

Mark Royce ([00:00](#)):

Hi, Carly.

Karle Delo ([00:02](#)):

Hi, Mark.

Mark Royce ([00:03](#)):

How are you?

Karle Delo ([00:04](#)):

I'm doing good. How about yourself?

Mark Royce ([00:07](#)):

I'm well, we're staying clear of the COVID and, you know, isolating self sheltering and wearing masks and doing all that stuff that we're supposed to do. So, so far. We're good. How about you with all that?

Karle Delo ([00:21](#)):

Yeah, we're doing good. I feel fortunate to be in a school that is face-to-face, but also we haven't had a major outbreak. We haven't had a high number of COVID cases, so we're definitely staying safe.

Mark Royce ([00:37](#)):

Great, vaccines on the way, or?

Karle Delo ([00:41](#)):

Yeah, so I've... Yesterday was when I was fully vaccinated, actually, so that was two weeks after my second dose.

Mark Royce ([00:50](#)):

Oh, wonderful.

Karle Delo ([00:51](#)):

Yeah, I'm excited about that.

Mark Royce ([00:53](#)):

Okay. That's that's really good news. So, tell us how you first encountered AMTA and how you got connected and discovered it, and then a little bit about how it impacted you as a teacher.

Karle Delo ([01:09](#)):

Yeah, so I was first connected with AMTA back in 2016 and I, you know, I was definitely not sure what I was getting into, but I was pleasantly surprised. So I took a middle school modeling workshop and immediately I knew that this is kind of what I had been searching for as a science teacher. I also, you know, very, very early on knew I wanted to keep taking workshops. I knew I was interested in a leadership role because it really did transform my classroom. So I had tried, as a new teacher, you know, to use an inquiry approach, to use local science kits and find activities online, but students enjoyed my

class. I think they had fun with the hands-on activities, but they didn't... They weren't grasping the concepts and I didn't know why at the time, but looking back on it now, it was the discussions that were missing.

Karle Delo ([02:20](#)):

It was, the storyline, you know, the storylines that are in modeling instruction. So I just, I saw a huge change. And honestly, before I even deployed it in my classroom, I saw a change in myself because I had misconceptions as a science teacher. I had misconceptions that I was realizing during that first modeling workshop. So, when I started using modeling instruction, I noticed a shift in student engagement. Students were even, even students who typically were not very challenged in my class. All of a sudden they were challenged because they had to come up with their own conclusions. And so it really did change the experience for my students. It changed the experience for me as a teacher. It made me really excited to go to school every day. And, so that's a little bit about how it all started.

Mark Royce ([03:27](#)):

What would you point out as the major influences or changes that you developed as a teacher from the exposure to modeling instruction?

Karle Delo ([03:39](#)):

Okay. So before, I would kind of teach a concept and then students would do a lab that was related and then we would kind of have almost a lecture style discussion. Uh, but it wasn't a real discussion because like I said, it was me standing in front of the, of the class and asking, you know, what did you get for number three? And kind of just sharing out that way. So that was kinda what I did before. And then, with modeling instruction, a big change is that students, before you introduce a concept, students are doing labs and experiments and collecting data, and then coming up with their own conclusions, their own ideas and proposing that to the class. So I feel like that order, the sequence of events was really different. And then, I had to build my poker face. That was the tricky thing. And it took me, it took me a couple of years to get that down. Um, and I didn't, you know, I didn't realize that that was something that I did as a teacher, that I would give away the answer with my facial expressions or my tone of voice. But, but that was... Interesting. That's my favorite response to actually to student comments nowadays is just interesting. And instead of like great answer or, you know, it's, it's always interesting.

Mark Royce ([05:13](#)):

What do you, what do you feel like are your biggest strengths as a modeling instructor? What are the things that you really feel confident in how you deliver them for your students?

Karle Delo ([05:24](#)):

I feel like especially now, the skill of mine that has improved the most would be questioning. So questioning students, in a way that gets them to think about the data in a different way, or to kind of help them like facilitate that discussion to help the class come to a consensus. So I feel like that was something that I really worked towards and then also, building a culture of community and building a class where people feel like it's okay to fail. And that it's okay to take risks, and make mistakes and admit when, you know, you don't know something admit when you don't know the answer. So, I would say as a modeler, those are some of my strengths.

Mark Royce ([06:21](#)):

What do you wish you had known before you began employing modeling instruction? What do you wish you had known before you got introduced to modeling instruction?

Karle Delo ([06:33](#)):

I wish I would have... I wish I would have found it sooner. Definitely. I wish that, you know, I understood those pieces that were so different from my instruction. Like the fact that students have to have a discourse about the data that they collect, and it can't just be, it can't just be asking them, you know, what's, what's the conclusion. And I'm looking for, you know, a specific answer based on this cookie cutter lab that they did. I feel like that was a big realization for me. And then also, like I said before, the storylines, the storyline is so important. You can't just have to teach a big scientific concept. You can't have disjointed labs that don't go together. They have to kind of come together to build, you know, to build something bigger, to build a model.

Mark Royce ([07:41](#)):

How long were you teaching before you got into modeling?

Karle Delo ([07:46](#)):

Okay. So I was teaching for six years before I got into modeling and yeah, actually, so originally I was, I went to college to be an elementary teacher, and I saw myself as a third or fourth grade teacher. My first job was teaching second grade, and then three weeks into the school year, they had to make some budget cuts. And they said, you're teaching middle school science starting, you know, in two days. And I was shocked and scared and unprepared. But I jumped into it and I realized quickly that science was... in middle school, that was what I wanted to teach. So, then so six years and then modeled in the classroom for four years. And then this is my first year as an instructional coach and technology integrationist. So, it's a big shift, going from in the classroom to in the classroom sometimes, but helping teachers as well.

Mark Royce ([09:01](#)):

Tell me about that role that you have with -- say what the title was again.

Karle Delo ([09:06](#)):

So it's "instructional coach and technology integrationist" sounds really fancy. So I do have, I have my educational technology. I have a master's in educational technology and I got that, I believe in 2015. Is when I finished that. And, I always had kind of a passion for not just using technology in the classroom, but using it in an effective way to enhance instruction. So that was always something that interested me. And then, I just kind of though sat with that degree and, and I believe part of that, I truly believed that part of that was because I encountered modeling right after that. And I realized that my work was not done as a teacher. So like I said, when I got that degree, I was thinking, okay, I want to do something with technology in schools, but then modeling came along and I realized, Nope, we gotta, I gotta try this out.

Karle Delo ([10:13](#)):

So, I'm so thankful for that, because this position now as a technology coach, there's also the instructional coach piece. And I truly feel that my experience as a modeler and with modeling instruction really enhances my ability to be a good instructional coach as well, because there's so many practices in modeling instruction that can be applied to other subject areas. So my role consists of, you know, I have my regular daily like tech questions. I get a lot of tech questions and things like that, but I also meet with

teachers and what we call coaching cycles. It's about a six week period of time. And I sit down with the teacher, we identify a goal that's really important to them. And then we meet weekly and work towards that goal together. So what I like about this position is that -- the instructional coach part that's added to the technology integrationist because, if I was just a technology coach, I would be so limited. Anytime a teacher has a goal, I'd be trying to shove technology into what they're trying to do. And technology is not always the answer. Sometimes, there are simple strategies-- like whiteboards -- big whiteboards and markers and, and discussion. You know, those are things that can happen without any technology tools. And so that, you know, I'm just so thankful that that instructional coach piece is there, because then when I'm working with teachers suggest the best idea, not just the one that includes technology. Cause I do think oftentimes, technology is used for technology's sake or it's used to simply replace something that's already there. So a lot of people will take a worksheet and digitize it and then think, Oh, I'm using technology. And this is a better lesson. Not necessarily, you know. Maybe that lesson actually would be better on paper because students need to practice their handwriting or they need to draw something out and that's hard to do online. So, it's an interesting role so far, and it was an interesting year to make that switch during a pandemic.

Mark Royce ([13:03](#)):

Hmm. Oh boy. Yeah, for sure. So the teachers you work with as an instructional coach, are they in your school or your district or how will you know, what's the, the reach that you have in connecting with other teachers?

Karle Delo ([13:20](#)):

Yeah, so I work for-- I'm the coach for our district. Now it is a small district, so we have two elementary, one middle and one high school and the middle and high school are connected. So it's a small district. But I do work with teachers at all grade levels. So that's also interesting coming from a middle school background. Now I'm working with and helping first grade teachers and high school teachers. And so I constantly feel like I'm learning just as much, if not more than the teachers that I'm working with. And one of the, one of the things I'm realizing is that there are some misconceptions about what an instructional coach is. And some people think that a coach is there to fix a teacher who needs, who's not doing very well at a specific thing, but I have been making it a point to try to work with highly effective, awesome rock star teachers, because everybody has goals. Everybody has room to grow. And like I said, some of those, like I'm working with a first grade teacher right now. Who's just amazing. And she's teaching me so much.

Mark Royce ([14:39](#)):

That's great. Is, is there something that teachers come to you with, that's rather common that they're struggling with or that they're saying, Hey, Carly help with this? Is there, or is it just different every time you meet with somebody?

Karle Delo ([14:56](#)):

That's a good question. I feel like I'll have a better answer in a couple of years, but, um, no, yeah. I can talk about like student engagement is a big one this year. People are looking for ways to increase student engagement because that's, you know, one thing that's been, I think, challenging for most teachers this year during the pandemic, especially those who are all virtual. So teachers are looking for more ways to kind of get students excited about being at school.

Mark Royce ([15:33](#)):

So let's, let's talk about your new role at AMTA. Not only are you working full time as a teacher and a coach and all that stuff, you've also taken on the role of marketing director for the A`MTA. And so talk to me about that role and, and the job and kind of what you're doing. And if you can share where things are going with AMTA on that end.

Karle Delo ([16:01](#)):

So I've always, I feel like if I could have picked a second career, it would have been marketing. I've always, I've always been really interested in it and I've always kind of, you know, gravitated towards any... if I'm working at a school that needs help with their social media or they need help making an inspiring video for parents and students, I'm, I'm gonna-- I have moved towards that role naturally. And same thing with, I've been in a couple of bands and I've always been interested in doing the marketing for that. So I always enjoyed that. But I felt like there was a moral dilemma. So like in, in college I really considered shifting gears and going into marketing. But, I feel like oftentimes in marketing and I'm not saying all the time, but sometimes, you're trying to get someone to buy something. You're trying to convince someone that they need to buy something that maybe they don't need. And I felt like that's not what I wanted to do. I wanted to stick with education, but then when this opportunity came along, when I saw the marketing for AMTA, I thought this is absolutely perfect because, I'm passionate about AMTA, I believe in their mission and vision. And so spreading that message is something that, comes easy to me because I believe it. And, so that's kind of why I was so in this role from the beginning, and as far as, why did you say you want a, we're wondering about kind of our plan?

Mark Royce ([18:01](#)):

Yeah. Your marketing plan, what you're doing and the kinds of things that we can expect to see out of your office. That would be really cool to know. I think.

Karle Delo ([18:09](#)):

So, so I think, step one with, with building a marketing plan that is going to work for AMTA, step one is, is really building a successful marketing team. And I feel like we've already done that. So, we have a team of people who are working together on communications and marketing, and we all kind of, I feel like have something different to bring to the table. And so that's step one. And then we have, in addition to just the communications and marketing team, there's a whole communications committee, there's a diversity and equity team. So we all really work together. And it's interesting how collaboration is such an important part of modeling instruction. It's also part of our marketing plan. And I think it really does make us stronger. Tthe other thing I've been thinking about a lot lately is who are the people that are most passionate about AMTA. And those are people who are modeling instructors who are out there teaching this and who have seen how it transforms their classroom. So I think it's important to kind of leverage that passion and that perspective to leverage that, to kind of, you know, communicate what, what AMTA can do for other people. So we want to encourage other modelers to other educators to reach out to other people and their community and tell, you know, Hey, there are these workshops, are you interested? You seem like someone who'd be interested in these. So we want to leverage that. And then I also want to expand that team approach to our members in a way where our members do feel more connected to each other and we do have kind of a greater community. So I think that that's important, you know, within the modeling community we want to build that. But then other than that, like, I really do think, you know, we're going to do more on social media and things, but we're not going to spend a ton of money on social media ads or try to make a viral video. We're going to this kind of

going to be a grassroots operation where we are reaching out to our local teachers, and nearby districts and starting there and starting the conversation and just showing, you know, what, what AMTA is and what it can do for students and for teachers, and then encouraging other modelers to do the same.

Mark Royce ([20:57](#)):

Oh, that's, that sounds really cool. I've always wondered about the effort that a lot of companies put into social media marketing and what is the true ROI? You know, the payoff is it, you know, you pour into this thing and it kind of goes out into the ether sphere, but what are the results and how do you track those results and that kind of thing. So it's really interesting to hear your perspective on that.

Karle Delo ([21:26](#)):

Yeah. We're actually seeing the most engagement from emails. Emails to surrounding districts. That's why I'm saying that we're going with kind of a grassroots approach because on social media so much gets lost in the, you know, there's, there's just so much out there and we are doing social media things, but the purpose of what we're putting on social media is oftentimes to provide resources for teachers and things like that. And I do think that because we're not, we're not trying to sell a product, we're trying to share this knowledge, share this way of learning. And so I think that it makes us different than, than a lot of companies who are marketing. We're not just trying to sell something. We're really trying to change the culture of science education.

Mark Royce ([22:27](#)):

You mentioned briefly that you have played in bands. And I find it really interesting because I've met a lot of science instructors who are musicians who have music as a part of their life. And that wasn't something I would have expected to find. I'm a musician. I have been involved in lots of broadcast and that kind of stuff, and my wife is a science modeler for 30 years now, not modeling 20 years, I think, but she's a great pianist. She's a wonderful pianist and she's a model science instructor. I find that really interesting. What's your correlation between the music and the science in your life.

Karle Delo ([23:14](#)):

That's that's a great observation. And I think that the first thing that came to mind when you started talking about that was the creativity aspect. I think a lot of people who teach science in a more traditional way, don't see science as necessarily a place where you can be creative, but I would argue that you can't really do science without, you know, being creative. Without thinking of new ways to think about things. And so I wonder if that's one of the connections, is just that creative aspect. There's also, I feel like the love of learning is another piece that kind of fits together. People who are interested in science, I feel like generally tend to want to learn more and constantly grow because that's the nature of science and with music, it's kind of, it's kind of the same thing. As a musician, you're always trying to get better. You're always trying to learn something new and, I have not made that connection, but now that you say it, I can definitely see the correlation.

Mark Royce ([24:35](#)):

Sometimes. I think it might be, I know for my wife, it's a kind of a break, a way to disconnect, you know, the music is a time that she takes to kind of disconnect from the rest of her brainy stuff that she's doing.

Karle Delo ([24:53](#)):

Yeaah. No, that's also true.

Mark Royce ([24:55](#)):

So, share with our listeners, like your best tip for what you employ in the classroom. Okay. And this could be something that you share in your coaching. It could be, you know, connected to that world too, but just go, what is a great tip that you'd like to share?

Karle Delo ([25:18](#)):

So, I think that something that is really underrated in a lot of classrooms, is setting norms, setting clear norms. And that sounds like such a simple thing. But I really do think that is so important to set norms, have students be part of that process, with the norm setting so that there's buy-in, but then revisit those norms and do that frequently. So what that does is creates, especially if you're intentional with the norm setting, it creates a culture where students feel like they can speak and be heard and be respected. And as I said earlier, it's okay, it's okay to fail. It's okay to make mistakes. And I feel like at the top of the list has to be respecting each other and respecting each other's ideas. That has to be something that is not only said by the teacher.

Karle Delo ([26:34](#)):

You know, all students should be respectful of each other, but I think the teacher also needs to follow through with that. And if a student is being disrespected, there needs to be a conversation, and I really don't think that you can have a successful discussion or a successful classroom without that being a true feeling. When, when students walk into your classroom, they feel safe, they feel like they will be heard. So I would say that is my biggest tip. And then as a coach, I can also say that you can tell. You can tell when you walk into a classroom that has clear norms. I think that sometimes teachers underestimate the power of what they say, but words really do matter. The way that you frame a discussion, the way that you frame that norm-setting situation, the way that you refer back to those, you know, or just frequently saying respect is a top priority in this classroom that that has to be upheld. And I just feel like some teachers, or some people think that you can say all of these things, but it doesn't really matter in the end. I think that it does. I think it really, especially as an educator, students do listen to us. So I think that's really important.

Mark Royce ([28:11](#)):

That's good. So I find that a lot of teachers, not all, but a lot are very focused from their education and getting their credentials and all that kind of stuff into certain ways of thinking about teaching. And I find that a lot of the most powerful teachers that I've met often kind of step outside of the rules a little bit; they don't necessarily always adhere to the-- so are you a rule follower or are there times when you feel confident to like break the rules, does it work out or, you know, so talk to me about rule breaking a little bit.

Karle Delo ([28:55](#)):

Okay. So like by nature, I will admit that I'm a rule follower, in general, however, I'm not afraid to go against the grain, when it's, when I think that there's something that needs to change to benefit the students. So when, if I notice something, if I notice a rule that really doesn't have the best interest of students at heart, I will speak out against that, but then also, you know, a lot of... There are definitely in a lot of schools, there are these unwritten rules, right? And that's the culture of the building. And so I've worked with, I've worked in cultures or environments where teachers think, for example, that rules, you know, it's really important to be strict. It's really important to have rules. And I've actually heard, you know, statements like the kids shouldn't like you until October or, you know, and so that's definitely a

culture that exists in some buildings and, you know, that student should be penalized for, you know, if they don't bring a pencil to class or, you know, if you have your hood up, I'm gonna send you to the office immediately.

Karle Delo ([30:18](#)):

I just think that, um, been in that culture and I've definitely pushed back against that because I don't think that's what's best for students. I think, one of my, sometimes frustrations is that we expect students so often to do things that adults can not do. And that is frustrating to me. Do you know how many times I've been in a meeting and I'm like, Oh, I forgot. I forgot a pen. I forgot a pencil. Or, you know, even with, I know that it's frustrating when students don't have their camera on, in Zoom or Google Meet or whatever platform you use. I know that's frustrating. But I've also been in staff meetings where teachers do the same thing. So it's not, it's not a problem with them. There's so often times when the problem isn't with students, it's a human problem, right?

Karle Delo ([31:21](#)):

There are, there are reasons why humans, not just students, but their reason why humans don't want their camera on all the time. And so it's important to reflect and think about, okay, why is this happening? Why do sometimes people have their camera off during a meeting? And then from there, how can we talk to our students in a way that, where they understand, it's okay to have my camera on during these times. And then, you know, if I have to get up and get a drink of water or something, maybe I could turn off my camera, or if my pet runs runs across the room, maybe I could turn off my camera then. So I just think that it's important to advocate for students. And so I've definitely gone against the grain when it comes to that. And as a teacher, I think it's really important to, instead of thinking of yourself as like the boss of a classroom, I think it's really important that you see yourself as a leader and that the students see that too. You're leading them in the discovery of science. You're not necessarily bossing them around. We can think about jobs, most of us, where you've had a boss in charge of you versus a leader, and the leader makes you want to grow. The leader makes you believe in yourself and want to do better. And so I really, I feel like that's one way that I've gone against the grain or against some of those unwritten rules in schools.

Mark Royce ([32:56](#)):

I know that was kind of a weird question, but I find that your answer is really brilliant. So thank you. So Carly, it's really cool that you're working with AMTA now and, you started in January, I think is what I saw. Is that correct? What, what drew you to the, to work with? I get the modeling instruction thing for your classroom, but what drew you to work there? What is it about AMTA that kind of makes you get excited?

Karle Delo ([33:28](#)):

Yeah. Beyond the whole classroom transformation thing, which is a really big deal, right. I really appreciate AMTA is not, they're not shy about their values or beliefs and they make strong statements about why and how equity, diversity and inclusion are so important. And I just really, really appreciate that. I've worked in communities where people don't want to talk about race. They don't want to talk about equity. I have friends and family who that's not a topic that they want to discuss. And it's really hard to grow when people don't want to talk about even discuss a topic it's hard to, it's hard to grow. And so I feel that, you know, AMTA has given me not only, not only does AMTA encourage discussions about, you know, diversity, equity and inclusion, but it's, it's encouraged and it's fostered. So, um, AMTA



offers, there's book clubs that, that were well, it was a thing. Um, they offered a book club about, um, you know, equity, diversity, um, they provide webinars and trainings for workshop leaders. And it's a, it's a talking point or should be a talking point at every workshop or virtual course. So I just, I just appreciate that because especially in times, think back to this past summer, there were a lot of institutions, especially educational institutions that were very quiet and very silent, as all of, you know, as all of that was happening with the Black Lives Matter movement. And I don't think those institutions realized how loud that silence was to some people, and, AMTA had a strong stance on, confirming or affirming their anti-racist values. And at that moment, I was just, I was proud to be a member of AMTA. And that definitely pushed me and encouraged me into this role. It was another reason of why AMTA is important and why I believe in their mission and vision.

Mark Royce ([36:15](#)):

Wow. That's great. I interviewed Tanea Hibler and, Ariel [Serkin] a few months ago, and we spoke specifically about inclusivity and diversity, and I probably need to revisit that topic again, I think with some people.

Karle Delo ([36:42](#)):

Yeah. I actually just recently listened to that podcast. And, you know, I thought there was, there was a lot of insight there. So listeners, if you're listening right now, you should go back and check out that episode specifically. Cause that was, that was pretty cool. And then in addition to that, I mean, I feel like right now science is kind of under fire and it's something that people talk about believing in or not believing in. And you know, that is disheartening to me because it, you know, what do we, what do we have if we don't, if we don't believe in science or if we have a society that doesn't believe in it. So, I really do think that in order to believe in science, people have had to experience it and I'm not talking about, remember at the beginning of the interview, I was talking about my inquiry labs and science kits.

Karle Delo ([37:47](#)):

That's not enough to believe in it because you didn't do real science. You weren't going through that process of building a model. And then, you know, testing the model, breaking the model and then revising it. I hear so much, I hear so often, well science is always changing. Yeah. That's the point? That's the point. Um, science is supposed to change when there's new information. So, so the more people that we can get to, to experience that, I think, you know, the better off we are as a society. And, if we don't do that, if we don't show people what's going on behind the scenes, if people don't understand that, then you know, some people might just see it as something to believe or not believe like magic and science, isn't magic. There's a process to it. And, I just think that in this day and age, that is, is so, so important to get more people thinking that way. I could go on about that, but yeah, that's that's something that I think is important, for people to see an experience for themselves.

Mark Royce ([39:06](#)):

The passion you feel is coming through and, I really appreciate you sharing that as a teacher, not just the methodologies and stuff, but also the humanity behind it, the heart behind it. And I want to thank you for your words about that, but I want to go back and ask you a question about your marketing job. And tell us a little bit about what's coming up, and what you guys have on the front burner.

Karle Delo ([39:37](#)):

Absolutely. Yeah. So we're just kind of closing up some spring virtual courses, some distance learning courses. Those are for the most part finishing up, but keep your eyes out next year, because we will be offering hopefully more courses like that in the spring. And those are really aimed to kind of build, you know, you, you start the year off with all this momentum and then, uh, halfway through, you know, it's nice to just kind of have a community to kind of talk to, and then also I ways to kind of build your craft. So that's--we're wrapping that up right now in the spring, but looking forward, we have a lot of exciting opportunities this summer. We have a lot of virtual courses. So those are similar to what the face-to-face experience is like. We just condense it down into you know, a shorter period of time with some asynchronous work. But the exciting thing about the virtual courses is that it allows so many more people to, to be exposed to AMTA that wouldn't normally have the opportunity because location is no longer an issue. So, please check out our virtual courses. We've got a shortened URL, uh, it's <http://bit.ly/amtasummer> I'm really excited because for some people, the virtual course works really well because of that time piece. And because there's no travel involved. Some people still want that face-to-face experience, and I definitely understand that. And there are some tentative summer workshops being planned, with safety as a top priority. So we have those on our website as well, but I do want to highlight the virtual courses. Last year, in one that I was leading for middle school, we had a participant from Germany, which was just, it was just so cool to have a variety of people from different places. And so we're really looking forward to offering that again this summer,

Mark Royce ([41:47](#)):

You know, the courses and workshops are so important for people, to be exposed to modeling is cool with what you can get online and with the community with other modelers, but the workshops and the courses really help drive the principles and the methodologies down deep. And so it's critical that people get into those.

Karle Delo ([42:12](#)):

I agree. And when I was first starting, I took the middle school modeling workshop. And then I took the physical science worksho for high school teachers. And me as this middle school teacher, I cannot believe how much I learned. I learned more in that physical science and in three weeks that physical science course, then I did an all of my college experiences. Um, and, and so it's, it's so powerful, like just for, even for your own learning, these courses and workshops are amazing. So, I think it's a really great experience. And like I said before, I'm really excited to see what comes of it.

Mark Royce ([42:56](#)):

Well, Karle, it's been an absolute joy to talk with you and I really appreciate you taking the time out of your schedule, which is quite busy to talk with us and share your perspectives. It's been really great. Thank you very much.

Karle Delo ([43:12](#)):

Yeah. Thank you. Yeah.

Mark Royce ([43:14](#)):

And, uh, perhaps we'll connect again.

Karle Delo ([43:18](#)):

Absolutely.

