

*A report commissioned by the  
Council of Educational Administrative &  
Supervisory Organizations of Maryland*



# Design Principles for Learner-Centered Schools:

## *Promising Practices for High-Quality Teacher Professional Development*

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COLLEGE OF  
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DEPARTMENT OF EDUCATION LEADERSHIP,  
HIGHER EDUCATION AND INTERNATIONAL EDUCATION



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#### EXECUTIVE SUMMARY

Renowned scholar Ann Lieberman and her colleague recently wrote an article entitled, “Teacher Learning: The Key to Educational Reform” in which they call for “a reconceptualization of professional learning for practicing teachers where educators are involved in learning communities, these communities evolve over time, and they revolve around norms of openness, scholarly rigor, and collaborative construction of professional knowledge.” Recognizing that high quality teacher professional development is the key to educational reform, the 2008 CEASOM research report explores promising practices in Maryland schools and school districts.

*For more information on the 2008 report or educational programs contact:*

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#### PAST REPORTS

***Opportunities and Options for Increasing Time for Participation in High-Quality Professional Development*** (2007)

***Improving Student Learning Through Differentiated Instruction*** (2006)

***Developing Professional Learning Communities to Improve Student Learning*** (2005)

***Scaffolding Instruction to Improve Student Learning*** (2004)

***Promising Approaches to Data Based Decision Making to Improve Student Learning*** (2003, 91 pp.)

***Effective Strategies For Closing the Achievement Gap*** (2002)

*The 2008 report and all past reports are available at:*

**[www.ceasom.org/researchpapers/](http://www.ceasom.org/researchpapers/)**

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