Lamoille Area Professional Development Academy

2009 Summer Catalogue

Helping make a difference in the lives
of children and young adults
# Professional Development Offerings

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**For the latest information, visit www.lapdavt.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, register for our courses and even pay online. 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!
March 2009

Dear Colleague:

As a fellow global citizen, need I remind you that we have entered a new era of unprecedented change and opportunity? We have a new president leading our nation and a new education commissioner leading our state education department. It is our great privilege and responsibility to step up to the plate and help these new leaders to redefine what a quality educational experience will look like across our nation and across our state. If we are serious about preparing students for the 21st century then 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 and a robust educational system to support and sustain their vitally important work.

In that spirit, I am very pleased to present you with our 2009 summer professional development offerings. The staff here at LAPDA will continue our concerted efforts to ensure that school leaders, teachers and support staff have access to the high quality professional development they need to ensure educational excellence at all levels of the system. Based on the formative feedback that we have received from you and the market research that we have conducted, we will continue to offer some familiar courses and workshops as well as some outstanding new offerings.

As always, we will have outstanding educators leading our trainings and we will hold each of our instructors to very high performance standards.

We appreciate and value your commitment to your professional growth and we are proud to be a partner in helping you make a difference in the lives of children and young adults.

Best Regards

Bob Stanton
Executive Director
About the Instructors

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.

Susan Monmany is the educational technology specialist at Main Street Middle School, an active member of VITA-Learn, and president of the Vermont School Library Association. Susan is passionate about the responsibility of all educators to model use of innovative and emerging Web 2.0 tools in order to best help our students develop critical 21st Century skills.

Dates:
July 29 - 31 and August 3 - 4, 2009
8:30am - 3pm

Location:
Spaulding High School/
Barre Tech Center Digital Classroom and Library

Cost:
$675 for members;
$790 for nonmembers
* An additional $196 for optional 2 graduate credits from Union Institute
* Participants must purchase textbooks

Registration:
http://www.lapdavt.org
Call (802) 224-9110 for more information

Appropriate for superintendents, principals, curriculum specialists

Course Description:

Web 2.0 tools are no longer the future—they are here, being actively embraced by public schools, and are the tools we need to make 21st century learning happen in our schools. This course combines pedagogical theory and hands-on activities to prepare administrators (superintendents, principals, curriculum specialists) for their roles in the 21st century learning. We will look at tools which support schools in communicating and collaborating with students, families, and their communities.

Participants will use several Web 2.0 tools including iGoogle, RSS feeds, blogs, wikis, and Google Docs. 21st century learning initiatives and related educational technology topics will be addressed. Participants will create their own blogs, use Google Docs to collaboratively edit documents, create online surveys with Google Docs Forms, and contribute to a class wiki. Additionally, participants will work in small groups to research some implications of Web 2.0 for learning and present their findings. No prior knowledge of Web 2.0 applications is necessary. This course will provide lots of hands-on ‘sandbox time’ to explore Web 2.0.

Course Objectives:

• Personal Productivity
• Using Web 2.0 tools for communication and collaboration
• 21st Century learning
• Time to explore Web 2.0 tools and their implications for learning
• ISTE NETS for Administrators 2009 -- to be launched in June 2009

*Please see website for Required Reading and Resources.
Bringing Out the Best in Students, Schools and Staff: From the Inside-Out

Dates:
June 29-30, July 1 and July 8-10, 2009 8am - 3pm (July 1 & 10 are half days)
PLUS Fall date TBD by participants.

Location:
U-32 School, Montpelier

Cost:
$525 for members;
$670 for nonmembers

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

* Participants must purchase textbooks

Registration:
http://www.lapdavt.org
Call (802) 224-9110 for more information

Appropriate for all educators

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 three 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:

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 principles 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.
About the Instructor

Susette Bollard has been in education for 28 years serving as a teacher, principal, Director of Curriculum and Professional Development and now Assistant Superintendent of Curriculum and Instruction 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.

Course Description:

The mission of Cognitive CoachingSM is to develop cognitive capacities for self-directedness independently and in community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive CoachingSM is a research-based model which capitalizes upon and enhances teachers’ cognitive processes.

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. Cognitive CoachingSM supports informed teacher decision-making through strategies that not only enhance teachers’ intellectual capacities, but increase their capacity to modify themselves.

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

Appropriate for all educators
Level 1 is a prerequisite for Level 2

Level 1 : Days 1-4

Dates:  
July 13 - 16, 2009  
8:30am - 4pm

Location:  
LAPDA Meeting Space, Montpelier

Cost:  
$745 for members;  
$870 for nonmembers  
* An additional $75 for optional 1 graduate credits from St Michael’s College

Registration:  
http://www.lapdavt.org

Call (802) 224-9110 for more information

Level 2 : Days 5-8

Dates:  
September 24 - 25 and  
November 9 - 10, 2009  
8:30am - 4pm

Location:  
LAPDA Meeting Space, Montpelier

Cost:  
$745 for members;  
$870 for nonmembers  
* An additional $75 for optional 1 graduate credits from St Michael’s College

Registration:  
http://www.lapdavt.org

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.
About the Instructor

Ellen Baker is currently the Program Coordinator for Elementary Education at the University of Vermont. She works with pre-service teachers at the University, advising students at all levels of the program, teaching courses and supervising students in the field. She was a classroom teacher for 33 years in elementary schools with experience from grades 1-5. Ellen has been an adjunct faculty member at Norwich University, Vermont College, Community College of Vermont and Johnson State College for the past 23 years. She received her BA in Education from Queens College in New York City and her Masters Degree in Education from Johnson State College.

Course Description:

This course provides an introduction to the 6 + 1 Trait Model of writing instruction. It is a shared vision and vocabulary for describing the qualities of writing across all genres. By understanding the traits: ideas, organization, voice, word choice, sentence fluency, conventions and presentation; we can offer a precise language to be used for assessment and instruction in the elementary school. Topics will include: definition of The Traits, focused instructional strategies, rubrics for student and teacher use, sample lessons and practice in scoring actual pieces of writing.

Course Objectives:

• Discuss the definition of the Traits as they relate to student writing.
• Develop focused learning opportunities for students to use the traits.
• Demonstrate use of the scoring rubrics for both students and instructors with actual pieces of writing.
• Develop the ability to provide constructive feedback to students through the use of the 6 + 1 Trait vocabulary and vision.
• Create an understanding of audience and purpose when writing.

Required Books:


For more information go to the NW Regional Lab web page www.thetraits.org

Evaluations

Last summer, this course received an average course rating of 4.69 and an average instructor rating of 4.77!

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor
Developing Proportional Reasoning

Course Description:
Developing Proportional Reasoning: Understanding and Strategies for Teaching, will focus on current research to enhance teacher understanding of proportional reasoning and strategies for improving proportional reasoning in students. Proportional reasoning has been a poorly understood term that gets loosely applied to fractions. This course will further the understanding of what proportional reasoning is and is not, while developing strategies to enhance instruction and student attainment of proportional reasoning. Participants in the course will work to develop deeper understanding of proportional reasoning through analysis of the imbedded concepts and misconceptions related to proportional reasoning. Participants will reflect on their current instructional strategies and choices that support development of proportional reasoning or that allow for misconceptions to develop. Participants will use resources to create a proportional reasoning unit and pre/post assessment which they can bring back to their classrooms.

Course Objectives:
Teachers will:
• Understand and identify different components/levels of proportional reasoning;
• Build a collection of classroom tasks to use to develop student’s conceptual understanding of proportionality;
• Analyze instructional tools and models for developing proportional reasoning effectively while minimizing misconceptions;
• Develop skills and tools for analyzing students’ thinking about proportionality;
• Apply these skills and tools to their lesson planning;
• Develop a pre/post-assessments linked to lessons for proportional reasoning;
• And, Develop a unit of study that emphasizes proportional reasoning and current best practices;

Required Course Materials:

About the Instructor
Todd Darrow is a Mathematics Teacher Leader for the Morristown School District. He has a B.S. in Mathematics and Secondary Education, as well as a M.A. in Middle Level Education. Todd has been a mathematics teacher for 14 years, spending the last 4 years in the teacher leader role and as an instructor of college Algebra at Community College of Vermont. During this time, Todd’s focus has targeted teaching mathematics for understanding at the K-8 level, engaging with emerging research on cognitive development of mathematical concepts and skills, and supporting colleagues with the implementation of research and theory into practice.
Differentiated Instruction in the Mixed-Ability Classroom Level 1

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

Appropriate for K-12 educators

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)

Registration:
http://www.lapdavt.org
Call (802) 224-9110 for more information

Dates:
July 20 - 24, 2009
8am - 4:30pm

Location:
Lamoille Union High School,
Hyde Park

Cost:
$675 for members;
$810 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

“Awesome beginning program on Differentiated Instruction. Judy was flexible in her teaching style, enthusiastic and very knowledgeable about her subject. Truly it was a wonderful class. We worked hard, but came away with a wealth of knowledge, strategies and ideas.” - 2007 participant

About the Instructor
Judy Hart Rhoads is presently a consultant with Pieces of Learning/Creative Consultants. Previously, she was 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.

Evaluations
In 2007, this course received an average course rating of 5.00 and an average instructor rating of 5.00!!

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor
Differentiated Instruction in the Mixed-Ability Classroom Level 2

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

Dates:
August 3 - 7, 2009
8am - 4:30pm

Location:
LAPDA Meeting Space,
Montpelier

Cost:
$675 for members;
$810 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.lapdavt.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 a consultant with Pieces of Learning/Creative Consultants. Previously, she was 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.

Evaluations
In 2007, this course received an average course rating of 5.00 and an average instructor rating of 5.00!!

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor
Fractions
Math Lab School

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

Dates:
June 22 - 26, 2009
8:30am - 4pm

Location:
Randolph Elementary

Cost:
$525 for members;
$670 for nonmembers
* An additional $294 for optional 3 graduate credits from Union Institute

Registration:
http://www.lapdavt.org
Call (802) 224-9110 for more information

Course Description:
The Fractions Mathematics Lab School is a research-based professional development opportunity for teachers. The teachers work together to provide intensive mathematics instruction for students in a host school. The Fractions Mathematics Lab School is an intensive week of student instruction during the morning session with a graduate level seminar each afternoon. Additional follow-up sessions will be held during the fall semester; the dates will be determined by the group during the summer.

Teachers will have the opportunity to work with teacher partners to assess and develop instructional programs based on the needs of specific students. In this course, teachers learn and practice using strategies and methods that reflect current research in mathematics instruction. During the graduate seminars, teachers consider how methods and strategies can become a part of their mathematics instruction in the classroom. An important feature of the Fractions Mathematics Lab School is the opportunity for teachers to work together to reflect on teaching methodologies and student progress. Teachers observe one another daily and use these observations to continually refine instruction to meet each student’s needs. During the graduate seminars, teachers review and adapt curriculum for a variety of learners.

About the Instructor
Beth Hulbert is the K-8 Mathematics Coordinator for Barre Supervisory Union. She is on the OGAP design team, and has developed and is currently implementing a Grades 1 - 5 Math Intervention model in Barre City. Beth also teaches courses in math content, pedagogy, and assessment for a number of institutions. Beth received the 1992 Presidential Award for Excellence in Mathematics and was awarded a Fulbright Award in 1999. She received her M.Ed. in Mathematics Education from the University of Vermont.

Evaluations
Beth’s last Math Lab School received an average course rating of 5.00 and an average instructor rating of 5.00!

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor
No GE Left Behind: Aligning the GEs to Your High School Math Program

Appropriate for high school math educators

Course Description:

In the Fall of 2007, the NECAP finally reached high school. The good news is that Vermont high school students performed better on the NECAP math than students from New Hampshire and Rhode Island. The bad news is that only 30% of our Vermont high school students met or exceeded the standard in math. This may be due in part to the fact that many high school math curricula have not fully integrated the High School Grade Expectations (GEs) for Mathematics that were published in the Spring of 2004.

In this course, we will take a close look at the High School Math GEs which underlie the four strands of:

- Arithmetic, Number, and Operations Concepts;
- Geometry and Measurement Concepts;
- Functions and Algebra Concepts; and

Participants will unravel the verbiage of the GEs and develop a concrete understanding of exactly what the GEs, and hence the NECAP, expect high school math students to know and be able to do. Participants are encouraged to bring graphing calculators and copies of their math program materials.

About the Instructor

Elaine Watson, a high school math teacher for 16 years, has spent the last six 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.

Evaluations

Last summer, this course received an average course rating of 4.60 and an average instructor rating of 4.80!

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor
Leadership for Differentiating Schools and Classrooms

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)

Evaluations

Last summer, this course received an average course rating of 4.69 and an average instructor rating of 4.94!

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

About the Instructor

Judy Hart Rhoads is presently a consultant with Pieces of Learning/Creative Consultants. Previously, she was 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.
Math Lab School:
Diagnosis and Remediation of
Learning Problems in Mathematics

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

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;

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.lapdavt.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.
### Professional Support and Supervision Evaluation

Visit our website for the latest course details and dates: [http://www.lapdavt.org](http://www.lapdavt.org)

**For Administrators, Teacher Leaders, Mentors and Coaches.**

**Dates:**
- August 10 -11 and three Saturdays - Sept 26, Oct 17, Nov 14, 2009
- 8am - 4:30pm

**Location:**
- Stowe Elementary School

**Cost:**
- $525 for members;
- $670 for nonmembers
- * An additional $294 for optional 3 graduate credits from Union Institute

**Registration:**
- [http://www.lapdavt.org](http://www.lapdavt.org)
- Call (802) 224-9110 for more information

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**About the Instructor**

Marty Sorrell Lacasse is a Music Educator for the Stowe Schools. She has a Masters Degree of Education from the University of Maine. She has extensive training in the use of Charlotte Danielson’s “Framework for Teaching” and its application for mentoring and supervision/evaluation. Marty is the Co-Facilitator of Lamoille South Supervisory Union’s Colleague Support System where she is responsible for the ongoing training and support of mentors in their work with new teachers.

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**Course Description:**

The purpose of this course is to become familiar with Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching, and its use in the development of improved instructional practices for teaching and the resulting positive impact on student learning.

Outcomes of the course include:

- Applications for models of supervision/evaluation
- Applications for models of mentoring
- Development of a common language for talking about and assessing teaching
- Clear levels of performance for teacher assessment, with emphasis on reflection and self-assessment
- Structured events through which mentors or supervisors can guide beginning teachers in the development of essential professional skills

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**Evaluations**

Last summer, this course received an average course rating of 5.00 and an average instructor rating of 5.00!!

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor
The Recorder in the Music Curriculum

Appropriate for music educators

Dates:
July 20 - 24, 2009
8am - 4:30pm

Location:
Calais Elementary School

Cost:
$525 for members;
$670 for nonmembers
* An additional $294 for optional 3 graduate credits from Union Institute

Registration:
http://www.lapdavt.org
Call (802) 224-9110 for more information

Traditionally recorder is taught in grade three. But why do we do it then and what is the best approach to instruction? This course will examine recorder playing as a tool for the learning of musical concepts as it is employed in a variety of approaches such as Orff, Kodaly, Suzuki and traditional method books. During the week participants will:

- Learn about a variety of ideas about and approaches to recorder instruction.
- Reflect on their own use of the recorder in general music instruction and how it might be influenced by different ideas and perspectives.
- Build their personal artistry on recorder through individual practice and ensemble work.
- Experience soprano, soprano, alto, tenor and bass recorders as well as Baroque (English) and German fingering systems.
- Develop curriculum and create lesson plans using recorder.

Participants should bring a plastic or wood soprano recorder of good quality (Yamaha 300 series or equivalent/better.) Other recorders welcome.

About the Instructor

Steve Owens teaches general and instrumental music at the Calais Elementary School and the Sharon Elementary School. He has a master’s degree in music education from Central Connecticut State University. He has Level 3 Orff Schulwerk training as well as advanced work in Orff curriculum and drama and has participated in the International Summer Course at the Orff Institute in Salzburg, Austria. His Orff recorder instructors include Vivien Murray and Cindy Hall. A flutist and composer, he has band and choral publications with Shawnee Press and chamber music with Alry Publications.
Technical Education Research Centers (TERC) - Investigations in the Classroom

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

**Appropriate for K-5 educators**

**Workshop Description:**

This five-day Investigations in the Classroom K-5 workshop familiarizes participants with the content of Investigations in Number, Data, and Space®.

Participants will:

- explore number with an emphasis on the development of sound number sense and a deep understanding of numerical relationships and arithmetic operations
- work on visual and spatial problems to learn more about 2-D and 3-D geometry and its relationship to number
- collect, organize, represent and describe data
- prepare to implement Investigations at their own grade level
- assess students’ understanding by examining student work
- explore adaptations and extensions at all levels to reach all students
- address issues of communication with parents and the larger community

The workshop’s approach stresses teachers’ mathematical learning and focuses on their roles in classrooms: listener, learner, mathematical leader, decision maker, researcher and facilitator of collaborative learning.

Tuition fee is $600 per participant. If 10 or more participants from the same district register, their fee is $575 for participant. Tuition includes a tote bag and a three-ring-binder with all the workshop handouts.

Participants can apply for 3 graduate credits for a fee of $200 through Salem State College. Information and applications are available from workshop leaders on the first day of the workshop.
Program Description:
The Vermont Science Initiative (VSI) works to achieve scientific literacy among all of our children through improved instruction in science. The VSI Tier II program is a 4-credit, one-year professional development program focusing on science content, acquiring science-teaching skills, and improving general teaching practice, which includes:

- Part I: A Best Practices in Science Teaching course. (2 credits)
- Part II: A one-week summer institute in content-based science inquiry*. (2 credits) The summer of 2009 content course will be Reading the Landscape/ Landscape Ecology at the University of Vermont. Housing available.

* Teachers who are unable to enroll in the summer 2009 content courses must commit to a VSI “content” course in the summer of 2010

Best Practices in Science Teaching

In this week long course, we will engage in science inquiry as adult learners in order to become comfortable and confident with inquiry-based science 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.

The instructor, Renee Affolter, is a Program Associate for VSI, teaching courses and mentoring teachers throughout the state since 2003.

Reading the Landscape/ Landscape Ecology

This course will focus on the tools and skills needed to read, interpret, and tell the stories of landscapes. During the course we will explore a variety of frameworks (including vertical structure analysis, natural community concept, dynamic timeline, and phenology) for practicing field science, interpreting natural history, understanding geological processes, and sharing landscape ecology with students in an engaging way.

During the week we will visit 5 unique Vermont landscapes to explore the pieces, patterns and processes that characterize each site. By the end of the week, participants will feel more comfortable reading landscapes and giving voice to their rich stories.

The instructor, Matt Kolan, is a lecturer and doctoral student in the Rubensten School of Environment and Natural Resources at UVM.
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*Purchase order number/approval required for all school/SU billing. All fees are paid directly to LAPDA.

- Administrator 2.0
- Bringing out the Best in Students, Schools & Staff: From the Inside-Out
- Cognitive Coaching Foundation (Days 1-4)
- Cognitive Coaching Foundation (Days 5-8)
- Creating Successful Writers through 6+1 Trait Instruction and Assessment
- Developing Proportional Reasoning
- Differentiated Instruction in the Mixed-Ability Classroom Level 1
- Differentiated Instruction in the Mixed-Ability Classroom Level 2
- Fractions Math Lab Schol
- No GE Left Behind: Aligning the GE's to Your High School Math Program
- Leadership for Differentiating Schools and Classrooms
- Math Lab School: Diagnosis and Remediation of Math Problems
- Professional Support and Supervision/Evaluation
- The Recorder in the Music Curriculum
- TERC - Investigations in the Classroom
- Vermont Science Initiative Tier II (Parts 1 & 2)

NOTE! I understand that by registering for the above named activity, I have made a firm enrollment commitment. I also understand that I will be assessed a fee of $50 should I withdraw less than 2 weeks before the start date or fail to attend.

Signature:

Please return to:

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

Visit our website for the more participant quotes: http://www.lapdavt.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

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.