

FROM EXPERIENCE TO PRACTICE

Experiential Learning Visit Workbook

This workbook is your companion for the TeachMichigan Experiential Learning Visit. Use it to observe with fresh eyes, connect what you see to your Michigan context, and build a concrete proposal to bring back to your school.

It is grounded in the High Impact Leader and High Impact Teacher frameworks and in our shared belief that we translate learning for impact.

Name

School / Role

PROGRAM OVERVIEW



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Detroit

DURING THE VISIT	AFTER THE VISIT	APPLICATION
<ul style="list-style-type: none"> • Structured observations • Inquiry and active listening • Real-time synthesis of experience 	<ul style="list-style-type: none"> • Completed brainstorm and action plan • Accountability and commitment to influence your community 	<ul style="list-style-type: none"> • Roadmap to implementation • Team debrief protocol • Strategies for school-wide change

Our Core Beliefs in Action

Every step of this workbook is grounded in the TeachMichigan Norms, Beliefs & Actions:

- We practice self-reflection.
- We practice vulnerability.
- We practice courage.
- We practice curiosity.
- We practice being in relationship.
- We practice dreaming.
- We bring others along.
- We translate learning for impact.

Who Is on This Visit?

Connect with your fellow visitors. What do you each bring? What are you each hoping to learn?

Name	School / Role	One Thing I'm Hoping to See

ELV SCHEDULE

New York City | March 29 – April 1, 2026

Sunday, March 29, 2026

Travel • Welcome Dinner

Time	Item	Notes
1:30pm – 6:15pm	Check-In / Get Settled	Hotel check-in begins at 4:00pm Store luggage at the desk if your room isn't ready Feel free to hang out in the lobby or explore!
5:15pm – 5:30pm	Travel Time	Meet in the hotel lobby at 5:15pm
5:30pm – 8:00pm	Welcome Dinner <i>Sundays in Brooklyn</i>	348 Wythe Ave, Brooklyn, NY 11249 Introductions & community building Special Guest: Sayde Campoamor

Monday, March 30, 2026

Excellent School Visits — Day 1

Be downstairs and ready to board the bus at your group's designated departure time. Bring your workbook and a pen you can leave other items on the bus.

ELEMENTARY	SECONDARY	
Heather Hopkins Nicole Beard Tiffany Trimer Tyanna Marzean Lindsey Greenfield Kirah Price Edwynn Bell Jr. Dayna Peoples	Ashley Boger Jaleah Hawthorne Marquis Buggs Sanela Sprecic Kianta Bankston Maisha Massey Madeline Krawczyk Tiffany Rhymes	Kathryn Holmes-Gonzales Janelle Williams Elyon Johnson Steven Benson Curtis Calhoun

BUS 1 — ELEMENTARY	BUS 2 — SECONDARY
7:15am Board Bus	7:15am Board Bus
8:00am – 10:00am PS 94 The Henry Longfellow School 5010 6th Ave, Brooklyn, NY	8:00am – 10:00am Metropolitan Expeditionary Learning Schools 91-30 Metropolitan Ave, Forest Hills, NY
10:30am – 12:30pm PS 958 840 5th Ave, Brooklyn, NY	10:30am – 12:30pm MS 267 Math, Science and Technology 800 Gates Ave, Brooklyn, NY
12:30pm – 1:15pm Lunch on the Bus	12:30pm – 1:30pm Lunch on the Bus
1:15pm – 3:15pm PS 262 500 Macon Street, Brooklyn, NY	1:30pm – 3:30pm Coney Island Prep 294 Avenue T, Brooklyn, NY
3:15pm – 4:30pm Return to Hotel + Dinner on Own	3:15pm – 4:30pm Return to Hotel + Dinner on Own

Dinner is on your own — you have a \$35 Giftogram credit. Or pay for dinner and use the credit later.

Tuesday, March 31, 2026

Museum Excursion • Work Product Time • Closing Dinner

Bring materials helpful for your Final Work Product to the museum (phone, pen, paper).

Time	Item	Notes
8:00am – 9:00am	Optional Breakfast	Gift Card available
9:00am – 12:00pm	Museum Exploration	Assignments shared separately Give yourself enough time to reach TFA NY office by 12:30pm
12:00pm – 12:30pm	Travel Time	Head to TFA NY Office
12:30pm – 3:30pm	Work Product Time + Lunch	TFA NY Office — 25 Broadway, 12th Floor, New York, NY 10004 This is your dedicated time to build your School-Wide Proposal
3:30pm – 6:45pm	Free Time	Explore on your own
6:45pm – 7:00pm	Walk to Dinner	Meet in the hotel lobby at 6:45pm
7:00pm – 9:00pm	Closing Dinner — The Bedford	110 Bedford Ave, Brooklyn, NY 11249 Share out, celebrations, appreciations, and gratitude

Wednesday, April 1, 2026

Travel Home

Give yourself AT LEAST 2.5 hours to get to the airport and through security.

Time	Group	Notes
6:00am	Saginaw	Use assigned Uber group — one person use the Uber voucher code Order Uber XL if 3+ people in your group
7:30am	Kentwood, Grand Rapids 1 & Sault Ste. Marie	
9:00am	Lansing & Detroit	
9:45am	Kentwood & Grand Rapids 2	Please let the GroupMe know when you make it home!

GETTING ORIENTED

Pre-Visit Intentions

Set your lens before you step inside.

High Impact Teachers and Leaders know themselves. Before you observe others, ground yourself: What are you bringing into this space? What do you hope to leave with?

My Visit Goals

What 2–3 things do you most want to learn from this visit?

My School's Current Challenge

Briefly describe a challenge your school is facing that this visit might help illuminate.

My Questions Going In

What 3 specific questions are you bringing into this visit?

1.

2.

3.

STEP ONE

OBSERVE WITH FRESH EYES

Empathy-building through structured observation.

We practice curiosity. We ask questions. We seek different perspectives. Resist the urge to judge or compare your job here is to notice.

School #1	
Grade Level	

First Impressions

As you entered the building, what did you notice? What set the tone immediately?

Classroom Observations

What were students doing? What was the teacher's role? What did student engagement look and feel like?

Leadership in Action

How did you see school leadership show up? What evidence of vision, culture, and direction did you observe?

WHAT SURPRISED ME

WHAT CONFIRMED WHAT I KNEW

Equity & Access

How were different students included, supported, or engaged? What did you see through an equity lens?

Students & Families

What evidence of student and family voice did you observe?

School #2	
Grade Level	

First Impressions

As you entered the building, what did you notice? What set the tone immediately?

Classroom Observations

What were students doing? What was the teacher's role? What did student engagement look and feel like?

Leadership in Action

How did you see school leadership show up? What evidence of vision, culture, and direction did you observe?

WHAT SURPRISED ME

WHAT CONFIRMED WHAT I KNEW

Equity & Access

How were different students included, supported, or engaged? What did you see through an equity lens?

Students & Families

What evidence of student and family voice did you observe?

School #3	
Grade Level	

First Impressions

As you entered the building, what did you notice? What set the tone immediately?

Classroom Observations

What were students doing? What was the teacher's role? What did student engagement look and feel like?

Leadership in Action

How did you see school leadership show up? What evidence of vision, culture, and direction did you observe?

WHAT SURPRISED ME

WHAT CONFIRMED WHAT I KNEW

Equity & Access

How were different students included, supported, or engaged? What did you see through an equity lens?

Students & Families

What evidence of student and family voice did you observe?

STEP TWO

GET INSPIRED

Independent reflection using the 3 Cs.

Use the 3 Cs to process your experience before sharing with your group.

CELEBRATIONS

What excited or inspired me?

CHALLENGES

What tensions or obstacles did I observe or experience?

CONNECTIONS

What resonated with me or relates to my Michigan context?

Key Takeaways — My Top 2–3 Insights

What insights do you most want to bring into your small group?

1.

2.

3.

Memorable Quotes, Observations, or Moments

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STEP THREE

CONNECT TO YOUR CONTEXT

How does this apply to your school and students?

We translate learning for impact. We apply what we are learning to our everyday practice, school and life experiences.

The Most Significant Moment

What single moment or observation stood out most? Why did it resonate for you in your role?

Connecting to My School's Challenge

How does what you observed relate to the challenge you named before the visit?

What I want to START doing

What I want to STOP or change

High Impact Teacher Framework — Where Did You See It?

High Impact Teacher Domain	What I Observed
Believe Deeply in the Potential of Their Students	
Produce Strong Student Academic Outcomes	
Foster Non-Cognitive Skills in Their Students	
Create Educational Opportunity & Equity Inside and Outside the Classroom	
Serve as Examples to Other Educators	

High Impact Leader Framework — Where Did You See It?

High Impact Leader Domain	What I Observed
Lead Toward a Compelling Vision	
Build & Lead Strong, Diverse Teams	
Invest in Their People	
Set Conditions for Teaching & Learning	
Instructional Leadership	
Know Themselves	

SMALL GROUP SYNTHESIS

Part 2 of the ELV Note Catcher

Share your top insights. Identify common themes.

We bring others along. Share your top insights with your group. Identify common themes and key takeaways.

Key Themes Identified by Our Group

Theme 1:

Theme 2:

Theme 3:

Memorable Quotes, Observations & Insights

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Where Did Our Observations Align?

Where Did Our Observations Diverge?

What questions do I still have?

STEP FOUR

DESIGN YOUR PLAYBOOK ENTRY

Draft a strategy or practice to bring back to your school.

We practice dreaming. We put dreams into action by being prepared and planning ahead. Use this step to shape your core insight into a concrete idea before building your full proposal.

My Core Insight

In one or two sentences, what is the most powerful thing you learned today?

My Opportunity Area

Which specific challenge at your school could this insight address? Who would benefit most?

Strategy / Practice to Bring Back

Describe the strategy or approach you want to adapt. What would it look like in your context?

Why This Will Work for My School

Potential Obstacles & How I'll Navigate Them

Who do you need to collaborate with?

STEPS 5–6

BUILD YOUR ACTION PLAN & SHARE

Partners, accountability, and next steps.

We translate learning for impact. We engage in rigorous cycles of continuous learning and apply what we are learning to our everyday practice.

Next Steps & Assignments — Task Work Product

What Needs to Be Done?	Who Is Responsible?	By When?

My Accountability Partner

Who will hold you accountable? What will you share with them first?

STEP SEVEN: REFLECT & SUSTAIN

We practice self-reflection. Use this section after the visit, and return to it at each milestone check-in.

What is one key takeaway I'm excited to bring back to my school or role?

What is one challenge I'm still thinking through?

What is one next step I am committed to?

SCHOOL-WIDE STRATEGY

PROPOSAL

From Experience to Practice — ELV Deliverable

01

THE CURRENT CHALLENGE

Describe the problem as it exists today at your school. Be honest and specific. Ground it in what you know about your students and community.

Problem Statement

In 2–3 sentences, describe the specific challenge. Who is most affected, and how?

Evidence & Data

Quantitative Evidence

e.g. test scores, attendance, discipline data

Qualitative Evidence

e.g. staff feedback, student voice, observations

Root Cause Analysis

Ask 'why' at least 3 times to move beyond symptoms to root causes.

Why #1 — What is the surface-level issue?

Why #2 — What is driving that?

Why #3 — What is the root cause?

02

THE SHIFT

What did you see at the ELV school site that represents a different, better way? This is the bridge between your current reality and your desired future.

What I Observed at the Visit

Describe the specific practice, structure, or approach you saw. What exactly did it look like?

Why This Approach Works

What makes this approach effective? What conditions made it possible?

FROM (Current State)	TO (Desired State)

Connection to High Impact Frameworks

High Impact Leader Domains	High Impact Teacher Practices

03

DESIRED RESULTS

Describe what success looks like — for students, staff, and your school community. Be specific and measurable.

Vision Statement

Paint a picture of what your school will look, feel, and function like when this strategy is working.

Student Outcomes	Staff Outcomes	School / Community Outcomes

Short-Term Results (0–6 Months)

Long-Term Results (1–3 Years)

How We Will Measure Success

Indicator / Metric	How We'll Measure It	Frequency

04

ANALYSIS & EVIDENCE

Ground your proposal in what you actually saw and heard. This section makes the case that this strategy is worth investing in — and that you saw it working.

What the Research Says

Is there research or data beyond the visit that supports this approach?

What I Saw Working at the Visit

Example 1:

Example 2:

Example 3:

Memorable Quotes from the Visit

Quote 1:

Quote 2:

05

MATERIALS & RESOURCES

A proposal without resources is just a wish. This section shows your stakeholders exactly what you need to make this happen.

Materials & Resources Needed

Material / Resource	Estimated Cost or Source	Priority (High / Med / Low)

06

5 MILESTONES FOR IMPACT

Identify 5 milestones that will show your planning, execution, results, and progress monitoring for impact. These milestones become your accountability roadmap.

MILESTONE 1 — PLANNING

Lay the foundation. What structures, decisions, or preparations need to happen before you begin?

By When? <i>Target Date / Timeframe</i>	What? <i>Specific Actions or Deliverables</i>	Who? <i>Lead Person & Team</i>	How Will We Know? <i>Evidence of Completion</i>

MILESTONE 2 — PLANNING INTO ACTION

Bridge planning to execution. What early signals tell you the work is getting off the ground?

By When? <i>Target Date / Timeframe</i>	What? <i>Specific Actions or Deliverables</i>	Who? <i>Lead Person & Team</i>	How Will We Know? <i>Evidence of Completion</i>

MILESTONE 3 — EXECUTION

The strategy is running. What does full implementation look like? What are people doing differently?

By When? <i>Target Date / Timeframe</i>	What? <i>Specific Actions or Deliverables</i>	Who? <i>Lead Person & Team</i>	How Will We Know? <i>Evidence of Completion</i>

MILESTONE 4 — RESULTS

Early wins and evidence. What outcomes for students, staff, or the community are you beginning to see?

By When? <i>Target Date / Timeframe</i>	What? <i>Specific Actions or Deliverables</i>	Who? <i>Lead Person & Team</i>	How Will We Know? <i>Evidence of Completion</i>

MILESTONE 5 — PROGRESS MONITORING FOR IMPACT

Sustain and deepen. How are you measuring, reflecting, and adjusting to ensure lasting impact?

By When? <i>Target Date / Timeframe</i>	What? <i>Specific Actions or Deliverables</i>	Who? <i>Lead Person & Team</i>	How Will We Know? <i>Evidence of Completion</i>

07

TARGET AUDIENCE & PEOPLE INVOLVED

We bring others along. Identify who this proposal is for, who needs to buy in, and who needs to be at the table to make it happen.

Primary Target Audience

Who is this proposal primarily designed to serve? Describe them specifically — grade level, demographics, current experience, and needs.

Secondary Beneficiaries

Who else will benefit from this strategy, even if they are not the primary focus?

Stakeholder Map — Who Needs to Be Involved?

Name / Role	How They're Involved	What They Need to Know	Buy-In Level
			<input type="checkbox"/> Champion <input type="checkbox"/> Supporter <input type="checkbox"/> Need to Convince <input type="checkbox"/> Potential Obstacle
			<input type="checkbox"/> Champion <input type="checkbox"/> Supporter <input type="checkbox"/> Need to Convince <input type="checkbox"/> Potential Obstacle
			<input type="checkbox"/> Champion <input type="checkbox"/> Supporter <input type="checkbox"/> Need to Convince <input type="checkbox"/> Potential Obstacle

			<input type="checkbox"/> Champion <input type="checkbox"/> Supporter <input type="checkbox"/> Need to Convince <input type="checkbox"/> Potential Obstacle
			<input type="checkbox"/> Champion <input type="checkbox"/> Supporter <input type="checkbox"/> Need to Convince <input type="checkbox"/> Potential Obstacle
			<input type="checkbox"/> Champion <input type="checkbox"/> Supporter <input type="checkbox"/> Need to Convince <input type="checkbox"/> Potential Obstacle

Potential Resistance & How to Navigate It

APPENDIX

Reference A: High Impact Leader Domains

Use this reference while observing. Each domain describes what High Impact School Leaders do.

Lead Toward a Compelling Vision

- Set a vision that invests others and strives for equitable, improved student outcomes
- Progress monitor toward the vision and shift when necessary
- Make data-driven decisions in service of the vision
- Communicate progress in a way that is meaningful to stakeholders

Build & Lead Strong, Diverse Teams

- Build teams and support positive interpersonal relationships
- Set conditions for collaboration within and between teams
- Align team members' roles and responsibilities with their strengths
- Identify areas of team improvement and work to develop their teams

Invest in Their People

- Know their students, families, staff, and the broader community deeply
- Understand that relationships are foundational to bringing out the best in others
- Demonstrate empathy and kindness
- Develop staff in areas they need to grow

Set Conditions for Teaching & Learning

- Create a positive school culture and climate with high academic and behavioral expectations
- Ensure effective and efficient operations using resources strategically
- Hire and retain high impact educators
- Lead by example and hold themselves to the same standards

Instructional Leadership

- Know content, standards, and research on best practices (e.g., Science of Teaching Reading)
- Know pedagogy and how to coach educators in these practices
- Coach and develop teachers through observation and feedback
- Set academic goals and hold staff accountable

Know Themselves

- Know their strengths and areas of growth
- Regularly reflect on their own practices and dispositions
- Recognize how their identities impact others, particularly across lines of difference
- Know when to step up and when to delegate

Reference B: High Impact Teacher Practices

Use this reference when observing classroom instruction and connecting your proposal to instructional practices.

Believe Deeply in the Potential of Their Students

- Hold high expectations for all students
- Demonstrate a positive demeanor toward students
- Provide social support that encourages students to build community with each other
- Care for the whole child and recognize the humanity of each child

Produce Strong Student Academic Outcomes

- Show genuine interest in and mastery of their content area through joyful learning experiences
- Hold students to high academic expectations and deliver rigorous content
- Use knowledge of content, pedagogy, and students to provide culturally relevant instruction
- Provide data-driven additional academic support including tutoring and small group intervention

Foster Non-Cognitive Skills in Their Students

- Cultivate student ownership over academic endeavors
- Build confidence in students' ability to produce high-quality work

Create Educational Opportunity & Equity Inside and Outside the Classroom

- Practice anti-racist teaching and consistently probe how inequity impacts schools
- Go beyond — take an interest in students' learning that exceeds standard role expectations
- Promote college and/or career readiness and help students dream about what is possible

Serve as Examples to Other Educators

- Model what is possible for students by continuously disrupting stereotypes and the status quo
- Energize others and provide educators with formal and informal coaching opportunities

Reference C: TeachMichigan Core Beliefs & Practices

We practice self-reflection. We look inward, seeking to understand how our experiences and identities have shaped our beliefs and values. We interrogate our own biases and seek to continually expand our perspectives.

We practice vulnerability. We admit to our limitations and mistakes. We acknowledge when we don't know something. We ask for help.

We practice courage. We uproot harmful beliefs and actions. We stand up for what's right. We have hard conversations and challenge the status quo.

We practice curiosity. We ask questions. We seek different perspectives. We lead with humility. We are ok not having all of the answers.

We practice being in relationship. We invest deeply in others. We take actions to build trust and seek repair when harm is done.

We practice dreaming. We seek to build something with our families and students, not for them. We put dreams into action by being prepared and planning ahead.

We bring others along. We recognize that this work cannot be done alone. We build a broad and diverse coalition and go beyond our comfort zones.

We translate learning for impact. We engage in rigorous cycles of continuous learning. We apply what we are learning to our everyday practice and share our stories with a broad set of stakeholders.

Additional Notes