



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 2009 Annual Report for our partners and friends to summarize and highlight some of our accomplishments this year.

Once again, the report is formatted 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 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. This year we will be making every effort to dig deeper into our performance profiles to see if our trainings are making a positive impact on student performance and instructional practices across our region. We will attempt to work closely with our partner school districts as they review their student performance data and teacher profiles of practice.

The 2009 Annual Report would not be complete if it did not include a special thank you and acknowledgment to Mark Andrews who served with distinction as a LAPDA Advisory Council member and LAPDA Board President for the past two years. Mark will be leaving our board June 30th as he assumes his new duties as Superintendent of Schools in Essex Town. The staff at LAPDA and for his fellow board members are most grateful to Mark for his service to LAPDA and his strong support and commitment to our ESA. We wish him only the very best in his new endeavor.

On a final note, we thank all of you for taking the time to review our report and for your ongoing commitment to enhancing the quality of education in Vermont.

Sincerely,

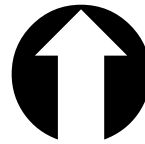
Robert Stanton
Executive Director

Staff 2009

Executive Director
Bob Stanton
Events Coordinator
Tracie Locke
Book Keeper
Laurel Schoop

Board 2009

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Washington South SU
Brigid Scheffert
Washington West SU



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 development services since 1996.

Dr. Robert Stanton has served as Executive Director of LAPDA since its inception. He is supported in his leadership role by a governing Board of Directors and an Advisory Council of practitioners who help to articulate training needs and establish the strategic direction for the academy.

To learn more about LAPDA, please visit our website www.lapdavn.org or, better yet, enroll in one of our training sessions.



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High Quality Professional Development

LAPDA

Lamoille Area Professional Development Academy

"Serving central Vermont and beyond..."



2009 Annual Report



By the Numbers

- 48 professional development offerings
- 77 trainers in network
- 916 participants
- 4.38 average course rating
- 4.54 average instructor rating
- \$495,635 operating budget
- 12,733 visits to the web site
- 6,503 educators trained since 1996

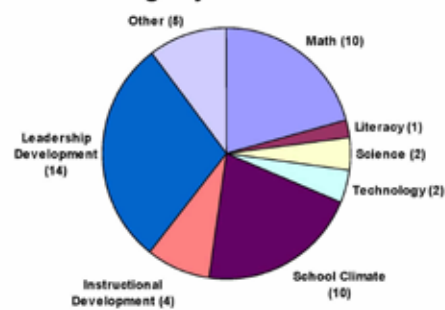
Our Goals

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

Everyone involved in Vermont education can agree on one thing, we have an instructional leadership crisis in our state. As has become the norm, several superintendents and principals will retire or change jobs again this year. Where will the new leaders come from, who will provide the new leaders with ongoing support? The LAPDA staff recognizes this challenge and we are very proud of the work that we have done towards this goal. Our 2009 leadership efforts included the following:

- We have refined the Principals Toolkit series for the third time. We have focused our efforts on improving math, science and writing instructional leadership. The 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 reviewed our first and second iterations and we made the series even stronger in the third round. We now 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, six curriculum coordinators and 60 teachers).
- We provided direct mentoring support to two principals and one aspiring principal.
- We facilitated leadership team study groups in two supervisory unions.
- We conducted a school district curriculum audit to identify their baseline profile.
- We created the mathematics leadership support system (MLSS). We provided leadership training and support for 12 math teacher leaders who will return to their own school districts and increase the district capacity to improve teacher practice and improve student learning. The MLSS initiative was led by Marge Petit and Beth Hulbert. The design template for the MLSS program was an offshoot of the “math think tank” group we created this year to explore new and even more effective PD design.

2009 Number of Professional Development Offerings by Content Cluster



Testimony from the Principals Toolkit: Science Strand:

“This experience allowed teachers and principals to come together to discuss the state of science and form a roadmap for science in our SU. This is an opportunity that rarely comes along and we thank you for encouraging teams to participate versus individuals. This was the key to our success.”

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 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, our Inquiry Based Science training and our Math Lab schools are exemplars of this applied practice. This year we provided math lab school courses in Randolph, Montpelier, Glover and Westminster. We also expanded our online courses so that teachers in our area could access professional development support without leaving their homes or districts. This summer we will expand these asynchronous offerings even more. Look for more 21st century skill training in the summer and fall of 2010.

Testimony from Diagnosis and Remediation of Learning Problems in Math:
“This was an excellent opportunity to examine my own mathematical thinking as well as my teaching strategies. It opened my eyes to new ideas to refine/ support math learning. It was awesome having kids be a part of the day to observe model lessons and try out strategies one to one.”

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 15 years ago. We are constantly exploring ways to help our partners build and enhance their internal capacity to improve their schools from the inside out. 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 2009, we offered Cognitive Coaching, mentor training, facilitation training and our newest venues, math and science implementation support.

Based on five 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 PD, clinical rounds training, curriculum design consultation and leadership team development. This year, we had three implementation sites, next year that will expand to four or five sites. On a similar note, we also utilized this model to begin the development of three science implementation sites utilizing our LAPDA consultant Renee Affolter as the in-house trainer. Our partner school districts have been very pleased with the initial results from this shift in our outreach efforts.

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.”

4 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 2010. Our 2003 designation as the ESA for Winooski Valley generated an additional \$88,000 of financial resources this year. Over the last seven 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 downturn, declining student enrollment, more accountability pressure from the federal level and cries for school consolidation back home, the efficacy and need for a strong regional academy is greater than ever. Hopefully, we will all be able to keep our eye on the big picture and enhance rather than diminish the financial solvency of LAPDA as the ESA for Central Vermont.



Toward that end, LAPDA has accepted a Department of Education grant to help coordinate the Vermont Integrated Instruction Model (VIIM) in the northern LAPDA region. We hope to develop a collaborative consultancy model that will strengthen and enhance the desire and ability of three supervisory unions to work together to improve their organizational capacity to strengthen instructional practice and enhance student learning in their member schools.

On the human resource side, we have expanded our “training cadre” by employing 15 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. As always, we will continue to respond to the emerging needs of our region as our first priority but we will also be ready and willing to customize our services to try and meet the fluctuating needs of our partner school districts.

Feedback from the 2009 spring retreat:

“LAPDA needs to continue its forward/innovative thinking push. Continue to push people to not only provide integrated professional development but help us evaluate its impact. Continue to help us with the leadership development agenda, particularly your work with principals as instructional leaders. We will need more help to identify, train and support teacher leaders and school coaches. Continue your efforts to create flexible and responsive training venues that model best practice and help us make a difference with kids.”