

TASK: Using the resources provided, *plan/design a Professional Learning experience that focuses on: (1) student learning outcomes, (2) new practices to be implemented, (3) needed organizational support, (4) desired educator knowledge and skills, or (5) optimal professional learning activities.*

Click on the images to access the files

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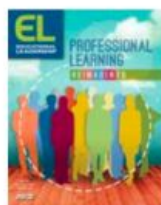
[Part One - Reading](#)

[Part Two - Reviewing](#)

[Part Three - Planning](#)

I. Part One - Reading

Read [Planning Professional Learning](#) (pgs 3 - 6). Choose one focus area.



Planning Professional Learning

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Professional Learning: Reimagined | Pages 10-16.

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With backward planning, schools can ensure that they choose professional development activities aligned with their most important goals.

One of my favorite films is *The Emperor's Club*, starring Kevin Kline as Mr. Hundert, the Western Civilization teacher at St. Benedict's Academy. In the film's opening scene, the headmaster of the school stands before the assembled student body explaining the meaning of the school motto, *Finis Origine Pendet*: The End Depends Upon the Beginning. "What you accomplish in life and the significance of your contribution," he counsels, "will depend largely on what you do here. How you begin determines what you will achieve."

As the film unfolds, we see this poignant message revealed in the lives of the students. What they do at the school and the relationships they develop powerfully affect the kind of persons they become and the nature of the lives they eventually lead. In the end, we realize that *Finis Origine Pendet* is the film's central message.

The same is true of professional learning for educators. What it accomplishes and the significance of its contribution depend largely on how it begins. This holds true not only for traditional forms of professional learning—seminars, study groups, workshops, conferences, mentoring, coaching, and so on – but also for "new" forms that include face-to-face or online professional learning communities, teacher exchanges, bug-in-the-ear coaching, data teams, individualized improvement plans, and unconferences. The effectiveness of any professional learning activity, regardless of its content, structure, or format, depends mainly on how well it is planned.

A Mixed History

Unlike many fields that have a history of steady improvement built on a continually expanding knowledge base, professional learning for educators has a mixed history at best. Sure, we have occasional success stories based on anecdotal evidence. Case studies here and there depict

