

## **A Landscape of Learning** *Suzanne Wilson*

Implicitly or explicitly, every organized opportunity for teachers to learn—teacher preparation programs, induction, or professional development—is built on a set of assumptions about how teachers learn, how teacher practice is changed, and the important forces that shape that learning and change. Because no one theory will help the field move forward, we need to be collectively testing the power and promise of multiple frameworks for understanding teacher learning. In this interactive talk, Wilson will ask each project to make explicit its assumptions about how teachers learn, the forces that matter the most, and how the logic and components of programs reflect those underlying assumptions. Wilson will then consider that array of assumptions in light of relevant scholarship on teaching quality and teacher learning.