Regional Team-Based Challenges

May 9, 2023
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

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

Identify needs for state policy changes or support systems

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.
Work-Based Learning Continuum

Host Engagement Continuum

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

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

IDEAS FOR INSPIRATION: TEAM-BASED CHALLENGES

Manufacturing, Engineering, Technology, and Trades

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Description</th>
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<tbody>
<tr>
<td>Plant Safety</td>
<td>Review the history and current practices for plant safety within an organization and suggest recommendations for improvement.</td>
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<tr>
<td>Review Plans/Maps</td>
<td>Inspect plans and/or maps of structures to determine areas in need of troubleshooting and make recommendations for repairs.</td>
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<tr>
<td>Basic Design</td>
<td>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.</td>
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<tr>
<td>Cost Estimation</td>
<td>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.</td>
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<tr>
<td>Build and Test Prototypes</td>
<td>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.</td>
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• 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, Waubonsee 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

<table>
<thead>
<tr>
<th>Stage</th>
<th>Topics/Events:</th>
<th>Timeline:</th>
<th>Deliverables:</th>
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<tbody>
<tr>
<td>Preparation</td>
<td>- Set Expectations</td>
<td>Day 1</td>
<td>Visual Moodboards</td>
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<tr>
<td></td>
<td>- Skill Development Part 1: review technical components</td>
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<td></td>
<td>- Meeting Industry Mentor</td>
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<tr>
<td>Project Plan</td>
<td>- Conduct initial research into similar businesses</td>
<td>Day 2</td>
<td>Project Plan</td>
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<td>- Develop an approach to creating the final products</td>
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<td>Sketches of logo ideas and menu/website layout</td>
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<tr>
<td>Project Execution</td>
<td>- Research</td>
<td>Days 3 - 5</td>
<td>Status updates to Industry Mentor</td>
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<tr>
<td></td>
<td>- Status Update #1 – Initial theoretical ideas on design</td>
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<tr>
<td></td>
<td>- Status Update #2 – Technical challenges encountered</td>
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<tr>
<td>Project Finalization</td>
<td>- Prep project Presentation</td>
<td>Day 6</td>
<td>Draft of deliverables and presentation to Industry Mentor</td>
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<tr>
<td>Project Presentation</td>
<td>- Skill Development Part 3: How to Make Your Pitch</td>
<td>Day 7</td>
<td>Final presentation:</td>
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<td></td>
<td>- Networking</td>
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<td>- Create a final logo in Illustrator.</td>
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<td>- Feedback from peers/industry mentors</td>
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<td>- Present the logo in both positive and negative</td>
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<td>options in black and white.</td>
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<td></td>
<td>- Also, list the colors and fonts used.</td>
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<td>- Create 3 images that show the</td>
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<td>application of the logo.</td>
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<tr>
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<td></td>
<td>- Create a 4-page menu or a 4-page website</td>
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<td>layout for the restaurant in Photoshop, Illustrator, Adobe XD or a similar application.</td>
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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

<table>
<thead>
<tr>
<th></th>
<th>Developing (1 pt.)</th>
<th>Proficient (2 pts.)</th>
<th>Advanced (3 pts.)</th>
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</table>
| **Written Lesson Plan Standards and Objectives** | - 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 | - 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 | - 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**           | - Lesson plan partially completed or incomplete.  
- Lesson requires more thought and preparation. | - 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 and effective and varied. | - 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**| - Timing is off or unrealistic.  
- No clear evidence of smooth transitions between activities. | - Timing seems realistic, but some activities may require more or less time to complete.  
- Activities seem to flow naturally from one to the next. | - 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 Koulentes)

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
After action analysis

Eric Lasky
elasky@ridgenet.org  708 697 5545
(Team-Based) Challenge Accepted!

I-WIN: Regional Team-based Challenges
May 2023
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
  - Career and Technical Education Services Manager
  - agaspar@waubonsee.edu

- Andrea Montgomery
  - Assistant Professor of Fire Science Technology and Emergency Medical Technician
  - amontgomery@waubonsee.edu

- Dr. Marjie Schoolfield
  - Associate Professor of Nursing and Associate Degree Nursing Program Director
  - mschoolfield@waubonsee.edu

- Lisa Giese
  - Instructor of Medical Assistant/Phlebotomy
  - lgiese@waubonsee.edu
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
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)
Thank you!

Heather Penczak, hpenczak@niu.edu