

Episode 399: How to Manage Small Groups (Without Classroom Chaos)

00:00 Navigating Small Group Chaos

Linda Kardamis (00:00)

You try to have small groups, but they devolve into chaos. How do we avoid it? That's what we're going to talk about today. Well, welcome back to the Teach for the Heart podcast, where we tackle teaching challenges from a biblical perspective. This episode is brought to you in partnership with the Herzog Foundation.

Today I'm joined by Jonathan Jones, who is the husband of our own Beki Jones. Jonathan, thank you so much for joining us here today.

Jonathan Jones (00:22)

Very happy to be here. Thanks for having me back.

Linda Kardamis (00:25)

And we're gonna be talking about how to manage small groups without all the chaos. And I do think that there can often be a lot of chaos when you're trying to do small groups, both the kids, just procedural chaos, kids getting off track, you're trying to work with a group and you can't deal with the behavior issues. Like all those things tend to happen. yeah, Jonathan, have you kind of experienced some of that chaos in your own class?

Jonathan Jones (00:48)

Yes, and I love how you sorry, this just hit me. You said without all the chaos, I'm so glad you didn't say without any chaos, because I have not removed all of that yet. So yes, without all the chaos, I have had those moments where you're like, How did this happen and how do I get it back? So been there, found ways to make it much better, always ways to get better. But yes, small groups are awesome, but they take a lot of planning in advance.

Linda Kardamis (01:15)

Yeah, absolutely. And well, by the way, when we say small groups here, we know that that can look very different in different classes. And maybe even in your class, you're like, I do small groups five three different ways depending on what we're doing. We're gonna be talking more about just general principles that can apply to different ones. But we might also use specific examples of a type of small group, but just be aware that, you know, we understand there's there's there's different types. so let's

start talking about this. And it is kind of funny, we were talking before, we're like, does the Bible say much about small groups? And we're like,

I don't really know if it make a case for or against them, but one verse that did come to mind actually was the verse, let all things be done decently and in order. And I do think that's a good, a good concept for us to keep in mind as we're trying to organize these.

Jonathan Jones (01:56)

Very, very true. yeah, I feel like especially students, the more structure and consistency, they know what to expect, they just thrive in those environments. So we can love them by providing those boundaries, those structures. It just gives them a sense of safety. we enjoy it in our own lives and it's something that we can do for them.

Linda Kardamis (02:20)

Yeah, I love that perspective. That's a great way to think about it. So the first kind of thing we're gonna talk about here is one key is to make sure we have very clear expectations, right? So we need to think through behavioral expectation. First of all, like what is and isn't allowed? Are you know what talking levels are allowed? Are they allowed to get up and wander around the room? Like you need to be really clear in your mind, first of all, what do I want this to look like? And then

Explain it to the kids and also recognize you can edit it. If it goes really crazy, you're like, I do not want to allow that. Then then next time you do it, you can, but just kind of always be seeking to have clear expectations on what is and isn't allowed. Also, like, how do students get help? Right? They're they're gonna have questions, especially if you are trying to work with your own group while other kids are also working and they can't access you. you they need to know how to for sure how to get help. Even if you are walking around, same thing. How do how do you get help?

03:11 Establishing Clear Expectations

what else comes to your mind, Jonathan, in this idea of clear expectations?

Jonathan Jones (03:16)

I think the more you pre-plan on your end, the more success you'll have with deploying it with your students. it you I almost feel like you can't spend too much time thinking through it. Now I want to be careful because I'm also an AP person, analysis paralysis. So I I want to be careful by saying that. But yeah, the more you can try and structure it, the more you can try and visualize it. I like how you said being very explicit with your expectations.

But I picked up from a mentor of mine many years ago, even giving students time to visualize. Okay, everybody, I've described it now. I want you to close your eyes and I want you to create that mental movie of what it should look like and sound like as we bring this into practice. Once you have that in your head, give me a thumbs up. and sometimes that extra 30 seconds, 45 seconds, it can feel like a waste. And I get it. I was

I had to trust someone who knew more than me because my my first instinct is like that's a waste of time. I've already told them what it should look and sound like. They know. but trusting that, hey, they might have wisdom that I don't. And so I've used this and I kind of regret it when I don't use it. saying, okay, everyone, close your eyes, picture it. Thumbs up when you have it. And then when you start engaging in the task, it's one more way when it gets starts to go off the rails, and you can check in with Joey or Susie. Hey, Joey.

What you're doing right now, is that what you were picturing when you created that video in your mind? No? Okay, let's get back to it. Cool. So that's one more piece I would say in the front loading.

Linda Kardamis (04:50)

Yeah, I love that. That's great. So that's key number one. Have very clear expectations. You get clear. Make sure they're also clear and can picture it as well.

Jonathan Jones (04:57)

Mm. Mm-hmm.

Linda Kardamis (04:59)

All right. My second key, I actually wasn't quite sure how to word this. So I worded it as have some type of incentive, but here's what I really mean. Basically,

you c when students are misbehaving or properly behaving, but particularly considering misbehaving, there's there's things you can say, you know, initially, like you said, is this what you're picturing? Like, but

You you can't also just only remind them a hundred billion times of what they're supposed to do. There has to s something has to happen if they're not, you know, heating and they need to know that. So that's

Jonathan Jones (05:27)

Mm-hmm.

Linda Kardamis (05:29)

why I said have some type of incentive that could be just simply using your discipline plan, you know, that you use for your regular classroom. Okay, you know, this is this XYZ is gonna happen when you're not doing what's expected. Sometimes though it can be good to come up with something fun that students are working towards.

So especially if this is something new that you haven't done before, you might say, okay, this is something you can earn if X, Y, and Z happen. So that's why I said it's just you need to have something,

something that happens. So it's like I said, really you're trying to avoid just a million reminders that quick they quickly realize mean nothing.

06:04 Incentives and Consequences

Jonathan Jones (06:04)

Yes, carrot and stick. And I know you like that phrase may some people may not be comfortable with it, but that idea of, yeah, a discipline plan. I also, as you said, that was like, cause I have my clip up, clip-down chart. That's what I love. and so I I don't know that I can call that a discipline plan. I need to call that structure at least a consequence, because it has both positive and negative consequences built into it. So I love to use Calvin, Calvin and Hobbes. Those of you have heard me before. He's he's my guy. so Calvin.

Dude, were you on task? No, go clip down. But next door, Kevin, who is doing a great job, go clip up. So it's the same tool that I have for both positive and negative. And those positives build to something really concrete for my students. You can think about what that could be as they get up to the top of the chart. But that would be one that it's a system you already have in place for behavior management in at large that you're just deploying in this new context. another one,

There's times where a whole the whole class is just killing it. You're running a small group, kids are either all independent on their own, or maybe there's all small groups all throughout your classroom. And at the end of that time, man, it just the vibe, the energy was fantastic. It was fun and productive. And those two don't always go together. Sometimes it's fun or productive, but no, it's just awesome.

I kick back into my camp counselor days and I've trained my students. I'm willing to be a dork. so I've trained them with some of the camp songs that we used to do. And so we stand up for a brain break. It gives us the energy, the wiggles, the self-reinforcement of it was fun to learn. That led to a fun two-minute out of our chair dancing around being silly. And then we're right back into it with that good vibe carrying forward. That is a positive request response. Now.

That's a whole group. And so what happens when you have five or six kiddos, those knuckleheads, as I lovingly call them? okay, as a whole group, we didn't earn whatever that was. It happens. We keep moving forward, but you don't just let those five or six slide, otherwise, it's gonna escalate and intensify. So I've recently someone helped me see this metaphor. Sometimes we crop.

Dust the whole class. We give everybody that warning, like, I can't believe you guys were off dust. When really it was three or four, and you didn't need to give that message to everyone. We've all been there. And so instead of crop dusting, we need to weed. We need to go through

08:54 The Importance of Practice

Linda Kardamis (08:40)

Yeah.

Jonathan Jones (08:41)

with those two, three, four students, and they need that message. I was that kid who needed that message when I was a student, but there was someone next to me who didn't need it, but they had that insecurity of

The teacher talking to me was I too off task. And we don't want to hit them with it, but we need the right student to hear the right message. So, okay, you didn't get the whole group response of yay, we got silly fun. Everyone goes out to recess or whatever the transition is. And then Kevin, Susie, Joey, Alejandro, come here. Hey guys, why do you think I called you over here? And let them articulate, yeah, during groups we weren't doing where whatever it is, and it's small, it's targeted. You've been weeding those few.

You say, okay, what's my expectation? They articulate it to you. Okay. What are you gonna do next time we have this? We are in this situation. We're gonna do these things that they just told you. Great. That sounds like an awesome plan. Let's go. And so you didn't let it get too big, you didn't let it get under your skin. the whole class didn't get that fun experience. That happens sometimes. And you were very specific in what behavior wasn't desired.

You followed up on it. They saw that consistency that they can trust that you will hold

to your expectations. Sorry, I kinda rambled there for a bit. I got excited.

Linda Kardamis (10:02)

No, no, I thought it was a great example. And then I love that analogy of crop dusting versus weeding. I think that's so important. And that's a good example too of like a consequence doesn't always have to be like you're getting a detention. Sometimes it's just you had to stay out and talk to the teacher. And yeah, if they've you've done that 10 times and it's still not working, then then we're doing something else. But yeah, it's just addressing it in whatever way is gonna work. But you need to have that plan because if you're coming up with that plan in the moment, it's not gonna go as well.

Jonathan Jones (10:29)

And Linda, I think you're you're spot on reminding ourselves because it's so easy as a teacher. Yeah, but that's not gonna work for this kid and this kid. We are talking that 85% of your classroom, 90, 95% of your classroom, you will have extreme outliers. They're gonna

Linda Kardamis (10:44)

Mm-hmm.

Jonathan Jones (10:44)

have a different structure in your mind. Don't throw out the baby with the bathwater on these conversations. You're gonna have if you do this carefully and give it time to get good at, it takes time to get good at.

you'll get some great responses. But if you say because it won't work for this one or two students, then I can't do it. You're gonna miss out and you're gonna lose a lot of opportunities if you run if you rule everything out because of those outliers.

Linda Kardamis (11:12)

yeah, that is such good advice. I heard someone explain a similar concept of the idea of like almost imagining Swiss cheese, how there's holes in it. But if you

Jonathan Jones (11:19)

Yeah,

Linda Kardamis (11:19)

layer on top. So yeah, like don't throw out something just because some you're catching a bunch and just keep layer them. Yeah, that's that's really good. man, we could

Jonathan Jones (11:25)

Yeah. Totally.

Linda Kardamis (11:27)

we could stay here forever, but for sake of time, let's move on to number three. That was really good. Go ahead. Did you have a thought first?

Jonathan Jones (11:33)

Well, I no, you've got a third. So I've got some notes, but at some point before we're done, I do want to ask the big question of why even consider doing small groups? Because I think that's important. I think you're right that we have to have be very intentional, explicit about what our expectations are, those pieces. So at least before we finish this conversation, come back to the why even consider doing it? It is a structure, but we don't have to. So why kick it around? So we

can roll back to that.

11:57 Effective Directions and Roles

Linda Kardamis (11:57)

Okay. Yeah, that's

a great question. All right. We'll have to circle back to that.

so real quick, number three, though, are keys, practice before you step away. Right. So especially and I recognize there's different types of small groups, but if you as a teacher are trying to be like, I have my own small group and I need the rest of the class doing what they need to, you cannot do that the first

time you try to do small groups. Like that, you have to build up to that. So you have to practice. practice, practice, practice. So you're not

Jonathan Jones (13:15)
Mm-hmm.

Linda Kardamis (13:17)
only setting clear expectations and you know what you're gonna do.

You you have to practice with them. So the first, I don't know how many times, it depends how quickly they get the hang of it. You are not having your own small group. You're going around, you're reinforcing, you're making sure they know what to do, you're answering the

Jonathan Jones (13:30)
Mm-hmm.

Linda Kardamis (13:30)
questions, and you're kind of then maybe over the next time maybe you're not interacting, but you also don't have your small group. So you can step in. You know, so you're gradually stepping away before you have a group. that that's really important. I think that's where it it's impossible to just pull your group the first time and it's good. That would be, I guess I shouldn't say impossible.

Very rare is that gonna

Jonathan Jones (13:49)
Yeah. Mm-hmm.

Linda Kardamis (13:50)
work.

Jonathan Jones (13:51)
We're gonna find out if Linda cuts this next response. We'll see in the editing phase. But teachers, you can pause. Admin talking to you. Cause as teachers, and I'm I'm being tongue-in-cheek here. As teachers, we I feel the pressure. Scope and sequence. Are you moving in the timeline? Because we have to get this far within the school year, cover this material. And I get that pressure and I get those goals.

But if we don't give ourselves the time to set up these structures and procedures and routines, well, if we just try and dive into them, then we've got a hot mess for three months as opposed to a week of getting intense training of what the expectations are. And then you're a fine tuned car, you're cooking, and you'll recoup that lost time. But it'll be so much more effective. Admin, admin, admin, if you give us that kindness of, hey,

I get it. If you want to set up a new routine, if I happen to pop by your classroom and you're not doing the curriculum that we had planned on, mapped for that day, I get it. You're setting up this routine. Please, that grace is so I feel so much more peace when I feel safe doing that. Teachers, now you can listen back in. hopefully you have that kind of environment around you. Or if not, maybe you'll have to find other times of the day. Maybe this is your math.

Core time and it is sacrosanct, and you're you will get your hand slapped if you do, if you're practicing procedures and routines. Okay, look creatively at the rest of your day and find those times where maybe you do have that leeway where you get to decide and say, okay, guys, I know it's not math right now. This is technically social studies, but we're gonna steal a little bit of this so we can do the training during this block so we can deploy it when we're doing our math core time or something like that.

Linda Kardamis (15:37)

Yeah. Yeah. Bottom line is it's worth the time to practice. We make it back up. So take the time.

Jonathan Jones (15:41)

Mm-hmm. Yes. Yep.

Linda Kardamis (15:45)

yeah, and sometimes you can even practice as you're doing it. You know, sometimes that that can

Jonathan Jones (15:48)

Yeah. Yeah.

Linda Kardamis (15:49)

sometimes work too. It depends on on what you're doing. So practice, practice.

15:52 Understanding the Value of Small Groups

Jonathan Jones (15:52)

So being really explicit about practice again, you said be describe it very clearly, all the things, and then have your students practice it. And I this might be over explaining, but don't even have your whole class do it. Choose one or two, not for the whole 10 minute session, but like how would they get up and transition to the spot where they're gonna be doing whatever it is? If they are moving, what materials? Where are they going?

How should it look and sound as they get up and settle into that new spot? And then choose one or two to model that for the class so that the whole class can be like, Yep, that they nailed it. They did great. Super teacher tip. If it's early on, choose the kid that you've already got the vibe. They might be resistant, they might be challenging and be like, hey, my gosh, Gavin, you can crush us. All right, Gavin, you're gonna be our model. Go for it. Now you have to be careful because sometimes.

Gavin may dig in and be like, No, I'm not. Uh-uh. So be careful with that. Read the room. But if you can get someone to be the model example, the leadership, and get the praise for doing what we want them to do, and the whole class is like, Yeah, they that was perfect. That can go a long way. Getting Gavin on your side, setting that expectation. Hey, y'all, if Gavin can do it, you all can do it. And so you practice it then as a routine so that they get that.

muscle memory, mental muscle memory built into what those translations should feel like.

Linda Kardamis (17:22)

Yeah, that's so great. So many practice and like I said, we could do a whole episode and there are some, you know, go back and listen on how do you teach procedures and all of that, but those are

Jonathan Jones (17:29)

Nice.

Linda Kardamis (17:29)

some really good tips. be detailed, be very clear, practice. All that is great. All right,

and then I think another piece, last piece I have to think about is it's important to have good directions. Okay. So you need to make sure that the small group activity itself or whatever they're supposed to be doing is really clear to minimize.

Confusion and maximize focus, right? So if the directions are confusing, they're you're gonna have so many more questions, you're not gonna be able to go off and work with your small group, right? They're they're gonna know kids are not gonna know what to do. They're it's it's gonna cause so many things. So try to make sure your directions are clear ahead of time. Ask yourself, are there any questions they could have and maybe pre-answer them? along with that, a couple other tips, depending on on what you're doing, but it's important to make sure every student has a job.

18:50 Final Thoughts and Encouragement

So if it's just like, okay, the whole group is supposed to do this, you're gonna have some students doing all the work, some students just sitting back. Like if each student has a job or, you know, it's something clear that they need to do, if you and you can make clear to them how are you supposed to be working together, you're gonna have so much more success and fewer problems then because everyone's doing their job. And then I guess I would just say on a practical note, when you are instructing and then you're gonna go work with your own group, it's best to wait a moment.

Give

a few minutes to make sure everyone okay, everyone's on task, everyone's getting going. I don't have any immediate questions. And then so like give that little breathing room to make sure, okay, we're we're heading in the right direction. You know, and then and

Jonathan Jones (19:02)

Yes.

Linda Kardamis (19:02)

then kind of get started over there. Jonathan, what what other

Jonathan Jones (19:05)

Transition.

Linda Kardamis (19:05)

tips would you add here?

Jonathan Jones (19:07)

transitions are great opportunities. If I'm a knucklehead kid and I was a knucklehead kid, transitions are those brilliant spots for me to get off task and start building momentum off task and keep going down that route. So I love what you just said. Especially at the beginning, setting up the room. You have not pulled your small group who's going to get 90% of your attention. You're still reading the room. You're keeping your eyes out there.

But before you pull them, as this is an early routine, you're saying, okay, everyone, first off, we did, sorry, I'm getting ahead of myself. We did small group as a whole group, whatever that routine is that you want them to be able to do independently. You did it whole group, you've established it, you've practiced it a few times where your job as a teacher was just observing and making sure that they were able to do that, sustain it, not have those million questions, or by doing it as a whole group.

You had space because you didn't have another job. So you could answer those questions, find out for yourself. I hadn't even thought about that one showing up. But you had space because you didn't have a small group you were running to answer it. Then the next day say, hey, this came up. This is our response to that. So now they know what this looks like and feels like for that task. Now we're actually going to add the pull them out, but on that transition day or transition days, two, three, four days, however many y'all. Okay, guys, let's get into that. We've practiced it several times in a moment.

I'm gonna pull the giraffe team up to my table, but not yet. Giraffes do not come up yet, whatever your system is for labeling your groups. so everyone in it, let that vibe take hold. It will create, it will develop some of its own momentum as they settle into it. And for the Mr. Joneses or the John, sorry, Jonathan, we're all teachers here. for the Jonathans in your class who want to use that as an opportunity to get off.

you can get their muscle memory built into just, no, I get into it. So I I think that is a huge piece that you won't regret.

Linda Kardamis (21:08)

Yeah, absolutely. So there's so much more we could talk about on here. there but I hope that those give you is just some ideas of like how to think about it in your own small groups. Jonathan, you wanted to talk for a second about why even do small groups.

Jonathan Jones (21:22)

That was one of the big ones. And this hit me like a ton of bricks in a training.

first off, I full disclosure, I do not feel like an expert on small groups. Becky, my wife, says I'm really good at it. So I'm gonna defer to her and say that she sees something in me that I maybe I am good at it, but I have to good doesn't mean confident. I'll be honest there. and so I'll I hope there's been some wisdom and some tips that you guys are able to run with. second, this one hit me huge.

I was at a training and my gut said, I sh I can't do small groups for math, because if I'm doing four 15-minute groups, my low kids, I used to get to work with them for that full hour, all 60 minutes for that small group. And the trainer's like, Really? Be honest with yourself. Were those low kids engaged for 60 minutes? Were they? Or were they checked out?

And then every once in a while you'd catch them and they'd copy down, but they weren't making deep connections because it's hard for them. they're they're struggling because math in this in this example is challenging. And 60 minutes of challenging, boy, I can't do a 60-minute workout. That's a 60-minute brain workout. So she said, instead, if you think about small groups, why possibly do it? Now you have a 10, 15, 20 minute session with those struggling kids.

There's nowhere to hide because it's you and six. They are getting more out of 15 minutes intense focus with you than 60 minutes when they're one out of the class. And what I've also seen as I've done this, when those six are at the table with me, they are often, not all of them,

But often many of them are desperately engaged in trying things out, even when they're wrong, because math is tough for them. I see those misunderstandings, those miscomprehensions, but they are digging in and they're taking risks because it's safe right there.

Linda Kardamis (23:27)

Mm.

Jonathan Jones (23:29)

And how much more value for them in that space as opposed to an hour where every once in a while they prairie dog and poke their head up, like, there's stuff happening. Okay, I'm gonna go hide now.

15 minutes. yeah, and so I had to wrestle with that for a while. 15 minutes intense. Is that going to be a greater return than 60 minutes where I felt like, well, I had them for 60. So I had to do some soul searching, some

gut checks on that. Any just with that, any responses from you, Linda?

Linda Kardamis (23:59)

Yeah, that's just really interesting. I mean, I guess another thing to keep in mind though is it's not like they're sitting and doing nothing for the other forty five minutes, right? Like like there's other things that they're doing. It's but it's just your attention. Like that's

Jonathan Jones (24:08)

yeah Yes.

Linda Kardamis (24:10)

interesting, but you're undivided, un and then

Jonathan Jones (24:13)

Yes.

Linda Kardamis (24:14)

unintimidating with the group. Like that makes a lot of

Jonathan Jones (24:16)

Yes.

Linda Kardamis (24:17)

sense. So it might be so I guess to a teacher listening, maybe it's worth experimenting, seeing how it goes, right? It's not like

Jonathan Jones (24:21)

Yeah.

Linda Kardamis (24:21)

you're obligating yourself to do it every day or do it forever or anything like that.

Jonathan Jones (24:24)

No, no, no, no.

Yeah. And I have four rotations. So when I have my one crew here, whether it's my challenge my struggling students, my students who it's just clicking, they each get a turn with me. And there's three other stations. So they are engaged in the correct content at their level, differentiated. but yeah, that

was that was a challenging one. I'll throw out there another piece on that is does if I have my group spit into four, I have 60 minutes for math you running with that.

that idea, that story. do they each need 15 minutes? Can I have my if I have homogenous groups that are working on skills that are similar to their peers during that small chunk of time? Can I pull my highs for five minutes, six minutes, and give them that lesson that they needed that they would have been in for this 60 because they got it in the first two examples, but the others I'm pulling teeth on and blah, blah, blah. And now it's like, okay, six, seven minutes, do a quick check. Cool, go.

Next, rotate. And then on some of my groups, those challenging ones, they're getting not 15, but 20, 23 minutes of my time. And my highs, because I've set up plans for them where they are meaningfully engaged. Maybe I have something that's pushing them further that they can do independently. Now they're not bored during that 60 minute lesson. Cause we had both extremes. Don't forget that. The kids who are struggling,

Linda Kardamis (25:42)
Mm-hmm. Mm-hmm.

Jonathan Jones (25:44)
I'm checked out. The kids who got after the first example, I'm so

So small groups can provide that too. Now I'm talking about it when the whole class is doing rotations. Like Linda said, that is not the only way to do small groups. There are times where the seventy five percent of your class is doing something pretty independent, quiet at their desk, and you've pulled a crew. But just one more picture.

Linda Kardamis (26:07)
Yeah. Well that's super helpful and hopefully helpful for you guys as you just imagine what's possible, what might you want to try out at some point this year. And then hopefully giving you a little bit of confidence that it is possible. It's just just don't jump into it. Think it through, practice,

Jonathan Jones (26:19)
Mm, mm-hmm.

Linda Kardamis (26:20)
work up to it, and you might just be really happy with with how it turns out. Any final advice, Jonathan, for people that are listening?

Jonathan Jones (26:28)
I don't know about advice. I mean, I've got I could talk too long, although I'm almost out of coffee, so I won't go too far.

Linda Kardamis (26:34)

Yeah.

Jonathan Jones (26:36)

I just love to say thank you to teachers. teaching is challenging. It is, and you guys are stepping up each day, showing up there. You're being God's hands and feet in classrooms. And that is such an amazing thing.

I've fallen into or not fallen into, but I've started the practice of praying the Lord's Prayer each day before I pick up my kids and

On earth as it is in heaven. I shift that often in this classroom as it is up in your kingdom. God, in this classroom, this is where I want you to show up today because they don't need me. They need you. And that's the same for you teachers. They don't need you. They need God through you. And you're showing up. And it's not easy. So thank you. Just big thank you as a fellow coworker with you.

Linda Kardamis (27:26)

Yeah, that's really good. Thank you so much, Jonathan. Thank you guys for listening.

I just, as you were talking about, reminding me that our the Rise Up Summit is actually coming up here in a couple months, and we are gonna have a whole category on classroom management. We're gonna have another category on avoiding teacher burnout and then just reaching students today, just dealing with today's problems. So if any of those sound like something you'd like more help with, hop on over to riseupchristianeducators.com You can sign up, it's completely free to attend.

During that week, and we would love to see you at that event. Once again, that's riseupchristianeducators.com. Well, this episode has been brought to you in partnership with the Herzog Foundation. All views and opinions are our own and don't necessarily reflect those of the Herzog Foundation. I look forward to speaking with you again soon. In the meantime, teacher, remember, God is at work in you and through you, and he's using you to make a difference. Keep your eyes on him and teach for the heart.