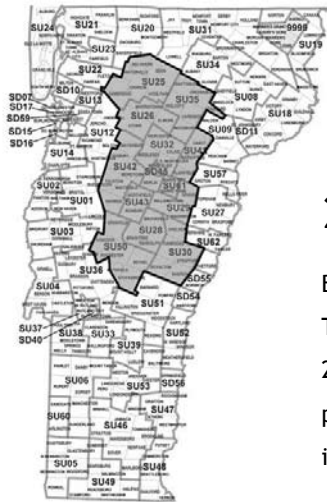


High Quality Professional Development

LAPDA

Lamoille Area Professional Development Academy

**Helping make a difference in the lives
of children and young adults**



2010 Summer Catalogue

Bob Stanton, Executive Director

Tracie Locke, Events Coordinator

250 Main Street, Suite 202, Montpelier VT 05602

phone 802-224-9110 fax 802-224-9113

info@lapdavn.org

Please visit our website: www.lapdavn.org!

The LAPDA website is the best place to find the latest information on all our courses and workshops. You can find a course syllabus and register for our courses. You can also find course photos, blogs and links to online resources aimed at helping you implement the ideas learned in your professional development class!

The screenshot shows the LAPDA website homepage. At the top is a navigation menu with links for HOME, COURSES, LEADERSHIP, ABOUT US, BLOG, RESOURCES, and MEETING SPACE. The main header features the LAPDA logo with the tagline "High Quality Professional Development" and "Helping make a difference in the lives of children and young adults". A central image shows two people in a meeting. To the right, contact information is provided: 250 Main Street, Suite 202, Montpelier, VT 05602, phone (802) 224-9110, fax (802) 224-9113, and email info@lapdavn.org. Below the header, there are several content blocks: a button for "VIEW THE 2008 LAPDA ANNUAL REPORT", a "BOB'S BLOG" section with two posts from Nov 11th 2009 and Oct 20th 2009, a "What people are saying about LAPDA classes" section featuring a quote from Helen Beattie, a "Welcome To LAPDA" section with a description of the organization and its mission, a "PROFESSIONAL DEVELOPMENT" section with buttons for "REGISTRATION FORM" and "APPLICATION FOR USE OF THE SPACE", and a "250 Main Street Meeting Space" section with a "LEARN MORE" button and a "VIEW THE MEETING SPACE CALENDAR" link.

Please visit our website to learn about our latest initiatives:

Leadership for Excellence Initiative

LAPDA is very pleased to provide school leaders with high quality professional development and research support to help you increase student engagement, improve student learning and create learning organizations that will sustain a spirit of continuous improvement. We offer facilitated study groups and personalized mentoring for school administrators. For more information, visit www.lapdavn.org.



March 2010

Dear Colleague:

LAPDA is now entering its fifteen year of operation. I am humbled by the very positive feedback we have received from you regarding the quality of services that we have provided over these many years. I am also deeply indebted to the LAPDA board and our advisory council for the time and energy that they have given to our organization to ensure that we continue to meet the high quality standards you have come to expect from us.

In that spirit I would like to offer a personal thank you to Superintendent Mark Andrews. It has been my great privilege and joy to work with Mark who has served as LAPDA Board President for the past three years. Mark has accepted a superintendent's position in Chittenden County and he will be greatly missed by all his friends and colleagues here in Winooski Valley. We wish him only the best success in his new district.

As we move forward to meet the challenge of preparing all students for the 21st century we must recommit ourselves to the task of ensuring that there is a caring and highly competent educator interfacing with students at every level of our educational system. We need outstanding teachers in every classroom, visionary leadership in every district and a robust educational system to support and sustain this vitally important work.

I am very pleased to present you with our 2010 summer professional development offerings that should resonate with the training needs that you have articulated. I strongly encourage you to review your school action plans and multi-year professional development plans before you make your summer course selections. I recommend that you consider sending teams of teachers to our summer courses with the expectation that they will return to school with a mini-implementation plan to apply the skills and knowledge that they have acquired.

We appreciate and value your ongoing commitment to your professional growth and we applaud your outstanding efforts on behalf of Vermont's students.










Best Regards

A handwritten signature in black ink that reads "Robert Stanton". The signature is written in a cursive style with a large initial "R".

Robert Stanton
Executive Director

Professional Development Offerings

* HQT Approved

<u>Content Knowledge/Pedagogy</u>	<i>Target Audience</i>	<i>Page</i>	
Laying the Foundation: Understanding Number in the Primary Grades*	K - 6	1	
Math Lab School: Diagnosis and Remediation of Learning Problems in Math* ..	K - 6	2	
A Math Exploration for Practicing Special Ed and Classroom Teachers.....	K - 6	3	
Reasoning & Sense Making Using High School Math GEs*	9 - 10.....	4	
The Direct Instructional Writing Process in Grades 3-8*.....	3 - 8.....	5	
Teaching the Research Paper: Research-Based Writing.....	9-12	6	
Building K-8 Student Conceptual Understanding in Math and Science.....	K - 8	7	
VSI Tier II Issues in Science Education*	K - 8	8	
Creative Movement and Folk Dance for Physical Education.....	1 - 6.....	9	
Orff Schulwerk Teacher Training Level 1	K - 12	10	
 <u>School Climate</u>			
Bringing out the Best in Students, Schools and Staff	K - 12	11	
Parent Involvement for Student Success.....	K - 12	12	
 <u>Instructional Design</u>			
Differentiated Instruction in the Mixed Ability Classroom Level 1	K - 12	13	
Differentiated Instruction in the Mixed Ability Classroom Level 2	K - 12	14	
Goin' Google for Educators.....	K-12	15	
Co-Teaching.....	K - 8	16	
 <u>Leadership</u>			
Cognitive Coaching Foundations Seminars.....	K - 12	17	
Leadership for Differentiating Schools and Classrooms.....	K - 12	18	
<u>On-Line Courses</u>	Inside back cover		
<u>Registration Form</u>	Back cover		

For the latest information, visit www.lapdvt.org!

The LAPDA website is always the best place to find the latest information on all our courses and workshops. You can find a course syllabus and register for our courses. You can also find course photos, blogs and links to online resources aimed at helping you implement the strategies acquired in your professional development class!

Laying the Foundation:

Building a Deep Understanding of Number in the Primary Grades

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

Dates:

July 26 - 30, 2010
8am - 4:30pm

Location:

LAPDA Meeting Space,
Montpelier VT

Cost:

\$625 for members;
\$770 for nonmembers
* An additional \$285 for
optional 3 graduate credits
from St. Michael's College

Registration:

<http://www.lapdvt.org>

Call (802) 224-9110
for more information

Appropriate for Grades K-6 educators

Course Description:

This course is designed to develop a deeper understanding of our number system and to review the research on how students develop an understanding of number. Strategies for promoting numeracy in day-to-day instruction are explored.

Outcomes of this course:

During this 3-credit graduate course teachers will develop a deeper understanding of the foundational concepts of early numeracy including counting, number sense, magnitude, properties of number, and place value. Participants will examine how students develop an understanding of number, and the common errors and misconceptions students have about number; and explore ways to assess and promote early numeracy development throughout the school day.

About the Instructor

Loree Silvis is an experienced primary-grade teacher who left the classroom several years ago to delve deeply into the cognitive research on how young children construct understanding of important foundational mathematical concepts. In support of early educators, she led the development of two graduate level courses which focus on number and additive reasoning and she facilitates these courses throughout Vermont. Currently she is exploring the parallels between how children construct an understanding of language and how they construct number sense. Loree recently completed her fourth year as the Primary Level Mathematics Specialist with the Vermont Mathematics Partnership at The Vermont Institutes in Montpelier and has begun a new consulting business, Cornerstone Mathematics Consulting (CMC). CMC offers a range of professional development opportunities for primary and elementary educators.

Math Lab School: Diagnosis and Remediation of Learning Problems in Mathematics

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

Dates:

August 2 - 6, 2010, 8am - 4pm

Location:

Hyde Park Elementary,
Hyde Park VT

Cost:

\$735 for members; \$850 for nonmembers

* An additional \$294 for optional 3 graduate credits from Union Institute

* Breakfast will be provided

Registration:

<http://www.lapdvt.org>

Call (802) 224-9110
for more information

Target Audience: K- 6 Teachers, Special Educators, Math Specialists

Course Description:

Most mathematics, classroom, and special education teachers have very little understanding or training in diagnosing and remediating mathematics learning problems, particularly the specific mathematics problems such as dyscalculia and mathematics anxiety. When so many children have difficulty in learning mathematics it is important for teachers to know how children learn mathematics, why learning problems occur and what they can do to help children learn mathematics more effectively. The goal of this course is to provide that information and training. The principles that guide this course are rooted in learning theories, special education, mathematics teaching and learning, and clinical practice in working with children and adults with learning problems in mathematics. In this course we will focus on mathematics learning problems, and specific disabilities such as dyscalculia. Therefore, teachers will examine and understand:

- How children learn key mathematics concepts, skills, and procedures;
- Cognitive and affective skills and key processes important to effective and efficient learning and teaching of mathematics;
- The impact of individual cognitive strategies and mathematics learning personalities on learning and teaching of mathematics;
- The nature of learning difficulties, problems and disabilities in mathematics that include dyscalculia, mathematics anxiety and mathematics problems due to dyslexia and dyspraxia;

- Remedial strategies for key mathematical processes and procedures in mathematics (number conceptualization, place value, fractions, integers, algebra, and spatial sense); and
- Diagnostic and remedial instruction profiles of students using the principles and practices learned in the course.

More specifically we will focus on:

- Why some children experience profound difficulty in learning mathematics?
- The underlying nature of mathematics learning problems?
- How dyslexia and dyscalculia affect mathematics learning?
- What we do to improve mathematics learning for all?
- What parents can do to support their children's mathematics learning?
- Giving teachers the opportunity to work directly with students to apply their new mathematics learning in a math lab school setting

More information at www.lapdvt.org

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.

A Mathematical Exploration for Practicing Special Education and Classroom Teachers:

Additive Reasoning, Multiplicative Reasoning, Proportional Reasoning and Rational Numbers

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

Appropriate for Teachers in grades K-6

Dates:

July 5-9 & July 12-16, 2010
8-12:00pm

Plus online work

Location:

LAPDA Meeting Space,
Montpelier, VT

Cost:

\$575 for members;
\$720 for nonmembers

* An additional \$285 for
optional 3 graduate credits
from St Michael's College

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Course Description:

This course is designed for the practicing educator to develop a stronger understanding of the mathematics and research about how students learn mathematics in the areas of: additive reasoning, multiplicative reasoning, proportional reasoning, and rational numbers. We will begin with a review of the National Math Panel Report and the NCTM Focal Points to focus on the “non-negotiable” content within the school math curriculum. Each math topic will be addressed within the context of understanding student work and the strategies that will assist professionals to work with students who struggle in these areas of mathematics. Participants taking this course will need to have access to three to five students who have a variety of mathematical abilities.

Learning Objectives:

- * become familiar with the body of mathematical research about how students learn and understand mathematics.
- * be able to identify a student’s developing understandings in the areas of additive, multiplicative, proportional reasoning and rational numbers.
- * Participants will increase their understanding of mathematics, specifically additive reasoning, multiplicative reasoning, proportional reasoning and rational numbers.
- * Participants will be able to construct and conduct clinical interviews that will answer the question, “How does Student X understand the mathematical topic being studied?”
- * Participants will be able to construct instructional plans based on the mathematical understanding of their students.

Please visit the website for the required text and resources.

About the Instructor

Liz Petit Cunningham earned her Masters Degree from the University of Vermont. Liz is a 2008 Graduate of the Vermont Mathematics Institute (VMI), she has been a classroom teacher for the past nine years and is currently the Middle School Math Interventionist at Barre City Elementary School. Liz is a member of the OGAP development team.

Reasoning & Sense Making Using High School Math GEs: Revamping your Grade 9-10 Math Course for All Students

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

Dates:

June 21-25, 2010
8:30am - 3:30pm

Location:

LAPDA Meeting Space,
Montpelier, VT

Cost:

\$575 for members;
\$720 for nonmembers

* An additional \$294 for
optional 3 graduate credits
from Union Institute

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Appropriate for Grade 9-10 Math Teachers

Course Description:

For the last three years, the NECAP has been administered to Vermont's 11th grade students with disappointing scores in mathematics. This may be due in part to the traditional high school course offerings and the course taking patterns of many high school students. In order to do well on the NECAP exam that is given in the fall of the 11th grade year, by the end of 10th grade all students must have been given the opportunity to learn and master the mathematical concepts and skills that are reflected in the High School Math GEs. If the NECAP is meant to assess what high school students know and are able to do, we have to consider that the high school math GEs are, in essence, Grade Expectations for 9th and 10th grade, not 9th through 12th grade.

Learning the concepts in the GEs as well as the accompanying reasoning and sense making skills is expected for ALL students in grades 9 and 10. The goal of the work started in this course will be to examine and possibly revamp the math courses that are offered to students in Grades 9 and 10, ensuring that all students are being provided the learning opportunities necessary for success in meeting the Vermont High School Math Grade Expectations no matter what course-taking path the student embarks upon.

This course is designed so that professionals can work with each other, learn from each other, and create products such as curriculum maps and timelines, units, and assessments that are directly related to their work in their school. Ideally, participants will attend in teams from the same school or district.

Time will be provided for participants to focus on individual school math programs. Participants should bring materials from their 9-10 math program and be ready to roll up their sleeves and get some valuable work accomplished.

About the Instructor

Elaine Watson, a high school math teacher for 16 years, has spent the last five years working as an elementary school principal. In that role, she has developed multiple resources for teachers around the K – 5 Math GEs. She brings with her a passion for math and a deep understanding of the full spectrum of concepts and skills students in K – 12 are expected to master.

The Direct Instructional Writing Process in Grades 3-8

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

Appropriate for Teachers Grades 3-8

Dates:

June 28 - July 2, 2010
8am - 3:30pm

Location:

Walden Elementary
School, Walden, VT

Cost:

\$575 for members;
\$720 for nonmembers

* An additional \$285 for
optional 3 graduate credits
from St. Michael's College

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Course Description:

Teachers are facing a critical need to find ways to improve students' writing. How do we actually teach writing skills? This is a question that teachers are asking. Unfortunately, there has been little professional development around how to teach writing vs. assign writing. This course will provide educators with specific methods of teaching the elements of effective writing in grades 3-8.

Teachers will leave the course with:

- Lessons for teaching purpose, organization, and details in both fiction and nonfiction writing;
- Writer's Notebook prompts for students to collect ideas, practice different writing strategies, and expand topics;
- Lessons for students to "read like a writer;"
- Strategies for integrating grammar into writing instruction;
- Strategies for writing across the curriculum;
- Frames for teaching multiple writing genres;
- Structures for conferencing;
- Tools for giving effective feedback to help students improve their writing.

Course Objectives:

- Develop lessons for teaching purpose, organization, and details in both fiction and nonfiction writing in grades 3-8.
- Research how students can use Writers' Notebooks to collect ideas, practice different writing strategies, improve writing fluency, and expand topics.
- Create a Writer's Notebook as a model.
- Develop lessons for student analysis and discussion of author's craft in fiction and nonfiction writing; generate methods for teaching students to "read like a writer."
- Integrate grammar into writing instruction.
- Construct structures for teacher and peer conferencing.
- Identify factors in giving effective feedback to help students improve their writing.
- Identify obstacles in teaching writing and find solutions for overcoming them.
- Differentiate between revising and editing.

Required Course Materials:

Lamon, Susan J., Teaching Fractions and Ratios for Understanding: Essential Content Knowledge and Instructional Strategies for Teachers (Second Edition), Lawrence Erlbaum Associates, 2005.

About the Instructor

Martha Dubuque is an educator with 20+ years of classroom experience. She is currently the Principal of Walden School. Before that she taught 6th grade at Hardwick Elementary. In addition, she is a workshop presenter on Standards Based Instruction, Literacy, Middle School Best Practices, and an adjunct instructor for Johnson State College. Martha was named Vermont Teacher of the Year in 1999. She holds Bachelor's and Master's degrees in Education.

Teaching the Research Paper:

A Step-by-Step Approach to Living, Breathing Research-Based Writing

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

Dates:

August 2 - 6, 2010
8:30am - 4pm

Location:

LAPDA Meeting Space,
Montpelier, VT

Cost:

\$575 for members;
\$720 for nonmembers

* An additional \$294 for
optional 3 graduate credits
from Union Institute

Registration:

<http://www.lapdvt.org>

Call (802) 224-9110
for more information

Appropriate for High School Educators

Course Description:

Most student research papers are “dead on arrival”: competent at best, but too often a dreary chore to write - and to read. It is possible, though, to help students bring life to this most dreaded (and most inevitable) of academic writing tasks. This course will offer teachers a menu of techniques to help students craft the lively and sophisticated research essays we long for, devoid of “essayspeak,” that anonymous, stilted non-voice which students habitually adopt for purposes of the research paper. Participants will learn how to help students produce research writing that crackles with the animation and clarity of intelligent conversation but goes beyond the “I-Search” approach widely used in middleschool projects. Course participants will learn to guide students systematically through a research and writing process that encourages engagement and success for all students.

Summary of Topics:

- The starting point: a compelling question
- Using a research log for step-by-step support and communication
- What is an arguable thesis?
- Techniques for adding voice (scenarios, site descriptions, personal interviews, finding the local angle, anecdotes, case studies, site visits)
- Helping students evaluate sources
- Using sources effectively
- Creative research, unusual sources
- Using the multi-draft process effectively
- Effective argumentation
- Documentation
- Editing and format issues
- Understanding and avoiding plagiarism

Expectations of Participants:

- attend all sessions and participate actively
- prepare brief daily assignments during class sessions
- produce a final mini-research paper demonstrating use of acquired techniques
- complete nightly reading assignments and reading response log entries

About the Instructor

Nancy Disenhaus has taught English at the high school and college level for over twenty-five years. She is currently an English teacher at U-32 Jr.-Sr. High School. Nancy has taught students ranging from low-skilled readers and writers through the students of Advanced Expository Writing and UVM's Written Expression course. She has served as Teacher Leader/ Collaborating Teacher in Writing for the Washington Central Supervisory Union and as a member of the Vermont Institutes and Vermont Department of Education benchmarking and portfolio validation committees for high school writing. Nancy's other work with high school writing in Vermont includes participation in the establishment of Grade Level Expectations for high school writing, the NECAP Item Review and Standard-Setting committees, and professional development work with local high school faculties.

Do They Really Get it? Building K-8 Student Conceptual Understanding in Math and Science

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

Appropriate for K-8 educators

Dates:

July 5 - 7, 2010
8:30 - 3:30 pm

PLUS two Fall follow up dates TBD.

Location:

Union Elementary School,
Montpelier, VT

Cost:

\$575 for members;
\$720 for nonmembers

* Additional \$285 for 3 Graduate Credits from Saint Michael's College

* Participants must purchase textbooks

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

*Maximum Enrollment 30

Course Description:

Feel like you are providing engaging activities in math and science but students are still struggling with the concepts? Think they "get it," then give the summative assessment only to find out that many of them don't? In this course we'll review research on how students learn, and consider how to best support increased student understanding. We'll practice, dissect, and refine our skills in supporting students to process, talk, and write about their experiences in order to make sense of them. Specific strategies that will be addressed include small and large group discussions, formative assessment techniques (e.g., probes, exit tickets, etc.), and using writing as a thinking tool.

During the summer course days, participants will experience the power of these strategies as they engage in and reflect on math and science learning activities. Participants will then choose a math or science unit and intentionally plan opportunities within each learning activity for students to make meaning and provide evidence of understanding. During the fall, teachers will try out the planned unit and strategies in their classrooms, and receive feedback and support at the follow-up session.

Readings/resources for the course will include:

- Uncovering Student Ideas in Science: Science Assessment Probes (Keeley)
- Math Assessment Probes
- DIMS math and science probes (ETS)
- Science and Literacy: A Natural Fit (Worth, et al)
- Science and Writing (Fulwiler)
- Elementary and Middle School Mathematics (Van De Walle)

About the Instructors

Renee Affolter, is a Program Co-Director for Vermont Science Initiative, teaching courses and mentoring teachers throughout the state since 2003. 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. In addition, Renee works in schools and districts throughout the state providing professional development, science coaching, and curriculum development support.

Karen Reinhardt is currently K-8 math/science coordinator in Chittenden East Supervisory Union. She has been involved in math/science curriculum work and professional development for the past 15 years, working in districts, as a consultant, and on national projects. She is an instructor for the Vermont Science Initiatives Best Practices course, and has taught graduate courses in Science and Writing, Math Problem Solving, and Science Inquiry.

VSI Tier II

Issues in Science Education

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

Appropriate for K-8 educators

Dates:

July 19 - 23, 2010
8:30am - 4pm

Location:

LAPDA Meeting Space,
Montpelier, VT

Cost:

\$575 for members;
\$720 for nonmembers

* An additional \$375 for
optional 3 graduate credits
from Johnson State College

Registration:

<http://www.lapdvt.org>

Call (802) 224-9110
for more information

* See website for a list of
content courses available as
part of the Tier II program.

Course Description:

Students often love science - the wonder, the experimentation, the chance to ask and answer some interesting questions. For teachers, science can often be exciting and fun as well, but finding the time, resources, and knowledge to plan for inquiry-based science units can be daunting. In this week long course, we will engage in science inquiry as adult learners in order to become comfortable and confident with inquiry-based instruction and to plan for it in our instruction. Armed with this understanding we will examine and refine a science unit of your choice using the Vermont Grade Expectations for Science, backwards design, Curriculum Topic Study, and other resources so that you can return to school with a well thought out science unit complete with ideas for assessment and inquiry-based learning activities. The use of the book *Primary Science, Taking the Plunge* by Wynne Harlen, access to many other wonderful science resources, and an opportunity to work with other K-8 teachers will help make this a valuable experience.

During this course participants will:

- Experience science inquiry as adult learners
- Use frameworks to understand the cycle of inquiry
- Learn and use a process for aligning units with grade expectations and curriculum using Curriculum Topic Study and Understanding by Design
- Complete at least one unit plan based on school curriculum that includes learning objectives, science background information, teaching and assessment strategies, and a list of resources
- Read, reflect, and discuss issues surrounding best practices in science instruction

Required Texts:

- Harlen, W. *Primary Science, Taking the Plunge*. (2001) Portsmouth, NH; Heinemann
- Fulwiler, B.R. (2007). *Writing in Science: How to Scaffold Instruction to Support Writing* Portsmouth, NH; Heinemann

About the Instructor

Renee Affolter, is a Program Associate for Vermont Science Initiative, teaching courses and mentoring teachers throughout the state since 2003. 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.

Creative Movement and Folk Dance for Physical Education

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

Dates:

July 26 - August 6, 2010
8:45 - 11:45am

Location:

Montpelier High School,
Montpelier, VT

Cost:

\$700 per person

* Additional \$285 for 3
Graduate Credits from Saint
Michael's College

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Appropriate for dance and movement educators,
classroom teachers and art teachers in grades 1-6

Course Description:

Why should you take Creative Movement and Folk Dance?

- Learn classroom-ready activities which you can implement immediately in your curriculum.
- Study and earn graduate credit with a nationally known expert.
- Build your confidence in movement education.
- Make friends and network with educators from around the region.
- Enhance your lifetime journey of personal and professional growth.

Creative movement involves using the elements of movement such as levels (high, medium, low), paths (straight, curved, zig-zag, etc), locomotor (skip, hop, walk, grapevine), non-locomotor (bend, twist, stretch), texture: (unison, solo/group, etc) and form to create meaning and to promote physical and mental health. Note that the goal here is for students to create meaning. They can use movement to respond to artwork, a story, a piece of music, or just for fun – the possibilities are limitless.

Folk dances use the elements of movement in powerful, fundamental ways that speak to our most basic human needs and experiences. They also provide students with a basic movement vocabulary that can be used for creative movement. Add a multicultural dimension to your curriculum and learn to teach American and World folk dances using simple, widely available methods.

For more information, visit the NW Regional Lab at www.thetraits.org

About the Instructors

Movement Instructor – Dr. Connie Hale

- Assistant Professor of Elementary Music Education at Winthrop University, Rock Hill, SC
- Course Director and Movement Instructor for Orff Schulwerk Teacher Training at Winthrop University
- AOSA approved Teacher Trainer – Movement: levels I & III, Recorder: level I
- Studies at the Orff Institute (Salzburg), University of Memphis, Southern Methodist University
- Publications include Orff arrangements and articles for the Orff Echo
- Presenter at AOSA National Conference
- Received the Kansas Outstanding Music Teacher Award in 2005

Course Director– Steve Owens

- Teaches general music, band, orchestra and chorus at the Calais Elementary and Sharon Elementary Schools
- Graduate education instructor for LAPDA
- AOSA approved Teacher Trainer – Recorder: levels I & II
- National Board Certified Teacher –Music/Early and Middle Childhood
- MS in Music Education, Central Connecticut State University
- Studies at the Orff Institute (Salzburg), University of Kentucky
- Choral and band publications with Shawnee Press, chamber music publications with Alry Publications

Orff Schulwerk Teacher Training Level 1

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

Dates:

July 26 - August 6, 2010
8:45am - 4:45pm

Location:

Montpelier High School,
Montpelier, VT

Cost:

\$800 per person

* Additional \$380 for 4
Graduate Credits from St
Michael's College

Registration:

<http://www.lapdvt.org>

Call (802) 224-9110
for more information

Appropriate for music, dance and movement educators in K-12

Course Description:

Orff Schulwerk is the pedagogical approach to music education pioneered by the composers Carl Orff and Gunild Keetman in the mid 20th century. The Schulwerk is one of the great philosophies of general music education practiced in the United States along with Kodaly, Dalcroze and Gordon Learning Theory. Orff Schulwerk provides a framework for creating musical learning experiences for children. Through the five Orff media of speech, singing, movement, instrument playing and active listening, children playfully and joyously explore the elements of music and construct meaning from these elements.

In the United States, Canada and Australia, certification in Orff Schulwerk is offered through 3 levels courses. Levels Courses are the primary means of Orff Schulwerk training in the United States, as set out in the Guidelines of the American Orff Schulwerk Association. LAPDA's level I course has been approved by the American Orff Schulwerk Association and qualifies the participant to advance to approved level II courses anywhere in the country. Level I teacher training gives a teacher the basic tools to use the Orff-Schulwerk approach in the classroom. We plan to offer an approved level II in 2011.

More information at www.lapdvt.org

About the Instructors

Basic Instructor – Tim Purdum teaches elementary music and middle school choirs in Independence, IA. He is an AOSA approved Teacher Trainer – Basic and Recorder and is National Board Certified in Music/Early and Middle Childhood

Movement Instructor – Dr. Connie Hale is Assistant Professor of Elementary Music Education at Winthrop University, Rock Hill, SC. She is the Course Director and Movement Instructor for Orff Schulwerk Teacher Training at Winthrop University.

Recorder Instructor and Course Director– Steve Owens teaches general music, band, orchestra and chorus at the Calais Elementary School and Sharon Elementary School in Vermont. He is an AOSA approved Teacher Trainer – Recorder: levels I & II and a National Board Certified Teacher in Music/Early and Middle Childhood.

Bringing Out the Best in Students, Schools and Staff: From the Inside-Out

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

Appropriate for K-12 educators

Dates:

June 28-30 & July 7-9, 2010
8am - 3pm (June 30 & July 9
are half days)

PLUS Fall date TBD by
participants.

Location:

Mad Tom Notch, Cyprian
Learning Center, Waterbury
VT

Cost:

\$575 for members;
\$720 for nonmembers

* An additional \$294 for
optional 3 graduate credits
from Union Institute

* Participants must purchase
textbooks

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Course Description:

The intent of this course is for educators to: be able to work and live with more peace of mind and well-being, less stress and better relationships; be more effective with their students and parents; help students improve behavior and learning by understanding the connection between their thinking and their experience. This course focuses on a new paradigm for prevention and education that changes lives, organizations and communities from the inside-out. It begins with where behavior and behavior change originate. Educators are helped to see their own and students' experiences with "new eyes."

Once seen, lives improve. Relationships among and between staff and students and parents are then affected positively. Then when a critical mass is reached the entire school community and organization is affected in a healthy way. This course shows how Health Realization draws out people's innate health, wisdom and internal resilience. Its main focus is exploring these universal principles that combine to create people's experience of life. The course shows how this understanding helps people to live in well-being and have healthier behaviors. It focuses on the health of the educator. Since most of what transpires in education occurs from the outside-in, this course is designed to challenge assumptions. Learn how this approach was applied successfully at the Thatcher Brook Primary School.

Required Texts:

- Pransky, J. (2003). *Prevention from the Inside-Out*. Bloomington, IN: AuthorHouse. 888-519-5121
- Pransky, J. (2001). *Parenting from the Heart*. Bloomington, IN: AuthorHouse. 888-519-5121
- Pransky, J. & Carpenos, L. (2000). *Healthy thinking/feeling/doing from the inside out: A middle school curriculum for the prevention of violence, abuse and other problem behaviors*. Brandon, VT: Safer Society Press. 802-247-3132.

About the Instructors

Jack Pransky, Ph.D. is a national and international consultant, speaker, and author who has worked in the field of prevention and community organizing since 1968. He authored *Somebody Should Have Told Us!*; *Healthy Thinking/Feeling/Doing from the Inside Out: A Middle School Curriculum and Guide for the Prevention of Violence, Abuse, and other Problem Behaviors*; *Parenting from the Heart*; *Prevention from the Inside-out*; and others. Jack now specializes in prevention from the inside-out, and specifically in "Health Realization." In 2004 he won the Vermont Prevention Pioneers Award.

Amy Dalsimer, M. Ed. is an elementary school teacher at the Thatcher Brook Primary School in Waterbury, VT who has been studying three principals since 2003 and applying them in her classroom. She has been a co-teacher at numerous inside-out trainings and has been co-teaching this LAPDA course for three years.

Parent Involvement for Student Success

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

Appropriate for K-12 educators

Dates:

July 14-16, 2010
8am - 3:30pm

Fall Follow Up

October 5 & 26, 2010 4-7pm

Location:

Montpelier High School
Library, Montpelier, VT

Cost:

\$575 for members;
\$720 for nonmembers

* Additional \$294 for optional
3 graduate credits from Union
Institute

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Course Description:

Families know their children. They have been their first teacher and know their child's strengths and needs. Research has shown us that when families are part of their child's education, there is greater academic success, decreased social and behavioral concerns, and children are more likely to graduate and go onto college. It is important that educators work intentionally to build positive relationships between home and school and engage parents as partners in their child's education as well as school planning and decision making.

The course will be organized around two areas of exploration: Relationships with Parents and School Structures and Processes that encourage parent involvement. Participants will engage in discussion, informed by research and known effective practice, about situations they are encountering in their classrooms, programs, and schools. Students will practice using assessment tools designed to determine the scope and nature of parent involvement in schools as well as examine policies related to parent involvement. They will conduct an assessment of their school, classroom or department during the course and develop a strategy for parent engagement. Students will use a collaborative peer review process designed for both improvement of the plans and deeper understanding of the challenges, opportunities and practices of engaging parents fully in their child's education.

About the Instructor

Fran Weinbaum is an independent consultant and life coach who works with public and private schools, organizations and agencies. Fran is currently coordinating a Parent Involvement Resource Center project through the Lamoille Family Center, is the planning consultant for the Youth in Transition regional plan in Central Vermont, and offers management training and life coaching at National Life of Vermont. Fran taught a similar course, Building Relationships for Student Success, through LNSU's Safe Schools, Healthy Students grant in 2006-2007. She has also coordinated the grant for The Vermont Consortium for Successful High School Completion, worked with the High Schools on the Move Study Group, and coordinated the Lamoille Valley People in Partnership. Fran holds a Vermont Guidance Counselor K-12 certification and degrees from the University of New Hampshire (BS) and Michigan State University (MA).

Differentiated Instruction in the Mixed-Ability Classroom Level 1

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

Appropriate for K-12 educators

Dates:

July 12 -16, 2010
8am - 4:30pm

Location:

Lamoille Union High School,
Hyde Park, VT

Cost:

\$735 for members;
\$850 for nonmembers

* An additional \$294 for
optional 3 graduate credits
from Union Institute

Text: Participants must
purchase at least two of the
three texts listed to the right

Registration:

<http://www.lapdvt.org>

Call (802) 224-9110
for more information

Course Description:

The ability to differentiate curriculum for all students: those with advanced learning ability, those with learning disabilities, and those in the middle; is imperative in the mixed-ability classroom. This course will assist classroom teachers in learning how to automatically prepare specific learning opportunities for all the curriculum they use. It will assist program coordinators to coach teachers to utilize appropriate curriculum extensions. It will help administrators recognize the presence of extension opportunities as they supervise teachers. All participants will leave the class with several concrete strategies and products they will be able to use with their students.

Required Textbooks (please purchase two):

- Teaching Gifted Kids in the Regular Classroom: Revised, Expanded, Updated Edition - Susan Winebrenner (Free Spirit Publishers, Minneapolis)
- Teaching Kids with Learning Difficulties in the Regular Classroom: Revised and Updated Edition - Susan Winebrenner (Free Spirit Publishers, Minneapolis)
- Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3 - 12 - Diane Heacox (Free Spirit Publishers, Minneapolis)

“

“Enlightening, Motivating. You come away with a host of activities and strategies that can be adapted to any curriculum at any age level. You come away feeling you have the tools to reach & teach ALL the Students.” - Karen Sayles

”

About the Instructor

Judy Hart Rhoads is presently the Acceleration/Enrichment Coordinator (K-12) for the Geneva School District in Illinois. Judy graduated from Northern IL Univ. with a Bachelors & Masters degree. Her gifted verification certification was granted in 1989. She presently serves as an IL gifted verification trainer. Judy has been working for Susan Winebrenner's "Education Consulting Service" for the past six years, which allows her to teach courses like this one around the country.

Differentiated Instruction in the Mixed-Ability Classroom Level 2

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

Dates:

July 26-30, 2010
8am - 4:30pm

Location:

Lamoille Union High School,
Hyde Park, VT

Cost:

\$735 for members;
\$850 for nonmembers

* An additional \$294 for
optional 3 graduate credits
from Union Institute

Text: Participants must
purchase the texts listed to
the right

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Prerequisite: Differentiated Instruction Level 1

Course Description:

A continuation of the weeklong course Differentiated Instruction in the Mixed-Ability Classroom – Level 1. The ability to differentiate curriculum and instruction for gifted students and students with learning difficulties is imperative in the mixed-ability classroom.

While the goal for each student is challenge and substantial academic growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

This course will assist regular classroom teachers to develop more skill in teaching both gifted students and students with learning difficulties. The course will also assist gifted education specialists and teachers in special education who coach regular classroom teachers to provide appropriate adaptations of regular curriculum. The course will assist administrators to appropriately supervise staff who are teaching children with a wide range of ability.

Required Textbooks:

- Successful Teaching in the Differentiated Classroom - Carolyn Coil (Pieces of Learning) ISBN: 193133448X
- Differentiated Instructional Strategies: One Size Doesn't Fit All - Gayle H. Gregory and Carolyn Chapman (Corwin Press, CA) ISBN: 1412936403

“

“Interesting, eye-opening, validating and re-energizing!

I think Judy has a flawless class.”

- Peter Herrick, Twinfield Union School

”

About the Instructor

Judy Hart Rhoads is presently the Acceleration/Enrichment Coordinator (K–12) for the Geneva School District in Illinois. Judy graduated from Northern IL Univ. with a Bachelors & Masters degree. Her gifted verification certification was granted in 1989. She presently serves as an IL gifted verification trainer. Judy has been working for Susan Winebrenner's "Education Consulting Service" for the past six years, which allows her to teach courses like this one around the country.

Goin' Google for Educators

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

Dates:

July 26 - 30, 2010
8:30am - 3pm

Location:

Spaulding High School/Barre
Tech CTR. Digital Classroom
and Library, Barre VT

Cost:

\$575 for members;
\$720 for nonmembers

* An additional \$285 for
optional 3 graduate credits
from St. Michael's College

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

This course is appropriate for K-12 educators.
The 3-credit option will include a self-designed project and
teacher teams are encouraged to attend

Course Description:

In this 5-day hands-on course, participants will examine a variety of free Google tools to enhance productivity, creativity, and technology integration in the classroom. The course includes:

- * Advanced Google search techniques to improve student research
- * Productivity tools including iGoogle, Google Calendar, Google teacher tools and resources
- * Google Docs for creating, sharing, and collaborating with students on documents, spreadsheets, and presentations.
- * Google Forms for online surveys and quizzes
- * Google Earth across content areas
- * Google Sites for easy website creation

Required Readings and Materials:

Please visit the website to see the full list of readings. There are several readings that will be published this spring and those are indicated as 'TBA.' Since the topic of 21st century learning and Google tools changes rapidly, there could be some potential changes in this list.

About the Instructor

Linda McSweeney is a 'Digital Immigrant' who took her first computer course in 1982 at Rutgers University where she received her master's degree in Library and Information Studies. Since then she has directed the Reference and Law Division at the Department of Libraries, has been an academic librarian at VTC and Norwich University, and is currently the School Media Specialist at Spaulding High School in Barre, VT. Past president of the Vermont Library Association, her conference presentations and research interests include academic integrity, information literacy, and Web 2.0 applications.

Co-Teaching

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

Appropriate for K-12 educators

Dates:

August 9 - 11, 2010
8:30am - 4pm

Location:

LAPDA Meeting Space,
Montpelier, VT

Cost:

\$400 for members;
\$500 for nonmembers

* An additional \$190 for
optional 2 graduate credits
from St. Michael's College

* Participants must purchase
textbooks. See the website
for details.

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

Course Description:

Co-teaching is two or more people -- a general education teacher and a special education teacher -- sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the equal distribution of responsibility among teachers for planning, instruction, and evaluation for a classroom of students. Co-teaching is an option for providing differentiated and special instruction in an inclusive educational community.

The primary objective of the co-teaching model is to maximize student growth and achievement in a community of diverse learners. "For co-teaching to have enough impact to improve outcomes for students, both teachers must have a commitment to the entire instructional process and actively contribute to helping [all students in the classroom] reach their potential. Effective co-teaching relies on setting aside assumptions and engaging in ongoing discussion of how to engage both professionals in the process of teaching and learning" (Marilyn Friend, 2008). Recognizing that good relationships are at the heart of successful co-teaching teams, this course will examine and explore strategies for working cohesively and effectively as a team. While learning about different elements of and approaches to co-teaching, we will observe our individual teaching and planning styles, and learn how to integrate styles and skills with those of other teachers. In particular, we will develop communication and collaborative skills through a variety of activities and exercises that can be used in the classroom.

The goals of this course are to prepare the participants to:

- Know, understand, evaluate, and practice co-teaching models and approaches
- Analyze communication and teaching styles of self and others
- Analyze and challenge assumptions and beliefs about the philosophy of inclusion
- Practice collaboration, communication, and interactive skills
- Learn and practice group leadership skills for an inclusion classroom
- Learn and practice effective strategies for dealing with conflict
- Apply concepts and effective collaboration strategies to classroom practice
- Create a method for reflective practice and continuing self-evaluation

About the Instructor

Teri Young has served as a *Co-Teaching* instructor with Antioch's Center for School Renewal, and will be teaching a graduate course entitled *Children with Special Needs* at Antioch University New England this summer. She is also a doctoral student enrolled in Union Institute and University's Ed.D. program. Teri earned her M.S. degree in Educational Leadership from Bank Street College of Education, with a specialization in supervision and evaluation. She has a wealth of experience in school administration, middle school teaching, and special education. This summer Teri will be providing Co-Teaching training for two of the regional Education Service Centers (ESA) including LAPDA and the Southeast Vermont Learning Collaborative.

Cognitive CoachingSM

Foundation Seminar Level 2 (Days 5-8)

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

Level 2 : Days 5-8

Dates:

July 6 - 9, 2010
8:30am - 3:30pm

Location:

Holiday Inn, Williston

Cost:

\$ 800

* Additional \$190 for 2
graduate credits from St.
Michaels College.

Registration:

<http://www.lapdvt.org>

Call (802) 224-9110
for more information

Appropriate for all educators

Prerequisite: Cognitive Coaching Foundation Seminar Days 1-4

Course Description:

Cognitive Coaching is a research-based model that provides a collection of strategies and tools that:

- enhances teacher effectiveness;
- cultivates good questioning skills;
- improves communication;
- enables informed decision-making

Once learned, the skills of Cognitive CoachingSM transfer into a variety of professional settings, such as mentoring new teachers, peer coaching and formative supervision by administrators. The knowledge and skills of Cognitive CoachingSM can be used to enhance the capabilities of mentors and supervisors within existing school models.

What is Cognitive Coaching?

Cognitive Coaching was developed in 1984 by Art Costa and Bob Garmston. It is a model that enables teachers to think deeply about their teaching and reflect on their practice, thus continually improving it.

What does a Cognitive Coach do?

Rather than serving as an expert, the coach helps the educator to become self-managing, self-monitoring, and self-modifying by shining a spotlight on their thinking as they plan, reflect, and resolve educational issues.

What does the research say about Cognitive Coaching?

Teachers who are trained in Cognitive Coaching become more resourceful, think in more complex ways, are more satisfied with their choice of teaching as a profession, collaborate more, and increase in efficacy. In addition, student test scores increase and school cultures become more professional.

About the Instructor

Susette Bollard has been in education for 28 years serving as a teacher, principal, Director of Curriculum and Professional Development, Assistant Superintendent of Curriculum and now she is Superintendent at Orange North Supervisory Union. She is committed to schools working as professional learning communities to do whatever it takes to ensure the success of all students. Part of her responsibilities over the years has included mentoring/coaching teachers and principals. She began her training in Cognitive Coaching in 2005 and is now an Agency Trainer for the Center for Cognitive Coaching.

Leadership for Differentiating Schools and Classrooms

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

Dates:

June 28 - July 2, 2010
8am - 4:30pm

Location:

Lamoille Union High School,
Hyde Park, VT

Cost:

\$735 for members;
\$850 for nonmembers

* An additional \$294 for
optional 3 graduate credits
from Union Institute

Text: Participants must
purchase the two texts listed
to the right

Registration:

<http://www.lapdvt.org>

Call (802) 224-9110
for more information

For Principals, Superintendents, Curriculum Coordinators,
Special Ed Directors, Teacher Leaders..

Course Description:

Expert educators teach individuals the most important things in the most effective ways. The term “differentiation” simply means attending to the needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically the same.

This course will assist instructional leaders as they encourage and support teachers who are striving to match their instructional approaches to the needs and interests of every student. It will also assist administrators as they work with educators who are hesitant or reluctant to differentiate curriculum and instruction for their students. The work of leading authorities will be examined and will take participants through the process of moving schools and districts toward differentiated classrooms. Differentiation policies, leadership practices, staff development approaches and communication strategies that help schools address the needs of all students will be explored throughout the course.

Course Texts:

- Leadership for Differentiating Schools and Classrooms, Carol Ann Tomlinson and Susan Demirsky Allan (ASCD)
- Successful Teaching in the Differentiated Classroom, Carolyn Coil (Pieces of Learning)

“

“Judy ‘walks the talk’. One of the best courses I have ever taken, I have learned so much and have been inspired.”
- Suzanne Da Via

”

About the Instructor

Judy Hart Rhoads is presently the Acceleration/Enrichment Coordinator (K–12) for the Geneva School District in Illinois. Judy graduated from Northern IL Univ. with a Bachelors & Masters degree. Her gifted verification certification was granted in 1989. She presently serves as an IL gifted verification trainer. Judy has been working for Susan Winebrenner’s “Education Consulting Service” for the past six years, which allows her to teach courses like this one around the country.

Registration Form

Please detach & fax to 802-224-9113:

Name:	BILLING INFO*
School/Organization:	Attention:
Grade/Subject:	Organization:
Address:	Address:
City/State/Zip:	City/State/Zip:
Phone:	Phone:
Home Address:	Purchase Order Number:
City/State/Zip:	Amount:
Home Phone:	Bill for materials: Self <input type="checkbox"/> School/Org <input type="checkbox"/> N/A <input type="checkbox"/>
E-mail:	Bill for credits: Self <input type="checkbox"/> School/Org <input type="checkbox"/> N/A <input type="checkbox"/>
<p>NOTE! I understand that by registering, via email or paper copy, for the below named activity, I have made a firm enrollment commitment. I also understand that should I withdraw less than 2 weeks before the start date or fail to attend, NO REFUND WILL BE ISSUED and I will be responsible for the FULL amount of the course.</p> <p>» You must sign this statement by entering your initials in the space provided.</p> <p>Signature:</p>	

*Purchase order number/approval REQUIRED for all school/SU billing. All fees are paid directly to LAPDA.

- | | |
|--|---|
| <input type="checkbox"/> Bringing out the Best in Students, Schools & Staff: From the Inside-Out | <input type="checkbox"/> Leadership for Differentiating Schools and Classrooms |
| <input type="checkbox"/> Building K-8 Student Conceptual Understanding in Math and Science | <input type="checkbox"/> Math Lab School: Diagnosis and Remediation of Learning Problems in Mathematics |
| <input type="checkbox"/> Cognitive Coaching Level 2 | <input type="checkbox"/> A Mathematical Exploration for Practicing Special Education and Classroom Teachers |
| <input type="checkbox"/> Co-Teaching | <input type="checkbox"/> Orff Schulwerk Teacher Training Lvl 1 |
| <input type="checkbox"/> Creative Movement and Folk Dance for Physical Education | <input type="checkbox"/> Parent Involvement for Student Success |
| <input type="checkbox"/> Differentiated Instruction in the Mixed- Ability Classroom Level 1 | <input type="checkbox"/> Reasoning & Sense Making Using High School Math GEs |
| <input type="checkbox"/> Differentiated Instruction in the Mixed- Ability Classroom Level 2 | <input type="checkbox"/> Teaching the Research Paper |
| <input type="checkbox"/> The Direct Instructional Writing Process in Grades 3-8 | <input type="checkbox"/> VSI Tier II Issues in Science Education |
| <input type="checkbox"/> Goin' Google for Educators | |
| <input type="checkbox"/> Laying the Foundation: Understanding of Number in the Primary Grades | |

Please return to:

~ 250 Main St. Suite 202, Montpelier, VT 05602 ~ (802) 224-9110 ~ (802) 224-9113 fax ~ registration@lapdavn.org ~

Online Professional Development

Visit our website for the more participant quotes: <http://www.lapdvt.org>

COURSES

45 Contact Hours; 3 Graduate Credits optional

Cost: \$325 for members

\$410 for non-members

Additional \$294 for optional 3 graduate credits from Union Institute and University

- ↑ Coaching to Improve Student Reading Achievement
- ↑ Coaching to Improve Teaching and Learning
- ↑ Differentiating Instruction in the Regular Classroom
- ↑ How to “Read and Write” in Math: Improving Problem
- ↑ Solving and Communication in Mathematics
- ↑ Today’s Classrooms: Foundations of the Current Trends in Education (2 graduate credits only)

WORKSHOPS

15 Contact Hours

Cost: \$200 for members

\$250 for non-members

- ↑ Giving Directives Students Will Follow
- ↑ Stopping Disruptive Behavior
- ↑ Conducting the Parent Conference
- ↑ Rights and Responsibilities in the Disciplinary Process

Please note: More online courses are coming - check our website www.lapdvt.org

How do I sign up?

Register as usual using the LAPDA Registration form. For graduate credit, complete and submit the Union Institute Credit Registration form found on our website prior to commencing the course. Once your registration has been processed, which may take up to a week, you will receive a course code via email from LAPDA with instructions on how to sign in to access the course. The course must be completed within 105 days. Upon completion, your grade will be submitted to Union Institute and you will receive your credit transcript within 4 weeks. This online professional development is offered through CE Credits Online.

