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Our Mission

The Lamoille Area Professional Development Academy (LAPDA) is a regional collaborative that provides high quality professional development for educators. LAPDA's primary function is to enhance organizational capacity to offer training opportunities that provide professionals with the skills necessary to improve outcomes for young people.

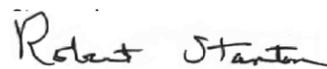
Executive Director Dr. Robert Stanton and Events Coordinator Tracie Locke are pleased to present the 2012 Annual Report to our partners and friends to summarize and highlight some of our accomplishments this past year. The report is organized to provide some descriptive information regarding our pursuit of the four mission related goals established by our Board of Directors. We use these goals as our benchmarks to be sure that our training efforts stay true to our mission and our strategic direction. We are very pleased to report that 2012 was another outstanding year for LAPDA. Once again we can report that we have met our very high performance standards as evidenced by the course evaluation and instructor ratings we received (see the By the Numbers table). As you read the sample of anecdotal comments, you will also get a qualitative picture of how our participants perceive our efforts.

As we look to the future, we will be making every effort to work closely with our partner school districts and the Vermont Agency of Education (A.O.E.) to develop and implement a multi-year professional development plan that will help our districts and our state to implement the new Common Core State Standards (CCSS). We will make sure that the revised plan we develop will ensure that our trainings are directly related to what our partner districts need in order to make a positive impact on student performance

and instructional practices across our region. We will modify our regional plan as needed based on the data we collect.

The 2012 Annual Report would not be complete if it did not include a special thank you and acknowledgement to retired Superintendent Robbe Brook who served on the LAPDA Board of Directors for ten years. We wish her only the very best in her retirement.

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.



Robert Stanton Ed. D.
Executive Director

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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 was reviewed by the LAPDA board in 2011. Our 2003 designation as the Education Service Agency (ESA) for Winooski Valley generated an additional \$87,192 of financial resources for the 2012-2013 school year. Over the last ten years, this grant support from the Vermont Agency of Education (A.O.E.) has been essential to our financial stability. Unfortunately, the ESA grant funding will be discontinued across the state as of June 30, 2013. On a more positive note, LAPDA was invited to submit a joint proposal to the A.O.E. to be part of the new Professional Learning Network (PLN) which will be formed as of July 1, 2013. Contract negotiations are now underway and we hope we will be able to come to terms with the A.O.E. and our other Non Profit partners (CVEDC and SVLC) by the middle or end of June. If we are successful in negotiating an acceptable contract, these new contract funds would go a long way in helping to stabilize our financial picture.

Given the ongoing fiscal and political challenges facing our state and nation, combined with declining student enrollment, and more accountability pressure from the federal level, the efficacy and need for a strong regional academy is greater than ever. Toward that end, the LAPDA Board has committed to the task of revising or creating a new Business Plan that will help us to utilize a more robust and adaptable business model that is responsive to our "future state" design process. As we go forward, we will continue to work with the Agency of Education and other potential partners to determine if there is a viable intersection between the identified needs of these stakeholders with the mission and staff capabilities of our Non-Profit organization.

On the human resource side, we have continued to expand our "training cadre" by developing a new relationship with Professor Brad Witzel of Winthrop University in South Carolina. We are hopeful that Brad will be able to expand his research interests to include some of the valuable mathematics professional development and design work we have been doing across our region. While we are proud to say that the LAPDA training cadre includes national consultants, we are most 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. At the spring 2012 retreat, we were most fortunate to utilize the services of Dr. Brian O'Regan as our external facilitator. We believe that these annual retreats provide our Board and LAPDA partners with a very valuable opportunity to review our performance over the past twelve months and it gives us the opportunity to do the reflective work necessary to create a viable, mission related direction for our service organization.

Feedback from the 2012 spring retreat:

"The Board applauds and thanks Bob for his visionary approach to his Executive Director role and commends him for the sound and thoughtful management of LAPDA financial and human resources. The clear and strategic focus you have put before us is compelling. I agree with you that the time is right for us to do more work on a regional basis. I for one do not want to try to take on the Common Core as a single supervisory union. Let's continue to build on the excellent regional work that is already underway."

High Quality Professional Development

LAPDA
Lamoille Area Professional Development Academy



2012 Annual Report



By the Numbers

44 professional development offerings
104 trainers in network
1038 participants
4.74 average course rating
4.84 average instructor rating
\$523,697 operating budget
9,855 educators trained since 1996



Our Goals

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

Vermont continues to face an educational leadership challenge as many school leaders retire and the pressures and expectations on schools continue to grow. Toward that end, we are very proud of the work that we have done since 2007 to nurture and support leadership development and sustainability in many forms including the development and support of viable teacher leader models. Our 2012 leadership efforts included the following strategies: • Refined the Principals Toolkit series for the sixth time. We have built on our initial efforts to improve professional practice and instructional leadership to include an applied “field based” mathematics strand as well as focused sessions on coaching adults and supervision and evaluation practices. The toolkit series is predicated on the assumption that principals and curriculum directors need ongoing training and support on “what to look for in the results-orientated classroom”. Toward that end, we strongly encourage school principals to bring teams of teacher leaders with them to our training sessions. To date, over 170 participants have received training through the Toolkit series (61 principals, 9 curriculum coordinators and 103 teachers).

- Offered a very successful summer workshop on teacher evaluation and classroom walk-through
- Provided direct mentoring to six principals and one curriculum director.
- Continued to facilitate math implementation designs in supervisory unions, we added a fifth implementation district this fall and two more are expected to utilize this strategy in 2013-14.
- Wrote two leadership papers for school leaders on systemic change and implementation design.
- Continued the Mathematics Leadership Support System (MLSS). We continued to provide a fourth year of leadership training and support for math teacher leaders who will return to their own school districts to increase the district capacity to improve teacher practice and improve student learning. To date we have trained 51 math teacher leaders through this design process. We started a fourth cohort of 24 math teacher leaders who participated in this leadership training this year. Once again, the MLSS initiative was led by Marge Petit and Beth Hulbert.

Testimony from Mathematics Leadership Support System (MLSS):

“My depth of knowledge increased dramatically which will directly impact my success as a math coach. Without these three years of MLSS I wouldn’t have been nearly as effective in my job. MLSS was essential for me ”

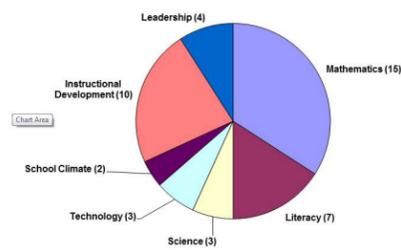


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To research, identify, implement and continually monitor best practices that result in enhanced learning, development and performance.

As usual, all our “best practice” courses required some form of direct application and follow up after the initial training had been completed. Although we are not housed in a school district with direct access to teachers and students, we try to model what “job embedded” PD should look like from our training site in Montpelier. Our Math Lab schools and math implementation contracts that include “clinical rounds observations” are exemplars of this applied practice. This year we provided Math Lab school courses in both Northfield and Hardwick Elementary Schools, two of our math implementation districts. We were honored to partner with the Regional Educational Alliance in offering a statewide conference that focused on accelerating the mathematics learning of all students utilizing a multi tiered instructional delivery system commonly referred to as RTi (Response to Instruction) We were also awarded two small A.O.E. grants to support our professional development work in

2012 Number of Professional Development Offerings by Content Cluster



mathematics. We are beginning to gain some national notoriety in this area and we have been invited to participate in a national research project to help expand on the professional practice in this area. Bob served on the A.O.E. Math Blueprint committee and the Multi Tiered System of Support Task force (MTSS). These groups are helping to shape instructional

delivery and policy development across the state. We began the development of a Co-Teaching implementation site in Hardwick where we sponsored a year long Co-teaching course. We strengthened our overall Co-Teaching initiative by coordinating with two other Non Profit groups to offer Co-Teaching conferences in three different regions of the state. We continued with implementation support in Co-Teaching utilizing national expert Rich Villa for two of our LAPDA school districts who expressed interest in this form of job embedded professional development support. We are very excited about the work that is now underway in Washington Central Supervisory Union where we hope to build a regional implementation site for our region. On a final note, we also expanded our online courses so that teachers in our area could access professional development support without leaving their homes or districts.

Testimony from Assisting Students Struggling with Mathematics:

“I am “fired up” to initiate change in my school and across my district. I am already forming/composing a letter to my superintendant. Thank you for the information to begin this change. ”

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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 17 years ago. With that goal clearly in mind, we continue to 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” including well trained principals, instructional coaches, mentors and teacher leaders who can create, implement and monitor job embedded PD at the site level. In 2012, we expanded our math implementation support to five LAPDA school districts with two more districts requesting implementation support next year. Based on eight years of experience working with Professor Mahesh Sharma, we have created a math implementation design that embeds Mahesh inside our school district to offer job embedded math professional development, clinical rounds training, curriculum design consultation and leadership team development. Program monitoring visits from the Vermont Agency of Education confirms and validates the changes in math instructional practice that is now occurring in some of our LAPDA schools as a result of our long term support efforts. We hope to publish some of our work in this area this year.



On a final note, we continued a very exciting regional effort this year with all ten of our LAPDA supervisory unions to provide them with focused support in both English Language and Math curriculum alignment and assessment related to the Common Core State Standards. We were most fortunate to utilize the services of Dr. Karen Hess to facilitate this work. In an effort to build local capacity we utilized a team training model and encouraged the sharing of the information and materials that were developed across our region. We will continue to coordinate our efforts with the Agency of Education and other groups to provide our school leaders and their instructional teams with ongoing support in the Common Core roll out process.

Testimony from the Common Core Math Standards Series:

“I truly feel our district is on the right track, Karin Hess was able to answer our “whats next questions” before we have even asked it. The materials provided will be excellent tools for professional development with teachers for years to come. ”