



The Principal's Toolkit

Workshop Series Fall 2008 - Spring 2009

Most everyone agrees that sustainable school improvement will not happen unless we sharpen our focus on instructional leadership. Researchers and practitioners agree that we need now, more than ever, leadership that promotes research-based instructional strategies that actually work at the school and classroom level.

Most building principals are charged with the responsibility to supervise the instructional program that is delivered in their schools; but how does the principal determine which specific instructional strategies teachers can and will actually use in their classrooms?

Last year, LAPDA developed and launched the first iteration of the Principal's Toolkit Workshop Series as part of a broader leadership development initiative. This year we have refined the Toolkit workshop series again and we will now offer fewer strands (three) but in more depth.

The three workshop strand leaders are highly respected professionals with expertise in both content and pedagogy. Each presenter was selected because they understand and respect the unique instructional leadership role the principal must play within their school.

Each workshop session will include a facilitated dialogue session with the presenter and the "Cohort Group" to extend the ideas discussed in the presentation and to discuss implementation strategies. Each workshop strand (math, writing, science) will be very useful for teams of Instructional leaders comprised of the principal, teacher leaders, mentors or teacher peer coaches.

The math and writing "Toolkit Strands" will begin in late October. The science strand will begin in January 2009. All Toolkit workshop strands are open to Elementary or Middle School Principals and their instructional leadership teams. Principals are strongly encouraged to bring a team of two or three lead teachers with them. Participants must attend all three workshops for the strand they select. Each workshop session runs from 8:30 to 3:30PM in the LAPDA Meeting Space, 250 Main Street, Montpelier. Lunch will be provided.

Lamoille Area Professional Development Academy

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High Quality Professional Development

LAPDA

Lamoille Area Professional Development Academy

Principal's Toolkit

Math Curriculum

Visit our website for the latest course details and dates: <http://www.lapdavn.org>

Dates:

October 27, November 17,
December 8, 2008
8:30 - 2:00pm Math Strand
(Lunch is Included)
2:00 - 3:30pm Facilitated
Group Discussion

Location:

LAPDA Meeting Space,
Montpelier

Cost:

\$675 for LAPDA members
\$780 for non-members
Discount \$50 each for
teams of three or more

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Appropriate for administrators and teacher leaders

Workshop Description:

Mathematics is the study of patterns in quantity and space. It is human nature to look for patterns; children and young adults love to observe, extend, create, and apply patterns. Teachers can engage children in mathematics if they can integrate content and pedagogy appropriately. In a nutshell, quality mathematics instruction is the integration of content, and pedagogy creatively applied to challenging and authentic problems. An effective teacher knows their content, has empathy and concern for the learners and is an able and effective communicator of that content to students.

But what does sound practice in mathematics look like and how can we support it in our schools? How do we create results-oriented classrooms? What does a developmentally appropriate results-oriented classroom look like?

In this three part series, we will carefully examine these issues and provide strategies to broaden the expertise and skills professionals must have to bring an exemplary mathematics instructional program to our schools. We will explore examples of model lessons in key content areas of mathematics development to illustrate the elements of an effective and cohesive lesson and to ascertain if the classrooms we are visiting actually promote mathematical thinking. We will examine the strengths and weaknesses of some of the standards-based curricula in use today. We will also examine a framework for classroom observations to help principals and peer-coaches to make informed observations and provide specific and constructive feedback.

About the Instructor

Mahesh Sharma is known for his groundbreaking work in mathematics education, he is an author, teacher and teacher-trainer, researcher, consultant to public and private schools, as well as a public lecturer. He is the Chief Editor of Focus on Learning Problems in Mathematics, an international, interdisciplinary, research mathematics journal with readership in more than 70 countries, and the editor of the Math Notebook, a practical source of information for parents and teachers devoted to improving teaching and learning for all children.

Principal's Toolkit

Writing Curriculum

Visit our website for the latest course details and dates: <http://www.lapdavn.org>

Dates:

October 28, 2008,
January 12, March 18, 2009
8:30 - 2:00pm Writing Strand
(Lunch is Included)
2:00 - 3:30pm Facilitated
Group Discussion

Location:

LAPDA Meeting Space,
Montpelier

Cost:

\$675 for LAPDA members
\$780 for non-members
Discount \$50 each for
teams of three or more

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Appropriate for administrators and teacher leaders

Workshop Description:

Writing for Understanding is a process of writing that is built on 3 foundational pillars: Backward Design; Deep Understanding of Content and Skills; and Purposeful Instruction. It is predicated on the belief that the more intentional the instruction, guidance, and feedback that teachers deliver before and as students write, the less revision that needs to be done after the fact. In this integrated reading/writing process, first drafts immediately demonstrate student improvement has taken place.

Participants in this strand will learn what an effective writing program looks like as well as the basic qualities of good writing which all administrators, teachers, and students should know. In the first workshop session, we will concentrate on Vermont writing language, standards, and GEs, and examine how the NECAP purports to accurately address each of these elements. In addition, participants in this strand will:

- discover barriers that prevent students from writing well;
 - discuss the popular myths of writing;
 - explore the effective use of portfolios;
 - determine the difference between scoring and grading;
 - examine the state and revised rubrics; and
 - learn a protocol for looking at student work.
- discuss how teachers can become coaches of student writers rather than critics.

Participants will learn what to look for on a walk-through visit and a formal observation, using an observation check list and actual classroom videos. They will also practice developing and asking questions to reveal learning, and discuss how to support and encourage reluctant teachers.

About the Instructor

Karen Kurzman, a National Board Certified teacher, has been teaching for 30 years, teaching every grade from preschool to 12th grade with the exception of grades 2 and 4. She also worked for the State Department of Education and Vermont Institutes as a writing consultant. She was a member of the team that wrote the Tri-State GEs and the blueprint for the NECAP Writing Assessment. She is the author of the Exemplar series, Developing Writers and as a founding member of The Vermont Writing Collaborative, one of the authors of the book and program Writing for Understanding.

Principal's Toolkit

Science Curriculum

Visit our website for the latest course details and dates: <http://www.lapdavn.org>

Dates:

January 15, February 19,
March 31, 2009
8:30 - 2:00pm Science Strand
(Lunch is Included)
2:00 - 3:30pm Facilitated
Group Discussion

Location:

LAPDA Meeting Space,
Montpelier

Cost:

\$675 for LAPDA members
\$780 for non-members
Discount \$50 each for
teams of three or more

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Appropriate for administrators and teacher leaders

Workshop Description:

Students often love science; - the wonder, the experimentation, the chance to ask and answer some very interesting questions. That being said, we recognize that quality science instruction is complex and requires content understanding, the ability to facilitate inquiry, a culture that nurtures thinking scientifically, appropriate resources, and dedicated instructional time. With a sharply increased focus on our environment and the global climate crisis it is more critical than ever that we provide students with the skills and understanding necessary to make informed and responsible decisions as stewards of the planet.

But what does sound science practice look like and how can we support it in our schools? In this three part series we will work to broaden the expertise and skills needed to bring an exemplary inquiry science program to our schools. We will explore models for effective science instruction and experience inquiry as adult learners. Exemplary science curricula and well-developed science units will be examined and a process for looking at your own district curricula will be used. We will experience and review various types of science assessments including the science NECAP data and discuss how that large scale assessment provides valuable information that can help you improve your overall science program. We will also examine a framework for classroom observations to help you make informed observations and provide specific and constructive feedback to classroom teachers.

About the Instructor

Renee Affolter has worked for the Vermont Science Initiative since 2003 as a mentor to teachers throughout the state. She has been able to apply her Masters in Science Education from UC Berkeley and her high school and middle school teaching experience to helping teachers improve science instruction in their classrooms. Renee is also responsible for teaching Best Practice in Science Education, Action Research, and Science Assessment courses for VSI. Most recently, Renee worked as a facilitator for Burlington's district wide professional development in science and is providing training at Union Elementary School in Montpelier