# Team-Based Challenges: New Resources for Educators Planning Team-Based Challenges

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# Agenda

- What is a Team-Based Challenge?
  - Authentic Problem
  - Competencies
  - Industry Partners
  - Solution Products
- Team-Based Challenge Companions
- Recommendations for Team-Based Challenges

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# What is a Team-Based Challenge?

# What is a Team-Based Challenge?

A Team-Based Challenge (TBC) a learning activity within a Career and Technical Education (CTE) program in which students work collaboratively in teams to solve a real-world problem or scenario presented by an industry partner. It often requires them to apply technical skills, critical thinking, and problem-solving abilities to develop a practical solution, simulating authentic workplace situations.

# Components of a Team-Based Challenge

- Authentic Problem and Team Size
- Competencies
- Industry Partners
- List of Potential Solution Products

# Authentic Problem

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# Why the Clarification

- Some districts were offering task-based challenges that did not offer students the “highest quality” of rigor, engagement, and/or critical thinking skills
- This change is reflective in research through Dogan (links between Cognitive Engagement and Academic Performance), Zimmerman (Motivation), and Schwarzer (Student Self Efficacy)

# Authentic Problem

**authentic problem** / ə-’then-tik ‘prabləm/ **noun** -- Problems that are characterized by their connection to genuine situations, contexts, or dilemmas that people encounter in everyday life or professional practice. These problems are often open-ended, complex, and may not have a single correct solution.

# Key Differences

- Question/Statement
- Student Voice and Choice
- Critical Thinking
- End Product
- Skills and Assessment
- Motivation

**Common Differences of Authentic Tasks and Authentic Problems**

| Components | Authentic Task | Authentic Problem |
|---|---|---|
| Question or Statement | Tasks tell the students what to do and how to do it. Authentic tasks are prescriptive and often include step-by-step instructions. Often tasks are list-driven. | Asks a question or provides a statement that allows for numerous potential answers. These are open-ended statements or questions. |
| Student voice and choice | Authentic Tasks are often more task-driven. Tasks often create a classroom exercise that limits student voice and choice because the students focus on completing the task. | Authentic Problems are problem-driven. Problem-driven questions provide a platform for students to determine how to manage and solve the process of solving problems, creating a learning environment of "unknowns" that need to be solved differently. |
| Critical Thinking | Tasks lead the students on what to do and/or how to do it. "Critical thinking" skills of students might be limited in the activity | Problems encourage critical thinking of students and require them to "ask more questions" on how to solve the issue |
| End Product | The end product is prescribed to students (often looks the same from each team) and focuses on delivering an end product | End products may look different from one team to the next because their processes might be vastly different. |
| Skills and Assessment | While tasks can include community partners, authentic tasks are more teacher-driven and seem to have assessments focused on content and the completion of the task. | A professional community member assists in the planning around a question or "Problem of Practice." The assessment provides a conversation on how to improve skills development through reflection and other types of assessment. |
| Motivations | Encourages compliance of students or creates an environment for students to "check boxes" (EG. "Complete this assignment") | Encourages students to be committed to their work ethic, make decisions to address the problem, and grow leadership skills. (Students tap into their self-motivation) |

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Authentic Task vs. Authentic Problem Handout

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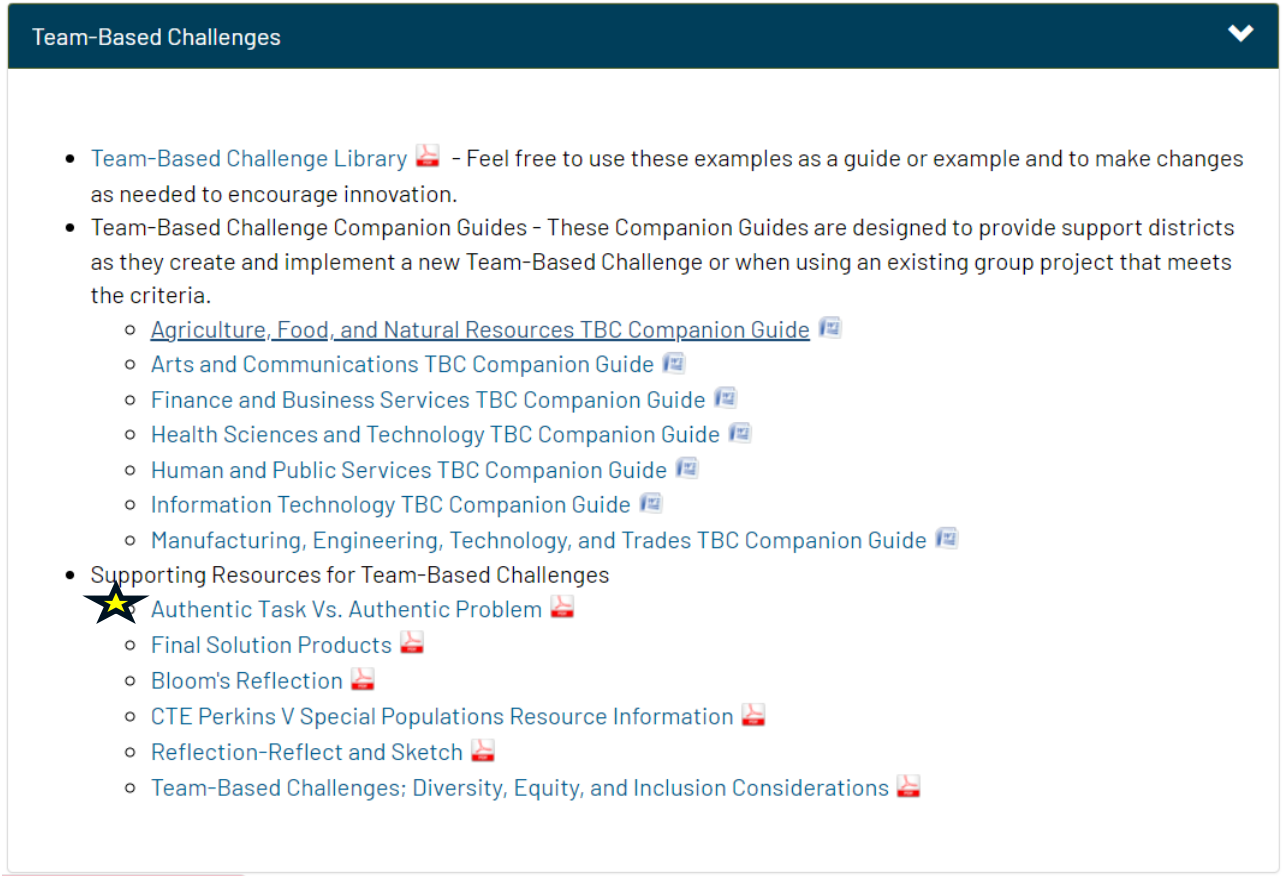
# Where Can I Find This?

- ISBE College and Career Pathway webpage

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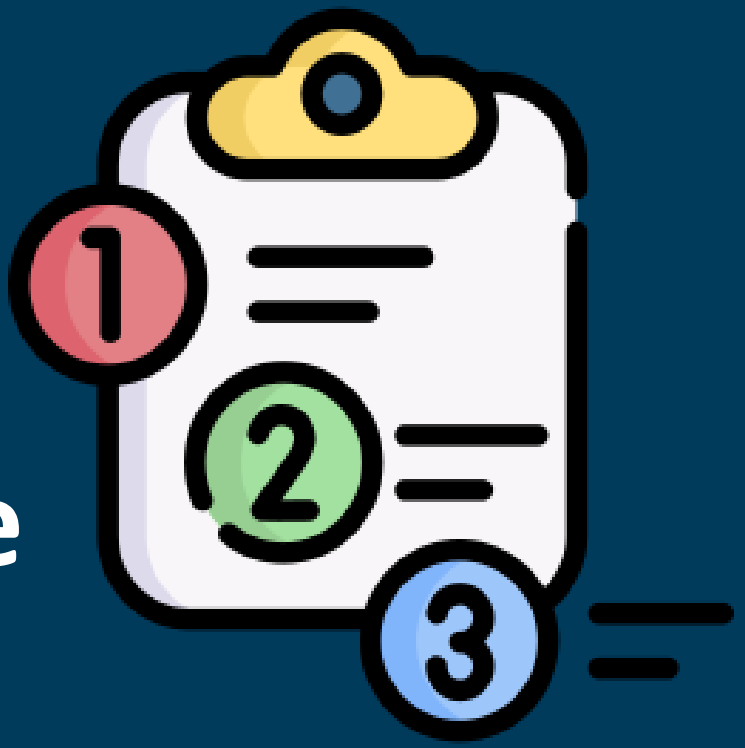
# Step-by-Step Process in Writing a Team-Based Challenge

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# How to Write an Authentic Problem

- Provide context or data about the problem.
- Address the team (students) as their real-life role.
- Approximate team size.
- Solution statement. (Stay broad.)

INFORMATION TECHNOLOGY

**Authentic Problem**

Through a series of community meetings with the city council and the mayor, over 60% of the seniors in the area have identified the need for more support with setting up their wireless home networks. As a team of computer network installation specialists, create and publish accessible resources to assist senior citizens with setting up their wireless home networks.

**Technical Competencies and Essential Employability Competencies**

- Routing and Network Configuration
- Cultural Competence

**Industry Partner**

- Internet Connection Company
- Local Computer Company
  and
- Senior Assisted Living

**Solution Product(s) and More Examples**

- Training Manual
- Training Video – How to video on YouTube
- Graphic Artwork
- Planning an Event – Setting Up Your Router

**Other Considerations**

*This Team-Based Challenge could be one that is multidisciplinary in nature. Students could work across pathways with Human and Public Services/Health Sciences students and work to organize how to solve the problem from multiple viewpoints. Students could focus on the skills that are specific to their pathway.*

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# Step 1: Authentic Problem - Context

- Notice that the authentic problem is one that comes from a real situation.
- Provides data (60% of seniors).

INFORMATION TECHNOLOGY

**Authentic Problem**

**Through a series of community meetings with the city council and the mayor, over 60% of the seniors in the area have identified the need for more support with setting up their wireless home networks. As a team of computer network installation specialists, create and publish accessible resources to assist senior citizens with setting up their wireless home networks.**

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# Step 2: Authentic Problem – Real-Life Role

- Notice the reference of students as "computer network specialists."

| Authentic Problem |
| --- |
| **Through a series of community meetings with the city council and the mayor, over 60% of the seniors in the area have identified the need for more support with setting up their wireless home networks. As a team of computer network installation specialists, create and publish accessible resources to assist senior citizens with setting up their wireless home networks.** |

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# Step 3. Authentic Problem – Team Size

- While not explicitly stated in a number, the teacher has clearly defined that "a team" is doing this work.
- General recommendation for a team size is 2-5 students, depending on the activity.

**Authentic Problem**

**Through a series of community meetings with the city council and the mayor, over 60% of the seniors in the area have identified the need for more support with setting up their wireless home networks. As a team of computer network installation specialists, create and publish accessible resources to assist senior citizens with setting up their wireless home networks.**

# Step 4: Authentic Problem – Solution Statements

- How the team of students will solve the problem.
- Do not go into too much detail. Let the students determine the best route.
  - This allows students to develop interpretive skills that build critical thinking.

| Authentic Problem |
| --- |
| **Through a series of community meetings with the city council and the mayor, over 60% of the seniors in the area have identified the need for more support with setting up their wireless home networks. As a team of computer network installation specialists, create and publish accessible resources to assist senior citizens with setting up their wireless home networks.** |

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# Writing an Authentic Problem- Arts & Communications Example

| | |
|---|---|
| An introduction to the problem- giving context to how the industry partner identified the problem. | A new Walmart development is being proposed on the edge of the downtown district. The community has mixed feelings about whether this is a positive or negative event. |
| Address the team members as if this is their real-life role. | As a team of reporters, |
| Approximate team size. | (Groups of 3-4) |
| What the goal is. | Create an unbiased news narrative that includes the 4 Ws (who, what, when, where). |

# Writing an Authentic Problem- Health Sciences Example

| | |
|---|---|
| An introduction to the problem- giving context to how the industry partner identified the problem. | A local nursing facility has identified generational issues between veteran nurses and student nurses. Veteran nurses have made it known that they are resistant to new nurses partaking in student internships or shadowing opportunities. |
| Address the team members as if this is their real-life role. | As a part of the nursing leadership team, |
| Approximate team size. | (Groups of 2-3) |
| What the goal is. | Develop a strategy to address the generational issues taking place at the nursing facility. |

# Writing an Authentic Problem- Agriculture Example

| | |
|---|---|
| An introduction to the problem- giving context to how the industry partner identified the problem. | Drastic weather conditions related to global climate change, along with other environmental factors, have increased localized fungi in farmers' corn crops. |
| Address the team as if this is their real-life role. | As members of the local Farm Bureau, |
| Approximate team size. | (Groups of 4-5) |
| What the goal is. | Develop a plan of attack against the fungi spread, while limiting the environmental impact to local flora and fauna. |

# Common Mistakes in Writing Team-Based Challenges

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# Common Mistakes with Team-Based Challenges

- Not an authentic problem – it’s a task. Students are told what to do.
- One pathway to a solution (only one correct answer).
- The problem is already solved, laid out, or there isn't really a problem.
- Participants are not working in a career role. They are simply students.

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# Authentic Problems that Need Improvement

Students will work together as in teams of 3-4 to make chairs for the cafeteria.

- What is the problem that needs to be solved?
  - Why is this a task rather than problem?
    - Students only have one path for a "solution."
- What roles are the students taking?
  - They are simply students making chairs.

Students are told what to do in this example.

# Authentic Problems that Need Improvement

On Day 1, students will be introduced to their authentic problem of needing to costume the musical. Day 2, they will begin working in groups creating sketches of costumes. Day 3, the students will create a plan for what materials they will need ... Day 7, they will present their PowerPoint to the class.

Should not be written like a step-by-step lesson plan. Students figuring out the steps is a key part of the learning process.

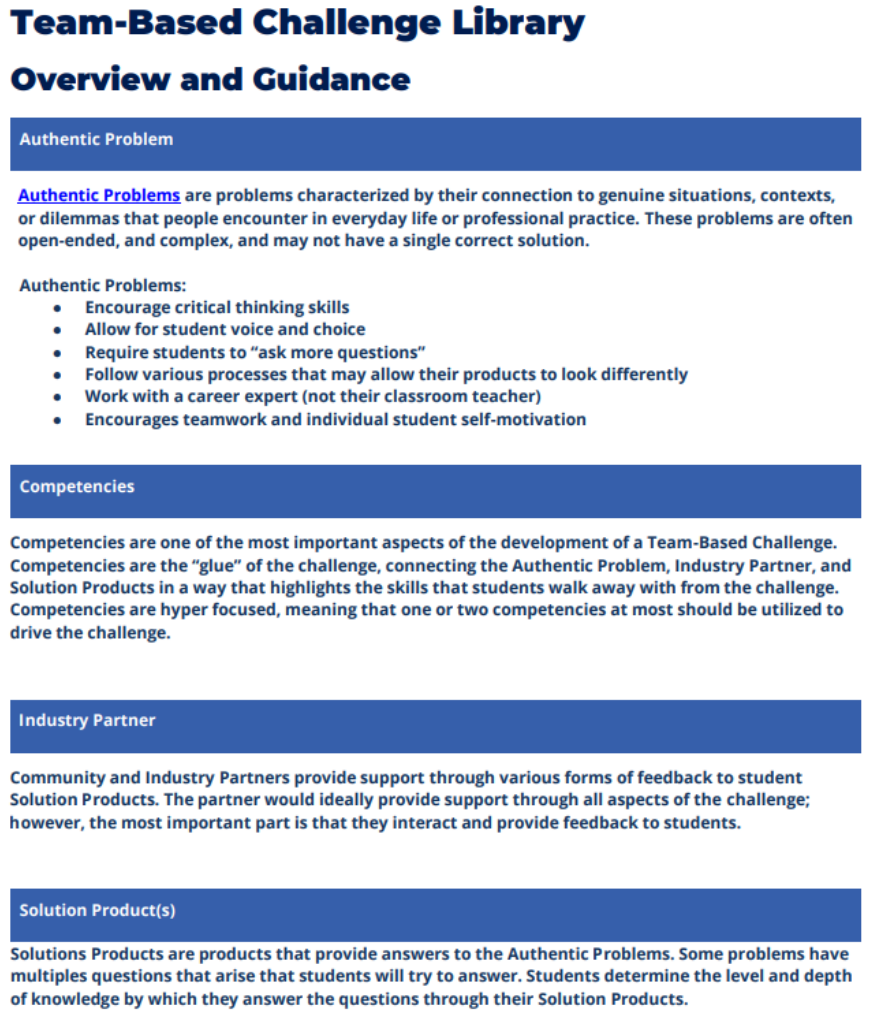
# Authentic Problems that Need Improvement

Students will write a math lesson plan for a third grade classroom.

- Refers to participants as "students."
- It's a task, not problem.
- There’s only one solution.

# Team-Based Challenge Library

- Provides guidance on each of the components of a TBC.
- Gives three full examples per endorsement area.
- Great to get inspiration for your TBCs.
- Reference this resource when learning to write TBCs.



## Team-Based Challenge Library

## Overview and Guidance

**Authentic Problem**

Authentic Problems are problems characterized by their connection to genuine situations, contexts, or dilemmas that people encounter in everyday life or professional practice. These problems are often open-ended, and complex, and may not have a single correct solution.

Authentic Problems:

- Encourage critical thinking skills
- Allow for student voice and choice
- Require students to "ask more questions"
- Follow various processes that may allow their products to look differently
- Work with a career expert (not their classroom teacher)
- Encourages teamwork and individual student self-motivation

**Competencies**

Competencies are one of the most important aspects of the development of a Team-Based Challenge. Competencies are the "glue" of the challenge, connecting the Authentic Problem, Industry Partner, and Solution Products in a way that highlights the skills that students walk away with from the challenge. Competencies are hyper focused, meaning that one or two competencies at most should be utilized to drive the challenge.

**Industry Partner**

Community and Industry Partners provide support through various forms of feedback to student Solution Products. The partner would ideally provide support through all aspects of the challenge; however, the most important part is that they interact and provide feedback to students.

**Solution Product(s)**

Solutions Products are products that provide answers to the Authentic Problems. Some problems have multiples questions that arise that students will try to answer. Students determine the level and depth of knowledge by which they answer the questions through their Solution Products.

Team-Based Challenge Library

## INFORMATION TECHNOLOGY

### Authentic Problem

Through a series of community meetings with the city council and the mayor, over 60% of the seniors in the area have identified the need for more support with setting up their wireless home networks. As a team of computer network installation specialists, create and publish accessible resources to assist senior citizens with setting up their wireless home networks.

### Technical Competencies and Essential Employability Competencies

- Routing and Network Configuration
- Cultural Competence

### Industry Partner

- Internet Connection Company
- Local Computer Company
  and
- Senior Assisted Living

### Solution Product(s) and More Examples

- Training Manual
- Training Video – How to video on YouTube
- Graphic Artwork
- Planning an Event – Setting Up Your Router

### Other Considerations

*This Team-Based Challenge could be one that is multidisciplinary in nature. Students could work across pathways with Human and Public Services/Health Sciences students and work to organize how to solve the problem from multiple viewpoints. Students could focus on the skills that are specific to their pathway.*

## MANUFACTURING, ENGINEERING, TECHNOLOGY & TRADES

### Authentic Problem

A local automotive body shop has a client with a vehicle with a major suspension issue. As a team of technicians, identify the issues and develop a plan that addresses the problem using industry tools, standards, and shop procedures.

### Technical Competencies and Essential Employability Competencies

- Process, Design and Development
- Adaptability and Flexibility

### Industry Partner

- General Car or Truck Repair
- Suspension Repair Specialist

### Solution Product(s) and More Examples

- Schematic
- Step by Step – How to (Video or Presentation)
- Estimate for Repair
- Customer Recommendation Proposal

### Other Considerations

*Insert a different part for the suspension and approach the problem from another vantage point.*

*Reference the corresponding Team-Based Challenge Companion for METT to find additional resources that can impact instructional practices.*

## FINANCE & BUSINESS SERVICES

### Authentic Problem

A local manufacturer, who has never attended a trade show, is attending the International Marketing Trade Show trade show in Chicago this fall. It has one dedicated employee who has registered for the show but is in desperate need of assistance with the design of its booth. As members of the company's marketing team, design a trade show booth that matches the manufacturer's brand awareness and creates a high number of customer interactions.

### Technical Competencies and Essential Employability Competencies

- Customer Care and Marketing
- Planning and Organizing

### Industry Partner

- Local manufacturer
- Small business
- Trade show specialists
- Marketing Firm

### Solution Product(s) and More Examples

- Exhibit floor plan
- Model
- Drawing
- Photo/Collage
- Planning Proposal

### Other Considerations

*Reference the corresponding Team-Based Challenge Companion for Finance and Business Services to find additional resources that can impact instructional practice.*

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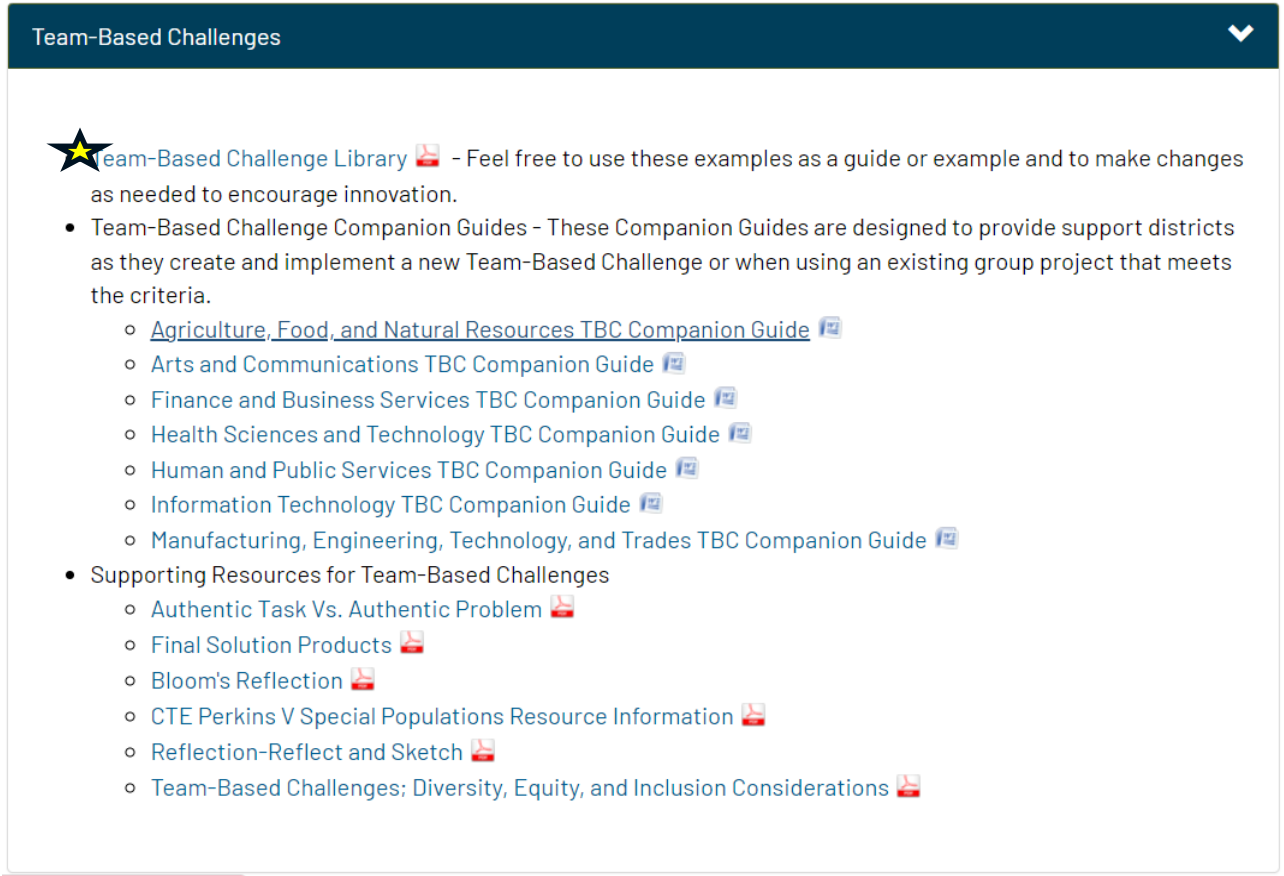
# Where Can I Find This?

- ISBE College and Career Pathway webpage



Team-Based Challenges

Team-Based Challenge Library - Feel free to use these examples as a guide or example and to make changes as needed to encourage innovation.

- Team-Based Challenge Companion Guides - These Companion Guides are designed to provide support districts as they create and implement a new Team-Based Challenge or when using an existing group project that meets the criteria.
  - Agriculture, Food, and Natural Resources TBC Companion Guide
  - Arts and Communications TBC Companion Guide
  - Finance and Business Services TBC Companion Guide
  - Health Sciences and Technology TBC Companion Guide
  - Human and Public Services TBC Companion Guide
  - Information Technology TBC Companion Guide
  - Manufacturing, Engineering, Technology, and Trades TBC Companion Guide
- Supporting Resources for Team-Based Challenges
  - Authentic Task Vs. Authentic Problem
  - Final Solution Products
  - Bloom's Reflection
  - CTE Perkins V Special Populations Resource Information
  - Reflection-Reflect and Sketch
  - Team-Based Challenges; Diversity, Equity, and Inclusion Considerations

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# Competencies

# Competencies

- One of the most important aspects of the development of a Team-Based Challenge.
- “Glue” of the challenge, connecting the authentic problem, industry partner, and solution products in a way that highlights the skills that students walk away with from the challenge.
- Hyper-focused, meaning that one or two competencies at most should be utilized to drive the challenge.

HUMAN & PUBLIC SERVICES

| PLANNING AND PREPARATION | |
|---|---|
| **Childhood and Student Development** | Students can use their understanding of learner development theory from early childhood through adult learning including cognitive development, self-esteem, motivation, perseverance, and intellectual risk taking in order to provide appropriate content and supports for students. |
| **Curriculum and Program Design** | Students can use their understanding of effective teaching strategies, scope, and sequence in order to design a logical curriculum and classroom experience that meets individual student and group academic readiness. |
| **Curriculum Relevance and Collaboration** | Students can use their understanding of current events, cross-curriculum connections, and out-of-classroom realities to create linkages among content areas and learners' lived experiences. |

| CLASSROOM ENVIRONMENT | |
|---|---|
| **Managing and Monitoring Learning** | Students can describe and demonstrate strategies to enrich, maintain, and alter learning environments in order to engage and motivate student learning. |
| **Equitable Treatment** | Students can use their understanding of diversity of language, culture, and ability to ensure an inclusionary environment for all students to learn. |
| **Learning Environment** | Students can use their understanding of motivational, social and physical environmental elements to optimize learning and establish a positive environment for all learners. |

| PROFESSIONAL RESPONSIBILITIES | |
|---|---|
| **Citizenship, Family, and Community Relationships** | Students can use their understanding of community and family engagement in order to connect students to opportunities and effectively support learning. |
| **Health, Safety, and Legal Responsibilities** | Students can use their understanding of health, safety, and legal expectations in order to adhere to organizational procedures, local, state, and federal law. |

| INSTRUCTION | |
|---|---|
| **Evaluation and Assessment** | Students can use their understanding of learning standard and multiple measures and methods to demonstrate learning in order to evaluate growth in learning and adjust to learners' needs. |
| **Observation and Adaptation** | Students use their understanding of individual student and classroom observation in order to adjust curriculum to meet individual and group learning needs. |

# Competencies

Technical Competencies

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## Competencies

- Agriculture, Food and Natural Resources Technical Competencies
- Arts and Communications Technical Competencies
- Finance and Business Services Technical Competencies
- Health Sciences and Technology Technical Competencies
- Human and Public Services Technical Competencies
- Information Technology Technical Competencies
- Manufacturing, Engineering, Technology, and Trades Technical Competencies
- Cross-Sector Essential Employability Competencies (Essential Skills)

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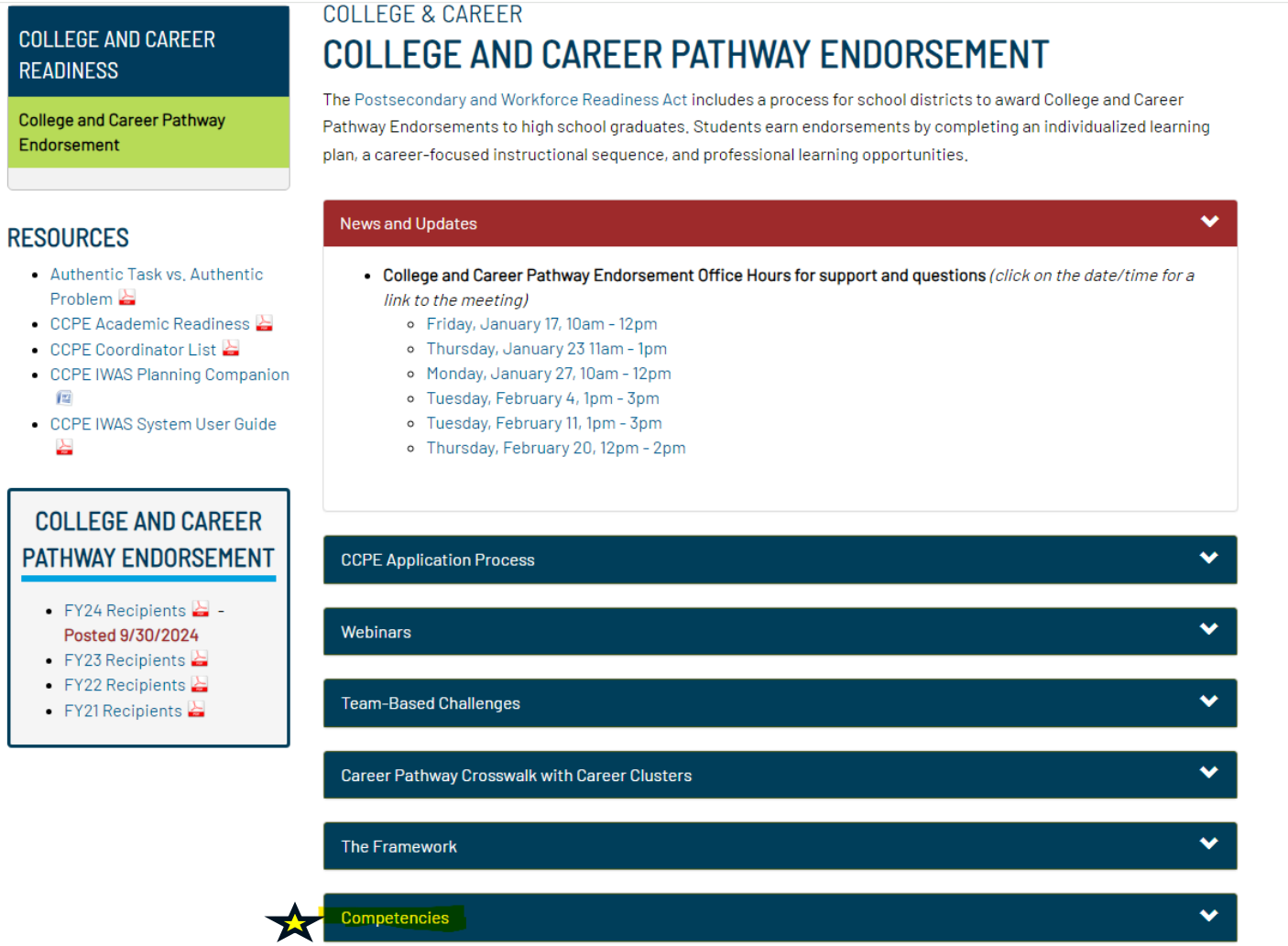
# Where Can I Find This?

- [ISBE College and Career Pathway webpage]

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# Industry Partners

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# Industry Partners

- Community and industry partners provide support through various forms of feedback to student solution products. The partner would ideally provide support through all aspects of the challenge; however, the most important part is that they interact and provide feedback to students.
- Help start the conversation to identify the authentic problem.
- Can be involved in the Team-Based Challenge kickoff as a mentor or in the assessment component.

# Solution Products

# Solution Products

- Solutions products are products that provide answers to the authentic problems. Some problems have multiple questions that arise that students will try to answer. Students determine the level and depth of knowledge by which they answer the questions through their solution products.
- List options of ways that students can show their understanding.

# Team-Based Challenges: Solution Products

## Written Solutions

**The following product solutions focus on the writing of various Work-related tasks. The focus of these products is the communication aspect of work. This includes various topics on who your audience is, what type of medium is best used situationally, and how to communicate in a fashion that is professional and to industry standards.**

| | | |
|---|---|---|
| Research Paper | Letter | Brochure |
| Script | Blog | Editorial |
| Book review | Field guide | Training Manual |
| Movie Review | Journal | College/Career Essay |

## Planning Solutions

**The following product solutions focus on the planning of various Work-related tasks. The focus of these products is on the planning side, hence, they are often shortened solutions that analyze the plan, and not the action taking place.**

| | | |
|---|---|---|
| Business Plan | Financial Plan | Education (Lesson Plan) |
| Proposal Presentation | Design/Engineering | Bid or Estimate |
| Timeline | Blueprints | Celebration/Event plan |
| Flowchart | SWOT Analysis | Marketing Plan |

## Presentation Solutions

The following product solutions focus on the type of presentation needed to be successful in the workplace. While the focus of these products is the presentation side, they are more in-depth than the writing and planning products as they may include writing exercises, planning procedures, technology creation, and a host of other skills. Ultimately, students are expected to deliver a full-fledged presentation that encompasses the entirety of the presentation style.

| | | |
|---|---|---|
| Portfolio | Speech | Sales Pitch/Shark Tank |
| Debate | Mock trial | Newscast (live or taped) |
| Government Panel | Play/Musical | Lesson (How to) |
| Planning an Event | Training video | Advertising video |
| Public service announcement | News conference/Signing event | |

## Built or Constructed Solutions

The following product solutions focus on the construction of Work-related tasks. The focus of these products is getting your hands dirty, and your minds working together to provide an exemplary end product.

| | | |
|---|---|---|
| Models (home, car, etc) | Invention/Prototype | Network or Computer |
| Science Experiment | Landscapes | Architecture |
| Museum floor plan or exhibit | Large scale building | Space and Restraints |

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[Solution Products Handout]

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# Solution Products Expectation

Should strictly be a listing of ways that students can show their understanding, almost like a choice board.

For example:

PowerPoint, training video, flowchart, brochure

or

Research paper, business plan, sales pitch, graphic artwork

# Solution Products Needing Improvement

**Finance and Business**

Students will create a presentation that needs to include the timeline, cost, and materials that they will use. The students will be graded on the professionalism, originality, etc.

- This is not a list or menu of solution products.
- The final result is too prescribed – leaning into a task.

# Solution Products Needing Improvement

## Manufacturing

Students will weld a table with a drawer.

- This is not a list or menu of solution products.
- A solution product should be a plan, not an executable task.

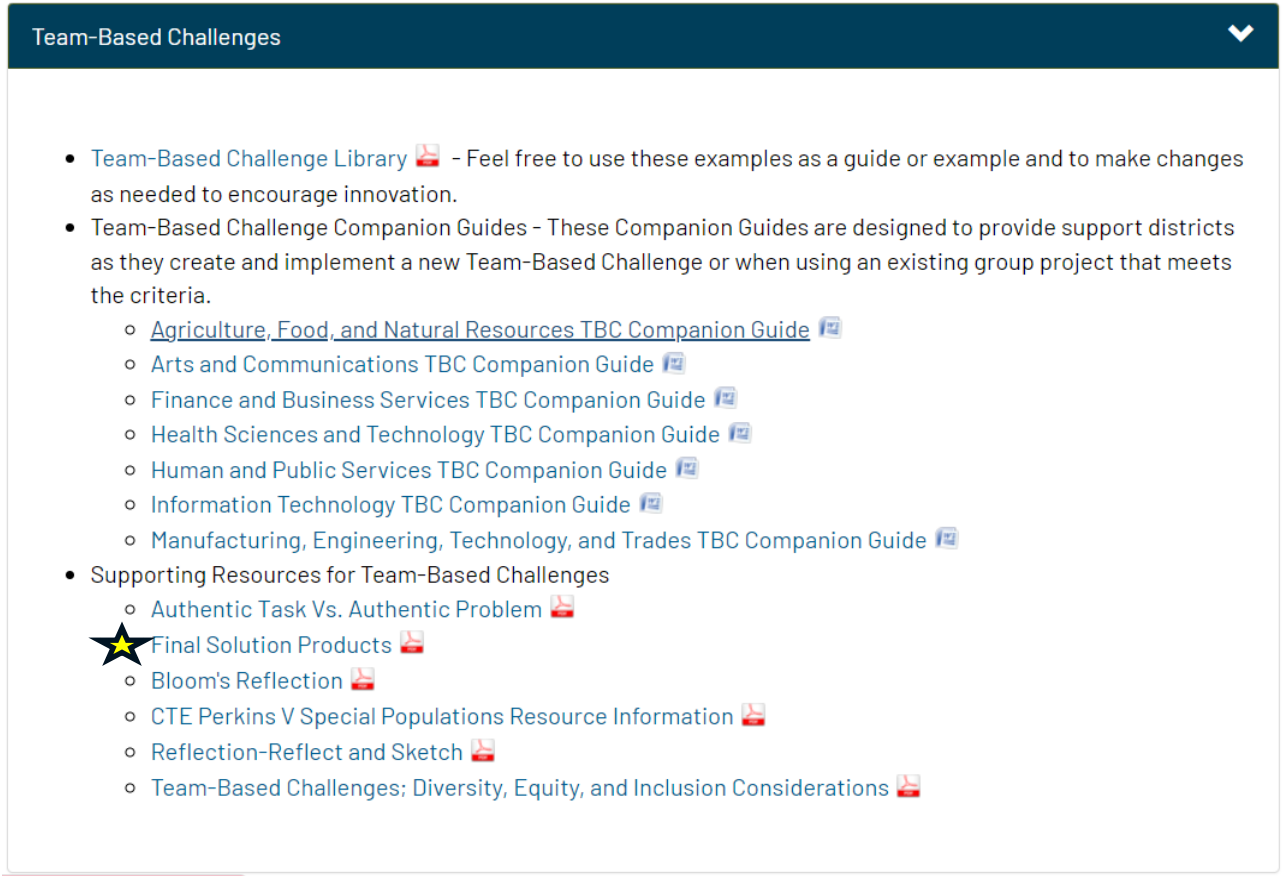
# Solution Products Needing Improvement

Students will plan a reading event that engages students in the reading disparities based on Illinois Assessment of Readiness scores. One team will have a station that will be a memory game. Another will run a poetry center. The last will be a computer center. A student will be graded on their interactions during the literacy event.

- A solution product should be a plan, not an executable task.
- Walks participants step by step. Let the students figure out the steps.

# Where Can I Find This?

- ISBE College and Career Pathway webpage

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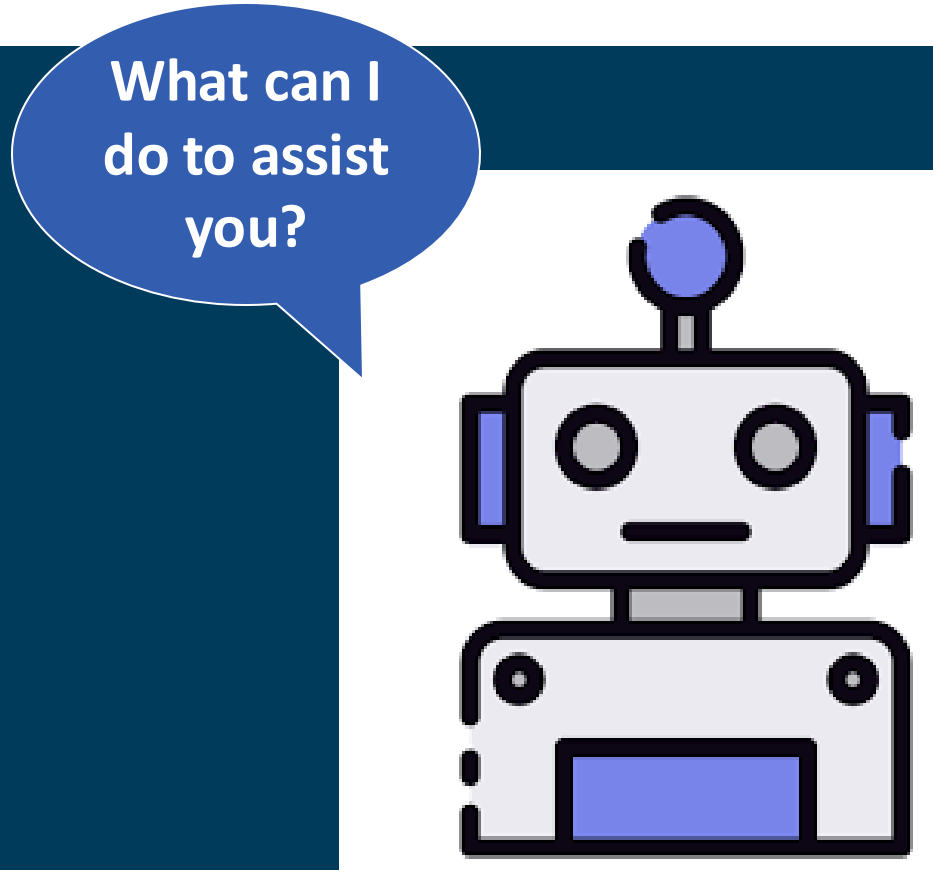
# Team-Based Challenge Companions

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# What are Companions?

- Resource documents to help your teachers and staff produce high-quality Team-Based Challenges.

AGRICULTURE, FOOD & NATURAL RESOURCES

ARTS & COMMUNICATIONS

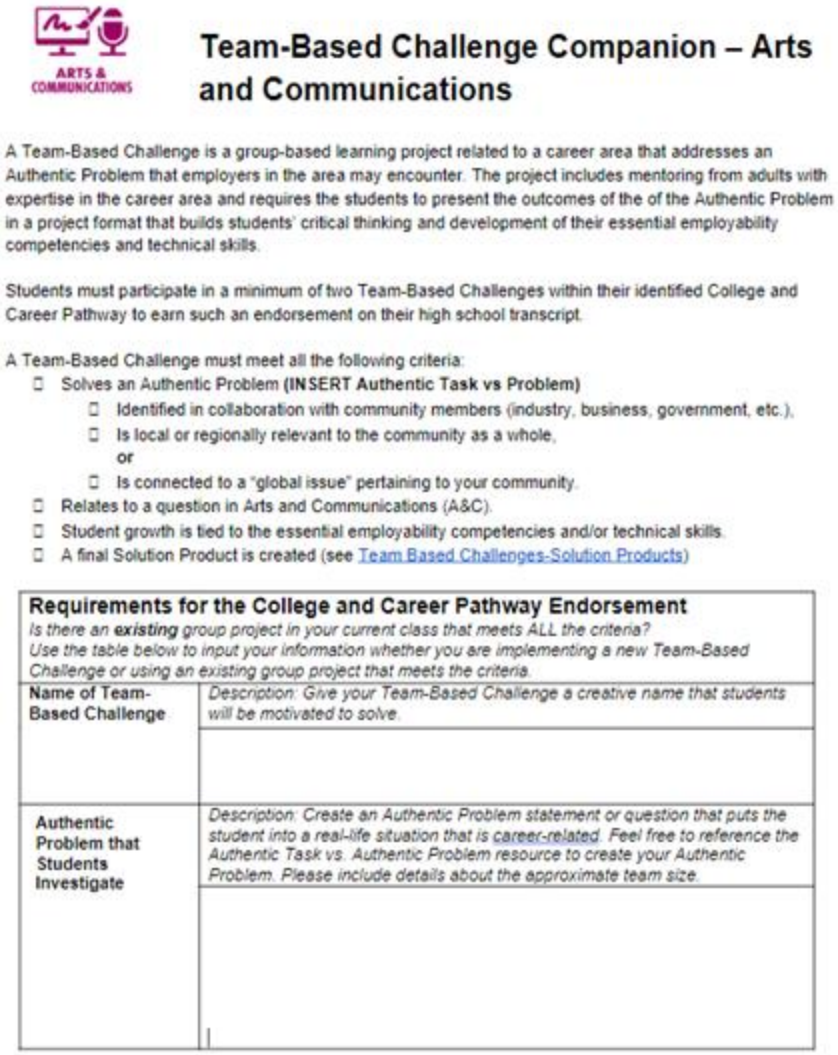
FINANCE & BUSINESS SERVICES

HEALTH SCIENCES & TECHNOLOGY

HUMAN & PUBLIC SERVICES

INFORMATION TECHNOLOGY

MANUFACTURING, ENGINEERING, TECHNOLOGY & TRADES



ARTS & COMMUNICATIONS

## Team-Based Challenge Companion – Arts and Communications

A Team-Based Challenge is a group-based learning project related to a career area that addresses an Authentic Problem that employers in the area may encounter. The project includes mentoring from adults with expertise in the career area and requires the students to present the outcomes of the of the Authentic Problem in a project format that builds students' critical thinking and development of their essential employability competencies and technical skills.

Students must participate in a minimum of two Team-Based Challenges within their identified College and Career Pathway to earn such an endorsement on their high school transcript.

A Team-Based Challenge must meet all the following criteria:

- ☐ Solves an Authentic Problem **(INSERT Authentic Task vs Problem)**
  - ☐ Identified in collaboration with community members (industry, business, government, etc.),
  - ☐ Is local or regionally relevant to the community as a whole,
    or
  - ☐ Is connected to a "global issue" pertaining to your community.
- ☐ Relates to a question in Arts and Communications (A&C).
- ☐ Student growth is tied to the essential employability competencies and/or technical skills.
- ☐ A final Solution Product is created (see Team Based Challenges-Solution Products)

| **Requirements for the College and Career Pathway Endorsement**<br>*Is there an **existing** group project in your current class that meets ALL the criteria?*<br>*Use the table below to input your information whether you are implementing a new Team-Based Challenge or using an existing group project that meets the criteria.* | |
|---|---|
| **Name of Team-Based Challenge** | *Description: Give your Team-Based Challenge a creative name that students will be motivated to solve.* |
| | |
| **Authentic Problem that Students Investigate** | *Description: Create an Authentic Problem statement or question that puts the student into a real-life situation that is career-related. Feel free to reference the Authentic Task vs. Authentic Problem resource to create your Authentic Problem. Please include details about the approximate team size.* |
| | |

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# Companion Highlights -- Skills

- Every Essential Employability Competency and Pathway Technical Skills is listed so you don't have to search for them.

| Choose the Technical and Essential Employability Competencies | *Description: Select the Competencies below; there is a maximum of up to two Competencies each.* |
|---|---|
| **Essential Skills Competencies (Choose 1-2)** | ☐ **Teamwork & Conflict Resolution:** Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.<br>☐ **Problem Solving:** Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.<br>☐ **Decision Making:** Students can use their understanding of problem solving to implement and communicate solutions.<br>☐ **Critical Thinking:** Students can use their understanding of logic and reasoning to analyze and address problems.<br>☐ **Adaptability & Flexibility:** Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.<br>☐ **Cultural Competence:** Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.<br>☐ **Initiative & Self-Drive:** Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.<br>☐ **Reliability & Accountability:** Students can use their understanding of commitment, time management, and follow through to ensure that a professional team functions properly and meets collective goals.<br>☐ **Planning & Organizing:** Students can use their understanding of time management to plan effectively and accomplish assigned tasks.<br><br>**Communication**<br><br>☐ **Verbal**: Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.<br>☐ **Written**: Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.<br>☐ **Digital**: Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct. |

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# Companion Highlights -- Final Products and Community

- Emphasis on the final product solutions and community partner section will hopefully inspire more conversation and input from community members in your local areas.
- Final Product Solutions

| | |
|---|---|
| **Identification of Final Product Solutions** | *Provide a list for of possible student generated product solutions **(link document)*** |
| **Adult Mentor/Industry Partner** | *Description: Ensure your adult mentor or Industry Partners have a connection to the authentic problem. Place the name of the partners below.* |

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# Companion Highlights -- Other Considerations

- Pre-teaching
- Kick-Off
- Partner Feedback
- Reflection
- Culturally Responsive Teaching
- Special Populations

*(Not ISBE reported)*

| **Other Considerations**<br>*These items can be used as a tool to support teacher pedagogical practices* | |
|---|---|
| Pre-teaching | *Description: Think about information that students would need prior to the start of a Team-Based Challenge to be able to develop a process to answer the Authentic Problem. What information would they need prior to the challenge?* |
| | |
| Team-Based Challenge Kick-Off | *Description: When introducing the Team-Based Challenge to students, take into consideration components like the following:*<br>*-Who introduces the challenge/Authentic Problem*<br>*-What is the setting (physical environment)?* |
| | |
| Partner Feedback | *Description: Indicate all of the ways that a community/Industry Partner will provide feedback to students during the challenge* |
| | ❑ Beginning phase or development phase of the Solution Product<br>❑ Middle phase where students are trying to create the Solution Product<br>❑ End phase where students have created the Solution Product and receive final feedback |

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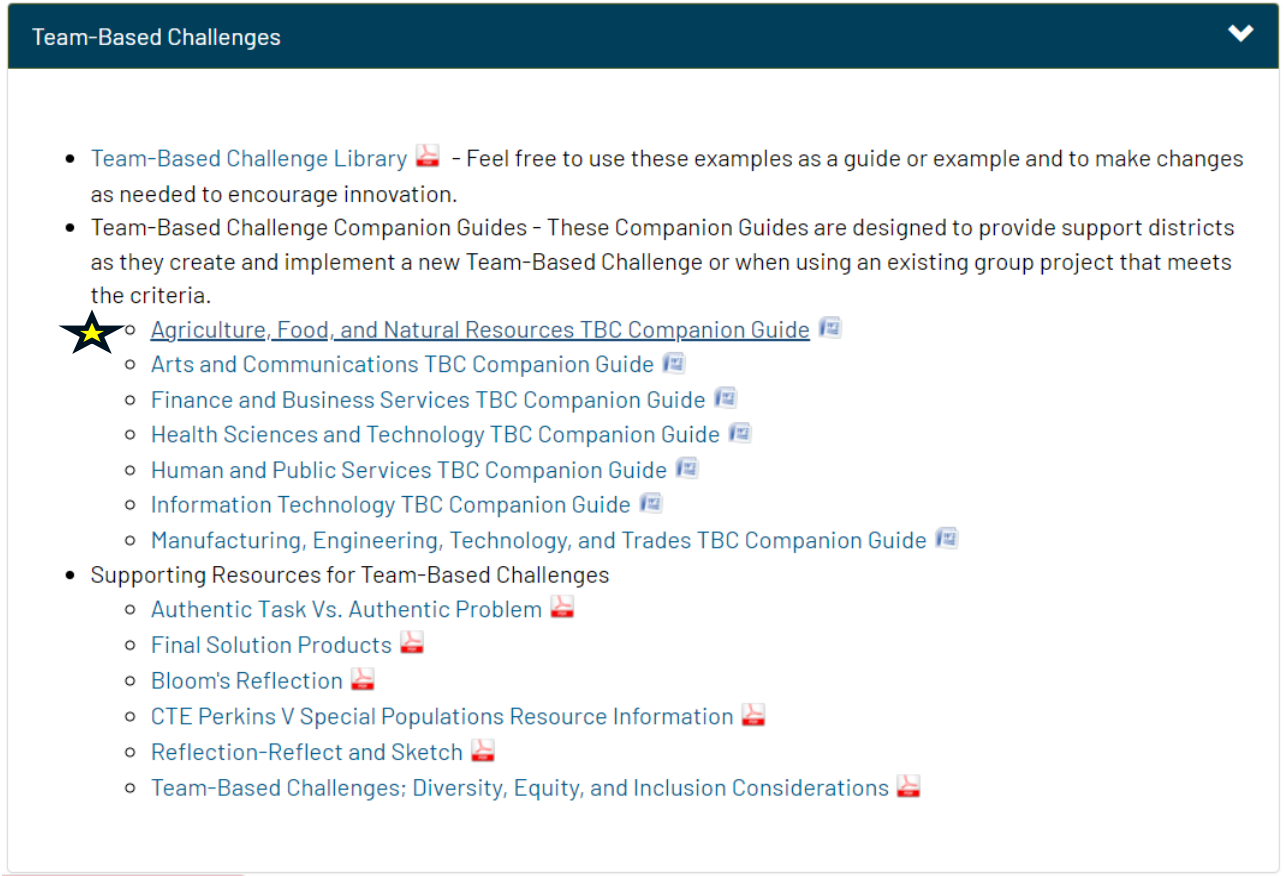
# Where Can I Find These?

- ISBE College and Career Pathway webpage

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# Recommendations for Team-Based Challenges

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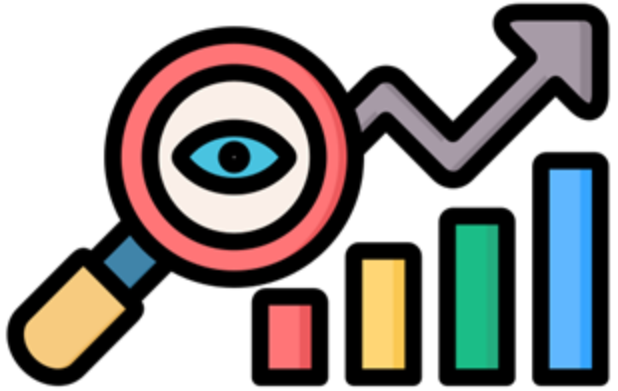
# Use the Resources

- Team-Based Challenge Library
- Team-Based Challenge Companions
- Authentic Task vs. Authentic Problem



These new resources are meant to provide clarity and support to a field that has been working diligently to produce awesome experiences for students.

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# Connect with Community

- Businesses
- Non-for-Profits
- Philanthropic Organizations
- Local Government
- Postsecondary Partners

*Working with community partners is essential to this work.*

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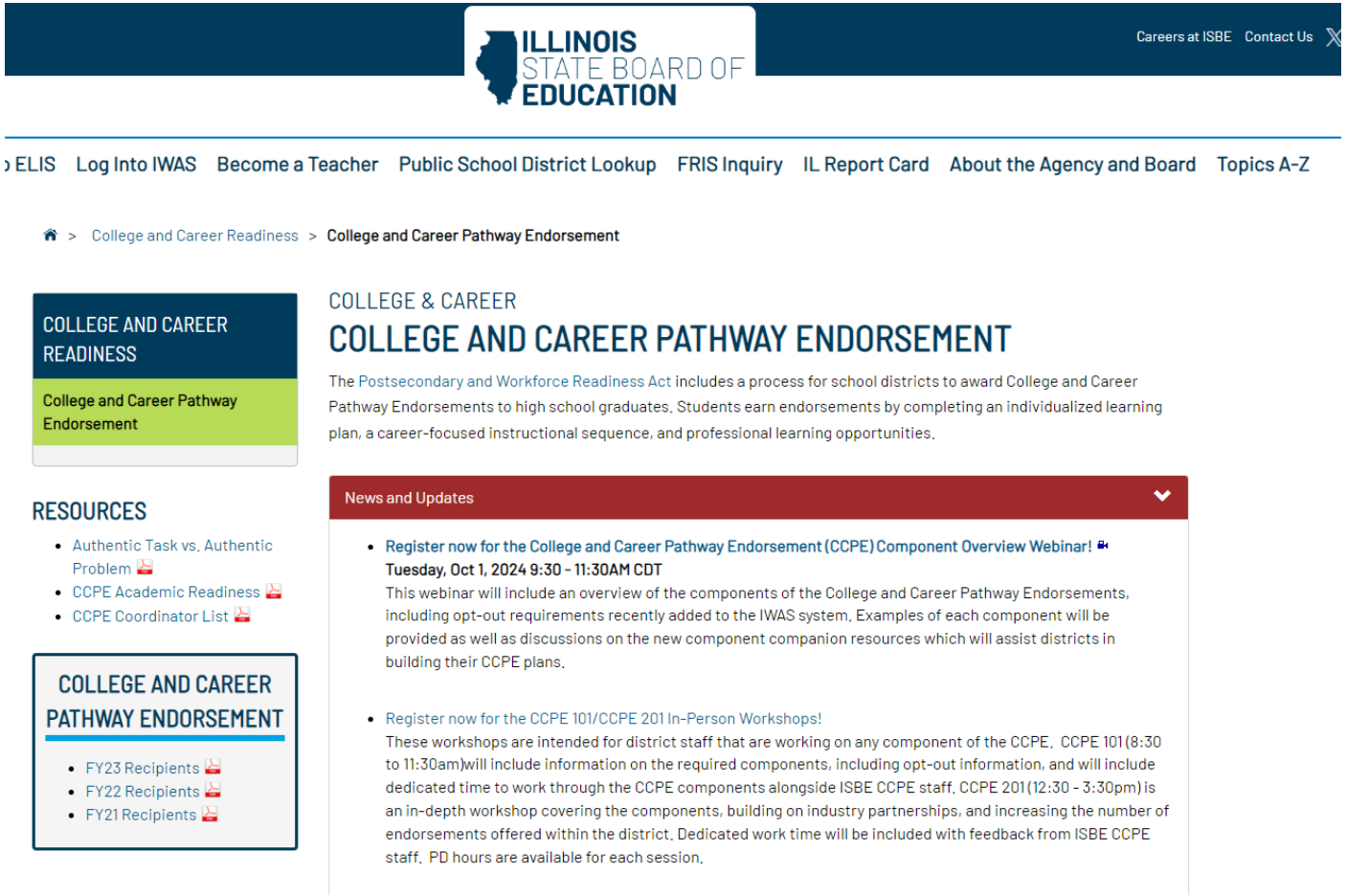
# ISBE CCPE Webpage

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# thank you

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