

Best practice takeaways

A recent study highlights a pattern of common professional learning practices across four high-performing education systems. In the Winter 2016 issue of *Tools for Learning Schools*, Joellen Killion explores those practices and considers related factors that embed learning in schools each day.

The accompanying tool can be used with teams of teacher leaders and school and district leadership teams to facilitate conversations about the responsibilities of learning leaders and how such leaders can focus more specifically on professional learning.

Also available for download is a facilitator guide with a comprehensive set of tools to unpack and apply findings from the research study explored in this issue of *Tools for Learning Schools*.

www.learningforward.org/publications/tools-for-learning-schools/tools-for-learning-schools/2016/04/11/tools-for-learning-schools-winter-2016-vol.-19-no.-2

The Learning Catalog

The 2016 Learning Forward Bookstore catalog is organized into sections to make it easy to find the professional learning titles and resources you need. Browse through new titles, featured selections, member favorites, back issues of *JSD*, online course listings, and more.

New this year are icons indicating when Learning Forward offers related content, including webinars, free chapter previews, articles or blog posts online, institutes, or session at the 2016 conference.

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Oxford Bibliographies: PROFESSIONAL DEVELOPMENT

Explore an annotated bibliography of current and classic research literature about professional development. Updated earlier this year, this summary of dozens of research studies will help graduate students, education scholars, professional development leaders, practitioners, and facilitators navigate the landscape of scholarship about effective professional development activities, policies, and structures that contribute to a system of professional learning.

The bibliography is organized into three major sections: tracing the problems and promises of early professional development literature through studies of effective professional development, professional development and results for teacher practice and student outcomes, and Learning Forward's Standards for Professional Learning.

Compiled and edited by Learning Forward, the bibliography is available free for a limited time to Learning Forward members for individual educational use.

www.learningforward.org/publications/oxford-bibliographies

4 common misconceptions about feedback

“There are many popular misconceptions about the content of feedback in the literature. Most misconceptions about feedback result from a more traditional view of feedback as information transmitted to a learner by a knowledgeable other as a part of assessment or evaluation,” writes Joellen Killion in *The Feedback Process: Transforming Feedback for Professional Learning* (Learning Forward, 2015).

An excerpt from *The Feedback Process* appearing on Learning Forward's blog explores four common misconceptions about feedback:

- Feedback occurs only in performance evaluation.
- People are feedback averse.
- The feedback sandwich softens critical feedback.
- People prefer positive to negative feedback.

“Common though they may be, these misconceptions contain the seeds of an approach to feedback as a process rather than a product,” Killion writes. “Misaligned practices can, with some care, practice, and guided effort, be adapted or adjusted so they more closely align with practices recommended throughout this book.”

A free preview of Chapter 1 is also available for download.

www.learningforward.org/publications/blog/learning-forward-blog/2016/05/02/4-common-misconceptions-about-feedback-an-excerpt-from-the-feedback-process

