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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 will be reviewed by the LAPDA board in 2011. Our 2003 designation as the ESA for Winooski Valley generated an additional \$99,692 of financial resources this year. Over the last eight years, this grant support from the Vermont Department of Education has been essential to our financial stability. Given the fiscal and political challenges facing our state due to the economic down turn, 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, LAPDA has accepted a Department of Education grant to conduct school audits for four partner school districts that needed to conduct a school audit as part of their school improvement grant (SIG). We are very pleased with the high quality of work that our audit teams have done with respect to the school audits. We are most hopeful that the schools will fully utilize the recommendations embedded in these final reports to improve student learning in their schools.

On the human resource side, we have expanded our "training cadre" by employing 10 new highly qualified trainers. 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. In the spring and fall of 2010 we conducted two board retreats. We were very pleased to have Deputy Commissioner Rae Ann Knopf and Dr Annie McKenzie in attendance at our fall retreat to discuss the emerging concept of a more cohesive state wide network of Education Service Agencies (ESA).

Feedback from the 2010 spring retreat:

"Thank you for your outstanding work to help push our thinking beyond our current state. I found the ESA panel presentation that you organized to be very provocative and intellectually stimulating. It is clear that there are many interesting models for ESA service centers from around the country and now is the time to give them more careful study and consideration."



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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 2010 Annual Report to summarize and highlight some of our accomplishments this year for our partners and friends.

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 2010 was our very best year yet with respect to participant participation. We had over 1300 participants attending one or more of our training sessions.

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 implement the regional multi- year professional development plan that we created with our Advisory Council. We have developed this plan to help insure that our trainings are directly related to what our partner districts request in order to make a positive impact on student performance and instructional practices across our region. We will continue to work closely with our partner school districts as they review their student performance data and teacher profiles of practice and we will modify our regional plan as needed based on the data we collect.

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,



Robert Stanton Ed. D.
Executive Director

High Quality Professional Development
LAPDA
Lamoille Area Professional Development Academy
"Serving central Vermont and beyond..."



2010 Annual Report



Our Goals

1

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

The LAPDA staff recognizes the tremendous leadership challenges facing our State. Toward that end, we are very proud of the work that we have done to nurture and support leadership development and sustainability. Our 2010 leadership efforts included the following strategies:

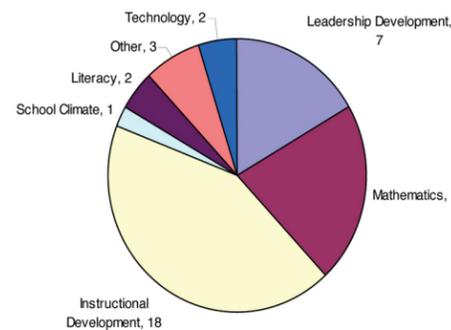
- Refined the Principals Toolkit series for the fourth time. We have expanded our initial efforts on improving math, science and writing instructional leadership to include a strand on reading and a focused session on supervision and evaluation to be launched in the spring of 2011. The toolkit series 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”. We strongly encourage the school principal to bring teams of teacher leaders with them to the training. To date, over 100 participants have received training through the Toolkit series (41 principals, 6 curriculum coordinators and 60 teachers). This spring we will have 39 additional professionals enrolled in one or more of our three Toolkit workshops.
- Offered two focused workshop training sessions addressing teacher and principal evaluation. The principal evaluation workshop was co-sponsored by CVEDC and we utilized the services of Paula Bevins from the Danielson group to facilitate this work. We are encouraged to see superintendents and principals from across the state who are interested in collaborating with us to continue this important work.
- Provided direct mentoring to three principals and one aspiring principal.
- Facilitated math implementation designs in four supervisory unions.



- Conducted a school improvement audit this fall and we will complete three more audits in the spring semester.
- Continued the mathematics leadership support system (MLSS). We continued to provide a second year of leadership training and support for 9 math teacher leaders who will return to their own school districts to increase the district capacity to improve teacher practice and improve student learning. In addition, we started a second cohort of 4 new teacher leaders who participated in their first year of leadership training. The MLSS initiative was led by Marge Petit and Beth Hulbert.

Testimony from *Using the Framework for Teaching Evaluation & Compensation*:
“This workshop helps to make this process much more manageable for administrators. It also gives a district template for reliability in assessing & evaluating teacher performance.”

2010 Number of Professional Development Offerings by Content Cluster



2

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

Once again, all our “best practice” courses required some form of direct 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, Co-Teaching course and our Math Lab schools are exemplars of this applied practice. This year we provided math lab school courses in Hyde Park and Orleans Elementary School. We launched our Co-Teaching initiative with a summer course that drew 41 people to the training. We co-sponsored a Co-Teaching conference in the fall and we will offer a second conference this spring. This summer we will begin implementation support in Co-Teaching for one or more school districts who have expressed interest in this form of job embedded professional development support. 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 *Diagnosis & Remediation of Learning Problems in Math*:
“Perhaps my favorite LAPDA course ever. It gave you a way to understand all those things you memorized but never really thought about conceptually. It has made me a much better math teacher.”

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 16 years ago. 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 2010, we offered Co-Teaching, Cognitive Coaching, Mentor training, school audits and our newest venues, math, science and writing implementation support. Based on six years of experience working with Professor Mahesh Sharma, we created a math implementation design that embeds Mahesh inside the school district to offer job embedded math professional development, clinical rounds training, curriculum design consultation and leadership team development. This year, we had four implementation sites, next year we hope to expand that to five or six sites. On a similar note, we also utilized this model to continue the development of four science implementation sites utilizing our LAPDA consultant Renee Affolter as the in-house trainer. Last summer we expanded this concept to writing implementation support and we brought Martha Dubuque in as an implementation design consultant. On a final note we continued our school coaching contract with two districts and we brought in two consultants to help a district with the creation of a multi-grade implementation design template for two of their schools.

Testimony from *Cognitive Coaching*:

“This course is a wonderful opportunity to explore higher levels of thinking that goes into successful coaching experiences. The strategies are adaptable to almost any working relationship and would serve as life-long skills.”

(Continued over)

By the Numbers

- 42 professional development offerings
- 87 trainers in network
- 1370 participants
- 4.63 average course rating
- 4.70 average instructor rating
- \$482,122 operating budget
- 10,872 visits to the web site
- 7,873 educators trained since 1996