



April 2009

Dear Colleague:

The task of preparing an annual report is both a blessing and a curse. On the one hand, we are pleased to have the opportunity to reflect on the previous year and share some of our accomplishments with interested readers and friends. However, we also feel a bit self conscious tooting our own horn and we struggle with the best way to simply and humbly offer some highlights of the year gone by. As any good writer will tell you, any annual report worth reading can never hope to do justice to the hard work of so many good people and accurately summarize all that happened in a given year. So with those few caveats in mind, we are pleased to offer this brief report as part of our on going story as a professional development academy.

This report is formatted to provide some descriptive information regarding our pursuit of the four mission related goals established by our Board of Directors. We used these goals as our benchmarks to be sure that our training efforts stayed true to our mission and our strategic direction. As we review our results, I am very pleased to report that we continued to meet our very high performance standards as evidenced by our course evaluations and instructor ratings. (See the *By the Numbers* table). As you read the sample of anecdotal comments we have selected, you will also get a qualitative picture of how our participants perceive our efforts. Their personal stories of change are really what resonate most poignantly. In 2009, we will continue to collect these powerful stories and we will make every effort to dig deeper into our performance profiles to see if our training efforts are truly having a positive impact on student achievement and instructional practices across our region.

The 2008 Annual Report would not be complete if it didn't include a special thank you and acknowledgment to Patti Coultas who served with distinction as Program Assistant and Program Coordinator for the past twelve years. The staff at LAPDA and our many school district partners are most grateful to Patti for her fine work and wish her only the very best in her newest endeavor.

On a final note, we thank you for taking the time to review our report and for your ongoing commitment to enhancing the quality of education in Vermont.

Sincerely,

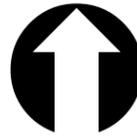
Bob Stanton  
Executive Director

### Staff 2008

Bob Stanton  
*Executive Director*  
Tracie Locke  
*Events Co-ordinator*  
Patti Coultas  
*Program Co-ordinator*  
Donna Hill  
*Book Keeper*

### Board 2008

President  
Mark Andrews  
*Orleans Southwest SU*  
Secretary/Treasurer  
Tracy Wrend  
*Lamoille South SU*  
John Bacon  
*Barre SU*  
Deborah Taylor  
*Lamoille North SU*  
Stephen Metcalf  
*Monpelier SD*  
Doug Shiok  
*Orange North SU*  
Robbe Brook  
*Washington Central SU*  
George Burlison  
*Washington Northeast SU*  
Michele Fagan  
*Washington South SU*  
Dick Moser  
*Washington West SU*



The Lamoille Area Professional Development Academy (LAPDA) is the designated Education Service Agency (ESA) for the Central Vermont Superintendents' Region also known as the Winooski Valley.

LAPDA is a 501(c)(3) non-profit corporation which has been providing high quality professional services since 1996.

Dr. Robert Stanton has served as Executive Director of LAPDA since its inception. He is supported in his leadership role by a governing Board of Directors and an Advisory Council of practitioners who help to articulate training needs and establish the strategic direction for the academy.

To learn more about LAPDA, please visit our website [www.lapdavn.org](http://www.lapdavn.org) or, better yet, enroll in one of our training sessions.



# 2008 Annual Report

Lamoille Area Professional Development Academy  
250 Main Street, Suite 202  
Montpelier VT 05602  
802-224-9110  
[info@lapdavn.com](mailto:info@lapdavn.com)

High Quality Professional Development

# LAPDA

Lamoille Area Professional Development Academy

“Serving central Vermont and beyond...”

# Our Mission and Goals

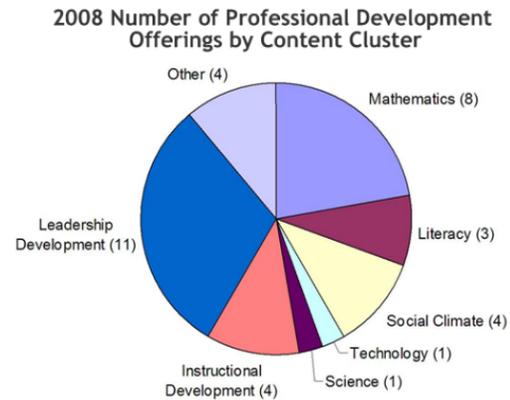
LAPDA is a regional collaborative that provides high quality professional development for educators. LAPDA serves as the Education Service Agency (ESA) for the Winooski Valley Region. LAPDA's primary function is to enhance organizational capacity to provide training opportunities that provide professionals with the skills necessary to improve outcomes for young people.

1

*To provide leadership and support to organizations as they develop and sustain their own professional development systems.*

While we believe we are just scratching the surface in this area, we are very proud of the work that we have done towards this goal. Our 2008 leadership efforts included the following:

- We created the Principals Toolkit series which is predicated on the assumption that principals should have support on “what to look for in the results orientated classroom”; we refined our first successful effort and we made it even stronger in the second round. To date, 80 participants have received training through the Toolkit series (30 principals, 6 curriculum coordinators and 44 teachers).
- We provided direct mentoring support to 2 principals, 1 aspiring principal and 3 curriculum coordinators.
- We facilitated leadership team study groups in 3 supervisory unions.
- We provided both supervision/evaluation and mentor training based on the Danielson framework.



Testimony from the Professional Support/Supervision & Evaluation course:  
*“This training helped us to not lose our focus and remember that everything we do as professionals is for the betterment of our students. Our practices should always come back to the most important reason we teach, to enrich our learners to their utmost potential. Thank you for never letting us lose sight of this essential point”.*

2

*To research, identify, implement and continually monitor best practices that result in enhanced learning, development and performance.*

All our “best practices” courses required some form of application and follow up after the initial training had been completed. Because we are not housed in a school district, we try to model what “job-embedded” PD should look like from our training site in Montpelier. Our Differentiated Instruction course, our Inquiry Based Science training and our Literacy and Math Lab schools are exemplars of this applied practice.

Testimony from the Math Lab School course:

*“The ability to apply concepts learned through the seminar/tutorial model was invaluable. Working with students in the lab school model as we learned ourselves gave us immediate feedback on our understanding of the concepts. We did not have to wait four weeks for school to start to begin to apply this new mathematical information to our instructional model”.*

3

*To build LAPDA's capacity by nurturing the growth and development of local practitioners who can provide high quality professional development.*

Our long term commitment to helping our partner districts build their organizational capacity is deeply rooted in the LAPDA mission. It is the primary reason this academy was created 14 years ago. We are constantly exploring ways to help our partners build and enhance their internal capacity to improve their schools from the inside out.

With that goal clearly in mind, we offer an “inside/outside” strategy that can be employed at the local level. We select trainers and consultants who are skilled and motivated to help participants bring the training back home. We encourage implementation planning, a team approach to learning, and creation of organizational supports within the school districts that will help make the training transferable.

As a regional academy, we are committed to a long term strategy that will help school systems to create cadres of “in-house leaders” such as instructional coaches, mentors and teacher leaders who can create, implement and monitor job embedded PD at the site level. In 2008, we offered Cognitive Coaching, Mentor training, and Facilitation training.

Testimony from the Principals Toolkit Series (Science Strand):

*“This experience allowed teachers and principals to come together to discuss the state of the art in science and we formed a roadmap for science education in our SU. This is an opportunity that rarely comes along and we thank you for encouraging teams to participate versus individuals. This was the key to our success. Your trainer was simply outstanding.”*

4

*To secure financial and human resources necessary to sustain and advance LAPDA's mission.*

Our long term sustainability plan is articulated in our business plan that was initially developed in 2006 and will be reviewed by the LAPDA board in 2009. Our 2003 designation as the ESA for Winooski Valley generated an additional \$99,000 of financial resources this year. Over the last six years, this grant support from the Vermont Department of Education has been essential to our financial stability.



LAPDA Board Retreat 2008

On the human resource side, we have expanded our “training cadre” to 95 highly qualified trainers which represents 11% growth in that area. The LAPDA training cadre includes national consultants but we are pleased to report that our core group of trainers continues to come from the education trenches of Vermont.

The future direction for LAPDA will continue to be shaped and guided by the LAPDA Board and the Advisory Council at the annual spring retreat. During 2008, we created math and science think tanks groups that are helping to shape our long term plans for professional development in our region. Based on input from these two working groups, new ideas for program enhancement are now ready for vetting by the LAPDA Board of Directors.

Feedback from the 2008 spring retreat:

*“LAPDA should continue to provide regional and state-wide leadership by stressing the importance of our collective work, because every student in every school needs to have ready access to quality instruction. LAPDA should take macro level needs such as future trends and 21st century learning and help us to conceptualize this information so that we can apply it to our local efforts.”*

*On occasion LAPDA should behave like a think tank to conceptualize transformative ideas and then help us move them to application.*

*Document the efficacy of what you do; the training you have brought in is making a difference.”*

## By the Numbers

- 36 professional development offerings
- 96 trainers in network
- 469 participants
- 4.56 average course rating
- 4.63 average instructor rating
- \$554,907 operating budget
- 8,717 visits to the web site
- 4,680 educators trained since 1996