

Here's what some of our participants have to say...



“This has been some of the best, most meaningful professional development I’ve had. I had high expectations and the training met all of them. I plan to use the strategies that I learned to start Data-Driven Decision Making in our school.”
- Patricia McDermott, Highgate School
Data-Driven Decision Making

“Life changing. I see the world through new eyes.”

- Carrie Felice, Peoples Academy

**Bringing out the Best in Students, Schools and Staff:
Health Realization in School Settings**

“To put aside one’s own fears and preconceived ideas of a basic skill area for an entire day and have them rebuilt, restructured and relearned is empowering.”

- Melissa Sargent-Minor, Franklin West SU
Teaching & Learning Mathematics with Mahesh Sharma



“One of the best courses I’ve ever taken. Hard but rewarding... Wow!”

- Mary Frankfurter, Lamoille Union High

**Applied Economics and Innovative Teaching
for High School Teachers**



“This is a class which reminds all of us that the reason we teach is because we want kids to learn. DI helps all children learn.”
- Anne Knight-Youlden,
Warren School

**Differentiated Instruction in the
Mixed-Ability Classroom, Level 1**

High Quality Professional Development

LAPDA

Lamoille Area Professional Development Academy
110 East State Street, Montpelier, VT 05602

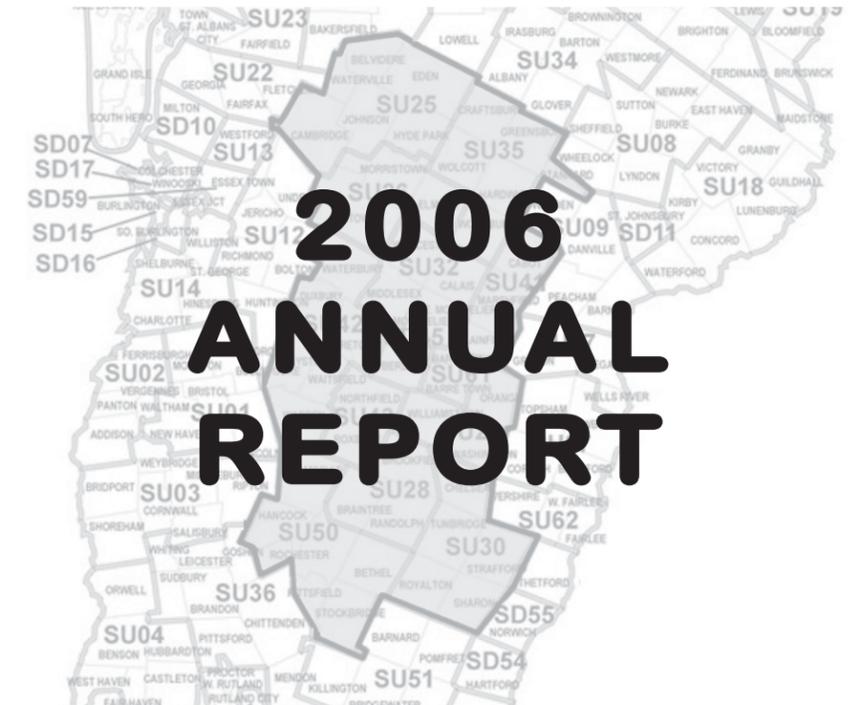
After more than a decade of service, LAPDA is proud to be a professional development partner, helping to improve the educational opportunities of children and young adults.
- Bob Stanton, Executive Director



High Quality Professional Development

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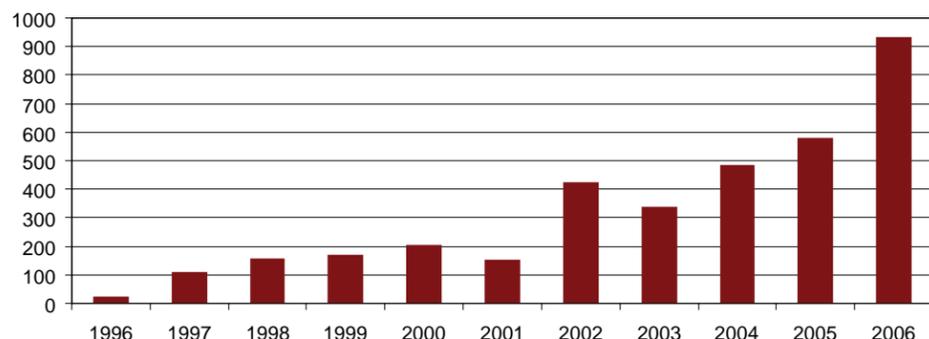


Serving the Central Vermont region and beyond...

LAPDA: Celebrating a second decade of service!

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 for the past eleven years. Executive Director, Dr. Robert Stanton, and Program Coordinator, Patricia Coultas, are pleased to provide this 2006 Annual Report for our partners and friends to summarize and highlight some of our accomplishments this year. The report is formatted to provide performance data in two general categories outlined by our Board of Directors in their 2005 Business Plan.

LAPDA Participation 1996 - 2006



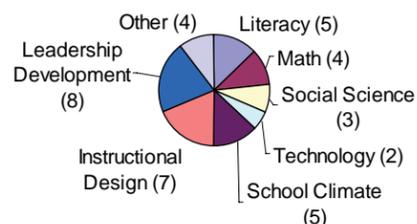
Direct services

First things first: an examination of the participation trend data for the past five years shows a marked increase in training participation when compared to our formative years (1996-2001). Participation rates for 2006 were the highest ever with over 900 participants actively engaged. In 2006, LAPDA provided 38 different training opportunities ranging from graduate courses, seminars and workshops to contracted services and consultancies. Training evaluation ratings continued to exceed the industry standard (4.0) with a mean course rating of 4.61 and a mean instructor rating of 4.76 on a five point scale.

Once again our training focused on the identified needs and requests of our partners. Seven focus areas were identified for professional development including:

- literacy
- mathematics
- social science
- technology
- school climate
- instructional design
- leadership development.

2006 Number of Professional Development Opportunities by Content Cluster



Focus areas are determined by reviewing local school action plans, needs assessment data and input secured from our advisory council. This year, we will work with the Vermont Department of Education (DOE) school improvement coordinators to carefully review the student performance data from our "first check mark schools" to identify specific target areas for training.

Leadership/Capacity Building

Perhaps the most exciting and transformative part of the "2006 story" can be understood by reviewing our capacity building and leadership efforts! This past year we expanded our regional capacity building efforts considerably utilizing an inside/outside approach. In addition to bringing Doug Reeve's Center for Performance Assessment to Vermont to provide Data-Driven Decision Making and Data Teams training for our school leaders and school teams, we also secured "certification training" for two LAPDA trainers. Since June 2006, Bob Stanton and Susette Bollard have been offering this essential training in the LAPDA region, decreasing our dependency on the Center for Performance Assessment while substantially reducing the cost for providing the training. Our "Leadership for Learning" venue was also expanded by the addition of two new training opportunities that we provided this year: Powerful Designs for Professional Learning and Assessing Impact: Evaluating Staff Development Programs. School leadership teams were provided with essential skills and knowledge regarding the creation and evaluation of school and district based professional development. On the high school renewal front, LAPDA was awarded a DOE grant to continue its efforts to facilitate the high school study group model and six new Vermont high schools as well as a team from the Vermont DOE are now actively participating in round two of this statewide secondary network development strategy.

Last but not least, LAPDA continued to provide customized contracted services to several school districts including projects in local assessment system development, science professional development and a district wide curriculum and assessment review. LAPDA continued to provide regional support for school quality required professional development in areas such as mentor training and has now expanded that venue to include Cognitive Coaching. With input from our Advisory Council and new data derived from a regional needs assessment to be conducted in spring 2007, we will expand the customized venue considerably in 2007.

Partnership Expansion

In 2006, LAPDA strengthened its solid relationship with the Vermont Data Consortium by agreeing to serve as its fiscal agent. Our two organizations plan to offer several co-sponsored trainings in 2007. LAPDA also expanded its relationship with the Vermont Reads Institute hosting two joint trainings in 2006. More collaboration on that front is also planned for 2007. Several new projects started this year are also on the radar screen for expansion including a dual certification pilot project for high school teachers, an expanded relationship with the higher education collaborative and development of a district sponsored masters' degree project.

Improving Mathematics Instruction With Professor Mahesh Sharma

Professor Mahesh Sharma, President of Cambridge College and an internationally recognized expert in the psychology of mathematics learning, successfully completed his second year of teaching Improving Mathematics Instruction: Using Vertical Acceleration in Vermont. This training has now reached over 350 teachers and administrators in the central Vermont region. His workshop and graduate course have proved to be extremely popular and in 2007 LAPDA will extend his program with four diverse training options.

1. The one day workshop offers a broad overview of Professor Sharma's approach to mathematics learning and teaching, using his theory of Vertical Acceleration to prepare the student cognitively for more advanced mathematics content. This workshop attracts 150 school teachers and administrators ranging from kindergarten through post-secondary.
2. The week long course provides a detailed discussion of the ideas raised in the workshop. Professor Sharma explores the nature of mathematics content, learner characteristics and teaching methods that extend mathematical idea from the elementary to the most abstract. This course is also offered for graduate credit from Castleton State College.
3. The "Math Refresher Day" will be offered to all participants of the 2005 and 2006 weeklong course to review the ideas learned in the prior training and address any new questions.
4. The "High School Extension" two-day workshop has been designed in response to the request from secondary teachers for more detail on Professor Sharma's methodology, specifically targeting high school math students.

