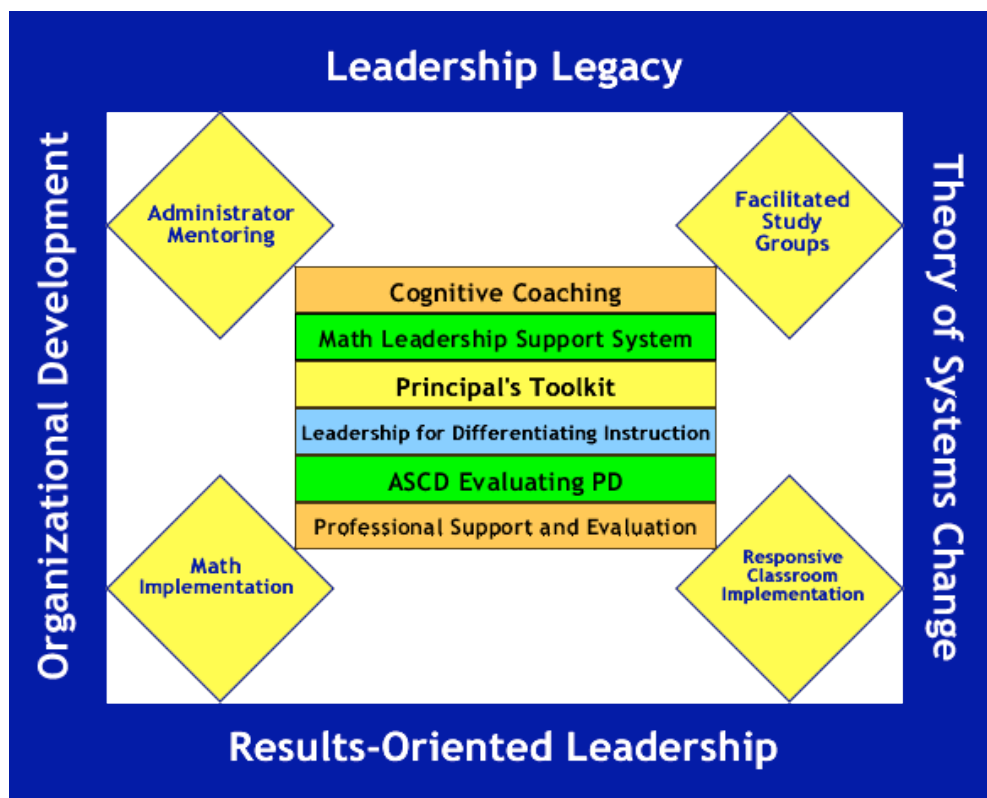




Leadership for Excellence

LAPDA's "Leadership for Excellence" Initiative aims to provide school leaders with high quality professional development and research support to help increase student engagement, improve student learning and create learning organizations that will sustain a spirit of continuous improvement.



This diagram depicts the structure of the Leadership Initiative. The outer blue ring contains additional resources for key leadership focus areas (Leadership Legacy, Theory of Systems Change, Results-Oriented Leadership and Organizational Development) designed to enhance your school improvement efforts. For easy access to these resources, see the LAPDA website, www.lapdvt.org/leadership.



The workshops at the center are LAPDA professional development venues designed for system level leaders as well as building level leaders and are explained in the following pages. We are particularly excited about the yellow diamonds, which represent customized training opportunities.

Administrator Mentoring

Description:

LAPDA is pleased to offer mentoring support for building principals and central office administrators. Our mentoring services are coordinated by Executive Director Dr Robert Stanton, who served as a school administrator for 25 years at both the building and central office level. We believe that LAPDA sponsored administrator mentoring should be grounded in research and should be based on authentic practice. As our lead mentor, Bob utilizes a contextually responsive and confidential approach to mentoring that is designed to help each school administrator grow in their job while realizing the goals that they set for themselves and their school/organization. Bob has achieved national certification as a Principal's mentor. He is a highly regarded and sought after mentor.

Evaluation Results:

- Training session: 5.0 (Excellent)
- Mentor rating: 5.0 (Excellent)

Participant Quote: "The role of principal can be challenging because there isn't always a person to talk about experiences you may encounter. This experience helped me reflect on my practice while providing me with support that a new principal would need. Bob helped me process through challenges so that I could learn from the experience and make a plan for moving forward. Every principal should have this experience!"

Facilitator Reflection:

"I loved every minute of this work. This is where one can really pursue the responsibility & challenge of leaving a leadership legacy."

Facilitated Study Groups

Description:

LAPDA is pleased to offer facilitated study group sessions for school or district level leadership teams. Each study group is customized to meet the needs and desires of the group. The structure for the study group is developed in consultation with a school/district planning team who determine the topic focus, the goals and general parameters for the group. Facilitated study groups typically range from 4-9 sessions. Study groups utilize the professional literature to provide some of the content for the group process. The local context always provides the rich and robust opportunity to apply the skills and knowledge participants acquire from the study group. Facilitated study groups are coordinated by Executive Director Dr. Robert Stanton. Bob is an adjunct faculty member in the Educational Leadership program at the University of Vermont. He served as a school administrator for 25 years.

WSSU Focus: Assessment Literacy

The WSSU leadership team met as a study group on five occasions including the end of the year administrative retreat. Study group sessions were embedded as part of the regular administrative team meeting schedule. The group focused their efforts on studying the topic of assessment literacy with the goal of enhancing their skills and knowledge regarding classroom-based assessment. Study group materials included articles by Wilard Daggett such as *Achieving Academic Excellence through Rigor and Relevance* as well as selected use of the text *Classroom Assessment for Student Learning* by Richard Stiggins.

Evaluation Results:

- Study group sessions: 4.6 (Excellent)
- Facilitator rating: 4.8 (Excellent)

Participant Quote:

“Almost our entire administrative team is new to the district, so we have not worked together long and most of our time together has had to focus on day-to-day and short term issues. This study group gave us the chance to look at big picture ideas and to learn more about working together.”

Facilitator Reflection:

“A new and emerging team really demonstrated that they are committed to improving their school districts instructional program. They chose assessment literacy as the leverage strategy to expand upon after spending a year working with the Danielson Framework of Teaching. I am really excited about the opportunity this team has to ensure that a *rising tide* does in fact lift all boats”.

LNSU Focus: *Schooling by Design*

The LNSU leadership team met as a study group on five occasions including the end of the year administrative retreat. Study group sessions were embedded as part of the regular administrative team meeting schedule. The group focused their efforts on acquiring a “30,000 foot” look at an integrated understanding of curriculum, assessment and instructions (CAI) in order to begin to develop a common language and a unified approach to building a coherent and cohesive K-12 delivery system. The primary text used in this study group was *Schooling by Design* by Grant Wiggins and ay Mctighe.

Evaluation Results:

- Study group sessions: 4.0 (Very Good)
- Facilitator rating: 4.33 (Very Good)

Participant Quote:

“I think the most important outcome that I achieved as a result of this study group was a greater understanding of how schools operate, the need for change, and how our administrators can go about implementing change.”

Facilitator Reflection:

“Schooling by design is just as intentional as it sounds. It is a refreshing departure from schooling by fiat, schooling by chance or schooling by habit. Coherent & cohesive Pre K -12 systems that produce results are built from the bottom up and the top down simultaneously. This leadership team really began to grasp this concept and I believe we are going to see some remarkable changes coming from this district in the near future.

WCSU Focus: *Formative Assessment*

The WCSU leadership team met as a study group on seven occasions. Study group sessions were embedded as part of the regular administrative team meeting schedule. The group focused their efforts on studying the topic of assessment literacy with the goal of enhancing their skills and knowledge regarding formative classroom-based assessment. Study group materials included several journal articles from *Educational Leadership* as well as the text *Classroom Assessment for Student Learning* by Richard Stiggins.

Evaluation Results:

- Study group sessions: 2:9 (Fair – Good)
- Facilitator rating: 3.6 (Good – Very Good)

Participant Quote:

“What I appreciated was having all the Leadership team members in WCSU learning together; people’s strengths and depth came through in the conversations.”

Facilitator Reflection:

“This study group was not as productive as the others we facilitated this year. Clearly there were valuable lessons learned for all of us. In my opinion, a lack of 100 % investments and engagement in the achievement of the outcomes hurt the group’s performance and it interfered with their ability to deepen their learning. Perhaps a broader based “planning team” would have helped build deeper commitment to this work. All though they had many demands on their time, the decision not to conduct a full scale administrative retreat at the end of the study group may have slowed down the effort to build readiness for implementation. Less reading and more engagement on concrete tasks would have also been a better match for this group.” The central office leaders were very willing to give and receive feedback to enhance future leadership efforts. I commend them for their constructive and professional demeanor and there willingness to conduct a candid after action review session.

Math Implementation

Description:

In order to raise standards in mathematics for all children, but most importantly for the lowest achievers, and create more interest in mathematics, we need to improve our teaching practices. Our practices should reflect an understanding of children’s development of number concepts and number relationships. While mathematics instruction for very young children needs to be age-appropriate in format and content, it also needs to prepare children conceptually for the kinds of mathematics learning that is expected of them in future years. We need to challenge as well as to provide opportunities to develop their numerical thinking at deeper levels.

Evaluation Results:

This course has not yet run.

Responsive Classroom Implementation

Description:

The Responsive Classroom is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research. The goal of the LAPDA workshops is to give participants a framework, along with some specific strategies, for sustaining their schools’ ongoing implementation of Responsive Classroom practices.

Strategies for Sustaining the Responsive Classroom Approach in Your School

This workshop is for elementary school leaders who have taken Responsive Classroom Level 1 training and/or who have a significant amount of Responsive Classroom teaching practice being implemented in their schools. This workshop explores the “Elements of a Responsive Classroom School” model which includes strong classroom implementation, along with building the adult community, in order to

move toward school-wide practices. The class also includes facilitated planning time for participants to apply the workshop ideas to their own schools.

Evaluation Results:

This course has not yet run.

Cognitive Coaching

Description:

In Cognitive CoachingSM, the teacher, not the coach, evaluates what is good or poor, appropriate or inappropriate, effective or ineffective about the lesson and makes suggestions for improvement. This powerful approach to enhancing instructional practices and building learning organizations focuses on the intellectual skills, perceptions and decisions that underlie effective teaching and communication.

Evaluation Results (Days 1-4):

- Course Rating: 4.55 (Excellent)
- Instructor Rating: 4.88 (Excellent)

Evaluation Results (Days 5-8):

- Course Rating: 4.69 (Excellent)
- Instructor Rating: 4.82 (Excellent)

Math Leadership Support System

Description:

The LAPDA Mathematics Leadership Support System (MLSS) is designed to meet the ongoing needs of Vermont's mathematics teacher leader core. It will provide a forum for mathematics teacher leaders across the region/state to share what they have learned and work through problems and issues that arise in their positions. The class will also aim to help mathematics teacher leaders maximize their potential for supporting instructional improvement by helping to strengthen mathematics content and pedagogical content knowledge while building core leadership skills.

Evaluation Results:

This course has not yet run.

Principals Toolkit

Description:

This workshop series includes three strands that will address the following focus areas:

- Writing
- Math
- Science

The workshop series also includes optional facilitated sessions with the presenters where a "Cohort Group" of principals can extend the ideas discussed in the presentation and discuss implementation.

Writing Strand

Description:

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.

Evaluation Results:

- Course Rating: 4.38 (Very Good)
- Instructor Rating: 4.61 (Excellent)

Participant Quote:

“100% useful, energizing and stimulating. Karen definitely engaged us all in the strategies she modeled. From beginning to end she engaged the participants in positive, fun rehearsals of the strategies she introduced...”

Math Strand

Description:

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 area 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.

Evaluation Results:

- Course Rating: 4.72 (Excellent)
- Instructor Rating: 4.90 (Excellent)

Participant Quote:

“As a result of this class I have learned the roots of mathematics, Arithmetic and how it relates to teaching, learning styles and development of important basic skills. I hope to be able to supervise / evaluate the teaching of math in a way that is elegant as well as efficient.”

Science Strand

Description:

In this three part series we will work to broaden the expertise and skills needed to bring an exemplary inquiry science programs to our schools. We will explore models for effective science instruction and experience inquiry as adult learners.

Evaluation Results:

- Course Rating: 4.81 (Excellent)
- Instructor Rating: 4.93 (Excellent)

Participant Quote:

“This was an excellent opportunity for school leaders and teachers to work together to plan improvement in science instruction, curriculum, and assessment.”

Cohort Group**Description:**

This is a facilitated session with the presenter where a “Cohort Group” of principals can extend the ideas discussed in the presentation and discuss implementation.

Evaluation Results:

- Cohort Group: 4.43 (Very Good)
- Facilitator rating: 4.43 (Very Good)

Leadership for Differentiating Schools and Classrooms

Description:

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.

Evaluation Results:

- Course Rating: 4.69 (Excellent)
- Instructor Rating: 4.94 (Excellent)

Participant Quote:

“From my professional perspective I can say that the knowledge that I gained from the course has provided me with the insight that I needed to help bring the “DI” vision back to my building and implement it.”

ASCD- Strategies for Designing, Implementing, and Evaluating Professional Development

Description:

This workshop is designed for a 3 – 5 person team who is charged with the responsibility for ensuring that district or school based professional development accomplishes what it is ultimately intended to do, improve teachers practice and improve student learning.

Evaluation Results:

- Course Rating: 4.93 (Excellent)
- Instructor Rating: 5 (Excellent)

Participant Quote:

“We, as a District were able to come together with a vision of where we would like to see our professional development go in the future. We are in the beginning stages, but we are definitely speaking the “same language” now.”

Professional Support and Supervision Evaluation

Description:

The purpose of this course is for Administrators, Teacher Leaders, Mentors and Coaches to become familiar with Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching. Danielson’s Framework is used as a guide to improve instructional practices which have a positive impact on student learning.

Evaluation Results:

- Course Rating: 5 (Excellent)
- Instructor Rating: 5 (Excellent)

Participant Quote:

“Marty Lacasse has given us great perspective on the application of the Danielson’s model for mentoring and supervision. The materials and instruction we received will be invaluable in aiding teachers to reach new levels of instruction.”