



Regional Team-Based Challenges

May 9, 2023



I-WIN

Illinois Work-Based Learning
Innovation Network



Who's here today?

**Please use the chat to
introduce yourself**

&

**Any questions top of mind for
you about Team-based
Challenges**

- Please mute computers and/or phones during the presentations
- Please use the chat to provide any comments or questions throughout

Plan for Today's Showcase

10–11 a.m.

Communities will present on their pilot experiences

Community presentations will include a general overview of their experience, lessons learned and challenges overcome, and any best practices and resources to share broadly

There will be about 5 minutes of Q&A after each presentation

11–11:30 a.m.

Small breakout rooms will be hosted by the community presenters

Attendees will choose the room(s) they are interested in learning more about and have an opportunity for small group discussion and Q&A with the community presenters



Explore the [I-WIN Resource Hub](#)
and [subscribe to the newsletter](#)



Highlight and explore
innovative models for
work-based learning



Engage in conversations
on creating sustainable,
high-quality models
that provide broader
and more equitable
access, focusing on
building social capital
for Black and Latinx
students



Build connections
among communities to
share best practices,
learnings and resources



Identify needs for state
policy changes or
support systems

Work-Based Learning Continuum



Host Engagement Continuum

Managing
Organization
Role

Host / Employer
Role

Definitions: *Illinois Career Pathways Dictionary*

Team-Based Challenge

From the [Illinois Career Pathways Dictionary](#):

A group problem-based learning project relating to an individual's career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.



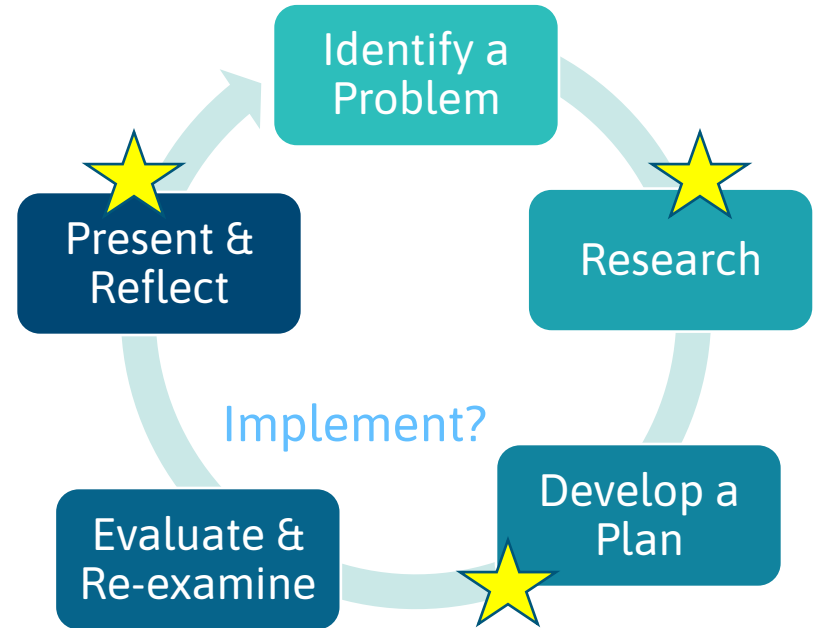
Team-Based Challenge Best Practices

- ‘Mentoring from adults with expertise’ – consider employer partners as well as postsecondary partners, community-based organizations, families of youth, in-house staff
- Embedded within coursework
 - Consider especially Intro level courses
 - Dual credit opportunities
- Connect with existing opportunities, models and resources of CTSOs and other extracurricular orgs, professional associations

[Additional Recommendations for Quality Criteria](#)

Student Experience

- Learning is driven by challenging, open-ended problems with no one “right” answer
- Students work as self-directed, active investigators and problem-solvers in small collaborative groups
- A key problem is identified and a solution is agreed upon and implemented
- Teachers and industry mentors adopt the role as facilitators of learning, guiding the learning process and promoting an environment of inquiry



Project v. Problem-Based Learning

NOT Problem-based	Problem
Project based learning: Production model	Problem based learning: Inquiry model
Students work toward a specific goal, the “what” is structured and pre-designed. Known or defined outcome or artifact.	Students work with real world, authentic problems. Defined problems sources from authentic sources (industry, current events). The “what” is co-constructed
Less of a “solution” more of an end product. Outcomes are often teacher driven or school driven.	Every group comes up with different solutions Outcomes are relevant to industry/client.
May or may not be different pathways through the project (cookie cutter).	Leads to a more global or community impact (community service or entrepreneurial)
Typically interdisciplinary.	Transdisciplinary- can be viewed from different lenses
Resources are usually laid out.	Relies on industry partners, experts and is human centered. Time consuming, creative (work from scratch).

Statewide Team-Based Challenge Resource Bank

IDEAS FOR INSPIRATION: TEAM-BASED CHALLENGES

Manufacturing, Engineering, Technology, and Trades

Plant Safety	Review the history and current practices for plant safety within an organization and suggest recommendations for improvement.
Review Plans/Maps	Inspect plans and/or maps of structures to determine areas in need of troubleshooting and make recommendations for repairs.
Basic Design	Given a design need, create basic detail and assembly drawings for products and equipment that address concepts in layout, print reading, measurement, and quality assurance.
Cost Estimation	Given an authentic need from a customer, research vendors and apply cost estimation principles to create a project timeline and estimate labor and material costs.
Build and Test Prototypes	Given a need to address, develop and test prototypes as potential solutions — document results as able to build and test prototype for quality control to make recommendations for improvement to prototype.

- Organized by College and Career Pathway Endorsement Area
- Includes ideas for inspiration and detailed models, along with a template for designing your own
- Resource bank and materials available on [I-WIN resource hub](#)

PROJECT OVERVIEW

Team-Based Challenge Title	You and Yours Café – VALEES Graphic Student of the Year Competition 2021
Source	Valley Education for Employment System (VALEES, EFE #130) Designer of challenge and Website: Gautam Wadhwa, College of DuPage
Industry Partner(s)	Jason Christiansen, JC Imaginations; Andy Clements, Weblinx Inc.; Meghan Edmonson, Waubensee Community College, Laura Ferguson, Batavia Park District; Andy Kenney, Andy James Design; Josh Wilson, freelance designer; Dylan Zimmerman, BFC Print
Endorsement Area	Arts & Communication
Problem to Investigate/Scope	Students must design an identity, menu/website for the following business: “You and Yours Café”; “YAY” YAY is a small restaurant/café based in the heart of the arts district of downtown Miami. It specializes in fresh and organic meals and offers an endless opportunity of mixing and matching foods. YAY’s selling point is the fresh, organic, and welcoming atmosphere. It uses bright and ‘beachy’ colors to represent happiness. It has a live music event every night. It uses these events to give the opportunity to and promote local music talent.
Project Outcomes	Participants design logo and menu or website layout for YAY. Participants work successfully in teams and learn from industry mentor.

PROJECT OUTLINE

Stage:	Topics/Events:	Timeline:	Deliverables:
Preparation	<ul style="list-style-type: none"> - Set Expectations - Skill Development Part 1: review technical components - Meeting Industry Mentor 	Day 1	Visual Moodboards
Project Plan	<ul style="list-style-type: none"> - Conduct initial research into similar businesses - Develop an approach to creating the final products 	Day 2	Project Plan Sketches of logo ideas and menu/website layout
Project Execution	<ul style="list-style-type: none"> - Research - Status Update #1 – Initial theoretical ideas on design - Status Update #2 – Technical challenges encountered 	Days 3 - 5	Status updates to Industry Mentor
Project Finalization	<ul style="list-style-type: none"> - Prep project Presentation 	Day 6	Draft of deliverables and presentation to Industry Mentor
Project Presentation	<ul style="list-style-type: none"> - Skill Development Part 3: How to Make Your Pitch - Networking - Feedback from peers/industry mentors 	Day 7	Final presentation: <ul style="list-style-type: none"> - Create a final logo in Illustrator. Present the logo in both positive and negative options in black and white. Also, list the colors and fonts used. - Create 3 images that show the application of the logo. - Create a 4-page menu or a 4-page website layout for the restaurant in Photoshop, Illustrator, Adobe XD or a similar application.

Resources for Design

[Chicago Public Schools WBL Toolkit for Team-based Challenges](#)

- Includes checklists, tip and fact sheets, and implementation tools

[Team-based Challenge Template](#)

- Template to design and scope out the challenge + [a sample rubric](#)

[Design Questions for Team-based Challenges](#)

- Questions to reflect on as designing

Additional Resources

- Illinois 60 by 25 conference [presentation](#) and [recording](#) from Illinois Health Occupations Students of America (HOSA) and the Illinois Science and Technology Institute (ISTI)
- Illinois Science and Technology Coalition: [Guidebook of Professional Learning Experiences within Information Technology](#) (p. 6-19)
- Project Lead the Way: [Resources, Materials, and Case Studies](#) – Computer Science, Engineering, and Biomedical Sciences
- Educators Rising: [Competition Guidelines and Scoring Rubrics](#)
- SkillsUSA: [Contest Descriptions for Championships Competitions](#)

Education Team Based Challenge At Triton College

Ridgewood East Leyden West Leyden Niles North Grant Community
J. S. Morton West Proviso West



Schedule

- 9:30-9:45 Introduction/ Icebreakers
- 9:45-10:10 Competition Overview/Room Assignments
- 10:10-11:30 Competition Work Time
- 11:30-12:15 A Group Lunch / B Group Presentations
- 12:15-1:00 B Group Lunch / A Group Presentations
- 1-00-1:20 Judge Deliberation
- 1:20-2:00 - Winners Announced & Dismissal

Component of Each Competition

- Find solutions to authentic problems that are identified from and/or in collaboration with industry partners.
- Complete a presentation of their solution and its application to an authentic audience.
- Students work in collaborative groups to solve the problem.
- Students are supported by an expert mentor from the field.
- Challenges require students to demonstrate technical competencies and essential competencies.
- Professionals will use a rubric to evaluate the students and provide feedback.

Ice Breaker

Go to Kahoot.it

Game PIN: 5455062

Use Your Name

Prizes for Winners!



Competitions

Choose One

Work in teams of no
greater than 4

- High School L.P
 - Elementary School L.P
 - Design a Classroom
 - Equity, Diversity, &
Inclusion Action Plan
-

High School or Elementary Lesson Plan

- Follow Template to Design a Lesson for a Class**
- Choose the grade, subject, learning objective, activities, & assessment**
- Create a Google Slides presentation to display details of lesson**
- Add visuals or prepare additional documents**
- Provide the rationale behind your decisions**

Design Your Own Classroom

- Unlimited budget, unlimited space
- Design your dream classroom
- Be creative! Consider possible technology and resources
- Provide rationale for the classroom design and all objects within it

Equity, Diversity, & Inclusion Action Plan

- **Create a school-wide plan for an EDI initiative**
- **Your EDI Plan Must Include**
 - **Mission Statement**
 - **List of policies for all members of the school to adopt**
 - **A written plan of action for administration, teachers, and students**
- **Key Points of action plan must be presented via**
 - **Poster**
 - **Slides Presentation**
 - **Other Form of Media**

Congratulations! You and your team members have been selected by your school's administration to lead the new Equity, Diversity, and Inclusion initiative in your school. As a leader among your colleagues, what policies and programs can you help to establish and what will make your school a better place for everyone? What system will you establish to make sure that every student receives the help they need, feels included and celebrated? You have unlimited funds and resources to create your plan.

Assignment Details:

- Create teams of no larger than 4 students.
- Review the assignment description and rubric carefully.
- Write a concise Mission Statement that will inform your plan of action.
- Create a list of policies, delineating need and purpose. Be sure to include all members of the school community (administration, faculty, staff, and student body).
- Consider the types of professional development opportunities the faculty will require.

High School Lesson Plan Rubric

	Developing (1 pt.)	Proficient (2 pts.)	Advanced (3 pts.)
Written Lesson Plan Standards and Objectives	<ul style="list-style-type: none"> -Lesson plan not based on Illinois State Standards and / or objectives are not clear or related to the lesson. -Goals/Objectives incomplete or not submitted 	<ul style="list-style-type: none"> -Lesson plan based on appropriate Illinois Learning Standards. -Written objectives somewhat relate to the learning standard(s). -Goals and objectives are mostly suitable for this lesson 	<ul style="list-style-type: none"> -Lesson plan based on appropriate Illinois Learning Standards. -Written objectives relate to and are appropriate for the lesson. - Objectives stated clearly. Lesson goals are SMART.
Lesson Plan	<ul style="list-style-type: none"> -Lesson plan partially completed or incomplete. -Lesson requires more thought and preparation. 	<ul style="list-style-type: none"> -Lesson plan complete but requires some adjustments. -Activities mostly tied to day's objective(s). -Activity transitions flow from one learning activity to the next with clear and appropriate instructions. -Written plans are clear but lack some details. -Some evidence suggests that the activities are effective and varied. 	<ul style="list-style-type: none"> -Lesson plan complete. -Each activity is directly tied to the day's objective(s). -Activities flow from one learning activity to the next with clear and appropriate instructions. -Pre-lesson, during-lesson, and end of lesson activities are clear and appropriate for all students. -Written plans are specific, detailed, and effective. -A variety of effective activities are provided.
Timing and Transitions	<ul style="list-style-type: none"> -Timing is off or unrealistic. -No clear evidence of smooth transitions between activities. 	<ul style="list-style-type: none"> -Timing seems realistic, but some activities may require more or less time to complete. -Activities seem to flow naturally from one to the next. 	<ul style="list-style-type: none"> -Timing is accurate. -Activities flow naturally and seamlessly from one to the next. -Activities progress naturally and

TBC Advice

Make sure they are engaging to the students

Keep them simple

You will always need more time

Student feedback - not winning

Engage with other schools

Future Competition Ideas

- Design a special ed classroom
- Design an ELL classroom.
- Design an educational field trip.....
(organizational elements and what materials would students need on the trip.)
- Classroom management scenarios
- Create an action plan for a student who is falling through the cracks scenario.
- Create an action plan for a gifted student scenario.
- Create a Peardeck or a Kahoot
- Write a student/parent letter describing your course in detail.
- Top 20 teaching tips / do's and don'ts
- Create a bulletin board for your classroom -purpose, goal, interest
- Create a formative assessment.
- Create an assignment.
- Create a project and rubric.
- How would you grade this....?
- Differentiate these assignments for these students scenario

Team Based Challenge June 12 9am-1:00pm

Authentic Problem: Promoting Responsible Use of AI to Enhance Learning and Academic Integrity in Schools (credit Tom Kourentes)

With the increasing availability of AI tools and technologies, schools face the challenge of leveraging AI to enhance learning outcomes while ensuring academic integrity. The problem is to develop school policies that outline guidelines and strategies for the responsible integration of AI in educational practices, fostering innovative learning experiences while maintaining high standards of academic honesty.



Included in the TBC

- Mentors from around the country to work with the students
- Technical Competency - Managing and Monitoring Learning
- Essential Employability Competency- Critical Thinking, Teamwork, Problem solving
- Collaborative Groups - Student will work in groups of 3-5 students.
- Final Product - Presentation outlining the proposed policies with the rationale behind them
- Students will be evaluated and provided feedback with a rubric

Links

Rubrics [HS](#) [ELEM](#) [EDI](#)

[After action analysis](#)

Eric Lasky

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(Team-Based) Challenge Accepted!

I-WIN: Regional Team-based Challenges

May 2023



WAUBONSEE
COMMUNITY COLLEGE

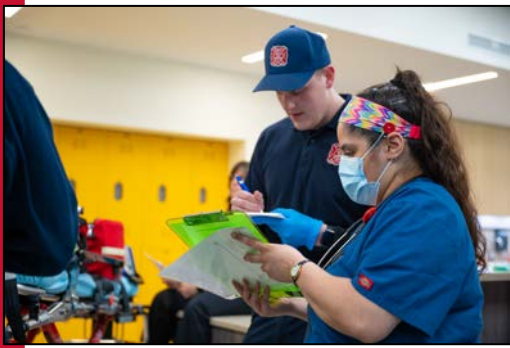


Introductions

- **Andrea Montgomery**
 - Assistant Professor of Fire Science Technology and Emergency Medical Technician
- **Dr. Marjie Schoolfield**
 - Associate Professor of Nursing and Associate Degree Nursing Program Director
- **Lisa Giese**
 - Instructor of Medical Assistant/Phlebotomy
- **Dr. Alyson Gaspar**
 - Career and Technical Education Services Manager

Team-Based Challenge Overview

- Teams of 2 - 4 students worked to transition a “patient” through the Medical Assistant, EMT-Basic, and Nursing program labs for treatment.
- Students were assessed by an external partner and received a score/feedback regarding their demonstration of skills.
- Students and faculty debriefed after the event to highlight areas of strength and opportunities for improvement.





Planning for Event

- Create scenario to incorporate all programs
- Create a rubric for each program
- Identify an industry judges for each program
- Identify individuals to act as the patient

MLA Goals and Expectations

- Use communication skills (listening/non-verbal cues)
- Demonstrate knowledge of the medical assistant role in an emergency situation
- Perform Vitals and EKG
- Document in patient's chart
- Participate in giving report to EMS



MLA Instructor Observations

Positive actions

- Students worked well as a team/delegated responsibilities
- Excellent performance of vitals and EKG
- Demonstrated entry level knowledge of MA roll

Student Improvement

- Students need more practice with emergency situations
- Communication with the patient was lacking
- Practice in performing skills quickly (students took longer than expected)

EMT-B Goals and Expectations

- Proper professional communication with the MA team, patient, and nursing
- Effective clinical decision making after receiving care report from MA team to continue patient care
- Effectively transfer patient to EMS equipment and cot
- Perform secondary patient assessment, obtain set of vitals, and determine appropriate treatments
- Give care report to RN team via radio and in hospital room



EMT-B Instructor Observations

Positive Actions

- Initial communications were very good with both MA team and patient
- Students were overall organized and efficient moving patient from one stage to the next
- Students understood their protocols and choose appropriate treatments

Student Improvement

- Students need to work on continuous communication with the patient.
- Students need to improve adapting assessment skills to the situation at hand
- Students need to improve their ability to multi-task as a team

NUR Goals and Expectations

- Proper professional communication with EMT handoff
- Effective clinical decision making after receiving care report from EMT team to provide appropriate and timely (stat) interventions
- Perform delegated Emergency Dept. RN roles: charge nurse, bedside nurse(s)
- Perform secondary patient assessment, provide appropriate medications, communicate with physicians and ancillary departments to provide
- Give report to Cath Lab prior to transport



NUR Instructor Observations

Positive actions

- Students worked well as a team/delegated responsibilities
- Communication between EMT/RN was done well
- CPR was initiated quickly
- Senior students took on the leadership role

Areas for Improvement

- Students need more practice with emergency situations
- Delegation was slower for an emergency situation
- Practice in performing skills quickly
- More students were needed for the scenario



Benefits

- Positive feedback from students
- Opportunity to collaborate with others and feel like a professional interdisciplinary team
- Felt more real than scenarios with classmates
- Opportunity for more critical thinking and collaboration
- Students had to think on their feet and make quick decisions





Lessons Learned

- Schedule multiple "patients" to reduce downtime between scenarios
 - Former students or someone from health care industry is ideal
- Nursing needed a larger team for each scenario
- Increase the number of students who can participate
- Consider ways to share experience with other programs/partners (high schools, adult education, etc.)

Questions

- **Dr. Alyson Gaspar**
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 - agaspar@waubonsee.edu
- **Andrea Montgomery**
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- **Dr. Marjie Schoolfield**
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Manufacturing and Welding

Team Based Challenges in Northern Kane County



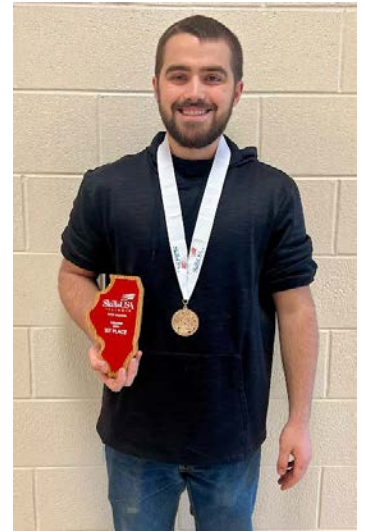
Current Team Based Challenges

- Technology and Manufacturing Association - Precision Manufacturing
 - Blueprints
- National SkillsUSA Leadership and Skills Conference
- ProjectMFG
- Illinois SkillsUSA Leadership and Skills Conference
 - Testing Areas
 - CNC 2-Axis Turning
 - CNC 3-Axis Mill
 - CNC 5-Axis Mill
 - CNC Programmer
 - Welding Fabrication
 - Welding Sculpture
 - General Welding
 - Technical Drafting (CAD)
 - Additive Manufacturing

Potential New Challenges

- Regional Welding Competition
 - Partnering with Elgin Community College

Illinois SkillsUSA Leadership & Skills Conference 2023



Breakout Rooms

Breakout Room #1

- Education (Ridgewood High School & Triton College)

Breakout Room #2

- Health Sciences (Waubonsee Community College)

Breakout Room #3

- Manufacturing (Northern Kane County)

Previous & Upcoming Opportunities

In case you missed it:

I-WIN session on
Career Development
Experience Models:
School-based
Enterprises

([link to event page](#) for
recording and
presentation)

Share your insights on challenges, needs, and best practices!

Transportation for
WBL - Success
Network policy
working group meets
next on Wednesday,
May 24th 11a-12p

([link to register](#))

Next I-WIN:

On Tuesday, May 23,
10–11a, learn about
best practices,
community models,
and resources for
supporting young
women to pursue
experiences in
manufacturing.

([link to register](#))



EdSystems

EDUCATION SYSTEMS CENTER *at*
NORTHERN ILLINOIS UNIVERSITY

Thank you!

Heather Penczak, hpenczak@niu.edu