call Smith:** [00:01:46] Sure. Yeah. So, as Annalies said, I work at the National Museum of the American Indian. And it's part of the Smithsonian Institution, which you may be familiar with. There are many, many museums located, most of them in the Washington DC area, but at the National Museum of the American Indian, we actually have two exhibition spaces. One is on the "Mall" in Washington DC, and the other one is actually in New York, in lower Manhattan. And then, unique to the museum is also where we housed and care for the collections of material culture objects. And we do that work close to DC, but in Suitland, Maryland.

**Colleen Call Smith:** [00:02:29] And all of this work, a big part of the mission and vision of the museum is really to inform the public about native peoples throughout the Western Hemisphere. And we really work to do that in partnership with native communities. So, that means that we often have co-curators, we have scholar artists, educators, writers; people who not only work within the museum but alongside us and help to make sure that the stories we're privileged to be able to share and tell

are done in a respectful way in keeping with the wishes of the community. So, that's kind of like a big look at the museum. Of course, we have exhibitions. Currently, we are closed to the public with COVID, but we also offer online programs that you can check out on our website, too.

**Annalies Corbin:** [00:03:15] Yeah. Thank you so much for that, Colleen, because that's really helpful. And for those of you that have not ever had the opportunity to visit the museum in Washington DC, it is absolutely spectacular. I've been several times and it's gorgeous, it's informative, it's easy to go, and to spend time in that museum, and to learn an awful lot. And I did not realize that there was a piece of that in New York. So, that was news to me, too. So, thank you for that.

**Annalies Corbin:** [00:03:45] Let's sort of dig in a little bit because you've been working on a couple of recent projects that are pretty darn cool. And I really like to start with the project, Native Words, Native Warriors, Native American Code Talkers. This is something that many people around the world are familiar with an aspect of US history, in particular, sort of the native role in this. But I think that this provides an opportunity for us to have generations that might have forgotten to really understand what this was all about. So, tell us a little bit about this project.

**Colleen Call Smith:** [00:04:21] Yeah. So, we are currently redeveloping an online experience called Native Words, Native Warriors, and it is about American Indian Code Talkers, and it's actually in both World War I and World War II. So, that's something that people don't always know, is kind of the spread of that service. And this website, it's geared, of course, towards educator audience, teachers and students, kind of thinking about students in grades middle and through high school. But it's also great for the public, too, just to kind of expand some of their knowledge about that, because what we've found is that there's a lot of interest in that topic, but often, it's only done within the confines of direct service in the Pacific or in the European theaters of war.

**Colleen Call Smith:** [00:05:07] So, what we're looking to do with this site is expand that vision out to where you get to know more about the stories and the people of many different code talkers, looking at facets of their cultures, of both the language and the service that they gave to the United States, but also, what—for a lot of code talkers, the ironic part was they use their particular unique language in order to make a huge service towards the war, but we also look at the story of boarding schools and how that was an effort within the United States to undercut those languages.

**Colleen Call Smith:** [00:05:42] So, what we're aiming to do is not just have it to where it's only one little part of, just as we study about other people who provide service in wars, they're not limited to just that experience, right? It's their whole lives. And so, we look to do that by also thinking about how, when they came home, ways of re-entering into society, into their cultures, ways they did get recognition, but also, challenges that they faced with that. So, wanting to kind of expand that out to get a more complete picture of those stories.

**Annalies Corbin:** [00:06:13] Yeah. And that's really, really exciting and so desperately needed, because I think that you're correct, sort of my bumping in with folks in and around the world whenever this topic comes up, it's a very, very narrow understanding. It's really clear of sort of what this was and what was going on, what was happening, and who were the people involved. And so, I love the fact that you're expanding it out to include the individual human stories tied to all of this because it's so rich and so incredibly valuable.

**Annalies Corbin:** [00:06:41] So, this is going to be launching, I think, from the information that you sent in November this coming year-ish. So, from the sort of teacher perspective, so what's the body of resources that are going to be available? What should we be looking for come November when I'm

hoping that we can send teachers from around the world, go find it, go pull it, go grab that stuff. What is the stuff going to be?

**Colleen Call Smith:** [00:07:05] Yeah, sure. So, it's a really immersive, and for lack of a better term, I'll call it a website, and it's going to be housed in our education initiatives kind of home base, which is Native Knowledge 360. It's part of the museum. It's part of our education, vision, and goals. But on the museum's website, we'll have the code talkers resource. And it's organized kind of through different themes where students and teachers have the opportunity to go right in and experience kind of what it looks like to start with the understanding of native languages and why those are so crucial and important, how they continue today, but also, how that's so much linked with native cultures.

**Colleen Call Smith:** [00:07:50] And then, there's a chapter, so it's kind of organized. Most you could think of, maybe it's like a digital storybook. And we follow two particular code talkers kind of throughout, but broaden out their experiences so that students and teachers are getting to understand kind of how those are representative of the larger span of service that was provided. So, from languages, we move into how the chapter of boarding schools and what that meant for many people.

**Colleen Call Smith:** [00:08:20] It's a complex and it's a tough topic because it wasn't wholly devastating, yet at the same time, it does undercut a lot of what students learn about with native language and those ties to culture. And then, there's a chapter on service itself, so on code talkers in World War II and World War I. And then, we move into the coming home, getting a sense of what were things like as you're trying to reenter back into your communities. And there's a lot of parallels with other service members, not just native peoples in that chapter. And then, finally, it kind of looks at the recognition and efforts to celebrate and honor that work, but how that's also done in parallel with some really tough times, harsh conditions that many native peoples face coming back.

**Colleen Call Smith:** [00:09:11] And there are some parallels to draw, as with other members of the service who come back in, especially African-Americans, where they're not treated as full citizens, given some of those same rights. So, I mean, it's not a light resource, but it's also not—there's a lot of, I think, cultural elements, a lot about resiliency and trying to make it a broader conversation. So, hopefully, it's going to spark more questions from teachers and students, and wanting to learn more about not just this period in American history, but kind of native stories throughout the country's history.

**Annalies Corbin:** [00:09:47] Right. And are there activities or modules that are tied to sort of the chapters in the story, so real sort of hands-on or opportunities for the teachers and students to collaboratively learn in the space?

**Colleen Call Smith:** [00:10:00] Yeah, absolutely. So, what we've done, and we did some testing with teachers, that's a big part of our work, is to make sure that kind of the ideas that we're building in our museum space do resonate with educators and their students. So, what we've done is we have provided teachers with a wealth of some guidance about how to kind of facilitate some of these topics in the classroom, depending on their range of knowledge. What we've really gotten to learn is that a lot of educators out there want to include more native voices, more native perspectives, but are sometimes nervous they'll do it wrong or they don't have some of the supporting content or even just things like knowing how to say native names or nations and tribes.

**Colleen Call Smith:** [00:10:45] So, some of those things are built into it, to where we give pronunciations, we provide some of that context. And then, for students, what we do is give some activities where they can really work on building critical skills through learning about these stories. So, a lot about argumentative writing, building out some of their own questions that come from the text, as

well as even practicing some of the skills they need for what we're hearing more and more, and know from some experience the challenge of operating in an assessment-based environment.

**Colleen Call Smith:** [00:11:19] So, something we found is, if teachers are hesitant to bring some of that content in because there's so much pressure to get to a test, what if they can use some of our materials to help students get ready to test those skills? So, we're using that in this website. And I think it's going to be pretty successful. We'll be excited to get more teachers be back on that, yet all of that's kind of housed in the site itself.

**Annalies Corbin:** [00:11:41] That's really, really wonderful. And we advocate for the same thing at the PAST Foundation. And so, I'm thrilled to hear you say that. And we will definitely make sure that as we share out, that we remind teachers that there are so many opportunities. There's great content from lots of different places that allow you to replace the thing that you have to do anything anyway with a different sort of voice, a different lens, a different context to still gain the same skill so that you're not having to do another thing, but you're replacing it with something that is really relevant, very rigorous, and developed for today's outcomes. So, that's really wonderful. So, thank you for that. So, let's revisit a little bit about the Native Knowledge 360 because that is where you are plugging in a variety of the different efforts that you're making. So, help us understand a little bit more about what that is in totality.

**Colleen Call Smith:** [00:12:37] Yeah. Thank you. That's a good, important question. So, I think a lot of folks could relate to the fact that museums are spaces for informal learning, right? So, teachers might bring students there, and maybe currently not happening, typically. For an enrichment, maybe it could connect with the classroom. And the museum is really engaged in that work. We've had lots of opportunities for students to come in and do tours, on-site programming, do workshops for teachers.

**Colleen Call Smith:** [00:13:06] But one thing we were finding is that teachers needed more support in terms of having the confidence, having the knowledge, having some of the ability just to have a space to have conversations, and think through, how am I bringing native voices, native perspectives into the classroom in a way that is both accurate, and also, respectful of all the different diversity of nations that are here and what has stayed in the United States? And this comes from a long history of not doing good by teaching Native American content in schools.

**Colleen Call Smith:** [00:13:46] And our team actually did some studies, and looking at how textbooks cover the content, we've also looked at studies on standards, and what's there, and what's not. And a lot of it is either erasure, it's not present or it's very isolated to the past. And so, several years ago, our department alongside, of course, the leadership of the museum, launched an education initiative where we want to really work with informal education spaces to better represent and hopefully transform teaching and learning about Native Americans.

**Colleen Call Smith:** [00:14:22] And so, what does that look like? It's building out more and more resources that are classroom-ready that have the content and kind of confidence from the museum and working with native communities so that teachers know what they're using is accurate, and is fair, and represents the diversity of native perspectives. We've developed a set of essential understandings, which is like a framework for thinking about how you could start to build out more inclusively with native voices in a classroom context. So, that's a tool that we like to work with educators on through workshops or training.

**Colleen Call Smith:** [00:15:00] And it's about building out more partnerships, and in particular, working alongside with teachers so that we learn from them about how what we're developing is meeting their needs, but then they also can come and do trainings. We have a summer institute series. This year, we did it online, but where we really work to immerse teachers with our collections,

curators, with native scholars. So, I mean, it's about trying to turn a table on how students are taught about Native Americans and how kind of we all learn about it because it's a societal thing, and that's something that we're hoping to address.

**Annalies Corbin:** [00:15:37] Yeah. And it's really critically important, because to your point earlier, people do struggle with how to do this and how to do this well. And I've worked in many, many places around the world, certainly, lots of places in the US, and one of the things that I have seen, and it's very striking, and I've seen it over and over again. And so, it's part of why I was really excited about the work that you were involved in, is states that have a predominant native presence, there's a different level of comfort in places.

**Annalies Corbin:** [00:16:13] So, I'm thinking about, for example, most recently, a few projects that I've worked on in the Dakotas or in Alaska, where you, the teachers, have a different level of understanding and comfort talking about native history, current issues for Native Americans, being more inclusive, although not always out of absolute fairness. But there are lots of teachers in places where they don't even realize that they have an active native presence within their state or their community because not visible in the same way as it is in other places.

**Annalies Corbin:** [00:16:53] And I do think that and I've seen and heard this over and over again that there are teachers who have no idea what to do with this content, right? And so, I think that it's really, really critically important, the work that you're doing and your team is doing to help teachers very broadly, no matter where you are, where you're teaching, what community that you're in, know that there's an amazing opportunity, and quite frankly, a necessity to bring native voices into your active teaching and learning every day. And so, where and how that's possible is really, quite frankly, a wonderful thing. It's an asset.

**Colleen Call Smith:** [00:17:29] Yeah. And I'm glad you brought up kind of also the diversity within the United States of teachers, no matter from those who are very much part of or maybe natives themselves, within those communities where they might even have relationships with tribes or tribes have been so active and proactive with having a voice in the education landscape in states like— we've really learned from some of our partners in Washington State and Montana who are also doing some incredible work to make sure that those players are always kind of operating alongside.

**Colleen Call Smith:** [00:18:05] But what kind of came to mind was, in one of our previous summer institutes, it was really neat to see some teachers from the Dakotas, from Montana, and even other states as well, and I think it was Wisconsin kind of almost, partnering was probably too formal of a word, but getting together with with with teachers who were like, I just want to try to start, but I don't really know where to go.

**Colleen Call Smith:** [00:18:29] And like having this kind of place where you can have some brave conversations and kind of acknowledge where your lack of information is so that that kind of partnership, we also want to help to bring together, where teachers are working with each other to kind of help, hey, I tried this out and I had some success in reaching out to the tribe or I'm learning a lot just from kind of stepping back and listening or reading these posts. So, it's building, I think, that kind of community, which I think educators already naturally do, but around a topic that hasn't always gotten as much attention.

**Annalies Corbin:** [00:19:04] I also think the other thing that's really wonderful about the approach that the museum is taking is the fact that not only are you giving these educators the content, which is fabulous, and the professional learning community, which you've established through these workshops with these cohorts of teachers coming together to talk about these things together, but you're also giving the participants a place, if you will, a place and a group of people to have

conversations that can be fairly uncomfortable, especially for privileged folks who don't even understand what they're missing, whether you're missing the understanding, you're missing the background or the details, the accuracy of the stories, or you're not even sure about how best to approach those potential partnership opportunities that you bring into your active teaching and learning every single day.

**Annalies Corbin:** [00:19:57] Because I think that oftentimes, one of the things that we see, especially when you're talking about teaching cultures different than whoever is the instructor in that space, that sometimes, folks get hung up on being uncomfortable about not sure how to have the conversation. So, that's a really important piece, because, quite frankly, as we know, there's a lot of learning that can happen in that uncomfortable space.

**Colleen Call Smith:** [00:20:23] Yeah. No, for sure. I mean, I've also had that for myself in terms of how I've grown professionally. I started out in the classroom. I taught middle and high school social studies in Kentucky, and Virginia, and parts of DC before shifting into this work. And I kind of thought that I always did a good job by seeking to bring more and more voices into the narratives that we kind of build for students. I did a lot of work with civics, but one, it was kind of a few weeks in or, I don't know, probably later into my time at the museum, it dawned on me that I've never, in my study of civics, really have students focus on tribes as nations, and their role alongside states, but also with the federal government, and the role of treaties within that, I mean, that's a huge part of this country's history.

**Colleen Call Smith:** [00:21:17] And it's an incredible amount of opportunity for reflecting on contemporary issues today and where we are with it. So, things like that and I do share that with folks. Like I feel enormously grateful that I've had the opportunity to learn from and work with my colleagues. And it's just having spaces to kind of step back and allow yourself to realize where those are, and then seek out the information in a way that you feel like it's trustworthy and knowing where to go.

**Colleen Call Smith:** [00:21:46] So, seeing that kind of work happen with educators has been really inspiring for our team and we want to continue to kind of make sure that folks out there can feel like they can reach out to us and let us know what big topics do they really want to dig into, but they don't necessarily have the support to do or if we know they're teaching, for example, about the gold rush, while there isn't a national curriculum, there are spots along different states that really rise up, what could we do to kind of broaden that conversation out? Because we don't want to necessarily—it's not about making our history only reflect native perspectives. It's about bringing those in and making sure that they're just as much a part of that because it's a much more richer and interesting history that way.

**Annalies Corbin:** [00:22:33] Oh, absolutely. And it helps the students in that space be better global citizens, right? And as teachers get more comfortable in that space and really having a better sense and understanding of the diversity of our own history, it makes it a lot easier for then you to reach out into the sort of global perspective and grab some of those same ideologies or experiences, history, and opportunities, and to bring those back into your classroom as well. And that's one of the things that I have seen over many years of doing this work, is that as we can get teachers comfortable locally, and then start expanding their circle of knowledge and resources, what we find is more and more that those pieces are drawn into their everyday teaching and learning. And that's a powerful, transformative experience, right?

**Colleen Call Smith:** [00:23:22] Yeah.

**Annalies Corbin:** [00:23:23] So, there's so, so much value in that. So, what do you think, as you sort of are getting ready to launch several of these new pieces, the 360 piece already in place, but adding the new programming around code talking and some of the other things that you sort of have in the pipeline, what do you see as sort of the next big aha moment in terms of the work that you're doing in that intersection, in the transformative events that are happening right now with so much work that had suddenly happened in a virtual space and teachers around the globe pivoting, and pivoting really fast, some with great success, some really struggling, and a lot of them sort of in the space in between?

**Annalies Corbin:** [00:24:14] The same thing happened in the museum where almost every museum in the world had to either shut down or pivot quickly, and really sort of amp up a lot of the virtual offerings that they have. And what we're hearing sort of globally is that there will be elements of that, that as everything sort of shifts, that we will keep because there was value in that. And I assume that the museum also experience some of that as it relates to some of the virtual or digital resources that you've been able to sort of launch in this pivot moment. So, what does that look like for the institution moving forward?

**Colleen Call Smith:** [00:24:49] Yeah, we're kind of in the thick of that right now, trying to figure that out. So, I mean, I can speak to what I see from where I'm positioned within that. And I mean, there's a lot of thoughtful attention going to the value and the purpose of what we do, and how can you still maintain that while having to shift to how that's delivered. And one thing that we really saw this summer when we had to very quickly, which is not always easy at the Smithsonian to shift gears to do a virtual teacher institute, was the sheer number of people interested and wanting help in this area.

**Colleen Call Smith:** [00:25:34] Like we were blown away. We had over a thousand people over the course of a three-day or on each day of the session, and I don't say that necessarily as like a bragging point, but it was like, it floored us. We had no idea that that was going to be something that was in demand, especially sensitive to where teachers are and having to come up with their own working plan. And it helped us understand like, okay, so if we know that demand is out there, we have a real opportunity to think about ways we can put content out.

**Colleen Call Smith:** [00:26:10] If we have our like home of NK 360, maybe we can help to build that out a little bit more. So, like, for example, right now, we're having kind of a re—I'm not great with tech language sometimes, but like a redo of our website. And so, we're thinking about how can we make that even more accessible for our audience out there. And a lot of the audience weren't even teachers. Some of them were just folks who are interested. So, that's one thing we're doing, is kind of taking stock of how can we put what we have out there in a way that more and more people can access it.

**Colleen Call Smith:** [00:26:42] But we're also hearing folks need context around it. So, it's one thing you can't just put content on a site about a topic that has so many different entry points. As an example, lots of questions around tribal sovereignty, and what that means, and how do I teach my students. So, it's kind of stepping back a little bit for us in thinking about, what are some of these core elements that we're hearing people have a hunger for and want to know more about? And does that mean maybe we deliver some real short segments on that or we partner?

**Colleen Call Smith:** [00:27:11] So, I mean, I guess it could sound obvious, but it's a call to us to be innovative in what we're thinking through, alongside there is a push, of course, to try to get the museums open if it's safe. And I mean, that's something the Smithsonian is doing currently in a really thoughtful way, following science with that. But what I imagine saying as we go through these next, I don't know how long to chart ahead, but is a real push to take what we have, put it out there because

people want it and not be, as I think, to have some urgency with that in a way that we can also be, it's informed by the feedback we got from teachers.

**Colleen Call Smith:** [00:27:54] So, one thing that was a huge success was just the amount of survey response, evaluation we received back from that. And we're really using that to inform kind of what our next plans are for years ahead. And I don't know if teachers always know that, but taking that content in, and then figuring out, okay, how can we make that into part of our work plan? How can we make sure we're meeting that need?

**Colleen Call Smith:** [00:28:17] So, I don't know if that answers the question directly, other than it's very much on our minds and we're wanting to really use this time as a way to still reach folks. It may not be in the same method. It may not be as deep of a reach, but I think we can at least help people know that we're here. And that's kind of exciting, is that maybe more folks will come and figure out there is a space in which they can at least get started on some of this work.

**Annalies Corbin:** [00:28:43] Yeah. No. And I think that that's absolutely correct. And we saw the same thing, right? So, the PAST and PAST Innovation Lab, the physical space, very much like the museum, the previous way of operating was that people came here to engage in experiences. And when we suddenly opened that up and made a lot of that same sort of content available virtually and workshops, and we had to do the same thing, right? And so, I think that you were right on because we saw the same thing. We saw demand in ways we've never seen before, that we didn't even know, right?

**Annalies Corbin:** [00:29:17] And we saw people coming and to participate from all over the world because they didn't have to physically come here anymore. And I assume that it's very similar. The teacher does not have to come to Washington DC to attend a workshop, that suddenly, it was a game changer for them in terms of that access point. So, I think it's really important to acknowledge the fact that the museum made that pivot and that you're gathering data and making decisions moving forward. So, that's pretty awesome. So, thank you for that.

**Annalies Corbin:** [00:29:46] One last question sort of as we wrap up, and I always sort of end with this on all of the programs, is imagining myself being a teacher somewhere out there in somewhat of isolation, wherever that happens to be in the world. And I'm listening to this program and I want to be part of what Colleen is doing at the American Museum. And how do I do that? What is the easiest way for me to get access to the amazing work that you're doing, and quickly incorporate it into the teaching and learning environment that I happen to be in, whether that's formal or informal?

**Colleen Call Smith:** [00:30:27] Yeah. So, the first thing you can do is go to the National Museum of American Indians website, which is [www.americanindian.si.edu](http://www.americanindian.si.edu). And then, from there, if you go to our education page, you can also honestly Google NK 360, that will work too. But sometimes, it's funny. We're not the first thing that comes up. There's some spirit of NK 360 airline. So, I don't know if that was still number one. So, if you can go there and make us number one, that would be awesome. But yeah, if you go on Native Knowledge 360 on our website, if you're in the classroom, I would really encourage you to go into our Lessons and Resources section.

**Colleen Call Smith:** [00:31:10] We have instructional resources for the classroom. We have informational ones, more for like, if you want some—when we're building that section up, but kind of equipping yourself with some knowledge there right at hand. And also, look at our Professional Development page because we are going to have some upcoming webinars. One is on one of our newest digital resources that's inquiry-based, and it's about early encounters in Manhattan. Also, another way you might think of it, if you're especially a teacher of younger grades, it's kind of around the time of the fur trade.

**Colleen Call Smith:** [00:31:42] And we do it more from native perspectives, looking at this question of, did native people really sell Manhattan? Kind of getting students to unpack that and understand some pretty important stuff, the idea of values, and worldviews, and bringing two different cultures together, and what's often missed in this kind of myths around the sale of Manhattan. And then, on a practical level, I would really encourage you to just try to do one thing this year, this school year, this time period in which you maybe make a shift in how you're bringing a native voice. And it doesn't have to be limited to social studies educators.

**Colleen Call Smith:** [00:32:19] We've had a lot of teachers from English language arts, from the arts, humanities, even science teachers. We do have some great resources about contemporary issues and what native peoples are doing around environmental challenges. And if you can kind of say, like, I'll go back probably to my orientation, but I think a lot about, oftentimes, in a social studies classroom, westward expansion comes up. And usually, typically, not always, but it's often done with the idea of looking west. I guess it depends, obviously, of course, on perspective.

**Colleen Call Smith:** [00:32:52] But if you shift that a little bit and maybe start at more from some native perspectives, some kind of thinking about, and I'm borrowing a line, I believe, from Debbie Reese, who does a lot of great work with native literature and text out there, but it's to look east and think about it from that different vantage point. And we have some great resources on there. One in particular about the idea of belonging, and what does that mean to belong as a native person, as part of a native nation? And just don't feel like you have to do it all at once, but maybe find one thing that you could do to shift, to change, or if you're already doing those things, share that out so that other teachers around you kind of could see you as a person of support they could come to.

**Annalies Corbin:** [00:33:36] That is absolutely great advice. And hopefully, we will have many, many teachers go to the website, and in fact, maybe even some reach out specifically to you as a result of sort of hearing the opportunity that's available. So, thank you so much, Colleen, for joining us.

**Colleen Call Smith:** [00:33:54] Thank you. Yeah.

**Annalies Corbin:** [00:33:54] We will post when we let this episode go, all the links and the resources, and we will make sure that we can easily—teachers can just click on the links and get there. They won't even have to hopefully Google it. But thank you so much for joining us today.

**Colleen Call Smith:** [00:34:09] Yeah. Thank you and take care.

**Annalies Corbin:** [00:34:11] Yeah, absolutely. Thanks. 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 reimagine education.