



# The 1997 Vision

## Documenting Progress

FROM	TO	INDICATORS
Individual development . . .	Individual development and organizational development	
Fragmented, piecemeal improvement efforts . . .	Staff development driven by a clear, coherent strategic plan for the school district, each school, and the departments that serve schools	
District-focused . . .	School-focused approaches to staff development	
A focus on adult needs and satisfaction . . .	A focus on student needs and learning outcomes, and changes in the	
Training conducted away from the job as the primary delivery system for staff development . . .	Multiple forms of job-embedded learning	
An orientation toward the transmission of knowledge and skills to teachers by “experts” . . .	The study by teachers of the teaching and learning process	
A focus on generic instructional skills . . .	A combination of generic and content specific skills	



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Staff developers who function primarily as trainers . . .	Those who provide consultation, planning, and facilitation services as well as training	
Staff development provided by one or two departments . . .	Staff development as a critical function and major responsibility performed by all administrators and teacher leaders	
Staff development directed toward teachers as the primary recipients . . .	Continuous improvement in performance for everyone who affects student learning	
Staff development as a frill that can be cut during difficult financial times . . .	Staff development as an indispensable process without which schools cannot hope to prepare young people for citizenship and productive employment	

Source: Sparks, D. & Hirsh, S. (1997). *A new vision for staff development*.  
Arlington, VA: ASCD and NSDC.