



Josh Flores: Welcome to the official CEL Talks podcast, brought to you by the Conference on English Leadership, or CEL. CEL is a collaborative dynamic discussion-based form for literacy leaders organized under the National Council of Teachers of English, also known as NCTE. Every year and in every episode, we honor conversations around texts, speakers, and big ideas. We believe it's essential for leaders to maintain and move conversations. Welcome to the conversation.

Josh Flores: Thank you for subscribing and sharing our CEL Talks podcast. I am Josh Flores, your host for Season One. Each episode was recorded live at the 2018 CEL Annual Conference in Houston, Texas, and features speakers, keynotes, and members of CEL, the Conference on English Leadership. We hope our conversations ignites and supports conversations with your colleagues at your schools, or wherever you may be listening to this. It's a great PLC tool if you want to introduce something different to your PLCs. I think it's a great support tool for that to start conversations that maybe you are already having, or want to have, and we hope that you find all sorts of unique ways to use these podcast episodes. It's chock full of information. I had a lot of fun just talking shop about our profession with professionals this year, and I look forward to continuing this podcast series.

Josh Flores: Speaking of sharing and continuing conversations, if you would like to know more about CEL, you can find us on the Twitter at @NCTE_CEL, or you can search for the hashtag CELchat, C-E-L-C-H-A-T, and you'll find our members using that hashtag and sharing and having conversations. You can also visit ncte.org, the NCTE main page, and then find us under the Groups tab. Here is where you can get all the information and get prepared for our 2019 fall conference, it's happening in November, 24th through the 26th, in Baltimore, Maryland. And get this, our theme this year, "Creating Opportunity: Leadership to Ignite Movements and Momentum." I'm excited. So hope you enjoy that, and I hope you enjoyed this inaugural podcast episode. Please don't forget to subscribe and share with a teacher friend that you love. And give us some feedback, keep the conversation going with us too, engage with us on the Twitter. So thanks again, and enjoy this episode of CEL Talks.

CEL Talks podcast, Season 1, Episode 3 **Changing the Verb with Chris Bronke**

Chris Bronke: ... back, so I'll try not to move back and forth and... Your levels are good?

Josh Flores: Levels look good right now.

Chris Bronke: Cool, all right.

Josh Flores: So welcome to the inaugural CEL podcast—



- Chris Bronke: I love it; thanks for having me.
- Josh Flores: So would you mind introducing yourself, give us a little background info?
- Chris Bronke: Absolutely. My name is Chris Bronke. I'm an English Department Chair at Downers Grove North High School, which is about 30 minutes outside of Chicago. In that role, I get to teach one class a day; the class I teach is freshman honors, and then the rest of my day is pretty much full administrative work. So I'm the primary evaluator for the 22 teachers in the department, oversee any curriculum work, assessment work, budgeting, scheduling—just the whole gamut of that stuff.
- Josh Flores: I love it. You teach my favorite grade level.
- Chris Bronke: I-
- Josh Flores: Freshman's the best.
- Chris Bronke: They really are. They have no idea what they're doing, and that's the best part about it.
- Josh Flores: Did you choose that, or [crosstalk 00:03:30] freshmen?
- Chris Bronke: My... The year I took the job, the schedule for the following year had already been built, and so it was just built with the, my, person that I replaced kind of just left that as the class that was needed to be taught by the department chair, and so I was like, "Perfect." And I've just done it since; I haven't given it up.
- Josh Flores: Do you have a favorite freshman unit?
- Chris Bronke: For me, the... Currently the unit that I think is my, well, I don't know, I guess favorite, is the work that I'm doing around having them explore and then write about concepts like their identity and how privilege plays into that concept.
- Josh Flores: What? That sounds awesome.
- Chris Bronke: Yeah, it's been—
- Josh Flores: I was looking for like, "I like *The Odyssey*."
- Chris Bronke: Yeah. I'm not a guy that thinks of units in terms of books at all, in fact.
- Josh Flores: Okay.



- Chris Bronke: I love books and we read books, but that's just not how I frame my class, and so for me, this unit where... And I teach in a predominantly upper to... middle- to upper-middle-class, fairly white suburban school, and so I think it's important that I'm doing some work to have them thinking about their identity first, but then thinking about the role that they're, for most of them, that privilege has played in that identity, so...
- Josh Flores: So correct me if I'm wrong, but I saw what our opening keynote this morning, they talked about positionality.
- Chris Bronke: Mm-hmm [affirmative].
- Josh Flores: I feel that's really close to privilege, because it's talking about what power do you actually hold.
- Chris Bronke: Yeah.
- Josh Flores: And so, why is this so important to you for your students to explore that?
- Chris Bronke: Yeah, I think it's important for, I think it's important my students explore it because I've seen how important it is that I explore it in my own life. And so it's something I definitely try to model and talk through. I use myself as an example as someone who pretty much has all the power in society. I'm a white, straight, Christian, able-bodied, educated male, and I'm sure there's other boxes that I could continue to check, and a good majority—not all—but a good majority of the students that I teach are those, or are females, so just one box less than I am.
- Chris Bronke: And so I think it's important that they're thinking about those things, and I think it's a safe place for them to have those conversations. And it's not something I push—it is something that I try to teach as a concept and not a fact—
- Josh Flores: Mm-hmm [affirmative].
- Chris Bronke: —the idea. I mean, personally, I believe that privilege absolutely is a thing, but I think it's important to at least present them with what's the counter to that, that the argument out there is that, "No, it's all just about hard work." And so we look at pieces that explore that as well, and I let students ultimately make their own decision. But the final writing piece for that is that it's kind of a combination of narrative and argument. I mean, I guess you could argue that all narrative is arguing, but that'd be whole nother podcast, so-
- Josh Flores: Yeah, sure sure...



- Chris Bronke: So... But what I have them do is, I kind of steal the language from the AP language test where they have to agree, disagree, or qualify with the following statement, and that statement is, "Privilege has played a role in who I am today." And so they're having to draw upon their own personal anecdotes and examples, but also then make reference to some of the texts that we'll explore, the core set units, which, gosh, I mean, it includes excerpts *from Between the World and Me, The Fire Next Time, A Raisin in the Sun*, we read, some essays by Sandra Cisneros, "Notes of a Native Daughter," which is a beautiful homage to James Baldwin, "Notes of a Native Son". We watch a video clip of Ta-Nehisi Coates talking about the Chicago housing situation, how that came to be, which is then beautifully paired because we were looking at *A Raisin in the Sun*, which is also looking at Chicago housing.
- Chris Bronke: And just my attempt to expose students to stuff that they probably won't be exposed to just in their daily lives, or if they will, it'll be through whatever news channel is putting whatever slant on it.
- Josh Flores: So I find that it's such a tricky topic to explore, especially from the classroom perspective, because so many I think, for various reasons and the way it's perpetuated, there is a way you could explore your privilege and then leave that lesson feeling appreciative.
- Chris Bronke: Mm-hmm [affirmative].
- Josh Flores: I think so many feel like they're being told they should feel bad about that privilege, right?
- Chris Bronke: Yeah. No, I think that's a great point, and it's something that we definitely have to navigate. And I try to use personal anecdote, maybe more in that unit than any other unit, because I am someone who, like I've said, is extremely privileged. And yet, while there are moments I do feel, I don't know if *feel bad about* is the right word, but feel guilty about it.
- Chris Bronke: But I don't. It—that guilt is not driving my daily life; hard work is still driving my daily life. And that's what I tried to get the students to see, that these are not and/or, or one-or-the-other sorts of things, right? You're not, it's not that you're privileged *or* you work hard, you can be both and you can be neither, quite frankly. And trying to have those just real honest conversations and...
- Josh Flores: That's interesting, because you're taking responsibility essentially for it, and you're using that to educate, really, be helpful, right?
- Chris Bronke: Yeah. The most tangible example that I give them that really works for them is that, my best friend growing up, he came from a wealthier household than I, so



this was a case where I actually didn't have the same privilege that he did... and it's a really lame example in the grand scheme of what we're trying to think about with privilege. But as a real tangible way for them to understand it, I say that his parents paid for all of his college; my parents paid for none of my college, and so we... And I, we went to college together, and we both worked extremely hard. But nothing, no matter how hard I worked at college, nothing was going to change the fact that I was going to come out and start my adult life \$100,000 in debt and he wasn't. He had a, he had that privilege.

Chris Bronke: And they're like, "Oh... okay." Again, that's not a very philosophical example or super deep, but as a *tangible* way to get the kids to see literally what this can be, they're like, "Oh, okay." And then kids start having conversations right away, where, some of my freshmen already know if their parents are or are not going to go to be able to pay for college for them. So it right away starts that conversation like, "Well, I felt like I have a lot of privilege, but my parents aren't paying for college." I'm like, "Well, this is just the tip of the iceberg. Let's... you do still have privilege. Let's think about where you live and the cell phone that you have in your hands right now," and all those sorts of things.

Josh Flores: Well, that sounds like an awesome lesson. I'd love to see how you navigate that.

Chris Bronke: It's a lot of fun.

Josh Flores: Yeah. *Exposure*, I think that's the key word I took away from that.

Chris Bronke: Yeah, absolutely.

Josh Flores: But you mentioned, you just teach one class, and so you also have these administrative pri—... not privileges, it's possibilities or privileges.

Chris Bronke: Well, but, I mean... And I know that you didn't mean it, but they are in some respect just more privilege/power, right, if we're thinking about the construct of power. I have all of these societal boxes checked *and* my actual job is literally a position of power, right, and so I think that's, it is interesting that you had that slip there, but...

Josh Flores: Because I, because the way I'm thinking about it is, I'm wondering was it strange for you and did your relationships with your coworkers, did it take a little bit of a dip when you went over to what they call the "dark side"?

Chris Bronke: Mm-hmm [affirmative]. So I was lucky enough that I was hired new to that school. so I didn't, I actually... There's two high schools in the district, and so I had, I'd taught at other places first, but I... We have Downers North and Downers South, and I taught at Downers South for one year before becoming



department chair at Downers North, which was actually the most perfect way to do it. Because it gave me a year to understand how the English departments run, what are the norms, the common assessments, the classes we offer, all of those sorts of things, all of the district-level expectations, but not form those relationships with the teachers at North where I was about to go lead to where it would be like, "Oh, this was Colleague/Friend Chris, and now it's Boss Chris."

Chris Bronke: It was just this perfect combination of essentially a year-long acclimation to essentially what was then going to be the new job, and so that I think was, I think I had more success in year one than I would have expected or maybe than a true external candidate would have because I had the best of both worlds. I didn't have to navigate a change in relationship with the department, but I knew all of the ins and outs of the district, so it was... it literally couldn't have been any better.

Josh Flores: So, well that makes me switch up my thinking then.

Chris Bronke: Yeah.

Josh Flores: So I think it's really hard when someone steps into a new leadership position, they want to do what's best. And then sometimes the thing that I think they think is what's best is to really do something outstanding to make an impact, so they start making these changes haphazardly, very quickly, that could be good but don't take enough time to understand what's already going on that's good.

Chris Bronke: Right.

Josh Flores: So what advice would you give new leaders stepping into these positions?

Chris Bronke: Yeah. I mean, I think you're hitting the nail right on the head. I think one of the pieces of advice would be to take your time. I'm in my *seventh* year in this job now. Didn't really do... I was going to say, I didn't really do a whole lot in my first year, but... I mean, I did a lot, I just didn't do anything in terms of trying to push for change, right?

Chris Bronke: There's been a theme at the convention already so far this year, right, that sustained change takes sustained culture, and so I knew that my first job had to be to: a) figure out what the current culture was, b) see if that needed any adjustment, tweaking, supporting, whatever, so that that was in place and then that the change can start to come. So I think that that would definitely be one thing that...

Chris Bronke: I've, in my role, I've mentored a couple of new department chairs. In our district. I've also mentored some department chairs and new leaders as part of the



Emerging Leader Fellowship Program. And the... my go-to piece of advice for new leaders, and it's not the most pleasant of advices, but it's, "Don't worry, things are going to get worse before they get better." And I know that's not uplifting, but I think it's really true, and I think it's important to be honest with new leaders that they're aware of that, right? When they, when they've had a pretty bad day, they don't want to hear that it's still going to get worse, but I think knowing that it takes a while to get to the point where things are getting better, it just... you just... there's value in being realistic I think.

Chris Bronke: And it doesn't mean that I'm not there to support them along the way and through it all, right, but ultimately, "Hey. Yeah, I know you feel bad about this right now, or you're struggling with this right now. There are going to be bigger, harder challenges and struggles and failures that you're going to have. Keep that in mind and just keep working hard."

Josh Flores: So what's a notable change that you've been able to implement in your... seven years?

Chris Bronke: Yeah, seven years. Gosh, I... Well, I've been through... From a district standpoint, I got hired right as our state was changing the evaluation process, so I was through that change. I was right there the first year that the district was starting to unwrap and do work with the Common Core standards.

Josh Flores: Oh, those are fun times.

Chris Bronke: Those were two big ones. I've been there through the switch to going one-to-one with laptops.

Josh Flores: That's kind of exciting, though.

Chris Bronke: So a lot of things, I think. Unfortunately what's been a little frustrating, and this is something that now I can finally focus on, is most of the change I've been a part of has been more district/bigger-picture systemic, and not, "This is my vision and I want to work with the teachers and department to push *that*," because we just haven't at the time, right. When you think about just those three or four things I just named, I mean, there's *a lot* of time that's spent on all of the work.

Chris Bronke: And it's good and I'm proud of the work. But finally I think we're at a point where we've navigated all of the different state mandates, and this and that, and we're in a spot where in year seven, going back to your thing earlier about taking your time, where I'm finally getting to start to sit down and have real conversations about what does our writing curriculum look like essentially from [grades] 9 through 12, what are we having students do with writing? Which is to



me, my bigger passion. I think that sometimes that gets overlooked in the conversation about finding new contemporary diverse books, which I think is super important, but I think in that we're... I don't if we're losing sight of or if we're just not focusing as much on... are we doing diverse writing as well? And so that's kind of what we're slowly starting to work on this year, and I'm really looking forward to it.

Josh Flores: Yeah. I would love to work on writing curriculum; that's one of my favorites.

Chris Bronke: Yeah, it's just a blast.

Josh Flores: Do you have a particular writing activity?

Chris Bronke: Oh, man. My favorite activity to get kids to *think* about their own language is I have them just to start writing a story, whatever comes to mind. So if you're lost, just start with, "I'm running down, or walking down the street." And so they're there walking, walking, walking, and every 30 seconds or so, I yell out something that has, that happens. And so they're writing and all of a sudden I might yell out, "A bird just flew by your face," and then that might change or might not change what they're writing. And I do that for about 4 to 5 minutes, and every 30 seconds something new is coming out. I'm like, "Oh, you heard a car horn," right? you just, all of these different things.

Chris Bronke: And then when they finish, they trade papers with another student, and only changing the *verbs*, they have to change the entire mood or tone of the piece. And so it really, I think oftentimes—

Josh Flores: Only changing the verbs?

Chris Bronke: Yeah. So I think oftentimes, we... young writers and/or writing instructors, we focus on use of adjectives and adverbs to try and adjust or enhance a piece, and I think we overlook the importance of the verbs themselves. And so then the, their partner would go through and put a strike-through so that the original word is still see-able, but then write above it what they would change the verb to. And then they talk about the... what the new piece is compared to the old piece, so... It's just a fun... it's not, it's not graded or anything like that, it's just a... it's what writers do, they practice.

Josh Flores: Hey, that's a good grammar lesson right there.

Chris Bronke: Yeah, it's perfect.

Josh Flores: Authentic writing, right?



- Chris Bronke: Absolutely.
- Josh Flores: Right down to the word choice, and you can talk about diction analysis and syntax. That's awesome.
- Chris Bronke: Yeah, and that's... I like to have fun as much as we can.
- Josh Flores: That sounds like some Dungeons-and-Dragons–inspired writing.
- Chris Bronke: It kind of is, and some, the stuff that you get... And it's also [crosstalk 00:18:08]—
- Josh Flores: You should roll the dice and be like, "Oh, you just got—"
- Chris Bronke: Right. "Now you go to go this way," or... And it is fun too, because the kids, they don't get to do that very often, right, without a rubric or a prompt or a analysis—
- Josh Flores: to a certain mode...
- Chris Bronke: Right. And it's just like, "Just write, just go have fun with it." When they share, they have fun, and it's amazing [how] on that day, or days where I do similar lessons to that, how many students want to read their stuff aloud to the class. Where if I were to say like, "All right, you guys had a lit analysis piece today. Who wants to read their as aloud to the class?" It's... No student really wants to do that, right, because, a) they didn't like writing it, b) they're not proud of it because they didn't like writing it, and c) most of them are never going to write lit analysis again once they leave high school. So it's like, "Eh."
- Josh Flores: What'd you present today?
- Chris Bronke: Well I'm actually, it's coming up actually. So I'm doing the last Ignite talk today, and I'm going to be sharing how I have completely redefined my classroom this year. It is no homework, standards-based grading, blended learning, no due dates, it's virtually team taught. It's just this wild, crazy thing that's going on.
- Josh Flores: Okay. So I'm really interested in that standards-based grading, because I've had to implement it in preK through grade 12.
- Chris Bronke: Okay.
- Josh Flores: It's really hard.
- Chris Bronke: It is, and I've—



- Josh Flores: I don't... I still am not sure, I'm not. I haven't convinced myself, even though I've put a lot of work into it.
- Chris Bronke: Yeah.
- Josh Flores: I don't, I'm not convinced that I like it yet, especially specifically for English/language Arts classrooms.
- Chris Bronke: Yeah, I think... And I'm only about a semester in. And I've thought about doing it many times before and didn't, and I think the hang-up for me in the past, and why I'm liking it now, is I think we just have, we're trying to assess too many standards when we go to standards-based grading.
- Josh Flores: Exactly.
- Chris Bronke: And I have the luxury... because it's not a move that my entire district made or anything like that, I essentially got to just pick my standards. And so we have eight standards, and they, I try to think of all of them right now, but it's control of language, use of discipline-specific vocabulary, claim writing, evidence selection, analysis, navigating counterclaims, organization, and storytelling. So just those eight things.
- Josh Flores: And storytelling.
- Chris Bronke: Got to have storytelling, have to.
- Josh Flores: That's one of your standards.
- Chris Bronke: Have to have storytelling. Yeah.
- Josh Flores: Okay.
- Chris Bronke: And so, that would be a, not... I mean, it doesn't have to be *called* that, but I think for me that's just a non-negotiable. If we're going to be in an English class, we have to have kids in knowing how to tell stories. And I forget, was it one of the keynotes...
- Josh Flores: Newkirk's talked about it.
- Chris Bronke: Newkirk. Yes, exactly, right. That that's how we... Everything we know is because of story, and it's just lost right now. And it's, kind of goes back to my saying with the writing piece, that I think we need to focus on what we're asking kids to write and the ways that... English teachers all the time, they're like, "God, I've just, if I read another paper that starts with, 'Have you ever thought



about...’ and then fill in the blank about what the paper is going to be about," right? I'm like, "Well, have you done any time telling your kids how to tell a story? Because that's a really useful opening technique in an argumentative piece." They're like, "Well, no." It's like, "Well, okay."

Chris Bronke: So storytelling is definitely part of that, and it's fun too. I mean...

Josh Flores: Yeah. Tom Newkirk actually... I have quite a few books that have the research and the basis for why storytelling or narrative structure's still important, but his is my absolute favorite.

Chris Bronke: Yeah.

Josh Flores: So I was really pumped to hear him speak and meet him in person, finally.

Chris Bronke: Yeah. Yeah, I was too. I mean, I think his work, he's not... I mean, I've definitely read a lot of his work. He's not afraid to say what, I mean, I think a lot of us as a discipline sometimes are, and that's things like, "Narrative matters."

Josh Flores: Yeah.

Chris Bronke: And I think... It's in the Common Core, if you needed a reason why, but I can... I shouldn't say "guarantee" ... that's going to be a bold statement. But my hypothesis would be if you surveyed... Let's just look at high school. If you surveyed 9 through 12, every high school around the country, and ask them the amount of time they're spending on argumentative writing versus narrative writing, I don't think the results are going to be super pretty.

Josh Flores: I don't know.

Chris Bronke: Because it's not tested, right, I mean, that's obviously the issue there. But how much better are students at arguing if they can also tell story?

Josh Flores: Sure. Even some other big names that were here at NCTE, Kittle and Gallagher were talking about, they did a workshop, I think it was, it might've been with Bob Probst and it was focused on narrative.

Chris Bronke: Oh, okay.

Josh Flores: And they were shocked at how low the numbers were, and it was because when they just surveyed the teachers and they said, "Well, a lot of the teachers were not allowed to come because the districts wasn't going to spend money on teachers being professionally developed on the narrative structure," because that's not what, not, is not what is tested.



- Chris Bronke: Yeah, I did hear that. That's right: they had low attendance at a workshop about narrative writing and that was the reason, yeah. And I'm not surprised... I'm not surprised at all, and I think that's part... When you said like, "What's something that we're working on this year?" that's part of why we're going to be spending time in the department this year looking at what are the writing assignments kids are getting? If you look at... And not just in the disaggregated of 9, 10, 11, and 12, but in the aggregate. What is the writing experience of a student at Downers Grove North High School for four straight years?
- Chris Bronke: I think one of the things that can happen with curricular design is, especially at the high school levels, we tend to think about it as four separate curriculum, or curricula, to write, as opposed to looking at it and what is the literacy or writing or reading experience over the course of the four years, and that could, I think, reveal some really interesting gaps. I know for sure that's one that we're going to work on, is that we don't have a wide enough... types of writing being offered to our students.
- Josh Flores: And I would love to show you the structure I put up and all the work I did to do standards-based grading because I bet you would have good critiques for me.
- Chris Bronke: I don't know. I'm a... I'm only a semester in. But yeah, I mean...
- Josh Flores: Well, what tools or what book did you use to help guide your thinking to these eight?
- Chris Bronke: Just my head and my experience, really.
- Josh Flores: Oh, okay.
- Chris Bronke: Yeah. I mean—
- Josh Flores: So you based it off of the students, then?
- Chris Bronke: I did, I—
- Josh Flores: Sort of what they need and where they are...
- Chris Bronke: Yeah. So, I mean, I've taught freshman honors in this district for six years, I've taught freshman honors previously, and I felt like I had a pretty good sense of what they're doing. But, I mean, at the end of the day... I also thought about two driving questions: What do my students need to be able to do to have success next year, and in 10 or 15 years what do I hope my students can still do? And those two kinda led me to those eight.



- Chris Bronke: We'll have two more for second semester, because we'll have a research standard and we'll have a presentation standard, but the other eight will be the same—
- Josh Flores: Gotta get that taking and listening in.
- Chris Bronke: Absolutely. And usually I would do that over the course of the entire year, but with some of the other changes I made, it would take forever to explain why, but it got to a spot where it'll be in the second semester. But—
- Josh Flores: That's a great idea. I never really thought about that. But yeah, you could add... as you go along...
- Chris Bronke: Yeah, yeah. And the eight from first semester will still carry into second semester, and we'll just add two more, and...
- Josh Flores: Probably a good scaffolding.
- Chris Bronke: It, I think so. And we've told the students too is that... Because ultimately I still have to report a grade; I'm still in a district where that's the case. And so they just know there's a conversion, it's like, "You have to... If you meet all..." And I'm just doing "meet or not," too, I don't even have a "still developing" or a "3, 2, 1." It's like—
- Josh Flores: Oh, wow.
- Chris Bronke: You get a 1 if you met it, you get a 0 if you didn't.
- Josh Flores: So you just tracking a lot of the students' samples, and—
- Chris Bronke: There's tons of student... Yeah. So we've, I've got this massive... When I say, I keep saying *we*. So I'm, my virtual team teacher is Christie Ennis, who's also a CEL member. And we have this massive spreadsheet that across the top has the eight standards, then down the left has every student's name, and then we just... each cell just keeps getting bigger and bigger because it's all narrative data. It's every time we meet with the student and/or look at their writing, we're adding something to that document and we're dating it, so we can see the progression of each and every standard for each kid by date over the course of the year.
- Chris Bronke: And then what we're going to do is, they'll get a grade at the end of the first semester because we have to, and then we'll have all of second semester and, second semester with the same standards but with a little bit more challenging material. Any students who... Let's say, for example, you were in the class, Josh,



and you got, you mastered seven of the eight standards during first semester, that would be a B. You get into second semester and you end up mastering all of them. We're going to give you the A for second semester, we're also going to go back and change your first semester grade to an A as well, because you got there; that's all we care about.

Chris Bronke: And so the kids love that, they're like, "So we really have an entire year to just keep getting better at this stuff?" I'm like, "Yeah."

Josh Flores: We ran out of time.

Chris Bronke: It goes fast, man, I... It's like you said, you get to CEL and you start to have these deep down conversations. It's, I...

Josh Flores: We'll have to do some follow-up conversations, I don't know.

Chris Bronke: Yeah.

Josh Flores: But thank you. I can't wait to see your Ignite session...

Chris Bronke: Thank you, I appreciate it. Thanks for having me on, too.

Josh Flores: Yeah.

Josh Flores: So thanks for listening, and until next time, take care of yourself, take care of students, and take care of each other.