

\*Ukulele music\*

Keith: Welcome to the LeeCoSchools Edcast! In this episode we talk to Wacoochee Elementary School's Teacher of the Year, Emily Jennings!

Kyle: Let me tell you I was blown away when you know when we started talking very early on she was...

Keith: She was one of the names that came up with examples of who we could talk about when we were pitching this podcast.

Kyle: Well Mister Claridy, let me tell you I was not prepared. Nothing could have prepared me for what Emily came in and sat down and started talking with us and just the energy and how enthusiastic she was and how much her job meant to her and how much these kids meant to her and I was blown away. I was not prepared for that event.

Keith: You know and I as the social media manager for the district I follow her Twitter account and I thought I was prepared and I wasn't prepared either! Because for her Twitter account you see all the cool stuff she does. You know, she talks about how the other teachers around here support her crazy ideas and all that kind of stuff and so from that I thought "oh she's gonna be a good person to talk to". I didn't realize she was going to be a phenomenal person to talk to.

Kyle: Absolutely. No we were we were both just left awestruck. If every teacher who would listen to this could glean anything from this, your life will be better, the way that you teach will be better, your career will go better. She's just she I was really just super impressed.

Keith: Yeah and it's it's heartening to know that there are teachers like that in this new generation of teachers coming up that take time to do research on their own time on how to better teach the kids. That was one of the initial things that caught my attention that she said that she does it's like extra research I mean who does extra research if they don't have to?

Kyle: I know one human being for sure that does.

Keith: We now know one who will.

Kyle: So anyway it's fantastic stay buckled in you're gonna need it.

Keith: And if you have any questions, comments, complaints, criticisms, compliments, colloquialisms, conundrums, or concerns you can find us on the web at [www.lee.k12.al.us/edcast](http://www.lee.k12.al.us/edcast), you can find us on Twitter @LeeCoSchools, you can find us on Facebook using the same search and you can email us at [edcast@lee.k12.al.us](mailto:edcast@lee.k12.al.us). So Kyle if you could play the thing, we'd appreciate it.

Kyle: I'm ready. Here we go!

\*Funky transition music\*

Keith: We're real excited that you're here.

Emily Jennings: Well I'm all for trying something new and and I'm not afraid to be the guinea pig and to fail massively so I know not everybody's up for that so...

Keith: Well and it was actually your Twitter feed that was one of the things rolling in my head when I came up with the idea and I would see your your posts and I thought, "she does some

interesting stuff". So in the morning I was getting ready for work that one morning and I was listening to a podcast...

Emily Jennings: And brilliance just...

Kyle: It just struck. I know your time is precious so we'll just get started.

Emily Jennings: Okay so my name is Emily Jennings. This is my fifth year of teaching in the state of Alabama. I've always taught in public schools and I've been privileged to have four of those five years be with Lee County. I came to Lee County started shortly after getting married. There's a great reason to make a lot of changes in your life and just in looking at I had done my undergraduate work at Auburn University and had had a lot of experiences in the city school systems but never in Lee County. So part of that draw for me was the unknown. I grew up in both city systems and County systems and so I know that there is a little bit of a difference in population where the kids are coming from and this was just where I felt like I was at home. We wanted to have our family to be raised in the area I teach. I feel very strongly about having that trust in my co-workers to take on the education of my own kids and so this is a place where we wanted to live and wanted to be and we're blessed with the opportunity to come here to Wacoochee and felt like Mrs. Senn took a big risk with me. I have a lot of a lot of really crazy ideas and and I do do the research behind them and you know there's a method to the madness but I can't always explain to someone else what my thought process is but she's been great about just trusting me and knowing that if I'm doing something it's because it is research-based and it's gonna be something that is going to be in my mind what I think is going to promote student growth of me and be best for the kids. So not everybody would be willing to let me do that being you know young inexperienced teacher from the get-go to say "okay I trust you get messy if you make a mistake, if you fail, that's okay just fix it."

Kyle: Like you said when you first started, being able to let yourself fail big. You're gonna do something that's fine but you know there's so many people that don't even take those steps.

Keith: Well that seems to be one of the leadership styles in Lee County. Our boss I mean with this whole project is the same way with us.

Kyle: This is definitely a fail big scenario.

Emily Jennings: Yes and I think when you allow people to kind of pursue their passions that's that whole genius our idea the whole you know Google you know our to just explore your own things is that's where you make gains that the inside the box people might not have predicted or have put people in a path to that that individualized professional development has a lot of growth because it is you know what I value as a person and as a teacher and if I can have that time to tinker and try things out it could yield greater gains. Then perhaps the focus that has been prescribed to the you know to the system-wide effort or whatever that happens to be and I think that's been important for me and my personal growth as a teacher is being able to explore my passion learn a lot make some mistakes but to not fear failure. That's something that I think a lot of people are apprehensive of and for me growing up that was something my parents did great in their parenting style was allowing us to fail with that safety net I know a lot of my peers in the Millennial Generation were not given that opportunity and it could be very daunting.

Kyle: If you've never if you've never failed then, I mean it never feels good but once you do it enough you get the experience. What was the Michael Jordan quote, like I failed more times than anybody else ever has and that's the reason I'm successful.

*[Actual Quote: "I've missed more than 9,000 shots in my career. I've lost almost 300 games. Twenty six times I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."]*

Keith: So what are some of the crazy ideas that wound up working for you?

Emily Jennings: Well I think one of the first things was when I accepted the job here at Wacoochee, it was for a fifth grade position. I told Mrs. Senn in my interview I have only had classroom experiences in first grade and second grade I only know how to teach little people and she said "great I want you to try that but with big kids". So now I teach fourth grade and so but so I went in and I said okay I'm just gonna teach the standards but in the format I know which is small groups. Champion of small groups, stations, and centers, and segmented activities. And being around other 5th and 6th grade teachers I got some funny looks those people walk by my room and say "what? You're letting these are kids are like 10 & 11 years old. What do you mean they're doing centers and small group?" But that's just my style. Some of the quirkiest things that I've done is I've evolved as a teacher is I've been reading a lot of research about student choice and student motivation as well as trying to troubleshoot and do some action research on how do I help my kids that their only interference is attention? Because that's a very common problem whether that's something that's going on biologically in their brain or behaviorally that they've adapted to. And so, I guess it was about two years ago, I got on Pinterest--great place to steal other people's wonderful ideas and test them out--and there was another teacher who had in, her special ed room, had taken these giant bouncy playground balls and put them in milk crates so that way the kids could sit on them and bounce and get that self-soothe, kind of fidget out but still be able to work and tried it out. It did great. They can't roam across the room and then it's just it's evolved I've added other things as I've researched you know with wobble stools and standing desk and in a few yoga balls and things like that and the kids are really good now about knowing where they work best that's a lot of their autonomy and knowing this is a good place for me to work this is what I can do to get my stuff done and be able to do my best job.

Kyle: So you give them choice about where they want to be, whether it's on the ball or standing at a desk?

Emily Jennings: Yeah yeah I kind of kind of our policy at elementary is just whatever it takes whatever it takes and a lot of times they've had good ideas I had several students they said, "well I work best when you know when I'm kneeling on the floor or sitting on the floor whatever." I said, "great let's do it how can we make this happen?" And they were able to problem-solve that and just tell me you know this is what I need to be able to do this let's see how we can effectively do this with the budget that we have I ask parents and community stakeholders for things to just make it happen. Some of the things that we've tried have not worked but they still have been great learning experiences. One of the things that I'm just kind of troubleshooting through right now is I have a lot of children that have IEPs this year I have 12 out of my two classes and so differentiation doing a lot of you know personal reading and figuring out how can I better differentiate within different levels to meet all student needs.

Keith: So what is IEP?

Emily Jennings: Okay IEP is an Individualized Education Plan and it's something that we set up for students who have been identified as having an area where they need extra attention this is where we collaborate with our special education teachers and as a general classroom teacher I work with them and so they receive most of their instruction with me in the classroom and they receive some pull out to kind of fill in those gaps, accommodate them, get them what they need so they can continue to make progress. Yeah so you can have students that have IEP as you can have some of your English language learners they have something called an ILAP [Intensive Learning Alternative Program] that's very similar it's just looking at a child about where they are and figuring out what do they need from general ed teachers, from specialists, from special ed teachers in order to be successful and make growth?

Kyle: And so the problem you've been troubleshooting is how to individualize with those children?

Emily Jennings: Yes and that can be a big task because it's not just looking at my children that have IEPs and ILAPs, it's all of my children and so that's a that's been a big process of synthesizing multiple data points and social points to figure out you know where their strengths where their deficits and what can I do without killing myself and being here until midnight to be able to grow each child from where they are and that's this that's the ultimate goal is to grow all students. All students can learn! That's kind of a you know trite phrase "all students can learn" but I really believe it all students but it's just looking and figuring out what do they need from me in order to grow them. So that's kind of the journey that I'm on right now is that individualized education for all students beyond just a differentiation for you know high learners and low learners looking at all kids. What can I do for them to make sure that I've been the best for them.

Kyle: Yeah, that's really cool so tell me about cuz you as a teacher have some things that are required of you you are giving this formulaic thing what is your process for individualizing that how do you go about that?

Emily Jennings: Well it always goes back to the standards when I'm looking at my lesson and starting off I'm going to that standard and I evaluate from there where are my students individually we've been able to use a lot of debt just just gonna first look from the global scholar to figure out you know what are where are they proficiency wise as this say for instance you know there are those threads through all of the standards so let's look at theme let's look and see do we have second-grade level understanding of theme coming in is this something that I need to preload for certain students or is this something that I need to be ready out of the gate to go ahead and advance them because they're already beyond this fourth grade proficiency. So that's just kind of feeling the water to get the temperature right off and then from there with you know my daily formative assessments of you know judging their understanding based on you know talks and discussions or responses to go from there figure out how do we progress. Because everybody starts a different point and everybody will end at a certain point but my ultimate goal as a fourth grade teacher is to get a right to at least fourth grade proficiency and for my kids that were already beyond what I could do is how do I advance them and continue them to grow.

Kyle: Not let them to stagnate while you're trying to bring the rest of the class along.

Emily Jennings: Not only stagnate but how do I continue their hunger for learning because a lot of times, our highest level learners are hardest to grow and so we talk about a growth

proficiency based on you know how much have they grown from where they started and where they end, how much have they grown? But then also looking at proficiency based on where did they compare to grade level peers? So you want everybody to be on grade level but you also want to see all students grow you know. It's not just one of those things where you say oh well pick up a book and read. I remember being told that so many times as a child and I'll be quite honest Emily Duke was not the good luck job you went there and cooperating sitting there in the corner by in the AR book. Emily Duke would be the one passing notes and getting into trouble and so...

Keith: [imitating a teacher] Would you like to share that with the class? [imitating a student] No, no I would not!

Emily Jennings: So and this is what I think about, too, is from my own experiences as a child you know for my feelings when I look back you know this far removed from my experiences what as a child did I think made a good teacher? And it was somebody who knew me. They knew better than to just say "oh, go get a book." They'd say, "okay Emily I want you to look at your book and I want you to make this story kit or this project or whatever". You know I want you to map out for me and plan this story you've got three wishes go and and just roll with it because I was not a gifted student I was just a high achiever so I have that pull out but that's definitely when I think about why am I doing what I'm doing is because at the end of it I want to know that I've given everything that I can within reason for all of my kids for all my students that relationship there that's more than that's what I want them to remember you know 20 years from now. Whatever we remember I remember that she knew me I remember that she knew what I like.

Kyle: So I wanted to I want to talk about motivation because I think you mentioned something a minute ago, with this diverse learning environment how do you individualize motivation for these students?

Emily Jennings: Right well motivation is one of those topics that there's a lot of research on because it is kind of ambiguous it is very individualized but the common thread that I've seen in the research and what I've taken and implemented in my own classroom is that choice is a huge factor. And so when I'm looking at the goals that I have to accomplish I always go back to thing okay what can I allow my kids to do? If there is something they can do or they can be a part of the decision-making process of they are incorporated. For instance right now we are shifting and looking at a reading pilot for fourth grade that's gonna Center more on literature and kind of step away from our Wonder's curriculum that we have been using. So in thinking and planning about how I'm gonna do that that's been something that I've asked my kids for feedback about about what do you need what you know would you like they say well we want to choose our own books. Say okay well as a teacher I'm thinking I can't just let them pick you know whatever book we need to have some kind of you know structure and so it comes down to my identifying you know half a dozen books and then from there for them to choose and be able to incorporate with certain tasks. But motivation is a difficult topic in any career whether is you know corporate America or education if you can figure out how to motivate a large group of people oh my gosh...you won! So it's one of those things where I think about that's something that constantly has to be adjusted and that's where the relationships come in is taking the time to build and invest with every kid to know them on that individual level to know that I do have some kids that are really tough to motivate that student choice is something that is going to be hit and miss for them and so part of what I do for them I know who my tough cookies are and I'm making a point

that when we were early on in that planning process or if there is something that we need to make a decision on those are my folks that I go to first to get their think tank. To have that buy-in but buy-in is more than just allowing them to decide when they do what they do or where they work or what book they have. Buy-in is about a total mentality of having a person invested and on board with what you're doing and to be able to say all right this is our ultimate goal this is where we're all going how are we gonna get there what are we gonna do this is gonna be for the greatest good how are we gonna accomplish this where can we compromise on this where do you feel that you could compromise because there are some things especially for our kids that are those tough cases that are tough to get that buy-in from that are not negotiable for them that you might not think of ahead of time. So this is a genre that we need to put into play or this is what we need to adjust timewise maybe we work better right before PE or after PE and so we do spend a lot of time investing in that community in order to promote the choice and promote the motivation.

Keith: How do you use technology in the classroom?

Emily Jennings: Well first thing I always tell the kids and this is something good they could repeat it - these are tools not toys! These are things that we're using to support what we're doing this is not for computer time to just play on games this is not you know computer time that you earn for reward this is a tool that's helping you to get closer to your goal and laying that groundwork and everything is very important to me there's something we spend a lot of time on because we do use a lot of technology and that's really helped them to self monitor you know and be able to think of do I need technology to accomplish this or what can I do to take the test that I'm given and make it better by using technology. I am somebody that I am all for trying something new but I also acknowledge that my ten year olds are much more creative than I am. I am one person with one set of thoughts and I have 43 resources of people who have crazy ideas and I love it! For instance right now we just started lit circles and we've been doing this for about a week...

Kyle: What is the lit circle?

Emily Jennings: Literature circle is where the kids from the books that they have picked they get together every day they read their text they talk about it they dive into it you know different things that they notice different interesting words wondrous words and questions that they have they're able to talk and network with one another and work on their speaking and listening skills because that is a huge area that I feel like has a big deficit in all grade levels. So just trying to foster that but we had used a new tool last week called flip grid of something that I learned about a professional development from Laela Bunn. Love her! So I come back I'm fired up at I made a flipgrid video that night like in my pajamas and you know oh this is gonna be great we're gonna do book reviews and we're gonna take our free choice reading book and make this little video so you can find your next book okay great! Well we're in the middle of making these videos and one of my kids says can I do a video on the book I'm doing with my book club? Okay sounds good works for me. Well then they come to me this morning and they say miss Jennings I have a crazy idea. GREAT! YES! I LOVE IT! And they said what if today instead of meeting with our group what if we do it on flip grid? What if we ask our questions and they can respond through that love it let's do it let's see how it goes if it train wrecks, that's okay we can say we tried it. Then and they just think about these things we're thinking about our student conferences for spring and one of my girls said oh my gosh Miss Jennings have you seen this My Little Pony commercial? In my mind I'm thinking okay what and she said yeah I saw this commercial on TV

super well whatever and it was you know well pony you know friends are magic kind of thing and it had a kid talking to their best friend's parent about what makes them such a great friend she say what if we did this for our spring conference and I can make a video about my best friend she can make a video about me and we can share it with our parents and just tell them how awesome we are! The same time I'm thinking okay write it down before you forget before you forget it on my board I have a cartoon picture of a brain because we will have these thoughts and if we don't write them down we lose it and says can I write it on your brain right now so literally I have a brain on my board so what if I'm sure when subs come in they're like what's that?!? These are all the things that I have not forgotten yet. They're on my brain. Ultimately I said when I'm thinking about technology there are some times where technology is not appropriate for the goal that we're accomplishing or that it's not going to be what my students need to achieve their next milestone towards proficiency. Sometimes technology can be a distraction. I know with my lower-level earnest it can be a great tool for accommodation I have a lot of kids that have to have things read aloud to them and so having those plugins is a great way to more efficiently use my time and their time and allow them more autonomy to be more independent and to know that there are tools out there for them because I think about you know the kids that I have now you know 9 and 10 years old when they get to middle school and high school I want them to know that these tools are here for them even if they don't have a teacher that knows about them they can say hey I have this thing that helps me to accomplish my goal so that way I can move and groove and I know what to do and I know what it's gonna help me. But like we said tools not toys.

Kyle: Let me tell you our day job is working with IT and so that mantra of "tools not toys" I wish I could sing from the hilltops because I have so many people that want all the technology and they never use it.

Emily Jennings: Well and I think it was Alan November he said this is not a thousand dollar pencil so if you are if you are not if all we're doing is just substituting technology for something that you you know you can't just type up a worksheet and put it in a Google form and call that authentic learning that's still a worksheet it's just a digital worksheet.

Kyle: That is step one in the four step process of using technology effectively in the classroom.

Emily Jennings: I think technology is something that is here to stay I know a lot of people are still very apprehensive because of their own personal skill level with technology. I mean some people yeah hard to imagine but um I think that is something that is here to stay when I think about my kids these kids have never lived without the internet even I remember dial-up. It is something that is here to stay and it's something that I think if we don't take a look and see okay how can I use this to enhance learning to bring it to the next level to globally connect to further the outreaches of what we can get to here in you know in Lee County, Alabama. If I can go somewhere else my gosh I'm getting out of here let's do it. Let's get on Google Earth! Let's take... we're gonna go see where Lincoln gave the Gettysburg Address. You see this and just go go go and that potential is there and so when I think about the future of Education and where we're gonna be by the end of my career I'm just overwhelmed and I know that I will encounter a learning curve that other people are encountering right now it's just a matter of time but it's not going anywhere so I've got to adapt.

Kyle: One thing you mentioned was student conferences. Now I don't know what that is I want you to tell me a little about what student conferences are.

Emily Jennings: Okay so I'll be quite honest this idea started my very first year of teaching when I was teaching in Northwest Alabama the school I was in required everyone to have a parent-teacher conference and you had to stay after school for however many days it took you to get them done. Well being the ingenuitive teacher that I was I thought how can I avoid staying after school every day for two weeks and thus was born student-led conferences. So the premise was that I would help students prepare with questions and portfolios that they would present to their parents and so the day came we had parents come and the school I was in did not have a very good track record of parents coming into school but I think the key there was that they'll come for their kid. They're not gonna come for the teacher but they will come for their kid and so the day of conferences came and out of my 18 kids I had 15 parents there which was amazing and the kids came and shared and the best part was that when parents had a question I said well you know what I bet your student knows and they go back to their student and get the answer and if they didn't they had the opportunity to to interface with me but it gives kids more ownership over their learning gets them more accountability it gives them the opportunity to really reflect on where they are and what their goals are and and it's a way to bring parents into school. School can be a very intimidating place for adults especially parents who didn't have good school experiences and so it's a much bigger motivation for a parent to know that they're coming to interface and the relationship with their child versus interfacing and build relationship with the teacher who they might feel like is just here to you know ramble off some data that doesn't make sense to them and tell you what you need to work on and so that that's been good for you know school the home connection but also to empower the kids to think about that this is something that's coming so I'm gonna track your information track you're gonna look at your goals see what you want to present how do you want to do it.

Kyle: Again I think it fosters buy-in, right. The kids they are more involved at that point and it's like a win-win situation.

Emily Jennings: And knowing that your parents are going to be coming to school. It's kind of a motivation, too, to be like okay I need to get it in high gear because my momma is gonna come down here and if she sees that I've been messing around then it's gonna be a really long walk to the car.

Kyle: So with that said actually, parent involvement what are your thoughts on parent involvement and how it affects the way that these kids live their day to day lives here at school?

Emily Jennings: Well I think with anything any relationship is important to a child. Whether that's with grandparents parents teachers and part of it is that this is a network of support you know I think about it as a triangle that there's me on one side of the bottom and the parents and at the top is the child and we were supposed to be working together to lift this child up to get to their highest potential and so having parents as the teammate is very important for the success of a student and if it leans more towards one side than the other geometrically speaking you can't get as high. What I've experienced in Lee County is that we do have parents who want to be involved who want to know what's going on. They might not always have the flexibility to be able to come and do things in the middle of the day but they want to know they want to be in the loop of things with their kid. Part of that is working with the kids to figure out how do they promote communication with an adult because different homes look very different. Especially you know if you have parents that work on the late shift and by the time they pick you up from daycare you go home and you eat supper you bathe you go to bed. To figure out how do we connect people and I think that's what it comes down to is how do we communicate with one another that that's



kind of becoming a lost art unfortunately. How can we efficiently communicate with one another in a way that's personalized.

Kyle: One of the things that I've done--I have a seven year old that goes to East--and so one of the things we do still is we have dinner together no phones no TV we sit down at the table and do that. Now that might be the only time we get to say how was your day how were things tell me what you did but there is at least that little window at least that we get to sit there and be a family and have that communication and so that way whenever something big comes up we have a space that we can talk about if we need to.

Keith: You're saying that improving the student's communication at this level is important and so when you have them in their smaller groups which, let me just say when I was their age doing all this group would have been a nightmare for me.

Emily Jennings: It does require a lot of modeling and prep ahead of time.

Keith: I would have hated it and so I'm kind of glad I missed that part of this new wave in education because anytime the teacher said all right we're doing small groups, I would be like can I be a group of one please?

Kyle: Well it's a communication thing because you knew that's what you had to work with other people especially if you had a group project or something you had to make sure that all the work got done and all that and so...

Keith: Well and in my instance that usually wound up being me doing all the work just so it'll get done. That is because I'm part of more of a control freak but that's not what I'm driving at. When they're in their small groups and they're and they're just chatting with each other so what are the kinds of things that you're listening for so you know what to work on with them?

Emily Jennings: Right so part of before they even get to that discussion part is that they do have some guidelines and if you will like different types of graphic organizers sentence stems and things for them to think about and write about prior to meeting with their group so you don't just go in and just say so how was your book today. They have different things that I will ask them to think about in that reading and then to have that individual accountability for so that way if I don't get around to listening to that particular response or something I do have that written to go back on as I'm reflecting and making those decisions about you know Who am I gonna pull for my tier two who I'm gonna pull to go back and and really hone in on some of these skills that I asked him to think that who had a tough time with this so that's one way that it kind of helps scaffold them as they have to think about at that time they had that individual accountability so you don't just sit down and have one person doing all the work. Part of what I have them do every day is I have them to do a self-reflection that's one of the things in building my classroom community that's very important is that the beginning of the year to have that level of trust and positivity for them to be able to say yeah gosh I failed today I just did not get it and so they just have a little checklist of things for them to reflect on and that's their exit ticket for me when they leave I look at it to see okay how did I feel about what I did today do I feel like I did my best work was I confused did I understand what my role was in my group did I contribute did I listen did I speak did I answer other people's questions or did I have trouble. It took a lot of time to develop that that trust the circle of trust but that's that's the transparency that I need and they are very good about knowing themselves. Now they might not always be confident enough to come directly to me and say hey I didn't get it but by gosh you're gonna turn in that slip because I know I've got

to have it before I can head out that door and so I get a lot of great information formative data just from them interfacing with that. At the beginning of the year it also kind of tells me about who has the ability to hold themselves accountable and who does not and that's a totally other yeah oh you know facet of you know scaffolding and different things with it because I do have kids that are at different levels about you know even just trusting themselves you know can you be honest with yourself. That's something that a lot of adults have to work, too, is that reality check. And part of it, too, is that I am just a goober and I own it I'll tell the kids all the time I did not do a good job with this and this is what I'm gonna do to fix it or oh hi guys I appreciate you trying this out we're gonna do something hey you remember today okay ready to forget it. I think that is part of what builds that trust in community is my being transparent with them to to let them know hey I failed like this is celebration I failed and guess what now I get a chance to do something different that this is an opportunity I feel like the Miss Frizzle of reading like let's just get back and just see what happens and if it's a train wreck that's alright we can go by boat! Planes, trains, automobiles, just get some virtual reality I'm getting out of here.

Keith: We're gonna have to let you go here in a minute to get back to your class but one of our mantras for this podcast and we want to remind our listeners to just be awesome and so what's the most awesome thing that you've been able to be a part of since you've been here at Wacoochee.

Emily Jennings: I think for my very first day we have a saying at Wacoochee and it's make success happen and that's something that I have really taken to heart that whatever it takes from me I need to make success happen and that's something that I've taken that mantra to mean I have the ability to try anything in order to make success happen that is our ultimate goal is for all of our kids to be successful contributing members of society and we hope that they'll stay in our community and continue to be successful. Kyle: Absolutely! I had a question on here what you would I were some tips should offer classroom teachers but if they would just listen to this podcast

Keith: The whole podcast is just one big tip

Kyle: It has been a complete pleasure to talk I think if we had more attitudes like you in the classroom we would have a lot more changed lives in Lee County. I really am super glad we got to do this.

Emily Jennings: Well awesome I had a great time thinking about you know you know why do I do the things that I do and you know that reflective nature is just something that comes very easily to me but it's definitely been a tool that I think is valuable for anyone to just reflect. Take step back just think about everything you do

Kyle: And it's okay to fail.

Emily Jennings: It is absolutely okay to fail let's celebrate

Keith: That may be the title of the podcast: it's okay to fail

Kyle: I think so yeah

Keith: Miss Jennings, thank you so much for sitting in with us and talking with us it has been a delight

Emily Jennings: Well I had a great time. Thanks for thinking of this it was I've never done a podcast like this before

Kyle: Well, we haven't either!

Emily Jennings: It's okay! If it fails, it's okay! That's the moral of the story is that if you fail there will be another way you just have to find it

Keith: We don't have to tell you this but stay awesome. Thank you so much it was a pleasure.

\*Ukulele music\*