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Sommario/riassunto	Commitment to high-quality professional learning is a common aspect

of educational systems of the the world's highest-achieving nations. Despite evidence that effective professional learning can be a powerful lever for school improvement, much of the professional development (PD) that is conducted in the United States has had limited impact on teacher practice. In these pages, John Murray identifies research-based characteristics of effective teacher professional learning, detailing eight strategies for planning and executing professional development programs and evaluating their results.

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