The youth who serve as the engine of a community should be well resourced in a manner to promote sustainability by establishing a business venture and embarking on teacher training. Teacher training and development refer to the processes and practices through which teachers gain, deepen, and expand their professional knowledge, skills, and dispositions. These processes and practices are complex and occur both over the course of teachers’ careers and across multiple contexts, including universities, schools, and professional networks and associations. Though the research and practice of teacher training and development employ diverse disciplinary perspectives, they share a central concern with identifying both what teachers should know and be able to do to foster student learning, and which programs, practices, and policies best support teachers’ learning. While these are, in part, technical questions, how scholars and practitioners think about, enact, and study teacher training and development are shaped by a wide array of influences, including their diverse disciplinary perspectives, the models of “good” teaching they adhere to, their understanding of teachers’ work and teachers’ learning, and their beliefs about the goals and purposes of education. These influences are further situated within particular historical and political contexts. In particular, the goals and purposes we ascribe to teacher learning and development, the resources we devote to it, and the ways in which we organize and evaluate it are intimately tied to the shifting politics and policies of both educational and social reform movements. The citations included in this bibliography lead a user to works that examine the individual and organizational processes and practices of teacher training and development and how these are shaped by the institutional and political contexts in which they are situated. In addition to works that have significantly influenced the research and practice of teacher