

SBISD CTE Task Force Learning Visits Protocol

What is a Learning Visit?

Learning visits give participants a chance to explore various learning models that they may use to inform their practice. Often on observations, we can fall into the posture of a **consumer**—“I like this, I don’t like this.” We ask that participants take a different lens to these visits, and that is one of a **designer**. ***Since systems achieve exactly what they are designed to achieve, designers on learning visits are constantly reflecting on how the design elements of a program contribute to the goals of the program.***

Learning Visit Objectives

Members of the SBISD CTE Task Force will engage in learning visits to:

- Gather and capture data specific to the major topic groups. (Circle your topic group)

Communication	Connecting to Real World	Models for CTE/Logistics
Programming	Instruction	
- Explore and seek inspiration for CTE Task Force recommendations and reimagining learning spaces and learner engagement
- Answer the question—How will we, as members of the CTE Task Force, translate our learning into holistic recommendations back home?

The Learning Visit Experience

Learning visits are designed to **push and provoke thinking**. Through observations, discussions and/or journaling, participants should be oriented to these key questions:

1. What outcomes is this learning environment trying to achieve (both implicitly and explicitly)?
2. How is the learning environment *designed* to achieve them (how does it shape the role of students, adults, space, technology, community, curriculum, resources?)
3. What elements of the program might contribute to the world-class CTE program we are aiming to design?

Participants’ Commitments

To maximize the **investment of time** and **build our district’s partnerships** in the city and state, we ask that participants:

- Arrive on time to the visit site and dress professionally.
- Be all in the experience—be fully invested—be fully committed to the learning visit.
- Push for deep and meaningful observation. Widen perspective, dialogue with team members, and ask questions to prevent superficial generalizations. **What elements might contribute to the world-class CTE program we are aiming to design?**
- It is helpful for participants take notes and codify your thoughts and experiences on your learning visits. Sometimes journals, or notetaking are helpful.
- Upon returning, be prepared to share out lessons learned and experiences with others back home.