

Staff 2011

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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 2011 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 2011 was another outstanding year. 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

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

Our long term sustainability strategy is articulated in our business plan that was initially developed in 2006 and reviewed by the LAPDA board in 2011. The operating assumption underlying our business model is that we are stronger and more viable together than we are alone. Our 2003 designation as the Education Service Agency (ESA) for Winooski Valley strengthens our partnership and the ESA grants generated an additional \$84,692 of financial resources this year.

Over the past nine years, the ESA grant support from the Vermont Department of Education has been essential to our financial stability. Given the fiscal and political challenges facing our state, the need and efficacy 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 Department of Education and others to determine if there is a viable intersection between the identified needs of these stakeholders with the mission and staff capabilities of our organization.

On the human resource side, we have continued to expand our "training cadre" by employing nine 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. 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.

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 2011 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 12 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 2011 Spring Retreat:

"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."

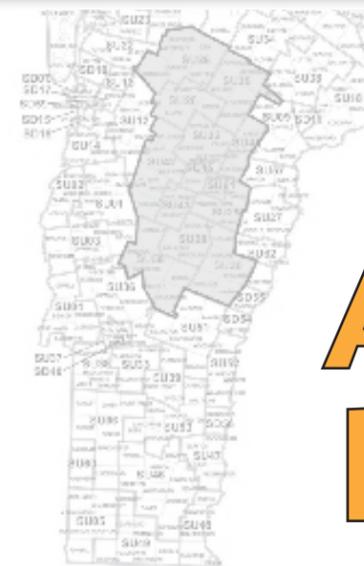
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High Quality Professional Development

LAPDA

Lamoille Area Professional Development Academy

"Serving central Vermont and beyond..."



2011 Annual Report



By the Numbers

49 professional development offerings
96 trainers in network
944 participants
4.66 average course rating
4.74 average instructor rating
\$482,122 operating budget
11,474 visits to the web site
8,817 educators trained since 1996

Our Goals

1

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

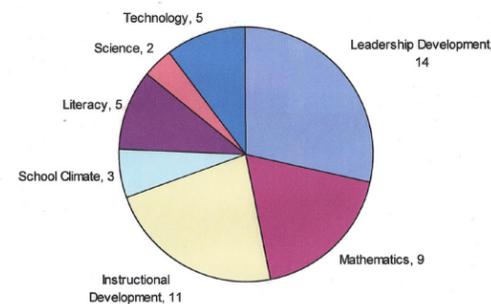
The LAPDA staff recognizes the tremendous educational leadership challenges facing Vermont as many school leaders retire and the pressures and expectations on schools continue to grow. Toward that end, we are very proud of the work that we have done since 2007 to nurture and support leadership development and sustainability. Our 2011 leadership efforts included the following strategies:

- Refined the Principals Toolkit series for the fourth time. We have built on our initial efforts to improve professional practice in differentiated instruction, math, reading, writing, and science 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 140 participants have received training through the Toolkit series (54 principals, 8 curriculum coordinators and 84 teachers).
- Provided direct mentoring to six principals and one aspiring principal.
- Continued to facilitate math implementation designs in four supervisory unions and we added a fifth implementation district this fall.
- Conducted four school improvement audits for the Dept of Education.
- Continued the mathematics leadership support system (MLSS). We continued to provide a third 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 27 math teacher leaders through this design process and we started a third cohort of 15 math teacher leaders who participated in this leadership training this year. The MLSS initiative was led by Marge Petit and Beth Hulbert.

Testimony from Principals TOOLKIT: Reading Strand:

“Great work for Administrators, Literacy leaders, and Coaches to focus school-wide initiatives, vertical alignment of literacy practices, and effective analyses of data. This toolkit gave me lots of tools to discuss at teacher in service - it will help us plan our work.”

2011 Number of Professional Development Offerings by Content Cluster



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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 Differentiated Instruction course and our Math Lab schools are exemplars of this applied practice. This year we provided math lab school courses in both Williamstown 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 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. We also began the development of a Differentiated Instruction implementation site in Northfield where we sponsored DI Level 1 and 2 courses followed up by a refresher visit from our external consultant. We strengthened our Co-Teaching initiative by offering two very successful Co-Teaching conferences this year and we began implementation support in Co-Teaching 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 an 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 Co-Teaching Conference:

“Our principal and the special educator with whom I will be co-teaching were both with me. We are now on the same page with what we heard and we now have foundational knowledge that will allow us to take the next steps in our planning.”

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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 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. As a regional collaborative, we are committed to a long term strategy that will help school systems to create cadres of “in-house leaders” such as well trained principals, instructional coaches, mentors and teacher leaders who can create, implement and monitor job embedded PD at the site level. Toward that end, we expanded our math implementation support in 2011. Based on seven years of experience working with Professor Mahesh Sharma, we have created a math implementation design that embeds Mahesh inside our school districts to offer job embedded math professional development, clinical rounds training, curriculum and assessment design consultation and leadership team development.

This year, we had five implementation sites, next year we hope to expand to seven or eight sites. School monitoring visits from the Vermont Department 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 implementation support efforts.

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. We hope to expand on that work in 2012. Last summer we expanded this implementation concept to include “writing” and we brought Martha Dubuque in as an implementation design consultant for one of our districts. This year we also utilized Rich Villa to help us begin implementation design work in Co-Teaching for two of our districts and we will expand on that work in 2012.

On a final note, we began a very exciting regional effort this year with nine of our LAPDA supervisor unions. Utilizing the consultation services of Karen Hess, we were able to provide focused support in English Language Arts and Math curriculum and assessment aligned to the Common Core Standards. We will continue to coordinate our efforts with the Vermont Department of Education and the other ESA groups to provide our school leaders with ongoing support in the Common Core roll out process.

Testimony from Math Lab School:

“Amazing, not only will I be a better teacher of mathematics I am a better learner of mathematics. If you teach mathematics in America and haven’t had a class with Professor Sharma, you aren’t teaching Math.”