

#198 — An Educational Journey, with Rena Clark

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SPEAKERS

Rena, Winston, Paul, Transition

Rena Clark 0:00

I always struggled in school. But in third grade, I couldn't read. Like reading was super hard, which then makes everything hard. Dyslexia was a big part of my reading problem, but that wasn't a thing. Like people, it wasn't diagnosed. And I didn't want to be a teacher, y'all. I was against it.

Winston Benjamin 0:19

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Rena Clark 0:40

Welcome to Unpacking Education, the podcast where we explore current issues and best practices in education. I'm Rena Clark.

Paul Beckermann 0:51

I'm Paul Beckermann.

Winston Benjamin 0:53

And I'm Winston Benjamin. We are educators.

Paul Beckermann 0:56

And we're here to share insights and actionable strategies.

Transition Music 1:01

Education is our passport to the future.

Winston Benjamin 1:06

Our quote today is from Maya Angelou and she says, "If you're always trying to be normal, you will never know how amazing you can be." Um, Paul, what are you thinking about that quote? What does that make you think about?

Paul Beckermann 1:25

Well, who wants to be normal?

Winston Benjamin 1:26

Yo.

Paul Beckermann 1:26

That's the first thing. But it makes me think about the fact that you know, innovation happens outside the lines. Inside the lines, you find out if you can live like everybody else, and live how they think you should live. But outside the lines, you have the chance to go off script, explore possibilities, discover yourself. And when I think about education, I really think that we need to make sure that education is a bit like that and it's not so cookie-cutter, factory-type that we just turn out, you know, 200 kids that are exactly the same every year. We don't we don't want that. We have to give our kids room to roam within the educational structure, but movement and ability to move around so that they can explore and become the most amazing versions of themselves possible.

Winston Benjamin 1:33

That's right, that...no, I, Paul, you're like succinctly putting a lot of people's minds into words. But for me, I'm hearing and listening two ways. I'm hearing it from a kid. Like I wish I heard this as a child because I wouldn't have chased fitting in as much, right? Going with the crowd, being involved and like, not wanting anyone to know that I was into anime or... right? Like just the normal things that kids are talking about now. Where I'm like, oh, my God, you have no idea about the luck you had, right? Or thinking about what there's, there's this anime called My Hero Academia where the heroes have quirks. So just like wishing that I had a chance to like accept that I had a quirk. And that was fine. And then the second way that I'm hearing this is as, as an educator. Really, to accept my students' quirks, right? To really allow them to fully be themselves without saying this is the expectation that, a behavior that I want, not just like fitting academically, but behavior-wise, right? This is a good student behavior.

Paul Beckermann 3:22

I feel like you can almost start a podcast around that: quirks works.

Winston Benjamin 3:26

Yeah, quirks works, right? Rena, do you want to jump in and say that like...

Rena Clark 3:33

It's interesting. So maybe come up with my story. But this quote's really important to me. But it didn't really hit me till about high school. I was an athlete, but I was also a musician. And I was in band and marching band. And I honestly was ashamed to be a marching band because I

thought that that wasn't cool. And about my sophomore year, I finally like, let go. I didn't care anymore. And the thing was nobody actually cared. And that's when I finally like really found joy, and enjoyed myself and got to enjoy it because I let go of not worrying so much. And then I was able to do more. So it's interesting, but similarly, I wish I would have found that out earlier and I actually think finding that out a sophomore year high school is pretty good compared to most.

Winston Benjamin 4:16

No, totally, right.

Rena Clark 4:20

Letting go.

Winston Benjamin 4:21

As you get older, it becomes bitterness but...

So I'm so glad that we're gonna have this conversation. Today we're going to go into the other third member of our co-host team to get a little bit of our background to explain who we are and why we care so much about education. So today is a chance for us to get a little bit more deep background about our co-host, Rena Clark,, and just about her journey into education and how her life allowed her to find her educational enjoyment. So first we want to ask, throwing it way back, this is your life. How? Where'd you grow up? What was your childhood like?

Rena Clark 5:06

So I grew up, I guess I can't say it's a small town anymore, knowing Paul comes from like a town of 1200. But I grew up in Walla Walla, Washington, which was about 30,000 at the time, so it's small. But what's interesting about Walla Walla, it's not really close, it's not like a suburb. So like Seattle is five hours away. Portland, Oregon, is five hours away. Boise, Idaho, is about five hours away. And the closest thing was the penitentiary, which is there. So it's an interesting town. And like, you might have heard of Walla sweet onions, something we're known for, and now, wine. I guess we're known for wine. But I grew up in this small town, and I lived with my mom and dad, and I'm a middle child. So you might be able to feel that sometimes. I have an older brother, who's four years older, and a younger brother, he's about three years younger. And my dad, the reason we ended up there, my dad was actually born and raised New Jersey. And he ended up on the West Coast because he is a Vietnam veteran. And that's kind of a big part of his story. And, and that resonates with me in kind of a lot of ways. I've used things as talking about that experience with him. But he ended up becoming a college professor at a small, Whitman College, there. And it's kind of funny, because my older brother is now principal. You've heard from him. My younger brother's an educator, and we're all married to educators! But as a child, this won't surprise any of you. I was a very busy, busy child. So my parents had me in every, I mean, I played soccer, basketball, volleyball, and I also played ice hockey, and took horse riding lessons and piano lessons. So I was very, very busy. And I loved it. And I grew up on three acres of land, which was great, got to run around.

But for me, I always struggled in school. And it was hard as well, because my older brother was in the gifted program. Everything just seemed so easy for him. And I think I've shared this before, but in third grade, I couldn't read, like reading was super hard, which then makes everything hard. And what happened, I think, now it'd be considered what we call lab. I was pulled out. And I was pulled out during art time, which about killed me because I was very much into art. And like a lot of kids, that like, crushed me. And luckily, I had parents that advocated for me. And they, they knew that I didn't want to miss art. So I kind of went the other way and worked five times harder because I didn't want to miss art. And I got, I would, I would say now it's interesting, I'm pretty sure that dyslexia was a big part of my reading problem, but that wasn't a thing. Like people, it wasn't diagnosed, or if you didn't have it that bad, but doing all my learning around dyslexia, I'm like, That's me. That's me. That's me. So anyways, I was able to over, overcome that, but it stuck with me for a long time about pulling kids out, especially around times when they can be creative or passionate about the topics they love, and how we pull kids out or make them do double duty, and then they don't have access to other areas where they can really thrive. So it's kind of like my first part, that educational journey and I didn't want to be a teacher, y'all. I was against it. My older brother wanted to be teacher since he was like, at first grade, I wanted to be a pilot and architect. Anyway, so I went through, and then I became a reader and life got easier. Middle school was fine. I did have a teacher, I couldn't spell. So I remember it was like, back then we had the Scantrons and spelling tests, and I remember me and one other kid scored in like the two percentile, so they like pulled us out, had a meeting with our parents. They were so concerned because of spelling. It was the only thing I couldn't do well, and it's funny now cuz I'm where I am, and that kid went on to Harvard. So we're both doing okay. And I just remember like...

Winston Benjamin 9:01

I just want to hold that. No, don't undersell that part. Don't sell either one of your successes. Let's not undersell that.

Paul Beckermann 9:10

And don't judge kids by their their high school standardized test scores, or middle school. So you said you never wanted to be an educator, Rena. So what changed that? You know, what, what got you jumping into the educational circle?

Rena Clark 9:29

Well, so when I was in high school, I was a student athlete, so I was I was really into soccer. I played soccer in college. And fun fact to make me feel better, is when I tried out for the Olympic development team. Guess who I tried out against? I was a goalkeeper. Hope Solo was the person I tried out against, so I feel good about not making it knowing how great she is. But as part of that, and also as a musician, I did do a lot of coaching or like camps with kids. So I knew I liked working with kids. But really where it shifted was in, in college. So my major in college was actually in sociology, and I wrote my thesis on motorcycle culture, and did a lot of work, but I was an education minor. And y'all, I can't believe I'm gonna say this, but I decided to volunteer at a school because I had a crush on the crossing guard. Kind of funny. Um, yeah, I hope he's not listening. Anyway, so I decided to do some tutoring, and I really enjoyed it. And I realize, and

you can probably tell us about me, I was always involved in everything. I couldn't just pick one thing. I loved sports. I loved art. I loved music. I did a lot of all those things, and I found that education, when you were working with kids, it combined all of these things. It wasn't boring, it was new, and it combined kind of all these skills that I had. So I, after that tutoring experience, I decided, hey, this, I actually really do find this interesting, and I volunteered in a school. And I decided, hey, okay, I'm gonna go get my masters at UW and do their teaching master's program. And it was nice, too, because there was a six-month break. So I ended up working in a middle school kind of as a teacher aide through a GEAR UP program, and I really enjoyed it, so I knew it was the right decision. And that's how I ended up at UW, and then did elementary education from there.

Winston Benjamin 11:24

So this question, I think, rolls nicely into, so you had your own personal experience with school that might not have been so fun. Right? Your early stages, your development stages, may not have been so much fun. That's why you didn't want to be a teacher. And now you get this passion. What are some of the key moments or elements of your experiences in your life that like, shaped you as the educator that you are, right? Like how you want students to feel, like did those experiences help shape you as a teacher?

Rena Clark 11:58

Yeah, and I kind of heard about some of those experiences in my early childhood that kind of just shaped I think, even now, my core values, and how I think about education for kids. But I became a, I started out teaching, a student taught third grade, had an amazing mentor teacher, so that was helpful and a really great pre-service program, which I can't undervalue in some ways. But I became a fifth grade teacher, and I was young, and I had fun. But really, it wasn't until I was involuntarily transferred to another school because I was like, the lowest on that list. It was good for me. And then also that year, I became a mom. And I can talk about becoming a mom was one of the biggest shifts in educational practice, which sounds kind of interesting. But once I became a mom, and I had this experience of like, having my own human that I cared so deeply about, when I was in the classroom, I thought every single one of my students is someone's baby. And I really shifted like, I would go home at the end of the day, and think: if my kid was in my class, was today good enough, what I think is good enough, and if it wasn't, I was going to do something different. And that really shifted my thinking. And I cared about students deeply, but it was a different way of thinking about students, and whether it's someone's mom or dad, that was a huge shift for me. And then I ended up, and then I had, so I had a child. I had kids two years in a row. It was crazy, because, and then the second year was twins. So I had a lot going on. And I, so I knew it was like have three kids under two, all in cribs, but that was another experience.

But I ended up switching school districts just because I couldn't afford where I taught, which is interesting and we lived far away, so I decided to move districts. And shifting districts was another whole huge shock, just how different it was to go from one district to another, the kinds of support, so I ended up teaching sixth grade in my new district in Kent. And once again, it's about the people you meet and the relationships you have. I actually I loved the sixth graders,

but I had the luxury of having an amazing teaching partner, who introduced me to this thing called Computer Science. She introduced me to what, we didn't have a name for it then, but project-based learning, essentially. And I really, again, completely shifted my teaching. And I learned about being a you know, a lead learner through that experience and really releasing control of my classroom. So my teaching really shifted in those two years. I would bring things in that I had no idea how to use like computer science and Scratch and be like you teach me and we'll figure this out and we'll integrate it into what we're doing. And we did a whole unit on flight. And we just, because at that point as a sixth grade teacher, we didn't kind of like teach whatever, so we partnered with, we have an amazing museum here, Museum of Flight, and we decided we're going to do a whole unit on flight. It's relevant to our area. So we had a field trip with the kids that went to the museum and got to do flight simulation. We taught them all about flight. And then they did this whole competition where they actually built their own electric airplanes. And we had real engineers come and judge, and this is project-based learning, y'all, but I didn't have a name for it then. And she also encouraged me, I always knew I wanted to do something in leadership, be it be an administrator or a coach. And that was, she encouraged me to take a step out as part of a program called EDGE. I honestly don't remember what it stands for. But that's when I then became kind of a leader and was leading professional learning about integrating technology and other things. So that really shifted my trajectory of my, my plan to where I am now.

Paul Beckermann 15:56

So you talked a little bit about, you know, changing your philosophy as you went through and kind of that evolution and development. How do you bring in creativity into your teaching practices? I know that creativity is really important to you. How do you integrate that into teaching? You have any examples or thoughts on that?

Rena Clark 16:16

Yeah, so I talked a little bit that flight unit, but the other one of my favorite, I was looking through some pictures, I loved it. We did, I talked about how there's this thing called Scratch, and it was really new when I was teaching at that time, and I didn't know much about it. And then I learned more. And there's these things called Makey Makeys, which kind of bring, you can make anything into a controller. And at the same time, I was teaching the hero's journey using the book, *The Lightning Thief*. So my students were talking about the hero's journey. We also, and we provided an opportunity for students to then instead of just you know, writing a report or making a post about the hero's journey, they're gonna actually code the hero's journey in Scratch. And this is me, not even really knowing how to use Scratch very well. But I had a few kids that really knew how, and I was able to elevate them as a resource in the classroom. And it was really cool. So I had kids code a project. If you know the book, *The Lightning Thief*, about the Greek gods, but they had they made like a dance dance game where the kids were like dancing against the Minotaur. And they had things out. Someone else, they did the whole hero's journey, and they met all the different characters like Medusa, and then you had to pass them to like, finally meet your ultimate end. And it was really amazing. And then we actually were able to take a group of students to, at the time, we had a Tech Expo in our district, and then they were able to share these projects with the community. And that is different than me saying, let's build

houses out of sugar cubes, which is still awesome, and you have to do kind of like measurement and ratio. But I felt like that really took my creativity to different level, and it was really about the kids being leaders, not me saying, Hey, I had this great creative idea, and we're gonna do it. So that was a big shift.

Paul Beckermann 18:06

That sounds awesome. I want to be in that classroom.

Rena Clark 18:09

We had a lot of fun that year.

Paul Beckermann 18:12

That's cool.

Winston Benjamin 18:13

I was gonna say that, if I was at the time, this probably not the best thing for kids to play, but God of War, old school, God of War, all of that thinking about the Greek gods and myths and all that. If I was a little kid, right, hanging out my older brothers, I would have a context to bring into the classroom as well, right? That's just just another way of like bringing small little hooks where kids can always connect to things. So you've been in the classroom, you're in the grind, your philosophy is changing. Now you're in the next stages of your life, and you recently graduated from the University of Washington, Danforth, a program where you earned your principal certification and program admin cert. Now, oh, you joined the Dark Side. Oh, I'm joking. I'm joking. I'm joking. Um, what were some of the biggest takeaways from that part of your journey?

Rena Clark 19:08

Before I get into that, a second, can I--I want to rewind for a second, though. So I didn't just like jump into that, that admin track. I actually, my husband after doing some of that work, encouraged me there's a job opening for a digital learning coach, and I was ready. But it was, we actually both applied for the job. So it sounds like like Paul's lovely wife, but there's only one opening so we're not going to both get the job, but he was encouraging me and he told me he thought I should, I should get it and he was so supportive, but I ended up getting that job. And then I think through becoming a coach, and in going through that process, I grew a lot and then I just saw some of the system-level things. My perspective changed. So I think this, like moving to three different--this is in yet another district--so being in a different district, being at different levels, and then being in a district office, things were in line that I just, you just can't see when you're just in the classroom. And I could really see some systems-level changes in what was going on. I actually support administrators. And I think I've told you my role then shifted because of budget cuts and everything else to be a STEM facilitator, which is how it should be, because digital learning should live inside content and curriculum anyways. So that really, I finally just felt empowered to take the next step and I decided to do this program. I waited a little while because I wanted it to be in person. That's something else I know about myself. I do better with people.

And the program was amazing. And really, what it did for me is it really forced me to get to know myself and dig back into my beliefs, back from when I was a third grader that got pulled out. But what are my core values? What are my beliefs, and I mean, like, they really, really pushed on that. And so I got to find out in the end, and it's taken this whole year, to really decide that the one I've put the most weight into is joy. So my biggest core value take is for me, is for joy. And I personally define that as providing opportunities for everyone to feel happiness and pleasure through positive experiences. And it's interesting to think back to third grade self, how that actually influenced even today how important that core value is. And, and my second one, I used to just think it was about access for students, but really digging in, it is about . . . giving students access to opportunities, and resources so that they can achieve their highest, achieve their highest potential, regardless of their background and circumstances. But it also means, it doesn't necessarily mean that it's going to be like an academic educational path. We have these other like CTE career pathways students have. It's about giving them choices and opportunities. And then one, my last one that never has changed is around creativity. So providing opportunities for everyone to imagine, innovate, be creative in their own ways. So that that's where I kind of left the program. And, as of right now, my plan, this is like killing, is just to stay in my job that I have now for a little bit longer. And I think eventually we'll see where, where that leads me down the road.

Winston Benjamin 22:28

Sometimes it's important to walk the journey instead of getting to the destination. A lot of, a lot of people are like, oh, I want to go and change, I want to make a change in education and be a part of admin and do some things. But sometimes you may not see all the little nuances that you, that you personally describe after seeing several steps, several places, supporting and coaching, right, the like, it's important to also get that piece of the journey, not just the classroom part. So I just wanted to highlight and say I appreciate the fact that the years you put into all those different pieces to get to this.

Rena Clark 23:04

And that's why I was like one of the oldest, if not the oldest person in my cohort, but it's a strength for me, honestly, for compared because I could tell sometimes that others are talking about it, like they just don't have that perspective.

Paul Beckermann 23:20

One thing that I've always appreciated about you, Rena, is you are introspective. You know, I love how you you think about things, and you're constantly reevaluating things. And I feel like that's a real great strength of yours. And I'm kind of curious, you know, as you've gone through all these experiences and, and thought about all those things, what do you think about looking ahead? Like what do you what do you see in the future for education and whatever?

Rena Clark 23:50

I thought that things are really going to change after the pandemic and I that saddens me, I think there is a lost opportunity. But I feel like people are starting to realize that. And I just think at

least where I am, in my, our little bubble of the world, that we really are finally first, accepting of different pathways. So I don't think education has to be one thing, especially like AI, all these things happening. It's okay if you want to go to a trade school. It's okay if you want to learn a skill, a craft. And it's no longer about just this academic pathway to a four-year college. I think that is shifting and that makes me happy because, as we talked about earlier, that's not for, that pathway is not for everyone, and there's lots of different creative ways to achieve goals. There's not one specific way. I see that changing. And then working with my teachers, I think other things that are changing, we really are focusing on more student voice and choice. We're really focusing on bringing in more community partners and family partners in diverse ways, so I think that's going to shift how we do education. It's going to, our understanding of different cultures is changing. How we are, you go about things. Things like universal design for learning, I see that picking up and manifesting in different ways. And then, as you know, my hope is that we're always going to have some kind of makerspace, or creative option for students, and I'm seeing more of those pop up. But it's, it's now this like, fight between time and core subject, and I'm looking for how are we finding that these things live together? And it's okay. So I don't, I have lots of hopes and, and things for the future. And I think it's looking good, like we're headed in the right direction, just not as fast as I would like.

Paul Beckermann 25:43

I was gonna say the word that really stood out for me, and your response was hope. I heard that several times and I appreciate that because I think there are a lot of opportunities as we move ahead. You know, hope can lead to opportunities. So let's go. Let's make it better, right?

Rena Clark 25:58

Yeah, let's go.

Paul Beckermann 26:01

So let's go into our toolkit and see what kinds of things we have that maybe can make things better.

Transition Music 26:07

Check it out, check it out. Check it out. Check it out. What's in the toolkit? What is in the toolkit? So, what's in the toolkit? Check it out.

Paul Beckermann 26:19

All right, Winston. We're gonna let you start out. What's in your toolkit today?

Winston Benjamin 26:24

I'm just listening to Rena's story about her early days and as a student and her other classmate who went on to Harvard, I think teachers need to learn more about special education services and diagnoses. So that they can, that they're able to make connections with students and leverage their learning opportunities, right? A lot of times teachers misdiagnose students as being not normal, and then missing opportunity to see their greatness. So I think that just that

part, is really pushing me to think a little bit deeper about accessing and supporting students in all ways.

Paul Beckermann 27:02

Awesome. And I've been reflecting on what Rena said, you know, we've gotten a lot of hope for what, what's ahead, but we do have some constraints, you know, that we're trying to work around as well. And it makes me think of a quote I used to throw it to my creative writing students by Robert Frost. He said, "You have freedom when you're easy in your harness." So it's kind of archaic language. But basically, there's a harness that you have to live within, but you have some freedom within that. You need to, like I used to encourage my creative writing students, you got to be creative within the rules and structures of writing, but you got to be creative. You got to find yourself within that, which kind of ties back to that original quote. And I really think that's the case with schools, too. We have constraints, you know, we have our bell schedule, or we have in our calendar, we have standards that we need to teach to. We have other things that are, that are restricting us, but we can find ways to explore, experiment, and discover within that constraint. I think if we, and I think that's for teachers and students. I think our school leadership needs to give teachers that freedom to kind of flex within that too, because then we can, we can really leverage that hope and make some big differences.

Rena Clark 28:17

I love that, quote. I'm gonna have to, have to use it. Can I, I'm gonna add something in here. So one thing I did this this year is called Community Asset Mapping, which was something I had not heard about, and it was probably one of my favorite assignments I had this year. But it was really looking at whatever building you're in or support and then you kind of do this asset map of all the community places within that, like school boundary or distance, and how they impact the school. And I'm talking about, you know, it could be an auntie's house. It could be the barber shop in a community center. And then I was able to take it a step further and have an interview. We do have a community center with that director and really see them as partners, and how that community is, in fact, impacting students in your school, and how you might leverage them as an asset resource. Just a different way to be thinking about the school walls being bigger.

Paul Beckermann 29:14

Yeah. And I love the idea of focusing on assets because it really ties in with your, your theme of hope. So that's really cool, Rena.

Winston Benjamin 29:23

Now we're gonna jump into our next segment, the one thing. Hit it.

Transition Music 29:27

It's time for that one thing. One thing. One thing. Time for that one thing. It's that one thing.

Winston Benjamin 29:41

Welcome back. I know you enjoy that little ditty, Rena's kids. So we're gonna, we're gonna now ask a segment like what's the one thing that's still popping in your mind, still roaming around? What are you thinking about? I'm gonna ask Paul. And then I'm gonna answer.

Paul Beckermann 29:58

I'm still hanging on the whole introspection thing. I think we all go through such diverse experiences in our lives. But if we are introspective during those journeys, we can really grow and, you know, become assets to ourselves and the community around us. I think that's just such a key piece.

Winston Benjamin 30:16

I think for me, it's being aware of our judgment of our students. Right. I think, again, I go back to just Rena's journey of is my action in my class enough for these kids because I love them as a parent. I love them as a community member. I love them as a member of their lived space. I just, I feel like that's an important thing that's still running in my mind, Rena?

Rena Clark 30:47

Yeah, I actually, one thing I don't think I've done enough on this show is just to say thank you to my, to my family. So I think about, like my amazing husband. And I'm lucky because I do have a strong support system because I couldn't do this podcast, I couldn't have gone back to school, and I do have three very busy children. Without the support system, especially my husband, who even you heard me before, he told me, we applied the same job, and he was supportive. He wanted me to get the job because he constantly is my partner that's backing me 100%. So having that person is kind of a one thing that, that is your support, like having someone that has your back no matter what, is so important. It's helpful that he's in education, too, but it doesn't matter. So that's kind of my one thing, is finding that support person or people it could be a friend, a family member, somebody that has your back always. So important.

Winston Benjamin 31:49

Community, community.

Paul Beckermann 31:53

And you know what, Rena? We have your back, too.

Rena Clark 31:56

See, this is another one of my communities that's so important to me. And I'm telling y'all, when they told me I was doing a podcast about diet, because I used to not be able to order french fries at McDonald's. I was too shy. So I've come a long way.

Paul Beckermann 32:09

That's another reason not to judge too soon, right?

Winston Benjamin 32:12

No. And that brings us to a very nice way of bringing this to an end. Going back to our original quote, if you're always trying to be normal, you'll never know how amazing you can be. And to push on us as educators to try not to use standardized tests, things that are for a moment to determine the the future of a student's life. Rena just described several pathways in her own journey, not wanting to be a teacher, and becoming a great, excellent educator. And then put, not wanting to do a podcast and then becoming one of the best podcast hosts in the world.

Rena Clark 32:58

I hope my mom heard that.

Winston Benjamin 33:02

It's all true. It's all true. But again, remember that it's not the destination that really matters at times. It's how you go through the journey. The pathway will be different. The pathway will be windy. You may meander in a location just a little bit too long. But again, remember that you do the determination of how you get to the confines, at the end within those confines, as Paul talked about, right? How do you come to a place where you enjoy your harness, and today we learned that Rena is learning to enjoy her harness so that she could teach her students enjoy their harness. We hope that you enjoyed today.

Rena Clark 33:42

Thanks for listening to Unpacking Education.

Winston Benjamin 33:45

We invite you to visit us at AvidOpenAccess.org where you can discover resources to support student agency and academic tenacity to create a classroom for future-ready learners.

Paul Beckermann 34:00

We'll be back here next Wednesday for a fresh episode of Unpacking Education.

Rena Clark 34:05

And remember, go forth and be awesome.

Winston Benjamin 34:08

Thank you for all you do.

Paul Beckermann 34:10

You make a difference.