

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



“A very good set of tools and skills to improve an instructional leader’s ability to observe, identify curriculum and teaching decisions and promote reflection with teachers. An engaging and reflective process.”
- Valerie Sullivan, Lamoille South SU
Three-minute Classroom Walk-through

“Excellent Modeling of great teaching strategies and sharing of these was also appreciated”
- Helen Beattie
Polarity Management

“I would suggest everyone take it -- it will help them teach through the transition of additive reasoning to multiplicative reasoning, and make the multiplicative reasoning so much more fun and interesting. I wish I had taken it years ago.”
- Jacqueline Gay, Peoples Academy
Multiplicative Reasoning: Math Lab School



“You have to take this class. It is excellent. It will change your life. Believe me.”
- Sheila Cleary, Spaulding High School/Barre Technical Center Campus
Communication Skills for Educators



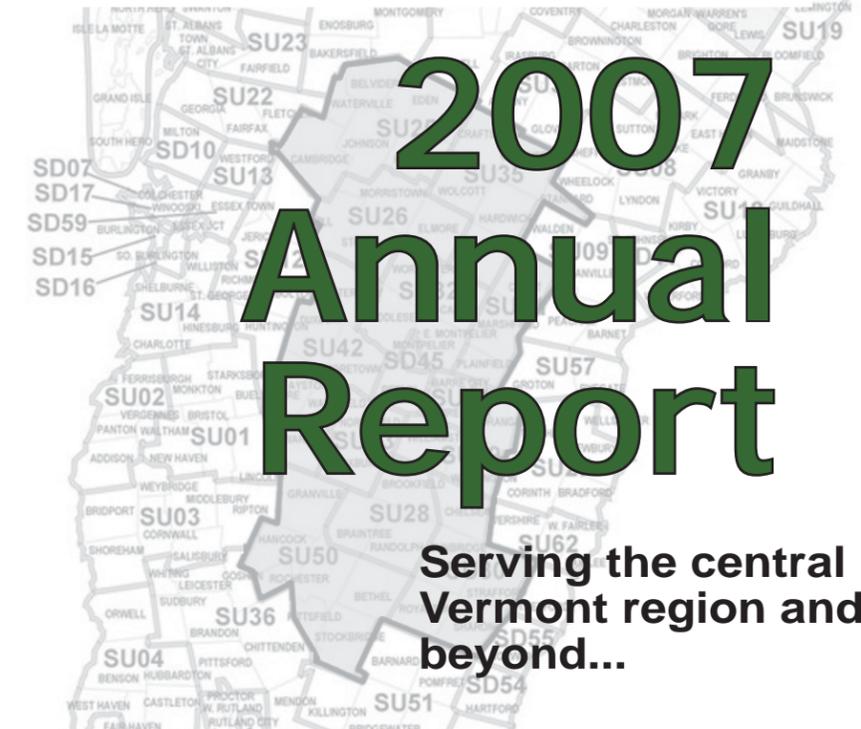
“Sign right up! This is the best course I have taken, including my involvement in a masters program.”
- Melissa Piscitelli,
Walden School
Differentiated Instruction in the Mixed-Ability Classroom, Level 1

High Quality Professional Development
LAPDA
Lamoille Area Professional Development Academy
250 Main St, Suite 202, Montpelier, VT 05602



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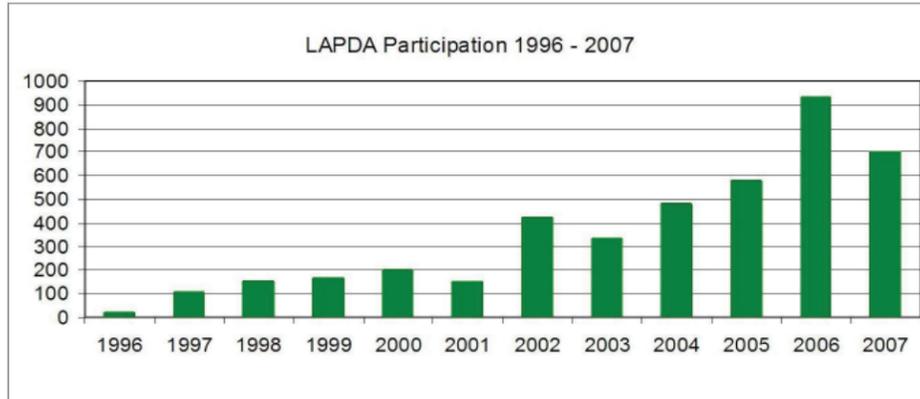


Serving the central Vermont region and beyond...



LAPDA: High Quality Professional Development since 1996

The Lamoille Area Professional Development Academy (LAPDA) is the designated Educational 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. Executive Director, Dr. Robert Stanton, and Program Coordinator, Patti Coultas, are pleased to provide this 2007 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 2007 Business Plan.



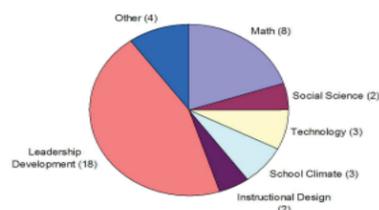
Direct services

The participation trend data for the past five years shows a marked increase in training participation when compared to our formative years (1996-2001). Although participation rates for 2006 were the highest ever, participation in 2007 was more in line with the annual increases we have experienced since 2004. In 2007, LAPDA provided 40 different training opportunities ranging from graduate courses, seminars and workshops to contracted services and consultancies. Our training evaluation ratings continued to exceed the industry standard (4.0) with a mean course rating of 4.52 and a mean instructor rating of 4.63 on a five point scale.

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

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

2007 Number of Professional Development Opportunities By Content Cluster



Leadership/Capacity Building

The highlight of the “2007 story” should begin with a brief report on our intentional efforts to “step up” and begin to do our part to address the significant leadership challenge facing Vermont Education. With several changes in key leadership positions including the retirements of the VT D.O.E. Deputy Commissioner, several area Superintendents, Curriculum Coordinators, Special Education Directors and Building Principals just to name a few, it is readily apparent to the LAPDA staff that we need to intensify our efforts to support those who aspire and assume leadership roles in Winooski Valley. With more retirements looming, school leaders are facing an uphill struggle to address the increasing complexity of their jobs in a time of increasing accountability pressure and dwindling resources. In response to that fluid and swirling leadership context, LAPDA launched our 2007 Leadership Initiative (see website for details) to begin to identify and support school leaders directly.

In addition to a newly revised website that offers several timely and pertinent links to leadership resources, we also provided several capacity building support services to several Winooski Valley School districts who asked for our assistance. Highlights include the following examples:



- We provided consultation assistance, training and support to the Orleans Southwest S.U. Leadership team on Data Grounded Decision Making. We also provided Principal mentor support for an O.S.S.U. administrator.
- We provided consultation assistance, training and support to the Washington South S.U. on Supervision/Evaluation and the

Danielson Framework of Teaching.

- We provided mentoring support for two new central office administrators, and consultation support and team facilitation assistance for the Curriculum, Assessment and Instruction Council in Lamoille South S.U.
- We provided implementation design planning and consultation support in Differentiated Instruction for two middle level administrators in Lamoille North S.U.

We also provided workshop level leadership training in Data Driven Decision Making and Data teams, Polarity Management, Cognitive Coaching, The Three Minute Classroom Walk-Through and graduate courses in *Leadership for Differentiating Schools and Classrooms* and *Developing a Framework for School Counseling Programs*. We also launched the Principal’s Toolkit series which we have featured in our spotlight section of the report.

Principal’s Toolkit Cohort Series

The Principal’s Toolkit Workshop Series was specifically designed to provide training and support for building principals and other members of their leadership teams who are responsible for the supervision of the instructional program. The Toolkit series was developed as an essential component of the LAPDA *Leadership for Excellence* initiative.

The Toolkit series included five “stand alone” workshop sessions that addressed five focus areas organized around the theme: *What to Look for in the Results-oriented Classroom*.



Workshop topics addressed differentiation of instruction, reading, writing, math and science. Workshop leaders were highly respected professionals with expertise in both content and pedagogy. They were selected as presenters because they understood and respect the unique instructional leadership role the principals must play within their schools.

Principals could choose to attend a single workshop, multiple sessions or sign up to be part of the Principal’s “Cohort Group”.

Cohort Description:

Nine principals signed on to become our first cohort group. These nine principals attended an orientation session, all five workshops and a culminating seminar. Each workshop in the Principal’s Toolkit series was followed by a facilitated discussion session with the workshop presenter and cohort facilitators, Bob Stanton, Executive Director of LAPDA, and Susette Bollard, Assistant Superintendent of Curriculum and Instruction at Orange North Supervisory Union. Cohort members were provided with the opportunity to extend the ideas discussed in the workshop session and they discussed implementation issues that were likely to arise. Each cohort member was asked to develop an implementation goal to apply what they had learned following each workshop session. The implementation goals and steps taken by cohort members were reviewed as part of the facilitated dialogue in the cohort meetings. The cohort group will participate in a focus forum session to help us refine and improve this venue and we are planning to repeat and expand the Principal’s Toolkit session in 2008-09.



In addition to the nine cohort members, fifty-four school leaders participated in one or more of the Toolkit workshop sessions.