
20 22
REC FOUNDATION
COACH
SUMMIT
CREATING A STUDENT CENTERED ENVIRONMENT
Brandi Bolinger, Bobbi Mitchell & Diana Fultz


BRANDI BOLINGER

TEAM ENGAGEMENT MANAGER
MI, IL, WI, MN, ND, SD, IA, NE

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Robotics Coach, Mentor, Volunteer, and Event Partner

- Team Engagement Manager for MI, IL, WI, MN, ND, SD, IA, NE
- Over 16 Years of Experience Coaching Competitive Robotics
- Co-Head Mentor for Team 2337 - The EngiNERDs
- VRC, VIQ Camps, FLL, FTC, FRC, OCCRA
- Certified Referee, Event Partner, and Judge

Born and Raised in Mid-Michigan

- Went to Central Michigan University for Elementary Education
- Husband - Clinton, Children - Lucas & Clara
- I love tabletop games, cooking and traveling new places

Specializing in Anything “Team” Related

- Sustainability Best Practices
- Organization & Communications
- Educational Resources & Extension Activity Suggestions
- Fundraising & Grants
- Strategy & Game Analysis


BOBBI MITCHELL

EVENT ENGAGEMENT MANAGER
TX, LA, AR, MS

bobbi_mitchell@roboticseduation.org


Event Planning, Management, Training, Volunteer Recruitment

- Event Engagement Manager for TX, LA, AR, MS
- 7 years of event management experience, 3 with robotics competitions
- VIQC and WeDo Camps, Events for VRC, VIQC, RADC, FLL, FTC, WRO
- Worked every volunteer position at some point
- Certified Referee, Event Partner, and Judge

Born and Raised in West Virginia, Now a Texas Resident

- Worked for two years at the NASA ERC putting on events all over the state
- Became an EEM in September and moved to Texas in November of 2021
- Two wonderly hatful cats, Seymour and Willard

Specializing in Anything “Events” Related

- Sustainable programs
- Growing Event Regions
- Making sure your teams have events to attend
- Managing State and Regional Championships


DIANA FULTZ

TEAM ENGAGEMENT MANAGER

AR, LA, MS, TX

diana_fultz@roboticseduation.org


Robotics Coach, Mentor, Volunteer, and Event Partner

- Certified Referee, Event Partner, and Judge
- Former Middle School Robotics Coach
- Taught 7th & 8th Grade Math, Pre-Algebra, Algebra I,
- Taught 6th, 7th, and 8th Science & Robotics

Born and Raised in Louisiana

- Married to Michael, Children: Cameron, Jackson and Madison
- Graduated from McNeese State University with a BA in Education
- Graduated from University of Texas Arlington with a Masters of Curriculum and Instruction in Mathematics.

Specializing in Anything “Team” Related

- Sustainability Best Practices
- Organization & Communications
- Educational Resources & Extension Activity Suggestions
- Fundraising & Grants
- Strategy & Game Analysis

# BEFORE WE BEGIN

## BEST PRACTICES

This is for YOU - the Coaches. Please ask questions when you have them.

**Mute Yourself**

**Utilize the Chat**

**Cameras Optional**

**Be Respectful**

# WE ARE NOT HERE TO:

### CALL OUT SPECIFIC PEOPLE
We're all here to learn and grow together

### DEBATE BEHAVIORS
The rules are there to help Teams learn what is and is not Student-Centered

### BRING UP PAST EVENTS
"let go of the past, but keep the lessons it taught you"

# THE MAIN GOALS ARE TO:

### ENCOURAGE POSITIVE ENVIRONMENTS
Use your role as a teacher or coach to guide students through the learning process

### IDENTIFY PROCESSES
What works for one, may not work for another. Steal from the best, and design the rest

### SUPPORT GOOD CHOICES
Let's focus on the future and how we can improve our Teams!

# CORE PRINCIPLES: STUDENT-CENTERED

**Student-Centered Learning**

Students are actively involved in learning opportunities to increase their knowledge and skills in the engineering design process, mechanical design, programming and teamwork under the guidance of adult mentorship.

**Student-Centered Application**

Students have ownership on how their robot is designed, built, programmed, and utilized in match play with other teams and Robot Skills matches.

Student Centered Policy

# WHAT DOES STUDENT-CENTERED LEARNING ACTUALLY MEAN?

**“Students are actively involved in learning opportunities to increase their knowledge and skills in the engineering design process, mechanical design, programming, and teamwork under the guidance of adult mentorship”**

***— Student Centered Policy, page 1***

# ALWAYS ASK YOURSELF, “AM I…?”

- Encouraging Students, or just expressing my opinions?
- Teaching or Telling?
- Fostering independent behavior and critical thinking?
- Performing a task that Students could do by themselves?

# WHAT DOES STUDENT-CENTERED APPLICATION LOOK LIKE?

**“Students have ownership on how their robot is designed, built, programmed, and utilized in match play with other teams and Robot Skills matches”**

***— Student Centered Policy, page 1***

# USING THE STUDENT-CENTERED GUIDE

## GREEN

### STUDENT-CENTERED LEARNING & APPLICATION

Students and adults should strive for these behaviors, although it expected that students with novice skills may need adult guidance to achieve these behaviors

## YELLOW

### APPROPRIATE ADULT GUIDANCE

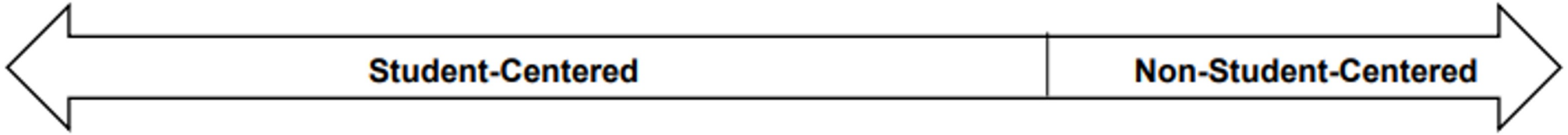
Adults should be cautious that they reserve these supports for students that need them and strive to remove supports when appropriate

## RED

### NOT ALIGNED WITH STUDENT-CENTERED

Represents examples of adult guidance that is not aligned with the REC Foundation student-centered policy and may be considered a violation of the Code of Conduct

# At Events




## Game Strategy

| Student-Centered | | Non-Student-Centered |
|---|---|---|
| Students collaborating to discuss game strategy with alliance partners at the practice field, team pits, and queuing areas. Adults offering cheerful and positive encouragement as a spectator during matches and helping students to reflect after a match is complete. | Students consulting with adults on overall game strategy and alliance selection (VRC) tips for their own team. Adults explaining how an event is run and assisting their own teams in getting to the matches on time or finding alliance partners. | Adults giving students on their team or alliance partners step-by-step match play instructions prior to or during a match. Adults specifying teams to select for alliance selection (VRC) without student collaboration. |

## Mechanical Design

| | | |
|---|---|---|
| Students actively working on their robot and investigating failures. Adults sharing troubleshooting strategies when students have questions. | Adults demonstrating how to assemble a component or make minor repairs with the assistance of students. Students make improvements after the demonstration is completed. | Adults building or fixing the robot with no student assistance or students only watching. |

# Outside the Events

| Game Strategy | | |
|---|---|---|
| Students watching the game video and reading the game manual to review robot criteria and scoring strategies. Adults reviewing scoring techniques and reflection strategies with the students. Students agree on game strategies to influence robot design and match play. | Adults modeling for students how to organize game information needed to help influence robot design. Adults organizing mock game scenarios to develop students' teamwork and communication skills. | Adults telling students which scoring strategies to use to influence robot design or providing step-by-step instructions on how to play in a match (driver or autonomous). |
| **Mechanical Design** | | |
| Students brainstorming and researching mechanical design ideas, building and testing prototypes, and assembling their robot. Adults teaching students basic building techniques or mechanical design concepts that students can modify and apply to their robot. Design ideas leveraged from other teams, videos or other sources should be credited in their engineering notebook and during Pit Interviews. | Teams utilizing a robot built from instructions provided by VEX Robotics as a starting point. Students make improvements to these designs as the season progresses. Adults providing primitive pre-made mechanical design learning tools (ex: 4-bar linkage) for students to reference, and students build and modify mechanisms for their own robots. | Adults providing students with pre-made instructions or a model to copy for competitive robot designs. Adults building the robot with no student assistance. Adults building or designing all or portions of the robot that is used "as-is" at an event. A robot built by students from instructions provided by VEX Robotics are an exception and are allowed. |

# CREATING STUDENT-CENTERED ENVIRONMENTS

### TEACH STUDENTS HOW TO ADVOCATE FOR THEMSELVES

Instill self-confidence, and educate your students on best practices for professional communication and inclusivity

### REVIEW THE POLICY WITH YOUR TEAM, PARENTS, AND VOLUNTEERS

Send the link to the documents, create a team contract, review it at a parent meeting

### DEVELOP YOUR OWN VALUES AND DEFINITION OF SUCCESS

Each Teams' goals should look different, based on the resources and growth of the organization

### MODEL POSITIVE BEHAVIOR

Be the change that you want to see in the world - be an example of honesty, integrity and reliability

# WHAT IS THE CODE OF CONDUCT?

- Act with integrity, honesty, and reliability
- Behave in a respectful and professional manner with event staff, volunteers, and fellow competitors
- Exhibit maturity and class when dealing with difficult and stressful situations
- Respect individual differences
- Follow all rules as listed in the current game manual(s)
- Student-centered teams with limited adult assistance
- Safety as a top priority
- Good sportsmanship, which includes supporting your alliance partners

# CODE OF CONDUCT

WHO DOES IT APPLY TO?

- **All Team Members**
- **Coaches**
- **Volunteers**
- **Teachers**
- **Event Partners**
- **Adults**
- **Mentors**
- **Parents**

# CODE OF CONDUCT

WHERE DOES IT APPLY?

## ALL REC FOUNDATION SANCTIONED EVENTS

- Qualifying Events
- Tournaments
- Workshops

## TEAM-SANCTIONED OFFICIAL EVENTS

- Meetings
- Gatherings
- Demos

## NON-SANCTIONED EVENTS

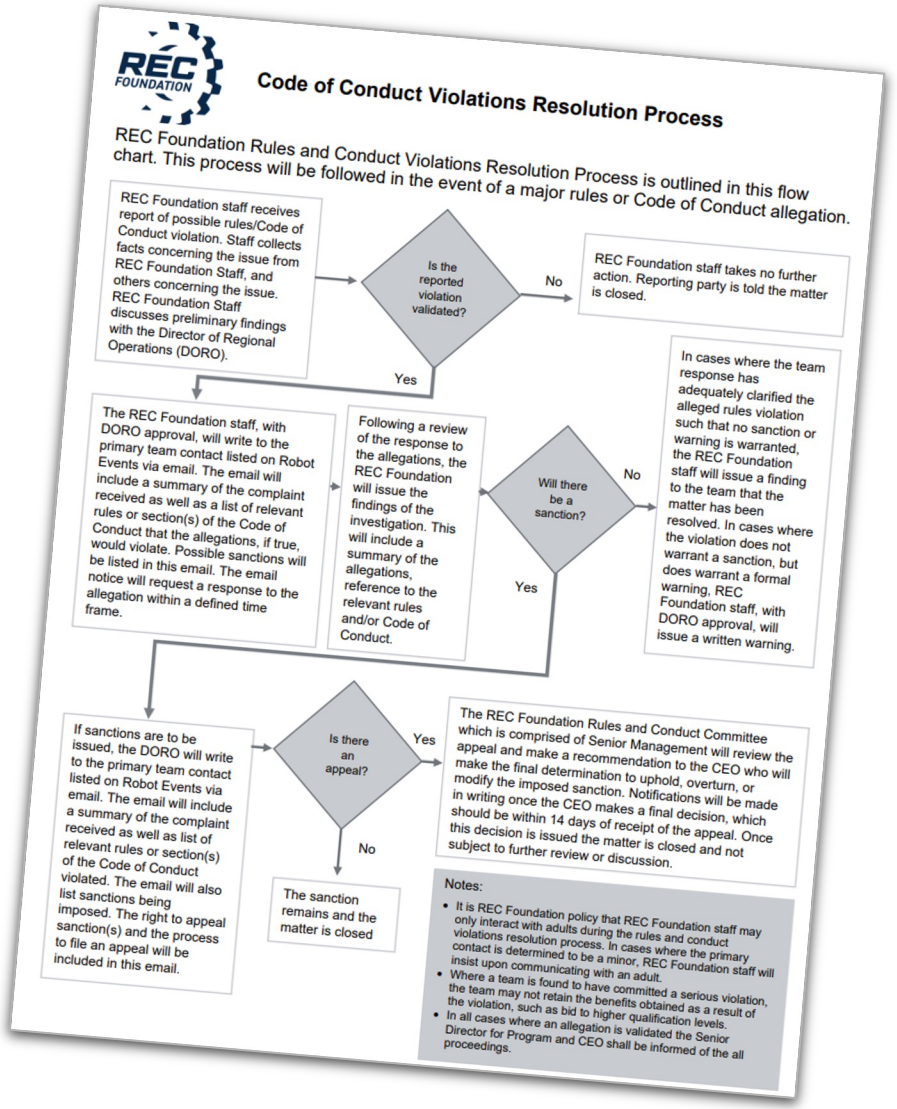
- Related Events
- Acting on behalf of the Team
- Related to participating individuals

# CODE OF CONDUCT

## VIOLATIONS RESOLUTION PROCESS

The Code of Conduct document clearly outlines the process for determining what behavior IS and IS NOT in alignment with the REC Foundation's Student-Centered Policy and the Behavior and Ethical Standards.

The flow chart on page two is used by REC Foundation Staff to guide the investigation process from beginning to end.



**Code of Conduct Violations Resolution Process**

REC Foundation Rules and Conduct Violations Resolution Process is outlined in this flow chart. This process will be followed in the event of a major rules or Code of Conduct allegation.

REC Foundation staff receives report of possible rules/Code of Conduct violation. Staff collects facts concerning the issue from REC Foundation Staff, and others concerning the issue. REC Foundation Staff discusses preliminary findings with the Director of Regional Operations (DORO).

Is the reported violation validated?

No

REC Foundation staff takes no further action. Reporting party is told the matter is closed.

Yes

The REC Foundation staff, with DORO approval, will write to the primary team contact listed on Robot Events via email. The email will include a summary of the complaint received as well as a list of relevant rules or section(s) of the Code of Conduct that the allegations, if true, would violate. Possible sanctions will be listed in this email. The email notice will request a response to the allegation within a defined time frame.

Following a review of the response to the allegations, the REC Foundation will issue the findings of the investigation. This will include a summary of the allegations, reference to the relevant rules and/or Code of Conduct.

Will there be a sanction?

No

In cases where the team response has adequately clarified the alleged rules violation such that no sanction or warning is warranted, the REC Foundation staff will issue a finding to the team that the matter has been resolved. In cases where the violation does not warrant a sanction, but does warrant a formal warning, REC Foundation staff, with DORO approval, will issue a written warning.

Yes

If sanctions are to be issued, the DORO will write to the primary team contact listed on Robot Events via email. The email will include a summary of the complaint received as well as list of relevant rules or section(s) of the Code of Conduct violated. The email will also list sanctions being imposed. The right to appeal sanction(s) and the process to file an appeal will be included in this email.

Is there an appeal?

Yes

The REC Foundation Rules and Conduct Committee which is comprised of Senior Management will review the appeal and make a recommendation to the CEO who will make the final determination to uphold, overturn, or modify the imposed sanction. Notifications will be made in writing once the CEO makes a final decision, which should be within 14 days of receipt of the appeal. Once this decision is issued the matter is closed and not subject to further review or discussion.

No

The sanction remains and the matter is closed

Notes:

- It is REC Foundation policy that REC Foundation staff may only interact with adults during the rules and conduct violations resolution process. In cases where the primary contact is determined to be a minor, REC Foundation staff will insist upon communicating with an adult.
- Where a team is found to have committed a serious violation, the team may not retain the benefits obtained as a result of the violation, such as bid to higher qualification levels.
- In all cases where an allegation is validated the Senior Director for Program and CEO shall be informed of the all proceedings.

# REPORTING A SUSPECTED VIOLATION AT AN EVENT

1. Inform the Event Partner that you think you may have witnessed a Code of Conduct Violation
2. The Event Partner will work with you to complete a "Field Notes" sheet to document your interaction
3. The Event Partner will file all necessary forms and contact the REC Foundation
4. Your REC Foundation representative will begin an investigation using the information provided
5. Your REC Foundation Team Engagement or Event Engagement Manager may contact you for a follow-up, if necessary
6. An REC Foundation staff shares findings with appropriate people at the conclusion of the investigation
7. Investigations take time - so please be patient.
8. Always contact your **TEM or EEM directly** with any questions - **DO NOT** contact the Team or individual.

# REPORTING OUTSIDE OF AN EVENT

***If you think you witnessed a Code of Conduct that did NOT take place at an event, or you could not report it DURING the event:***

1. Contact your REC Foundation Team Engagement AND Event Engagement Manager for your region
2. An REC Foundation Staff member will work with you to document your interaction
3. Staff shares findings with appropriate people at the conclusion of the investigation
4. Investigations take time - so please be patient.
5. Always contact your **TEM or EEM directly** with any questions - **DO NOT** contact the Team or individual.

# THANK YOU

2022 REC FOUNDATION COACH SUMMIT

# COMING UP NEXT

## SCAFFOLDING STRATEGIES FOR EFFECTIVE COACHING

**2:00 PM**

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