

Vermont-NEA
TEACHER RELICENSING SURVEY

Qualitative Evidence

Teacher Comments

January 10-29, 2014

First Name	Last Name	Explain how much time it takes you to complete the current relicensing process and the value, if any, it has on your teaching and student learning.	How would you benefit from a relicensing process that required, like other licensed professionals, only the documentation of credits and/or hours of professional learning?
James	Eberhardy	The IPDP is completely specious. The idea that forced goals will improve either my practice or student learning just isn't true, and thus any time spent on it consumes a resource better used for actually focusing on my students. Coursework and professional learning is what truly grows my own abilities, not rendering goals unto Caesar.	
Christopher	Hood	In my opinion, the IPDP has devolved into a hoop that all teachers must hop through once every 7 years. Things change rapidly during this timeframe, and initiatives change in a corresponding manner. I would like to have more flexibility within a recertification system.	<ul style="list-style-type: none"> - More flexibility -Less stress at the end of a seven-year window

Peter	Alexander	<p>As I am in my 30th year of teaching in Vermont, I consider myself somewhat qualified to address the IPDP process (i.e. having gone through it numerous times)...in a word "a complete and utter waste of time" (ok, in a few words then). THANK YOU for finally being realistic about this "extra work" that no professional teacher has time for. I could fill pages with the nightmares I have experienced or seen, but let me say that I know more than one teacher that has chosen retirement rather than experience the joys of the IPDP again. My best ("worst") personal experience was one year my IPDP got rejected 3 times, and on the 4th submission I got approved after I changed JUST 3 words to "please the committee" (you need to know that I have an "A" type personality, so I had spent close to 30 hours on that year's submission (the last rotation I had it down to a "mere" 17 hours...on that one I also got rejected...typical I am afraid....and when I enquired I learned that a total of ONE person had looked at my IPDP!! Like a say, a complete waste of time. I have numerous other examples of a teacher being approved, then letting another teacher use that same IPDP as a template (to help them wade through the confusion/jump through the hoops) to only then of course be rejected, PLEASE get rid of this debacle as MY IPDP is up next year, and I would love to bury that piece under 10 feet of "fill." It was designed to be a reflection/learning piece I know...the only lesson I have learned from the process is that I have 7 years before I suffer through another one.</p>	<p>"When in Rome"...your teaching gets evaluated by your ADM (and hopefully your students) as it is Trust the locals to evaluate. Let the teachers invest their time elsewhere. Thanks Peter Alexander NCUHS Newport, VT</p>
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Jennifer	Enzor	<p>I've spent so many hours, I can't begin to count them. If anything, it takes time away from my teaching and student learning. I could be focused on acquiring and processing new knowledge, planning how to use it in the classroom, and evaluating the outcomes, but instead I'm spending valuable time documenting, justifying, revising, and re-evaluating. The current relicensing process is ridiculously time-consuming and actually erodes professionalism. I am not trusted to make decisions about what skills or knowledge I need and how to implement them - my choices have to be "approved." Further, the quality of my teaching is already diligently evaluated by the district in which I teach and by the professors who instruct me. Consequently, much of the relicensing process feels repetitive, frustrating, and unprofessional.</p>	<p>*I would be treated like a true professional*I would be evaluated by those most familiar with my work - my professors and my supervisors.*I would spend more time addressing direct instruction and actually growing as a professional.*It would be less costly - fewer hours spent by teachers generating justification and by standards board members wading through that sea of paperwork means fewer guest teachers needed to substitute. I also imagine that simplifying the process would save money at the government level - fewer forms to create, send, process, and file.*It would be less stressful in a job that is already exceedingly demanding.</p>
Lisa	Rader	<p>The relicensing process is on-going for me, I 'chip away' at it as I go, so it is difficult to explain how much time it takes to complete the process.</p> <p>I work hard to search out meaningful professional development opportunities, but often see that some educator just 'do the time' or 'jump through the hoops' and it doesn't signify much.</p> <p>The system (as it stands) is only about as good as one makes of it, I suppose.</p>	<p>...With no reflection or sense of how the educator intends to incorporate his/her new learning into his/her practice? That sounds pretty useless to me.</p>

Richard	Berthiaume	I have been in this profession for 31 years and this process has never once made a difference. I believe in getting credits, but not the other foolish paper work that takes so much time to make such little difference.	A better use of my time. I would rather use my time helping students and finding ways to make my teaching better than to worry about my IPDP
Jennifer	Stainton	I value the part of the process where teachers are asked to make goals that relate to the school's goals. I believe this requirement brings cohesiveness of goals and values to larger schools.	A bit of a leading question, but I am happy with any process that has high standards for all, requires reflection, requires growth, is challenging, and rises the view of educators as professionals. If this means retaining the portfolio - great. If it means assuming credits from a variety of institutions will do this - fine. I do not want to change the licensing process for this reason (the following quote is from a colleague): "If homeschoolers can teach, I should be held to the same standard as them - having a pulse."

Peter	Berger	<p>I have been the chairman of our local standards board since the last millennium. Board chairmen recently received notice that the Agency of Education can't afford postcards so relicensing educators can inform the agency whether they want to renew online, but it can somehow afford the extravagant online relicensing system that's already plagued by delays and clearly isn't working as it was supposed to. It also annoys me that "reaching out" to educators in lieu of the postcards has become just one more chore that LSB volunteers are expected to assume. With all the added work that's entailed in the allegedly labor-saving online system, I'm close to dumping our LSB and all its relicensing educators back in the agency's lap, and I doubt I'm the only LSB veteran who feels that way. We've got time and money to turn IPDPs into IPLPs but not enough to print books and materials for teachers or to train anybody in the system we didn't need that's already a debacle. The agency appears to have the same problem the healthcare registration system has. Before things get worse, it would be smarter to push back for a full year the timetable for implementation of online relicensing. Unless, of course, everybody in Montpelier is equally stubborn and unable to admit they've made a mistake. Even better would be a return to the system where teachers presented credits to their administrator who certified satisfaction of credit requirements. If LSBs exist at all, it should be to simply count credits, not edit essays and jargon-bloated IPLPs, as if changing the name of these vapid plans will make teachers more effective. The only educators who value the system are the disciples you meet at the annual LSB summer meetings. They talk about how the LSB system "empowers" educators, but all it empowers us to do is fill out endless forms and bathe in rhetoric. In short, the current system over which I help preside is a meaningless exercise in shuffling papers. Teachers have better things to do. I could say more, if you'd</p>	<p>A few years back I checked with my physician and my attorney. It requires far fewer credit hours and far, far less paperwork to be relicensed in those professions than in ours. (Please see the response above.)</p>
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Margaret	Manney	Next year I will need to go through the relicensing process for the 4th time in my teaching career, and once again, for the 4th time it will be a different process (if it isn't eliminated). Navigating my way through a new and unfamiliar process takes a great deal of time as well as the time it takes for updating my coursework etc...	A great amount of time and energy would be saved if only documentation of credits is required. And, what a wonder feeling it would be, to be respected as other licensed professionals are!
Roseanne	Kramer	The time spent on completing the current relicensing process would be better spent by aligning the professional learning with school and district goals, with more local accountability.	A licensed professional should be expected to be honest and forthcoming in is/her needs in regards to professional learning. The data within the documentation of credits would clearly show the individual process of learning.
Martha	Elmes	It took me 45 independent hours to complete my IPDP. I'm not sure that this process was beneficial to updating my professional knowledge about current practices in teaching. Coursework would have been more advantageous. Fewer years before recertification would keep teachers fresh.	A lot of " blah blah blah" eduspeak would be eliminated.
Kevin	Cook	Why is non of the options above either a longer term or no requirement?	A lot. The current process is cumbersome and requires too many hoops to get credits approved. remove the hurdles.
Elisabeth	Kirkpatrick	I am a retired educator wanting to get re-licensed. The process is too cumbersome too much paper work and too complex. It really needs to be streamlined. As it it discourages people from fulfilling their dreams. and is preventing talented teachers from joining our work force.	a lot. Because keeping current is the only critical piece.
Joel	Lagrow	Current course offerings covered by tuition reimbursement are not always the things I need to improve teaching practice. More trust and flexibility for teachers in designing their learning pathway is desirable.	A much wider array of opportunities for professional development could be accessed.

Mary	Donlon	<p>The IPDP takes me several hours to compile and complete. It is time away from planning and teaching. It does not effect how I teach nor does the process make me a better teacher. I would take classes regardless of the IPDP requirements because I am always trying to grow and improve personally.</p>	<p>A process still holds us accountable as professionals but does not require hours of "paperwork" that doesn't help us Improve as teachers. I feel a streamlined version for relicensing would benefit us as much as our current process does. I feel like we are being asked to jump through hoops just for the sake of jumping.</p>
Merrill	Fenton	<p>The IPLP is a very complicated way to set about professional developement. It has to be amended quite often for very simple things. Today's educators need to react speedily to changing job requirements. Goals set seven years ago rarely comply with what the educator is experiencing in real time, on the job. The portfolio should be required. This will back up what the educator has accomplished. Professional developement activities should be subject to some sort of approval by either a local or state board. Reciprocity between states may also play an important hand in this. If the iplp and the portfolio requirements are eliminated, will other states still honor and transfer Vermont State Teaching Licences? How does this effect National Licensure? HQT?</p>	<p>A process without long term goal setting may be more effective today. Many educators feel that the needs they have now will not be the needs of the future and that that future is unpredictable. An example of this is the yearly action plan for schools and school districts. If I set a goal for the 2013 action plan, will that goal still be relevant in 2019? Other demands within the iplp structure are also difficult to reconcile with teacher preparation. Most parts of the Knowledge and Content Standards for teaching endorsements are part of the teacher's Ba/Bs and Masters preparation - this is pre-licenced activity. Much of the basics for teaching and administration are covered within the school/sup. union educator evaluation plans. Making them part of re-licensure is redundant. Local oversight of professional developement activities should remain in place in any case.</p>

Judith	Bradbury	<p>Completing the current relicensing process is very time consuming and has a negative impact on my professional practice, including student learning. The process takes significant time and its value is negligible. In addition, courses related to my license endorsement and workshop money are both limited--consequently it can be difficult to obtain relevant professional learning.</p>	<p>A relicensing process similar to other licensed professionals would demonstrate a measure of respect and would be much less of a burden and distraction. I would have more time and energy to give to essential learning--my students and my own.</p>
Mary	Reardon	<p>The last portfolio I submitted took approximately 200 hours to prepare. The most time consuming part was compiling and organizing all of the documentation, and providing written narratives and reflections. After submitting my portfolio for review, it was back in my mailbox (approved!) within 90 minutes. As I understand the intent of the portfolio, it is to prove that I have learned what is being taught in college courses and professional workshops and to also show how the learning is relevant to my profession. If an accredited college or university has awarded me a passing grade and graduate level credit, I think the college transcript should carry more weight than "scrap-booking" my professional experiences. This process has no value for my students' learning--in fact, it detracts from it by using up time and energy I could otherwise devote to practicing my profession.</p>	<p>A re-licensing process that relies on documentation of credits and/or hours of professional learning would give me 200 hours of my life back. Being freed from this process would probably make it easier for me to do a better job as a teacher during re-licensing years, as I would not be burdened with spending nights, weekends and vacations toiling away on my the portfolio/scrapbook--some of that time could go to grading and preparation for the classes I teach. In fact, if I had more time, I would likely take MORE courses, especially if I wouldn't have to prove the veracity of my transcript through essays, photographs, video and interpretive dance (or whatever they come up with next!).</p>

Deborah	Davis	I spend a huge amount of time (hours upon hours) completing the required paperwork associated with the relicensing process. It seems the paper trail is endless and of very little value to anyone. It certainly does not transfer to my teaching and student learning. These precious hours would be much better spent working on lessons for my students - that is what transfers to student learning.	A relicensing process that required only documentation of credits and/or hours of professional learning would allow me to focus more time on my students and what they need. I would have more time to research and develop creative lessons that would directly enhance student learning.
Lisa	Beck	28 hours Sometimes it feels frantic digging back through paperwork, photos etc. on the other hand knowing tha I will need to do so, I at least need to place all paperwork in a central location!	A savings of time , energy and stress that I could to a more productive use.
Karen	Needler		A seven year process? Things have changed vastly since I wrote my goals. Thankfully I have many other more timely means of improving my practice. We have an evolving process at my school for providing feedback and selecting goals to improve my practice. I want to focus on those, not a second set as well.
Susanne	Pulsifer	It takes A LOT of time and I don't see that it improves my teaching	A shorter relicensing period and process would help keep me current in best practice while allowing me more time to do my job!
Jennifer	Stratton	The process of compiling the portfolio is arduous and takes 10 -15 hours or better to complete. It does little for my effectiveness as a teacher other than make me resent paperwork and jumping through hoops.	A streamlined process would provide more hours to put towards actual work with students and making my teaching better.

kari	osha	<p>I find the relicensing process to be incredibly difficult and cumbersome to use. Having just moved into Vermont a few years ago I found that the process is unclear and requires excessive amounts of paperwork that could be consolidated into an electronic format. I found that I spent a large amount of time trying to find answers to my questions about how the process worked. I also found that I had to not only talk to the HR department at my school but also the building designated Professional Development staff people and I even had to call the state department of education to straighten out the information I received. I am still not completely clear on all the rules and procedures and I feel that it should not be this difficult. The professional development activities that I complete are beneficial to my teaching and student learning the documentation of these activities takes too much time away from the job I was hired to do.</p>	<p>A system that was streamlined to just document credits and hours would save time and frustration on my part. Professional Development is necessary but should not take a large portion of my time and energy that should be spent on lesson preparation and teaching.</p>
Gretchen	Garvey	<p>As we already engage in goal setting and yearly reflection, it is simply an added step that takes unnecessary time, in my opinion. If school administrators are doing their jobs, there should be no need to prepare a portfolio that may or may not be viewed by anyone. perhaps it would be valuable for newer teachers, though.</p>	<p>A time saver!</p>

Kim	Thompson		<p>After investing money and countless hours assembling a portfolio, it was frustrating to go to my presentation and have nobody look at it and then be told that the reflection letter and portfolio are really for me.</p> <p>I write enough goals for my admin. The IPLP is redundant.</p>
Carol	Woodard	<p>It took an extraordinary number of hours and effort to produce a portfolio and it had very little to do with what I actually do with my students. There was no meaningful reflection on my teaching practices, just a lot of creative writing to explain why what I did fit the goals I had decided on many years before.</p> <p>We have a TEP program in our district that has a much more direct impact on the work I do with my students. I have to demonstrate to my peers that I have done what I said I was going to do and any one of my team members can visit my classroom to see for themselves that I am doing the work I outlined. There is a lot of thought that goes into the goal-making process as well as the presentation to my peers at the end of the year. I find that during the year I ask myself if I am staying on track with my goals and whether I need more or less attention to any specific goal. This is a much more valuable process that collecting photos for a portfolio that rests on a shelf for 6 years.</p>	<p>Again, I think the TEP program affects students and student learning much more directly than the licensing program (portfolio process) we have had in the past. But, the documentation process we had in the distant past was ineffective as well. Some teachers were taking classes that had no direct impact on their teaching & students, just to get the credits. This was particularly true for teachers in the rural areas where appropriate classes were difficult to find.</p> <p>I think the documentation of credits & hours of prof. learning should be reserved for those educators who are 1-2 years away from retirement, but still need to relicense. It is ridiculous that they had to create a multi-year IPDP portfolio when they were nearing the end of their career. Using the documentation process makes sense for them as the local Licensing Board can sign off on the fact that they are keeping current with their practice appropriately.</p>
Laura	Lienhard	<p>It is a long process and it has no real value on my teaching or what my students are learning. Courses, workshops, collaborating with our colleagues and teaching experience is what is of value to educators</p>	<p>All good teachers take courses and workshops to increase their knowledge. That is the teachers responsibility. These courses and workshops have value to the teachers and it helps to increase student learning.</p>

Caitlin	Bianchi		All schools require teachers to set individual goals while also working toward school and su-wide goals. If I didn't have to spend time focusing on meeting and documenting my ipdp/iplp goals, I could focus more on attaining my other goals. Meeting these local goals would better serve my school and our students.
Chris	Ford	I am not up for relicensing until 2016, so it has been a few years since going through the process. As I recall, it takes many hours to put together a professional looking portfolio and you only get a few minutes (10 or so) to share with one or two colleagues on our local standards board. The process as very little value to my work or improving student learning. It is also not connected to my in-school evaluation with my principal. In addition, as a school counselor, members of the standards board really do not understand our role and work in supporting student learning for all kids.	Along with in-school evaluations with our principal, professionally documenting your new learning (i.e. credits earned/hours involved in new learning) should be sufficient in showing that educators are engaged in self-improvement and new learning activities that are relevant to their work. This proposed new process would be a more professional and respectful process for educators and eliminate an unnecessary amount of hours from the current process.
Ehren	Miller-Nogueira	Because teachers who are working full time are incredibly busy, although the concept of and IPDP is a good one, it is like having another job, while having a full time job. I would almost rather just keep a portfolio of teaching through the years.	Although I believe it would be easier for teachers if there was less what feels like busy work, I think the portfolio is an important part of reflexion and a useful tool for administrators interested in hiring. I think IPDP's or goals should come from school administrations, not the licensing board.The state should just require the credits.

Susan	Ivey	<p>I believe that Vermont should maintain a relicensing program that supports the following: Collegueship Professional learning in content/areaSupport of students/Community. Seven years is too long a period for relicensing. For those teachers not keeping up, there are no indicators, for those who are there is an enormous amount of paperwork at the end of the time period. Keeping track of all the paperwork involved along with the increased paperwork required of teachers is ridiculous and takes away from the craft of actual teaching. This is the major hoop from my perspective. I believe that local boards know best what is the type of learning that should be required of local teachers based on the needs of the environment that they are working in. Thus, the control of the types of recertification and professional learning should reside locally with state supervision. Collegueship and support of the our peers and craft is important in any profession, but more so in teaching as it "take a village". The "village" needs to make sure they are communicating and on the same page! As educators, we need to make sure that we are supporting our students and communities, as this is what we are preparing them for. The "vital results" are the MOST important aspect of how we can prepare our students to become well-adjusted, productive members of society. We need to keep abreast of the current best practices in terms of teaching, children's psycho - social needs, and changing information in content.</p>	<p>Although this would be simple and fits to the current tread in the world to streamline and make sure that we just dot i's and cross t's, it is not what is best. Both in healthcare and in education we have seen the push of "cookie cutting" and checking the accuracy and effectiveness of "services" if the paperwork is filed correctly. This does not indicate that the actual tasks are being done with accuracy or in the best interests of the individuals receiving those services. I moved to Vermont to teach in a state that takes the "whole child" into account and looks at them as individuals who can progress in their individual way to be the best they can be. If, as a state, we go to documentation that the profession only had to sit through a class in order to be effective, it does not honor the "whole" child, or recognize the importance of community. These are fundamental strengths of the Vermont education system and the adults it helps to create.</p>
Marilyn	MacBruce		<p>Any time I did not have to spend making a portfolio would be spent doing professional learning and making plans to meet the needs of the very diverse learners in my classroom.</p>

Kim	Rodliff	I feel that it has very little value on my teaching. I do it just to get it done.	Aren't the workshops, conferences, and classes where we really learn new methods, content, and strategies? That should be the focus.
Kathy	Wiese	It takes me about 20 hours to complete the requirements if I have been organized about saving all the evidence you need. If I have to find that evidence (or in some cases reconstruct it) this time grows exponentially. I do not think this has had much value on my teaching. It is good to set goals and to reflect on best practices, but this can be done locally quite apart from the process of being relicensed.	As a busy professional I could use that time to work with students or on improving curriculum rather than producing a portfolio that the local standards board may not even look at and that I won't ever use again until the next round of relicensure.
Betty	Stewart	As a nurse I find the process not needed for nurses. We have to renew our license. We are required to complete competencies, renew CPR, and complete a number of hours for our renewal. To require us to do what the teachers do is above and beyond.	As a nurse I have to document the credits and hours to renew my license.
Theresa	Shaw, RN	As a school nurse I do not find the re-licensing process valuable. When I was on our local LSB there were many exceptional teachers spending many hours working on their IPDP. Their classes and professional work made them great teachers- not their IPDP...that just made them frustrated. Great teachers will be great, paperwork won't make a difference.	As a nurse in Vermont, I am actually not required by this state to show proof of professional learning (classes). I am only required to prove I have been actively employed as a registered nurse. However, different institutions have required my continuing education as a mandate to stay employed. We need to encourage professional learning - classes, conferences, supervisory workshops-to allow us to focus on helping our students be successful.

Jocelyn	Bouyea	It has absolutely NO VALUE to what I do as a school nurse. My work to improve my professional practice is completely separate and is not based in any way in the IPDP.	As a nurse working at Fletcher Allen, I am required to maintain professional learning around the patient population I serve. This is incredibly valuable to me as a learner and my patients who will receive the best care I can give based on current understanding about disease process and healing. Why schools can't recognize that our students will benefit in the same ways is beyond me. The goals in the IPDP are just fluff and will not lead to the outcomes that we say that we want for Vermont children.
David	Buckingham	I think the present process allows teachers to reflect on their practice and set goals to improve their teaching.	As a profession, are we concerned with seat time or learning? Sorry, an over-generalization. Seriously, I think the present system holds us more accountable to improving our practice. I would like to see the present process be more closely related to teacher evaluation, and not separate. Both are about improving teaching practice.
Kimberly	Swett	<p>I am a co-chair of my LSB and the process is daunting for all. This new format that was supposed to make things easier has made them harder for Local Standards Boards and for teachers. I am DISGUSTED with the Agency of Education. Renewal packets have not been sent, the online process that was supposed to be so simple has been delayed yet again.</p> <p>The teachers in my school who are relicensing this year are understandably upset and anxious. The process has not been improved and at this point should be scrapped.</p>	As a teacher I spend the majority of my time planning effective, meaningful instruction for my students. I resent that Educator's must prove themselves to the Agency of Education. I have friends who are doctors and nurses who must only document professional learning and write a check. I must jump through hoops to prove my worth. I would like to know why!

Deborah	Kalkstein-Lamb	Having completed my first round of an IPDP and Portfolio in my previous district, I found the process an exercise in following protocol, but not one of learning or discovery. The process was time consuming, redundant, and felt non-productive in terms of utilizing what I had learned and incorporated from my Continuing Education experiences.	As an LICSW and AAP, I am engaged in the relicensure/recertification process of two state recognized and regulated professions. For each of these I am required to obtain a specified number of CEU's and to document my activities and CEU hours earned for each. Personally and professionally it would make sense for DOE to follow a similar procedure. What we learn through our continuing education activities is incorporated into our work in meaningful ways. An IPLP and Portfolio neither bring about this incorporation by virtue of completing these products nor do they intrinsically further my professional development. The annual goals I establish in my school are more meaningful and guiding form both my performance and professional development than the IPLP/Portfolio.
Bonnie	Pritchard	The most beneficial part of the process is taking the classes and workshops which increase our skill and knowledge base. The paperwork intensive process of getting classes approved and then creating a portfolio, adding to it numerous examples of other types of collegueship and learning experiences, is laborious and does not have much value as it is the actual coursework which increases our skills.	As educators of the 21st century we realize that busy work is inefficient time spent in the classroom. I ask for the same consideration, no busywork.

Marie	LaBombard	<p>In lieu of teacher evaluating during the relicensure year, our school district gives us that time. I think participating in actual evaluation during any given year has a lot more value to me and my students as it is much more relevant to what is happening day to day in my classes. I'm grateful the district gives us the time because completing the required paperwork and jumping through the required hoops, along with working with our local board takes A LOT of time.</p>	<p>As I said above, actually participating in my school's evaluation program yearly is more valuable than all the hoop jumping that is required of teachers. I find it appalling we have to do so much more than other licensed professionals.</p>
Leigh	Petrucci	<p>The process is immense. It easily takes 40+ hours to complete the portfolio and reflections associated with relicensure. In addition, the interview with my local standard's board takes time and is far from standardized. Also, I have been re-licensed in two different districts in VT and the experiences I have had differ greatly. And, honestly, the value is in the courses and PD work I have done...not in the preparation or presenting of a portfolio.</p>	<p>As I said above, the true learning comes from the PD coursework I complete, not from the process of presenting a portfolio. The demands on teachers are great and I know I would certainly appreciate an opportunity to submit paperwork only.</p>

Sara	Nadeau	I find the whole portfolio process to be a waste of time. The idea of professionals having to submit a portfolio or "scrapbook" of all that has been done is not the best use of the hours spent creating this.	As I stated above, the process takes hours to complete. Those hours could be spent creating valuable and meaningful lessons and units for my students. I also feel we need to be trusted as professionals (and our administration be trusted) to follow school improvement plans and the new demands put on us to create these learning tools/assessments without this process. If other licensed professionals need to only document their learning through credits, then why must teachers be held to a different standard? The professionals who value learning?
David	Roller	The current process probably takes more time in stress than in actually producing. It is a formality that requires me to justify my commitment to the profession. My wife, who is an attorney, is trusted to go to conferences or do readings, submit her CLA's and gets relicensed. I am due this year and the AOE's inability to provide guidance to me or my LSB is very frustrating. They want to go online with the process, but have already put it off a month. I would like to get relicensed without the hassle of the moving target.	As I stated above. I think we are expected to be professionals in our work, but are not given that same respect with regard to the relicensing process. I think that at some point, the idea of a professional portfolio was a way to give an air of professionalism to teaching, but has instead become a cumbersome process of filling out forms to meet formats that change at least every time my license comes due for renewal.

Claudia	Walker	<p>I keep a binder and try to keep it current with all of the necessary pieces, often times though, school gets in the way and I end up with a back log of information to organize. It feels much more like an exercise of busy work then a meaningful and purposeful process.</p> <p>We are required to reflect on all professional development through MLP in my district. Having that requirement and the portfolio to complete is basically me doing the same thing twice. I do not consider this to be the best use of my time, or more importantly, recognizing me as a professional in my field.</p>	<p>As I stated in the previous question, I am required to write a reflection of any professional work I complete through the MLP of my district. Those reflections should be enough evidence of what I have been involved with for professional development.</p> <p>I consider myself a professional and see more value in spending time implementing new learning, rather than spending time creating portfolios. That information is already available for access through "My Learning Plan", via the Bennington-Rutland Supervisory Union.</p>
Christina	Bachmann	I am unsure about the time it takes to complete the current relicensing process, but it is substantial!! I feel as though it has very little value for my teaching or student learning.	As is the case with many things we do in education, we as teachers are forced to spend countless hours completing these unnecessary requirements instead of being able to use our valuable time to improve our teaching practices!!
Donna	Howe	I relicensed last year, for the last time, but it took considerable time to prepare the portfolio that would have better been spent in prep for my students.	As long as documentation is valid and credits/hours earned have been from credited institutions and have been approved by the superintendent or his designee, I think this is the way to go. It would be less time consuming and I would hope that the credits earned would be used to improve student learning, not preparing a portfolio
Suzanne	Hogan	I don't remember how long it took, but it was awhile and very stressful. At the beginning of the school year we set goals, we are observed as we teach throughout the school year. I feel the goal setting and evaluations do a lot more to keep me on track than the relicensing process.	as long as teachers still take courses or workshops to stay on top of new developments and earn the required hours or credits, I think a copy of the yearly goals and evaluations should be sufficient documentation.

Ruth-Ann	Fletcher	The current relicensing process required hours upon hours of time that ultimately became useless as my job requirements changed dramatically throughout the course of my IPDP. My current plan no longer seems relevant, yet, I am required to complete those components of the plan which in turn takes time away from what would be currently relevant.	As my job is constantly changing (special educator who co-teaches one year and does small groups the next and who doesn't always teach the same subject matter), I could tailor my relicensing process to what I'm currently teaching and take courses or attend conferences that are also relevant to my current teaching position.
gail	chase	A tremendous number of hours were spent on the reflections, the responding to questions, filling in all the categories ,organizing the portfolio of evidence,etc(...much of which one has already been involved with when taking a course,being engaged in a workshop, working collaboratively with others etc); all that paperwork, leaves less time for other more meaningful tasks involving students or colleagues.	As noted above...more time would be available to either be involved with students, parents, colleagues etc...the impact of the credits taken etc would still have an impact on one's effectiveness, and connections with current practices etc
Ross	Harmon	Next year will be my first time renewing my license. I have heard from other teachers that it could take several days to complete if not more.	As of now I am obligated to take course that match my goals set forth years before. With best practices changing from year to year I can't guarantee that what I thought was important 7 years ago will be pertinent today. This could lead me to choose courses or workshops that satisfy my IPDP requirements but not have an impact in my classroom.I would much prefer to do things as other professionals do in other fields.

Rhonda	Siemons	Numerous hours of planning and organizing (min. 30) and none of it directly benefits students. This process is far too tedious and time consuming; the benefits are minimal. Reflecting on involvements and accomplishments is invaluable. However, in many schools this is already being done as part of their local evaluation process. I would support a change.	As professionals we continue to grow and learn regardless of the current tedious relicensing process. There should be a means of reflecting built in to local evaluation systems and a minimum credit expectation for accountability purposes on behalf of the state. Ongoing, authentic reflection and a minimum credit accountability will improve my teaching and student learning significantly.
Diane	White	I think the portfolio give a teacher a chance to reflect on their teaching, but I think good teachers do this all the time. In some ways, we seem to have developed too many hoops for teachers to jump through. As a person who has served on a local standards board for 12+ years, I have seen the work that so many people put into their portfolios and the IDLP. I am not sure that this is always the best use of time.	As someone who has been in the profession for 30 years, I can remember when this was the way it was done. I only took courses and workshops that I thought would benefit me and also improve my teaching. The procedures in place now have not changed this for me with the exception of more paper work to complete.
Mike	Campbell	It always appears to be an exercise in jumping through paperwork hoops and rarely does the process directly improve my teaching. Of course the actual professional development does improve my education but not the process of relicensure. The time it takes creates undo anxiety and takes away from the time I could devote to my students and curriculum development.	As stated above I would have less stress about shuffling forms and paperwork and more time to devote to my students.

Deborah	Bedrin	<p>The last time that I had to renew it seemed like the process took forever. The chair of the comm. wanted everything done her way even though things that were posted on-line would have streamlined the process. Many of the forms were redundant. Many evenings and weekends were used to prepare the written presentation for my portfolio when I should have been spending the time planning for my students. The actual presentation was worthless and took 15 minutes.</p>	<p>As stated above, my students would have been the recipient of better planning and therefore better lessons, if I had not had to take so much time in the preparation of the actual portfolio. What I have learned and incorporated into my classroom from the courses that I have taken over the seven years, is far more valuable than the actual process we have to go to to prove that we are better teachers.</p>
Judith	Steron	<p>My license is up this summer, so I am in the middle of this process. My SU offers a great deal of professional development and we have tuition reimbursement. Both of these are helping me with relicensure. Not having even one of them would be a significant burden, in terms of time and energy (which would take away from my students) and money, which most teachers don't have enough of. I was away from teaching for two years after having a baby, and this "lost" time has added to the challenge of completing even just the required credits. Adding the work of compiling a portfolio (which is not how I reflect on my practice as a teacher and feels entirely superfluous) means less time spent with my family and on my teaching work. And we know how much time teachers already spend outside of school on their planning and other teaching work.</p>	<p>As stated above, putting together a portfolio is not a way in which I reflect on my teaching practice. It is not meaningful. The time spent on it would be better spent pursuing my own interests and/or doing my teaching work.</p>

Katherine	Slade	The relicensing process takes me about 40 hours to complete. I honestly do not think that it affects my teaching and student learning at all. If anything, it detracts from my teaching/student learning as it requires so much time to complete.	As stated before, if I did not have to spend 40 hours of my after-school hours on relicensing paperwork, I would be able to spend that time to develop new projects, assignments, update units, etc... By documenting professional learning hours/credits, it shows that the educator is keeping up to date with the latest trends in his/her field.
Christina	Davies		At least the process should NOT be under local control. Send in documentation to the state and be done with it.
Joy	Mercer	Documenting what courses, workshops, and conferences that I have attended has no value on my teaching or student learning. It is busy paperwork. The professional learning itself and collaboration with colleagues is what improves my teaching and student learning.	Attending professional learning benefits my teaching far more than spending hours filling out paperwork saying I attended professional learning. If all I had to do was document the credits/hours I would be more likely to exceed the requirements.
Timothy	O'Leary	It has no value on my teaching and student learning.	Autonomy is powerful.
Mya	Violette	I spent my entire February break putting together the portfolio and filling out the paperwork that my local board required. I had to sort through evidence and certificates. It was beneficial to reflect on how my evidence supported my learning. However, reflecting on something 5 or 7 years later is certainly not best practice. I could have spent that time during break planning curriculum, like I normally would do during my vacations.	Because I just finished my master's degree, I am much more aware of how helpful those classes were to my teaching. I am a better educator because of those credits.

Jocelyn	Cronin	The current licensing process is hours of paperwork, documentation, and busy work. Once completed, the information sits on a shelf or in a filing cabinet. This process adds another layer of complexity and deadlines creating unnecessary stress for busy professionals. For me it has little, if any, impact on my practice and has no connection to creating diverse, rich, and differentiated learning opportunities for my students. It is a frustrating add on.	Because of Federal, State and local mandates, standards, and curriculums, teachers are constantly engaged in professional development. A simplified documentation process should connect to the work we do organically to improve student learning.
Dave	Culver	As a long-time member of a relicensing board (and present chair), I think relicensing is like any other activity in life; you get out of it what you put into it. The process is designed to be reflective of your practice and to allow you to develop and grow by self-assessment. Those in the profession that just see it as another academic waist of time probably don't get much out of the experience. I find that those that take it seriously find it difficult, but appreciate the growth they've had because of the process.	Been there. Done that. (In another state). It sure was a lot easier, but I don't think the learning was as significant without the other Vermont processes (IPLP, portfolio).
Kathleen	Frisbie	While I gain value from the classes and professional development I choose to do, the paperwork involved in the relicensing process is heavy and does not enrich my life or my students. It takes about 20 hours to get the blue book together and the wording correct. The proper phrasing of my goals does NOT help student learning.	Being able to document credit hours and professional learning without the seven year plan would enable me to be more flexible with my continuing education. As technology changes so rapidly, it would be nice to be able to respond to the needs and take courses that come my way without fear that they do not meet a relicensing goal. The IPDP hinders the ability to grow and learn.

Jacqueline	Kaufman	Any motivated educator is going to engage in relevant and meaningful coursework. The IPDP process is another example of the excessive paperwork in public schools that becomes almost immediately irrelevant upon completion.	Benefit of coursework is all applied to creating and implementing curriculum. This would be evident during the teacher evaluation process.
Patricia	Megivern	There is value in reflecting upon one's learning and growth. This process is, unfortunately, time-consuming. Since many districts now require an annual goal and reflection procedure, perhaps that is enough. As a LSB chair, and a teacher up for renewal this year, I am alarmed by the changes being made to the process. In this year, the standards have changed, the goal format & IPLP have changed, the endorsement competencies for elementary education have changed, AND the whole thing is going electronic. Too much, too quickly, and without enough time for training. Additionally, in the past renewal documents were sent to educators in the fall; this year we have been told to expect them in February. This makes for a tight timeline and an unfair burden for local boards and individual teachers.	Big time-saver.

Patricia	Buttice	<p>This process has taken me 150 hours per licensing period. I have served on our Local Standards Board for 15 years. I began when the state gave the schools the opportunity to create their own LSB. Through the years the state has noted that all boards need to be on the same page. I am no longer on the board, but my husband teaches in a different school district. His board is very specific as to what "key words" need to be included in approving an activity or an IPDP. Frustration is very apparent. I hope the state truly considers improving this system.</p>	<p>By approving only the documentation of credits, this would allow all teachers to spend this time doing what we are hired to do. TEACH If the state truly believes in supporting education, then they will approve this, then consider re-evaluating contracts and consider a state contract. I have been teaching in a rural area for almost 30 years and I feel all teachers in these areas are underpaid. Teachers should be fairly compensated across the board.</p>
Diana	Langston	<p>Putting together the relicensing binder is a time consuming process. I have never stopped to count the hours it took me to develop a comprehensive IPDP binder, but I know I spent days on this process. I support the development of a plan that helps you focus your work. I wonder why the grade or certificate of completion isn't sufficient documentation for our relicensing. Most course work includes application of skills and most professionals attend courses of interest and want to use that information to better themselves and their practice.</p>	<p>By just submitting your grade or hours of professional learning, you could then use that time to focus on taking the information learned and apply it to your work with the students. It would allow for more direct service and better use of our time and skills</p>

Rene	McIntyre	I find the process of writing an IPDP frustrating and time consuming with no value to either my students or my teaching. I spent at least 12 hours researching and writing my current IPDP which I only reference when I need to put something into my working portfolio. I then have to spend several more hours each time I take a class gathering paperwork, making copies (that only get thrown away) and submitting documentation to our relicensure board.	By removing the portfolio and IPDP requirements it would make getting ready for relicensure much more manageable. I strongly feel that a transcript of college courses, from an accredited institution, should be sufficient for relicensure.
Jennifer	Harper	I out in about a full day pulling everything together and organizing it. It is mostly a checklist, and does not really have any benefit professionally for me.	Certainly I would not be taking the hours away from my students in trying to prepare the portfolio.
Peter	Patterson	It took me days to complete the relicensure. I'm up in 2015 and have heard from colleagues that it is much more of a pain complete. Aren't we all professionals always looking to improve our teaching knowledge and skills regardless of whether we are pressured to complete a seven-year relicensing process, which most other profession do NOT have to?!	Certainly it would be much easier to do the relicensing if we thus simplified it. It would also be nice to be like other professionals in that we do not need to have such an exhausting process to go through every seven years!
Jane	Donahue-Holt	I recently created a new IPLP and went to two workshops in order for it to get completed. The process was arduous and repetitive, and although our LSB tried to make it less complicated, the further complicated it by having several pages of duplicate information. This process does let help teachers perform better. Time would be better served if they had to identify and achieve goals every year.	Certainly, professional learning would benefit the teacher and the students. There should be relevance with the content area studied. There should be required credits around instructional strategies that work, as well.

Brenda	Hartshorn	<p>At least 30 hours in the actual writing and pulling together of documentation. Probably more, but that is conservative. Last two times I went through this process, I spent the majority of my February vacation completing paper work that had no impact on my teaching, but took away from planning instruction. I feel the supervision and evaluation process in my school is thorough, done consistently, and should be evidence enough of my teaching growth and ability to be effective with student learning.</p>	<p>Coursework and professional learning hours in addition to evaluation process using the Danielson framework with my building administrator impacts my growth as a professional in meaningful and direct ways with students in proving individualized education based on careful assessment data analysis and staying current with brain research and how optimal learning occurs. The IPLP and Portfolio process is nothing more than a waste of time and unnecessary paperwork that only takes time away from real learning and instruction. I understand reflection is important for professional growth, but this occurs in the evaluation process between teacher and administrator if the administrator is trained well, and through the coursework and professional learning within which teachers are engaged.</p>
Eugene	Reid	<p>A one hour workshop can take an hour to document. Not worth it.</p>	<p>Cut and dry. The documenting and having them reviewed is another meeting and time that could have been better spent teaching.</p>

Andrea	Vadnais	This is my 5th year, so I have not yet completed the full portfolio. I believe the process could be much more simplified and concise. It would make much more sense to make the process more streamlined and time efficient. I am a nurse, and in the medical/nursing world, continuing ed credits (in other states I have worked, but not in VT) and actively working in the field are required for license renewal. VT only has a work requirement for nurses to renew their license. It does not make sense to require educators to spend hours upon hours working on a portfolio when in reality they could be spending that time learning, growing, teaching and supporting students.	decreased stress, less time spent on the "busy work" , which frees up more time for actual personal and professional growth. As educators we already write annual goals, mid year and end of year goal reflections. I do not see a need to spread the goals out over 7 years, as in the current system. It does not make sense in this rapidly changing world we live in. The potential for the goals to become inapplicable and obsolete is extremely high with the constantly changing technology standards, etc. It is also limiting. If an educator becomes passionate about a new topic, technology ,etc they are less able to explore and follow the new interest because they have to fit their continuing ed into a goal that could be several years old. Does not sound like 21st century learning to me. We would never want to confine our students to that model.
Susan	Densmore	Helps me to get my thoughts together about where I need professional development	Definitely would save time.
Jane	Hoisington	It seems like it takes a lot of time and it feels like jumping through the hoops. something more related to my teaching would be helpful. It seems like there are a lot of precesses which take me away from student time.	Documentation of credits and/or teaching time seems more valuable.
Walter	Earle	The value it has had with me is the reflection on my growth over the past few years and what it has done to enhance my ability in the classroom. Being on a local standards board, the time I have spent goes far beyond what the average teacher would put into the process and has given me insight into the struggles teachers go through to complete the process.	Documenting credits/hours is a simple task...if related to the subject area and how it would improve instructional practice. Making that connection is vital to the process. It is of the utmost importance that any Professional Development be tied to the teacher's subject area, increasing their ability to convey knowledge in the classroom.

Janelle	Perry-askew	It takes a good 4-6 hours if not longer to complete all the paperwork, the IPDP, and reflection to present to the licensing board. The value of doing this does not help me improve my teaching or student learning. Improving my teaching and thus student learning comes from the professional learning courses that I take part in. What is the purpose of this process any way? Our administrators and student outcomes hold us accountable to make sure we are using the best practices to teach our students.	During the relicensing year I would feel like a weight has been lifted off my shoulders. I could concentrate fully on my teaching and student learning.
Lorrene	Palermo	Multiple days on my own time outside of school.	Easier to keep track of. Writing how it aligns with your IPDP and getting it approved locally and keeping track of it all becomes time consuming and overwhelming. Our district now wants us to keep an ePortfolio. I would be more apt to put all my time into this for my district if I knew that I could submit it for the state, but since I can not I don't do much for the district.

Jodi	Baker	<p>I am a member of my local standards board, and it takes professionals an average of 30 hours to complete the IPDP/IPLP. My dissatisfaction with the process is due to the amount of time it takes to complete the requirements of the portfolio. If educators didn't have to complete a TEP to show that they are improving their teaching, as well as having administrators observe and evaluate them, then I could understand having to go through such an exhaustive process to prove oneself as worthy of the profession. But this isn't the case, so why do educators have to jump through so many hoops? Professionals in other careers such as law or medicine don't have to do as much as educators do to keep their license. If a professional is taking 9 credits of college courses over a span of seven years, then they are obviously taking in new and updated information to better their performance.</p>	<p>Educators see the portfolio process as a slap in the face, quite frankly. I've heard many say that it's an insult to require us to take classes, and then have to do additional, lengthy work that proves we "took in" the information and are going to use that in the classroom. On top of that, we're observed, evaluated, and often have to go back and revise goals or take additional classes because the wording doesn't fit what the state expects. So much of it is subjective, anyway. If educators only had to keep up with professional development, we could use the many hours we put into developing the portfolio on curriculum improvements that will benefit our students. This system as it currently stands, is nothing more than a checks and balances system for administrators. It does not allow for educators to devote their time to the needs of the student at all. The TEP process can do both jobs - improving teacher performance, and proving them accountable. It's a much more effective way to work with colleagues and outside people that can provide valuable feedback to the professional.</p>
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Charles	Dabritz	<p>It takes countless hours to jump through all the hoops necessary to renew a license. If I had to estimate the time I put in at my last renewal it would add up to over 3 working days, maybe 30+ hours. These are hours that I could have spent working on creating engaging lessons, analyzing student data, or on more meaningful professional development. The process never seems to remain the same. I have had to learn no less than three completely different ways to complete my license, in my 12 years as an educator in Vermont. Each time I am required to renew my license I am asked to make goals. While personal, these goals must always fit someone else's agenda in the format chosen, or the types of goals that are considered valid. As a result, the goals are often either very specific so that they can be met, or quite vague so that they can be met in many ways. The year to year goals I set with my principal are much more effective. The professional development that I seek out on my own is also more effective to my professional growth than creating a portfolio.</p>	<p>Educators want to be treated like other professionals. We notice that our colleagues in law, medicine, and other professions need to keep their license current. Staying on top of current trends in the field is important. We also notice the requirements that other professionals are held to, and how it differs from what we require educators to do. Vermont hires good teachers. Good teachers are life long learners. We will continue to seek professional development and personal growth. A change in the process would allow me to better address the needs of my students. It would give me back additional hours that I could use for taking classes and workshops that do directly benefit my students.</p>
Sally	Conway	<p>It takes me hours upon hours to complete the process. And then you send it to the relicensing board, and 9 times out of 10 they will send it back to you for corrections / modifications after all of the hours that have already been put into it. Honestly, I put together my portfolio because it is required, and then I do not look at it again until it's time to relicense. The value of this process? It reminds me of all the courses / workshops I have taken over the preceding years and gives me a chance to reminisce about them.</p>	<p>Every 7 years this would free up loads of time so that I can spend more time focusing on my class of little cherubs.</p> <p>I am also concerned about the cost of a teaching license. Every time my license comes due, I cringe and wonder where I am going to get the money to renew it. On a teacher's salary, it is almost cost-prohibitive.</p>

Bruce	Holloway	<p>The process needs to be stream-lined. There must be some way to insure that educators are involved in regular and routine professional development without all the convoluted paperwork, IPLP amendments, etc. Trust us as professionals and remove the layers of bureaucratic paper shuffling - papers which generally end up in a file somewhere unlooked at. Education is being destroyed by all of the time spent filling out forms to satisfy politicians that we teachers are doing our job. Just let us do our job!</p>	Extremely well - as per my comments above.
Nicole	Bradford	<p>WAY too much time and stress. At age 26 I held two Masters Degrees from New York State/City and Permanent Certifications. Imagine my shock after being 'in' school for a solid 7 years and moving to VT to be told that I have to go back to school. I think that it is insanity.</p> <p>Documenting professional developments should suffice for maintaining Licensure. And frankly, those opportunities are sparse in VT. I hold a Pre-K - 12 Music Level II, Special Ed 5-9 and Principal Leadership Level I, I can't find anything near me to attend (in terms of classes that JUST took and don't need to take again). I am also a Music teacher almost the entire year round I am working with kids until 5pm -- again a problem with getting to a class (especially if you have to travel for an hour and a half to get there).</p>	Extrememly

Dan	MacAndrews	I don't believe it has any value at all. As professionals, we should be responsible for our relicensure ourselves as other professionals do. The time it takes is exorbitant. Just not needed.	Far more efficient and appropriate to allows to direct our learning towards the professional goals we have set forth.
Matthew	Webb	The portfolio process probably takes at least a week's worth time, and it is just about worthless in terms of affecting my work. It is a simply a bureaucratic hoop to jump through dressed up as a reflective process; unfortunately, it's an incredibly time-consuming hoop. With the work now required around goal-setting and evaluation, not to mention the many initiatives in school and the different reflective processes mandated by the state (like Green Mountain Star), we are reflecting on our practice almost constantly. The current licensing process needlessly wastes precious time, leaving us with less time and energy to focus on planning, assessment, and other professional activities. In addition, I feel manipulated and forced to run the gauntlet, usually patrolled by the most bureaucratically-inclined, least creative colleagues in the district. It is a process that rewards all the wrong things.	First, it would feel respectful of my time and all the work I put into so many other school improvement initiatives, not to mention my teaching. Second, it would wipe away a Byzantine process, letting me focus on the important work - planning, assessment, and professional activities - rather than a tedious, pointless exercise that reminds me that I am lower than a lawyer or a hairdresser when it comes to the professional trust demonstrated by the teacher licensing process. Also, it is well-known that incredibly talented senior teachers regularly cut their careers short by one or more years to avoid relicensing. Retaining the best for a few more years would be worth it.

Kurt	Sherman	<p>Because my LSB has a highly structured, critically-reviewed process with MANY protocols to adhere to, the natural (and expected) cycle is bloated with roadblocks toward a successful conclusion. The pre/post approval process is an insult to professionals who should be able to judge whether a course applies to their professional growth. I have had each of 3 blue binders returned to me 3 or more times for changes to minutia. In the meantime, my daughter, who teaches in NH shows good faith by acquiring hours for this and the district endorses her.</p>	<p>For starters, I could enter my final cycle of certification without the angst of whether every article, pronoun and semicolon would be received in a positive way by the LSB. At a time when I have my fingers (and thumbs) in multiple school plan-driven initiatives, this is an area that could be made positive and do-able by trusting and treating instructors as the professionals they are. Let the district say no to those who abuse the system with coursework in yoga (although THAT probably WOULD be okay!)</p>
Preston	Randall	<p>Our LSB does a nice job of helpnig us through the process so it is not overwhelming. Yet it still feels disconnected from authentic efforts to improve my practice. Professional development, particularly the graduate coursework has had the strongest impact on my growth as a professional.</p>	<p>Given that the professional learning has, for me, the most direct correlation with the strength of my practice, I think it is a good model. It would encourage and promote professional learning without associating that learning with sometimes inauthentic goal setting.</p>

Christine	Ferris-Hubbard	<p>I am required to reflect on each course and workshop, which takes - at a minimum - 15-20 minutes to do each one, and I take multiple courses / workshops each year....then, writing up yet more reflections and goals can add 10 - 15 hours, as I am required to reflect on each of the teacher standards, and come up with SMART goals for myself for the next 7 years. Then, I need to organize all the paperwork into a binder for presentation to a board. Given that I can take over 8 workshops / courses in one year, I would estimate that all together, the relicensure process takes upwards of 30 - 40 hours in all to put together.....one week's worth of work that I could be devoting to my students....</p> <p>The portfolio and reflections have no value, or impact, on my teaching., since I was already required to reflect on the course or workshop taken and wanting credit for.</p> <p>I can certainly see the value of the portfolio for college students, but I am no longer in college.....</p>	<p>Given the demands on us as professionals, having only to document credits or hours of professional learning through the presentation of transcripts or certificates would be a great time saver, relieve one level of stress, and be more in line with what other professional are required to do to maintain their license. As a member of a local licensing board, each year I watch teachers stress over their relicensure process. On a rare occasion, this stress is justified, since a teacher may not have put in the required credits or hours required. However, the majority of teachers I work with are hard working and meticulous in their profession, have fulfilled the required credits / hours needed for relicensure, and who are then required to jump through hoops to maintain their license.</p> <p>Changing the licensing requirements would put teachers on par with other professionals, something we are continually fighting for.</p>
Jacqueline	Boucher	<p>I would say that the paperwork for each activity for credit takes a total of 3 hours counting finalizing through documentation. I personally would go to a conference or read curriculum and content related research even if I did not have to write up the IPDP paperwork. The IPDP process for me does not enhance my learning, the activity does. However it is a form of accountability, but if there is a less cumbersome way to record IPDP data, then I would fully support that.</p>	<p>Great, I feel that as a professional I can totally do that more efficiently.</p>

jim	sampler	depends if there classes available in my content area	greatly
Robert	Libby	2 hours allows and requires keeping current on topics and methods	greatly as it would allow individual to find credits that fits their individual needs
Kerry	Young	This process takes at least 8 hours to complete. To be honest, I dread the process and find it redundant to the annual goal setting I do with my colleagues within my building.	Greatly! My time is valuable. Knowing that my courses already coordinate with my district's vision should be sufficient. My annual goal, which is received and monitored by my administration, should verify my competence.
Thomas	Pfeiffer	Too much. Little or no value to me.	Greatly! I think the only requirements should be an IPDP-like document and documentation of the courses or workshops you attended in order to get re-licensed.
Janet	Hayden	It takes years and often the original objectives become irrelevant by the end of the cycle. It has little value on teaching and learning.	Greatly.
Carolyn	Feldmann	Only having gone through the process once, I found it an unproductive way to determine if I should have a teachers license. I spent a few nights before the due date compiling the work I had done in my first few years of teaching and spent more time on presentation then on reflection. As I currently take courses I feel discouraged to reflect in the moment because it is likely that the process will change within the 7 years of my license and I don't want to spend precious time and energy creating documentation of something that will not work towards my licensure.	Greatly. I have taken at least 2 graduate credits since my second year of teaching and have numerous hours of PD work through my school. I would also support raising the requirement so other teachers are required to do more than they are currently required to do. I would also support a process that required some of the credits to have to be course work and not just PD time.
Angela	Pandis	Putting together a portfolio takes many hours 30+	greatly. It would mean more time spent on actual teaching and less on administrative stuff.

Jennifer	Montgomery	Hours! Workshops to learn what needs to be included and how it needs to look. Many hours!	Hallelujah!!! It would be awesome to be treated like a "professional". I am not sure many people consider teachers that unless you are a teacher.
Patricia	Gomez	Too much paper work to add on to all the rest of the red tape or jumping through hoops . Teachers are working professional during in-service days and not getting the documentation for those hours and the labor involved to get the certificates seems easy but takes a large amount of time. Example e-mail sent about Aug. in - service to Principal and the answer was e-mail instructor. I e-mailed instructor and also asked staff to e-mail instructor to get paper work. Three months pasted with the effort seemly like not a user friendly system.	Hard to answer this with not knowing what it really looks like or what this really means to showing hours of professional learning.
Joan	Nye		he following continuing education requirements for re licensing in VT: Psychologists: 60 CEUs/2yearsMedical Doctors: 30 CME/2 yearsPharmacists: 30 CPE/ 2 yearsLawyers: 20 CEU/2yearsMechanical Eng: NONERN: NONE- Proof of work: 400hrs/2yearNurse Practicioners: same as RNAND YOU WANT TEACHERS TO DO WHAT???

Susan	O'Brien	<p>Taking courses pertinent to improving my teaching and student learning is very valuable. However the portfolio and The extensive IPDP requirement is excessive. My husband is a real estate. Appraiser who is also licensed. He is required to take x number of courses every x years. He says he doesn't have to do an IPDP or portfolio. It usually takes me 2 full days to create my portfolio and I really don't feel that I get much out of it other than feeling it is unnecessary work.</p> <p>Thank you so much for conducting this survey.</p>	<p>Honestly it would improve my wellness and stress management and give me more time to focus on improving my direct instruction with students.</p> <p>I try to follow the KISS philosophy with my life and the really try to focus on what is most important and to me the relicensing process in luding the IPDDP and portfolio is cumbersome and unproductive.</p>
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David	Clark	<p>The seven year process is too long. For most, the work seems to be concentrated in the relicensing year. Many districts -- including ours -- are helping teachers with the gathering of evidence (digitally), which should make the process less cumbersome. Of course, it would make sense that we have one system for the whole state. While the goals aspect make sense, fewer, achievable goals over a shorter period of time makes more sense.</p>	<p>Honestly, it won't benefit me directly, as I will retire shortly. It would save a lot of time (and presumably money) if that's all that relicensure represented. Local boards could be disbanded. But somehow it seems more professional if we are required to reflect on our craft on a regular basis. The exercise, though somewhat tedious, does have a redeeming value, when you have to think and write about what you have done in your work, and what you would like to do in the future -- even if no administrator ever reads what you have written, at least some of your peers do. Recently, I was required to do work that I had no interest in performing -- work that had no relation to any of my former or future goals that were part of my IDPD/IPLP. My objections were ignored. Why would we spend time on the exercises to create our IPLP, if, in the end, they are not respected and/or have little or no real meaning for others? Maybe we should just submit the documentation for those cheap online courses that meet the minimum expectations of licensure and leave it at that; streamline the process so that it is simple and meaningless. Someone will create an app for that.</p>
Heather	Boulanger	<p>It does not take that much time to do the relicensing process over the seven year period.</p>	<p>However i believe that other professionals (nursing) have to renew their licenses every 2 years. I benefit just by taking the graduate courses, workshops, conferences, doing committee work, and etc.</p>

Nora	Skolnick	It takes many hours over several weeks to complete putting together the portfolio and filling out the paperwork for relicensing.	I agree with needing to have documentation of credits and/or hours for professional learning, but deciding ahead of time on the goals and showing how each class or workshop fits into those goals is a waste of time. Goals change as needs of my students change and as I gain new learning. A process that allows for that flexibility and is less time consuming would allow me to focus more on my needs as a teacher and the needs of my students.
Sara	Desilets	I am an SLP with a speech and language license and Level I K-6 Educators license. Therefore, when going through relicensure, I do not have to complete the portfolio, but do have to document my Professional Learning Hours for each of my certifications. This process probably takes me about 2 hours, which includes organizing hours and filling out necessary paperwork, etc. I appreciate that I do not have to complete the portfolio process. I also like that it is done every 3 years, as I feel this keeps my memory of professional development current and forces me to stay organized, as there are frequent check-ins (every 3 years) with having to think about what I've done and what I will continue to do for professional dev't hours.	I already benefit from a process that requires only documentation of credits and/or hours. I feel the portfolio is unnecessary work and I am thankful that I do not have to do it.

Kathy	Hockman	I have been maintaining a professional portfolio since I began one in my education classes as a graduate student. It does not look exactly as the state of Vermont would like so it takes a lot of time to re-create it to meet the Vermont portfolio requirements. Time that cuts into professional duties and professional learning opportunities.	I already do much more professional learning than I have ever been required to do for a portfolio or licensing application or a professional position that I have held (education or otherwise). All of this learning is done on my own time - during school breaks - when the world thinks teachers are "on vacation". This is in addition to time spent, also during breaks (or weekends) for planning, grading, and all of the work required outside of the hours in the classroom. Let me grow as a professional with out further cutting into my time.
Lea	Pettis	I am licensed as a special educator. I have had to get a birth-age 5 special education endorsement. I have not learned anything in any of the courses I have taken and even thought I could have taught a couple of the courses. It has been a waste of my time, money, and energy.	I already have more than enough paperwork to do for case management. This would save me a considerable amount of time that could be better spent in case management and/or planning.
tom	boudreau	The time it takes is minimal compared to the long-term benefits in my teaching and student learning. However, I do think that all of the reflection writing tends to become redundant and not as valuable a part of the process.	I am a 43 year veteran teacher on my last license and I don't intend to renew. I also served for 15 years as the chair of our local LSB. I don't feel that loosening the standards for re-licensing is a good idea.
Rebecca	Tobey	I utilize the process as a building block for my ongoing professional development. After each course or workshop, I add my new information to my current portfolio. This takes me about 45 minutes from start to finish each time. By the time I reach my 7 year cycle, my portfolio is complete.	I am a little concerned about letting go of the formalized process that is in place at this time. Selecting appropriate coursework and reflecting on the benefits to improve our professional knowledge and practices needs to be documented somewhere.

Jaime	Willoughby		I am a newly licensed teacher, so have not gone through the process yet. However, I know that I have benefited greatly from the professional development I have participated in as well as the observations and evaluations done by my principal and peers. I do not look forward to working on my IPLP as I have only heard frustrating things about it from my peers.
Eric	Telfer	The process is tedious, tenuous, and not authentically a part of my daily work as a licensed professional educator. I spent ten years in the private school system where graduate-level work was strongly encouraged to promote professional growth, and documentation of credits earned was nice for the institution to have for their records, but not a requirement to have for their records, but not a requirement to teach. Of course, licensure isn't even a requirement and holds little value. The re-licensure process is busy work that feigns professional development growth, which is mired in a quagmire of IPLP paperwork housed in a filing cabinet and holds little purposeful or substantive intrinsic or extrinsic value.	I am a strong proponent of professional development that invites educators to pursue opportunities to improve instructional practices in moderation. It is critical that teachers engage in coursework and attend seminars and workshops because they want to, not because they have to. Earning credits within sensible windows of time (as listed in this survey) and furnishing the documentation is adequate for the purposes of re-licensure.
Hetty	Thomae	The IPDP is a sham. I just sit around and think of words that make sense. I always have professional goals for myself, and they don't always fit into the boxes on the form. I am a lifelong learner, and I like to choose learning that will benefit the children, not the ones that fit my IPDP profile. It really is a waste of time to sit around word-smithing so it looks right.	I am also a licensed mental health provider. I do not see that I lose anything, nor do the people I work with, by using this format. It is a function of being trusted. Teachers seem to be viewed as untrustworthy, which is just wrong.

Edward	Darling	<p>I don't know the exact number of hours, but it's considerable, and comes during the year I need to get relicensed. I'm reluctant to say this. I would rather be able to say that I work on my license-related work systematically during all the years between licenses, but I don't. And I believe a big majority of other teachers don't. That's the reality, and I want to be honest. During the year my license is up for renewal, I suddenly am faced with the huge burden of organizing all of my material, doing the necessary writing, consulting with my local committee about any questions I have, revising, and preparing my documents for submission. I do a lot of professional development, so that is not an issue, but I do have organize my documents periodically. One issue with me is that, like my colleagues, I am inundated with work: teaching-related, school-related professional development, and my our-of-school professional development. One would think that all of this would relate to my license work, and it does in a way, but the license goals are worded in a different way from my school evaluation documents, so it's not a direct correspondence. The present relicensing documents are good and valid. It's just that after I go through the process, I pay no attention to them until six or seven years later. Again, it doesn't look good professionally for me to say this, but it's the truth, and I believe it's the truth for most, if not all of my colleagues whom I know personally. It's just a hard reality we all need to face. It would seem that one solution would be to simplify what a teacher needs to produce for relicensing. This could include several options which could be defined but which would all have contributed to a teacher's professional growth. Goal-setting could be a component, but for me, there needs to be a built-in organizational way to revisit those goals at least twice a year, preferable in a discussion format with colleagues. Not all teachers would agree with me on this, so there could also be an option for individual review. But as for me, it needs to be</p>	<p>I am always engaged in professional development, and it has always strengthened my teaching. Early in my career, this PD included college and university courses and institutes. Now, later in my career comes from participation in initiatives sponsored by my school and participation in workshops, conferences, and conventions. It has always been valuable, and submitting documentation to verify it would certainly be more efficient than what I am required to do now. I could argue that teaching should be on the same footing as other professions, but I could also argue that teaching is different, especially with regard to goal-setting and review. But that requires time, and teachers have very little of that to spare. .</p>
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		<p>communal and social. Otherwise, my teaching demands take precedence. Whether goal-setting needs to be part of the state licensing procedure or could be a locally sponsored option is a question that relates to this discussion. It could be either, and each would have advantages and disadvantages.</p>	
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Andra	Kisler	I have no comments to add here. My concern is not so much in how long it takes, but, rather the quality of my own learning as I will explain, below.	I am an early educator, and strive to support a classroom of emergent curriculum as is considered best-practice. With a different form of licensing, I feel I would be better able to keep up with supporting my students' interests. I would also be able to use my licensing-required professional development hours to support my own learning of up-to-date practices, rather than to fulfill a goal I may have made six years prior.
Jonathan	Stapleton	I have no idea how much time it takes, but I think it will take A LOT!	I am currently working on a masters. In a few weeks I will have nine credits, so the 9 credit option above would be fantastic for me. I will have 37 credits by the time I relicense. I am dreading the IPDP (IPLP) process!
Sharon	Davison	I just went through this process this year and I spent 41 hours total getting ready and this includes changes that needed to be made. I also was organized about my paperwork. So this was a lot of time. I am not saying it is wasted, but it did require time.	I am fine with this. I think we need look at virtual ways to share, reflect and tell our stories of our growth.
Candice	McInerney	The present portfolio could certainly be better. It is redundant and because of this it requires much more time than it should. I found myself to be " writing simple to write" and making sure I had each standard number in my writing. What it does provide is the opportunity to use many varied experiences that bring value to a person's teaching and giving credit for those experiences.	I am not sure the coursework is available to certain special areas of teaching in a timely manner for recertification. I would prefer not to have to take courses etc. just because i need to gather credits. I would like it to be meaningful and appropriate to my position. I have worked however under the earlier credit model too so if I had to choose between the present portfolio process or the old send the credits in process I would choose the latter.

Tara	Martin	It provides a time to be reflective on the past seven years. I do find the paperwork to be cumbersome and time consuming. A great deal of organization is needed by multiple people to be successful.	I am not sure.
Rebecca	Mellen	Redundant. I participate in Best Practices and reflect on my teaching daily. The relicensing process is just replicating this.	I am okay with a modified portfolio.
Candice	McInerney	The process of developing a portfolio is too lengthy and also too redundant throughout. I am not reluctant to document some good learning but the repetitiveness of the portfolio to prove each area again and again is painful.	I am still out on this one. Some measure to develop and complete self learning opportunities is also a good thing and recognizes individual learning preferences and experiences.
Tim	Wile	I am up for relicensing this year and find the process of going back 7 years both time consuming and somewhat disconnected from my practices. My goals were met several years ago and some of what I have been doing since was not even on the horizon 7 years ago.	I attend professional development experiences regularly in order to keep my skills current and my knowledge of the changing field up to date.
Justin	Bissonnette	When I plan for my teaching, I plan according to my student goals, standards and curriculum planning. It may or may not involve my IPLP goals. Nonetheless, is just another task that takes away from the students goals and creates more stress on the teacher	I believe the documentation and administrator approval of coursework is sufficient enough information to relicense.
Keith	Bouchard	I find that there is little the current process provide me or my students. It's better administered at the district level.	I believe creating outcomes in order to map out what courses and conferences that are oversaw by the district is sufficient we as educators are supporting our districts vision with our own.

sara	johnson	I feel it is an exercise in creative writing that meets the individual school districts LSB design. I took me 4 months for it to pass the LSB . The committee meets once a month so there is a phase that they would like clarified or re-worded your portfolio is return and you wait another month.	I believe educators are professionals that are continuously engaging in professional learning. Educators love education that is why they are in it. The portfolio limits courses you choose because they have to meet one of your three goals and if they are outside your "goal box" the credits do not count towards relicensing in your designated endorsement. For example a literature course for a health education endorsement.
Helen	Poulin	It takes me about 12 hours to complete the relicensing process. I view it as busywork.	I believe I am naturally a reflective person and I don't benefit from documenting what I have learned. I would like to be treated like other licensed professionals. I could use my time more effectively without the relicensing process.
Martha	Mutz	I just renewed my license last year. The process seemed very prescribed as far as what I had to do in order to meet the requirements. There was little room to elaborate on my accomplishments as it was not deemed necessary to try to substantiate all that I accomplished since the last relicensure. I got my Master's degree during this last licensure! But that fact was not important as far as the relic ensure process. So I believe the process had little value in my teaching and student learning compared to all the rest I had accomplished during that time period.	I believe I would benefit from a relicensing process that requires only the documentation of credit and/or hours of professional learning. Within the seven year period I generally exceed the credit requirements by taking every opportunity to continue my professional learning. Early in the process, I focus on meeting the requirements by preparing all the paperwork, but that does not end my need for professional growth. The relicensure process is merely a formality. My quest for improving my teaching is a continual pursuit.
ellen	roberts	Many hours	I believe it is important to write essays for the portfolio, to explain the learning and the experiences.

Marcy	Gillam	I used the "new" electronic system which was piloted 7 years ago. I thought it was a good process and I received support from my local team which was helpful. I am due again and I haven't a clue what I am suppose to be doing! My ipdip focused on reading but as my assignment changed and the co-teaching model changed I was actually teaching math so I did not meet my goal.	I believe it is time that we are treated as other professionals and should just document and submit our hours/credits.
Vicki	Ripley	The current relicensing process takes many hours that could be used for preparing lessons for students or using the new knowledge obtained from workshops and courses to benefit students. The portfolio often becomes a "show piece" rather than a document to state teacher's educational objectives and goals.	I believe strongly in continued professional development for teachers. I think teachers need to be informed regarding current research in education in order to work with colleagues and support student learning.
mary	wilson	Up to three months.....From initiation to presentation. Putting together a portfolio is really easy and entertaining, but I would do it anyway. Taking classes is a good way to relicense, and I do enjoy the collegiality, The actual relicensing committee is redundant if the state is going to review the credits and professional learning.	I believe that credits are a better way to get professional learning.

Andrew	Miskavage	<p>Putting together the relicensing materials for me takes quite a few hours (5-7), and many times I feel like I have some really valuable square pegs and only have round holes in which to put them. I often feel as if my relicensing portfolio is an incomplete/inadequate representation of what I've been doing over the previous seven years. This is mostly because my goals change over the course of seven years - sometimes widely. I'm teaching a new course, or my school has changed direction, etc.. So the IPDP that I wrote years ago isn't necessarily relevant, and I didn't go through the steps to change it.</p>	<p>I believe that I would benefit from being able to freely share what I've done and learned in 7 years. I frequently take many more courses/workshops than are required, and I would feel like my re-certification meant more if everything I did was included. It would also alleviate the stress of wondering if my presentation is good enough. Having a concrete goal (ie 9 credits) allows me to know that I've met the criteria.</p>
Steve	Kainen	<p>It took me 10+ hours, with much confusion, and I sit on our LSB. I believe the reflection is valuable and I believe having some future direction is valuable.</p>	<p>I believe that is how it should be.</p>

Betty	Young	<p>My courses must be approved by the standards board and my school board, so they must be pertinent and at a B-or-better level to receive funding. To rejustify their value to my teaching is redundancy that cuts into my time needed for planning, assessing, documenting, and communicating for my students. With the added pressure of enhanced standards, increased pressure to improve, larger and more classes, and fewer supplies and resources, I cannot justify ANY redundancy.</p> <p>I spent approximately 2-4 full weeks preparing my last portfolio and justifying my amassed work for 3 endorsements.</p>	<p>I believe that my profession and the credit providers are such that I would use any and all professional development that I was able to participate in. I would feel freer to choose immediate and long-term development as is available to me. I have missed out on great opportunities to hear gurus or take short seminars because of my time having to be spent on a more efficient gathering of credits.</p> <p>I sincerely believe that VT teachers are better than many in our nation due to our required relicensing, but there is too much distrust in our professionalism and too much rehashing of approved work. Rewriting a curriculum or redesigning a school-wide program takes time and dedication. Many more things can be done that is valuable instead of filling out jargonized triplicate forms that just reiterate the request for approval written up 3 months before.</p>
Deb	O'Shea	<p>The value of the IPDP and the current process is that it focuses my professional development during the 7 years of my license.</p>	<p>I believe that my professional development would be less focused on a given topic over the course of the seven years.</p>

Juliette	Longchamp	I would spend an entire weekend on putting together the portfolio for just a few people, who are well-intentioned and give me positive feedback. I would rather receive valuable feedback of what I do each day.	I believe that professional educators need to be empowered to maintain their own license, taking courses and workshops that they personally believe will more their craft to the next level. I have served on a local standards board and have felt privileged to see what others are doing in the district, but only those LSB members get to see that. We need to build a culture within our schools where teachers are constantly appreciated for the creative and innovative work they do. Like any other licensed professional, teachers need to have autonomy to take their required hours of professional learning (most do way more than the minimum). It is time that people recognize teaching as a profession and treat teachers like professionals. Maintaining their license should be just like other professionals and not micromanaged by the Standards Board or LSB.
Ingeborg	White	It takes too long. A lot of time is spent gathering needed supporting documentation (even for an organized person), submitting it to the Standards Board, waiting for approval etc. Since requirements or forms seem to change every single time I am up for relicensing, meetings with Standards Board or other knowledgeable individuals are necessary. It takes time away from planning for my classes or researching better ways of teaching students/units.	I believe that proper supervision, meeting with supervisor in one's content area, credits or PD hours that are tailored to my content area or overarching goals are more important and better for me. This would help me grow, influence my teaching in a more timely fashion and seem to be a better investment than a useless paper trail.

Michael	Gray	The current system does have value, because in any field it is important to reflect on what you have learned and how it has influenced your field of study. However, I do feel the process is a little cumbersome and would rather educators focus on their credits and reflections rather than the other principles. As far as the IPLP goes, I believe it is important to set goes, but we may not need this generic form.	I believe the credits and accountability of attaining the credits are what is most important, however I do feel you should have document your learning and reflect upon it.
Mary	Bowers	I have to put all of my certificates of completion into a binder, write reflections on them, have my local LSB "approve", possibly rewrite parts of the portfolio if my LSB did not approve, etc. Zero value on my teaching and student learning.	I can then use information gained during the coursework in my classroom rather than worry about demonstrating learning for a portfolio that NO ONE looks at except my local LSB.
Timothy	Korman	It has absolutely no value in improving my teaching. That's why I take the class. I spend more time preparing for this than it is worth.	I could actually spend my time preparing to teach instead of proving my credentials.
Renee	Davis	The current system is cumbersome and feels like busy work. The current system takes months to complete and consultations with an expert in the licensure process- I feel that I am completing paperwork and reflections that require me to give the answers I think others want to hear rather than reflecting my true growth as an educator.	I could dedicate more time to my professional learning and not the documentation of my professional learning.
Lorraine	Wilkins	I can't give number of hours specifically but it takes HOURS!!!	I could devote my time to lessons and students!
Debra	Stoleroff	I took 5 hours to complete my relicensing process only to have my LSB board tell me I was not reflective enough. I have not yet done the work to resubmit my documents. The LSB totally sabotaged my motivation and engagement in the process.	I could devote the hours I spend on catching up on the work on which I am behind; devote more time to planning; finishing curricula documents; file the pile of papers on my desk; touch base with parents -- the list could go on.

Joseph	Wade	It takes a significant amount of time to complete the process due to the narratives. I have had my portfolio returned to me to re-write my narrative. A narrative that was denied by one person reviewing my portfolio but accepted by different person? It doesn't make sense to jump through hoops of narratives that are not even reviewed by the Relicensure board.	I could devote time to teaching instead.
Dylan	McNamara	The current relicensing requirement takes an inordinate amount of time and does not connect to quality instruction.	I could focus more on my professional practice rather than use that time to jump through the current hoops.
Margaret	Clayton	It is a time consuming, busy work task for me at present. The course work is valuable and often takes extra time. I'd rather apply my learning in the classroom than fill out paperwork.	I could focus my attention on implementing the knowledge acquired through the professional development training.
Jodie	Curran	It has no value rather it is just another paperwork hurdle. I take 1 -2 graduate classes a year and it is not a good use of my time to document every little thing I do. I am a reflective practitioner and present at other conferences. We all complete the process yet, for some it does not change what they do. There has to be a better way.	I could focus on accessing things to better my teaching and self rather than spend countless hours making sure I have completed these requirements to hand in.
Kathleen	Kort	The current program is way too specific to connect to my teaching duties as a special educator. I spent 8-12 hours writing a plan that I likely wouldn't carry out. I set a goal to retire before I have to deal with this again. ...And I will. It is way too cumbersome and we should simplify it. Our school district has meaningful professional goal setting yearly as a means for evaluation and that is appropriate.	I could focus on my teaching duties and and choose professional development directly linked to skills needed.

Lynne	Jakubauskas	The current system of relicensure takes WAY too many hours of "reflective writing" and "scrapbooking" to create a pretty portfolio. After approval, my portfolio gathers dust on a shelf while I start working on my NEXT portfolio. I've been licensed in other states using documentation of credits. It's SO much easier and makes so much more sense.	I could focus on professional learning instead of on creating an visually impressive but otherwise useless portfolio.
Sally	Hillary	The process is time consuming and does not improve my teaching or student learning. In fact, it takes away time that could better be spent on curriculum work, lesson plans, etc. that would directly benefit our students.	I could focus on professional learning that would improve my skills and benefit my students without the extra burden of an unwieldy process of the current procedure.
Catherine	Stoddert	About a semester, given a full time English teaching position at MUHS. The process to prepare for review is tedious, time consuming, and requires weekends and late nights. Taking the courses, seminars, classes, is valuable and enjoyable--but the "proving up" is not.	I could focus on teaching! That stressfully busy semester every seven years would become time spent on the real focus of my career--helping students.
Lisa	Mazzariello	This is my first seven year renewal. I have not had to complete this process before and find myself wondering why I would complete a portfolio that will only be reviewed by a few and then placed on a shelf.	I could focus on the coursework and workshops needed to keep myself current without needing to worry about creating a presentation that will be viewed by few and then placed on a shelf.
Julie	Brown	It takes several hours, and to be honest, I create it and then when I'm within a year I look at it and do what needs to be done to finish it up. It never really has any real impact on my teaching and student learning.	I could have more time to actually plan and teach the things that truly need to be done, not spending my time doing something "extra."
Tracy	Giroux	It took an incredible amount of time! to complete and no one on the LSB actually looked at anything that was completed. The portfolio wasn't even opened!	I could spend alot more time planning lessons, getting professional development, and teaching. The documentation of the credits and or hours should be enough because that is a lengthy process in addition to acutally meeting all the demands of the coursework.

Elizabeth	King	It took me many hours to complete all of the paperwork for the relicensing process. I see the college credits/hours as valuable but not the portfolio process. I created goals that I knew I could easily accomplish.	I could spend more time focusing on other aspects of my job. I could spend more time applying what I learned in the classes to my professional work. I see very little value in the portfolio process. I do think that taking courses and doing professional development is important.
Carmen	Cook		I could spend more time focusing relevant courses, and on implementing what I learn professionally with my students, rather than filling out a lot of paperwork.
Rebecca	McCullough	I just went through the relicensure process in 2013. Over the seven years between licenses, I spent close to 24 hours or three working days on just the paperwork for credit approval, workshop and committee work credit approval, writing up my new IPLP goals, and building my portfolio. I think this might be an underestimate of the time I spent. The actual courses I've taken, professional reading I've done, and conversations with my colleagues have had a greater impact on my teaching and student learning than the current relicensing process. My husband, who is an attorney, says they just have to fill out a form that lists their CLE credits and send that in to the professional licensing office. It takes him less than 30 minutes to document his learning.	I could spend more time preparing to teach, consulting with colleagues, and taking care of the library media collection for the school library.

Marc	Chabot	The coursework and workshops can be valuable, but the IPLP is annoyingly arcane. Thinking a little about goals is a good thing for a person to do, but the IPLP process seems almost punitive. Then, if you see a great opportunity that isn't listed in your 7 year plan, you have to go back and change the plan. Often this is done retroactively, and it just seems silly.	I could spend more time with students: doing technical robotics work after school, giving extra help. If not with students, then I'd be planning excellent lessons and learning new skills, such as how to use screen flow presentation software for FLIPing my classroom, or app development programming environments for my new course on mobile app development.
Glenn	Fay, Jr.	It took me 30 hours to pull together my portfolio, translate the summary and documentation (in the new format) and translate my new goals (into the new format. And when I went before my LRB I was told I needed to adjust it some more! The process of thoughtful professional development does improve my learning but the current process is far to cumbersome and borders on ridiculous.	I could spend more time working on professional development and practice.
Monika	Loyzelle	The relicensing process required hours and hours of my time to complete. I believe the last time I went through the process I actually took personal time so I could complete the process. It took hours if not days from my personal and professional time. I did and do not find that the process made me a better a teacher or helped improve my students learning. It was a burden that I dreaded having to deal with every seven years. Other professionals are not required to jump through the hoops that educators in the state of Vermont have to go through. Please eliminate this process and streamline it.	I could spend my time focusing on my professional needs as they change and evolve and not have to worry about whether I am meeting some artificial goals that I set just so I could get through and pass this process. My goals and professional needs change constantly and I felt like I was bound to these relicensing goals that weren't even relevant to my needs. I would be able to take courses and workshops that were pertinent to my current professional situation and not have to worry if the course met some out dated goals that I had set. I would like to be treated as a professional and eliminating this cumbersome process would be a step in the right direction.

Gwen	Hagenbarth	It takes an extraordinary amount of time to complete the IPLP and portfolio, which is time taken from my current teaching practice and students.	I could spend my time incorporating my professional development into my current practice.
Tina	Phelps	I get the most value out of taking classes, reflecting for them, and applying strategies in the classroom. Reiterating all of that to a third party has no value, especially if I took a class at the beginning of the 7 year block.	I could spend time on my students, rather than deciphering the complicated portfolio process.
Deborah	Higgins	I would guess that it takes at least 25 hours to minimally complete the paper work required. Since I have numerous endorsements, it likely takes longer because I have to constantly cross reference credits earned etc. It's almost as though the more professional credits and activities I participate in to ensure that I have the very best current credentials in my endorsement areas, the more time and energy I spend filling out the paper work. I do not need this process to reflect back on my teaching practices and prepare for the future since I automatically do that on a consistent basis. The paper work and process for re-licensing is of no value to me. This constant personal reflection is what makes teaching a profession in my opinion.	I could take the time saved and use it, instead, to prepare more thoughtful units based on every changing criteria, the most current being the Common Core expectations. My attitude toward re-licensing would be significantly improved simply by doing away with all of the paper work which is not useful in my teaching practice in the first place. Instead, attending workshops on best practices in my area of teaching would be time well spent and useful to me and my students.
M. Susan	Candon	The process takes many hours, between 5 to 8 hours, and I am talking about the paperwork only. The paper work does nothing to improve my teaching or student learning. The courses I take and the conferences that I attend are what improve my teaching and therefore improve student learning.	I could use those hours instead for planning lessons, research and professional reading,, working with colleagues, etc Thank you.

Julia	Bonafine	It takes me between 15 and 20 hours to complete the current relicensing process. I do not feel that it impacts my teaching or the learning of my student.	I do not feel that it would alter the activities that I am engaged in as a professional. It would merely free up time that is better spent in preparation, planning and professional development.
Jan	Hughes	Time is not an issue when this process is included as a regular part of being a teacher; so a twice to four times annual log-in --my activities are documented on a table or excel sheet to allow rearrangement by dates if things are logged out of order -- is enough for my record-keeping. I create value for my two endorsements by the relevant choices I make of 1- events to attend, 2-speakers to hear, or 3-other training that will teach me what I need.	I do not have a strong desire to change the process. I am honest in my own needs, and the outcomes--either process will work for me. I do not know how to manage those folks who choose to do the least possible for license renewal. Less paperwork, or less documentation will not improve their knew knowledge.
Tamie-Jo	Dickinson	As a perfectionist, it takes me a long time to assemble a portfolio to reflect my work, yet it definitely does not enhance my teaching. I am a Nationally Board Certified teacher, and documenting my work with students versus how many classes and workshops I have attended has been much more valuable.	I do think a reflection component is important...but not sure what that should look like.
Mary	Gill	I have had to do the relicensing 3 times in the last 18 years. I found the process tedious and a waste of time. Other professionals have competency checklists plus documented continuing ed credits. the idea of reflections, prior approval, etc is unnecessary. I would rather have time working with peers or mentors. Aim for less paperwork. Documentation of actual work done or conferences attended is enough.	I do think identifying specific goals and a plan is somewhat helpful, but should not be a locked in plan. Opportunities change and there needs to be flexibility built into the process.

James	Kenison	<p>If you stay on top of things it only takes 3-4 hours to put it all together, but if you wait and try to back track and get things approved it takes several months because the board only meets once a month. The present process forces us to take courses. Taking courses is always a good thing. Any good educator would take courses anyways just to stay on top of their subject so the process isn't needed for them. I have always felt that I would like to be held to the same standards as the parents of home schooled children. If they don't have to be relicensed then why do I.</p>	<p>I don't know that I would. It would probably eliminate the local standards board and put the responsibility directly on the teacher to get things done.</p>
Jim	Chlebak	<p>Reflection is one of the foundational elements of teaching and the current system promotes reflection. Time is always an issue, but in this case time for almost anything else would be less well spent.</p>	<p>I don't think I or the profession would benefit. It would be preferable to reduce the number of hours of PD. Consider that other licensed professionals might not be doing things as well as we.</p>
Marianna	Boivin	<p>I think it would help to have forms on line that we could type into and print. The forms could be simplified. I'm not crazy about the paperwork but I think having the different sections of the portfolio such as "advocacy" is good. And at the end of each cycle making new goals. I think the process asks people to stretch themselves and I think as professionals that is always good. I said "agree" to the first question because going to classes/conferences, doing projects etc.....does improve us as professionals in our areas and then impact students. I don't know if this particular process is the ultimate and if there is something else but having this process and asking us to be involved with each other and advocating for students is beneficial.</p>	<p>I don't think it is as valuable. I personally have always been good at self evaluation but I think many of us need a mechanism for the process. And even myself might not consider what I'm I doing for advocacy and collegueship. Setting goals at the end of a cycle is another opportunity for deeper reflection. True there are other licensed professionals who only document credits but some of those also have indepth professional evaluations that score every part of their performance. Perhaps we should be doing this as well. People complain about paperwork because its in our nature to complain. This is an opportunity for professional growth.</p>

Michael	Coyle	The system, as is, is a distraction for most educators. I believe that our students would benefit from a reduction of this type of interference.	I feel as though I would not have this medial task hanging over my head. I have multiple licenses and I have wasted hours upon hours of time completing these forms.
Thomas	Reid	Countless hours are spent complying with the current relicensure format. It is difficult to maintain the rigors of quality instruction while having to abide by the rigors of relicensure.	I feel as though that would be plenty sufficient.
Marie	Coombs	It takes at least 10-12+ hours to complete the current relicensing process not including the time it takes to prepare the paperwork for completing a course or workshop.	I feel that it would be less time consuming and would free up time instead of doing paperwork. I would hope as professionals that we would be honest and straightforward about the work we have completed.
Kim	Bodhorn	The only licensing process I have been through so far is going from Provisional to Level 1. That process took many hours of miscommunication and misdirection on the phone and through email before I finally reached someone that could help me through the licensing process. Because I was going from Provisional to Level 1, there were no requirements of documenting professional learning or effects of teaching on students.	I feel that the process would allow us to focus more on our teaching, rather than how many hoops we need to jump through in order to do what we have already been working on and love doing. We can then take our professional learning and apply it to our teaching without having to worry about creating a portfolio or ILP, which can be very time consuming and in turn take away from our time for our students.
Tracy	Muzerall	I have not had to go through the portfolio process, so I cannot speak to that. I have taken several classes since working in my profession and I have found the connection to the coursework and to my job invaluable. I do not believe adding the portfolio component a necessary requirement. But I do believe staying current by taking classes is extremely important.	I feel that this is a more effective and appropriate way to be relicensed.

Laura	Dailey	I would be up for relicensing next year- but I have been collecting documentation for licensure and it is very time consuming - If they want to see how we are doing - come observe us !	I feel that this would be fine. If other fields are re-licensed this way - why not teachers. Come and observe in the schools once a year or have the administrator send in observations a few times a year.
Michael	McKinney	I feel that 7 years is too long for re-licensing.	I feel that would streamline the process, making it less onerous.
Greg	Mernick	Hard to tell because it is done as the period/year is in process. But any time saved would be time that will be used to prepare for daily teaching/assessing.	I feel the yearly evaluation process with the principal should cover the yearly goals and the documentation of credits would be a separate requirement. Currently I feel the IPDP is duplicating the yearly goals in a long term plan which is often vague. The IPDP group does not truly help me or my ability to relate and teach. I would like to see the process be documentation only and have the individual schools be responsible for mentoring their own teachers.

Julie	Goraj		<p>I find that the coursework and workshops I choose and complete greatly benefit my professional learning and also the learning of my students. They help me evolve as a teacher and stay current with developments in the field of teaching and the needs of my students.</p> <p>Following each course I submit a reflection to the Standards Board and this is a valuable process as it helps me focus on how my learning can directly promote student learning. However, the IPDP conversely seems to stifle my ability to tailor my professional learning to the evolving needs of myself, my students, and my school. It creates a rigidity that either leads me to follow a plan that may no longer be a priority, or it forces me to submit a revised IPDP during the duration of the license. It's important to have identifiable goals, and in my district we do this annually as part of our evaluation cycle. However, I find that myself and many others intentionally create a rather vague IPDP as we know we need to retain the flexibility to adapt our goals.</p> <p>Therefore, I don't find the IPDP to be a genuinely practical document, nor its creation to be a truly practical part of the licensure process.</p>
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Bonnie	Westwater-Edlund	<p>I believe our requirement to take a certain amount of credits and workshops is very helpful to keep current in our fields. I also believe it helps us to remain motivated and stimulated in our teaching practice. What I find irrelevant to my teaching and student learning, is the detailed reports to match the goals on all areas of my profession. It is tedious and time consuming to have to document all of our professional activities. I believe a more accurate measure of my teaching abilities is to participate more frequently in observations and professional development. We can all improve. Filling out an IPDP does not demonstrate improvement. There are teachers who turn in a very complete IPDP and who are known to be substandard teachers. It does not represent excellence.</p>	<p>I have been certified and taught in three other states, and the focus was on demonstrating my abilities as a teacher. The administration and immediate supervisors were ever present and helpful in the classroom and the building. University classes and approved workshops have done much more to improve my teaching than a portfolio every seven years. It has also seemed unprofessional to me that local teachers evaluate my discipline as a world language teacher, when there usually is not another teacher who teaches languages on the LSB.</p>
Terri	McCormack	<p>I do agree that the IPDP does promote professional learning when considering goals of the IPDP and what areas I need to strengthen. I do feel constricted however, as there are learning opportunities that would enrich my teaching that I am unable to take as they are not "defined" in my present goals. I would like more opportunities.</p>	<p>I have been teaching a number of years when I did only have to document my credits and/or hours of professional learning. This took less time, as in months, to put together the present information required on my part and on the part of the relicensing board; which means more time to prepare for student learning and working collectively with my colleagues.</p>

Georgeanne	Bonifanti	<p>The process takes me a considerable amount of time because I do have a tendency to take more than the minimum in coursework and workshops. Although in my mind when I sign up for a class, course or workshop, I know why I am taking it, I am not always writing down my reflections.</p> <p>I think it is important for teachers to be reflective about our practice - both in our teaching and our learning.</p>	<p>I have been teaching in VT for 40 years. I remember when all we had to do is submit coursework. I don't think I was as intentional of what I took before. I was on our schools first relicensing board and it was a struggle to change the mind set of teachers to be more reflective, I think we would be going backwards if we gave up the whole process.</p> <p>Maybe we should think about a one page or less reflection on all the coursework that we take for relicensure rather than a reflection on each piece of it.</p>
Martha	Rideout	<p>I chose to not go through the relicensing process in 2007, largely because of how cumbersome the portfolio portion was. I was in the process of retiring and had planned to do a continuing license in the event I should decide to reenter the teaching field.</p> <p>When I thought back to how many hours I had spent seven years previously, putting the portfolio together, I realized that it would really be a huge waste of time. A process like that, which supposedly provides you with an opportunity to reflect on your learning and work, is more likely a creative writing assignment.</p> <p>The learning I had done through the classes, workshops, and conferences was significant, and I put that learning to use immediately with my students. Reflecting on what I had accomplished over a seven year time span didn't really accomplish anything. It was just another hoop to jump through that would be reviewed by a local group of teachers. It wasn't a good use of my or their time! Let all that time be spent on something that would truly benefit the children of our state!</p>	<p>I have no problem with providing evidence of the professional learning that a teacher should be doing on a regular basis. I do know from my own experience that not all learning is done through regular college courses. There are many opportunities for workshops and conferences that often provide even more effective ways to improve teaching methods and ways to reach the students most of us work so hard to serve.</p>

Tina	Roberts	<p>The whole process takes an inordinate amount of time for photocopying and reproducing materials. Some materials for my relicensure are confidential and identifiable features like names, etc. must be removed. In addition, IDIP goals and PDP school goals should be more in alignment time-wise or teachers should have ONE set of goals. I currently have SEVEN and my school is undergoing a 2015 TRANSFORMATION which means some of my goals will not longer be as relevant as they were a few years ago. I'd rather have a few goals to concentrate on and perform well, rather than a lot of goals which cannot be fully addressed.</p>	<p>I have used this process before and found it preferable. Teachers could work from their school PDP goals and narrow the focus on which goals can be fully addressed, rather than trying to meet too many goals at one time. Setting goals during a time of change and flux tends to be a waste of time. It is like hitting a moving target. I may end up spending more time amending my goals than actually putting time into planning, executing, and assessing my goals.</p>
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Mark	Banks	Whatever time it takes to do more than maintain documentation of credits / hours of professional learning is a waste of my valuable time.	I hold two licenses: One as a licensed psychologist through the Secretary of State's Office of Professional Practice (OPP) and one as a School Psychologist through the AOE. My OPP relicensure process is respectful and streamlined, in contrast to the arcane and petty AOE process. I strongly view the burden of the current AOE process as onerous and disrespectful to the professionalism of the teacher corps. I know of no colleagues who view the current practice as anything but layers of unnecessarily complex hoop jumping before a wastefully imposed administrative level made of people who could be spending untold hours themselves in more productive pursuits. Do teachers and other professionals on teacher contracts such as myself need to have our hands held so tightly to have our credential renewed? Given that any of the dozens of professions managed by the OPP are treated more respectfully, I would argue that teachers deserve the better process that every profession licensed by our fellow agency in the state enjoys. I would say more but I actually have to put my work aside for a later time and prepare for an IPLP workshop this coming week as my AOE license is due for renewal. This is a real cost of the current system.
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Diane	Benware	I serve on the local relicensing board and I find it very valuable to read plans and have people come in person to tell about their work and their goals for the future. In an increasingly impersonal world, this activity helps promote professionalism and a sense of community. I always learn something new from the presenters.	I hope the process will not be reduced to simply forwarding documentation. Come on, folks, our jobs are dealing very closely with people. We deserve better than to be pushing papers around...let's have a chance to tell about what we're doing and be proud of our work.
Courtney	Brooks	While I continue to further my education and strive to improve my skills as a teacher I don't think the time required to prepare an IPLP is time well spent.	I keep records of all courses completed and hours spend in professional learning. I think this is all that should be required of me as a professional.
Angeline	Faraci	Since I hold two licenses and they are on different dates currently it will mean I will write an IPLP this year and then again next year. Very time consuming. It takes me literally months of thinking and planning to write these and it is definitely time taken away from teaching, not adding to it.	I like being held accountable for learning and taking credits to continue my learning and ability to better my teaching, but all the other requirements take away from teaching time.
Lynn	Amey	It literally took hours of time to compile all of the information needed for a professional looking IPDP and I don't feel that it benefitted my students at all. If anything, it took away time that I could be working on my curriculum.	I like taking classes and updating my fields of knowledge. I believe this makes for better teaching because it not only increases learning but it helps to keep teachers empathetic to what students experience. Creating an IPDP didn't benefit my teaching at all.
Kate	Davie	It's a pain, but I see the point.	I like the flexibility of the current process. I think that knowing that my co-workers are going to be taking a look at my IPDP and how I fulfilled it is valuable accountability.

Sheila	Cleary	I see the process as a form of documentation and accountability. As trainings and professional development are finished the format of the licensure process helps teachers keep important documents in an organized structure. I would like to see every 5 years because many things happen in 7 years and 5 years with 6 credits is easier to prepare for. I feel the fees are very expensive and I would like that looked at in the future. Thank You I was on the LSB for 5 years.	I like this approach! We are professionals not children. If we have done the academic work required and have the documents to prove it then that should allow us to teach another cycle. The reflection will still occur in our annual teaching goals that will be done through the supervisory union. Teachers should spend their time on lesson planning, support of students and bringing technology into the classroom and not have the worry of producing a large portfolio every cycle.
Claire	Molner	It took me about 20 hours of work to put together my IPDP. I serve as a nurse and health educator, so I had a double whammy. Nursing does not lend itself to courses easily, although this time I had many credit hours. I do not find any value in proving that I took a sufficient number of hours of nursing education to my LEA board, since they admit that they know nothing about the subject. I find little value in connecting the .2 teaching hours to all of the nonsense we have to write.	I liked that system, and as a nationally certified school nurse have a similar system for relicensure by coursework. I would find value in an IPDP process that compromises by having goals (OK, smart goals are acceptable) and some kind of reflection...without having to go through the nonsense, pages and pages of BS, and LEA members objecting to font, spacing, numbering and all the rest of the picky details of a portfolio.

Robin	Fawcett	<p>I have been through the relicensing process twice as a veteran teacher. Each time, I have devoted a week's worth of work in the summertime to assemble my portfolio (40 hours minimum). While the finished product has always allowed me to reflect with pride on my accomplishments, I do not feel like this documentation impacts my students' learning, my teaching, or my future professional pursuits.</p>	<p>I love learning, expanding as a teacher, and taking fresh educational risks. I would benefit from a relicensing process that requires only the documentation of professional learning because...</p> <ol style="list-style-type: none"> 1. It would allow my goals to be more year-to-year relevant and meaningful (because I grow and change, my goals need to too). 2. It would allow me to more authentically respond to new and worthwhile opportunities as opposed to old goals. 3. It would support me in my drive toward pursuing aspirational goals as opposed to merely measurable ones. <p>Thanks for asking!</p>
Pollyanna	Bladyka	<p>Last year was my renewal year so getting my IPDP and application all together is still fresh in my mind. It was very time consuming, and confusing in meeting old requirements and planning for new requirements. I met once with my local relicensure person, and then emailed him 3 to 4 additional times. I was very proud of my final portfolio (and my portfolio from the previous 7 years) however, I feel the relicensure board was overworked and too much in a hurry both renewal times to appreciate all my hard work in organizing and documenting and tying in the various strands/connections. They were brief and made no comments - kind of the worst response our students would experience after a major report handed in.</p>	<p>I plan to retire in 2020 when my license will expire so I don't know if this will affect me at all, however, if I had renewal on the horizon I would embrace this change and appreciate it immensely. Honestly - the coursework needed to earn the credits is where the emphasis should be - not in a complicated state mandated relicensure process that is not given its full due compared to its preparation. Thank you for this survey and thank you for the possibility of change.</p>

Mitch	TRUE	The current relicensing process only takes a few hours so the documentation part isn't overly arduous. There is however, an institutional disconnect between what a teacher puts in a portfolio and actual implementation of professional development and progress toward goals. There is no follow up or accountability which creates cynicism and a "paper drill" mentality around the IPDP and portfolio.	I probably would not benefit. There is no question that this would be easier than the current process in terms of documentation, but in terms of professionalism, I would like to see some evidence of implementation of professional development and growth toward goals in a portfolio. This might include a lesson or unit plan, data on how a class scored on a rubric, etc.
Susan	O'Brien	This is my second time responding to this survey. My husband is a real estate appraiser and does not have to submit an IPDP or portfolio. I think there should be equity in the relicensing process amongst the various occupations. I honestly get very little of the process other than the rewards of taking the courses.	I put in at least 2-3 days of work in compiling my portfolio and writing my IPDP. LMore Time to use in planning my lessons and managing my classroom. Thank you for taking on this important work.
Linda	Skrzyniarz	I recently relicensed and found the IPDP process helpful and the portfolio process reflective. However, they both took TOO much time and were repetitious. Streamlining both would make them feel professionally worthwhile.	I really don't think that just documenting professional development is enough. The reflection is so important and impacts my teaching the most.

Nicole	Patterson	<p>I really don't do much with or think much about my relicensing until my year is up, except for taking classes, which I would do anyway since it adds to my learning and keeps me fresh as an educator. To put everything (evidence together) to show my previous goals, and to write my new plan takes hours of work. (Last time it took at least 6-8 hours)</p>	<p>I spend a lot of time writing a plan that would be my teaching goals anyway. I have found that with the changes in education, that my role as an educator changes, making original plans less valid too. (When I wrote my plan, I taught all subjects to 4th graders. Now I teach only math and social studies in a 3/4 loop. I do not feel that the plan I write really shapes my work as a professional- I would do those things even if there wasn't a plan. I am also held accountable for certain goals as part of my annual evaluation within my school with my administration.</p>
Andrea	D'Amico	<p>It takes me months to complete the relicensing process. I try to keep it up for all 7 years, but it gets away from me as the years go by. The year it is due is very trying. It is hard to keep up with school and do an IPDP. I don't really feel it has any impact on my teaching or on student learning. If anything, it adds stress to my school year.</p>	<p>I still have to take the required courses, and I usually take more than are necessary to relicense. I am not due to relicense until 2016, and I have already taken more than 9 credits.</p>

Virginia	Moore	As the LSB chair in my school I assist folks in this process. There does seem to be a lot of paperwork and stress around relicensing. We already give pre - approval for each course or hours toward relicensure give final approval when all work is complete. Having to then repackage it into a portfolio is just repeating work that has already been done. Our school also requires us to write yearly goals so an IPDP (especially for 7 years) is an extra task that doesn't carry much weight. I always advise folks to make a very broad plan so they only have to write it once. These tasks are redundant and teacher energy could be focused on more meaningful work that directly impacts student learning.	I still think the LSB has a job to approve or disapprove of professional development. The LSB can help the state as a "gate Keeper" of appropriate and valuable professional development. But going straight to the state with approved credits makes good sense. I would not think it reasonable for the state to do the pre and post approvals of each course, however.
Anne	Lessard	I am currently trying to organize my portfolio. It takes an incredible amount of time, and I really don't feel presenting in this way is beneficial to me and my practice.	I strongly support this over the portfolio process. I do feel strongly about coursework and professional development. Is there any chance this change could be considered for this year?
Janice	Beal	It's going to take a lot of time, but if you have been keeping track of what you have been doing in your district, school and classroom, it should be manageable.	I suppose that, as long as you do the learning, it will show up in your work, but it doesn't hurt to document the progress.
Mary	Stearns	I receive the credits within the first 3 years of my license and then file all workshops yearly. I enjoy taking the classes to keep current with teaching. The current relicensing process does not play a role on my teaching and student learning as I believe I would do this regardless of rule to relicense. The organization and presentation takes me at least 40 hours to complete.	I t would limit stress and just one more thing to do. I complete a yearly reflection at my current employment in regard to classes or workshops that I've completed and the benefit these classes have on student learning. The school presentation plan is enough of a process to document my learning.

Deborah	Thomsrn-Taylor	I spend 10+ hours a year keeping up with the paperwork associated with the current 7 year licensure requirements. The paperwork is busy work. When my portfolio is due, I will spend 30-40 hours getting my portfolio ready to be at the caliber I consider appropriate.	I taught in New Hampshire prior to moving to Vermont. In NH, teachers had a point person in their school to pass in evidence of completed college credits, workshop, etc. I loved it. The process was professional and useful. I am very appreciative of VTNEA's interest in this topic.
Babette	Castonguay	Since setting goals each year with our administrators and having follow up meetings as to how we met those goals is now a requirement,, the licencing through the LSB is over and above what is necessary. I believe in taking professional development credits to stay current in our fields is necessary but not the review of the LSB.	I taught in Ohio through the 80's and 90's and the documentation system worked fine. I also work on the standards board for our district and it is volunteer time that is interesting and to some helpful, but many teachers we hear from feel we are the license police. As educators we are capable of presenting documentation of credits and hours of learning.
Nancy	Phillips	Takes hours of work trying to figure out what you have to do. Then you have to fill out forms in the "correct wording" to be accepted - so artificial. It has absolutely no impact on my teaching or student learning. It's the courses and workshops that have the impact.	I then could spend my time on work that directly impacts my students.
kelly	Tarbell	I spend a great deal of time completing my relicensing portfolio. The benefit of this process rarely impacts my teaching in a positive way. My staff development is what most positively impacts my teaching. I feel like 7 years is a very long time to be committed to a goal when my job itself is ever changing. I would like to have the time frame shortened however not at an added cost or with the same intensity of building the portfolio as it is now.	I think a cover page of my personal growth/reflection and then a resume of my credit hours would suffice.

Amy	Masefield	<p>The current system requires too much paperwork. The pre-approval process and the reflections don't really have any impact on my teaching. It would be far better to require coursework (or equivalent workshops, conferences, etc.). I don't find it useful to set goals for the next 7 years, when those goals will likely change in response to the student population. Often the goals I write are not applicable once I am submitting my IPDP.</p>	<p>I think all educators should be required to continue coursework in areas of interest. This keeps them up to date with current best practices and research and they can bring it directly to the classroom. An IPDP is not necessary to achieve this goal!</p>
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Amy	Ferris	<p>The present relicensing system is being changed to an online system which is creating a lot of anxiety and frustration for teachers and administrators. While we have not experienced the new process yet the fact that not all schools, communities and staff have equal access to wireless internet and scanners makes the process a challenge. The fact that in past years I've received my relicensure information in the fall and now won't receive it until February is very concerning. It takes an enormous amount of time to organize the portfolio, summarize your learning over the last seven years, and write your IPLP goals. I have found that my portfolio really doesn't improve my teaching. It represents my reflections, coursework, and improvements over a time period but what actually improves my students learning and professional learning is the actual courses/workshops and the conversations at those, after with colleagues, and the reflections after trying new things in the classroom. I think it would be more valuable for teachers to have goals and take courses over the course of a certain time period. If relicensure just required the documentation of courses taken it would give teachers more time to reflect on daily student work and teach their students. I'm presently up for relicensure and this will be my third portfolio and IPLP (formerly IPDP) over the course of my teaching career the expectations for relicensure have gotten longer and more cumbersome. I spend hours afterschool and on the weekends preparing and organizing the portfolio and then the goals take several writings and revisions before they are realistic and meet the expectations of myself, district and standards board. Given the move to the online system I feel that it will be even more challenging to relicense because of the inequities in technology tools, internet access, and training across the state. As the expectations of teachers in the classroom have increased over the course of time, I believe we need to prioritize where a teacher's time is spent and</p>	<p>I think I answered this question a bit already. The biggest benefit would be that it would give me more time to reflect on daily student work and make thoughtful lesson plans, keep up with changes in curriculum, transition to common core, etc... The present process is time consuming and during my relicensure year a lot of my free time is spent preparing the materials for relicensure. I keep all of my materials over the seven years, turn my paperwork in, but still the process of organizing a portfolio, writing and revising goals, getting approval of everything, and then mailing paperwork off to the state is quite cumbersome and not productive in terms of improving my teaching.</p>
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Cynthia	Roberts	<p>It takes many hours to prepare the narratives and the IPLP. these hours do not impact my students' learning.</p> <p>I do think it is of value to document course work and how those classes have improved teaching skills. The other work feels a lot like busy work to me. I have always promised not to give my students busy work.</p>	<p>I think I have covered a few points answering this in the last answer. I do not think putting together a portfolio and an IPLP does anything to improve student learning. If anything it takes time away from time for teachers to plan and work on school curriculum.</p>
Karen	Chase	<p>Although, I fully support ongoing professional learning and the process of reflecting on learning and teaching, I do not believe the current relicensing process encourages me to participate in any more professional learning or reflect on that learning any more than I normally would on my own. At times, I have wondered if the amount of time filling out the relicensing paperwork and creating IPDPs has actually impeded the reflection process and taken time away from learning and teaching. I also think that some of the new restrictions on receiving credit for similar professional learning activities if teachers have participated in them previously is not aligned with recent research suggesting that the best professional learning is imbedded and ongoing.</p>	<p>I think I would benefit from a relicensing process that is like other licensed professionals because I could use the time currently spent on relicensing paperwork on reflection, teaching, and additional professional learning. I would hope that any new relicensing process would include a way to gain credits for ongoing, imbedded professional learning such as study groups, committee work, and teacher teams for data analysis and curriculum work.</p>
Gary	Swan	<p>It takes me the whole 7 years, As a tech instructor having to maintain industry credentials for both the instructor and the program in the area that I teach takes a lot of time. I must attend training every year in the current and emerging technology, so that the students get the best and up to date information.</p>	<p>I think if a person has industry credentials and they must be renewed every 5 years per industry standards, that would be the best for both instructor and student and program. It would allow more time for the instructor to get up to date training.</p>

Laura	Davenport	I helped run the first portfolio presentations as a fairly young teacher. I chaired the CSLSB for almost 6 years. The experience of listening to veteran teachers explain their learning and seeing the professional pride shaped me as a person and as a teacher. People have no idea what teachers do for kids every day let alone the engaging programs they develop and sustain to enrich the learning environment of their classrooms. If we go back to a credits/paperwork only system we lose a valuable opportunity to showcase the dedication and depth of professional knowledge of VT Educators. Consider some sort of system that requires teachers to present to their peers and requires them to reflect and summarize. I heard the grumbling in the beginning and then I heard many, many, teachers say that they had never had a chance to talk like that about their work and that is was a wonderful experience.	I think it makes sense to automate the paperwork side of things in this digital age. Make the work of the licensing boards to promote reflection and to coach peers in reflection. We know that's what improves teaching.
Pam	Hemingway	I find that the planning part takes a lot of time and that it is very scripted. After you have been teaching for awhile I really like attending conferences, workshops, listening to webinars and/or read books/articles that will increase my knowledge on topics that interest me AND would benefit my students.	I think it would allow me more creativity in my professional knowledge. Why can't a 2 day meeting at your school about Proficiency-Based learning count towards your hours, even if prior documentation was not given?
Susan	Jette	The write up and IPLP take the most time.	I think it would be a benefit because less time would be spent on the paper work am more time implementing what you learned into the classroom.
marcia	locke	I only think of my license when it is due. It is also difficult to find meaningful credit courses for Intensive Special needs students.	I think it would be beneficial as each year more and more requirements are expected of us.

Brian	Jennings	<p>I am currently doing my first relicensing right now and I am finding it frustrating to put everything together. It is valuable to reflect on what you have done over the years and to see if you have met your goals. The frustrating part is we still have not received anything from the state yet and I am sure they are busy trying to get the information out to everyone. I think the documentation and credit hours would be much easier for everyone.</p>	<p>I think it would be beneficial because it still holds you accountable for continuing your education. It would be much easier to keep track of, less paperwork, and most courses or transcripts are electronic now anyway. It could be an automatic link to the state when a course is finished.</p>
JESSICA	BRUCE	<p>I did have to re-format my IPDP to the new IPLP format twice, then it came back twice more for changes. I had to resubmit all of my PD hours and re-write a more-thorough reflection for each and have them date stamped by Sandy before anything would be reviewed again.</p> <p>It just seems like paperwork being pushed around, but I have never done this before, either ...?</p>	<p>I think it would be cool to spend less time on all of the paperwork, but it also required me to reflect more (something I put in as a goal!)....</p>

Marcia	Blanco	<p>It takes 7 years. Reflecting on what I need to do as an educator to benefit my students; to meet those goals and then to reflect whether it was effective or not is not something done over night, but it is probably the only time that a lot of us formally do it. I think the period of licenser needs to be shortened to 5 years so that the goals stay relevant and the reflection doesn't sit on the back burner for so long.</p>	<p>I think it would become what it is for other professions: something to take to meet the requirement. I worked in Licensing for 5 years and before IPDPs were required, professional development that came in for educators to relicense often had no plan or relevance. It tended to be arbitrary and scattered. Relicensing now may be a royal pain in the ass, but I think that it forces us to be more directional in what we need for professional development. Also (now that I'm an LSB member) LSB's do a lot of work for no compensation. As a result, people aren't lining up to volunteer. I know that there is no funding for this, but how about some built in perks for LSB members; Free professional development workshops, free (or radically discounted) college credits, free use of facilities at a State College (or any college that has ROPA approved programs). Since we are dealing with educator quality, there is some justification to this.</p>
Lauren	Howe	<p>It was extremely cumbersome & held no immediate value to my students.</p>	<p>I think it would encourage teachers to continue to seek out new or improved upon methods of teaching. The current process is very time consuming which did nothing but take time & attention away from my students.</p>

Arthur	Fowler	It takes approximately 3-4 hours if you stay organized through your cycle.	I think it would standardize the process. Currently it changes based on where you work and who is on the board. Though these processes are similar I have seen some IPDPs denied that were virtually identical to one that was previously submitted. Additionally, It allows for growth and change over the 7 years without having to amend or re-write the IPDP.
adam	vincelette	I find myself taking classes that I do not need where I should be taking classes on or work shops on today's technologies. I teach Automotive Tech and Drivers Ed.	I think it would take a lot of stress out of re-licensing, as long you are tacking the right courses or work shops, seminars etc. to meet the requirements I beleive student learning will increase
Susan	Hunt	It takes a great deal of time to organize all the papers; I would prefer just to receive credit for taking courses or attending/ participating in professional learning opportunities without having to put it together in a portfolio--it is just one more time-consuming requirement added to all the others that are imposed on teachers.	I think my answer above is a response to that in part. I would benefit by being able to use the time given to the preparation and presentation of the portfolio in planning and implementing my courses instead, which would result in a greater impact on student learning. I think professionals should be trusted to provide documentation of credits and/or hours of professional learning without the requirement of a portfolio.
kathleen	caaraher	The first time I found it rewarding I had a wonderful group of professionals who took the time to really go over my portfolio. The Second time the way I wrote the ipdp was more the focus. I needed to use the right teaching garb which was frustrating. It had little to do with me and my teaching. A lot of unnecessary work.	I think realistically that would be more efficient.

Judith	Stewart		I think reflection on one's goals, professional experiences, and one's practice is important. However, the current relicensing process is very time consuming and probably more of a brain (and time) drain from doing actual student and classroom-related work. Therefore, I think I would benefit from a shortened relicensing process.
Carol	Gargon	The current program is a process that causes anxiety and is a process of rote writing that has to mirror a document that does not improve a teacher's practice.	I think relicensing should be reflective on a teacher's evaluation and current pedagogy. I think that the process needs to be revamped. I totally disagree on how it is evaluated on the local level. It has created a deity sub-culture. It has panned Elementary teachers against High School teachers and has often become political. It does not reflect my relicensure as I am retiring after teaching for 41 years. I have a masters plus 120 hours and it had nothing to do with relicensing it has to do with me improving my teaching and pedagogy.
Neal	McIntyre		I think such a process would not require reflection on growth, which is one of the most important aspects to any relicensing. We should avoid any process that removes thoughtfulness and reflection by the teachers, especially if they only have to do it every 7 years. Otherwise we risk propagating the habits of some teachers who only fill seats during PD, and do not seek to grow from their experience.

Crystal	Ischia	It takes an enormous amount of time to complete the IPDP and portfolio requirements. These requirements do nothing for my teaching/learning. They only create stress. Also, the requirements change frequently and it is very confusing.	I think that as professionals, we should be trusted as lifelong learners, instead of being mandated to participate in a certain number of courses. We are already required by our district to participate in a large amount of professional development each year. If we could use only those hours toward relicensure it would decrease pressure and improve my teaching.
Janet	Book	The process takes an extraordinary amount of time to complete and the directions and format are not communicated clearly to the person getting relicensed. I had to sit with a member of our local board in order to get a clear understanding and my portfolio was returned to me by the local board . I had to redo a part of my portfolio. I was not happy.	I think that educators need to be treated like other professionals. The porcess is ridiculous and time consuming.At my school, all educators identify two goals each year. We writie reflections on these goals twice a year and meet twice a year with an administrator. We also have informal observations monthly and we receive feedback on them.
Melinda	Tate	I have found the relicensing process to be cumbersome and useless. When I relicensed 3 years ago, I spent at least 20 hours aligning the language to the competencies, wordsmithing, photocopying etc. The only time I look at the IPDP is when I take a course or attend a conference and fill out the other ridiculous forms to get approval to attend . I changed grade levels since writing that IPDP and then the IPDP was beyond useless. I feel it has been totally busy work and is disrespectful of our time.	I think that is what we should do. When I started my career, that is the way it was and I was just as dedicated then as I am now.
Julie	Altemose	I view this process as busy work that doesn't help my teaching in any way. It takes multiple hours that could be spent on planning more meaningful lessons.	I think that it makes the most sense. Why as educators do we make it so challenging for ourselves? As long as people document professional learning, that should be adequate!

Julie	Hinman	<p>The paperwork that is needed to submit credits/hours is time consuming and feels like busywork. The value of the relicensing process is debatable; we have ample professional development at our school and if the goal is learning and growing as a professional, that is happening all of the time. The students benefit from my professional development because I try new things in the classroom. It seems an added step to have to gather everything to prove I did the professional development for the process of relicensing, when it is something we do as an expected part of our jobs already. If a school did not provide regular professional development, I understand how it would be a value to professional growth.</p>	<p>I think that it would decrease stress for having to navigate the paperwork, send it into the state, pay a fee, and worry about doing it all correctly or you lose your license. Also, like I said before, we are doing more than the required hours of professional development already at school so this added step feels like busywork.</p>
Susan	Neuman	<p>I am an excellent teacher. I have been at Dover school almost 30 years. My IPLP was a nightmare of semantics. The local standards board was more concerned with how my statements were worded than anything. What does that really have to do with my teaching?</p>	<p>I think that observations/evaluations done by my principal are important.</p>

Emily	Carbonetti	<p>Many many hours - probably anywhere between 30 and 50. I have served on the standards board and find that the process gets very tedious for both the board and the person up for relicensure. The requirements keep changing and as a result, the committee isn't sure what plans are acceptable or not. With new programs and standards coming fast and furiously, goals become outdated before teachers get a chance to really fulfill them. I think the time has come to do away with the process. Teachers are stretched so thinly right now, that going through the portfolio process just adds more stress than is needed. Please feel free to call me if you want more of my thoughts on this.</p>	<p>I think that teachers are always taking courses and attending workshops to enhance their teaching as well as their student's learning. Just documenting the credits and hours is all that should be necessary to become relicensed. In our SU we are participating in the Professional Learning Communities where we meet with colleagues and participate in curriculum planning and book studies. Aligning the curriculum with the Common Core is tops on the list, of course. To add the current relicensing process to all that we already do is unnecessary.</p>
Elizabeth	Dutton	<p>Completing the relicensing process is a time consuming process which I do not see a whole lot of benefit from. I cannot even tell you the last time I looked at my portfolio (or where it is). I do not see that the process impacts my learning, teaching, or student learning. Teachers already often have to complete goals each year for their administration, and write reflections and have meetings over observations and evaluations. The IPDP becomes redundant and outdated.</p>	<p>I think that this is a good idea. I do believe that teachers should be taking appropriate course work, classes, and workshops as a part of their professional licensure process.</p>

Courtney	DextrazeWiese	It takes too long, I work on it one-two days a week for months before it is ready. I don't believe the process has any value on my teaching. It has encourage me to talk with staff members that I may not otherwise interact with, however those discussion are around the portfolio and not teaching or student learning.	I think that this process would be very beneficial and cut out hours of redundancy that I feel is in the current system of relicensing. How ever I do wonder and worry that we may close off options and ways that people have created learning experiences if we are not careful when looking at this process. The creative side of teaching and gaining education away from lectures/conferences and courses is very valuable and should not be lost.
Alice	Leeds	It took me a good part of my February break to complete the relicensing process last year, and that was after I had done all the prep work of gathering my materials. While I enjoy and benefit from reflecting on my teaching practice (and I do that all the time), this particular process felt like a major hoop-jumping exercise and had no impact on my teaching.	I think that would be adequate. I would suggest we might add the approval and endorsement of our current or previous principal for a permanent license. After all, the most important job of a principal is to support and supervise teachers. I have other feelings about the initial teaching license--that should require further documentation, though I'm not certain that an extensive portfolio is needed their either.
Robin	Wright	I spend maybe a dozen hours total on the process. It helps to focus my continuing ed.	I think that would be just as beneficial.
Rose	Stone	It feels like it is something I do and revisit the year it is due. It takes a lot of time and since we all know there isn't time during the school year, I spend much of the summer before it is due working on gathering evidence and organizing my portfolio. I try to take classes or workshops that will benefit my students. If there is new learning required or if I feel I need to improve in a certain area I try to find classes that help to meet that need.	I think that would be wonderful, less pressure and less demand on my time. It seems that the requirements of my job continue to grow and that can be very stressful, but I do enjoy every day with my students and continue to learn valuable lessons from them, that often have nothing to do with my portfolio. Thank you for offering this chance for teachers to share their feelings.

Lauren	Gilhooly	It takes too much time and has little value.	I think that would greatly simplify the process but still hold teachers accountable for continuing their professional learning. It would take less time and the time can then be used for other work that is most beneficial for the students and teacher.
Greg	Hunter	Beyond the course work that I need to do - which is great, I spend about 40 to 60 hours of paperwork to get my license renewed each cycle. Those ~50 hours are a waste of time in my opinion. No benefit to me or my students at all.	<p>I think that would help, in that my time would not be wasted. I would quickly trade another course so as to avoid the bureaucracy. Those four courses would help my students more.</p> <p>Another idea to avoid the paperwork.... I had a great experience at Vermont Academy 25 years ago. I started a team of myself and two other teachers (different disciplines) to commit to seeing each other teach, during the week, during our prep period for at least 25 minutes. Then we had a working lunch on Monday to discuss what we saw in the classrooms and made suggestions (pro and con) to the two observed teachers. We did that for one half a year.</p>

Lisa	Lemieux	First...I'm a school counselor and I find some portions of the licensing not pertaining to my particular endorsements.I am up for renewal this year and would guess that over the last seven years, I've spent 10 hours on the portfolio.I think 7 years is too long to work on anything significant and would like to see the licensing process changed and the years limited to three.Decrease the requirements, but allow teachers/counselors to work on one important thing that could enhance their practice.	I think that would not be an effective way to have professional learning occur...it should be one way, but not the only way.
Pam	Quinn	It is a long process to collect, submit, and organize documentation. Finding original copies of transcripts from places can also be difficult if you are working after the fact (as many of us do because we are do busy with our day to day responsibilities). The reflections, if thoughtful, take time, as well. I would say 10-12 hours minimum to do this work. The value for my teaching isn't the process. The process provides the system with an avenue of accountability for teachers.	I think that would streamline the process for everyone from teachers to local boards to the state department.

Paul	Mackin	4 hours per week over a six month period. The portfolio is a record of events and training already completed. I don't quarrel with doing the training, but with the time and distracting effort expended on submitting it in a particular form to a local standards board controlled by only 2 people at the top. Although board members read and comment on our files, no one is able to approve them except the two chairs. Submitting a file at a monthly meeting of the local board means that if rejected, you wait a whole month to resubmit.	I think the problem for me is the unregulated actions of the LSB.
Melissa	Vermette	The hardest part of the process is figuring out HOW the document needs to be written. I feel like I am just using the right words in the right order in order to get "the nod" from the board. While the process could provide reflection time for teachers, it ends up just being a practice in writing what someone wants to hear. I feel the student learning and my teaching are minimally changed (if any) by the process. I find the time I spend at conferences or in classes to have the most influence on my methods. I also find that those learning opportunities are more share worthy. As for the timing of it, I am very adept at writing that needs to be said in a quick manner once I have found all I need (reference wise) to do so, and still it takes me 5-10 hours to finish all the paperwork.	I think the process of having to document credits only would provide people with more time to focus on picking classes that make sense for them to take and to be willing to reflect on that learning. Additionally, aligning the process with those of other professionals will help to establish teaching a a profession and not just a job.
David	Eddy	It was not hard to complete but did take a number of hours - I am guessing 20 hours. I found it valuable and rewarding.	I think the reflection is important even though it is more time consuming.
Leslie	Hakey	I feel that the portfolio becomes paperwork to satisfy the relicensing process and although it's connected to my teaching, it does not really reflect or affect student learning.	I think the relicensing process is stressful and worrisome so not having it would be great.

morgan	kane	<p>Approx 6 hrs. I dont feel as though it improves the care I provide to students. I am an RN, so I carry both an educators and nursing license. I found the IPDI process frustrating from a school health perspective. I do think having some standards to be held to is very important, like the CEU/credits. Learning should never stop.</p>	<p>I think the time and energy I spend on forming my goals into the IPDI format is not an efficient way to spend my time. Especially having a license that is not mainstream educator based (school nurse).</p>
Mark	Keffer	<p>This isn't exactly in answer to the above question, but my general opinions are: (1) I really appreciate the opportunity to take courses, and have them mostly paid for, in the relicensure process. (2) I appreciate the flexibility to say in my IPDP what I want to pursue, and then go and pursue it. (3) I very much appreciate the opportunity to do some self-designed coursework. (4) I did NOT like having to match a certain "format" for the submission of my work. I understand the need to show evidence of my work and its relevance. But I would like the process of showing that to be streamlined. I did all the requisite coursework for my 7-yr IPDP; my courses were pretty standard; my credits were good; my reasons for wanting to do them were not complicated or hard to process. Yet it seemed to take many hours to figure out how to massage all that into whatever it was that the relicensure was requesting. It was fitting into that format that really increased the time, work, and stress involved in the process.</p>	<p>I think there should be a Plan, of some sort, where I say what I want to pursue, and why. Then there should be some record of what courses I took. Then some room to quickly reflect on the worth of those courses. The reflection should be a page or so. End of story.</p>

Garreth	Parizo	I am a local board representative(have been for over 6 years) and I find the work our professionals put into their IPDP(IPLP), reflection and portfolio requires an incredible amount of time. I spend HOURS assisting faculty through the process . We still ask our faculty to come and present at a board meeting and this is really the only valuable part of the process. It validates all the work a professional has accomplished over the past seven years. We are TOO busy for all of this "paperwork" (soon to be done on line). We have professional goals related to our evaluation at the local building level and that's where the goal writing, implementation and assessment should stay.	I think this is the only process we should have in Vermont. It mirrors other states and it is the documentation that you are continuing to grow professionally. If you are not growing professionally or meeting your professional responsibilities then your administrator should already be involved at the local level! THANKS for the opportunity to give input!
Daniel	Greene	I had been on a relicensure board for many years, and the teachers that I have worked with have found it difficult and frustrating. I don't believe that the jumping through all the hoops They have to do make them better teachers.	I think this makes much more sense. Many teachers make a seven-year plan and then don't end up teaching classes, or the administration changes the courses offered for something else. Things change so fast and often, the IPDP becomes almost meaningless.
Robert	Shaw	I spent nearly thirty hours putting my IPLP together and I really haven't used much of it in my current teaching. Therefore, I don't see much value coming out of the process.	I think this would be a good idea, instead of writing and commenting on different facets of the IPLP.

Laurie	Cloud	<p>I find the whole process of the portfolio and the alignment of professional learning to certain criteria very time consuming and do not feel it contributes to what I need as an individual. Taking classes/courses/workshops and needing to have each of them approved by the LSB is also time consuming and at times, a bit upsetting. If I feel a course/workshop or training would be of benefit to my ability to advance my professional knowledge and skills, it seems to me that I should not have to obtain someone else's approval or not obtain the credits/hours because I am missing the agenda of the event (this has happened to me often. I attended a 3 day workshop and due to the event having a variety of workshops offered during the various sessions, there was no agenda or certificate of attendance that provided credit hour information. As a result, 3 days of learning was not acknowledged as acceptable professional learning!) I understand that there needs to be a form of accountability and alignment of our professional goals with the learning opportunities we attend, but the process is cumbersome, time-consuming and does not feel like the paperwork put into having the LSB accept learning for credits/hours, and complete the portfolio is of benefit to my ability to meet my professional needs or the needs of my students. This profession already requires so much paperwork, it would be nice to reduce this for the relicensing process..</p>	<p>I think this would be a great improvement by reducing another "process" that is time consuming and seems to be of little benefit to true Professional Learning.</p>
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Krystal	Norton	I appreciate all that I have to do for re-licensing, but the learning that improves my teaching and student learning comes from the professional development and collaboration with colleges not through the process of completing the IPDP.	I think this would be fine as long as our individual schools have a good teacher evaluation process in place. Maybe that could be part of the documentation??
Anne	Cummings	Should be more closely aligned with the local evaluation process each teacher goes through. Why should the standards be any different for your school district vs. the state?	I think this would be fine, but would also like an opportunity to report to my colleagues and present my learning.
Jennifer	Champagne	The current re-licensing process takes an excessive amount of time and has no impact on my teaching and student learning. As a professional, I would push myself to take courses and professional development opportunities in order to enhance my teaching and student learning even without the licensing process. The paperwork is time consuming, especially with all of the current initiatives in school such as Common Core changes, and Smart Goals. It takes away some of my focus to have to stress about licensing paperwork.	I think this would be greatly beneficial. The credits and/or hours of professional learning are vital to strengthening ourselves as educators but the paperwork is time consuming and redundant. I spend all day working with students to prepare them to become our future Lawyers and Doctors. Why do those professions have the ability to renew their licenses without tedious paperwork (but by furthering their education) but we, as educators don't?!
Zachary	McNaughton	this is my first time on a 7 year relicensure. I am nervous about the credit hours because I spend much of my time keeping up with the rapidly changing technology in the field of Video production that I don't have a lot of time for traditional education classes. There needs to be more ways for independent research and learning to count towards relicensure	I think this would be powerful. As a Tech Ed teachers my goals should be more about keeping connected with industry, as well as improving my use of technology to deliver meaningful curriculum. this is difficult as very little amounts of the relicensure allow for this type of credits. I do value the goals in the IPDP but I want to see more ways to get non-college credits approved for relicensure -- things like industry certifications and the time it takes to study for them should count as they are very important within industry

Debra	Lentine	Reflecting back over my 7 years is valuable, but could be streamlined. I did appreciate the opportunity to put together a portfolio (10 years ago) and a website (3 years ago) organizing my accomplishments. However, the part I found tedious was linking to each standard and expectation.	I think we would lose something if we move away completely from reflecting. Teaching gives very little time for reflection, though it is so valuable to our practices. However, seven years is too long between plans and the process should be simplified and streamlined.
Jay	Hoffman	It is not so much the time it takes which is lengthy in pulling everything together but more that it has not served to improve my teaching practice.	I want relicensing tied to building level evaluations provided these evaluations were designed with frequency 3 times a year min. and supportive coaching through InTASC progressions to include formative assessments with peer coaching involved. I want us to incorporate a Japanese lesson study model. We develop our own plan PLP and principals and dept. heads verify and sign off on our progress.
Andrew	Morris	I had to rewrite and IPDP twice and felt the value of doing so was suspect. I spent approximately 6 hours of writing and rewriting my first IPDP..... The current board is constantly calling the state to verify that answers are appropriate or correct??? The IPDP/IPLP appears to be more bureaucratic than helpful. Respectfully, this IPDP process did not improve my teaching.	I was a licensed teacher in Texas. Renewal in Texas, it is straight forward, Get the professional learning time/credit and qualify. This is done online and it is quick and cost effective. The educator enters the amount of hours (honor system) send in fees and is re-licensed. Please note this method is not perfect but it is fast and cost effective
John	Hiers	I've always felt that the 15 to 20 hour process is not a good use of time as it's just a lot of repeated paperwork.	I welcome the new change as it will save time with the same results. Thanks.

Donna	Vargas	It took 30-40 hours of writing that was not necessary, answering the type of questions. I don't have a problem writing or being accountable but it needs to be stream-lined with all the goals. Different relicense boards also are an issue as they are not consistent. I have heard that there have been some changes to make it easier, of course after I was relicensed in 2012.	I will not be going through the process again. I think a reflective writing piece and goals are a good way to demonstrate your professional learning, the process needs to be stream-lined and make it more meaningful.
Michael	Gilbert	Over a seven year period, I feel I really spent more time thinking about and preparing my portfolio, proportionately, than I did taking courses, workshops, etc. I really felt the portfolio was a waste of my time, even though it did make me reflect on what I had done over a seven year period. My teaches in New Hampshire. It sure seems like their way of renewing is much easier and more realistic.	I won't benefit. I retired three years ago. I renewed my licenses a month before I retired just in case I thought I might want to teach again.
Lisa	White	Filling out the forms is the most time consuming aspect of the process. I can't recall how much time it takes, but it's the most painful part of the process. The value of the experience is definitely linked to the class or credits you are earning. Careful course selection is key!	I would appreciate not having to explain myself at this late stage of the game. Young teachers may need more guidance in course selection; however, the forms are not helpful to the end result. I feel like teachers are not held to the same standard as social workers, for example, who are licensed with credit hours and a check at the end of a period of time. We have to explain how each class will benefit student learning. Growing as a professional should be the ultimate goal.
Marc	Choiniere	It has taken me twenty four hours to grasp future teaching trends in order to plan the IPLIP.	I would appreciate teaching practice more if it was new and in the form of professional learning. Also, this would save me lots of time.

Kimberly	Kimball	<p>There are several hours put into the relicensing process and I consider myself to be organized. I keep documentation, narratives, signed forms etc. together and ready to assemble. However, time is still spent looking up endorsement codes, clarifying the current format and making modification to the portfolio. I value the opportunity to reflect on my professional development and consider strategies for improvement. I also recognize the importance of a somewhat standardized format to simplify the review process, but there is a disconnect in this process. We tend to become more focused on the format and buzz words etc.</p>	<p>I would appreciate the simplicity. I have many professional opportunities to reflect on current practices, new trends, initiatives within the district, etc. that are much more valuable and I would rather use my time in these areas.</p>
Jane	Chambers	<p>It is often very difficult to find courses of interest and/or value for myself and my program. This also can entail traveling to another state or country in order to take the classes or workshops, which is a considerable additional expense. I also spend many hours developing my IPDP/IPLP/portfolio; accomplishing whatever the requirements are at the time. It seems to be just "jumping through hoops" at this point, having taught for about 25 years in five different states.</p>	<p>I would appreciate the streamlining of the process by doing this. It would be so nice to be treated like other professions in this way. We teachers do a very good job of keeping up with new learning and improving our craft. I like the idea of "keeping is simple"!</p>
Judy	Mullen		<p>I would at least feel like I was in control of my own destiny, and that I was able to stay on top of the requirements.</p>
Corrie	Haskell	<p>I am up for re-licensure in 2015 and I have been anxious about the process since I began my career in 2005. I find that documenting my PD hours, filling the correct paperwork and aligning them to be extremely time consuming. In fact, I had to write my IPDP 3 times before it was accepted.</p>	<p>I would be able to actually do my job rather than worrying about whether or not I have the right paperwork completed in order to keep my job. I also worry a lot about having data to show that I have accomplished/met/attempted to meet my goals.</p>

carole	cargill	It is a process of 72 hours to be sure the goals are written so my local standards board will accept it.	I would be able to catch up on my school work (correct and plan)and have some down time on the weekend.
Caitlin	Gagner		I would be able to dedicate more of my time towards my lesson planning and my students. I feel overburdened with the requirements that the state of VT puts on teachers. We are so busy as it is and our students should be our main priority. I get my learning and experience through the courses/workshops I take. I do not feel that filling out an IPDP adds anything to my professional learning but rather just adds to levels of stress and pressure.
Katy	Van Houten	I do not have very much experience with the process as I am only a second year teacher.	I would be able to devote more time to my teaching and less time doing paper work.
Brad	King	Many hours of prep and reflection on how courses fit and impact my learning.	I would be able to focus my time in the classroom instead of jumping through hoops.
Elizabeth	Foster	Putting together my portfolio has no value or benefit to my teacher. The improvement in my practice comes from the credits that I take during the year and setting goals within my school that fit Supervisory Union goals, school goals and my own personal goals for improvement.	I would be able to focus my time on my students and my practice and not spend time putting together a portfolio that no one is interested in seeing. The important part of this process is the credits and my ability to deliver high quality instruction to my students based on best practices.
Thomas	Steele	have yet to complete 1st relicensing process	I would be able to focus my time on my work of improving student learning

Sage	Bernardini	<p>It's hard to give an exact time. I can say that the time it takes is incredibly stressful and anxiety inducing because I see very little value in it in regards to my teaching and student learning and it takes time away from tasks like lesson planning and case management that I place a much higher value on. Courses and conferences themselves absolutely have value to the teaching/learning process, but the carry over of that value to the current re-licensing process is so minimal. The stress/confusing/frustration that goes in to making sure paperwork is correct, meets requirements, says what it is "supposed" to say, etc. negates/takes away from the importance of the professional development. Is the point to learn and better our knowledge base so that we can improve student learning or is it to hand in la large piece of evidence stating we've completed something - but which will never be referenced again? As teachers we ask ourselves, "What is the point of this lesson? What do we want our students to come away being able to do? What are the key components?" it seems that in the education system it would make sense to do the same in terms of our teachers' education.</p>	<p>I would be able to focus on my job and using the course material to better my teaching vs. spending much needed time trying to complete a requirement that holds little value, and for the most part seems very hollow in terms of the needs of students, teachers, and schools.</p>
Rachel	Mark	<p>Current process takes hours - many hours to develop the portfolio.</p> <p>It doesn't have much impact on my teaching and learning.</p>	<p>I would be able to focus on the coursework and applying it to my profession, instead of the organizational and procedural commitment.</p>

nelle	johansen	<p>Last portfolio took me 40 hours or so. (I wish I were kidding.) Much of it an absolute waste of time. It seemed focussed more on getting the font right getting the web site to communicate with my computer, and naming the sections exactly correctly....The required evidence in many cases was not really focussed on substantive matters which come up in teaching. Very disappointing and time consuming process and virtually no pay off for me or my students.</p>	<p>I would be able to focus on what I feel I need as a teacher at any particular time...as the need arises. My worry, of course, is getting the funding to participate in truly substantive, challenging, relevant coursework with the highest quality teachers and peer group I can possibly find. I NEVER worry about the amount of work...just whether the work is worth the time. And my worry is that I would not be able to make those choices, but instead be directed towards "one size fits all" courses.</p> <p>College/ grad credit is great, but some of the most valuable learning I've been privy to is not necessarily college-credit.</p> <p>And, unfortunately, much of what I've had to spend time on over the past 14 or more years (some "college" courses, much in-service, is truly just seat time.)</p>
Jason	Touchette	<p>As dynamic professional in an ever changing educational climate and world, I find that the IPDP does not allow enough flexibility...it locks me in for 7 years.</p> <p>I have to put in an immense amount of time for this process taking away from the time my students so desperately need. I don't want to fulfill the requirements and therefore choose less effective learning opportunities because I know they will fulfill my relicensure.</p>	<p>I would be able to more freely search and select professional experiences allowing me to more quickly meet the needs of my students.</p>
Kristin	Bamberger	<p>Many, many hours; nearly ZERO impact.</p>	<p>I would be able to spend more of my time planning for and implementing meaningful curricula and assessments. This would directly benefit my students. Less paperwork, more meaningful experiences all around.</p>

Brian	Kravitz	<p>As an educator, I am supervised, observed, commented on, and am also part of a collaborative, professional learning community. This is where all the impact on my teaching practice and student learning comes from. It is constant and important.</p> <p>The current relicensing process is merely a time-consuming obstacle to improving my practice. I have to spend my time going through purposeless hoops, rather than focusing on my practice itself.</p>	<p>I would be able to spend more time learning and improving my practice, rather than spending countless hours writing my IPDP, which is truly valueless. Why is this expected of us, when no other professional is subjected to such mundane silliness?</p> <p>Psychologists: 60 CEUs/2years Medical Doctors: 30 CME/2 years Pharmacists: 30 CPE/ 2 years Lawyers: 20 CEU/2years Mechanical Eng: NONE RN: NONE- Proof of work: 400hrs/2year Nurse Practitioners: same as RN</p>
Glenna	Coleman	<p>The current relicensing process (paperwork alone) takes about 50 hours of my time over a 7-year period. It is frustrating to complete a course, design relevant lessons, watch students learn and succeed, and then jump through hoops regarding the wording of reflections in the paperwork done for relicensing.</p>	<p>I would be able to spend significantly more time on my own professional learning and practice, a definite benefit when changing standards and standardized tests must be considered, learned and applied.</p>
Barbara	Koski	<p>I spend 6-8 hours writing a reflection and creating personnel goals. It is possible I will need to revise or redo portions depending on what the LSB is looking for from the portfolio.</p>	<p>I would be able to take credits that will help my teaching and not have to hope the LSB will approve.</p>
Denis	DeLena	<p>It is a long and tedious process, I would support a shorted option for reflecting on PD</p>	<p>I would be apt to take more classes.</p>
Charles	Worrell	<p>It took me months of anxiety producing busy work that had little to do with my ability to teach. I have a difficult time producing outcomes for activity that has nothing to do with the subject I teach.</p>	<p>I would be better able to select activities or events that would generate enthusiasm for my teaching field.</p>

Linda	Bush	<p>The relicensure process has little value in my teaching except to make me (and most of us) more stressed. It does not make me a better teacher because I would take courses and workshop regardless.</p> <p>I cannot count the hours it takes to compile the paperwork, get things signed, write an IPLP and put together a portfolio. This is not an afternoon project but involves many days.</p>	<p>I would be doing exactly the same things then as now to improve my teaching and the quality of student learning. Without all the time spent on final approvals, portfolio, IPLPs and relicensure there would be more time and energy to spend developing lessons.</p>
Elizabeth	Demas	<p>Preparing the portfolio has taken many hours and weeks of work in order for me to be satisfied with the product. In the end, the binder becomes a collection or keepsake representing the past 7 years of work. It is not thoroughly reviewed by the board, and there is not time for them to do this. So the binder is for the teacher, and does not really impact instruction at all. An insufficient portfolio is not going to result in a non license issue as it reflects the previous 7 years. There is value in goal setting and reflection, however, many schools require goal setting that reflects school initiatives and common core. Having multiple sets of goals is redundant and overkill.</p>	<p>I would be far more tuned in to keeping my documentation current, not feel as overwhelmed by the process, and be able to focus on one set of goals.</p>
Timmy	MacDonnell	<p>Unsure. On a level 1. Haven't gone through the process yet.</p>	<p>I would be fine either way. If the IPLP is a requirement, then I don't have an issue doing it. It's part of the job. Just having to document professional learning would be a faster process though.</p>
Erin	Mooney	<p>In the interest of full disclosure, I serve on an LSB. I think it is important work, but I also do not think there is a general sense among teachers that the IPLP/IPDP really motivates teachers to grow in their practice. It may support growth, but I do not think it does for all teachers, and for many, it is a burden.</p>	<p>I would be free to take courses in my interest as they became available. Right now I have to make sure everything I do relates to the IPLP or amend the IPLP if I want to change a goal.</p>

Pat	Troxell	Taking the courses is always very valuable to me because I am taking courses that improve my teaching skills. I always have more than the minimum number of course credits. (I have been teaching in Vermont for 26 years.)	I would be happy to document my credits/hours of professional learning because those classes also document my new learning and focus over the past 7 years. Putting together the portfolio has always been a burden. It just takes time away from more meaningful professional activities. Thanks for considering this new relicensing process!
Sarah Malcolm	LaPerle	The portfolio project took well over 48 hours. It did nothing but take away from my teaching and learning. I don;t know why I spent so much time on it- no one really looked at it or read my reflections. The Goal Setting is so awful- how do you know what would be a great idea 5 years in advance? The style of writing the goals is horrible. I really was quite unhappy going through it. I did not have to do this to be a teacher in Massachusetts- I just had to keep track of all of my professional development, courses, committees, technology training.	<p>I would be happy with that. I have no idea why we would want to pay for relicensure every 3 or 5 years instead of every 7???</p> <p>On a side note, I think there should be easier ways to fire bad teachers from schools... I don't think the relicensure process has kept bad teachers out of schools... please consider the purpose of the process.</p>
Gregory	Shepler	Most bothersome is the time factor, I'm a former attorney & this relicensing process is more more labor intensive than what attorneys are required to do. In fact, often teachers retire than go through another relicense cycle (this seems counter productive). Also bothersome is the seemingly lack of common standards. Our district is very strict about form & details (i know since i served on our board for 4 years, trying to get them to modify their approach) while other teachers i talk to say their boards approval everything.	<p>I would be in favor of this. I just went through the process last year & will likely retire in 7 years rather than go through the process again. I want to be treated as a professional, similar to other professions. The effort to connect personal development to class room performance is not a paper exercise, the connection (or lack thereof should be apparent to the building administrator/supervisor).</p> <p>Thank you for considering this change, I know it has been talked about for years but nothing has happened.</p>

Nancy	Skilton	It takes countless hours and other than the professional learning that I gain by taking courses and attending workshops, the actual process of writing the IPDP(IPLP) impacts my teaching in no way other than taking away from important planning time and annoying me.	I would be less annoyed and have more time to work on my professional practice.
Darlene	Petke	I believe an initial license should be more short term (3 years?) and an experienced teacher should be longer (5-10 years). The process, for me, is not directly tied to teaching or student learning.	I would be less anxious about the IPDP that doesn't seem related to teaching for me.
Steven	Jurnak	It is very time consuming. I often spend hours and days putting this all together. It is very stressful. It has little value on teaching and learning in my opinion.	I would be less stressed and be able to be a better teacher,parent etc..
Stephen	Roberts	It takes either time or organization to complete the IPDP and verification process. I am pretty organized, so it is not onerous for me. The value lies in making choices that involve real growth and reflection on the part of the educator. Collecting paperwork for documentation and other artifacts does not improve my learning or student learning. A portfolio would be more for the "shine", but it would not deepen the value, and could even mask the lack of growth.	I would be likely to take more courses if I didn't need to convince my LSB that the content specifically addressed my IPDP goals.

Sayre	Ludlow	Last year I spent more hours than I can count, my guess is over 20, preparing and figuring out what I needed to do to get relicensed. This is in part because I have a a Level 2 and a newer level 1 license, which are not in sync, AND NEVER WILL BE. The portfolio process is useless. I understand the need for college or other credit and verification for sure, but that should be it. The portfolio was a waste of time and not of any value to me personally. It took away from valuable time I could use to prepare my work and benefit students.	I would be MORE interested and motivated to take classes, because I wouldn't be confusing the need to document it for my portfolio. I would be learning for the sake of learning, not doing busywork for some entity that doesn't even read the portfolio! The portfolio process is truly a relic from the past. If I take relevant courses and pass them, that should be enough.
Marie	Anderson	It takes several weeks of drafts, re-drafts, review by our local licensing board and once I have completed it, I do not look at it again until the next go 'round.	I would be more invested in taking courses that may be more rigorous, knowing that I could devote my full energy to the course, rather than just 'getting the credit' because it is a requirement.
Susan	Soltau	The time necessary to chase the information needed to complete the forms to take a course is so daunting that it discourages me from taking courses. The amount of paperwork is incredible.	I would be much more willing to participate in courses/workshops without the hurdles to make them count.
Michele	Taylor	The process takes an incredible amount of time. The last time I spent days upon days writing responses and narratives to go into a binder that I presented to my local Standards Board. My portfolio took so much work to create and it just sits on my shelf! It is crazy! I love taking courses and workshops to improve my teaching and to make sure I am doing all I can for my students, but the hoops we have to jump through as teachers seems silly.	<p>I would be receiving the new learning that is necessary, but I wouldn't be taking time creating documents that sit on a shelf. The time I spend doing that could be spent planning, and doing things for my students instead of paperwork for the state.</p> <p>I would still be doing the learning and the work, and sharing with my colleagues, but not need to take time doing what we have to do now. I've said for years we shouldn't have to go through this process. Doctors and other professionals don't have to do this. They just write a check when it is time to renew their licenses.</p>

Mary	Carpenter	I am on my district's LSB, and I believe the process is too complicated, and requires teachers to jump through hoops that aren't very meaningful to them. I also think the LSB is charged with a huge amount of responsibility with almost no pay or training. I think the state should completely take over licensing so that the process is the same for everybody, no matter what district you are in. There are a lot of grey areas in the IPLP and portfolio process, and I think paid professionals should do this work and take responsibility for it.	I would be spared the insane amount of time and stress involved in writing an IPLP and writing three goals that have to be not too broad, not too specific, and apply over seven years! I enjoy the people on the LSB, but I think all of us would be happy to see the LSB go away.
Robin	Cruz	The current IPDP and portfolio process was extremely stressful for me and very time consuming. I honestly did not benefit as an educator and it is not a professional process. There seems to be a mistrust of teachers being professionals and therefore treated as other professional are.	I would benefit as much as with the current process because the courses and hours of professional training is the means by which I have improved as an educator.
Rebecca	Mattis	I suppose the purpose of the IPLP is to focus my attention on my own professional goals. But as a professional, my attention is already focused on my goals.	I would benefit because I would be treated as a professional. The assumption would be that I am already keeping constant track of my goals and my performance. There is a "hoop-jumping/BS" factor to portfolios that is irritating and frustrating.
MaryEllen	Tourville	The paperwork takes a lot of time, and it often feels like I'm trying to craft ways to make my professional learning experiences "fit" my IPDP.	I would benefit because the IPDP felt very limiting to me. I would craft my goals, but they often change over time, or with continued professional development depending on school initiatives or personal professional goals, What resulted was the relicensing process felt very forced. I always have my professional development, but I couldn't always make it fit my IPDP.

Jen	Wasyliko	<p>I am only in my 4th year of teaching, so I have not needed to complete a portfolio, as of yet. Our school does require annual statements of our goals and accomplishments through our "Appendix A", which must be aligned with our district's strategic plan. The 3 year relicensing did not take me too much time, but I understand that the 7 year process is more arduous. I did find the reflections on my professional development to be beneficial, and I will keep these handy in case I need them to advocate for my position or professional development.</p>	<p>I would benefit by having more time to continue collaborating with teachers and designing engaging instruction for students on embedded information literacy and research skills.</p>
Bridget	Ferrin-Smith	<p>This is my first time creating a portfolio. I am not done yet but I have found the professional development valuable. The Portfolio is more a formality rather than deepening my learning. In all my classes, I have reflected on the learning and applied what is applicable to my classroom. I enjoy taking classes and learning but I believe that 7 years is a long time between professional development and I think 5 years is a fair amount of time for renewal.</p>	<p>I would benefit by having time to implement the learning.</p>

Genevieve	Hamby	<p>The current licensing process is an exercise in busy work. The process is 6 years of throwing papers in a folder; by the end of which I cannot even remember the IPDP goals that were set so many years ago. Then during the seventh year, it is a scramble to get the papers organized into the required format in order to be rubber stamped that enough hoops were jumped through. There is no connection between the relicensing process and my actual teaching. A better process would be annual goals monitored through our school's administration (with no need to be followed by a licensing board) and continue with a credit hours/learning requirement component. This process may or may not need to include writing a quick reflection on the credits/hours completed.</p>	<p>I would benefit by the elimination of frustrating busy work that has no purpose and only takes time away from my preparation for teaching.</p>
Pamela	Wade	<p>This process is very time consuming and has little to no effect on my teaching and student learning. The last time I went through the relicensing process it took me several weeks during the summer to put together a portfolio and paperwork.</p>	<p>I would benefit from a relicensing process that just required documentation in the fact that it is less stressful. What I observed the last time I was up for relicensure different people who read my portfolio required certain language. Some people would approve and others would knick pick at the jargon. I could concentrate on putting that time in my curriculum mapping for our science department.</p>

adrienne	bentley	Currently it takes 30 plus hours to complete the relicensure portfolio. I wish that after each course we took, we submitted 1 lesson plan with information from the course and student work or photos that show evidence of the new material adapted. Also, a short 1 paragraph of something new we learned and how we could implement new information in our teaching. Then, the board would keep records of each reflection and no IPLP would be needed.	I would benefit from a relicensing process that only required documentation of credits and/or hours of professional learning because when I take courses that interest me, I always find ways of implementing new material that I find valuable or beneficial to students. It is natural as a professional to want to be a better teacher and implement best practices. Having to complete a portfolio or all the writing does not prove I learned anything or make me a better teacher. It proves I can write and put information together.
Kimberly	Donaldson	It takes me extra working time to complete the current relicensing process . . . usually several days throughout the year that I am up for license renewal. I feel like it is a duplicated effort because our local supervisory union requires that we catalog and reflect on all of our professional learning time at mylearningplan.com .	I would benefit from a relicensing process that required only documentation of credits of professional learning. Teaching is a juggling act--particularly with time; this shift would provide me with more time to focus on my practice instead of my paperwork.

mary	seguin	<p>This has no value on my teaching and student learning. If anything it takes away from my being able to concentrate energy on my students, the new common core, new research, and other state directives. As a special educator I have plenty enough paperwork.</p> <p>Truthfully it is an exercise in "give them what they want" and is a stressful process trying to figure out what it is they want. I downloaded and printed over a ream's worth of paper trying to figure it all out, and went to a live class (thank goodness they offered one) and I am almost ready to turn in my portfolio for the first time. I am unsure if what I did is what they want; but I am pretty sure it will be kicked back for revision and hopefully they will be clear about what needs to be changed and how they want it. It is a stressful and frustrating thing to have to create something when you don't understand what they want. It seems so abstract; as a teacher I deal with little hearts and minds every day and strive to give them not only an education, but structure to their lives, and set an example of how to act and react. With added pressure of this portfolio creation, I am unduly under added stress. It makes my teaching worse if anything. I don't understand how it is expected that this be done regularly for seasoned teachers when there are already endless required inservices and trainings, team meetings, school staff meetings, district meetings, vertical team meetings, grade level meetings, iep meetings, parent conferences, time studies, medicaid paperwork, etc etc. I have probably spent 80 hours on this so far, at least. Contacting the standards board, going to class, reading online instructions, downloading and printing several documents, one was from the licensing site and it was huge; I don't think I needed it after I saw what it was; I wanted to be sure to put the correct number for licensure on my portfolio, and I am not sure still if I have the right number. Why not just categorize by what it is? Special Ed teacher k-21?</p>	<p>I would benefit from not being stressed about this project that my livelihood depends on. It takes way too much time away from life that is better spent focused on students and not being stressed on weekends and days off with it hanging over one's head. It even is like a countdown, oh, I have to do portfolio in 3,2,1, this year. Then it is I only have to do 3 more, 2 more, 1 more till retirement. This is a true thing I have heard ALL fellow teachers say. I would benefit greatly as would the children, from being relieved of this burden. I would think that having done post graduate level coursework and passed with at least a b as is required, would say enough. It feels like the state does not trust us as professionals and that we have to prove to them that we have standards and do our best to give students the best education we can. It is a big waste of time and energy, I just don't get it. Really it proves nothing.</p>
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Rebecca	Skrypeck	It has taken me a couple of hours here and there. I am not totally complete, but, over the years, I have kept up with writing reflections and keeping my paperwork together so I didn't have to a world of work by the end of the time frame. I think that is pretty useful because we have to learn to improve our teaching and if we are going to keep documentation about how awesome we are, we might as well use it for good.	I would benefit from not being stressed out and having added work (of the paperwork kind) to my life.
Andrew	Fulton	It is a cumbersome process that takes between 10-15 hours. More to the point, in my case I already have a professional license (I am a school psychologist), through the secretary of state's office, that in effect out ranks the Dept of Ed license. I see this scenario as similar to Speech Language Pathologists who work in schools, who as I understand it, only need to provide documentation of their primary professional license in order to renew their DOE license.	I would benefit from saving a great deal of time, and avoiding what is now a very dedundant and unnecessarily complex process.
Louisa	Driscoll	It takes hours to fill out the current paperwork and as I am a nurse I find it has very little value in my practice. I had a co-worker that spent hours developing a portfolio and the standards board never opened it to look at it!	I would benefit from taking the classes and learning the content and avoid the waste of time documenting my learning and doing the busy work of developing a portfolio that has no value.
Elizabeth	Walker	It takes more time than I care to put forth. I find it stressful and I worry that I don't have the proper documentation. I'd rather be working on classroom lesson plans than putting together an IPDP.	I would benefit from the participation in professional development activities and courses.

Jean	Russell	I enjoy participating in workshops and classes that focus on supporting the needs of students with multiple disabilities. The problem for my professional growth is the limited number of courses that focus on this specific population. I have already started now in taking courses as my recertification is due in 2016.	I would benefit from the removal of the IPLP as the population that I case management changes year to year. Some of the professional goals i wrote are not entirely relevant with my current population.
Martha	Perkins	I think that the concept of setting professional goals is important. I think that reflection as a means to identify what has gone well, what goals have been met, what is still a work in progress, and what needs addressing anew is a wholesome and effective means to improve as a teacher (or as any professional for that matter.). I would hope this kind of "exercise" would continue to be a part of the relicensing procedure. On the other hand, the extensive time it takes for a teacher to put together a portfolio about herself/himself is daunting, and frankly, takes significant time - time that I would normally spend working on curriculum and ideas for my students.	I would benefit from this kind of relicensing because such requirements would insure that I did continue my own education. (Also, I love taking courses and configuring ways that those ideas and approaches are ones that I can try with my own students. For me, I know that my students benefit directly from the time I spend taking courses... in contrast to the time I spend developing my own portfolio "about myself"...

Karen	Theoret	<p>This process seem to be overload for educators, as teachers we need to complete professional development, often times completing course work which takes considerable time outside of our school days. The value of professional development is immeasurable but the time to put together a portfolio only to have it rejected by the standards board team is defeating. My last IDPD was stressful and items were singled out that did not make sense to me. I would look at other educator's IPDP's model mine like theirs with my own professional development only to be told it would not pass the standards board, to the point that I called the state! Very time consuming and stressful.</p>	<p>I would benefit from this type of structure in the fact that I have already completed the professional development to improve my teaching, delivery, and assessments and data analysis, Why do I need to prove to the Standards Board that I have completed the courses when I have received certificates, credits earned?</p> <p>This would be less time consuming, less stressful and I could concentrate on my teaching and students needs. Most of the professionals I speak with are frustrated and stressed out about the current process of re-licensure in Vermont.</p>
Janice	Winslow	<p>It takes 10-12 hours to actually put a portfolio together. If people are good about it, throwing all documents into a file absolutely helps but many people do not. Their professional development comes in clumps or sometimes very late in the 7 year span. A streamlined approach would benefit all. Having it be electronic would assist those that are not good about filing paperwork.</p> <p>I do like having to tell why professional development has impacted my teaching, but I am diligent about my records and always have a reason to take a course/workshop, having three endorsements!</p>	<p>I would benefit from this, however; I think some people may find loopholes in this system and that bothers me. Locally, being responsible to your peers is helpful.</p>

Barbara	Marchant	<p>Some Standards Boards are very picky. Putting together the Portfolio is very time consuming and if it is not perfect, it is returned to the teacher. If teachers expected perfection from their students maybe some local boards are justified in asking for perfection.</p>	<p>I would benefit greatly from a simpler relicensing process. I enjoy most professional development and choose it carefully.</p> <p>Despite careful choosing, at conferences, sometimes it is obvious that the presentation was created late the night before in the bar of the conference venue.</p> <p>Also, as a librarian with no assistant, in a very busy library, it is hard to put new learning into place because just keeping the library going is more than a full-time job. When the time comes to put all the stuff into the portfolio, I have often forgotten that I have attended certain workshops.</p> <p>I like to write, so I enjoyed writing a reflection, but I could use that time for something else.</p>
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Colleen	Healey	<p>It takes me approximately 10-15 total hours to put together my IPDP (IPLP), plus an additional 2-5 hours to download, print, fill out, copy and organize all the forms required. These approximately 12-20 total hours significantly detracts from my teaching and from student learning. The process has absolutely no value to my teaching and student learning. At the time I start the process, I have already taken all of my college courses / hours of professional learning, and am already applying the knowledge/skills gained through them to my teaching. The current relicensing process simply eats up hours of time with pointless minute, (such as having to create/alter dividers so they measure the required inch beyond the papers in my IPDP binder – yes IPDP binders have been rejected before because the dividers are the wrong size!).</p>	<p>I would benefit greatly from being treated like other licensed professionals in the relicensing process. First and foremost, I would regain over 20 hours of time that would be better put to use professionally both in and out of the classroom. On a more personal note, I would greatly appreciate being RESPECTED AS A PROFESSIONAL who is trusted to seek out and apply the skills and knowledge of my profession, without having to prove anything other than documenting credits / hours of professional learning, as other licensed professionals are.</p>
Brian	Kennedy	<p>As with any professional occupation, continuing your education in the particular field is vital. The amount of time spent for some of the non-logical, unessential pieces is meaningless. Reflecting upon how each standard (now Common Core) applies and has been obtained in your seven year cycle does not aid a teacher in improving themselves in their vocation. We, currently have a supervision and evaluation protocol that takes care of that; this happens every 3 years! Professional development, as I said is vital; its the documentation of it that is effecting and driving a wedge between the purpose and the outcome of the process.</p>	<p>I would benefit greatly from it. Teachers reflect on their practice all the time - as was stated above. I think a more streamlined approach would make perfect sense. Perhaps a checklist as to what Common Core Standard applies to your professional development activity and what and how it connects to your specific content would be more useful. This would allow for clarity of expectations and allow time for the teacher to validate (through a brief reflection on Common Core Standards) the credit/hours they have fulfilled.</p>

Lisa	Gray	<p>I am in the process right now. It took me 7 hrs to gather the info I used for 3 credits. It all in how I presented it to the Local Standards Board. I probably do more than I should but that's what I do as a teacher too.</p> <p>The next 3 credits took me about 5 hrs to compile. I will be finishing my last 3 credits this next week and anticipate it to take about 4-5 hours to compile it and write my reflections, etc.</p> <p>Then I will need to spend time filling out the paper work to sent in to the state. I don't know what all that will require as we have the option to file on-line. (our local board has not been trained in that so they prefer I go paper.</p>	<p>I would benefit greatly! It would free me up to do what I prefer....research things that I use to help my teaching instead of re-hashing and compiling all I did to show someone on the board.</p> <p>My first 3 years of teaching in another state kept up with all my workshops and conferences and I would get a computer print out from them on what I had done and sign off that it was correct. If something was left out we could add it with proof. It was so easy and showed ALL I did.</p>
Timothy	Buckingham	<p>Having re-certified twice now, it takes about 40 hours of time to complete the process with very little reflection on actual growth as an educator and the progress of my students. I certainly find setting overall long-term goals somewhat helpful, but what I am finding in the profession is that different years require different skills...change is necessary. Unless you are intentional about writing hugely broad goals (that end up somewhat useless), the 7-year process for this goal setting is largely irrelevant for me.</p>	<p>I would benefit greatly. My local district has a professional development plan on a 2-3 year cycle so I get many of the same ideas of the IPDP there. For the state's purpose, I think providing evidence of professional learning is just fine.</p>

Mary	Dupont	It takes many hours to write reflections, organize and fill out paperwork, and prepare a portfolio and a new IPLP. The courses I am required to take has much value and allows me to stay current and up to date in content areas. However, the vast amount of paperwork takes me away from my primary responsibilities which is planning for students and implementing my new learning in my classroom.	I would benefit greatly. That would eliminate the unnecessary paperwork and allow me to focus on implementing what I have learned in my classroom.
Jensa	Bushey	The relicensing process takes me 8-10 hours minimum when I prepare the portfolio. I also have a 1 hour presentation to a local standards board. Over the 7 years I spend several hours collecting documents and paperwork for the portfolio. All of this work feels like busy work to me because the true impact on teaching and student learning comes from district initiatives within which I am engaged.	I would benefit in a huge way in that I could spend my time planning, preparing and gathering materials to benefit the students with whom I work. A new system would allow for more time spent with my colleagues to improve student learning and professional knowledge.
Aaron	Fogg	In addition to the actual coursework, it takes many hours to complete needed paperwork and reflections. It also takes many hours to complete the new IPDP format. I think it has little effect on my teaching as it is a very low priority with all of the demands on the modern teacher.	I would benefit in having more time to implement the learning done in professional learning.

Paul	Noiseux	It takes at least eight to ten hours to do the IPLP program part of the relicensing process and to be honest with you, I believe it does nothing to enhance my ability to teach my classes or my students to learn the material that is presented in class.	I would benefit in several ways. First, I would like to think I'm not "jumping" through hoops to prove that I am a professional at what I do for a living. Second, what is the real purpose of the IPLP portfolio? I think it is to justify to others what we do. I don't need to justify my work ethic or how I prepare to others. Last but not least, I could use the time I put in to my portfolio on other endeavors such as more class prep time or even spending more time writing grants.
Michelle	Fongemie	I feel like as a professional, I already have goals and personal standards to which I adhere. Having to "collect" exemplars and paperwork is valuable in regards to reflection, but I feel this is something that I should do with my department head who is familiar with my curriculum rather than those who are not.	<p>I would benefit in that I would gain the time I have to take to put together a portfolio and out that time instead towards planning curriculum and assessing student work.</p> <p>I have no problem submitting paperwork in regards to all of the professional development and/or classes I complete. This makes sense, as I believe all educators should keep abreast of new theories, best pedagogical practices and educational research relevant to their content.</p>
susan	mordecai	too much time. I do not believe, rather I know that my licensing steps have little if anything to do with the value, quality or integrity of my time as a teacher, and the impact i have on my students.	I would benefit in that I would have more time to dedicate to my teaching.

Annelle	Pomichter	<p>The current process is very time consuming and confusing, in large part because it has changed every time I have completed it. I sat through an hour teleconference with someone from the state ed dept. that was very disjointed and unclear only to find out the online process isn't up and running anyway. No one outside the local LSB looks at the IPLP or portfolio anyway.</p> <p>The process of completing the IPLP and portfolio in no way affects my teaching. It is the coursework itself that is of value.</p>	I would benefit in that I would not be wasting valuable time creating and IPLP and portfolio that no one reads.
Denette	Locke	My time is two-fold. I serve on our LSB for relicensure, so for my colleagues I put in over 32 hours each year with the relicensing process. This has value as my work as a professional, however not in the areas of teaching and student learning. For my own IPLP, I usually average ten hours a year, the value being me being reflective on my practice.	I would benefit on the time in hours, however, I do feel that we need to have time to reflect on our PD and hope that could be incorporated in a more meaningful way.
Suzanne	Kennedy	The value I put into my teaching is done myself, as a professional, taking the opportunity to learn new things and reflect upon my teaching. Filling out all the requirements and making all the copies for the portfolio are more busy work and paperwork, which teachers already have plenty of.	I would benefit the same way that I do now. I take my profession seriously and will continue to do so. I do believe that most teachers share this thinking. There are a limited few who may not.

Carol	Mandracchia	<p>It is a time consuming process and one which at times can be muddy. Professional development/credits that can truly be utilized in the classroom and professional learning community is much more beneficial to all.</p>	<p>I would better be able to use my time with my students/colleagues to create a 21st century school rather than documenting in such detail what has been done to prove my professional qualifications. Most businesses that look for their employees to relicense themselves in a particular area require continuing education credits and evidence that it has been completed but do not have to put together a portfolio such as we have been required to do. As professionals I believe teachers will provide that evidence.</p>
Kaye	Mehaffey	<p>It is a very time-consuming process that seems to change just enough every 7 years (or the memory is simply rusty) that it takes many questions and answers and examples, ending up being a lot of "make-work". As a Family and Consumer Science teacher, I struggle to make the learning experiences, which are relevant for me, conform to the requirements. As someone whose license is up this year, I'm concerned about the efficiency of the review process; not wanting to be in the same situation some found themselves in last year through no fault of their own.</p>	<p>I would certainly be less stressed and would be able to focus more energy on meeting the needs of my students. It seems that streamlining the process in this way would make for more efficient processing by local standards boards and by the State Department.</p>
Jessica	Dryden	<p>It takes me about 3-5 years to obtain the credits needed to my relicensure.</p>	<p>I would definitely benefit from this. I think using the documentation from my courses would be beneficial!</p>

Carol	Jackson	<p>Pulling the materials and writing the plan and portfolio is very time consuming. It does give one pause to think about the courses, etc. but I'm not sure it leads to better education. Reflecting on the course taken is helpful. A "reflection" or "why am I taking this course" might be beneficial as well to try to move away from having to take x number of courses and move to taking courses because it will improve my knowledge, understanding and teaching.</p>	<p>I would favor that process with the caveat that the educator should have a clear intention for taking the course rather than just adding up the hours. I believe thought should be put into the choice of a course/professional learning and some reflection upon the value it provided. Sometimes it may turn out to be not valuable and you can share courses that were worthwhile and those that were not! Eliminating the portfolio and specific goal will allow people to learn and grow in more areas, especially as the focus changes from year(s) to year(s) in education and this is not a yearly process! I've taught long enough to have experienced both ways - wide open course choice/hours and specific area of choice. I favor the proposal presented above with the suggestions I have provided.</p>
Natalie	Chaput	<p>I recently renewed from a Level I to a Level II license. It took me 3 hours total to write my IPLP and I had a 1 hour meeting with a member of my LSB committee member. It has very limited value on my teaching and student learning and feel repetitive and redundant when you consider the reflective pieces I wrote about my professional learning for the LSB committee.</p>	<p>I would feel encouraged to take more courses and I would certainly lift a weight off of my shoulders that would allow me to focus more on teaching an learning and less on writing a document that is looked a once and never referred to again until I renew my license.</p>
Deb	Gould	<p>It takes a fair amount of time for me to complete the procedure. I don't find assembling my evidence of coursework difficult, but I also don't feel like I come away from the process with any "aha" moments regarding my teaching or my students' learning.</p>	<p>I would feel less pressured, and be able to simply concentrate on looking at the path my professional development had taken me over 7 years. Our evaluation system district wide covers the other components such as collegueship, leadership, advocacy, knowledge, etc.</p>

John	Gunn	The relicensing process takes an extremely long time. This is time and energy that can be placed into our children. It does not prove you are a good in the classroom. The process feels like busy work with hoops to jump through.	I would feel like a trusted and valued professional. I would have more time to place my energy towards my students. I would not have this huge dark cloud hanging over my head.
suzanne	ordway	It takes a lot of time to document, reflect, meet with the local support staff and present our work. So many changes happen in education that our original plan may need to be changed to reflect our changing needs for ourselves and our students. We need to spend the time working at developing ourselves in these new areas. It may be a far cry from the plan that was originally written. Just this year, we have had changes in math, science and social studies along with the use of new technology. Our time needs to be spent with professional development across the board and we don't need to spend hours documenting it.	I would feel like I was treated as a professional. Professionals continue their training and then apply their new learnings. Professionals engage in all the standards and this is recognized by local administration. Our evaluations plus our evidence that we are continue to learn through documentation of credits and hours should be enough for relicensure. Trust us to know what we need at any given time. We don't need more paperwork for someone else.
Eileen	Parks	There is absolutely zero value to the relicensing process as it now exists. It's merely a ridiculous set of hoops to jump through and does nothing to reflect back on my excellent qualifications. And at the end of this exhausting bureaucratic nightmare I am required to write a massive check despite the fact that I am a public educator and not making any substantial salary. Absolutely appalling.	I would feel more at liberty to take courses and attend conferences that directly reflect on my personal professional goals.

Jim	Dirmaier	<p>Many hours are spent trying to make the ACTUAL learning that I have gone through during the cycle to match the plan that I had made at the start of the cycle (several years back). This is inefficient and means that much of the learning that helps my teaching doesn't get submitted merely because it doesn't fit the wording I used in the plan. I've seen LSB's reject teacher plans just because they didn't have the EXACT wording that the boards were looking for. This just seems silly.</p>	<p>I would feel more like a professional.</p>
Elizabeth	Willis	<p>The current process is somewhat redundant in that we already have to do goals and reflections for our district. The relicensure portfolio takes many hours to complete and really has not improved either my own learning or my teaching.</p>	<p>I would feel more like a professional. The portfolio process is very time consuming. I could take another course for an equal amount of work and gain much more! I think taking courses to improve my craft is vital, but the lengthy portfolio process is not useful. We have to justify courses to district administrators so I think it is not necessary to duplicate that through the portfolio process. Teaching takes up more and more time from my family as it is!</p>
Louise	Mongeon	<p>When I renew my School Nurse license, I must compare how my practice standards align with a teacher's standards. In all, it probably takes me 20 hours to compile my portfolio and report all the documentation. All the while I resent wasting my time and trying to please the local licensing board.</p>	<p>I would feel more professional vs a paper pusher. I would not time my retirement with when my license expired. So many good teachers leave early based on the timing of the renewal process. With this change, I could attend professional learning conferences that met my current needs. These can change yearly as the medical issues of my students are diagnosed.</p>

Carol	Cronce	It takes dozens of hours over the course of several weeks. I am able to discern from the limited course options available in the area which are relevant to my teaching without referring to a document I created and had approved by my peers. Most of the work involved in creating and IPDP and portfolio are hoops to jump through, and in many cases, include a fair amount of bull manure.	I would feel more respected as a professional who can maintain accountability without having to create a product that serves no other purpose than satisfying my LSB. I put in plenty of time in professional development, along with lots of other non-teaching paperwork (common core alignment, inventories, and my local administration's chores) without the added burden of another writing project.
Susi	Garvin	I haven't needed to do it for about 5 years but I remember it taking at least 40 hours.	I would feel more valued, trusted and respected as a professional.
Bev	Kerr	It takes the time of a course, itself. Time spent on relicensing processes that are not valuable take time away from teaching preparation or well being of teachers (balance).	I would feel respected and I would use the time to better my teaching with preparation and/or self care.

Kate	McLaughlin	<p>Professional Development is crucial in any chosen career. It provides a forum which allows professionals to stay current and energized. With that said the IPDP is a ridiculous waste of time. In addition to the time spent preparing for course/workshop, attending the course/workshop and completing the course/workshop requirements; countless hours and resources (15+) are then spent collecting and organizing data in a binder that is presented for 5 minutes and then sits on a shelf. Nothing about the actual IPDP provides any value to my teaching or student learning. In fact it can be seen as a detriment to student learning, as there are only so many hours in the day and the time spent writing and preparing the IPDP is time taken away from planning for student learning. I truly feel that we all need to be held accountable for providing best practices in our classrooms. This is done through reading, research, attending conferences and taking classes. Completing the IPDP makes me feel like an undergraduate.</p>	I would feel that I was a valued and trusted professional.
Allen	Grout	<p>The process is basically an exercise in jumping through hoops. I recognize the value of, and incorporate, the professional learning opportunities of which I avail myself. I am evaluated by my administration on a regular basis, and I feel that reflecting on the benefits of my experiences for entities unrelated to my job performance is an exercise in redundancy.</p>	I would feel that I was being treated as a professional.

Patti	Tursi	<p>The current system is cumbersome, time consuming, takes a lot of time away from my teaching and does not directly impact my students learning. It takes hours to keep an ongoing portfolio. I am a specialist and my learner's needs are always changing. Therefore, the IPDP is a document that is out of date the day after I write it.</p> <p>I am a strong believer in PD. I hold two master's and always seek out learning opportunities. As a professional, I am capable of translating my learning into my practice without having to prove that I know how to do that every 7 years. I would wholeheartedly support a change in the current system.</p>	<p>I would feel trusted as a professional and I would be able to seek professional development based on current needs of learners rather than being tied to inflexible goals. I hold two endorsements and would be willing get a third.</p>
Jennifer	Brown	<p>The current process takes an enormous amount of time; I do not feel that it has much impact on my teaching practices or on student learning. I DO like the fact that we are required to balance out our professional development depending upon our areas of endorsement!</p>	<p>I would find this to be a mUCH better use of my professional development money & time; I would much rather attend more courses / workshops instead of spending hours writing, reflecting & compiling a portfolio!</p>
Brian	McCrae	<p>The process takes up a lot of time that could be spent doing a thousand other things that would more directly improve my teaching. There is already too much busy work attached to teaching that I don't feel really helps to build my skills, nor does it help students.</p>	<p>I would focus on taking classes that would benefit me directly, and that would help the school, community, and its children. For instance, as an art teacher who is part of an arts academy, I would love to have more time to work on community projects that could involve students.</p>

Jennifer	Boeri-Boyce	<p>It takes many hours (about 40-50) to put together the portfolio, at the least because this doesn't include the time filling out the necessary paper work for courses, gathering information and papers/evidence, and other activities one does over the course of the seven years.</p> <p>It may reflect what I have done, but it doesn't significantly impact my teaching as one would expect for the amount of paper work that is required.</p>	I would gain many hours of time that I could better spend on developing activities or researching/incorporating best practices into my classes.
Cara	Medved		I would get all the learning from courses without the horrible portfolio process. I would probably take more courses if I didn't need to spend all that time on my portfolio.
Molly	Dubois	I am in year 4 of my first 7 year license. I haven't yet gone through the process. I find the process of paperwork in preparation for taking and after taking a course to be tedious, using time that myself and my LSB colleagues could be spending working with students, continuing their own studies, or spending important time with their families.	<p>I would give more time to my students.</p> <p>I could take more courses/conferences/sessions.</p> <p>I would not see my LSB colleagues stressing out over other colleagues who wait to the last minute.</p>
Genevra	Lavigne	As the daughter of a medical doctor, I have found the relicensing process for teachers over the top. Medical doctors do not face the expensive, overwhelming, and unnecessary classes that teachers do. I believe that teachers are dedicated individuals who work to improve the learning for all students, requiring more hoops for them to jump through.	I would greatly benefit from the change to the relicensing process. My time is better spent creating better lessons for the students in my room rather than for a licensing committee.

Dorothy	Sacca	<p>It usually takes several hours to produce the paperwork that is required when writing up a class for approval. Collecting and organizing evidence can be time consuming if you are not organized. Putting together the final portfolio usually takes several days of planning and organizing.</p> <p>I feel that none of the work and time that goes into preparing for the presentation to the LSB improves my actual teaching or student outcomes.</p> <p>The course work that I take is what actually makes a difference in my teaching and in students outcomes not the paper trail that has to follow.</p>	<p>I would have more time to implement and plan strong lessons based on my professional development choices rather than spending it on organizing a portfolio with evidence including all of the reflections and documentation that is required for re-certification. I would also feel like I was being treated like other licensed professionals.</p>
Jean	Mayer	<p>I spend at least 40 hours working on my Portfolio, which is time that would be better spent reading professional journals or developing lesson plans for my students.</p>	<p>I would have more hours available for collaborating with colleagues and engaging in professional learning, rather than spending time finding ways to "document" such activities.</p>
Carole	LaVigne	<p>Finding the paperwork, completing the paperwork then tracking down the person to review the paperwork and submitting everything is cumbersome and takes me away from the work I do with children.</p> <p>The current process has a negative effect on my teaching and on student learning.</p>	<p>I would have more time and feel like the decision-makers have more knowledge of and respect for the work I do.</p>

Bret	Kernoff	The professional learning I do is very valuable to my teaching and my student's learning. However, the portfolio and IPDP are a complete waste of time and provide absolutely no benefit to myself or my students. I am also a Board Certified Behavior Analyst and am required to do professional development hours for continued certification. The process for that is simply to do the required hours and submit them on line for recertification. All my learning is from professional development and little time is spent on the documentation of that learning,	I would have more time for professional development and student learning.
Karlene	Dussault	The current process is a massive waste of time and energy.	I would have more time to actually gain new learning if I didn't have to spend so much time documenting my learning.
Valerie	Goodrich	It takes a lot of time to complete the current relicensing process. A person must be organized, and consistent in taking professional development which meet goals. This PD must then be reflected on in a personal response meeting specific criteria. That can take considerable time. Then the actual process of compiling the portfolio, meeting with a LSB representative to work on and produce new goals is also quite time consuming. Times have changed! There is too much paper work and not enough time to do it all. Professionals have to collect, analyze and submit so much data there isn't enough time to complete a long relicensing process.	I would have more time to collaborated with colleagues, prepare for instruction and even take more PD. Setting goals happens constantly, new learning takes place and reflection is a normal part of the process. I don't need encouragement to develop as a professional. Growing and changing is necessary so I can provide the best education I can for my students. PLEASE keep things as simple as possible. I can't stress enough how complicated teaching has become and if there is a way to streamline things, it would be greatly appreciated!
Laura	Smith	The current process takes up a lot of time and I do not feel that it improves my teaching or student learning at all. The hours that I spend in professional development (the ideas and materials) are what improve my teaching NOT busy work creating a portfolio.	I would have more time to concentrate on my understanding of what I was teaching, more time on developing lesson plans, more time for collaboration with colleagues.

Michele	Magnano	about 8 hours	I would have more time to dedicate to my teaching.
Nancy	Leon	I am on the LSB in Burlington. I just think the new IPLP process is SO CUMBERSOME!!! I have no problem with being required to take courses or even prove that I have taken them, but the new process is completely over the top. We have to jump through so many hoops now, and will possibly have to submit a video of ourselves achieving our goals in the future. Doctors and lawyers aren't scrutinized this closely!	I would have more time to devote to actual TEACHING!
Ann	Faris	It took me several hours over a period of days to complete the portfolio. This is time I could be using to plan instruction and grade student work. I used to work in Massachusetts and all that was required was that we document our course work. Some aspects of the portfolio seem irrelevant, such as community work. What if you have circumstances such as young children or a disability that prevent you from being able to volunteer and work in your community? And do people at the board of education really have the time to read through these long portfolios?	I would have more time to devote to instruction.
Laura	Becerra	The paper work and meetings needed to complete the process probably take a minimum of 100 hours excluding the course work. I have taken 15 credits thus far and attended over 20 full day conferences not to mention my local professional development days provided by my distric over past 6 years. I am not adverse to on going professional development but resent the portfolio process and requirements.	I would have more time to devote to my profession, and life interests.

Eric	Schatz	I'm not sure how much time it took me to seek relicensing but I do know that "putting all my ducks in a row" took me away from valuable planning time which I believe directly impacts student learning. The actual process of relicensing does not, in my mind, add value to either my teaching or student learning. The requirements that I fulfill, i.e. coursework and PD, do add value to my teaching and student learning.	I would have more time to devote to work for my students.
Michelle	Robidoux	Creating the portfolio usually takes me a full week of my vacation time. Creating the portfolio is not important to me at all. The coursework I take, and then have time to assimilate and implement into my teaching is what is important. The extra paperwork is of no value to me. And, indeed is an unneeded burden.	I would have more time to do the work of planning and teaching using the new skills and strategies to help improve student learning rather than writing it up for an audience that does not even know me or my students.
Stacy	Holbrook	I often take part in many professional development activities throughout the year. I first submit paperwork to my district to awareness such opportunities. Because I am often busy with many other things, the paperwork for the relicensing committee takes a backseat. I am always behind in filling this paperwork out-- I currently have 3 years worth of pd forms to complete!	I would have more time to focus on BEING a professional instead of buried in paperwork!

Elizabeth	Coleman	<p>I believe the current process is a burden. It takes hours to complete. It is a process in itself to continually maintain and document items. The portfolio process took at least two days in my summer to put together. I did not like the redundant and laborious process of the IPDP. I believe it would be extremely beneficial to just submit credits. After all we have done all the work in the class itself already.</p>	<p>I would have more time to focus on what matters, teaching my students. I am very passionate about renewing myself professionally. I would prefer to just submit the credits than to subject myself to a bureaucratic process of trying to prove my worth. I would be extremely relieved and happy if teachers were treated like the professionals that we are. Please, Please change the process to submitting credits only.</p>
Marie	Froeschl	<p>The process is a waste of hours of time. You have to write the same thing multiple times in using different words. When I start to write me new IDPD, I have to go back to my former one to see what my goals were. Once I write the thing it goes in a draw and I forget about it.</p> <p>Every year I taught I had goals for myself and my students. A bureaucratic form does not help me do my job.</p> <p>FYI during my 34 years as an educator, I was recognized fro my teaching at the district, state, and national levels. I retired in June 2012</p>	<p>I would have more time to prepare my lessons and collaborate with my colleagues for the betterment of my students.</p>
Jen	Canfield	<p>I have prepared extensive portfolios for licensure or relicensure three times now. The process took several days throughout the year and much of it felt token and redundant. I felt I was spending valuable time proving that I could teach and this time could have been better spent actually improving my teaching instead!</p>	<p>I would have more time to put into actually building upon learning rather than documenting and proving that I am doing so. I feel a more streamlined process would honor the professionalism with which I approach my job as an educator.</p>

andrew	sealey	The goals I created helped me have a focus for improving my teaching. For instance, I had a few goals regarding math instruction, and, as a result, I applied to the Vermont Math Initiative at UVM and completed the program in 2012. I probably put in close to 600 hours of work toward the license if you include all of the class time hours for the master's degree and classwork that it entailed.	I would have more time to spend on developing new lessons or making improvements to current lessons within the units I teach. I could have more time learning about new technologies or iPad apps to integrate into existing lessons and units.
Martha	Santa Maria	As a teacher of English, my time is BEST used taking classes and workshops to improve my instruction and implementing best practices, not by writing reflections and "scrap booking" my credentials. Seriously, my "A" on a graduate course transcript should be sufficient evidence of my continued growth. I spent 50+ hours filling out forms, writing reflections, and building my portfolio the last time I was relicensed. Using that time to give feedback to students and analyzing performance data would be a better use of my time AND would improve both my instruction and my students' learning.	I would have more time to take advantage of professional development opportunities and to develop rich, differentiated units of study. Please respect me and treat me like you do other licensed professionals. Please stop making relicensing a pointless, waste-of-my-time, make-work process.
Madge	Rossinoff	I recently completed this process over several months of writing, meetings, and hunting/gathering information.	I would have more time to teach what I learned!
Jessica	Wilson	The current process takes a lot of extra time to complete the paperwork that goes along with it. It has no value on the way I teach or student learning. What matters is the information I obtain from the classwork and professional development I take. This is the information that will be of value to my students.	I would have more time to worry about the information my students are learning instead of whether I have all the information for my IPDP.

connie	kendall	<p>I was the first one in our school to begin the portfolio process. The first year was the longest. But for the next seven years after taking a course or a workshop I instantly put it in my binder so it was there and ready. Making out new goals and writing the reflection took the longest time. The work I did was for the good of my students and myself, but having the portfolio for others to see and evaluate, so to speak has no value to me. Also my goals would change during the seven years and some of them were only half met or not at all. This also made the process less valuable.</p>	<p>I would have taken more courses that did not confine me to the goals at hand and would have become more rounded as a person and teacher. It would be nice to be treated as a professional.</p>
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Ben	Weiss	<p>It takes weeks for me to do this. I don't reference my plan unless I have to change it to take courses. Therefore, the process has little to do with what I am doing. However, the coursework has everything to do with what I am doing. The paperwork is an unnecessary barrier, if you ask me. We have principals who approve coursework and workshops. We have local school boards who determine the employment status of the principals. Is that not enough oversight? If my principal (and by default the school board) approve a course, I am not clear as to why that isn't enough. I feel like my principal's approval of coursework is the business of he/she and I (and again, by default the boards and taxpayers of the town) and not the state or its delegates via the Local Standards Boards. I shouldn't have to rewrite my IPDP if a new local initiative isn't written into it. For example, last year we launched a math initiative in our school. I went through relicensure the year prior. Math is not in my IPDP. I want to take a math course this summer but now I need to re-write my plan... It feels wasteful of my time and the time of my hard working colleagues, who serve voluntarily on our Local Standards Boards.</p>	<p>I would have time every seven years to be sane and not have to be scrambling, crazy, and stressed out. It's not good for my students, my family, or me.</p> <p>Thank you for this opportunity to give feedback!</p>
Carinthia	Grayson	<p>The cycle is way to long to relate to yearly goals and outcomes as so many new initiative happen. Also in small school assignments can change frequently so goals set can quickly become obsolete. I would like the process to relate more to the professional goals we set yearly and school action plans.</p>	<p>I would have time to focus on real reflection and learning rather than creating a portfolio after the fact.</p>

David	Scibek	The process is too complicated and is not designed to demonstrate any other learning or growth. I have been working on this for over 20 hours and have not seen any benefits. It is clearly an intrusion on my schedule. In addition, the process calls for plenty of reflection. I do not "reflect" well and view these requirements as academic "busy work" that has no educational value.	<p>I would heartily support this process. It is the duty of the teacher and his/her supervisors to ensure that they are competent, current, and successful. A periodic licensing process does nothing to ensure that the teacher is doing what they need to do.</p> <p>I would benefit from this process because I maintain a personal commitment to teaching excellence and professional development.</p>
Mary	Harvey-Bandish	I remember it taking about 8+ hours. It had impact initially when I was writing it/thinking about its use at the time. Over the 7 years, the impact of use seemed to wane. It doesn't seem like a real effective use of time to write one. The course content required for the recert. credits could more effectively be used in creating lesson plans. I think that would be a better use of time.	I would highly benefit. It think it would be a more effective use of time.
Lisa	Dold		I would like this because as a professional I think that we have already proven that we can be responsible for directing our own learning and planning our professional development independently.

Paula	Thompson	<p>I believe there is value in setting goals and aligning the professional development around those goals. As teachers, we are always trying to improve our skills so I feel that we set goals whether we have an IPLP or not. The IPLP is another hoop that we educators need to jump through that basically documents that we have goals. I think the e-portfolio that we are using in our district replaces the goal setting in the IPLP, but the goals are short-term or yearly goals. We reflect and provide evidence on the progress we have made and how it impacts our teaching.</p>	<p>I would like to see a process that only requires the documentation of credits and professional hours. Would the new process continue to be monitored by the LSB? Would the documentation be submitted on line to the state?</p>
Elizabeth	Hayslett	<p>It is not so much the time it takes (too much, in my opinion), but the way this process has changed over the years and seems to be a continuously moving target that takes far too much time and attention on the part of committed educators.</p>	<p>I would love this change! It would save me time and eliminate some unnecessary and unproductive stress. It would also take some "weight" off of LSB's--totally thankless work, in my opinion.</p>

Mary Ellen	Kafarski	<p>The coursework (credits/hours) requirement has some value, depending upon what is available. The information gained may be used directly back into the classroom. There is ample time to fulfill 9 credits in 7 years as long as there are courses available for the endorsement area. Some specific endorsements may find it more difficult, though, if courses are not readily available.</p> <p>The portfolio and IPDP/IPLP requirements have very little value to towards my teaching and student learning. It is a burden to do just for the relicensing process and is not used at any other time. It can take several hours/days to put the portfolio together, and it is something I will never use again. The IPDP/IPLP is typed up just for license renewal time - it is not something that I use for my teaching or even refer to until it is time to renew again.</p>	<p>I would love this! It would take away the stress of having to put together a portfolio and come up with an IPLP which are not useful tools. (A waste of time). I would feel like I was being treated fairly as compared to other professions - no other requires a portfolio or plan in order to be relicensed. The process would be more simplified and I would feel like I was treated like a professional. Teaching is stressful enough!</p>
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Esther	Gray	<p>Weeks of documentation gathering and reflection which serves no value other than the standards board gets to flip through my binder to be sure I've jumped through all the hoops.</p>	<p>I would love to just submit proof of the required number of credits/hours and BE DONE WITH IT ! For my last relicensing I had 21 credits (all from in-state colleges) that my district had approved and paid for because they fit in with the school/district action plan. Additionally I stopped listing professional development hours in my portfolio after 65 hours because what difference does it really make? My administrator is only going to approve activities that are important, so why isn't that enough proof? Now that we are using "My Learning Plan" the district has a very clear picture of what I've taken and how it fits into school/district visions. For teachers who are working in a system that has building and supervisory goals, those pretty much become our goals, so why add additional work? (After my most recent relicensing process I decided that if it stayed the same I was not going to renew)</p>
Virginia	Richburg	<p>It's just a huge, paperchasing nightmare! I can't think of anything else I've had to do in my life that requires so much unnecessary time, and I can't imagine any other profession taking as much time to document so little. I spend at least 30 minutes per credit hour just writing and recording, and another ten hours making sure that all my documents are in order when I relicense. As far as impact on my teaching and my students' learning goes, it's not the relicensure paperwork that improves upon that or keeps my professional practices current. It's the actual coursework, conferences, workshops and other professional activities that do that.</p>	<p>I would more feel treated and respected as a professional. The current documentation process seems to be built upon "idiot-proofing" Combined with a huge atmosphere of mistrust, almost as though educators are guilty of not fulfilling responsibilities and have to prove their innocence beyond a reasonable doubt, I detest and resent the current system. Also, my district administrators have no idea what I have learned and know. I understand that they shouldn't have to keep track of that, but they should be provided with quick summaries of their faculty and staff's training and expertise.</p>

Karla	Kane	Since it was completed over a matter of months, I have no idea exactly how long it took me to complete the relicensing process...all I know is that it felt like it took far too much time. The process, as it stands now, feels more like "jumping through hoops" than it does about bettering myself and my teaching.	I would much rather spend my valuable time enhancing my curriculum and teaching practices through coursework, through research and by attending workshops (online or in person) than I would gathering everything together for a portfolio.
Stephen	Crimmin	When it's time to renew the license, there goes April vacation. It takes hours to gather the documents, write the reflections, and prepare the IPLP for the next licensing period. It's a combination of paper shuffling and hoop jumping, a period dreaded by all teachers. Time could be better spent working on units or even assessing student work.	I would no longer waste hours stuffing papers in my own binder and many other hours wading through other teachers binders as a member of the Local Standards Board. It would remove some unnecessary stress from a stressful job.
Chris	Chouiniere		I would not benefit from not doing work (IPDP), except for the immediate benefit of not doing the work (of making an IPDP portfolio).
Dawn	McEwan	It was a few years ago that I had to go through the process and it requires a lot of work. As a teacher we are busy and ideally we should be keeping up with reflections over the time period but in reality it is not till it comes due that many begin the reflection process. I don't see harm in having examples of things that have been done it is just the way it is set up. To me a portfolio should be more personal and the person should decided how it is set up and what they show in it. Having several forced areas that must be meet doesn't allow for that.	I would not have the added stress of creating a document which documents my goals and outcomes in a very specific manner. We all take the classes and much of what goes in the portfolio is work for those classes. I like the idea of documenting the required courses and moving on.

Ludmila	Dvorak	Waste of my time with on value on my teaching. I never looked it an if I take a course I have to amend it each time. Horrible	I would not have to be a wizard to look in to the future what courses will be actually offered to base my IPDP plan on. I could choose a course immediately related to my teaching at the particular time and year Would give me freedom to think outside of the box if I will see course that will bring a new layer of knowledge and improve students learning rather than "I have to stick with the course I have in my plan created many years ago".
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Tim	Brennan	<p>Over the course of 7 years, it likely takes about 3 hours per Professional Development submission (a 20% amount of additional time if I'm asking for a single relicensure credit). . . not because my write-ups and documentation take that long but there seem to be endless corrections that I need to make to satisfy some clerical need. That's either a breakdown in communication or an example of bureaucratic inefficiency. NONE OF THAT TIME helps me be a better teacher (the actual Professional development does, but the documentation is painful).</p> <p>Then, there's the same problem with the final assessment of my portfolio. The process is painful, not because of my reflection, but because I seem to have to convince my colleagues that my documentation is sufficient. The final portfolio process takes many hours and feels ABSOLUTELY DISCONNECTED from improving my work with my students.</p> <p>Furthermore, one can sleep-walk through a single day workshop (shopping on-line, perhaps, or otherwise daydreaming) and submit the certificate of attendance . . . and, as long as that person can "connect" the workshop to his/her IPDP, said person will get credit. In other words, it is impossible to ensure that the work is meaningful and has an impact on students. I realize that this is the worst kind of PD but, if the goal is to increase accountability, the current system is not only onerous but flawed.</p>	<p>I would not resent the process as much, my time would be freed from bureaucratic busy-ness, and I would feel much more respected. In other words, I would benefit significantly.</p> <p>I realize that being cranky about documentation is NOT a great rationale for changing a procedure. A certain amount of accountability is to be expected and is a good thing. The current system goes well beyond "a certain amount" as I feel like I put about 10-15% of my overall Professional Development energy into documentation. That's way too high of a "tax" to pay for the truly important work of Professional Development.</p> <p>I would argue that the time put into convincing my colleagues that I've got the right format and forms, and that my PD actually does have an impact on me and my students (how hard should it be to get 3 credits in a summertime Chemistry course from Ohio State to be acknowledged as beneficial??) is time TAKEN AWAY from preparation and assessment!</p> <p>Thanks so much for asking. I truly hope that, given the suggestions of your survey questions, that we can create a relicensure process that is much more streamlined and far more beneficial to professional educators and their students.</p> <p>Finally, though exasperated by the process, I hope my tone has been respectful enough to be considered . . . It's possible that, by being cranky, my words may be dismissed. If so, that falls on my shoulders . . . Thanks, again, for asking.</p>
Donald	Tinney		<p>I would not waste my time putting on the dog-and-pony show called a portfolio and simply take real courses at real universities.</p>

Rebecca	Larkin	I put in way more time than is actually required, but I would say I put in 25-30 hours.	I would only benefit in time saved.
William	Fishell	It took me 8-10 hours to complete my most recent portfolio, and I felt that I was well organized this time around	I would rather spend time developing materials for my classroom and assessing student work in authentic ways, rather than putting together a binder with dividers that housed my portfolio that was only viewed for a brief amount of time by overworked colleagues.

Lucinda	Conti	<p>Depending on the hours of professional responsibilities involved, I would say that it pretty much takes between 3 and 5 years to find the time and opportunities to fulfill all the requirements for relicensure.</p> <p>We are the only country on earth that requires IPDP, never mind the credits and professional learning. I know, because I have met teachers from around the world when I was teaching in the Emirates. I would seem to me that it would be more cost efficient and valuable for teachers to be learning in their own districts with professional workshops, and not spending valuable time meant for teaching the students the skills they need to learn, than to spend so much time revisiting and relearning what we already know about? Time spent improving current working conditions and providing better teaching environments for our students is more important than revisiting our original major topics. Enrichment of further updates could be provided through our districts with professional workshops that would benefit our communities.</p> <p>I would say that only a minimal of what I relearn is invested in the teaching and student learning process. I would rather focus on workshops and district wide teachings to enrich our own schools.</p>	<p>I would really like to see this happen. Time taking these classes and monies involved are enough.</p> <p>Talking about what we are going to do, talking about what we have learned, and then restating what we have learned is only a repeat of information that keeps going in circles!</p>
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Dr. Sally	Madeira	<p>I have no idea but it took hours. It's a very detailed process which does not improve my teaching but rather distracts from it due to having to dot so many i's and cross so many t's.</p> <p>I have a doctors degree in education, which sadly, as a public educator gets very little recognition, neither in salary scale nor the licensing process. In education we seem to be on a road to destruction as the powers that be continue to make everything as complex as possible.</p>	<p>I would save hours of time and frustration now spent on the licensing process and rather be able to devote that time to my teaching and other professional learning opportunities. The current process also discourages young people from entering the profession.</p>
John	Lewis	<p>While setting goals for professional learning can be valuable, I have found that the goals that I set at the beginning of a relicensure period have to be amended midway through. or near the seven year period. Goal chances often reflect the collective professional development goals of our school.</p>	<p>I would save time, not having to complete bureaucratic paper work. My professional learning would continue largely as it does now.</p>
susan	leister	<p>It takes a huge amount of time for us to complete the relicensing process. I am a school nurse, and do not understand why it is necessary to go through this process to be a school nurse, as well as the expense and the expense of maintaining our nursing license. If we are to maintain this license, there needs to be an alternative method for proving our ability in education- I do agree we should be required to engage in Professional Learning- for our profession! I have not gone through the renewal process again yet, but am about due to embark on it, and it makes me very anxious, as it was so tiresome the last time. It was so unclear exactly what the steps were that I needed to follow.</p>	<p>I would spend less time stressing about filling out forms and presenting on a subject that is a marginal part of my job currently-as a school nurse in an elementary and middle school environment. I am part time now, so do not do educational presentations like I used to, and am not able to get funding for big conferences and such to maintain my CEU's.</p>

Maryann	Driscoll	<p>Currently in my district I fill out a self evaluation yearly based on the professional expectations rubric (about 30 minutes), create minimum of two, maximum of four measurable goals based on district, school, personal needs(2 hours including meeting to create some group goals), submit plans for how I will achieve each of these goals and what evidence I will collect and with whom I will meet at least five times in the year to discuss progress. I have minimum of 5 meetings - 45-60 minutes each- during the year and then create a final presentation (30 min) to a peer group and/or principal depending on the year in the cycle. Collecting organizing and presenting evidence takes about 2 hours a year. During two years I also have to create , distribute, analyse and present a survey on my effectiveness including at least two groups (students, parents, colleagues). In the seventh year I then create the portfolio from all of these goals and presentations and add pieces as needed and then present it to my LSB including paperwork. That takes an additional 5-7 hours total. None of this includes time to take additional training outside of school hours to keep up with the latest district initiatives or to complete another graduate degree.</p> <p>The benefit of creating goals and monitoring them each year is that I have focused information based on student performance (rather than just reporting the courses I took). However, since the bulk of the goals are district-driven it is frustrating at times to not have the time to pursue areas I feel personally in need of. The record-keeping and goal writing can be cumbersome and definitely takes time away from planning.</p>	<p>I would still be held "accountable" by my staff and principal who actually see me teach daily, but I could use the presentation and collection time to plan or revise my teaching based on the data rather than organizing it for a presentation to prove I had done it. As an elementary educator, I have several curricula to keep abreast of and I need every minute I can get to respond to the needs of my students. I am more than happy to take training and further my education, but making a scrapbook of it is demeaning and does not improve my teaching.</p>
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Alice	Roberge	The time takes away from preparing quality lessons and hence affects student learning.	I would still benefit from the learning received from taking college courses or other classes, but would have more time to directly transfer this learning into the classroom as opposed to having to prepare reflections on this learning for the IPLP.
Karen	Nawn-Fahey	I think National Board licensing could replace relicensing for the duration of the National Board license.	I would still like the opportunity to prepare and present portfolio to peers/colleagues.
Theresa	Sturgeon	It takes many hours to collect and complete the current relicensing process and it has very little value on my teaching and especially on student learning.	I would still stay abreast of new teaching techniques and methods. Without having to write a "book" to report on my new learning.

Emily	McLean	<p>The biggest problem I have with the current re-licensure system is the amount of tedious paperwork involved. Filling out forms in triplicate and having to keep countless numbers of certificates and other documentation on file does not help to develop me as a professional. The whole process of having hours approved and documented is antiquated. In the 21st century, it seems as if there should be an easier and more time efficient way to use technology to help with the record keeping. When I completed my re-licensure portfolio I was shocked by the amount of paper I used. It seemed so wasteful. Would it be possible to have a teacher ID number and a state-wide database that would allow teachers to enter their ID number when registering for professional development offered within the state? After successful completion, the number of PD hours would get automatically added to your personal account. I fully support and believe in the idea of setting goals for each licensure period and reflecting upon those goals and PD experiences, but I think there has to be a better, more efficient and less wasteful way to create a meaningful experience for educators. I believe many teachers end up putting off their re-licensure portfolio maintenance because the current process is so time consuming and tedious and seems to be more about record keeping than true professional development and reflection. As an educator, I thoroughly enjoy taking classes, attending workshops and participating in other forms of professional development. I think that is an important part of my growth as a teacher. But, I do not enjoy being a part-time bookkeeper.</p>	<p>I would support any sort of system that was more streamlined and efficient. If this new proposal meant that I would need to spend fewer hours generating paper waste, then I am all for it. I would strongly encourage the state licensure process to look into how technology could be better used to make the record keeping and documentation process simpler. I also think that the IPDP (now IPLP) format is unnecessarily long, rigid and too formulaic. My goals from my last renewal were 6 pages long and each one could have been easily summarized in a paragraph or less. Again, I would love to see any kind of system that would put the focus back on attending professional development and away from providing documentation and proof of attendance.</p>
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Amy	Wardwell	<p>I find that the state IPDP and portfolio process are more like "hoops to jump through" it can take days of work to organize a document that I feel like someone then spends 5 minutes looking at. It doesn't inspire me to put a lot of effort into that part of the process. I also don't feel that IPDP or portfolio really have any impact on my teaching or growth as an educator. I feel that my SCHOOL's Professional Development Plan process and evaluation cycle have much more direct effect on my teaching and on my students' learning- yet this process and the state processes don't line up at all. My school's PDP process is much more tied to our school's action plans and current professional development goals that the state relicensure process. I do think that the part of relicensure that asks us to document particular numbers of professional development activities and classes IS very valuable and I would support that continuing!</p>	<p>I would support that very much! I could focus my time on my instruction and assessment of students, working to meet my school's action plans and initiative and participating in courses and activities that will directly impact my professional growth.</p>
Brian	Moody	<p>The current process satisfies those evaluating the language and format of the IPDP. I can appreciate the objective nature of the local standards board but at the same time the approval of an IPDP or an activity is based on the quality of the writing and not on whether it was a worthwhile experience. Writing a plan to encompass seven years does not make any sense as learning opportunities, teaching assignments and availability of professional development all change. nor does repeating the lengthy process on a yearly or even a three year cycle. Veteran teachers in certain subjects find it difficult to find professional development at the university level.</p>	<p>I would support this for veteran teachers. Perhaps a system similar to what we have for the first seven years(IPDP) of the license and then simple documentation thereafter.</p> <p>Thank you for establishing this survey</p>

Lissa	Knauss	The courses and workshops I take add a lot of value, but the portfolio process is cumbersome and incredibly time consuming. I switched schools half way through my licensure cycle and went from a middle school to a high school. I am a school counselor and the job is very different between the two levels. I have to completely re-write my ipdp goals and make it match the professional development I have been seeking. That seems backward and a little contrived to me.	I would take the professional development courses anyway, regardless of the portfolio/relicensure requirements, so not having to write everything up and create a portfolio would be an enormous time saver. My job is so busy as it is and I do many, many hours of work at home in the evenings and on weekends. To not have to create the portfolio would be such a relief. Thanks for asking.
Jennifer	Ericson	It takes many hours to create the responses to each of the items in the IPDP. I can write as much BS as I like and as long as the board approves it, then it is ok.	I would then take courses that I think would benefit my students as opposed to being forced to work on criteria my LSB thinks is pertinent, which changes as members change. It would be more uniform throughout the state and reliant on the whimsy of a particular LSB.
Deborah	Ingalls	It takes me at least 40 hours to complete the current relicensing process. That is forty hours that I could be preparing for more creative ways to implement the common core standards with my students.	I would use the forty hours I currently use to prepare my relicensing package to prepare for working with my students, meeting with parents, meeting with teams on how to better meet our students needs, etc.
Kimberly	DePino	My practice is deeply impacted by the professional development work that I engage in. The IPDP/portfolio process does not develop my craft as much as I would like.	I would use the time currently devoted to writing for my IPDP and culling together items intended for my portfolio to focus on my teaching.

Mary	Stoner	<p>I am very internally motivated to improve, so I naturally set goals and choose professional learning that supports these goals. I find the same to be true about most of my colleagues. If there are teachers who do not do this, it would be more effectively addressed at the school-level (i.e., that's the principal's job!). The LSB really just performs a paper-pushing function; there is no ability to influence the quality of instruction for children. I find the IPLP process to be contrived, both personally and as a member of our LSB. While goals are very important, the way the IPLP/IPDP process is set up, it feels empty. Why not trust the professionals to make choices over time that support them. Also, there are so many other places we have goals (school and district action plans, curriculum coordinator-generated, principal-selected, etc.) that our own can become obsolete quickly. I'd rather see a much more streamlined process that trusts teachers' integrity overall and empowers principals to make choices with those teachers in need.</p>	<p>I would very much appreciate this. First, it would make me feel that I had the same kind of respect given to other professionals with a similar educational training. Also, I wouldn't feel the need to waste time creating documents that feel like "hoops" rather than authentic. More importantly, as an LSB member, I would not have to guide others through this "hoop" process. The time and anxiety I see my colleagues expend on behalf of this process saddens me. That's all effort that could go toward children and curriculum, if we were just trusted more to do our job and seek out appropriate professional learning. Thank you for asking. I would be happy to answer any further questions and/or help with this process.</p>
Elizabeth	Grout	<p>The current process has taken many many hours of "busy work". The essays are pretty much nonsensical as they are reiterations of the write ups required for the relicensing credits. A sense of "what do they want me to say" is the driving force behind the writing of these essays. teachers by and large are motivated and committed to their continued professional development. Relicensure is not parallel to, or a substitute for teacher evaluation.</p>	<p>I would very strongly favor this change it would allow me to take more courses rather than worry about writing up and rationalizing how such courses, and conferences we of benefit to me and my students.</p>

Patricia	O'Brien	I understand setting goals for oneself and reflecting on these goals. However this is already done on the district level. This means duplication of process and creates additional work and time when teachers could better spend this time planning for student learning.	I would welcome this as a much needed change!!!
Emily	Nyman	Between stockpiling the "evidence" (bin in my basement) for 7 years, reflecting on the courses/workshops which have already been approved as relevant to my certification/role in my school, looking over old goals to remember what "elements" of learning they were related to, writing some more, photocopying, hole punching, consulting with LSB about the latest changes.....I estimate 10+ hours. To me it makes more sense to put my energies into selecting and participating in relevant professional development and then applying it as I would anyway without having to write about it.	I wouldn't be stressed about the time crunch right now when my re-certification is up in June - I do not have a lot of time and energy left over at the end of the day. I have tried to be positive about the procedure, but spending weekend hours only leaves me tired for the next week's work. My energy is better spent working with (and directly benefiting) my students. Thanks for this opportunity to speak my mind about the re-licencing process.
Johanna	Shaw-Daniels	I have just recently spent an extraordinary amount of hours compiling my portfolio and putting together new goals. I had two weekends consumed with this project, only to realize I missed a piece of requested documentation and needed to go back to redo. Creating her goals was simple enough, I always have goals and recognize my own progress. I find it a bit demeaning to have to prove myself. It seems the job I do and the outcome of student success speaks for itself. It was just added time away from my family and unnecessary stress.	I wouldn't have to give up my weekends. I understand that some accountability is required and am happy to provide documentation of completed credits.

Lyn	Porter	I spent a tremendous amount of time on my portfolio and IPDP when I was in the process of putting it together. It did allow me to reflect on my last 7 years of teaching and all of my accomplishments. It was however a bit of a let down after the 20 minute presentation that everything was over so quickly compared to the amount of time it took to put everything together.	I wouldn't have to spend the amount of time it took to put my portfolio together and write my IPDP on that process. That is more time I could use to support my students or engage in professional learning.
Megan	Fitzpatrick	I value being expected to gain 9 credits every 7 years. I generally take at least one class if not two and take lots of professional development workshops so fulfilling the requirement is not a problem for me. Doing my IDPD is not useful as I basically just write whatever my LSB says I should in order to get it approved.	I wouldn't have to spend time jumping through the IPDP hoop and creating a document that does not impact my teaching whatsoever.
Sara	Ricci	It took several hours spread out through several weeks to complete the process. It takes away from the time I would normally spend working on lesson plans, grading or other things that have a direct impact on my students. The current process does not make me a better teacher. All it does is force us to write about how what courses or PD we took fit our IPDP or now IPLP. How does that help my students? It really is a waste of time.	I wouldn't lose time working on something that has no direct impact on my students. I would be able to spend more time on things that really matter to my kids, like planning, grading and other activities that would benefit them.
Terri	Vest	It's just part of my prof. Development routine and doesn't take additional time. I find it valuable as a reason to give my admin to attend workshops sometimes when the workshop is valuable to my own learning but isn't part of that year's school action plan. The IPDP can always be revised as the process develops and i think the self-reflection is invaluable.	I wouldn't. Then it's about seat time, not quality. That's insulting.

Carrie	Lucas	It's very time consuming, taking 20 hours plus and means absolutely nothing. If anything it takes away from my time that I could otherwise spend creating student materials. It's a total waste of energy and means nothing except to jump through paperwork hoops. This is not a quality control measure or an accurate measure of professional accountability. It's an outdated joke.	I'd have more time to DO MY JOB! Teaching is number one, and quality teaching w/great materials and/or lessons is time consuming....this would allow me to do more of that.
Tammy	Briggs	It takes a great deal of time (many, many hours) to compile all the needed material in the current relicensing process. While it is helpful in guiding what I may take for professional development it is also restricting because I have to focus specifically on what is written in my IPDP and not what may be new and informative. Things in education change all the time and people are always coming up with new strategies etc. 7 years is a long time to focus on the same 3 things. Some or all of those things may not be nearly as relevant over time. Other professions don't require such a strict process to become relicensed such as nurses, lawyers, doctors etc.	I'd like to be able to take relevant professional development as it comes up and show what I have taken but not be restricted by an IPDP as well as not need to spend such an exorbitant amount of time compiling information for a "portfolio" that isn't really used.
Betsy	Mclane	I wholeheartedly endorse a requirement for continuing education but think the iPLP and portfolio process are unnecessary. Teacher relicensing should be similar to healthcare provider relicensing. I am on my LSB and find the iPLP and portfolio process to be poorly documented and subjective which aggravates the process.	I'd love it. I spend time on my own relicensing process and others (as an LSB volunteer). I don't understand why our relicensing process is different!

Thomas	Kafka	It's hard to estimate the time it takes, since the tasks are spread out. I fully support turning in documentation of professional growth activities (certificates, grade reports, etc) but do not see the benefit, nor any direct impact on my teaching and student learning, of the additional paperwork that currently accompanies those forms.	I'd say, "Halleluya, someone finally realizes that we already have enough paperwork!"
Monique	Schneider	The last time I completed the requirements for relicensing, I submitted my portfolio in October and didn't receive my portfolio back until January...and then I still needed to make some changes! I professionally develop every year and feel that paying for college credits and receiving my grades should be evidence that I am furthering my knowledge about this profession. I feel that the compiling of paper, creating an IPDP and portfolio is not a useful way to spend my time. Submitting my grades from a college class related to education seems more useful and applicable to the relicensing process.	If I am enrolled in a college class, I am expected to meet the rigorous requirements of that collegiate course. These courses related to education require us to be reflective about our teaching practices/grow in our content knowledge and should be the authentic measure of furthering our teaching knowledge.
Luis	Bango	Very little time is required. I attend conferences, take courses and participate in many kinds of professional development opportunities. I organize my documents and documentation in a 3-ring binder and feel somewhat prepared for submitting my portfolio when the time arrives. The challenge for me (and my colleagues) is making time for review and reflection of the IPDP in a meaningful way.	If ongoing, meaningful conversations and events were taking place in the schools regarding professional growth were taking place in the schools, then I think there would be a loss. If schools or school districts and supervisory unions had teacher coaches or instructional specialists whose job it was to work with all teachers regarding curriculum and instruction and who took the time to work with IPDP, I think there would be value to this type of system. Time and resources.

Amy	Skapof	I spent hours on my last portfolio which I only presented for five minutes. As for my goals, I don't look at them often. We go through goal setting as part of our evaluation cycle at my school so having another set of goals is ineffective. We also present evidence towards our work on those goals. If relinscensure was based on credit hours we could focus on the content learning more and the process less.	If relinscensure was based on credit hours we could focus on the content learning more and the process less. This would also improve my focus on my goals specific to my school.
patty	bettinger	The current process is cumbersome, unclear, and is not a reflection on the growth I have experienced over the years. It takes entirely way too much time to complete and involves too many steps. It does not give you credit for all the extra courses, workshops, etc, that most of us accumulate. Our teaching and our students' learning is not accurately portrayed in this current process and this is being judged by a random group of peers.	If teachers were required to just document every professional development opportunity they participated in, the process would appear to be more fair, take much less time, and encourage teachers to participate in more activities. This is especially true for those of us with multiple certifications. It is not easy to manage three endorsements that all have different years for re-licensure.
Diane	Nicholls	While professional Development is important to the teaching profession, the process of competing a portfolio and IPDP hold no value on the work that I do everyday in my classroom. Teachers should be required to show proof of professional developments however the process of competing a portfolio and maintaining takes several hours of professional work that in no way impacts the work I do everyday with students.	If teachers were required to show documentation of credits and hours of professional development it would save us (me) countless hours of organizing and putting together a portfolio. This is time that could be better put toward planning thoughtful lessons for the students in my classes. Portfolios cause a fair amount of stress during the re-licensure process. Teachers have enough to contend with without the stress of putting together / up keeping their portfolios.

Katherine	Corbo	It takes a lot of time to complete the current process for relicensing. I am in favor of setting goals and documenting the work done toward achieving those goals. I do not think, however, that the portfolio is necessary. Documenting the work (credits, learning) as it is done should be enough and would be much easier for all involved.	If the process changed to require only the documentation of credits and learning, it would reduce stress, which is already too great in our profession. It would also free up valuable time.
Bruce	Bergeron		If the relicensing process changes, what group would review and notify the local school district? The AOE can NOT process this large volume and be current.
Catherine	Greenwald	I usually like to take an education course during the summer, but I devoted the summer before my license expired to organizing and completing all the paperwork required for relicensure. That process had no positive effect on my teaching.	If the relicensing process required only documentation of credits/hours, I would be able to use the time mentioned above for professional development. I also would feel freer to take courses from a wider range of educational topics than just those stated in my IPDP.
Deborah	Travis	<p>As a School Nurse the process does not translate well. Many districts do not accept medical ceu's as credit towards salary advancement, only academic courses. Most college course content, unless part of a nursing program, may not be as relevant for School Nurses. On line courses are the best option, approval is difficult.</p> <p>The process is cumbersome, inconsistent based on the different standards boards personnel, and insulting to licensed professionals. Medical relicensure is far more rigorous and respectful, assumes competence, and requires thorough documentation, is always evidence based and clinically driven, while not repeating drivels.</p>	If there are clear guidelines as to which level of courses are accepted, how you define hours of professional learning, etc, it would be a better process. There is far too much personal intrusion with educators and they should be treated as independent professionals with a unique skill set and training that is easily documented and respected through the licensing process.

Mary	Haskell	Over the course of seven years it takes considerable time (if you include all of the professional development hours) to complete the IPDP. What is frustrating is that there seems to be a disconnect between our relicensure process and the professional development we do for that and what our administration requires of us for our annual school-level professional development.	If this were the case, then the credits and/or hours of professional learning that we are required to complete for our school PD would be what is directly impacting our relicensure, although I could see pluses and minuses to this.
Ann	Kalinowski	First I think we should have to have more than 9 credits over a seven year period. I did that for my portfolio and IPLP. I spent well over 200 hours in my relicensing process. Most of what I did was very good for my and my students but some of it was a waste of time on my part and did not add to my teaching skills. But in a 7 year cycle so many trends can change that using a IPLP is in need of being revamped continually, if it is to reflect what true learning one does.	If we were to be treated like other licensed professionals in relicensing I feel the benefit would be that the state recognizes us as professionals.

Marie	Eddy	<p>I have been a member of the local re-licensing board for several years, so I may not be the most unbiased person to respond to this question, but here's my opinion:</p> <p>Realistically, once every seven years teachers take about 5 hours to pull together the professional development they have done, review it, reflect on it, then spend about 1-2 hours writing up an IPDP. The presentation to the board takes about a half hour. So, timewise, it's not a big deal.</p> <p>The IPDP, in my opinion, is not as valuable as the portfolio. Personally, I do not refer to my IPDP when deciding to register for professional development opportunities. But I do like the portfolio. The portfolio provides a sort of file system for teachers to keep their documentation in one place, making it easier to finalize their re-licensing paperwork. It also helps teachers better reflect on what they have done over the last seven years.</p> <p>Reflection, to me, is the best part of the re-licensing process. It gives teachers validation of their efforts and may bring greater awareness to them on where they might want to be focusing their efforts in the future.</p>	<p>I'm all for holding people responsible for their own re-licensing. But having been on the re-licensing committee for several years, I can tell you that there are always a couple teachers each year that need extra encouragement pulling their documentation together. What would be the ramifications if their licenses lapsed?</p>
Marilyn	Malmquist		<p>I'm not planning to renew my license because of retirement, so I wouldn't benefit.</p>

Mark	Ladue	<p>It is an arduous process at best filled with the necessity to dot each I, and cross each t. It took me about 20 hours including the reflections, discussions with the local standards board, revisions for format, etc. I am due again in three years and am already dreading the process.</p> <p>It has absolutely zero positive effect on me or my students.</p>	<p>I'm not sure what the benefit would be other than the elimination of the negative aspects of the current process. I, like many teachers, love learning and am constantly involved in professional development from what my district provides to pursuing another Masters degree through Vermont Mathematics Initiative at UVM. I think I have earned about 30 credits since my last relicensing. All have benefitted my students. Accounting for them through the current relicensing process hasn't.</p>
John	Kerrigan	<p>Numerous hours away from time I would spend professionally directly with students and many hours that I would spend with my family.</p> <p>This procedure does not benefit my teaching in any way shape or form - in fact it actually detracts from it.</p> <p>Having Elementary school teachers judge HS teaching and teachers is ridiculous.</p>	<p>Immensely - I could concentrate on what benefits me most as a teacher.</p> <p>There should also be a mother -may-I for teachers that have taught for over 30 or more years. They should not need to relicense.</p> <p>I have taught for 40 years but need to relicense for one year so I can receive the health benefits for my spouse that has been promised to all teachers that maxed out in 2010 and taught for 5 years after.</p> <p>I could use the time I would spend on this ridiculous requirement to actually benefit the students in my classroom.</p>

Stanley	Blicharz	It takes hours of time to document, organize and provide data that I am sure is not really examined by those in administration; nor is it resurrected by me after my relicensing takes place. My time is taken up with preparation and planning for instructing my students.	In my early years as a teacher, we would submit our credit hours to the secretary of our Supervisory Union District. As professionals, we all knew what the requirements for relicensing required and we fulfilled those requirements. In recent years, we have created a monster with completing an IPDP. It requires an inordinate amount of time that could be better served doing the job. I do feel that the credits earned should reflect coursework that parallels the subject matter(s) one teaches.
Kathrine	Gosselin	It took me hours and hours to complete the current relicensing process and very little of the process had to do with my teaching or student learning. Most of the time involved was related to the specific requirements of the local board. The format was cumbersome and labor intensive.	In my opinion it is the continuing education courses that improve my teaching and motivate me to set new goals for my students. It is not the IPDP. In fact I feel (honestly) that I have done the process backwards just to make my goals fit what was required for the IPDP. I have taken courses just to fulfill a requirement on my IPDP but not necessarily because I thought it would improve my teaching and have passed up courses I was really interested in because I already had "fulfilled " that requirement. I don't think that is in the best interest of my teaching or my students' learning.
Susan	Arenson	The current process seems mostly like paper-pushing and jumping through hoops. Actually going through the documents and relicensing meeting does little more than cause extra and unnecessary stress. It is the courses or relicensing activity that enhances my pedagogy, not filling out tedious forms.	Instead of focusing on paperwork I could spend the time applying what I have taken away from my relicensing activities to my classroom. I do that anyway, but this would free up some of my extremely precious time to focus on student learning which is what it's all about, isn't it? Wouldn't it also be cheaper to pare down the process?

Julie	Gunn	I just completed my peer review portfolio which took me a whole year to complete. It was VERY stressful and did not make me any better of a teacher by going through the process. Observing other professionals was the only piece that I felt helped me become a better teacher, by gaining other ideas and perspectives.	Instead of spending all my available time and energy on the portfolios, I could be spending it working with my colleagues and focusing on improving my lessons.
julia	williams	I am a school nurse, and as a school nurse, I am required to maintain an educator's license in addition to a registered nurse license. The IPDP does not lend itself to my work. In addition, because I am required to maintain both licenses, I have additional licensure expenses but am not paid any more than teachers who only have the one license requirement. I do not feel fairly compensated for having two licenses.	IPDP's do not correlate with my work. Continuing education does.
Steven	Moran	Not too much...only because my school's reps on the board have been absolutely amazing...and helpful!! Without them, I never would get re-lic...	Isn't this how it used to be? So much simpler, so much cheaper...so much better...now you jump thru hurdles to get the same learning..

Barbara	Tenney	<p>I know it is required but I don't take classes solely to meet the requirements for professional development. I take the classes because I want to develop my skills in an area I am weak in or that I am interested in but haven't had time to pursue on my own.</p> <p>I think the requirement to take courses or other professional learning is valuable so teachers can keep current as other professionals do. As educational goals change, teachers need to explore new methodologies, standards and other requirements. Classes certainly help me to do that.</p> <p>I think my students benefit from the new information and strategies that I learn in the classes when I apply them in my teaching.</p> <p>As I am not currently up for relicensing, I can not say how long it will take but I am not looking forward to it as it is time consuming.</p> <p>I took a class through the middle school institute this past summer and we had to do action research and participants have to present at a conference. It was canceled due to bad weather but I feel the reflection I did to prepare for my presentation was very useful and will direct my future efforts.</p> <p>The relicensing process does not work as well for me as I did not reflect on each class after I took it. So I will have to backtrack. Perhaps the reflection could be incorporated in classwork rather than the relicensing process.</p>	It certainly would be quicker and easier too.
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Alice	Simpson	I think it is important for educators to reflect on their learning and practice. I also think that it is important that we as educators hold each other to high standards. I don't feel that the time I spent documenting work toward my goals on my IPDP was too much.	It certainly would put less stress on the relicensing process. Questions I have are "Who will this documentation go to?" and "Will we still have local professional standards boards to help us with the process whatever it may be?"
Jan	Wright	The current documentation of my professional development has no positive influence on my teaching or student learning. I think reflection on what you did for credits is personal and comes out here in there throughout the years. As for the time it takes, I spread it out over the years so it is hard to tell. I have seen colleagues who have been totally stressed over this process and frustrated with the results even with seven years to pull it all together.	It concerns me that another group of educators reviews my personal professional development. It just seems to me it should be between me and my administrator, I have served on the Profession Development Committee in the past and have been appalled by the behavior of other members as they stand in judgement of their colleagues plans. The entire IPDP thing seems to be over kill and is frustrating when the format changes.
Jodi	LeBrun		It is hard to keep up with my IPLP Since my goals have changed. It should be required to document credits and hours, but the extra stuff is not necessary and I do not use it in my practice.
Dayle	Wright	I have had to complete two IPDPs and have found that the hours I spend working on this document impacts my teaching.	It is important that one continues their education, but not by spending a great deal of time explaining the impact of what I have taken.
Gary	Jedinak	making the portfolio takes me about 100 hours to put together to my liking and it is more a show than really demonstrating my new learning and keeping up with my professional responsibilities. If I had to keep track of recertification credits and college work it would take the angst out of building a ipdp and portfolio and let me focus on my staying current in my field.	It makes complete sense. I would relish it.

Winifred	McCormick	I goy the retired teachers' license upon retirement, and have been teaching English as a second language at Adult basic Ed. I don't see a way to renew my retired teachers' license again and would like to have it for 7 more years.	It might allow me to get another retired teaching license in Adult basic ed rather than special ed.
Lisa	Bushey	This is my first year going through this process. It was time consuming and I'm not sure if it will be beneficial or not. I would like to think if I took this time it would have some impact, but I'm not convinced it will. I would like to see something different, yet given this is my first experience with it, I'm the expert in speaking to this. I do question the process and time and whether it couldn't be done in a closer alignment with other professional licensing. I believe education should be seen in the same way as an other professional job that requires relicensing. Should all other professions be held to the same relicensing standard and process?	It seems like a more efficient process. I would rather spend my time and energy on improving and refining my teaching, than on writing a lengthy plan. Professional Development at schools usually focus on areas where schools need improvement, so those skills are being addressed.

Ellen	Selkowitz	<p>Professional development has varying value to my teaching and student learning. Usually because I've learned to be much more selective about the training in which I choose to engage so that it is relevant to my teaching and so that I will have an opportunity to use it in a timely way before it's forgotten, the professional development itself is quite valuable.</p> <p>However the process of documentation required to complete the relicensing process has less, if any value. It takes quite a bit of time to pull it all together merely for the purpose of submitting it to others who may or may not have a stake in helping me improve.</p>	<p>It seems to me that what makes the most sense would be to connect the re-licensure process to the evaluation process. For example, in the Danielson Framework for Teacher Evaluation system, the domains include the assessment of the categories included in the IPDP, e.g., Advocacy; Knowledge of Content and Pedagogy, etc. There is no reason to duplicate this process. Credits and/or hours of professional learning could be tied to areas identified and tracked through the evaluation system.</p> <p>I realize that not all districts use this framework for evaluation, but my guess is that there are equivalent areas assessed in other models.</p>
Theresa	DeLorenzo	<p>It takes an inordinate amount of time to complete the relicensing process. The process is subjective and interpretation of IPLPs by different relicensing boards can in no way be identical. While it is worthwhile to reflect on the past and set goals for the future, I am not certain that placing it in a formal document for others to judge by their standards provides the best possible outcome.</p>	<p>It streamlines the relicensing process dramatically. I believe as teachers we reflect on our teaching constantly. By providing credits and professional development hours, the teacher is showing that they are continuing to work at improving and staying up to date in teaching methods and pedagogy.</p>

Chris	Cate	I opted for the 3 year licensure because it would push to allow professionals to seek out training's, workshops, and appropriate college courses on a more regular basis. Typically, it is fairly easy to complete the time, but the documentation becomes more watered down and less important as it is being completed merely to satisfy a requirement. It is not that the information learned is not useful or helpful, but the submission for licensure does not match with the importance of using the knowledge in our more practical setting...school. Occasionally, there will be experiences that are valuable to the profession and students.	It takes the pressure off of making essentially two presentations. One for the practical use , in school , and the other, not so valuable, documentation of attendance. It seems that this may build the trust of believing folks are attending and gaining from professional development opportunities if one does not have to create added documentation beyond registration and presentation of certificates, grades etc.
Mariana	Lara Albert		It will be a lot less stressful and I would be able to attend workshops and classes that address other areas of my teaching. I will not just looking for workshops that would address things in my portfolio. I would be able to learn more.
Wendy	O'Dette	The time to complete the process isn't so much as it is confusing and convoluted. The problems come when the certificates must be collected and written comments compiled. All too often organizers of professional development activities do not think to present certificates, and thus the annoyance of asking multiple people to see that certificates are sent begins. Job placements are like being on a merry-go-round and too often the original IPDP must be amended. In todays classroom/public school environments, chaos reigns; adding the charade of an IPDP amendment is just that, smoke and mirrors. That is part of why I am leaving the profession.	It worked well before. It was easy, far less of a panic, and simply eliminated those pesky ill-prepared dog and pony shows that seem to be clogging the work of dedicated teachers.

Lorene	Spagnuolo	It has taken me many hours to complete the relicensing process and organize a portfolio that is hardly looked at. I would strongly like to eliminate this. I see little value in presenting this information to a board of teachers.	It would hold us accountable for keeping current in our profession without having to spend endless hours organizing and presenting a portfolio to others.
Kathy	Merrill	The relicensing process takes a great deal of time and energy just in completing the process. It also takes many hours for the licensing board to review each educator's portfolio and IPLP. It would be more beneficial to apply learning from the courses directly to the teaching of students as opposed to the time spent in the relicensing process.	It would allow for more direct teaching and planning time with emphasis on student learning.
Susan	Hornbeck	It is quite time consuming and I haven't looked at it since I put it together. With the many school improvement plans schools are putting into place, the plans seem to drive professional development and have no connection to IPDP.	It would allow me a bit more choice in my professional development, although this is hampered, again, by school improvement plans.
Kristi	McKnight	It takes a really long time and honestly only reflecting upon my teaching and talking to other teachers makes me a better teacher.	It would allow me more time to focus on my courses and not paperwork.
Tonja	Gray	It takes a few summers to complete the re-licensing process to earn credits. The time involved in writing an IPDP is very cumbersome and has no value for me whatsoever. I do not know what I want to set as goals to be working on 5 years from now.	It would allow me to be more flexible in my professional development. I would not have to predict what I would like to be doing in my classroom 5 - 7 years down the road. I would be able to explore more avenues of professional development instead of being confined by my IPDP.
Cari	Causey	Honestly I did a lot of scrambling the semester before it was due.	It would allow me to choose classes that are relevant to my class at the time, not because I wrote them on my IPDP four years ago. It would allow me to change as my students and classes do.

Jean	Ohlson	I recently completed National Board certification which was more valuable but also hugely time consuming. I do not find the IPDP very helpful due to the yearly changing demands of the profession. So goals can change quickly.	It would allow me to concentrate on staying current in my given field of interest, not just complete a writing exercise which may or may not reflect anything useful for my future teaching.
Vicky	Gratton	While it has been 4 or 5 years since I've gone through the process, I seem to recall it taking at least 10+ hours of collecting information, writing up essays geared toward a specific format- none of this made me a better teacher- it seems like I have to prove myself again and again.	It would allow me to focus on doing my job, rather than putting additional stress on me & taking time from that job for 1+ years as I have to "put together" a portfolio to be reviewed. I feel like it was entirely appropriate to do so when I obtained my initial licensure and even when I moved from a temporary license to a professional license- at this point it seems like an unnecessary and wasteful use of my valuable time.
Robert	MacLeod	I spent at least 20 or 30 hours the year my license needed to be renewed writing reflections and such. I do not believe one word I wrote had any relevance to improving what I do in the classroom. It was simply a matter of writing the necessary verbiage to jump through the necessary hoops.	It would allow me to focus on learning that improves my knowledge about my field, which is U.S. History, or learning that improves my technology skills, or learning that improves my classroom teaching.
Penelope	Aceto	It takes a very long time and is not valuable to my teaching. The professional development I am involved in is valuable.	It would allow me to focus on my instruction, not on rewriting about things I have already done. Most courses have students reflect on their learning throughout so completion of the course and the grade earned should be enough
andrea	farrar	The process for me is fine, except it is time consuming and takes extra effort to make sure I am collecting evidence through out my years before renewal. If it were a less cumbersome process, maybe digital, it would feel more meaningful.	It would allow me to not have to take time away from effective planning and student focused preparations.

Kirsten	Kollgaard	I have only written an IPDP, but that took several hours and it did not benefit my practice. I simply took things I already planned to do based on my personal career goals and my school district's goals and wrote them out in the necessary format.	It would allow me to spend more time taking what I have learned and applying it to my lesson and curriculum planning.
Lucas	Peterson	I feel simple documentation/meeting the requirements should be enough. Completing tedious paperwork does not improve my instruction.	It would allow me to spend that time planning lessons, differentiating, working on school climate, etc.
Tracey	Godin	The current relicensing process takes up countless hours gathering and writing up reflections on classes and workshops over a seven year period. But, the most ridiculous part of the IPLP is the goals that are made. Teachers now are required to make goals that in seven years become irrelevant because of changes in curriculum or assessments etc.	It would allow teachers to take classes and workshops based upon what is relevant to their classrooms, school and districts. It would be based upon conversations based at the school level.
Larry	O'Connor	I spent between 5-7 hours writing up the IPDP. The process was very frustrating as the team lost my folder. I saw no value in the process.	It would be a better use of my time.

Belinda	Hathorn	<p>I usually start collecting items when my current license starts so I can get everything organized and start the relic ensure process at least four to five months before it is due. I spend countless hours working on the IPDP. I feel the process has no positive effect on my teaching-taking course, attending conferences and workshops then reflecting on them and sharing with others is what has a positive impact on my teaching and my students. I just feel the process is busy work and there has to be a more effective way to do this. I am in favor of doing away with the IPDP, having us take a certain amount of courses or hours from conferences and workshops and then do a reflection piece of what we learned, how we will use it in our classes and how we will share it with our schools.</p>	<p>It would be a huge benefit by reducing the amount of time the process takes. We should be treated like other professionals because we are professionals. Why must we create a plan (IPDP) saying what we are going to focus on for the next seven years? Things change, you grow as an educator and should have this flexibility to do. I like an idea of a reflection about how the credits/hours will help you in your profession, but do not see the value of IPDP-other than to say that I did one. Maybe level one's should have to write an IPDP to move to a level two (just the one time) to help them focus for the next seven years, since your first five years are the hardest years to teacher. Maybe this could help retain good teachers-provide them a mentor to work on the plan together, so the document created becomes a tool for our new teachers. Once those seven years are up, they could do a reflection on how the IPDP went and submit that in order to get a renewed license. Just a thought. I believe it is time to move away from the IPDP.</p>
Brucie	Donahue	<p>The only part that has some value is reflecting on what I have learned over the 7 years. Taking some time and being thoughtful is always a good process. However the majority of the relicensure process is not beneficial and takes time away from classroom work.</p>	<p>It would be a huge time saver! That time would then be spent on classroom instruction etc. We are really busy.</p>
Barbara	Festa	<p>It takes many , many hours to complete the process. It has no value. I always take courses and attend workshops and I do not like having to prove how it relates to my my IPDP. The IPDP itself is useless.</p>	<p>It would be a much more professional and a respectful process.</p>

Liz	Greenberg	When I went through the relicensing process in 2007, it was meaningless to my teaching yet took many hours to complete. I felt like I was jumping through hoops, not reflecting on my teaching or goal setting for the future. I have just started to work on my relicensure for the current year and it appears that once again I will have to document in such specific and proscribed ways that when I finish, it will feel like something I have crossed off my list, nothing more.	It would be a time saver! The reflection I do in my daily practice is the most meaningful, second to the reflection that occurs as part of my employer's supervision and evaluation.
Brenda	Meierdiercks	When you reflect on what you're doing in the classroom it can't help but improve your practice and, ultimately student learning. It probably takes a good solid week of intensive work to pull together an acceptable portfolio not to mention the coursework, the reflection of that coursework, figuring out how the process has changed since your last relicensure, and the presenting of the portfolio. It is a valuable process, but labor intensive.	It would be an emotional and psychological relief to be treated and valued as other professionals. It is stressful to work so intensely on a portfolio (dog and pony show). The value of our professional expertise should be on what is happening in the classroom. We are, or should be, evaluated by administrators who are trained to support our work in the classroom.
Nyra	Whipple	A good number of hours. The value I see is focusing on what you need for credits and when and focusing in on your goals and ho to meet them. As a person who has been on the local standard board, I'm not sure how another plan would work	It would be easier
Heather	Rubenste	I spend about 20 hours doing it and all of it is just paper pushing!	It would be easier and I could spend the time doing other more important things like getting ready for my students!
Thomas	Borden	The credits take time and improve my teaching but the IPDP at times seems redundant, a rehashing of what I've done. It is done for someone else not my students nor I.	It would be easier for the local board to monitor and require less subjective evaluation by the it.

Sylvia	Fagin	I am nearing the end of my first Level 2 license so I don't know yet.	It would be easier. But frankly I think we should have to stop and reflect periodically. We interact daily with children and our work has the capacity to help or do harm. I believe we should be required to demonstrate that we are staying current with best practices in the field and that our work has value. I don't know what the best way is to do this, but I believe we should do it.
Aaron	Cornelius	<p>It is time consuming, difficult to understand, and does nothing to improve learning. My IPDP was sent back three times, and when I sent it in a fourth time it was accepted - I had resubmitted my first draft.</p> <p>The process is arbitrary and so focused on choosing the right word to describe a goal that it obscures any potential to plan for professional development.</p> <p>Furthermore, I have never referred back to my IPDP, nor has my principal. We set annual professional goals based on real data and observations.</p>	<p>It would be fantastic to only show proof of professional development! This permits local administration (who has the authority to authorize such opportunities) to help match such opportunities to actual observed needs and goals!</p> <p>It would be a great way for the state to express confidence in its licensed teachers and administrators.</p>
Marsha	Cassel	Oy! I think it is essential to keep sharp and to require continuing education. The IPDP can be cumbersome and restricted to district requirements. In my district , it is my understanding that if I want to pursue something that wasn't originally in my IPDP I am denied or must revise it. Hard to be that comprehensively visionary.	It would be flexible and less cumbersome.

Ellen	Matthews	OMG-- I have been teaching for 40+ years and totally resent the fact that it took me several weekends to put together my portfolio, in addition to have spent several hours on it over the summer. And I'm pretty organized. I kept thinking that this was time I could be spending working on very valid school work.	It would be great. Let's honor the profession and treat us like real adults. The present system seems to have been set up because someone had way too much time on their hands.
susan	sears	I am sorry to say the value seems very little. The time to do it well most likely about 10 hours. The reflection, collection, thoughtful planning and preparing all take time. In reality the process is just one more thing put on teachers. It seems so pointless.	It would be less of my time and recognize that I can select for myself the credits/experiences I need.
Norman	McLure	Reflection is very important and preparing thoughtfully for the future is a very valuable tool to all educators.	It would be less reflective and would not require planning as the current process does. It does give more autonomy to the individual. Is there enough of that already?
Tim	Kaleita	I feel that the process is just hoops to jump through , not giving any meaningful help to my teaching/student learning. I support continuing education and documentation, but in a more direct way	It would be less stressful, allowing me as a professional to concern myself with being the best for my students.
Justine	Benoit	I think the IPDP forces educators to be reflective about their teaching. However it is time consuming - and may not always be genuine. It would be nice to have some type of reflection required as I think this is important for professionals to do often. Maybe it could be simplified. Portfolios take at least 3- 7 "work hour days" to complete. However, there is a lot of time spent collecting information	It would be less time consuming. It would allow me to focus on the areas I am interested in improving upon. But, does not always allow for reflection.

Janet	West	<p>I do required paperwork for a couple hours each year of the seven years, and then have to organize it and write goals during the seventh year which takes a little longer...maybe four or more hours to do that? I think the IPDP process is just "a hoop that we have to go through".</p> <p>I think it would be more valuable to work with our immediate supervisors to set goals for a two-three year period and be held accountable to our supervisor in order to have an impact on my teaching and student learning.</p>	It would be less time-consuming.
Cathy	Bisson	<p>It is hard to say how much time it takes to complete the re-licensure process....I am one of those people who keeps track of professional development as I complete it. Therefore the process is not overwhelmingly time consuming or difficult. As a member of our licensing board I can see why some people find the process lengthy as they wait until it comes due to complete it.</p> <p>I feel the approval process from the local board verifies what I am doing and keeps me constantly thinking about what I should be doing to keep current in best practices and improving how/what I present to students.</p>	It would be less work but not as reflective. I feel the reflection is important.

Sandra	Leclair	<p>It takes an incredible amount of time, time which could be used for student planning, informed assessments, learning the common core, collaborating with other teachers..... going home at a decent hour to be with my family for a couple of hours before going to bed.</p> <p>The time spent on making the portfolio could be spent on implementing the new learning from the courses that were taken.</p>	It would be like buying back my time.
Kathleen	Willis	<p>I have to preface this by saying that I have been the co-chair of my district's LSB for 10 years or more. My board has worked very hard to make the process as simple as possible for our educators, knowing how much we all have on our plates. I have mixed feelings about the process as it exists now. While there is certainly value in looking back over the previous 7 years, it is ever harder to look forward in a world that is changing faster than we can calculate. The renewal system seems contrived to me, arbitrary and, while well intentioned, not valuable. I know my friends in the AOL will blanch at my thoughts, but teachers are so overwhelmed now with new initiatives and new technology. One simply cannot plan ahead in isolation. The process of renewal has become, for me, a necessity, a have to, with little real relevance to what is possible. I go through the hoops, but I place no value in it. As LSB co-chair, it is harder to administer with a clear conscience.</p>	<p>It would be like heaven Professional learning is critical to our fast-paced profession. The onus of documenting and reflecting (as it is now designed) is just that onerous. I long for the long gone days of a superintendent, reviewing the list of courses we have taken, and signing off on our renewal forms.</p> <p>The fact that the new renewal system is not yet available to me, as co-chair, or to my renewing teachers (who ask me weekly what they need to do to renew in June) is so challenging. I ache for them and I am helpless to assist them. I hope you are successful in revamping the system. I will be out of a job, but I think I can live without the \$150 stipend for the many hours I spend counseling teachers, reviewing portfolios, correcting IPLPs, hounding people, attending meetings and trying to figure out the ever-changing AOL rules. I am done!</p>

Nancy	May	It takes about twenty hours to complete the entire process. While completing the process it does not have any value on the student learning.	It would be more flexible in regards to courses I can take. The present process requires me to jump through many hoops to change it but outside forces cause me to have to change it often, such as grade placement and school goals.
Judy	Breitmeyer	Oh, my. Not sure. Only did it one time (due this year). The last time I probably spent about 15-20 hours creating it. (and additional 5 hours IF I were to count the time spent meeting w/ our curriculum coordinator and another colleague)	It would be more stream-lined. I currently am also a Clinical Mental Health Counselor. That process is much easier. I still do all my continuing education hours, but that process takes about 2 hours to complete.
Steven	Schmidt	I have only gone through the process once almost 7 years ago, but I remember it being very laborious and time consuming. I haven't looked at it since, so it's safe to say it hadn't had any value at all for me. I hear the same from all of my colleagues.	It would be much easier to keep track of and I would be much more mindful.
Gary	Jurnak	Beyond the course work, the IPLP takes 20 hours and has no value. None at all. Zero.	It would be much less frustrating. I would feel much more like a professional and not a fifth grader.
Karen	Whalen	The amount of stress and time that it takes to complete the relicensing process is not in line with what the process accomplishes. I think that a different requirement would be much more productive. It is a very ambiguous and time-consuming process.	It would be much more beneficial and would allow me the time to put my efforts and energy into my teaching

Edward	Wilkins	Hours and hours and hours. This process is tedious and time-intensive, no matter how careful I am to keep up with the portfolio I spend huge amounts of time finishing a massive document that then plays a minimal role in my professional development since my district always seems to create a plan for me. I the last two IPDPs that I have written, I have pursued perhaps 20% of the goals written because they became outdated due to changes in our district's planning and methodology. It's an interesting exercise is imaginative planning but hardly practical.	It would be much more flexible and responsive to my needs as an educator. I would be able to pursue opportunities as they arise, rather than having to create and jump through hoops because it seems like a good way to justify a process that no one attends to any way. The saddest element of where we are in this conversation has two key points: 1. We used to have the simple system mentioned above and 2. teachers were the primary movers in getting us into the mess that we now have. What were we thinking? The only thing worse than the relicensure system that we now have is the fiasco around testing and curriculum design that results from it.
Laurie	Taylor	It take about 10 to 12 hours to get all the documents in order. I think it is valuable to look over the workshops, classes, committee work I have done. It is a good walk down memory lane.	It would be much quicker, but I think it is important to reflect on the things one has done and reflect on how one's personal teaching practices have changes and improved.
Ausra	Brooks	I know many teachers who struggle with this part because it is a time that many stress out, and actually takes away from necessary planning time. Most people put this off, and if you have to talk about each and every credit, it honestly gets repetative and not from the heart.	It would be much simpler and less of a hassle. Many states do this and their education is much stronger in the schools. We already take the courses, communicate/advocate in class why it's important to take, etc. We have already proved that we did well in the course. No need to reinvent the wheel and take up un-necessary time.

Dena	Weiss-Tisman	It takes a lot of time to get the IPDP paperwork and all of the supporting info together. Since school Action Plans change every few years, and even our teaching positions can change (I do elementary, and I've been at three different grade levels in the past 5 years, with a different focus in each of the different positions), it can feel like we're just trying to make everything 'fit'. The professional development that I do I think is positive and supports my learning and growth, but for the IPLP one needs to spend a lot of time to explain how it fits in with something that one created 7 years before that may not fit with what we're doing or need to do today.	It would be much simpler and streamline the process. We already have so much on our plates as educators, and the year of relicensing can add so much that it impacts the time that we spend actually doing our job (or takes away from time we could be doing more professional development!) The important part is doing the professional learning, so let's let that be the focus, as opposed to completing an IPLP.
Debbie	Brophy-Antonez	It took me a whole vacation plus several full weekends to pull everything together. We have to go through an approval process to take any course or other professional development. Then we have to report back to our district. The process is extremely repetitive. If we receive a good grade on a course why do we need to then explain again what we learned.	It would be one less stress. It would provide more hours to spend on student related activities.
Janna	Webb	It takes weeks (or longer) to complete the current relicensing process. To be quite honest, it is more of a time consuming process than a valuable experience. It has no impact on my teaching and student learning. If anything, it takes away from it because I'm so focused/worried/consumed with the entire process. The course work itself is what is valuable to my teaching and student learning.	It would be one less thing "on my plate" to worry about. As teachers, we have so many things that we try to balance, and this process takes an incredible amount of our time. I enjoy taking courses and I always come back from a course or workshop excited to share my findings with my students and colleagues. By only documenting credits and/or hours of professional learning, I would be able to focus on what is really important - providing a quality education to my students.

Scott	Pennington	Approximately 3 hours to complete the paper work and write the IPLP. There was value to my teaching in pursuing the 9 credits and the learning that took place there. There was little value to my teaching in writing the IPLP. The value-add to my teaching is experience in the classroom, some of the inservice activities provided by my school and pursuing the 9 credits.	It would be simpler and not impact the growth of my teaching.
Lisa	Goetz	I think it is beneficial to participate in professional development throughout the 7 years and reflect on our learning. This keeps us up to date which benefits our students.	It would be very beneficial to do it this way. I fully support this!
Marcus	Grace	I have served on the LSB and know for a fact that most teachers spend way too much time on this process. What the LSB is looking for / needs in order to approve a portfolio element is not well communicated, and thus teachers overdo their reflections and write-ups.	It would be very simple. Another comment: why is the duration of a license not in direct proportion to credits / professional hours? E.g. why not have a 6-year license with 6 crs, or a 9-year license with 9 crs?

Eileen	Siminger	<p>I was just relicensed last year and the process was much more streamlined than the last time I relicensed. Our LSB did not require us to spend hours putting together a separate portfolio as they did in the past. That was a huge waste of personal and professional time, in my opinion. Instead, they considered our reflective narratives on each professional experience to be evidence of our professional growth. The documentation that they had in their files then became our portfolio. This felt much more respectful of my time and the hours I had already put toward my professional growth.</p> <p>I do appreciate the requirement to include a reflective narrative with each activity that I completed toward my professional growth. This enabled me accurately assess whether or not the activity actually had any impact on my educational practice.</p>	It would certainly be easier and more streamlined.
Sharon	Sargent	It goes without saying that you are continually putting together your portfolio throughout the relicensure period. Then, once your license is up for renewal, it takes several weeks to make sure that everything is in order for the local Standards Board to review. This is stressful times ten. The process does not really inform my teaching because any course that I have taken and that is good, has already informed my teaching because I am using what I have learned.	It would certainly cut down on the amount of stress and the paper work that one is required to complete currently. In addition, one has to pick 3 goals for the current process. Sometimes, initiatives change in the employing district and teachers need to take coursework that the district thinks necessary, but it might not necessarily align with the previously selected goals. This then creates more stress. I can certainly understand not wanting teachers to take "fluff" courses, but I know I am constantly on the look-out for coursework that can help me in the classroom. I often pass on these courses because they don't go along with the goals that I have selected.

Stephanie	Lyons	Quite honestly I participate in whatever is available to me in my area and region with the thought that it will meet the requirements of my relicensing requirements. After 35 years of teaching I truly feel I know what I need more training on and what I don't. I have seen the cycle of the "newest trends" come and go and I look back on all the energy and time I put into each one, only to have it get replaced. This year we are having the professional development shoved down our throats and I don't like it! As far as time is concerned, it takes a lot more time to do all the paperwork, having it approved by a committee that only meets once a month and then have to jump through more hoops to get it approved is not effective use of my time. When the license renewal year arrives, waiting for the paperwork from the state, filling it out, sending it in, only to be told it was never received and going through the whole process again, well to say the least I am not a fan of this process.	It would certainly free up my time for the important tasks of working in my classroom and helping my students. With each group of students I have in class my teaching needs change. I am a professional educator and I know what I need help with and where to get that help. Being "locked in" to a professional development plan is frustrating and being told that all I have to do is submit an amendment which is another use of my time when I should be focused on the education of the students is very annoying.
Georgeann	Guy	I work on it for about 6 months, It hasn't made any impact on my teaching or students learning	It would certainly streamline the process and perhaps would push me to take courses, etc to better my pedagogy.
Lindsay	Meyer	It takes at least 20 minutes to write up each workshop/conference/course completed. Given that much professional development for teachers is 6 hours/1 day, this means that for the 135 hours required, it takes at least 20 hours. Attending workshops and taking courses impacts the quality of my teaching and my ability to teach to a diverse group of learners; regurgitating my learning for other professionals to sign off does not.	It would clear up valuable, already too limited time for planning instruction. Every minute we could get back would be another minute that could be spent planning for small groups or for interventions for struggling students or extensions for advanced students.

Richard	Meyer	The process as it stands now simply uses up people's time to "go through the hoops" so to speak. The actual process takes about 5 hours plus any meetings I attend that year for re-licensing.	It would decrease how much time I spend filling out forms that have no effect on how students learn. I will still benefit from taking classes and/or hours of professional learning.
Geoff	Murray		It would eliminate the bureaucratic paperwork which consumes many hours. Teachers grow and make changes from class to class, day to day, semester to semester, and year to year. They will continue to seek out conferences and classes to improve instruction regardless of paperwork. Professional development is ongoing. Keep the credit/hours requirement and eliminate the portfolio. Trust the professionals similar to other professions.
John	Swanson	I plan on taking a big chunk of Feb. vacation to work on it. Not to mention the time of documenting everything as it comes in over 7 years.	It would eliminate the IPLP that is never anything more than a waste of time.
Melissa	Palmer	I do not see how the current process improves my teaching. Plus, I find it very confusing which means it is time consuming.	It would encourage me to take more workshops that I already do. I do believe this would improve my teaching.
Dianne	Clouet	The current process requires many hours of paperwork when documenting course work taken, and many hours to write up the plan initially. Since the plan needs to follow a particular, scripted format, I always feel that I am rewriting the prompts to create a "new" IPLP. It has no relation to my teaching- for that I need to turn my attention to the Common Core and the Next Generation Science Standards, to the many curricula in place in my school, and also to the educational plans that are individualized for many of my students.	It would free me to focus on my tasks; planning my lessons in accordance with the appropriate guidelines, focusing on the diverse needs of my many students, and planning professional development that will meet my emerging needs as an educator.

Alice	Charkes	<p>15 hours to complete the process. It has no impact on my teaching and student learning; it is moving around a lot of paperwork (filling out forms, getting them approved, holding on to them, submitting narratives, projecting impact on student learning, looking through the Educator Standards to match work I'm doing, etc.)</p> <p>The re-licensure process is just jumping through hoops, and the hoop size and placement changes every 7 years, it seems.</p>	<p>It would free me up from the burden of shuffling paperwork.</p>
Jan	Epstein	<p>This current process is ridiculous. It is redundant, cumbersome, and in no way helps me become a better or more qualified teacher. What I need is more time to design units of study and streamline assessment with my grade level teachers.</p>	<p>It would free up a tremendous amount of time and alleviate a huge amount of stress and frustration. That time and energy could be spent on lesson planning or any number of more vital tasks that need to be completed.</p>
Nancy	Johnson	<p>It takes a lot of time to complete the process. In the past, I've used a personal day, weekends, vacations, and spent time during student teacher's solo time to organize all the information. This is time I could have used to work on my own lesson plans and prepare for teaching my students.</p>	<p>It would free up so much time! As stated above, this time could be spent preparing my lessons or even extending my learning through classes.</p> <p>As a side note, we could only pick one of the scenarios for relicensure, but either the 5 or 7 year is fine with me. Actually anything that removes the portfolio is fine with me!</p>

Patricia	Beda	It currently takes an inordinate amount of time. I have given up 3 to 4 days of vacation time (February break or April break) just to finalize the Portfolio; this does not include all the preliminary work throughout the cycle to keep all documents organized, clear and accessible. My goals in the classroom are clear to me no matter the IPDP; it has no bearing on student learning. My Professional Development has far more bearing on this, as does my time with my colleagues spent in PLC's and department meetings.	It would free up time and allow for perhaps a greater bandwidth of courses which we might pursue. As the process stands now, it is extremely redundant; by the time one is getting to the final categories, we are saying the same thing over and over again. I want more meaningful and relevant professional development and even more planning time with colleagues. This is what informs teaching.
Patty	Hathaway	I would continue trying to improve my teaching and knowledge base regardless of whether or not it was required by the license renewal process. I also reflect on my effectiveness every day. Completing the portfolio and writing goals takes me at least 16 hours to organize all of the documentation, write new goals, and write a reflective narrative.	It would free up time for designing and working on curriculum and interventions that could directly and immediately impact student learning.
Cheryl	Werner	The paper work time is wasteful.	It would free up very valuable time, while still requiring continued professional growth
Beverly	Foster	It takes a number of hours, both in getting together coursework and compiling the portfolio. I would say probably about 5 to 6 hours.	It would give me more time to concentrate on teaching.
Kristin	Burch	Much of it is beneficial...looking back and reflecting on work I have done and it's impact on my teaching. However, much of it is tedious paperwork.	It would give me more time to do the job I am licensed for, and take away the stress of producing a portfolio, that very few people see.

Scott	Bliss	<p>This takes many hours and has never done anything in the 20 years of my teaching experience to help or improve my teaching. It is a hoop that teachers are made to jump through that professionals in other areas of certification do not have to jump through. Almost all other certified areas of employment need to show a number of CEU's(continuing ed) and that is it.</p>	<p>It would give me more time to focus on doing things to improve my teaching rather than worrying about documenting every move I make so that I can put it in my portfolio. I want to do things that improve my teaching because it's the right thing to do not because I need credits to put in my portfolio. It's an amazing waste of time and has not ever helped me with my teaching in any way.</p>
Abbie	Bowker	<p>Hours and hours of reformatting and reflection. Many people-hours of triplicate documents that seem a waste both from a personnel standpoint and for the environment. Consider looking at other state models of electronic submission and reflection that can be streamlined and as effective.</p> <p>How the submission of reflection has helped is that it has made me consider annually my efforts toward reaching my goals and what I need to do differently to support my own learning and improve the learning of my students. I think 7 years between "turning in" this reflection is too long. Consider a yearly electronic submission of a brief reflection on goals/progress.</p>	<p>It would give me more time to focus on my teaching in that seventh year!!!</p>
Cynthia	Vallee	<p>Our standards board is very picky about our IPDPS it can take me 6-8 weeks of my spare time to get it in and get it approved.</p>	<p>It would give me more time to focus on teaching. It would make me feel more professional, since no other professionals have to do this.</p>

Heather	Lund	I found that the relicensing process to be interesting but very time consuming. It involves keeping track of all your paperwork from many in services, and classes over many years. I am not sure that creating binders for peer review and then state review is cost or time effective. Currently, we are using a computer program that keeps track of all classes and inservices that we do. Each class or inservice has to be excepted and reviewed by the principal. This could be sent to the Department of Education and quickly reviewed and excepted.	It would give us more time for teaching and planning.
Chris	Shaffer	In my opinion, I feel the relicensing process is a meaningless "check the box" that does not help my teaching. I am constantly changing my teaching to meet new standards and evolving student needs; a portfoliododges not drive this for me. I feel it distracts from my teaching by taking precious time and energy to complete this process that does not show the fluid evolution that tends to happen in the classroom from year to year, student population to student population or even changes in administrative ideas/school philosophies over that span of time.	It would greatly reduce time and reduce resource waste to prepare the portfolio allowing me to use these to improve my lessons and time in the classroom.

James	Nichols-Fleming	<p>It takes from 8-12 hours to prepare the portfolio, plus several hours over months to get it through the LSB.</p> <p>For me personally, it has little value. I would pursue professional development relevant to current issues affecting my teaching anyway. The IPDP and portfolio are overly complex and not really workable as living, meaningful reflections of professional growth. A simple summary and reflection back on one's growth over the relicensure period would be sufficient and straight forward.</p>	<p>It would just take away one bit of relatively worthless hoop jumping and allow me to focus energy on what my profession is supposed to be about - teaching children!</p>
Angela	Moulton	<p>It takes about 30 hours to complete the process, paperwork and submit all documents.</p> <p>The coursework is extremely valuable, but the ipdp itself is only a tiny bit valuable. It leads to some accountability, but the checkins in the interim are not done.</p>	<p>It would keep me current in terms of knowledge and experience in the field and would keep me invested in my job. I feel that this is an important aspect of any career. The IPDP feels cumbersome and is not valued in the day to day part of my teaching. Experiences and classwork enhances my performance as a teacher. Evaluations by my peers / principal also do the same. The IPDP does not.</p>
Marc-Andre	LaChance	<p>I work too hard to have to keep track of everything the portfolio requires. And once the portfolio is done, it sits in a cabinet and has no value.</p> <p>Make it super simple. Teachers should be aligning their relicensure with the goals of the school and the state.</p>	<p>It would keep the focus narrow and simple. Our work should be with students - not collecting a huge folder.</p>

Tamara	Lever	It takes days of time each year. Yearly meeting with Administration for review of goals and progress, review of documentation and reflect writings of the learning process. At the end of the three years, another meeting with Administration to re-review the same materials and a summary reflective writing. Additional time spent in filling out district paperwork to "justify" my need to attend workshops or courses. Then submission to the district office and even if all of the paperwork has been signed off on, I might still be refused to be submitted for recertification!	It would leave me more time to dedicate to putting to practice the information gained at the seminars, classes, etc that I have attended. As a professional, I do not feel the need to provide my administrator a reflective writing each year and an additional summary reflective writing. I know through daily practice, the areas I need improvement in and the direction I want my education to take. Teachers that are certified but are not currently working in a school district or private school are only required to submit documentation of credits and/or hours of professional learning to maintain their licensure, why as a practicing professional am I subject to a more stringent process?
Kenneth	Saxe	My last cycle took probably about 30 hours of preparation not including actually course work. Course work is of value, the process offers nothing; it feels like a paper-pushing exercise.	It would let me focus on teaching and professional improvement, rather than to worry about justifying my existence in a longwinded writing exercise. Completing the process was only a relief; it did not feel in any way that I had accomplished anything of value.
Christopher	Armstrong	There is no value on teaching and student learning with the current process.	It would make available more time and energy to provide better lessons and teaching for my students.
Karen	Heath	I always have way more than enough credits and professional development, but putting together the portfolio takes a good vacation week of time the year it is due.	It would make it easier, but would not require the reflection that doing a portfolio does. That reflection is very valuable.
Hope	Lakus	It took me many hours to complete and they have no value on my teaching or focus on professional development.	It would make it much easier. I then could spend those valuable hours where it actually mattered; planning for teaching my students.

Paula	Johnson	<p>I do not object to the length of years between licensing cycles nor the credits/hours required. I do not object to the DOE saying 3 credits or 45 hrs must be in a certain area. I do however object to the process. Writing an IPLP/IPDP does not make me a better teacher. Taking courses, workshops or seminars does however improve my classroom approach and strategies. I have always said that health care professionals do not have to go through the hoops we do to become certified. They take course/workshops and submit directly to their state officials for proof. They do not reflect, analyze or self-assess because it is unnecessary! The very fact that we take courses to try to get new ideas and improve is enough.</p>	<p>It would make life as a teacher far less stressful. There is enough stress without this. This has always seemed like a no brainer to me. The fact that we are going on line with the portfolio indicates to me that we may be headed in that direction but why not just go there now by simply submitting what we have done on line and so be it. NO IPLP!</p> <p>I am by the way Chair of our local LSB and I have always felt this way. Thank you Vermont NEA for initiating this!</p>
Frances	Kelley	<p>While I collected and documented workshops and courses taken along the way throughout my 7 year relicensure period, it took weeks/months to pull it altogether and write narratives. Much of it seemed redundant. I found it to be cumbersome and very time consuming. The process at first though, seemed valuable for me as a way to focus on areas of professional learning, but later became more of a process in accountability for the state.</p>	<p>It would make much more sense to just document credits/hours. It would definitely be less stressful.</p>

Kathleen	Lapan	<p>The process took me at least 7 hours the last time I completed it.</p> <p>The relicensing representative at my school spent a couple of hours of her time walking me through it. As a professional, I set career goals for myself. I discuss the goals and my progress with my principal a several times yearly. As a professional, I reflect on my teaching and student learning on a daily basis.</p>	<p>It would make my life less stressful. Why should teachers have to do more work on relicensure than other professionals? In my coursework and trainings, I am in constant dialogue with other teachers and looking for ways to improve my craft and help students. Our school meets weekly as a staff or part of a team and work as a professional learning community.</p>
Harriet	Wyman	<p>It took me mega hours to prepare a portfolio that had nothing to do with my teaching. It was paperwork and hoops to jump through. It was a document that that we asked each other how to fill out. If this document is true my about me, then I should be able to talk freely about my teaching and how it is progressing. I've taken courses that I thought would be beneficial to me...and after completing them, realized that they were of little value to me. Yet, in the portfolio, I was asked to tell about this class in a positive way... It just doesn't happen that way. The plans we are asked to make are not something I have ever gone back to look at. Once my relicensure is complete, I don't go back to look it.</p>	<p>It would make sense.</p>
Larry	Trombley	<p>The process is long, complicated and you are at the mercy of the head of the board in your school. The taking of the courses is usually very beneficial and enjoyable.</p>	<p>It would make the process a great deal less stressful, and time consuming.</p>

Lisa	Burton		It would make the relicensing process less time-consuming and allow me to focus on professional development opportunities that would enable me to improve my instruction. The current process takes valuable time and energy away from being able to serve students.
Scott	Noren	A conservative estimate would be at least eight hours to write up all the documentation for the previous IPDP, write and have approved a new IPDP and put together the portfolio. This does not include the time that my local standards board spends meeting on this in my district; that would be at least another eight hours. The current process does nothing to improve my teaching or student learning; it is just additional paper work. What improves my teaching and student learning is the professional development activities I do.	It would reduce the amount of time that I and my local standards board spend on paper work and allow us to focus more on teaching our students. As far as I can see all the State of Vermont is concerned about is the license fee and did we complete the required credit hours.
Jay	Harrington	The relicensing process on its own did not take very long. Organizing my portfolio, writing my reflection, and writing my new IPDP took a half day of work all together. This was spread out over a couple of weeks doing a bit of work here and there. The reflection helped me consider my strengths as an educator and writing an IPDP seemed reasonable for working on improving my practice.	It would reduce the stress that may be associated with the process. It would make the practice seem more professional and less subjective.

James	Clapp	The current process is very cumbersome. I don't feel the value to my students is great, because the plan seems out of date shortly after I've written it-- circumstances in education are changing way to fast! No one I know refers to their IPDP as a resource. Also, the current process also seems to me like too many people put too many requirements/ideas/formatting into the IPDP that we must present. It is a process that is fraught with too much fudging and backtracking to make it useful and current.	It would reduce the way we have to re-learn the process and the format and the requirements every seven years. It would allow me to focus on the areas I want to focus on for each endorsement, without having to go through the hoops the current system asks for.
Steve	Owens	Portfolios belong in the evaluation process, not in the relicensure process. The fact that they are in the relicensure process is an indication of how little faith the state has in the way SU's perform evaluations.	It would relieve me from hours of bullshit.
John	Bennett	It's an artificial constraint that adds an unnecessary level of stress.	It would remove the whole drawn out portfolio and presentation process.
Debora	KillKelley	It requires hours of time that could have been devoted to lesson planning for my classroom. This does not have value to my teaching or student learning. The kinds of things that are required do nothing to support my growth as a teacher.	It would require educators to stay current on best practices which would be beneficial to student learning. With current district PDP requirements in place there is no need for an IPDP. It is redundant and only results in more needless paperwork for teachers. The current demands in the teaching profession are such that the relicensing process needs to be as streamlined as possible. Teachers need their time to keep up with the demands of their classroom and provide high quality instruction.

Shawn	DuBois	The first couple of years I am awesome at putting my things together and starting the portfolio skeleton and organizing the book. It makes it easier preparing it right away for when you have to later add documentation to the portfolio or when you need to look at what you still need to complete. It is a huge time factor and I am on the fence about whether it is worth it or not. I would still take the classes, and I am not sure that having a group of my peers makes it more beneficial to me?!?	It would save a ton of time.
Marie	olson-badeau	I spent a whole summer off and on working on the portfolio. It is nice to document every thing bur if the principle evaluates you and knows your program then it isn't necessarily needed.	It would save alot of time.
June	Varricchione	It took me one full Saturday to gather and organize all my artifacts and evidence, and to write reflections for each goal and to format my presentation.. I had made sure I was collecting evidence during the entire seven years so I had a file full. Even so, it took a long time to sift through the material.	<p>It would save me a lot of time and stress.</p> <p>I love to take classes, do professional reading, and participate in workshops. My goal is always to stay up to date in my practice as any professional does.</p> <p>Reading a professional book that perhaps shows a different way to teach a unit, or taking a class that gives me new ideas to use in my classroom is exciting for me.</p> <p>After the class or workshop, my co-workers and I like to get together to discuss our new learning. We stretch and encourage one another.</p> <p>This far more valuable to me than spending hours collecting and putting together evidence and artifacts to present to my local LSB.</p>

Susan	Husk	It takes hours - and not a few of them - to collect and organize documentation of completion of classes, workshops, etc. (most of which has already been submitted to the school district when the class was taken) sometimes 6-7 years after completing the work to compile a portfolio of documentation. Putting the new learning into practice is what helps me to hone my skills and therefore increases student learning - NOT shuffling paperwork and decorating a portfolio.	It would save me a remarkable amount of time, that is better used serving students. I already: document for professional development time document for tuition payment/reimbursement document for LSB re-licensing credit document for column change (salary related issues) Seriously? This is not enough documentation????
Alex	Anthony	It is a lengthy and worthless process that does nothing to better me as a teacher!	It would save me a tremendous amount of time and hassle.
Natalie	Gaines	Basically, the way the older teachers taught me to complete this process, was to copy theirs because it takes so much time. Attending professional development and enrichment activities is no problem, it seems as though its the long drawn out and EXPENSIVE process of [preparing the IPDP.	It would save me lots of stress and time, something that isn't plentiful in our profession, especially for the teachers who are actually working hard with extra responsibilities.
Adam	Giles	I went through the re-licensing a few years ago so I'm not sure exactly how much time I spent, but I would estimate ten plus hours. I don't feel that it had any real value in my teaching or student learning. It was simply jumping through hoops.	It would save me the time and allow me to allocate that time toward planning or correcting, which has an actual impact on my teaching and student learning
Christopher	Altemose	It takes a lot of time to collect data, manage and organize that data, then compile it into a portfolio. This process becomes one that I despise and just try to get done because we already are very busy.	It would save me time and stress.

Jean	Pritchard	The last time I went through the relicensing process, it took hours to organize, update and write the IPDP. Over time the IPDP may change due to new professional learning and interests a teacher may wish to explore. The district I am in has a computer program that updates and saves all the professional development activities I take part in therefore, I do not feel an IPDP is needed anymore. Teachers are professionals who know the importance of keeping abreast of current learning strategies, curriculum and standards without having to write an IPDP or keep a binder of certificates to prove current knowledge and participation in Professional Learning opportunities.	It would save so much of my time. It would allow me to use my time productively, planning, assessing student work and working with colleagues.
Linda	King	5-6 hours Encourages me to evaluate my learning and articulate goals	It would save time
Marshall	Eddy	Several hours. No value	It would save time and make the whole process much more streamlined.
Wendy	Lynch	I do a short write-up for every wkshop/training that I do. Combine that w/filling out the form and collecting all the paperwork together I would have to say at least 1.5 hr per wkshop. In seven years that could be many trainings. Time spent organizing paperwork and portfolio just before presenting would have to be about 5 hrs. While I feel that some of the wkshops I go to are relevant to my teaching, the organizational piece to a portfolio is not.	It would save time and not take away from my professional responsibilities.....students and classroom prep.
Nancy	Pejouhy	I consider the IPDP portion of the re-licensing process to be irrelevant. I believe the professional learning component to be the most beneficial part of the process.	It would save time and paperwork.

Chelsea	Turley	It took me one day (approximately 10 hours) to write up the IPDP I did last year. It does not at all impact how I teach. Although I think there should be some way to show that you are invested in and improving your own teaching, the current IPDP does not necessarily do that.	It would save time of creating the portfolio that is only a burden to complete and does not reflect student learning. I still think we should have to have a letter from our administrator saying that we should be able to get another license. I also believe that there should be requirements about what TYPE of credits or professional learning is required for relicensure (a variety of practice and discipline).
Rebecca	Martell	It takes several hours to complete and does not help me teach. I reflect on my teaching constantly throughout the year. I am always working to improve. This process is just a formality for me.	it would save valuable planning/ prep time.
Mary	Tierney	It takes many hours (40+) to complete the current relicensing process and it really has no value on my teaching and student learning. I would take courses and workshops to enrich my teaching and reflect on my teaching without this process. In fact , I think that it has a negative impact as it takes away time that I could be lesson planning or planning with colleagues.	It would save valuable time needed to plan and improve curricula. It would be nice to be treated as other professionals.
Heather	Weeks	I find that reflecting on my teaching using the goals I set at a local level (our yearly goals) has more of an impact on my teaching than the requirements for relicensure.	It would show that I am staying current in my profession and the time spent trying to align the CCSS, an IPDP, a school action plan, KUD's, Power Standards, and yearly goals would be less cumbersome. The more time I can spend planning my units/lessons, collaborate with teachers, and have time for cocurricular activities helps build our community and directly benefits our student learning.
roger	maynard	It takes considerable time and is not of much value	It would simplify the process.

Stephen	Carey	<p>The last time around, I started a year in advance and I timed how long it took me from start to finish...it took me 32 hours. Yes, I am a slow (but thorough) worker and I may attend too much to detail, but in all, I feel it was time worth spent for my personal records and documentation of my career only. The procedure had no effect whatsoever on my teaching practice except that it was time that I would much rather have used to develop curriculum for direct application in my classes.</p> <p>I remember commenting to my colleagues that information from the state about the recertification process blossomed from a few pages to hundreds of pages since my last portfolio. It took me many hours to review the information and find the one or two important pages that had direct relevance.</p>	It would streamline the process and for teachers who are too busy all the time, this would help.
Richard	Mallon	<p>The process sucks up too much time that I could devote to my teaching, or to my family. I have avoided PD due to the time required to fill out the paperwork and prove to the standards board committee that I am working to improve my teaching. I attended a LSB meeting to be rejected because I didn't have my i's dotted and t's crossed. It was probably one of the only times I became angry and lashed out at a colleague because of the process. Definitely not a positive experience for anyone.</p>	It would streamline the process, making the process much easier to follow and complete. It would allow me to build time through workshops that provide for more knowledge/skill building than some graduate courses I have had to sit through.
Gerald	Bonsall	<p>Much of the time is spent in simply assembling the portfolio. The IPDP process itself is not critical when it comes to improving student learning. What is important is that teachers are able to choose professional development activities that are meaningful.</p>	It would streamline the process. Why would I take classes that are of little or no educational benefit? I don't see how it could be demonstrated that writing up how a class has benefitted students actually benefits students.

Amy	Panetta	The process took many hours, over many days, to complete. It felt false in that I just made ways for my classes to connect to my IPDP. It had no value. I am a professional and always take useful classes which help my teaching, as well as district workshops. It is a waste of time to document for the state how the classes connect.	It would take a lot less time and effort to put together a portfolio which is used solely for relicensing. It would save me much time and angst, which I already put into my teaching! I could focus more on taking classes that are useful and not look for classes that would fit my IPDP.
Katherine	Wolff	It took me about 10 hours to document my learning experiences, and about 10 hours to write and re-write my goals. I feel that my goals reflect my personal learning needs, but I think it would have been very easy for me to write less ambitious goals that would have been rubber stamped by my re-licensing board.	It would take far less time, and be far more efficient. I suspect, given conversations I had with colleagues around the time when I was completing my IPDP, that many many many of my professional peers already write "goals" that essentially state that they will document credits and professional learning, then go through a lengthy review process and rubber stamping bureaucracy that could be eliminated if the expectations were simply that all teachers would continue to attend professional learning experiences and document them. In addition, our district offers and requires that I attend professional learning experiences that are quiet helpful and informative, but don't always match my IPDP goals. In a streamlined process, I could still count those hours of professional learning even though they weren't aligned directly with my specific goals.
Amy	Black	It takes several hours to complete the current re-licensing process, unfortunately this process has not be super valuable in my role as school nurse. Creating the goals seems redundant as we need to develop goals on a yearly basis for our annual supervision/evaluation process. Our annual goals seem to reflect more accurately what our current needs are within our schools and directly effects our roles.	It would take less time and I feel like the credits I took could be more flexible, not so focused on my IPDP goals. If a class or conference opened up that supported my role as school nurse, but did not fit my goals I may decide not to take it and wait for one that might fit into my goals better. Without the IPDP goal process, I could choose to take any class that fit my role.

Lori	Olsen	I feel it's important to document the credits/hours of professional learning but the IPDP process is mostly just jargon that takes up a lot of unnecessary time.	It would take less time to meet the relicensing requirements and that time could be better spent servicing kids and families.
Ellen	Hsieh	I think that as a professional educator I am responsible for my professional development. I work on my goals and portfolio gradually throughout the 7 year cycle. Because I am on my local LSB I am familiar with the current relicensing process and it doesn't take me long to put my portfolio together. I find the current method of relicensing to be helpful in that it keeps me focused on specific goals that are attainable in the seven year cycle. This timetable gives me the time to attend various professional development activities and turn them into lesson plans for my students. I then have the time to assess and make adjustments to improve my students learning. The way the system is set up now provides backups for teachers who may have lost their paperwork. I'm afraid that the move to computerized relicensing will create many more headaches and problems than it solves.	It would take me less time to be sure and require a lot less paper, but I know I would still be doing the work I need to do. I worry that that might not be the case for all teachers. The way things are now all teachers are held to the same standards. They have to set and meet standards and specific goals and there is an LSB to guarantee that they do. That kind of oversight holds teachers to a higher level of professionalism and I think that's a good thing.
Erik	Remsen	Relicensing has little value on my teaching and learning (it feels like busy work: required, but unconnected to learning) and it takes several hours to complete.	It would tie relicensing to actual teaching and learning, which would be a benefit. It would no longer be just another hoop to jump through. However, simply documenting credits is not enough either. I'm not a qualified teacher simply because I rack up enough credits or put together a pretty looking portfolio. There should be some sort of peer or administrative review. Somebody should see me teach (several times even) before I'm granted a new license.

Sarah	Read	To be honest, I actually have not gone through the entire cycle of the relicensing process (will be in 4 years). However, I've created my IPDP, which took a significant amount of time. I've already changed one of my goals as I had found that the science goal that I had created didn't even go along with the current curriculum. It's a little frustrating when standards changed and you find your goals are not always appropriate. I feel I'm pretty update with the standards and school initiatives that I don't find that my IPDP/portfolio will have any value in my teaching or student learning. However, I could see how for some teachers who have been teaching a while and are sometimes set in their ways it may help with their teaching.	It's a great to show how you've continued to grow as an educator, having opportunities and time for collaborating with teachers, and keeping up with best practices within the education field. Taking courses/workshops is much more meaningful and helpful to me as an educator than trying to find evidence for a goal I created 7 years ago.
Mary	Farrell	Since to me the process is ongoing, i.e., documenting everything relevant to my goals, taking the necessary coursework or attending workshops, it's difficult to determine the amount of time it takes. What I do find to be the difficult part is the subjectiveness of those on the committee, sometimes being so nit picking that it sours the process. More times than I'd like to be aware of, colleagues with very similiar porfolios had very different experiences, those that had friends on the committee usually made it through on the first run, the others had to jump through several hoops and resubmit several times prior to getting approval.	It's be a lot easier as it's clear. The current process just isn't objective.
Jeff	Lavin	It is so bad, I have heard from several teachers who are planning their retirement around it...	It's too late for me, but I would like to see my colleagues avoid this absurdity.

paulette	staats	It is an unnecessary waste of time.	Just as other licensed professionals benefit - by improving my skills and staying current with those initiatives instituted by the teacher's district.
derek	bartlett	It takes an incredible amount of time and effort to put together the portfolio for the relicensing meeting with the local board. This is time that could be better spent on planning and preparation which has more of a direct impact on student learning. Obviously professional development is extremely important, however the relicensing process is matter of "jumping through hoops".	<p>Just having to provide documentation of credits/hours accumulated over a 7 year period would be amazing and very much welcomed. It would instantly alleviate the undo stress of having to put a portfolio together. The time and energy(for creating a portfolio) certainly would be allocated in areas that would be more beneficial to students.</p> <p>I truly appreciate the opportunity to weigh in on this and to know that that the relicensing process is being evaluated!</p>
Tonya	Darby	Honestly, I am procrastinating on my work to relicense this year because it is so time-intensive and I'd much rather devote those hours to work that directly impacts my teaching TODAY. As an already reflective educator, I am constantly reviewing lessons, discussing with colleagues and improving my professional practice on a daily basis in order to give my students the best I have to offer as an educator. The hoops of relicensure take time away from those valuable opportunities.	<p>Just yesterday, I had a conversation with my colleagues about a masters level course that I found to be one of the most beneficial to my teaching practice in the classroom. However, they were BOTH hesitant to take the course (despite recommendations from many others) because it didn't directly relate to their IPDP plans which were written years ago.</p> <p>We are in a constantly changing field -- changes from the federal government, changes from our state government, technological advances and changes in our student population. To be hemmed in my a relicensure process that makes "changing with the times" a roadblock hinders professional educators from making decisions to impact their practice and to meet these new challenges face-to-face.</p>

Lisa	O'Connor	The process is somewhat of a contrived paper shuffle. Of course educators have goals, but they often change over time, and are sometimes short term. I, personally, get no value in the IPDP process. If anything, it takes away time I could be working with and for students directly.	Learning takes place in courses and workshops! Having flexibility to sign up for professional development that looks interesting, and as it becomes available, allows for more authentic, differentiated learning. The IPDP process seems to restrict opportunities, and stifle genuine interest.
Allyson	Archacki	For my area of discipline (PE/Health) it is sometimes hard to find professional development/courses specifically related to my areas of teaching.	Less meetings to go through how to create the portfolio to showcase the documentation. A little less paper work to create all that above!
Myles	Chater	Just the process - ie Paperwork, reflection, goals etc = 30 hours collectively	Less reflection = less time(the benefit) - In the big picture I do not think that it would benefit me as a professional to be excused from the reflection process. I am not sure that the IPDP is the most beneficial aspect of the re-licensing process.
Tami	Munford	It takes countless hours and frustration. The only effect it has on my teaching is negative because it takes away from student time!	Less stress in an extremely stressful profession!
Kathleen	Howley	To complete the current process we met as a group for one hour weekly (Sept-March). I personally spent many hours on weekends getting everything ready to submit. This process had no value on my teaching or student learning. It is unnecessary busy work. It cut into my time to prepare for my students. I am married to a professional engineer who relicenses by paying the money and filling in one simple sheet of short answer questions.	Less stress in our lives. We already have enough. This is the system we use to have, and it worked fine. We can be our own worst enemy.
Richard	Fuller	Takes me about 50 hours for documentation. Just a time sucked that takes away from always needed planning time	Less stress when license is due!

Kathleen	Reynolds	Originally it took a long time, then when I was on the licensing board I understood it more fully and came to see the value of the process.	Less thought would go into it.
Carol	Bick	The process has taken me up to 2 months to gather data, explain how i met my old goals and write new ones. This process has had little or no value in my teaching or student learning.	Less time organizing the portfolio and more time dedicated to planning lessons, reading books and articles and other research that would directly benefit students.
Cristin	Milks	Maybe 30 hours. I can not see that it does much to impact my teaching. It is valuable as a chance to reflect on what I've done. I do feel like my work has been closely aligned to my IPDP goals, but I would still be doing that work even if I didn't have an IPDP or portfolio.	Less time spent on documentation for documentation's sake.
Cheryl	Kissel		Less time spent on paperwork = more time spent on things that benefit students.
Bob	Bruttomesso	Rough guess... 20-40 hours	Less time spent, more trust. Question not asked....the current process forces reflection which is good. Perhaps other professions need it. Reason not happy with current system is due to 1.5 year slow/delayed/mishandled internet relicensing option. Embarrassed for the state...
Ted	Schaft	lots, none	let all teachers be evaluated by principals/administrators. Fire them if they don't do their job.
Brett	Walker		Licensing should be about showing that you have the continued education not by writing goals. If you took enough credits like it says you should be re-certified. Getting your IPDP kicked back for grammar or goals that the "committee" doesn't like is a waste of my time.

dave	slivka	The time it took me to fill out the paperwork was crazy and worthless. It did nothing to help me as a professional teacher. Total waste of time. If you talk to teachers in private, most would agree with me but many feel they can't say it.	Like back in 1980, take the courses and send it it and you get the license. All the evaluating where you are and where you are going is a worthless activity.
Shelia	Mckennerney	First the required hours take that much time the required paper work about six hours. The process has almost no impact on my teaching.	Local the portfolio process does little to improve me my day to day work.
Marilyn	Friberg	In the environment I work in it is almost impossible not to have the equivalent of 9 credits in a 7 year period just by being part of ongoing school initiatives. All of this work is tracked for us. The additional time it takes to document and shuffle papers to prepare a pristine portfolio is overload. My guess would be it took me 10 - 15 hours last time I recertified. I gained no new insights into my teaching during this process. We write/update yearly goals which include personal professional goals already, again tracked and approved for us.	Lots of time saved, no duplication of goal writing.
Aron	Merrill	Creating an IPDIP with 7 year goals makes little sense. Many changes can occur over that period that can make a goal made early on irrelevant later in the 7 year span. Making and setting goals is valuable, but it is already done with my supervisors and school evaluations. The current process is time consuming and feels disconnected to what I am doing to advance myself professionally and for my school.	Maintaining my license by taking relevant professional development/course work is important. The professional development that I do must be approved by my building principal. There is no need to further complicate the process. It would save me valuable time not to have to repeat similar steps, goal setting, and documentation of work for multiple parties.
Stan	Williams	To be honest, these are put together at the last minute, besides the building rep, nobody really looks at it...and once it is over, they are put away to gather dust.	Maintaining the credit requirement would still keep the best part of the system...making sure teachers were continuing their PD work.

Carolyn	Ray	it takes a significant amount of time to re- new plus all the documentation-- on top of a demanding work load. Change would be great and really make a difference in our profession.	make it more focused and intentional.
Gerry	Whitaker	<p>Time is hours on hours worth of organizing and writing.</p> <p>The value is small as we all change our focus in today's climate so quickly, or are required to as well. I am driven to address tech use in the classroom to better prepare my students for their futures. And this doesn't reflect what was my need 7yrs ago at all.</p> <p>With the advent of Common Core it's the "new favor" for educators to have to adopt in their work now,(or at least for the next 5 yrs) the current system is antiquated in it's approach and methods. However there is a real fear of the requirement for teachers to HAVE to attempt the on-line IPDP fiasco that was required 7yrs ago.</p>	More avail time to prepare and address the true needs of my students, parents and school.
Paul	Doiron	The process of compiling my portfolio was approx. 12 hours, the relicensing hours were very beneficial. The portfolio was a benefit to self evaluation and reflection.	More time available to work on class prep and teaching materials
Krystina	Fernandez		More time focused on learning and putting what I have learned into practice, less time documenting what and how I have done that.
Yolanda	McDowell	The current way of doing it does not improve my teaching and student learning at all. It is very time consuming, and if one little mistake is made it seems like it takes forever to fix it to get it approved.	More time focusing on learning and teaching and less time filling out pointless paperwork.
BRIAN	HOFFMAN	No value I see. It is time AWAY from teaching duties.	More time for students.

Jim	Price	An excessive amount of paperwork that actually and respectfully takes time away from my teaching duties. Value was really with the classes not the documentation to submit to the local standards board for approval and then submit again to the state.	More time spent improving my best practices and ultimately student learning.
Jacqueline	Kohler	I have never seen a portfolio inform learning. Taking classes informs my learning. Filling out all the paperwork is just time away from planning for students.	More time spent planning for students!
Karin	Ward	<p>The first time I presented my IPDP, the man in the back fell asleep. I was so frustrated and really deflated. The second time I didn't have all the pieces prepared, and we just out together a few documents on lined notebook paper.</p> <p>Both experiences were dramatically different than other colleagues, who had one LSB say, "this is just logistics, sign here, you're fine" And another who told me about the tiny details that were analyzed.</p> <p>The process is poorly outlined and very inconsistent. Not a good use of my time.</p>	<p>More time to actually focus on my learning and my teaching.</p> <p>Less time running around collecting data for 7 years . . . with hopes that our school district doesn't change assessment programs.</p> <p>Would show trust in us as professionals.</p>
Marc	Thomas	That is difficult to say - when there is some additional time in my day, I work on organizing the required documentation - that being said, the process is completed over the year relicensing..	More time to complete daily educational tasks.

Laura	Dyer	The school already has goals and action plans for us so we are spending a great deal of time preparing goals and showing evidence when we already are meeting the requirements and the school is following up on that and requiring us to follow the action plan of eh school. We are spending time prepping portfolio/preparation which takes directly away from our teacher prep time...	More time to do our job! Not enough hours in the day as it is...
Jensen	Welch		More time to focus on my job of actually teaching!
Andrea	Wheeland	It has been confusing to me since moving to Vermont the disconnect between education masters programs and licensing.	More time to focus on student need and PD that is most relevant to me.
Lisa	Basille	It takes many hours and is of little value.	More time to focus on teaching!
Julie	Rogers	Having gone through the process 1 year ago I would estimate that it took me 40 - 50 hours over 2 months to complete my portfolio and new plan. I was astonished by how much professional development work I completed as well as the number of projects and initiatives I worked on for my school. Eight years ago when I completed my portfolio I felt as if the process gave me direction for the next 7 years. However this time around my district is fully engulfed in the common core, math best practices, Lucy Calkins Writers Workshop, and 21st century technology so the path I am to follow has been predetermined. It's all good and I'm excited. Just didn't need to make a plan to follow this path.	More time to spend on district initiatives and my own classroom and school.

Mary	Gemignani	No value whatsoever. I can't begin to tell you how long it take....30-40 hours?	<p>More time to spend on planning for lessons and spending with children.</p> <p>Less stress.</p> <p>More time to actually take classes.</p> <p>I applaud this initiative. This really needs to change.</p>
Carolyn	Adams	VT teachers have one of the most rigorous relicensing procedures of ANY profession. Each revision of the relicensing process becomes more cumbersome, and it changes every few years- more than once during a cycle, making keeping up with the requirements time consuming and difficult. It takes valuable time and energy away from teaching. I do not feel that it improves my teaching practice. That area is covered far more comprehensively by regular school evaluations. I feel that the current relicensing procedure is more about justifying employment of Dept. of Ed people than improving teaching in Vt.	More time to spend on things that actually improve my classroom practice. Less paperwork is generally a good thing, and it seems that we have more of it every year.
Donna	Waelter	It usually takes me several months of working with my portfolio to prepare for the IPDP review/update, after I've already submitted several hours of paperwork and meetings to defend my requests for approval.	More time to teach, plan, and engage in professional development!
Mary	Mallon	<p>I took a personal day from school to work on my portfolio the last time it came due. But that was just the final put together, I spent 16-20 hours doing the paper work and conferencing with the Local Standards Board.</p> <p>That is all besides taking the course work, doing the projects, readings etc.</p>	More time with my family or preparing lessons/units of study.

Jeff	Thomas	Too much time to do the paper work involved. The course work is important to improve teacher-student learning, but the time spent with the relicensing is not.	More time with students, and learning and less time on the portfolio and paperwork.
Suzanne	Klinefelter	I taught elementary school for 31 years full time and 3 years part-time, and currently hold a Retired Teacher's license. The last time I did my license renewal, (2000), it was for 7 years, with an IPDP. It took me many many hours to complete, including a huge chunk of my February vacation that year. I resented the time lost that I needed for family and classroom planning. I was proud of the document when it was done, but received no personal feedback, and it sits on a shelf to this day.	Most of my professional career was under the previous system which did not require a portfolio. I think any of the options in the last question would work, but I think every 3 years would keep people more current, instead of waiting to the last minute, or finishing in the first 2 years and then doing nothing for 5 years. I do support the idea of taking coursework as opposed to "recertification credits" which were not really new learning, but credit for extra work. The time in a course is important learning, the rest of my time should be spent on my classroom planning, family, and health.
Beth	Larsen	If one does not keep a current portfolio it can take hours to put all professional development documentation into the proscribed order. Most people do not think about organization until they are up for renewal. It is extremely time consuming. The process has virtually no positive impact on my teaching.	Most other professionals merely have to send certificates to their Board. They are considered to be professionals who are competent to know and understand what they need to continue relicensure. Only teachers are treated like moronic children who have to be led to the proper activities and made to jump through hoops to get recertified. This process is not a productive one. However, given some superintendents tendency to micro-manage, this process is better than the prior one of having the superintendent in total charge of recertification.

Janet	Noskey	I'm not sure when or where I expressed my dissatisfaction with the current re-licensure process but I'll take your word for it. Doing the IPDP was time-consuming and didn't seem to have a significant impact on my professional development. It was just an exercise in making the plan fit the professional development activities, not the other way around.	Most people know what they need to do to stay current in their field of expertise, so I'd be fine with documenting the credits/hours of learning. The rest is often busy work that doesn't add or subtract from our qualifications- it's just a required exercise we comply with to complete the task. Keeping it as streamlined and to the point as possible seems like a prudent thing to do.
John	Viau	The time is not bad if you stay on top of it. I start the recording process right after I get the new seven year approval. However I'm not sure how's much value is added to my learning or teaching.	My biggest complaint about the current process is getting my information back not approved simply because it is not in the constantly moving target of what format the board would like to see my information set up in. I have done the process three times now and the process and IPDP format have been different each time. This has nothing to do with my learning or teaching it is just a templet someone wants to see everyone's stuff in.
Suzanne	Bader	This time consuming process takes days to complete with no value to me. It takes away the precious little time I have for planning my lessons to improve student learning.	My focus would return to preparing lessons that benefit my students.
Katie	Antos-Ketcham		My school has a similar evaluation process as the IPDP, which basically renders the IPDP process redundant.

Joy	Peterson	<p>The re licensing process is cumbersome. I find myself tweaking things to fit into old goals, when my current professional development work doesn't fit. The process takes a HUGE amount of time, and I see little if any benefits to student learning and achievement. My work as a teacher changes yearly, if not monthly. Trying to match work to old goals just doesn't make sense. Spending dozens of hours on a portfolio which is shared with colleagues for 20 minutes just feels like time that could be better spent planning and working with students.</p>	<p>My students and I would all have more time to work on meaningful, relevant curriculum and assessment.</p>
Patricia	McLaughlin	<p>I cannot even begin to count the hours involved in the current process. I feel that it is like "jumping through hoops" in order to keep our licenses rather than improving teaching and student learning. Our focus should be on improving student learning, yet the relicensing process consumes so much of a teacher's time that it is difficult to make this a priority during the relicensing year. I have spent summer vacation time as well as winter break and several weekends trying to write goals, complete activity sheets, etc. I wouldn't mind so much if I thought that my efforts improved my teaching or student learning, but I honestly don't believe that there is any correlation. We do not need a portfolio process in order to meet school or district educational goals! Let us be the professionals that we are proud to be!</p>	<p>My students and I would benefit from this process because my time would be better utilized in focusing on student learning and in making the shift to the Common Core. The hours and hours spent on an IPDP could be put to better use. As teachers, we have so much on our plate already. I feel that it would be a wise decision to change the current relicensing process to the documentation of credits and/or hours of professional learning. We demonstrate our competence every day in the classroom and the current process does not improve teacher performance in my book! Please let us continue to do our jobs as professionals without the added stress of the IPDP process!</p>

Teresa	Piette	Due to a change in position from elementary to middle school and activation of a Level 1 licensure 11 years into my career, I went through recertification IPDP processes three times in my next 7 years. I've since gone through it again. I spent the equivalent of about three work weeks in all (120 hours) developing, amending, seeking approval, and reviewing my new IPDP goals and objectives, and evidencing and reflecting on my past goals. Unfortunately, the biggest effect it had on my students was negative in that I lost valuable lesson planning time to the IPDP process, all which had to be done during the course of each school year to adequately evidence and reflect on goals that couldn't be met during the summer.	My teaching and students would benefit from this change in that I wouldn't be obliged to reflect back on 7 years of teaching during the course of one year to meet goals I had set 7 years prior and that may or may not still apply to my current position and status in teaching. This would allow me to continue pursuing best practices for my classroom without the burden of past practices documentation.
Amelia	Menut Duffy	The current licensure process takes away from my instructional time with children and causes me undue anxiety about my credibility as an educator. I am currently working as a high school literacy interventionist but am a licensed English teacher. There is obviously some overlap in the skills necessary to perform in either position. The reality though, is that my colleagues with similar content licenses are ill prepared to reach students who need foundational literacy skills in their content classes. Rather than IPLP time, it would be in the best interest of students if teachers were able to address their own personalized professional development based on job requirements identified by their specific school-based or job-based demands.	My time and educational creativity would be spent focused on staying current in my field and the accountability to ensure professional credibility might be part of a school action plan rather than state-demand. In this way, professionals would still be responsible to their professional learning communities and could individualize continued learning - the same expectation we have for our students - and our teaching.
Julie	Lannen	I spend a few hours each year on the licensing process. Then every seven years, I spend at least twenty hours on it when my IPLP is due.	My time could then be spent on preparing for teaching instead, which makes more sense.

David	Bain	<p>Some of the college classes and the Masters' program I was involved in helped. The education I received from Marlboro College allowed me to apply for the new On-Line Teaching Endorsement. I'll be one of only a handful of Vermont teachers with that particular endorsement.</p> <p>I'm a better on-line teacher because of it.</p>	<p>New On-line Teaching endorsement is on the way (takes 14-20 weeks to get it!) State has been working on this endorsement for more than two years. Very slow process!</p> <p>Credits are easy to document with local standards board. Keeping track and getting 45 hours of PD is a logistical nightmare. Can't think of a more effective way perhaps on-line and electronically.</p>
Cherrie	Torrey	<p>It is a collection of my course work, that improves my teaching, not the collection of the artifacts. The paper portfolio is cumbersome. We are moving to an eportfolio, that will be much easier, if you do it annually.</p>	no idea
Debra	Tanneberger	<p>I try to make sure I keep myself very organized for the relicensing process. My organization thereby helps me through the process fairly quickly. I don't feel the portfolio has any effect on my teaching however. I feel I'm professional enough to improve my own teaching without the requirement of a portfolio over my head.</p>	<p>No longer spending time on a portfolio would give me more time to work on improving lessons in my classroom.</p>

Barbara	Barbour	<p>I am a retired teacher. During the final year of my Professional license, I applied for a retired teacher license. I sent all of my materials in in April. When I hadn't heard anything in May I emailed the office and was told I needed 135 credits. I explained that I didn't because I was applying for a retired license. When I didn't get my license in June, I called the office and again was told that I needed 135 credits. It was not until July 26th that the person in the office realized that I was retired. At that point I was given 10 days to get two credits or use alternative/activity-based credits. The only activity, 14 years of restorative justice activities, that applied was not appropriate for elementary endorsement. Then I was told I'd have to work to get my Level !! license back in order to get my retired license. It was a very, very sad process and result.</p>	No.
Dianne	Hubbard	<p>I am a school nurse, (for 20yrs), and I strongly agree with requirements for ongoing education. However, the relicensing process,with the portfolio, etc. is just another bunch of hoops to make people jump through, and take up a lot of precious time.</p>	Not having a bunch of hoops and tons of time to get the portfolio together would allow all of us to use our time doing our jobs.
Harvie	Porter		Not having as many forms to push or create would be beneficial.

Sonja	Burbank	<p>It is difficult to give an exact time for how long the process takes as there is thought time and work time, and I don't distinguish between the two. Actual, work time could be estimated between 10 to 20 hours, but think time would up that. As far as the value to my teaching and student learning, I would say none. I am not motivated by the process to improve my skills, but instead I am motivated to become a better teacher through my dedication and desire to do my best for my students. The re-licensure process actually is a hindrance, an unnecessary have-to that adds no value to my teaching, busy work that takes away time from my planning.</p>	<p>Not having to go through the present re-licensure process would free up time to plan, reflect, and actually do things that would improve my teaching and student learning, not just doing busy work for the sake of the process.</p>
John	Madden	<p>I really like the reflective nature of the IPDP portfolio work - however it is daunting. I wish it required a two page essay on how my learning is impacting student outcomes. I strongly believe that our process needs to include reflection, not just paperwork.</p>	<p>not much... it needs reflection. Just not as much as the portfolio requires...</p>
Martin	Etzler	<p>The last time I went through the re-licensing procedure it took time and energy AWAY from my students and their learning. The process was a basic waste of paper and time. Good and well-designed college courses and workshops have given me many more tools than coming up with specific and limiting goals for learning. I take courses at Villanova, which are focused on my teaching and what I can do for the students. No other state (I work closely with teachers from NY, NJ, and PA) have anything resembling the paperwork involved.</p>	<p>Not only should the re-licensing procedure be based on professional learning, but the cost should be drastically reduced. To ask a teacher that accepts lower pay for their educational level to pay on the level of a doctor or lawyer is absurd. When the rate was raised from a minimal fee to the scale that it is now, the only reason provided by the state was "because we can." Doctors and lawyers pay more and so should the teachers...</p>

Jason	Robtoy	The current relicensing process is unnecessarily cumbersome. Most teachers constantly strive for improvement and we enjoy taking classes. Filling out reams of paperwork is unnecessary.	Not only would this streamline the relicensing process, but it would relieve stress at different points in my relicensing cycle. My time should be spent planning, assessing, or teaching, not filling out paperwork or rewriting verbose goal statements.
Julie	Burns	With the gathering of documents and putting it in the form that is required, it is easily over 20 hours of work. This has little value to me as it just has me restate what I have done in the classes I have taken. This is time that I could be spending preparing for my students!	Not spending time on a document that does not exist for me after I have finished it.
Jennifer	Dattoli	I find that having to align my credits or hours to the standards for teachers to be valuable. It allows for my professional reflection and reaffirms my early passions for teaching. However it takes too much time to demonstrate this if you hold multiple endorsements.	Not sure. I think I would like the idea if the process were to be simplified.
william	von gillern	Takes valuable time that I DO NOT have to go through a process that has no value and does not add anything to my skills as a teacher. to my	Now that we teachers are supposedly held to a higher standard, let's have the same requirements as other licensed professionals instead of the nonsense we have now.
Timothy	Duvernoy	There is value in the process of creating and organizing your portfolio as it requires deliberate reflection of your teaching process and practice. However, the time it takes and format of the current process is not equal to the benefit of doing it. I would suggest revising the format. Documenting progress towards personal professional goals could be down in a much more streamlined way. An online portfolio format might be an option.	Obviously the time factor would be a benefit. I wouldn't have to spend the hours on the portfolio and could hopefully put those hours towards more meaningful work that will directly benefit my students. However, I do think reflecting on the work we do is an important part of the relicensing process.

Laura	King	<p>I am an NBCT and a member of our local board. While I do not care for the current design of relicensing, I do think that a reflective process documenting professional growth is critical for completing a learning cycle. As a nationally certified teacher, every ten years I basically complete four entries in response to prompts that require me to describe evidence of my professional growth, analyze how my enhanced skills have benefitted students, and reflect on my effectiveness. I like how the focus is on what has been achieved. The wIPLP feels like a bit of fiction - as it tries to map out seven years. It doesn't take me very long to write one (maybe three hours) - but the plan is projecting forward vs. backward. I prefer describing/analyzing/reflecting on professional accomplishments achieved.</p>	<p>Obviously this would help.</p>
Patricia	Hunt	<p>My teaching license expires in June. To prepare the documents needed to complete the relicensing process this year (final approval forms for 180 hours of professional development and a reflective statement of how each activity was applicable to my IPDP goals, highlighting new learning and/or improved practice; a reflection of my last seven years of teaching; compilation of a portfolio; creation of a new IPDP/ IPLP; and state paperwork), it will take me an estimated 40-50 hours. I don't believe that any of this is at all valuable to my teaching or student learning.</p>	<p>Obviously, if only documentation of credits and/or hours of professional learning was required for relicensing, the time spent on preparing the various documents currently required to complete the relicensing process could be spent on activities that would be valuable to my teaching and student learning.</p>

James	Pape	<p>The licensing process has no bearing on my ability to teach, evaluate or consult about student learning. I do like the requirement to complete continuing education.</p> <p>Please note that if the length of the license is decreased, a concomitant decrease in the fee must also be implemented.</p>	<p>Obviously, it would save time, resources and headaches, and allow more time to do my job or take continuing education credits. for the record, I have rarely contacted licensing and gotten an understandable answer to my question without needing further interpretation or translation. In fact, sometimes I've gotten contradictory answers to the same question within the same email string. More than the IPDP needs reforming.</p>
Karen	Budde	<p>I spend about a half hour every semester updating my LSB Google site. I write up my paragraph, fill out my approval form, and scan my certificate/transcript.</p>	<p>Oh, that would be way easier!</p>
Jennifer	Bombard	<p>IPDP requirements often seem arbitrary and I sometimes question how carefully they get read. We already need to justify why the course is relevant in order to take it and then to have to redo the learning objectives in a different manner after the fact for the LSB is not beneficial to anyone.</p>	<p>One question, who will decide if a course is eligible for recertification? I would hate to take three classes only to have the relicensure board decide that they weren't relevant enough.</p>
Nancy	Edwards	<p>It takes me 10-20 hours to access and include the necessary information and to complete the IPLP. Writing the goals for 7 years in the future is unrealistic; education and technology alone change so quickly. The goals need to be general enough to cover many areas and unanticipated opportunities that come along in seven years.</p>	<p>Only documentation of completed credits/hours would save time to dedicate to the craft of teaching, time to reflect and change teaching practices, and time to explore new research.</p>

Joe	Marcil	<p>The teaching profession is a true profession with standards similar to lawyers, doctors, and health care professionals. Like all other careers that require continued and re-certifiable licensure, an understood degree of professionalism is seen by the public, by voters, etc. If re-licensing qualifications are lessened for teachers, then a certain degree of trust in the professionals in the teaching is also lessened. Having strict licensing requirements for teacher keeps a publicly viewed status toward teachers at a high level.</p>	<p>Only requiring documentation eliminates the opportunity to self-reflect at a higher degree. Teachers should submit IPLP's and portfolios - because as we see a growing trend toward having students maintain and present them, then shouldn't teachers too be modeling their worth and benefit in submission??</p>
Susan	Corey	<p>To complete the process took me about 12 -15 hours. The goals were very broad and the specific outline to writing them was tedious. They did in no way had any value unless I used them as my building level goals where we are held accountable on a shorter timeline. The effect they had on my students was how I chose to use the information gathered in the professional development, which really would have been done regardless of being a goal in my IPDP.</p>	<p>Our building based evaluations would be a better checks and balance system for the taking and implementing of professional development knowledge.</p>
Theodore	Pogacar	<p>I have negotiated numerous contracts in our SU, and two years ago, after initially limiting union work to no more than 3 credits towards relicensure, AOE eliminated any credit for that work. What could be more of an "advocacy" activity than association work? I would always use 3 credits, though I had enough time to warrant 12 or 15 credits across the seven year span.</p>	<p>Our local LSB is whimsical. High school teacher activities are often met with skepticism, and there seems to be a distinct bias towards approving ANY elementary teacher activity while sending everything and anything a high school teacher submits back for revision.</p> <p>It's not just me: as an association officer, I hear this complaint annually.</p>

Kerry	Hazard		Our school restricts the "age" of the workshop. They will not accept the workshop or course, or mentor-ship if the paper work is turned in more than 1 year late. I feel that our school's committee should not have this time limit. There are many credits and hours I am not able to use, even though I use the knowledge I gained.
Kristine	Ingram	Never look at it again. Just collects dust. Useless.	Perfect.
A	Johnson	<p>I am personally a life long learner. I always look at educational and training options, as I want to broaden my knowledge base and potential skills. I usually have three times what is needed.</p> <p>I would never waste my time/district monies taking easy/junk classes, that do not impact my teaching/professional work (or much of anything else) just to get three credits.</p> <p>So, I get minimal requirements as I continue my learning. I have never made a plan/choice based on meeting re-licensing credits. I pity those who do, and hate working along side them.</p> <p>There is a lot of complaint about students not being motivated ... look in the mirror people.</p> <p>For this reason. do NOT give up plans for reOlicensing, and ask people to step and meet their own plans (and allow changes to the plans, if they switch lanes while moving forward)</p>	<p>Personally no difference, as outlined above.</p> <p>Frankly, I doubt there would be a difference for anyone. Some will push themselves and some will go for the bare minimum (and whine about doing that). It is the individual and their personal standard more than the system that effects the quality of the actual outcome.</p>

Ellen	Montgomery	<p>During the past few years I completed a doctorate degree in Educational Leadership and policy studies at UVM. I did this all within my 7 year license and while teaching full time. Next year I have to apply for a renewal of my license. The amount of money and time I have spent pursuing an advanced degree demonstrates my commitment to growth as an educator and I find putting together a portfolio to demonstrate this insulting. Why can't a submission of transcripts suffice instead of having to jump through so many hoops? The time educators take to put together a lengthy portfolio regurgitating information already assessed within a course could be better used towards the work we need to do in our own classrooms or schools.</p>	<p>Please see above answer, but to summarize, time is precious and jumping through hoops just through the sake of it serves no one well.</p>
Steve	Owens		<p>Portfolios belong as a component of teacher eval, not relicensure. Current practice indicates the state has a fundamental distrust of teacher evaluation as carried out in our districts and SU's. This thwarts local control and is a waste of resources. That said, I am a fan of portfolios, but to be effective they must be VOLUNTARY.</p>
Vincent	Buttice	<p>As a professional, it is my duty to attend workshops, conferences and classes that would help me be a better prepared teacher. Always looking for new concepts and ways to teach my students. I prefer not to have the pressure of filling tons of paper work with written reflections etc. Easy just to take the classes and log hours for approval. I feel that I am held hostage in this process.</p>	<p>Prefer a simple solution to keeping a license. Much too complicated! Teachers volunteer for these positions to regulate teacher licenses. Let us teach and not worry about this process. Make it simple.</p>

Francine	Pytko-Kelcey	<p>Way to long. Thinking of applying for a retirement license but all the paperwork is making me think again. Honestly, it is busy work. We are professionals and should be held accountable but I do not know of any other profession that has to do so much. To be honest once materials are written I did not look at them again until renewal time....things change in 7 years so it is constantly changing....I rather spend all the time preparing for the classes I taught and what was needed for my class. Filling out all that paper work did not make you a better teacher, just better at writing stuff that was not looked at till renewal time.</p>	<p>Presenting college documents and professional hours only to me would encourage taking more classes and workshops and not have to write up why...class was taken because it was needed. This procedure is also easier to evaluate, credits, no credits, license no license....where more than one person has to read and interrupt what was written could not be the same.....cut and dry no personal decisions.</p>
Nancy	Pepin-Vogt	<p>If it was good, quality professional development, then a teacher will have already incorporated many aspects of this into their teaching. For a description of good, quality professional dev., read the research.</p> <p>The IPDP portfolio takes days to prepare. It is cumbersome, tiresome and has no effect on my teaching and student learning, except that it takes away time better spent on preparing lessons, revising curriculum and giving feedback to students.</p>	<p>Primarily, I would benefit from the freedom from the IPDP. As mentioned, the IPDP portfolio takes countless hours, better spent elsewhere.</p> <p>Our district, and I would imagine most districts, requires teachers to attend a great deal of district wide professional development which is already designed to meet the action plans of local schools. This takes care of quite a bit of our state required professional development. Documenting this would be easy.</p>
Matt	Rogers	<p>I take courses and earn credits for my own interest and growth. Documenting the process for the LSB is cumbersome.</p>	<p>Priorities change as the student body and education directives change. Goals written for IPDP's may become inappropriate for needs within a seven year period.</p>

Lisa	Phelps	<p>The current process keeps me accountable. Having to collect evidence is a time crunch but worthwhile. Whether this process is a burden or not to teacher's and then students is dependent upon the teacher's organizational and time management skills in at least some cases I have seen.</p> <p>I would rather see time allowed to teacher's to prepare a portfolio rather than get rid of it and some way to graduate out of the process altogether if warranted.</p>	<p>Probably not as much as having to actually show someone how my professional development helped me grow professionally with the current portfolio process.</p>
Arlene	Scott	<p>at least 40 hours</p>	<p>Professional development is already driven by the school and district action plans. Personal professional development must fit into these plans to be reimbursed and approved by licensing boards. The time spent justifying the outgoing IPDP and creating a new plan could be used for professional learning. I think the current relicensing process ought to be awarded a graduate credit for the amount of work and time it takes to complete.</p>
terry	buehner	<p>Burlington has trim lined the process so it is more electronic recording keeping by the LSB. The teachers just has to come with the state form, we check our records and approve or not (giving the teacher time to get all required documents in. If a teacher is recorded into our professional development section- we know they have written a reflective and also recorded which standards were addressed. We have the record of their new IPDP or IPLP so we can approve the state form easily with out the teacher compiling a portfolio.</p>	<p>Professional development is what helps me develop new lessons or enrich old ones more that writing an IPLP or scrape booking. Terry</p>

mary	Goodemote	I can't even figure out how long it takes. Too long. The process has been valuable to me in defining my goals for the future - what I need to learn, on many levels, in order for my students to be more successful. BUT, the explanation of every workshop, course, and other professional development and how it relates to goals is overly time consuming and somehow insulting.	Proof of successful completion and/or attendance should be enough. (I do think defining one's goals is useful, and maybe a file could be kept.) If we want the respect afforded to most other licensed professionals, we should respect ourselves enough to not have to "prove" the worth of our learning with time wasting bureaucratic nonsense.
Sal	Wiggin	I think that setting goals around development of self in one's career and a process for improvement when necessary is appropriate. In my view, any of this should be generated, supervised and managed at the employer/district level.	Relicensure would be focused on continuing education of professional learning. As professionals, we should be respected for the choices we make to determine our own needs. If our district wants a different approach to professional development and they pay for it, it should be part of our supervision process.
tracey	snow	I take courses, attend workshops and conferences to expand my knowledge, enhance my teaching, help me to grow as an educator. I understand what I need to do and know. I don't mind the requirement of specific hours, but I find the IPLP process to be cumbersome and unnecessary for a seasoned professional.	Removing this step from the process of relicensing would be beneficial for all involved-- the teacher who has to stress over its creation and the local boards to have to pore over and read them all. I have found it to be time-consuming and, in the end, not very relevant. I create and execute objectives for my annual professional goals, and that should suffice.
Kerilyn	Bristow	Way too many hours, stress and anxiety. I would estimate that it takes 10-15 hours to compile and do the writing necessary.	Right now most professional development offers credits for our learning, which is what we already turn in.
Patti	Crosby	Most people I talk to say it is just a bunch of hoops they go through just to get it over with. I don't feel that anyone looks carefully at them, and that the real learning comes from professional development that we choose. The paper work is not something I look at until I am getting ready to relicense. It is an unnecessary source of stress.	Save time, which there is far too little of now!

Marion	Brody	My issue you with the re licensing process is the redundancy. The amount of time it took me to organize and complete all of the write ups was absurd. I liked the opportunity to document, compile and show my work, but the writing and redundancy of it was so frustrating. it was a lesson in how to re write the same thing over and again in different words. It had no effect positive or negative on my teaching learning or student learning that I am aware of. it took so much time and effort thus certainly added stress and took away time that I could have spent planning, researching and furthering my education in other more productive ways.	Saving a great deal of time and effort. I am currently dual certified as a early childhood special educator and a slp. My EEE license is up in 2017. I will not renew it due to the cumbersome nature of the re licensing process.
Lisa	Paquette	My last one took @ 12-16 hours. It was a rush to respond to get it done. Not much reflection or learnong.	Savings of time and stress.
Sarah	Halpine	The IPDP is time consuming (10 hours or more?) while getting little in return. I like the requirement to take courses or document learning but the IPDP is limiting. If you didn't think of the course many years previous, it might not be approved since it has to conform to your IPDP.	See above
Coulman	Westcott	Hi , I have 3 certs, The last two times it took from 40 to 50 hours and then I hired a person to type or retype my type and hand written notes and reflections.I paid her \$100. then sent another couple hundred to the state, to do what? Issue a piece of paper.? 8 years years ago , The previous recert, my original was borrowed, passed around to many teachers and then with out my permission sent to another school and never returned .	See above comment.

Jan	Stratton	<p>I do not take courses/workshops just because I need to be relicensed. I take them to improve my teaching. Whatever I gain from them is incorporated into my classes and my teaching. My current portfolio (renewed in July 2014) required 20 or more hours to compile, even though I am consistent with keeping my documentation in a binder as I complete a course. This 20 hours served no purpose; it was an exercise in jumping through hoops. I had already had every course and workshop approved by our local Standards Board. I had already indicated to the Board what Professional Standards were addressed, and how the learning impacted my teaching. Having documented and received approval for all coursework once, what possible value is there in submitting all 7 years of it once again? What a waste of my time and the Local Standard Board's time.</p>	<p>See above note. I see no value in the current system of proving, reproving, and proving yet again, that I am staying current with my educational needs.</p>
Paulette	Gagne	<p>Enormous amount of time! As a former LSB board member I question the effort put in at the proper time to be of value as a reflective learning tool. Our teaching lives would be better served with continual, meaningful, training and effective administrative evaluations and feedback. Time is our greatest obstacle to the growth of our profession. It is my opinion, the effort and time put into a portfolio is not time well spent.</p>	<p>See above!</p>

janni	jacobs	I think the process is way too time consuming. Making goals for a 7 year period doesn't make sense. Your goals change each year as you get a new set of students with a new set of challenges. Relicensing should be as simple as documenting 9 credits in 7 years. Teachers have enough take home paperwork and preparation outside of their time directly with the students, they certainly don't need anymore. all it does is take away valuable time that could be used to directly benefit their students.	See above!
Ellen	Green	I have not yet had to re license but will hear, and I am dreading it just from what I have heard from colleagues. I have taken the courses, etc., but the compilation of materials and the jumping though hoops when I would rather spend my time on student-centered tasks is daunting.	See above, and to reiterate, taking courses is valuable, but inordinate amounts of time away from centering on classroom work is counterproductive.

Cynthia	Piro	<p>Currently, I have been working to complete my Masters degree. This has been of incredible value to me. The relicensure process seems to add another level of work that has all ready been accomplished through the graduate courses. The relicensure process seems like a formality that could be streamlined without putting such a burden on the relicensure board. Creating an IPLP that gives an anticipated overview for the following 7 years is very hard to determine given the scope of changes in the teaching profession particularly with the upcoming Common Core State Standards. This process has had little impact on my teaching and student learning. However, completing the graduate program has had a much greater impact. A future focus could be working with local colleges and universities to offer courses to better meet the needs of teaching professionals.</p>	See above.
paul	dieman	<p>Since goal setting and reflection is already part of the evaluation process, it is a duplication of effort that could be spent on other teaching and learning activities.</p>	See above.

Jeremy	Ross	<p>The current process is cumbersome and seems at times to be paperwork to do for the sake of doing. There is no value on my teaching or on my student learning beyond the expectation that I continue to learn and grow as an educator. I believe that the time educators spend writing IPDP's, keeping track of hours, completing course approval and reflection paperwork and organizing and completing the portfolio would be much better spent planning for purposeful instruction, developing and analyzing assessments and participating in professional growth activities.</p>	See above.
Constance	Morris	<p>The portfolio process doesn't become something that is a valuable use of time - it is simply another onerous task to complete. Submitting professional development hours or course credits makes sense - the time and effort have already been delivered to the instructors; in other words, you don't need to have educators do the work twice.</p>	<p>See above. This is what other states do, and it makes sense. While I am relatively new to Vermont (on year 3 of a level II license), I was surprised and confused about the portfolio requirement. As an educational institution that should understand the additional hours that teachers and administrators put into their careers each week, why would you include the portfolio requirement, making more work that could be more easily evaluated through alternate means?</p>

Richard	Imes	<p>I can only estimate based on my memory of what I had to do six years ago, but I would say that the time spent on what seem to be mostly arbitrary requirements had little to no value in actual practice in my profession. I spent many, many hours obsessing over the details of the portfolio and presentation because I found the guidelines unclear and was unsure of what those who would be evaluating me would be looking for. It also seems pointless to attempt to set detailed goals for 7 years in advance in the IPDP when so much can and does change in that period, both in our professional and personal lives. Between the portfolio, presentation, and generation of the IPDP, my time would have been much better spent in a course, workshop, or conference learning more about current research and best practices in education, or even just informally chatting with and observing colleagues in my own school and/or other districts.</p>	<p>See above. Time freed up from our onerous relicensing process would be much better spent in a course, workshop, or conference learning more about current research and best practices in education, or even just informally chatting with and observing colleagues in my own school and/or other districts.</p> <p>The premise of our current licensing procedure seems to be that teachers are likely to actually get worse with experience, not better, or that those ill-equipped to teach must slip through the initial licensing procedure on a regular basis. From personal experience and my interactions with colleagues, I am convinced that neither of these premises are true. We could not feel good about our work and remain in this field for any significant time if they were, and every teacher I know wants to do the best possible job for their students and to feel good about it. We are in a professional field, and would like to be considered professional in our commitment to education. Please trust us to strive for improvement on our own, because we do, every day.</p>
Mary	Fagan de Oquendo	<p>I think documented proof on independent study should be allowed and encouraged. At our level, learning should not be confined to a classroom with an instructor.</p>	<p>See my other comment. "Hours of professional learning" should not have to take place under the guidance of an instructor. Independent readings and reflections, documented proof of innovations, etc., would be preferable.</p>
Laura	Botte	<p>It takes five or so hours to complete the licensing process. It has no value on my teaching or learning. Having to continue professional development or graduate level classes however, has a huge impact on my teaching and learning.</p>	<p>Seems like the logical, professional alternative.</p>

Randall	Clark	<p>This will be the first time I have completed the level II relicensing process I have put 8 hours of (organizational) time into the process at this point and I am not yet complete.</p> <p>This does not include the multiple hours spent in trainings and completing the documentation necessary for approval from the local LSB's.</p>	<p>Setting and working toward professional goals is essential to me. However, the multiple hours spent, and multiple steps that need to be taken in order to follow the current process without a doubt could be better spent on personal learning that most directly impacts student success on an individual and daily basis.</p>
Diane	Morrissey	<p>I am on the Standards Board for my district....have been since 1992 so I understand the process, but it still takes a bit of time. Listening to teachers over the years I find that most think that it is a time consuming process that they don't like and do not feel is worthwhile. I think that professional development, inservices, and teacher evaluations have more impact on teaching and student learning than a IPDP/IPLP and portfolio.</p>	<p>Significant other- a dentist, son- a lawyer.....both need only to document hours of professional development to stay licensed. Teachers have to jump through hoops to stay certified. Why? Does it make us better teachers....I doubt it. As long as we have documented hours of professional development in our endorsement area/areas I don't think anything else is necessary. Also, I can tell you for certain that most people are dreading the on-line process, me included both as a teacher and chair of the Standards Board.</p>
Allison	Golden	<p>Honestly, depending on what's going on in my life, this can range from diligent recording and reflecting on professional learning to manic completion of paperwork and vague reflections. I think if a course or workshop or some other experience is approved beforehand, there's no need for such detailed hoop jumping. Even the experience of sharing the portfolio feels more contrived than celebratory.</p>	<p>Simple documentation of professional learning would mean I would have one less thing about which to stress.</p>
Robin	Ogg	<p>Way too tedious a paperwork exercise that has no value for me personally.</p>	<p>Simple for me- I already do it this way for my SLP licence. It takes time from my required evaluation report writing, IEP writing and planning time to plod through the re-licensing chore for no apparent reason that benefits myself or my students.</p>

Matt	Henchen		Simple. I would have much more time to plan and prep for my classroom rather than spending untold hours putting together a portfolio of work that provides no greater opportunity for reflection.
colleen	o'connell		Since most courses that are either content based or pedagogical in nature require reflection and emphasize applying the coursework to the actual teaching, I would say that the current process is redundant and wastes valuable time.
Bill	Clark	Relicensing becomes a process of collecting certificates from professional development classes, transcripts, and related written work, all of which are administrative tasks. The time these tasks required seemed excessive, in the range of weeks of effort (which I did while teaching classes and preparing lessons). The value of the process seems limited when compared to the needs of my students.	Since receiving my teaching license in 2009, I have taken at least one course per year to remain current and improve my teaching. As part of a graduate program, this year I am taking four classes. All these classes offer me insights into my practice as well as interactions with colleagues and other professionals. Such classes are a great help to my professional learning and have more relevance to my teaching than the current relicensing process. These classes are true "professional development."
Megan	Hopkins	It takes a very long time to create your very first IPDP. I would say I spent at least 10 hours preparing and creating it. I will have to renew my license soon and though I have documented and collected some data to support my goals, a lot has changed over the last seven years. We have new standards, new action plans, and new programs. I worry that the goal that I set are no longer relevant to my current teaching. Seven years is way to long. If there is going to be an IPDP, it should be a two to three year process, so that the goals stay relevant.	Since this is something we have to do anyway and we also need to reflect on the efficacy of the courses we take, I think this would be a strong alternative.

Joanne	Kraft	<p>I will be renewing my level 2 license this year. Throughout the past 7 years, I "wrote up" 5 professional development activities for relicensing credit. Each "reflection" on how these activities took me about 2 hours each to write up. I did these as I went along -- submitting one course per year. (This is in addition to whatever was required by the professional development activity as some were graduate level classes.) Writing up these professional activities did allow for personal reflection on how to improve my teaching.</p> <p>However, over Christmas vacation, I then spent about 20 hours pulling together and reflecting on my "portfolio" that represented my last IPDP. I submitted that to our board last week and that was "approved." Now I need to write my new IPLP which I anticipate taking another 10-20 hours over February vacation.</p> <p>For me to write well, I need large "chunks" of time and it is incredibly difficult for me to find this time during a regular school week. I currently have 4 different preps each day for my teaching load. Our district also has us enrolled in a graduate level class as part of our inservice, so "time" for anything extra is at a premium.</p> <p>During the last 7 years, I have also spent 3 years on our local relicensing board and still found the process a bit confusing, time consuming and somewhat cumbersome.</p>	<p>Some of my valuable time would be "freed up" and maybe I would feel somewhat "caught up" on the relicensing piece.</p>
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Susan	Gustafson-Byrne	<p>I will be going through the process again this year. We'll see how long it takes!</p> <p>But after going through National Certification and working in a school which does not support or encourage Learning Communities, I believe the relicensing process is one of the few times many teachers are asked to reflect on their teaching. I'm not a big fan of the process as it is; just that we do need to take time to reflect on what we are doing and why we do it, in order to keep growing. Sitting through professional development is like counting just seat-time for our students - it doesn't ensure learning and/or reflection.</p>	<p>Some will benefit greatly - less time spent on the process, more on reflection, learning and growth. Others will put in the required time - and that's it. Looks great on paper, but...</p>
Nicole	Bradford	<p>Already answered this question on my previous form.</p>	<p>sorry, this answer got lost:</p> <p>I would love that. The paperwork required (in my experience of hearing other professionals talk) is mindless, meaningless, and time-consuming. In other words-- just going through motions.</p>
david	mcfarlin	<p>Lots of time. little value.</p>	<p>sounds good</p>

Catherine	Petrics	50+hours. This is just the number of hours to assemble the portfolio. To get to this point, I had already acquired the required personal commitment hours to take graduate courses and workshop activities. The assembly of the tedious portfolio and the reflection writing did very little to improve my practice. I had already applied what I had learned and long since personally decided what bits and parts of my learning worked in my teaching. I evaluate my craft on an ongoing basis to meet the needs of my students. Proving I have assembled this body of knowledge in a document for relicensing is redundant. When my administrator evaluates my craft and my skill working with students is what matters.	Spending time redesigning lessons or PBL's and using these in the classroom is more beneficial to my students than spending 50 hours justifying my knowledge or collegueship in my work. We are professionals after all. Having spent 25 years working in the corporate world, which puts little value on assembling a body of evidence over 7 years to justify skill, speaks volumes as to the lack of value of our current requirement for teaching. It is evident immediately in the real world if you can do your job. If it is determined improvement is needed, work in that area and immediate evaluation is a more valuable tool. I am very involved in all facets of my school and the lives of my students. The portfolio is merely justification for someone else to peruse.
Robert	Hill	It takes a while and is taxing mentally. Last time I spent some time running around to LSB folks, in classes begging for help. I would say the process adds no value to student learning.	Straightforward is good. Teachers are always trying to improve their teaching. This process does not enhance that. Teachers who don't try to improve their teaching aren't forced to by this cumbersome process.
Christopher	Whalen	It takes hours to go through the process, with an often subjective standards board returning items for resubmission. It can be complicated, time-consuming and ultimately has no effect on my teaching.	Streamlined, perhaps on-line relicensing, with documentation of credit hours only? It would be a substantial time-saving benefit. Thank you for the opportunity to give my perspective.

Tim	Hebert	This process takes far too many hours to complete (difficult to quantify exactly how many - taking a guess it may be 40ish hours). This process has absolutely no benefit to me and my profession. It appears to be a waste of time.	Streamlining the process like with other professions would be extremely beneficial. It would drastically reduce the amount of time devoted to this process and would allow me more time to devote to preparing for my job. In education, every hour is precious. It would also put us educators on par with other professionals who do not spend a fraction of the time on their relicensure process. This current process seems like an exercise in futility.
auriel	gray	It is laborious and unmeaningful.	Streamlining what matters -- the applicable coursework, leaves me time to attend to my professional work.
Michael	Long	The current process (just finished last year) is obtuse and bureaucratic. Service on the CLSB seem to encourage emphasis on the inconsequential. A system that simply required legitimate college and graduate classes would be sensible. As this system has functioned, it has required "justifying" courses and other work in a fashion that has been frequently professionally disrespectful.	Such a system would be most sensible and would free teachers to teach.

Christina	Suarez	<p>The extended length of the license makes it difficult to frequently reflect upon practice in a meaningful way. It is also too bureaucratic in paper work, though this may be a local issue. For example, if one applies for professional development and it is approved as per a district action plan, one still must submit different paperwork to have the pd approved for the IPDP. Over seven years, this becomes a tedious process. To shorten the time to three years would still be tedious, and even more so due to the paperwork, but if that aspect were shortened, the licensure process could be more directly tied to current student needs, and should include student outcomes, following a PLC process.</p>	<p>Surely that would be a piece of cake, and could easily be streamlined in a digital process that would eliminate the work of numerous individuals evaluating portfolios. But how would that show real student outcomes? Wouldn't it just become a rubber stamp procedure?</p>
Gina	Krol	<p>The thing that has been frustrating for me is the time it takes to fill out the paper work during the school year right before and after I've taken the courses. Sometimes I just don't have time to write essays about what I learned.. Going through this process does not have any effect on my teaching or student learning. What improves my learning as a teacher (and therefore student outcomes) is application of the concepts I learn in the courses I've taken.</p>	<p>Taking one thing off my teacher plate would be great. We already have so much to do....</p>
Linda	Jesdale	<p>I'm guessing about 10 hours (including writing the reflections, submitting paperwork, writing the IPDP, etc.). The process does not have any value for my teaching and student learning.</p>	<p>Taking the classes and doing the professional learning have had a great impact on my teaching. I have learned new content, new skills, and I have had time to improve my day-to-day teaching quite a bit through these experiences. Writing the IPDP does not improve my practice, it just takes time.</p>

Margaret	Gultkein	it took me about 20 hours to complete the process. A long process, I still think it is beneficial for me. it allows me to reflect on what I have done and what I need to do.	Teachers are always on a time crunch, this process would allow teachers to spend more time planning and focus on instruction for their classes.
Kristin	Van Fossen	The current process is very confusing. I have to ask many questions to understand what is required of me. I have spent many hours trying to simply understand the requirements that I could have spent teaching or planning.	Teachers put in so many hours above and beyond their contracted time. A relicensure process that is streamlined and less complicated would be greatly appreciated.
Justin	Norris	The portfolio process has no value to my teaching or student learning. It is just another hoop to jump through made by people who don't teach.	Teachers should be treated like other professionals, and their work/documentation that the professional development they undertake was completed should be good enough. Teachers could then spend more of their valuable time completing more important tasks that actually benefit student learning instead of filling out the paperwork required by the relicensing process.
Kim	Haley	This year it seemed to be much easier, but because I had worked on it for some time, chipping away at it.	Teachers time is extremely valuable and we value our weekends for restoration of our energy. I think it would be nice to have only to report on our professional learning.
Laurie	Redel	As a member of the local LSB, I witness the stress the re-licensing process puts on teachers who already have supervision and evaluation goals and a process to follow with their administrators each year. I think that we, as teachers need to be held to a certain standard of engaging in professional activities but the documentation process needs to be simplified not made more difficult as the state has now done.	Teacher's would not be as stressed and the work for local standards board's would be reduced.

Barbara	Korecki	<p>The process if done in the spirit in which it was created, should provide time for teachers to reflect. Time is really of the essence and if a teacher is self evaluating h/she should spend at least 1/2 hour a day on reflection. Reflection would best be documented (journalling) leading to a self constructed guide around individual growth.</p> <p>An outline of a 5 year process can include 1-2 years of journalling. This could include course work and credits.</p> <p>In teaching one of the tenants is to have students own their learning...I think this should/could apply to this process.</p>	Teaching is bigger than credits for courses. If reflection is taken seriously most teachers will find that course/s will enhance individual learning and therefore teaching.
Martha	Sorrell-Lacasse	It is tedious and does not have any impact on my teaching or student learning. It is simply a hoop to jump through. The required coursework is the valuable aspect of it, but the creation of a portfolio is not helpful.	That is where the learning is so that is where the focus should be. The portfolio is just a scrap-booking exercise.
Alison	Sylvester	<p>The current process takes several hours over a year and then several hours the year IDPD is due.</p> <p>This process has absolutely no process on my teaching process or my student's learning. Only the classes themselves have an influence on my learning</p>	<p>That seems like the most respectful thing to do. I already take over 20 credits within the 7 years. I take workshops and classes that pertain to my teaching and what my students need. I should not have to align them to action plans for the district when the needs of my students vary year to year.</p> <p>My superintendent already has the discretion to approve my credits, shouldn't this be enough? I already have to turn in documentation to my school district that I completed a class and passed. Why should there be another layer?</p>

Hope	Hale	It took about 20 hours to gather the materials, write it up and organize it. It gave me the opportunity to think about how I teach and present information.	That was the way it use to be. You submitted your transcript, wrote a check and submitted it. Now we reflect on what we did, plan on what we are going to do To improve our teaching to stay current.
Leland	Hayford	I have no problem with the current method. A 7 year license allows plenty of time to get re-licensed!	That works for me! That would make it easier, as the current method, while I'm OK with it.....it is time consuming.
Kimberly	Alexander	When I last did my IPDP, I calculated the hours that it took me to organize, type, send in, receive back, redo, etc. It was over 40 hours. That is longer than a teaching week. That time took away from what I could have been organizing, planning and doing for my students. They are the reason why I became a teacher. I would really like to see us continue the credit and professional learning because we as Teachers need to learn and be educated just like our students. But, re-licensing should be connected to our Evaluations and maybe a peer review. Not paperwork sent into the state reviewed by people that don't even know us.	That would at least let whomever is looking at it that we have fulfilled the requirements of educators. It seems a little unrealistic to ask us to take time away from our students. A portfolio is nice, but the real documentation lies in our teaching. That is why I feel it should somehow be tied to our evaluations and it should be local.
Robert	Glennon	Many many hours of coursework and workshops, which should speak for itself	That would be a blessing!
Wendy	Peterson	It takes weeks to pull together and is EXTREMELY stressful!!! It is my least favorite part of being a teacher. It seems like excessive amounts of red tape, and I question why we need to do all of that work and reflecting. Teachers already reflect and write yearly goals for their supervisors. PLEASE PLEASE PLEASE change this process. Streamline and simplify!	That would be a dream come true. Please seriously consider this. Thank you!

Mary	Romary	<p>It takes countless hours of intense focus to write up the activities that must be submitted with the proof of attendance and grade report.</p> <p>It is difficult to find the time to concentrate on these write-ups, at the expense of planning lessons and assessing student work.</p> <p>I am a very reflective person naturally. However, I think it is a good idea for teachers to reflect, in writing, on their practice and the benefit of professional development.</p>	<p>That would be a great relief. I actually serve on the LSB for my district, so I am able to perceive the stress and uncertainty that is experienced by my colleagues.</p> <p>Thank you so much for addressing this issue!</p>
Debra	Laskarzewski	<p>It takes an almost uncountable number of hours to go through the relicensing process, and I find little value in it at all. The only real value is the professional development.</p>	<p>That would be a huge help, relief, benefit... I could put those documentation hours to so much better use in planning for my students.</p>
Rebecca	Sherman	<p>I don't have an answer about hours but the current process has very little effect on my teaching or my students' learning. I do *so much* outside of our school's professional development and/or required coursework that I get no hourly or college credit for...that's the work that really improves my practice.</p>	<p>That would be a lot less of a headache, however I'd still be pretty screwed b/c of what I stated above. It's the hours I don't get credit for which are the most valuable to me. :o(</p>
Tom	O'Connor	<p>It takes far too much time to complete the current relicensing process, especially since the process does not have an impact on my teaching or on student learning. Getting credits in current "best practices" is valuable for all teachers. Having to then go through the IPLP is like adding a 100 pound weight to your load while you are already climbing uphill!</p>	<p>That would be a more efficient model. Improved teaching and student learning are best addressed through peer collaboration and effective leadership.</p>

michael	baginski	The IPDIP, the written reflections around each of the standards for VT educators, the compilation of documentation into a portfolio similar to ones I look at when hiring teachers straight out of college is a huge expenditure of time. I spend at least a spring or winter break vacation period (5-6 full days) pulling this together. Over the seven years prior to my creation of this portfolio, I've maintained a file full of documenting materials: letters, course grades, certificates of attendance, etc. to include in my portfolio. I can't even estimate the time that goes into that. This doesn't even account for the 135 hours of classroom time I've spent earning the credits. And of course there's the time spent writing papers, producing teachable units, and presenting at conferences that are requirements embedded into the credits I've earned.	That would be a welcome change. The benefit I derive from the coursework and products I've completed to earn the credits is where the true benefit to me and my students lies. The guidance and help I give to colleagues and upcoming teachers as a mentor is also beneficial to the educational community as a whole. The time I take to attend or present at conferences is valuable to me as a learner. The hoops I jump through in preparing my portfolio are of no value to me whatsoever. I and many other veteran teachers who consider our job to be a source of personal fulfillment and our way of contributing to society do not need to wade through the writing a series of contrived essays and compiling a portfolio as if we were undergraduate students.
David	Mitchell	lots of time (40 hours maybe over the 7 years) getting every course/credit approved by my LSB, completing and compiling all the paperwork, etc	that would be awesome!! could we submit them as we complete them??
Sierra	Kent	I am a school nurse and find the relicensing process a ridiculous process. It takes A LOT of time, too much and is mainly fluff to meet the criteria the DOE puts in place for TEACHERS. It also does not help my interactions with students. The professional development helps, the relicensing process does not.	That would be fantastic. A brief summary of what I gained during those professional learning days would suffice.
Nancy	Smith	I find the goal setting process valuable to improve my professional development.	that would be fine for me because I would take classes/credits that increased my learning in my content area and the profession of teaching but as seen in the past not all professionals took courses/credits that applied to what they teach.

Mary Ann	Barnes	<p>I was the Chair of my local standards board for a number of years and served as a "regular" member for a long time, as well. During the course of that time, I learned something: professionals who are committed and self-motivated can make the process valuable for themselves. They would similarly make other learning experiences valuable, as well. Less committed, self-motivated professionals will find the process cumbersome, and might find other professional development cumbersome as well. By writing up activities promptly after completing them and by starting the writing of an IPLP draft early in the relicensing year, it was no big deal to me and I appreciated the chance to reflect. I would also have been just as happy not to have to do it; I could then have dedicated my time to some other professional pursuit.</p>	<p>That would be fine with me and it would save the teacher members of the many Local Standards Boards a great deal of time and effort. The reality, as I see it, is that this process has served to "farm out" work that was formerly the DOE's, but it has placed it on the plates of volunteers (teachers) who already have far too many other things that are more worthy of their time.</p>
Claire	Deslauriers	<p>My problem isn't with preparing a portfolio to be relicensed. My problem is that we have go through a similar 4 year process within our school also. One of the two is too much. In a way it's good to reflect on our work every 7 years. This process allows us to see how much work we have done and how dedicated we are. Do the kids benefit from it? I guess. By the way, the useless numerous initiatives that our school make us do is much more time consuming and useless that this portfolio process. :)</p>	<p>That would be fine. But really the process of meeting with other educators has been pleasant for me until now. I have no problem with it.</p>

Katherine	Barwin	<p>I think that there is a disconnect between the current licensure process, teacher professional development, and student learning. The portfolio process takes an enormous amount of time and doesn't really relate to student learning.</p> <p>I think that relicensing should show evidence of taking a graduate-level course every 3 years, and a written letter of endorsement from the principal or supervisor (similar to that given to level 1 teachers moving to level 2).</p>	That would be fine... provided that the coursework is at the graduate level and is assigned a grade.
Christiane	Brown	<p>This was my first time completing the relicensing process. As the school year began, I started meeting with my school reps to understand what I needed to do to be relicensed. From August to December, I worked on my portfolio 2 to 3 days a week after my regular teaching day. I spent 2 to 3 hours on it each night. I don't feel the portfolio has made me a better teacher. My professional learning opportunities have helped me to become a better educator.</p>	That would be great because I would be picking professional opportunities I feel I needed to grow and stay current in my field of study.
brent	kipp	<p>It took me several days to put together my portfolio. I do not feel that the IPDP it self made any difference in my teaching or student learning. The courses that I completed helped with that, but not the IPDP. I feel it is a huge waste of time and effort.</p>	That would be great, seeing as my doctor did less paper work than I did to renew his license.

Wayne	Whitehill	generally besides collecting certificates, transcripts and evidence of student work...I spend up to a month totally organizing my portfolio prior to submitting it. I find most of this process a waste of time. I believe in professional development and that all teachers should document their learning...but to go through the licensing process now is so tiresome.	That would be great. If the teacher has the required number of credits in their area(s), they should be relicensed. Why put all this time and energy in a portfolio? If a teacher is not doing well...administration will do their job then.
Warren	Ross	It is so lengthy I have not kept track of time. It is way too long, wordy and involved. The teacher evaluation should be enough process for renewal.	that would be ok because the teacher evaluation process has goal setting and growth as a part of it.
Janice	Garow	I am up for delicensing this year and folks can't seem to help me with the process. Everyone is confused.	That would be perfect.
Amanda	Killam	Every Class you take you have to fill out an Appendix D which has to be filled to the LSB (local standards board). So that is 3 papers of a paragraph each. It does not have an affect on how I am going to teach with my new learning. If I find something that is going to work really well for my students I implement it without the Appendix D being filled out. When doing the IDPD, you have to write pages upon pages of goals. This truthfully you only do as a requirement. I made my goals into things I was interested in which helps but a lot of folks it is just fill out to fill out. I was on the LSB for a good 4 years, I have seen it. The reflections that people put on their Appendix D's show the lack of effort. We would send them back when they are like that.	That would be such a benefit to all teachers. One you wouldn't have to pay the local standards boards for their time. Two we can do what we know best as teachers and that is teach. If we don't have to spend the hours on the IDPD then we can put that time into the student's learning by creating more lesson plans that we don't just do at school we do at home too. Thanks for listening. This is an important issue.

Lynn	Bouchard	I am an organized, punctual educator and get things done before the deadline but it still takes a lot of time and organization to get the process complete at relicensure time. I do not see the value in the IPDP as my record should stand for itself...Have I been participating and completing professional development on an ongoing basis...Have I been participating in an evaluation at my school each year and do I have satisfactory or better results. My LSB team should be my assessors...if they approve my relicensure / renewal each time that should be it...simplify the process for all...	That would be sufficient...why do we do so much more for relicensure than others professions but are valued and paid less?
Lawrence	Partridge	A year..and several years of worrying that I won't be able to complete it because it's too cumbersome.....we, as teachers, have enough on our plates. Having more than one certification also makes the process troublesome.	That would be the icing on the cake and much less worrisome.....
Michael	Braun	This requires an enormous amount of time, perhaps 60 or 70 hours. It requires submission of statements about your work which is often rejected, when it was the exact same statement colleagues have submitted that was accepted, and an enormous amount of anxiety and frustration.	That would be treating us with respect. I would greatly appreciate it.
Teri	Haines	It takes dozens of hours and has no impact.	That would be wonderful and would free up a lot of time for me to spend on activities that actually impact student learning.
Lynne	Suddaby-Parker	I received some value, I thought about my teaching ie. ways to improve. But it took too much for that little value.	That would help.
Kaitlin	Cioffi	It takes a long time and it is redundant to take a class and work to get the credits only to turn around and do even more writing and paper work to count it towards my teaching license.	That would be much easier and streamlined and I wouldn't have to waste as much time!

Susan	Brooks	I only take classes that are pertinent to my current teaching. I also only take courses where I know what I am going to be doing links directly to my current teaching and will improve my teaching. I am "Picky!"	That would work well for me!
Dana	Cray	If one is a type A personality, it takes endless hours to prepare the portfolio to acceptable standards. (Of course, the type A personality defines "acceptable.") Unfortunately, this process is meaningless with regard to my development and growth as a teacher. The reflection and data analysis that I do on a daily basis with my colleagues is far more valuable to me as I plan my lessons and work with my curriculum.	The above process would be a much better use of my time and effort. I am a professional and should be treated as such! Documentation of my professional development, which I take very seriously and must be approved by my building administrator, should be sufficient. This would allow me to better use my time to plan my instruction, align my curriculum with the CCSS, and to work collaboratively with my team in order to meet the needs of my students. The main focus of my responsibility on a daily basis is to plan meaningful instruction that aligns with the CCSS, assess the learning of my students, use that assessment to inform further instruction, and to differentiate in order for all students to continue progressing. Ultimately, I am held responsible for the progress, or lack thereof, of my students. That is where my time should be spent. The portfolio process is a meaningless task on my "to do" list--one that has no impact on my teaching. I reiterate: I am a professional and should be treated as such.

Susan	Koeplinger	<p>I have not , yet, completed the relicensure process. Having come from teaching in another state, the process seems incredulous to me. I am dreading the thought of the hours it will take for me to complete my portfolio and more importantly, the hours that it will take away from the work that I could be putting into my job. I love the work that I do and am continually striving to improve what I do. There is no part of me that believes that compiling a portfolio will add to that. It appears to be more of a creative process for compiling information In a manner that meets some criteria that has been developed to ensure that teachers are continuing to learn. In reality, those who want to learn, will. Those who don't, will create a portfolio that gives the impression of growth. It's all in the presentation. I don't believe that any student will gain anything from my compilation of this portfolio. And, if the portfolio process is removed, I will continue to seek out education opportunities to help me improve what I do.</p>	<p>The amount of time that would not be spent on all of the documentation that just seems over the top.</p>
Linda	Cloutier-Namdar	<p>The current relicensing process has encouraged and supported continued learning, and lends support to my school district's payment for credits. It has also served to recognize (and remind me about) the various areas of service, with colleagues, support for students in and out of the classroom, as well as academic learning. There is a sense of pride in accomplishing professional goals.</p>	<p>The arcane focus on minor language "errors" can make the process more an exercise in precise wording than an actual focus on learning documentation. It is time consuming, and I think the time could be better spent working on plans required by my individual school, for example.</p>

joyce	sullivan	It's an arduous process that takes numerous hours - I renew this year, so I've forgotten how many hours it takes. It does not impact my teaching or student learning because it's almost moot as soon as it is written. Changes in action plans and legislation render goals passe as quickly as a year or two which is why a shorter licensing period makes more sense.	The benefit is that I continue to be a licensed professional without the added burden of additional pperwork. As action plans and legislation changes, so will the documented credits.
John	Marino	I have only at this point renewed a level one 1 license and it took 2-3 hours between meeting with the local standards board and completing all necessary paper work. The class and workshop time was worthwhile for my practice but "fitting" the various experiences into a specific goal/ category was/will be difficult.	The benefit of only documenting credits/hours would be beneficial because you could enroll in a wide variety of offerings that will improve your practice, without needing to pigeon hole the courses to fit a predetermined goal. Things change so fast in education today and the needs of students are evolving at such a rate that a goal from 4 or 5 years ago may not be what you need to address now. Eliminating the IPLP will allow teaching professionals to determine on an ongoing basis what areas they need to address and engage in those activities as the landscape shifts.
Eric	Stone	This process takes too much time, and places teachers in position of recommending or not other teachers for relicensure with unclear measures. Look, either the benchmark is credits or it isn't. The portfolio adds an arbitrary piece that means nothing and puts teachers "over" other teachers for no reason. Kill it.	The benefit of professional development is personal. What courses I will take and why I take them vary from year to year. I have taken many courses in Common Core. Were these beneficial? YES! Are they anything I even contemplated seven years ago? NO! Why? Because it didn't bloody exist seven years ago! Why would my IPLP be of any help? It isn't. Its a grand waste of time.

Lisa	Mobus	<p>The current relicensing process is way too time-consuming. It is a pile of extra paperwork to complete and takes my time and energy away from unit and lesson planning, from grading papers, and satisfying my other responsibilities. The AOE is inefficient and takes too long to check up on things and return documentation, leaving me in limbo. The current process does not impact student learning at all.</p>	<p>The benefit to student learning occurs when I attend conferences and/or take classes to keep my knowledge of the field current and/or improve my skills/content knowledge. Me filling out a bunch of forms and providing artifacts for evidence and providing info on the IPDP does not help at all.</p>
Mead	Sturgeon	<p>The current IPDP (IPLP) process is fairly cumbersome, and requires a lot of busy work on the educators part. The current process puts too much emphasis on the IPDP itself rather than on the coursework/professional development aspect relicensing which I feel is the most important.</p>	<p>The benefit would be to allow for educators to focus more on their coursework for the sake of becoming a better educator for their students. Educators already have a lot on their "plate", so streamlining this process to allow them to focus on professional development that is meaningful for their classrooms just makes sense.</p> <p>I am also in favor of shortening the time period between relicensure from 7 years to either 5 or 3 years to ensure that educators are staying current either in their discipline or in the education field in general. Too often over the 7 year period educators are waiting until years 6 and 7 to cram in all of their coursework, which I feel is not the point. A shorter time frame would force them to stay current.</p>

Gillian	Staniforth	<p>To create a portfolio that is comprehensive, coherent and relevant is a lot of work. One of the frustrating things about this process is that it changes (as it should - comprehensive portfolios are developmental after all) but much of the work involved in creating the presentation product is geared to meeting the required structure of the portfolio. The exercise becomes more one of following directions than demonstrating improvements in pedagogy.</p>	<p>The benefit would be to encourage educators to attend professional learning opportunities and then use time and energy in applying new learning to practice, rather than spending time, resources and energy in proving that the professional learning was valid.</p> <p>Most licensed professions require continuing education but do not then put the burden onto the practitioner to validate the experience; the assumption is that if the individual has attended and participated in continuing education and completed the requirements that is sufficient for continued licensure.</p>
Steve	Farrow	<p>It requires a very good organizational system over the entire seven years to minimize the final steps. In the end, the process may take the better part of days in addition to meeting with the LSB to complete the steps. My time would be better served working with students in the classroom, coaching, developing curriculum, and pursuing other collegial or professional responsibilities.</p>	<p>The benefit would seem to be simply reducing the amount of time taken from an ever increasing work load with an unnecessary task. In the current process I am only documenting the responsibilities and activities I would simply be doing as a matter of course, every day, in my teaching profession. The new process would seem to be more in line with other professions in the state (i.e. medical professionals and other professional service providers).</p> <p>Thank you for your consideration to changing a policy that is unwieldy and is not providing a very useful return.</p> <p>Steve Farrow Newport, VT</p>

Jami	Robertson	<p>It is difficult to calculate the number of hours spent on the current relicensing process, as much of it is spread out over several years, however it is very clear to me that the time spent is exorbitant and in no way balances with the benefits of the outcome. I have yet to see any real benefits on my teaching and student learning attributed to this process.</p>	<p>The benefits would be immeasurable, both in terms of time savings and increased respect afforded to teachers. The act of creating a book, written to extreme specific guidelines, to illustrate how we are benefitting from the professional development we participate in, translates as oppressive and distrustful. I cannot see how my teaching or student learning is improved by me creating this book. The most useful pieces of information gleaned from any professional development activity will likely be implemented by the teacher regardless of whether someone has asked us to reflect on it in their specific way, or not.</p> <p>The time savings alone would do wonders for teacher morale. We hear about how others are concerned about valuing our time repeatedly and this would go a long way toward actually illustrating that. I would think that it could mostly be done electronically, or even just a key stroke by the district for all teachers in their database. Can't wait to see this change!</p>
Brian	Hurlbert	<p>The relicensing process while not time consuming is not as productive as it could be. Because of the IPLP requirement, all credits are narrowly focused on a slice of possible professional development topics. As a chair of a local standards board, I have long felt the requirements as they exist are too limiting and out of alignment with other professional licensing requirements.</p>	<p>The change would encourage teachers to engage in a broader spectrum of professional learning activities thus resulting in teachers with a greater view of instructional strategies, pedagogy and best practice.</p>

Kevin	Kiefaber	It's hard to count the hours. It is spread out over the years, and then at least 25 hours in the year you have to get relicensed. And it's so much busy work! It's a major waste of time!	The course work is always beneficial. Taking courses or attending workshops has never been a problem, I do that because I want to stay up to date. The same goes for the other activities we have to document. The problem is when you have to document every little thing that you do, in a very particular manner, and organize it all just so.... that's the nightmare! Being able to simply document the coursework we take as we do it would allow much more time for doing the work and would be much more of an incentive to stay current.
Lindsey	Lefebvre		The courses and trainings I take for credit are the only valuable part of the current relicensing process. This change would free up a huge amount of time to rededicate to planning and preparation for improved instruction.
Sheena	Strada	Since I anticipate the portfolio review, the completion of the actual collection of artifacts does not take much time. As far as value to my teaching, I've never found it to be an overly useful exercise. The yearly goals I create for my school district are more useful than my IPDP has been.	The courses and workshops I have taken have been incredibly useful and beneficial to my practice, so needing to prove that I had attended a certain number of hours during a relicensing cycle would make a lot of sense.
Matthew	Smithwick		The coursework is where our learning takes place. Documentation of that should be sufficient for us to demonstrate growth as a professional. As it is now, the process itself is not educational -- it does not foster growth the way the coursework does.

jj	whittemore	<p>The IPDP process is extensive, but I have enjoyed the reflection and written documentation format.</p> <p>Though a bit intimidating, I also like the idea of having a professional committee, or Critical Friend group available throughout the teaching process....the priority of other initiatives has trumped most of the time available for these.</p>	The credit / hours of professional development is beneficial, too.
Todd	Rohlen	I see very little value in the current process. It takes hours and hours that distract from my job. The reflection process is better done on a local level. At our school we have 2-3 professional goals each year, and we work with our admin through the year to make sure we are growing. This is far more effective than 7 year goals with excessive paperwork.	The current process is an incredibly large distraction, and this kind of process is not required for doctors, lawyers, engineers, etc in VT. Why are teachers made to jump through these arbitrary hoops?
Bruce	Sklar	<p>There is far far too much import on wording. It shouldn't be something that you need a colleague to guide you through- just show the professional development and proof.</p> <p>It took 2 or 3 submissions with fussy responses back about how the responses needed to follow a certain and totally useless format.</p>	The current process is horrendous and fearful. This would be straightforward and professional.
Perry	Lessing	I estimate it takes me 20 hours over the course of a license to prepare the paperwork for a relicensure. This is over and above the underlying time required for the pertinent training; it is strictly for the overhead for the process.	The current process seems to have been rooted in an admirable attempt to frame teaching practice holistically. Unfortunately, in practice this makes for a lot of empty paperwork and silliness. A cleaner system would feel colder, but it would probably be an improvement nonetheless.

Sarah	Bisaccio	Considering that one of the goals I set is now not possible due to an administrative change at the district and I now have to file an amendment for that goal, it's going to take me longer than I expected to satisfy that goal. I'm also taking a number of graduate classes that encourage me to look beyond those goals. To have to satisfy goals that are not as applicable as the ideas I have gained through the graduate work seems counter productive.	The current relicensing process requires teachers to set goals for the following 7 years. These are goals we project will still be valid over that period of time. Considering the state of flux school districts are in and the technologies that evolve, those goals may not be possible or viable. Teachers change positions, jobs are eliminated, new technologies come in, rendering others obsolete. To project those goals over 7 years and complete them as intended is unrealistic for many. This process encourages a "static" endeavor working with ideas known at that point in time, as opposed to a dynamic one that seeks to challenge, expand and extend the teaching process over time.
Jody	MacNicoll	The time it takes to complete the current relicensing process is overwhelming and it has no value on my teaching or student learning. The Professional learning is VERY important however.	The documentation of professional learning is important. This would hold me responsible to attend professional learning workshops/classes that would make a positive impact on my teaching and my students' learning. I would have the time historically spent on completing the relicensing process to put toward my teaching, classes, and professional development.
Gary	Moreau	I think the process is a good one but it does take much time to do all that is required to make it worthwhile. I do believe professionals should be treated as professionals and that we should trust them to keep up to date with the most recent trends in education. Having said this, we all know this won't work with everyone.	The end result would be exactly the same for me except that good professional development programs would have to be designed in some areas, particularly where there are few, if any, college programs available.

Theresa	Shaw, RN	I have already answered this previously...I changed by answer to 3 years/ 45 credit hours....but please note the information in the next block.	<p>The following continuing education requirements for re licensing in VT:</p> <p>Psychologists: 60 CEUs/2years Medical Doctors: 30 CME/2 years Pharmacists: 30 CPE/ 2 years Lawyers: 20 CEU/2years Mechanical Eng: No CEUs needed RN: No CEUs needed- Proof of work: 400hrs/2year Nurse Practitioner: same as RN</p> <p>AND YOU WANT TEACHERS TO DO WHAT???</p>
Vasanthi	Meyette	I am always motivated to take classes...having them connected to my IPDP made it hard to take classes that were not always towards relicensing but important to my teaching! The portfolio was rushed, nobody really cared about it.	The freedom to take credits connected to my overall teaching philosophy and expertise will benefit me.
Lizbeth	Edwards	Taking classes or Professional Learning opportunities are usually helpful in keeping me abreast of the current best teaching practices. Completing the IPLP is a waste of my time. It is redundant. It takes many, many hours and does not improve my students' learning in any way. It is simply, yet another, hoop to jump through.	The hours of my time spent on preparing an IPLP could be put into planning and prepping for actual teaching. My students and I would both benefit.

Kimberly	Farrar		<p>The HQT requirements for special education teachers are unreasonable and exceptions should be made. To require a special educator to be HQT for grades 9-12 when our students read at the 5th grade level at best, is ridiculous. We take the classes that we need to make sure that our credentials remain in place and to improve ourselves. Additionally, we are required to take certain classes as an entire district on occasion, so we are again, always improving our skills. In this day and age of easy access to information, if we have the teaching skills, we can teach the subject matter. To require CORE credits is over-reaching.</p>
Deborah	Donnelly	<p>This process has taken many hours, in excess of 15. In some ways it takes away from time I would normally spend planning, assessing student work and administering effective feedback, etc. This process seems somewhat redundant to the existing goal setting and supervision currently in place with my administrator.</p>	<p>The important piece to recertification, in conjunction to setting goals and documenting the progress of these goals with my administrator, is time spent learning outside of the classroom. Documentation of these credits and hours of professional learning are evidence of working toward keeping abreast of important and pertinent practices.</p>
Lisa	Sitek	<p>I renewed my license 3.5 years ago. I have not looked at the IPDP or portfolio since then. I attended two meetings with LSB members about how to put together the IPDP and the portfolio. Attending those meetings and then putting everything together probably took a total of 5 hours, maybe more. I have not thought about the process since.</p>	<p>The IPDP and portfolio process seems to take up a lot of people's time and energy. No one really seems interested in doing them and no one else really seems interested in reading them. Like other professions, continuing education is important but the rest of it just seems like a drain on people's time, energy, and budgets. The time I spent on the IPDP (IPLP) and portfolio could be better spent doing my job and working with students.</p>

Barbara	Burns Maynard	There is too much time writing up the learning experiences and courses taken to have them read by people who have no idea what you are teaching and then being sent back to you to redo for something as minor as using the wrong tense. In our district, we are the only high school which means that usually elementary teachers and occasionally middle school teachers will read your info.	The learning is in taking the courses, going to conventions and seminars and then taking the information and using it to better your teaching. I feel it is busy work for me to complete the portfolio as it is now and a waste of time I could be using to better my teaching.
Dawn	Charron	The current process is lengthy and cumbersome. It requires teachers to "jump through hoops". Educators have proved they have mastered the content of courses they have taken by completing the course and receiving a grade. They should not have to take additional time to fill out forms reflecting their learning and how it will improve their practice.	The major benefit would be time to work on better lesson for students rather than to do unnecessary, redundant paperwork!
Carl	Recchia	Hundreds of hours to prepare, compile and organize the required information for relicensing. It serves very little, if any useful benefit to me or my students, other than the coursework or professional development I engage in. I also think the 7-year license is arbitrary. It should be a shorter time for newer teachers, and perhaps 10 years for older teachers nearing retirement.	The many, many hours spent compiling a portfolio, writing the IPLP and all the other requirements could and should be used to do my job.
Yuliya	Ballou	Current process takes too much time that could be spent on working on planning interesting lessons or projects and such for my students. It would be great not to have to put all the hours spent on portfolio and IPDP (IPLP). As it is teachers have too many things on their plate that take their time away from what they actually should be doing - teaching!!!	The new and improved licensing process will give me an opportunity to concentrate more of my time on creating excellent learning activities for my students and will remove the completely unnecessary "red tape" out of the teaching. Please allow for this change to happen! It will make our professional lives so much better! and it will benefit students greatly!

Boyington	Benjamin	Not very much time, and not very much value. The relicensing process in VT (and NH, but that's another story) is far too easy. Professionals need to be professional; they need to show serious and devoted efforts toward growth, not a few easy conferences. (I believe this is a nationwide problem.)	The only benefit would be greater ease and more slacking, and while that is great for our time, it's not great for the profession or for our reputation and the perceptions of others.
Barbara	Connelly	Besides taking the courses, putting together one's portfolio and filling out the paperwork probably takes 10 hours if you include the thinking time to completion. The most beneficial part of the relicensure is the 7 year reflection. It's amazing what you have done when you sit down and think about it.	The portfolio and reflection is a good self evaluation and recognition of what we have done. I'm not sure the IPLP actually adds to one's learning or rather just makes it one more thing to do. Completing workshops, courses, or experiences that enhance your teaching is the most important part. Would I continue to do them without the IPLP, certainly as I want to give my students the best chance at an education.
Lisa	Lones	Approximately 40 hours. It had no value to my student's learning. It was just meeting requirements to get my license renewed. The portfolio process does not improve my teacher at all. We have a evaluation and goal setting process within our district.	The present licensing process is just paperwork. The credits and professional learning is what I bring to my school everyday. This is the stuff I use with my students, that keeps my teaching and practice up to date.
Lauralea	Curavoo	It probably took me 4-5 hours to pull the materials together and write up all of the pieces needed. The process of reflecting when pulling my portfolio together was very valuable for me. It really helped me to see where I had come from and think more clearly about future goals and learning for myself.	the process of reflection was the most valuable component for me and I think without that it would be hollow and hold less meaning. Writing and getting an IPDP approved is time consuming but as an educator it keeps me more focused and honest in my learning. It keeps meaning in the courses I take.
Teresa	Fisher	putting together portfolio takes about 30 hours and serves only as a brag book	the process would be equally strong with less fluff, save considerable time, nolonger need for so much committee work with plp review board

katherine	cadwell	It takes about 25 hours to prepare the binder for relicensure. Is very difficult to navigate this process; I had lots of questions and had to ask Numerous people for the answers. It was extremely confusing.	The process would be much more streamlined. We would be free to investigate other areas of interest without having to redo the IPDP
Rick	Martin	All the paperwork is useless in terms of impacting student learning. It is just to get the credits approved. The impact on student learning happens right after I take the course.	The process would eliminate (or reduce) the need for a local board to exist. In Colchester they all volunteer their time with no stipend or service credit. Why aren't the choices for years and credits above proportional? If 3 years/3 credits is enough, the other choices should be 6 years/6 credits or 9 years/9credits. The longer the period of time the more credits (per year) required. That makes so sense.
Stephen	Stuntz	The current licensing process is completely divorced from the practice of teaching and takes an extraordinary amount of time away from preparing for and assessing student learning.	The professional practice of continuing education is extremely valuable. The "make-work" of the IDPD and relicensing process is a burden on very busy professionals and cuts into time better spent on student learning.
mary ann	donnely-debay	Many hours with no impact on my practice or learning.	The purpose of a license for other health professionals - clinical psychologists, nurses, MD's - is to protect the health and safety of citizens. I believe that an extensive re-accreditation process does not have any value beyond this, and the time could be better spent on professional learning.

Victoria	Wilkinson	I do get value from the courses and workshops that I attend. I am always looking for new ideas, curricula, and lessons that will benefit my students learning. However, having to create a plan, fill in forms, and submit everything to an individual that I am also required to meet takes time away from planning for my students. The process is lengthy and outdated. I could be using that time to network, research, or coordinate with colleagues. Also, if paperwork is not presented to the local standards board within a certain time frame, a license could easily not be renewed.	The relicensing process needs to reflect that teachers are professionals. I would benefit greatly if the only requirement involved was to hand in documentation of the courses and workshops that I attend. I am an adult. I do not need a local standards board to determine whether or not my license should be renewed when I have already done what is required of me. Also, there are a great many individuals in the state of Vermont who are certified teachers that cannot find teaching positions. For those people, who do not have a local standards board, but want to keep their license current, the process is mind boggling. Lastly, my self-esteem, confidence, and well-being would improve if I was treated like other licensed professionals.
Monica	Carter	It takes me about 15-20 hours to assemble my portfolio and prepare myself for presentation.	The removal of the portfolio requirement would allow me to spend those hours of portfolio preparation and presentation on furthering myself as a professional by improving the skills and resources that I use in the classroom.
Lynn	Fisher	I'm national board certified and very much benefitted from that experience, and the renewal experience. On the other hand, the IPLP is for the most part an exercise in madness. I understand the intent but it just doesn't work, and it's frustrated me every time I have worked on it. It takes hours, goodness I don't know how long.	The same way I benefit now. The professional learning experiences that I have chosen have usually been quite beneficial. From my understand, that would still happen. The portfolio adds nothing to my professional growth, and it's absence would therefore take away nothing.
Ruth	Hoogenboom	It is difficult to predict the future and spend seven years tied to a few specific things	The school will only pay for valuable credits so you know they are leading to teacher growth. I have been deeply involved in Tarrant work which was nonexistent seven years ago. Do I go through the work of revising my goals or ignore what I'm really doing?

Laurie	Grenon	<p>I completed my relicensing for my level II certification a couple of years ago. It was an exhaustive, frustrating experience despite being organized about retaining items in the same place, and keeping notes about each professional development activity. Several of my summaries were denied due to not being detailed enough and I was required to redo them. All of my professional development credits were through activities sponsored by my S.U. It seemed odd to me that I should have to justify the validity of these experiences.</p> <p>I do not believe that requiring professionals to write a summary about a professional development activity will enhance or promote student learning in any way. The majority of my relicensing hours was through in-service activities provided by my supervisory union. It seems odd to me that we have to write up a summary of an in-service that is obviously approved by my SU. Additionally, if the course is through an accredited institution, that should suffice as evidence for its validity as a professional development activity. There are many other valid professional development activities that are available for faculty and staff through local agencies. This process does not serve to validate these activities further; it just takes time away from teaching, lesson planning or other educational activities.</p>	<p>The shift from requiring approval, pre-approval and written summaries of professional development activities to simply providing valid documentation of hours would alleviate unneeded stress on the part of the educator. Additionally, the perception that somehow teachers are ill qualified to judge their own learning and professional development only serves to further undermine the validity of the profession. Educators, in general, are undervalued by our culture. Everyone pays lip service to the fact that education is very important, but is not willing to recognize teachers as professionals. This contradiction is a pervasive problem.</p> <p>Furthermore, there is a strong perception of each LSB creating and following their own rules; it seems that this is completely inconsistent process across the state regarding what is required by each LSB. It seems inappropriate that a (often unknown) peer should have the authority to veto (or approve) a professional development activity as appropriate (or inappropriate), particularly when they often have no exposure to the other's person's actual job requirements. Frequently, the person who is approving my prof dev activity has never met me, does not know what my job entails and therefore is ill qualified to make such judgements. Lastly, the process changes from year to year; how can any process be viewed as valid when it is changing constantly?</p>
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Christine	Redman	In 2008 it probably took me at least 50 hours to complete my portfolio. That does not include the time it took to fill out activity forms, formatting ,meetings on procedure, and gathering information. I feel that my administrators make sure that I am on track, following yearly goals for professional development and student enrichment. We meet at least three times during the year to make sure these goals are being met. I strongly believe that professional development in the form of credits or hours should be monitored by the relicensing committee but as far as our goals for our students and ourselves that should be left to those who know us both professionally and personally.	The stress and amount of time it takes to complete the relicensing process would not only benefit me by being able to focus more on professional development and curriculum but it would allow me more time with my students.
Kevin	Hebert	As a long time high school instructor (more than thirty-five years) I object to having to spend the ten to twelve hours it takes to prepare my re-licensing portfolio. I feel that my years of service demonstrate my teaching ability and my caring about students far better than a binder/portfolio does.	The ten to twelve hours spent on my portfolio presentation would be far better spent preparing lessons for my students or responding to the work they have turned in.
Martha	Allen	Too much time and it I see no value to my teaching and my students' learning.	The time I have to spend on my portfolio and IPLP is time better spent on work directly related to my students and their growth.
Phoebe	Guevin		The time it takes to compile these documents is lengthy. It takes my time away from actual learning and teaching. Also standards boards pull teachers out of their classrooms monthly to review paperwork.

Jacqueline	McCuin	The current process feels like a burden unrelated to my direct work improving the outcomes for my students. I would rather spend the weeks I spend documenting my professional work preparing innovative and specialized lessons that directly improve the outcomes for my students.	The time saved would be spent on targeted preparation of curriculum and instruction that would directly impact the outcomes of the student I serve.
patricia	powers	It takes me approximately a total of 40 hours of time to complete the current relicensing process and their is no value to my teaching and student learning. I participate in establishing a Smart Goal with my 1st grade team. This is reviewed and monitored by my administrator. This yearly Goal has an impact in my teaching and student success.	The time spent preparing my IPLP could be better spent working with my team . This would have a direct impact for the students learning and it would not be done in isolation.
Julia	Chamberlain	It has typically taken me about 8-16 hours to understand the process, put together the necessary documentation, write the reflection pieces, etc. It has never been of any benefit to my teaching or to student learning. Reflection is a valuable learning tool, but we are already doing that reflection in any graduate course that we take, and in the goals we develop annually at the school level for our local supervision and evaluations. In fact, those reflections are far more valuable to my teaching because they are more focused and immediate.	The time spent putting together the IPDP or now IPLP in my opinion is wasted time. If we are obtaining relicensing credits by earning a passing grade from an accredited institution, then that should be enough. The time spent on the portfolio has always amounted to time taken away from planning and classroom prep. Furthermore, it has always been a source of irritation and aggravation to me, to the point where it adversely affects my morale and my attitude about my chosen profession. So the benefit of doing away with this busy work would be an improved attitude, and more time to devote to my teaching.
Leigh	Clark	It has taken up to 80 hours. There is no value in the process with regards to my teaching or student learning.	The time that I spend on relicensing would be use toward my student learning. Money would be saved too on salaries for the personnel who write and make up all these complex relicense procedures.

Mary	Paradis	It takes many hours and has NO effect on my teaching. An estimate of the amount of time to complete the process: 15 -20 hours.	The time that was spent on the relicensing process could have been spent on planning, reviewing assessment results, or professional reading.
Cheryl	Foote	The portfolio process is very time consuming (several weeks vs days) and the actual amount of time that anyone looks at it is very minimal (minutes vs days). The LSB representative often isn't familiar with the work I do so quick descriptions, although interesting, are not relevant to either my professional development or meaningful evaluation. Spending time on such busy work effectively takes precious time from planning and teaching.	The workshops I choose to attend to are of interest to me due to their content and relevance to my daily work with children. This is what supports, inspires and extends my professional knowledge and leads to new learning. As professionals, teachers should have the autonomy to identify what they need and the respect of the profession to use these documented activities for re-licensure.
William	Mayville		The writing of the IPLP does not improve teaching. The improvement in teaching and gaining of knowledge is acquired through the the courses, workshops and colleague dialogue that comes from participation in these areas.
Sharon	Ehret	I do find that writing APDA(s) requires reflection and helps me to keep track of the professional development activities over the current 7 year interval. Many things can happen in that amount of time.	There are pros and cons to any situation. The current system has tried to ensure the alignment of the school a teacher is working in and the prof development teachers pursue. If during the course of your career you choose to alter aspirations it has logistical features that you need to address. It would be much easier if you only needed documentation of credits as is the case with other licensed professionals.

Sharonlee	Trefry	The re-licensing process is much too lengthy and cumbersome. I do believe strongly in having individual professional development/learning plans for any employee and especially professionals. By the virtue of being professionals, more credit should be given to the licensee in choosing the activities that suite their needs. There are too many steps involved.	There is tremendous benefit in that statement!!! Please advocate for it.
Joan	Benjamin	I am on our standards board and I have seen many people spending weeks working on their plans. There is a lot of confusion as to what needs to be in the plan, even with the support we have given them and the materials from the state. Our school provides so much in-service for all of our teachers to keep us all working on the same target issues. We all learn together and try to implement strategies district wide. The learning is happening. Why spend so much time writing these plans?	There would be less time writing the IPLP's and time to use on other school related issues.
wendy	allen	Obviously, it takes a minimum of 135 hours.....The value does not correlate with student learning especially if one should discover they are in need of hours and take something simply to fulfill the state requirements. It also requires a significant amount of time away from the students.	There would be more time to help students by being there for them, more time to work on lessons, and more time to learn the many new developments.

Sarah	Niebuhr	<p>Putting together a portfolio of my professional development experiences is not a valuable use of my time. I can't estimate how many hours it takes but I know I don't reach for that portfolio at any other time or for any other reason. I do reach for my professional books, binders, notes, power point presentations, etc. I read and reread these resources and share ideas and questions with colleagues. Attending professional development opportunities, talking with other professionals in the field and building a professional library of resources will help me be a better teacher, not the current relicensing process.</p>	<p>This approach would be more efficient. It would allow me to direct more time and energy on professional learning, which would directly impact my teaching and student achievement.</p>
Molly	Heath		<p>This change in the relicensing process would allow me to use all the time and effort it takes to complete the current process and apply that time and effort to my actual teaching.</p>
Joann	Fair	<p>Unless you are a highly organized person with all of your courses, workshops, seminars etc. in one place it takes quite awhile to put it all together, especially the first one. Mine took me about 20 hours, I was very particular about how I wanted it presented. Once the information is collected you then have to write a reflection about how it impacts your teaching and student's learning. This was hard to do because you have to reflect back to the year you took the course, workshop, seminar, etc. and remember the things you found valuable and not so valuable. I personally think a teacher's time can be better spent on other educational opportunities.</p>	<p>This is a better way to proceed with the relicensing process because teachers have enough paperwork to do without adding this to it. The documentation of credits and/or hours of professional learning should be proof enough.</p>

C. Joy	Dobson	<p>I will need to relicense next year and I have over 30 credits recorded with the local relicensing board. Although only required to have 9 credits, it is important to me that I demonstrate to the board the amount of quality professional development I, like many teachers, actually engage in over a seven year period.</p> <p>Personally, the act of writing professional goals and then maintaining a portfolio for the purpose of relicensing is a hoop someone else created for me to jump through. I find the process to be an added burden.</p>	<p>This is all that is needed. The local supervision and evaluation process is in place to evaluate the whole professional in real time. The state need only provide license.</p>
jenifer	andrews	<p>The last time I did this, I worked on it for many, many hours. (Over 20)</p> <p>It was not a valuable experience and much of it was just regurgitating state and local language so as to comply with the regulations. As a teacher, I have always updated my knowledge and taken courses as needed to enhance my teaching. I do not need more goals to add to the goals that are already in front of me at the school house level. Re- cert is important so let's streamline this process.</p>	<p>This is exactly what we need. I applaud those of you who are taking this on!!</p>
Joanne	Davidman	<p>Last time I did this, which was 6 years ago I put in over 40 hours to put together my portfolio and documents. Some of the comments I got back and corrections I made had nothing to do with my ability to instruct nor develop a positive learning environment for my students. They were about simple typos and one of my goals was not "specific enough" but when I made them re-read it they realized they were wrong.</p>	<p>This is how it used to be. If I was not a good teacher I would hope my evaluation process would create the change that needed to happen. I understand that we need to continuing change and keep current but I am not sure how the student focus goal that I created 6 years ago and completed year 1 is relevant to today or my obtaining a license.</p>
Theresa	Ahlers	<p>It is extremely time consuming.</p>	<p>This is how it was done in the past, many years ago.</p>

Elaine	Howe	<p>It takes at least 15 - 20 hours to complete the portfolio. After you take a course you incorporate lessons learned. Writing the portfolio reminds you of things you want to do but I am also reminded of them when I see the books or notebooks that I received. Most teachers incorporate the lessons learned into their curriculums because that's the reason they took the classes in the first place. The classes impact the curriculum but the portfolio really does not.</p>	<p>This is the way it used to be done and I feel that it worked then and would work again. Do other professions have to provide all this documentation or do they just provide documentation of credits? I incorporate what I learn into my teaching.</p>
Dawn	Mack	<p>The process is quite time consuming. I don't feel it has much impact on my teaching or student learning. If anything it takes away from time I can spend planning and preparing for my students.</p>	<p>This is the way it was prior to doing the IPDP. The courses I selected were what I felt I needed, so they were valuable. If there is a course the state and/or district feels is very important to keep teaching practices current, then maybe there could be a required course from time to time or maybe there can be guidelines depending on the certification.</p>
Deborah	Berard	<p>It is a waste of time as far as improving my teaching and student learning. It feels like I am jumping through hoops, just to be able to continue teaching. It probably took me 20-25 hours to complete my last IPDP. Time spent on this is time away from planning for my students.</p>	<p>This is the way teacher relicensing was completed when I first started teaching. This is the way it should be. Less time to complete this requirement.</p>

Bonnie	Strange	<p>Hours upon Hours!</p> <p>I never can tell when enough is enough the way the recertification process is currently set up! I am a highly conscientious teacher, so I take a lot of time with this process to prove I have done what the local recertification board requires.</p> <p>I have said, over and over, this does NOT make me a better teacher!</p> <p>In fact, it takes my time and focus away from teaching and student learning!!! We teachers in Vermont, or at least locally, need a much more streamlined, yet validating, plan for teacher recertification!</p>	<p>This is the way that it used to be in Vermont! That was a much more reasonable process!!</p>
Walter	Scofield	<p>Our LSB at I BFA St Albans has a very streamlined process.</p>	<p>This makes sense. Why have someone who is a veteran professional spend additional time to prove they can do the job they were trained for?</p>
Mina	Turner	<p>It takes about 15 to 20 hours to document forms, write descriptions and to reference all the required plans and endorsement items. This has no value on my teaching. Time spent planning and collaborating has the most positive impact.</p>	<p>This makes so much sense! It would take away a cumbersome process free up time to take care of more pressing issues.</p>
Elizabeth	Dziedziech	<p>I cannot comment on the amount of time it will take for me to complete the current relicensing process because the IPLP is new and will require my understanding what I will need to provide.</p>	<p>This may shorten the amount of writing needed for the IPLP.</p>

alita	potts	<p>I do not find that the current licensing process helps me in any way. It takes time to write and complete but I do not feel that it assists me in any way in my day to day position. I am a part time school nurse and so am not in the classroom for teaching very often, except as a guest speaker. Going though the entire process for the limited amount of time I spend in the class, does not seem like time well spent in my opinion. As my date for re certification draws near, I actually find myself questioning whether I want to pursue renewing because of the current requirements.</p>	<p>This option makes much more sense to me. I learn so much when I attend classes and seminars that I am able to use in my day to day practice. To me, this would show that professionals are keeping up to date and furthering their knowledge. Thank you for the opportunity to comment on this issue.</p>
Marcia	Barron	<p>After 39 years teaching I retired in June, 2013. When I began we needed credits to relicense, yet we do so much more in our job. When the portfolio process began it was so easy for me to document all I did extra as well as the credits earned for courses or workshops. Recently, the changes to the portfolio system made the process more arduous, leading to complaints and not necessarily adding more improvement in teaching skills. I personally liked showing proof of activities in the 5 areas of professional development.</p>	<p>This process is simpler to document and administer. It would take less time to go through the process, but I personally felt much more fully a professional using the portfolio process. By keeping track of all professional activities and seeing how all of what we do improves us in so many areas appropriate for the teaching environment, we can set professional goals as needed in different areas.</p>

John	Tague	The creation of a portfolio takes many several hours provided that you have kept all pertinent documentation in order over the seven year period. The creation of a new plan and reflection take the bulk of the time. The reflection is valuable, but really we should be constantly reflecting on our practice not just waiting until the seventh year requirement. If the LSB needs adjustments or clarity, there can be additional time needed after submission.	This process would show that my knowledge is current, but would not require the collection of approvals and check in the boxes of the current system. Our coursework is approved by our administrators before we can take it. There does not seem to be the need to have that approval overseen by another group
Patty	Young	It takes years when you are accumulating credits. Putting the current portfolio together, I usually plan 6 months - one year. This process provides new learning through our instructional methods obtained.	This process would still require new up-to-date courses that assist all students in our classrooms. We would continue to have our required paperwork as we interview or move from one position to another.
Alison	Chadbourne	My experiences with licensure in VT have been so cumbersome and challenging that I've switched to the private school sector and plan to let me VT License expire.	This seems like a far better system.
Bruce	Lee-Clark	I'm in the process right now, so it's impossible to say. However, I have two other professions which require relicensing (law and clergy) and neither one takes so much time for so little effect.	This seems obvious. However, just because we would not be doing all that we do now does not mean that I would not be reflecting on my teaching. That is a professional's duty, and does not need the relicensing process to enforce it.

Jacky	DeForge	Hours and hours of work preparing the professional plan, ridiculous busy work of the reflection, and addressing areas/domains do not make any educator better or more proficient at her/his craft! I find the entire process one of mistrust, needless and additional layers of "accountability", and inherent disrespect. The current process has always felt like change for change's sake and extremely paternalistic! Over the last many years I have never heard colleagues make a single positive comment about any part of the re licensing process! I have never seen value in any part of this renewal process. The Agency of Education must strive to be better in recognizing the high standard of professionalism of Vermont's educators. Our current system is insulting on every level!	This was our system several years ago! Educators took approved courses and then simply submitted a list of courses, credits, and grades, along with \$35.00 to the Department of Education. This seems so much more professional and respectful of educators. I strongly feel that the process and standards should be the same as the standards and requirements that are currently in place for retired educators! This would certainly go a long way in making me feel like the trustworthy and capable professional I know I am!
robert	lockerby	the time it takes to put all materials together and then hope that it satisfies the individuals who read it could be used more effectively as time with students or engaged in course work or clinics.	this would allow me more time with my students. this process is more teacher friendly and allows you to focus on life long learning without the burden of the proving something that you already know.
Becca	Schutz	The professional development hours themselves are incredibly valuable, however the portfolio process is very time-consuming, and does not actually improve my teaching practice.	This would allow me to put more time and energy into my teaching, planning, family involvement, professional development, and colleagueship efforts.
Melissa	Connor	The current relicensing process is very time consuming and tedious. I would much rather take the time to improve classroom lesson plans rather than put together my relic ensure information. I really don't feel as though all the effort I put into the portfolio, IPDP is worth it because I never receive feedback. Seems to be just a hoop I need to jump through.	This would allow me to spend more time preparing materials for day to day use that will assist students. The relicensing portfolio and IPDP have no impact on student learning.

Charlotte	Sherman	<p>The issue with the current process is the human touch and the inconsistency of each of the local committees and the individual committee members. I am a past co-chair of the local committee who had items rejected at the end of last year. When I returned it for review I had attended another workshop on the same topic and included this and changed the hours. It was looked at as a new approval request and different items were said to be lacking or in error because different eyes reviewed it with their own agenda. This process takes away time educators could spend on preparation. Having educators write reflections does not make them reflect. Some get colleagues to write the IPDP for them others write whatever it takes to get the workshops accepted. I am a reflector and I always think about how to use new information but I cannot make my colleagues think that reflection helps. Each educator is different and processes new information differently. Some love new techniques and other shun change. The regulations do not change people. The other issue is the fact that some of the IPDP must occur after use and documentation of outcomes.</p>	<p>This would allow people to take classes that may not directly fit with current courses as preparation for future course or changes. Most school have their own action plans and educators are faced with implementation of these with documentation and observations. It would help educators focus on the building level and district level work and not push the envelop.</p>
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Dana	Cummings		This would be a huge benefit!!! The current process is very time consuming. It involves an organizational meeting where the relicensure process is presented; my own review of the relicensure documentation; a great deal of time to find and organize evidence; usually consultation with an LSB member; and finally time to present the portfolio. It's a lot of jumping through hoops that doesn't add a great deal to the reflection we're asked to do by the course instructor and our principal.
Jessica	Toulis	This requires many hours (in the evening and on the weekends) of stressful work on top of trying to teach and plan for my students. The courses and credits are extremely valuable. The IPDP and portfolio process has no value to my teaching and student learning.	This would be a huge relief on time. I would use this time to plan and work on my classroom curriculum which would have a positive effect on student learning. I am constantly trying to improve my teaching and this requires time, something that we do not have enough of. Any that I could get back would be very valuable and very much appreciated.
Amy	Durant	It takes me about 30 hours to prepare. I have not felt as though this impacts my current teaching other than adding a large amount of stress.	This would be a huge relief.

John	Badger	I have been through the relicensing process a few times. Many times my portfolio was neither looked at or even discussed much. I do believe the process does need to make sure a teacher is remaining current in best practices. And credits and hours will accomplish that in the teachers' respective discipline.	<p>This would be a much more efficient process and I believe credits should be coursework from an accredited institution and not conferences/workshops and the like.</p> <p>One question off this subject is: During these difficult times of passing a school budget, has the legislature discussed the possibility of allowing eligible educators to retire without penalty in order to allow the individual school district to hire a first year educator at half the cost? This payback will be in most cases just 2-3 years.</p>
Ellen	Gnaedinger	I am also an RN, the process for re-licensure as an RN by the state is much more straight forward and easy to manage. An RN must maintain re-certification credit hours, but we do not have to have to submit it. We are subject to audit and of course keep all our documentation. This is a much simpler and less time consuming system. Best regards, Ellen Gnaedinger, MSN, RN	This would be a much simpler less time consuming system.
Douglas	Lombard	The process takes an inordinate amount of time and is extremely confusing. The documentation has ABSOLUTELY no value as currently required.	This would be a wonderful change. We could get on with teaching and stop jumping through unnecessary hoops.
Jennifer	Blackman	I do not think the current process encourages me to learn more, or increases my learning or my students' learning. The process is cumbersome and very time consuming. I believe all professionals should continue learning, but the portfolio is unnecessary. Nine credits every seven years is fine, with a wide variety of credit opportunities encouraged beyond traditional course work.	This would be easier and quicker, and would still require us to maintain professional standards for ourselves. I would like to see the documentation process combined with our current district eportfolio.

Charles	Herzog	It takes an inordinate amount of time putting the portfolio together. It takes an inordinate amount of time for local LSBs to review the portfolios. I would LOVE to see the portfolio component eliminated.	This would be fantastic.
Beth	Hill	I go at this thinking that there will be a positive impact on teaching and student performance. Then, every year or so, curriculum changes, job expectations change etc. Over my tenure, I have learned to write pretty broad goals to accommodate these changes. At the school level, I am able to write yearly goals. THESE relate to teaching and learning. They become the focus for discussions with my admins and colleagues. This makes more sense to me than spending the equivalent of several days to pull together the paperwork that I need for relicensure.	<p>This would be fine for me, as I am writing my own goals and reviewing my progress towards meeting them at the local level every year.</p> <p>There might need to be some specific expectations for professional learning. For example, I have been a SPED teacher for a long time, and I think that there should be a requirement that we complete "x" hours of SPED law training or review for every licensure period. Just something to ponder...</p>
Amy	Thivierge	The current process is annoyingly time -consuming and does not necessarily reflect good teaching practice or teach improvement. I spent over 15 hours compiling my portfolio last year for re-licensing. The "reflections" are not helpful to the teacher and not looked at by the board.	This would be more honest as the other components of our re-licensing are hoops to jump through and not meaningful.
Kristi	Leet	It takes me an incredible amount of time because I am a perfectionist. That time would be much better spent applying my learning to lessons and helping students, rather than writing a portfolio for the LSB.	This would be much easier and less-time consuming. The hours of professional development are still there, but I would have more time and energy to devote to actually applying my learning to help students, rather than just writing fancy paragraphs.

Lisa	Robtoy	It took me about a solid week over February vacation to complete the process. This was with my files all in order and organized too. I can't imagine others who don't keep it organized along the way. It does impact the way I approach my teaching, but I don't think it impacts it a great deal.	This would be much more helpful.
Kara	Lufkin	It is a very lengthy and time consuming process to submit coursework and portfolios to the local standards Board. I am currently a chair of the local standards board for my district. I feel that the teachers are going to get the professional development in most cases without having to reflect for the local standards board and then put it in a portfolio. Teachers are getting professional development all of the time and doing self reflection for their own teaching and learning. Also most teachers develop goals for evaluation purposes by admin. Often times the expectations for these goals are different then the IPLP. This makes a second set of goals the teachers have to work toward.	This would be one less thing that teachers would have to do in their own free time. They are taking courses and working hard and do not have time to complete any of these requirements during what would be considered worktime. Other jobs do not require this type of work outside of work hours.
Denise	Liveston	I feel that I spent more time filling out local forms that what was necessary. I also felt that I kept repeating everything. I takes hour to complete them for local approval.	This would be so much easier and a time saver. I spent so much time filling out requests and final approval papers. I could have been spending time doing work for my students and family instead.
Allison	Smith	It took me hours.	This would be so much more helpful. I did the work and a portfolio is cumbersome.

Polly	Rico	The process is very time consuming since there are many narratives that need to be written for each conference, course, and workshop for the Licensing board and portfolio review. I often feel that the relicensing process is about jumping through hoops and not focused on how you have developed to maintain your eligibility status.	This would be very helpful. Courses/workshops are approved by our administration, and any professional learning will only support our professional status.
Mike	Beardsley	No value to my teaching or student learning. Has become a burden to spend the time documenting according to goals, etc. with so many other teaching and student needs. Prefer to maintain by updating coursework and professional development as I need, not to fill up a prescribed set of artificial goals. A simple list would suffice which I already would have put together each time I take a course, etc. Time required can easily equal 5 to 10 hours after paperwork is finally set.	This would benefit me personally as I would be using my time better spent on day to day planning, assessment of student learning, and maintaining my interests in my profession. I also believe that my role as a teacher depends on my own personal interest in learning to better my teaching and keep current with the newest ideas, methods, and networking with quality educators. Anyone who does not keep current should leave the profession.
Kerry	Coarse	As a board chair, I see and hear educators complaints/struggles with the current process. However, I value the accountability to our profession the renewal process upholds.	This would certainly alleviate some of the tedious paperwork and time spent on proving and connecting what we do.
Sheryl	Thurber	This seems like a lot of paperwork to complete this process, and they are always in the process of trying to change something, never sure what is needed to complete. There is really no collaboration with anyone. It is all done independently with little feedback (only if something is missing).	This would expedite the process and allow us to more effectively complete it. There are enough restrictions and expectations on us professional teachers. Reducing the paperwork would allow for more time in other areas that we are always working in, ie, collaborating with other professionals, meeting to complete required standards, meeting with parents.....on and on.

Eric	Bushey	The current system is cumbersome and does not drive the types of courses I take to stay current. I feel that seven years is a very long time to stay "married" to one plan. Technologies, for instance, that significantly enhance my teaching, may not even be available on year 1 of the IPDP but in full effect shortly into that process.	This would free me up to be a professional who seeks the classes/prof. development hours that I need.
Al	Calzini	The IPDP and portfolio process takes an enormous amount of time, yet is of little to no value to me.	This would free up time to devote to lesson planning, helping students and other professional duties.
Carol	Lacy	I would do the same amount of professional learning that I'm doing now with or without the IPDP process. The IPDP record keeping just adds more time to complete the paperwork. Sometimes I couldn't get credit for the amount of professional work that I did because of the 'lame duck' situation created after you have completed your 9 credits.	This would give me a little more time to devote to other professional work instead of time doing paperwork. Also, it would allow more flexibility to choose and change direction of focus as needs develop and new educational research emerges.

Cynthia	Hughes	<p>I spent days putting together the last IPDP, and in truth, I don't see how doing that kind of paperwork has an impact on my teaching skills or growth as a professional. It goes into a notebook binder for seven years, while I continue learning the things that interest me, whether they are in my IPDP or not. The coursework that I take and having professional time to focus on my lessons and curriculum have the most impact on my work with students.</p>	<p>This would give me more time to spend on developing curriculum and rich lessons for my students, also allowing time for focused energy on coursework and learning of my own choice. But I would like to enter a plea to reduce the amount of ALL data collection and busy documentation of everything we do. As it is now, with all of the documentation and data collection the state is requiring of teachers, there is little time left for meaningful collaboration with colleagues or solid chunks of time to work on curriculum or coursework. This is also true of the standardized testing - so much time testing, so little time in actual instruction and teacher-student engagement. I would like to see teachers trusted as professionals again, as it was many years ago in Vermont, before the standardization of children and the corporate takeover of public education through the selling of tests, data management systems and "school improvement" tools. As a taxpayer I resent paying these companies to dismantle the public education system. It's a sad history, and from my own observations, and those of many colleagues, there is agreement that we are actually serving students less than we were 25-30 years ago, and that children are not enjoying school.</p>
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Lisa	Bisbee	The IPDP process is incredibly time consuming and has little effect on student learning. The process easily took me 25 hours to complete. The actual meeting to review my plan was 20 minutes and was overseen by a PE teacher who had no understanding of the special educator role in the school.	This would give me more time to work on things that are vital to my teaching. I feel that the supervision process (done through the contract every 4 years) is a process that better meets my needs as an educator. The observations are tailored to my school's action plan and are more informative because I have a role in picking the standards and observation data collected.
Pat	Bannerman	It is a lengthy process and requires jumping through a lot of hoops for the sake of busy work complying to the requirements. 7 years is a long period and much changes in education year to year so often goals set at the beginning of the 7 year period are obsolete by the end of the 7 year period.	This would leave more time for the day to day teaching and other school wide initiatives.
Edee	McArtor	Parts of the re licensing process are good, including the credits taken, goals, and reflection of past goals. The time though it takes to complete this can be tedious. If we get all credits (courses, workshops, etc.) approved, then the final re licensing process should be made easier.	This would make it simpler - you are getting the credits (learning, training, etc.) yet making it easier to stay licensed as a teacher. Yes I would like this.
Dan	Gratton	It takes a ridiculous number of hours to complete the relicensing process. It probably amounts to the equivalent of taking another 3-credit course. The value it has on my teaching is minimal, if any. In fact, if anything, it has a negative effect on my teaching because it adds to my already heavy workload and adds a good deal of stress to my life, especially as the relicensing date gets nearer.	This would make my life so much less stressful, and would allow me to focus more of my time and energy where it should be - on my students and my teaching.

Lisa	Robar	I renewed this past Spring and it took approximately 25 hours to complete the notebook and then it still needed to resubmit a second time. I do not think that this type of book keeping helped my current teaching since it focused on the past seven years of my teaching. A shorter time frame would keep me thinking of my teaching practices.	<p>This would not be enough either - There should be a combination of the two ideas. I am in the process of re-writing a class to a Understanding by Design process and I have found that to be more valuable since it has made me think at the class level what I do in my teaching.</p> <p>Essential Understandings and Essential Questions plus journaling would be proactive.</p>
Susan	Lockerby	I cannot begin to explain the amount of time put into the current process. And I was told to revise it several times for what one particular individual wanted to see, when in fact I was meeting all the requirements. A frustrating, time consuming process which does not in and of itself improve my teaching. My professional development credits help to improve my teaching. The IPLP process DOES NOT!	This would reduce stress and free up VALUABLE time, which is wasted on the IPLP process.
Adrian	Sebborn	The current relicensing process takes in excess of 30 hours to complete and this assumes it is not sent back, as it usually is, by the licensing board for revisions. Teacher contracts increasingly take away time for classroom preparation requiring me to comit personal time for this. The time spent on preparing a IPLP inevitably means the time is taken away from student prep time.	This would remove a major distraction from my work load and avoid distracting my attention from classroom preparations. The credits and professional studies should be sufficient to demonstrate my continuing comitment to my profession and my students. It is the professional development that improves my teaching. Preparing a IPLP is, in my opinion, a wate of my time and that of the licensing board and has no benefit for my students.

Shelley	Townsend	Putting together my portfolio and IPLP is very time consuming. I do keep all my course work and conference work together in a portfolio, but organizing them into the current required format takes quite a bit of time. To add to the annoyance the format changes every time I do this, which means additional time is needed to complete the process. The artificially constructed IPLP goals, while I carefully align them with my classroom instruction, do not actually serve to improve my practice.	This would save me time and reduce my stress level. Since I set educational and professional goals for myself each year that are relevant to what I am doing in the classroom, the time spent crafting the IPLP is not beneficial to me.
Susan	LeDrew	Because the process is so long, it is hard to see it as relevant on a day-to-day basis. It took several hours to complete the process and a few meetings with the person who oversees this to complete it.	This would save much time and probably be more meaningful. This could be linked to the appendix a and c work we do each year.
Randy	Swainbank	I find it to be very tedious. I think it has very little value on my teaching.	This would save time, and pointless documentation.
Jan	Broderson	The final portfolio and paperwork takes hours to complete (at least 10 hours during final year), in addition to what is completed regularly throughout the year. I need to document all courses, workshops, etc. through forms and then a written reflection. The final portfolio also requires a reflection on my 7-year plan then a new 7-year plan to be written. I find that my yearly goals through my school are more valuable and timely than the goals I write for seven years through relicensing.	This would stream line the process and allow me to spend time on my teaching rather than on documenting what I already do. I set goals and reflect on these yearly. I also reflect on my teaching daily.
Anne	Marinello	It probably takes 5 hours to do right...The main value it has had for me was keeping my portfolio of conferences and courses up to date and orderly.	This would work just as well, if not better. Having to explain how it was useful seemed rather juvenile and demeaning.

Sara	Villeneuve	I think the goals are often irrelevant after the first few years and often get revised or we have to "stretch" our items/work to fit the goals. Takes up a ton of time for both the teacher and the LSB.	Time and more focus on continued professional development.
Christopher	Sellers	I enjoy the time I budget for taking courses for credit and for participating in short-term and ongoing Professional Learning. The benefits to my students and my colleagues and my learning communities is enormous. The only community that benefits from my preparation of a portfolio is the paper-product industry.	Time currently spent preparing portfolios could be redirected to work which will benefit students, colleagues, and learning communities.
Heather	Battistoni	I find it to be a tedious process, filling out forms, sending them in, writing IPDP, submitting them, getting them back, rewriting or tweaking them, submitting to the next board, passing or failing.... Often one board passes and the next wants it worded differently...a ridiculous waste of time. Any value it may have had is lost through the process. Personally, I feel 15 credits shows commitment to your teaching and to your students and that should suffice.	Time I normally would spend on relicensure, IPLP and portfolios, would be better used to focus on my students and their needs.
Chad	Paquette	After going through several licensing cycles it is apparent that it is just a dog and pony show that has not improved my teaching at all.	Time saved from dealing with the hassle could be used to actually work on my teaching. Would also be able to take more classes to improve teaching without feeling like it is a waste of money to take a class that doesn't fit the narrow confines of the ipdp

Jeanne	Alexander	It takes hours to complete over several sessions and is a total waste of time. A "Professional Educator" has far more important things to do with their time. Teachers collaborating and working together as a grade level team, or as a staff working to move students forward through professional development, is a far better use of time.	Time savings would be the major benefit. Professional Educators should not have to go through the current time consuming frustrating process. Documentation of credits and/or hours of professional learning are all that should be required. With all due respect this should have been changed years ago.
Lydia	Alexander	It takes away from my PERSONAL time, because I am doing my teaching work during the work week!	<p>Time spent on developing the portfolio is time away from classroom prep!</p> <p>Treat us like Professionals! Trust that classes/conferences have an ROI (return on investment) that the 'learning' will be shared with our students.</p> <p>Would this new system eliminate the local Standards Boards?</p> <p>The new process should allow for the many OnLine free opportunities! Which I would have more time to attend to if I weren't 'documenting' and building a portfolio.</p>
Michael	Hakim		Time taken to compile an IPLP and portfolio is time taken away from planning, preparing and focusing on teaching good lessons and student learning. If the state has vetted professional development opportunities and courses, and considers them acceptable, then simply submitting expected grades/credits/hours should be proof enough to deserve relicensing.

Erin	Rice	The current process takes many, many hours and in all reality has minimal impact on student learning. Items that are being put in the portfolio would get done anyway, without jumping through all of the hoops just to document it in a portfolio.	Time would be more effectively spent taking courses and growing as a professional. All the knowledge and ideas would then be taken back to the classroom and time could be spent on developing curriculum and activities for optimal student learning.
Janet	Gay	I spend many hours on the relicensing process. The last time, I did not find it had much benefit either for my own learning or teaching. And I don't think it has been of benefit to my students. However, the cycle before was very helpful and meaningful. I believe my choices on what to focus on were more applicable to my position.	Time Relevance Equity Another headache removed
Emily	Wills	I see very little connection between a reflection and goals I set once every 7 years and what I do in my classroom day-to-day. It takes hours of submission, writing, editing, and seemingly pointless work to submit an IPDP, and in no meaningful way does it impact my students' learning. Time would be better spent in courses that improve my instruction.	TIME! Teachers do not have enough of it, and are too often told how they are allowed to spend it. Trust us like the professionals we are, and let us take courses and use them with our students in a way that is measurable by our school's teacher evaluation system. That should be enough.
Joyce	Valley	It takes constant months/years of courses if you hold more than one certification and then documentation of hours, meeting with relicensing standards board, revamping paperwork for approval. With several certifications to keep up to date this is a constant every year of taking courses and keeping documentation in order along with trying to keep up with school evaluation paperwork and portfolio.	TIME, TIME ,TIME! To work at being a teacher and time with students and student assessment needs, not worrying about getting the right paperwork done and in to the right people in a specific form booklet for approval before it can even be submitted for relicensing. Not to mention we as teacher then have to volunteer to take more of our time to serve on the relicensing standards board on our own time.

Patricia	Ovitt	The fact that I have to go through weeks of making sure to have all the documentation, reflection and every paper filled out is way to time consuming. My time is better spent planning, preparing and implementing my lessons for my students. The classes themselves add to my teaching and student learning. Having to ask for pre-approval from both the school and supervisory administration, take the course, show final documentation and grades, and then have to write a reflection, is overkill in my opinion. If we trust in our principals, our superintendent, our college accreditation system and our teachers, one would think that was enough. Our school administrators are already supposed to be observing and keeping tabs on the professionalism of each teacher.	TIME, TIME, TIME would be saved to plan, prepare, implement, assess, analyze, reflect, and then formulate a new plan for ALL students to be successful!
Craig	Olzenak	The graduate courses, that I carefully choose to take, help make me the best teacher I can be. The current system of IPDPs and portfolios take valuable time away from what I do in the classroom.	Time. Valuable time to prepare for my students.
Heather	Stalling	It has absolutely no value on my teaching and student learning. It is just one more time-wasting hoop that we, as teachers, have to jump through.	To be treated like other professionals and not micro-managed would be a wonderful change!
Linda-Jean	Slayton	I usually spend a good part of a school vacation week as well as two or three weekends completing my portfolio. That said, I'm fairly organized and have an ongoing list of my course work and documentation of professional development at the ready and don't need to spend time looking for those pieces. The majority of my time is spent writing the responses and organizing the notebook.	To me that would make me feel professional. Now I feel like I'm going through unnecessary channels.

Jana	Rheaume	The only value I get in the process is the professional learning itself (credit/hours) that are required. I see no value in the actual IPDP/IPLP since most people just copy examples and are just writing down canned responses.	To me the credit/hours are the most important part, so focusing on them would be the best way to go in my opinion. As teachers, I believe we are all lifelong learners. I personally love to take classes both within my field and outside.
Keith	Mullins	The current system is very time consuming. First, I develop an individual plan. Then, I have to find professional learning opportunities that match my plan. Being a Driver Educator for over 30 years, this is sometimes very difficult especially finding graduate credits. Then, I have to write up how I plan to use what I learned. Sometimes this is easy, I come up with new material to replace things that are getting dated. However, sometimes what I thought was going to be a great class or workshop, ends up going over things I've been doing for a long time. Of course, not all write ups go through smoothly and need to be revised. With as busy as all educators are, I applaud those willing to serve on our LSB. I can only guess how time consuming this system is for them.	True professionals always have a plan for how to do the best they can. Whether, it is written down or not. As I tell my students at the beginning of the course, there is a method to my madness, but it would take much longer to explain it than it does to just trust me.

cynthia	burnham	<p>Thank you for the opportunity to give feedback.</p> <p>Re question #1 above, I hesitated before clicking "disagree" because ALL learning improves my teaching. The link to student learning is less direct. Then I remembered how limiting the present IPDP system has been for me.</p> <p>Re question #3 above, why not offer all 3 options with a graduated fee scale. The state does that for drivers licenses and car registrations. Some teachers may be planning a move out of state, or only be here temporarily, or be a year or two out from retirement. Or their job may be eliminated just after they've paid for the next 7 years in advance---a real possibility for me due to the Sequester cuts and cuts to Title One funding. Or a teacher may not have the money some year. Why not offer some choice?</p> <p>I remember when the IPDP, portfolio, and local standards board system came in. It was viewed then as "too much", and it still is. It's on a par with doing my own 1040 itemized tax return. It is in no way a learning process. It's just a hoop. IPDP's can severely LIMIT choices and access.</p> <p>It takes way too many evening/weekend hours to complete the IPDP relicensing process---time which could be better spent on preparing student lessons. Not to mention having to go to another town 20 miles away and pay to get fingerprinted after 26 years of teaching at age 62. Was that really necessary? Could there not have been a grandfather clause for fingerprinting? I realize that the state needs to raise money, but teachers are not rich. [My salary has been frozen for over a year and a half, BUT the increased deductions for retirement contributions and FICA since 2010 amounted to a \$2,000.00 per year DECREASE in net pay for the past year and a half. (Yes, I will get 2% retro pay, which may or may not be</p>	<p>Very much benefit. Less limitation on courses/PD I could take!</p> <p>Everything becomes more and more convoluted and involved each year. The nature of teaching is that teachers are necessarily ALWAYS learning. Constant and ongoing change is the status quo. Keeping up with changes is just an unwritten requirement to even BE a decent teacher. It's an accepted part of the job. I'd like to see only documentation of professional learning credits/ hours.</p> <p>In this day and age teachers spend huge amounts of time online learning about current practices in their "areas" as well as overall education initiatives like Common Core and S-BACC testing, which learning is not formalized enough to be IPDP-eligible, but is necessary and in addition to formal coursework. Let us just take those courses WE feel we need or want to learn more about. As professional educators with a minimum of a BA degree, it would seem that teachers could be trusted to choose their own next steps. I doubt if too many of us would actually take "basket-weaving?" There's no time for that (plus the district would never OK it)!</p> <p>Finally, teaching these days has become considerably less time actually teaching, and more time doing paperwork and entering data. For me, it's down to only 70% teaching and 30% paperwork. This trend is accelerating. It's the wrong direction to be going in. At this point, ANY little decrease in the amount of paperwork would be helpful.</p>
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enough to make up for the 2 grand a year net loss]. The background check made sense, though, and probably should have been a requirement for licensure years ago.

As to the relicensing paperwork, I actually did not even include more than half the documented coursework, workshops, and professional learning/development due to the increased paperwork that was not necessary because it was above the 9 credits requirement. Teachers don't have time these days for anything that is not absolutely necessary. So I just didn't include it. I turned in 9 credits and saved myself several hours of busywork.

My local standards board in the past has actually returned my paperwork to me with the recommendation that I change one word from "will" to "shall", or vice versa, and resubmit it. In my opinion, this is make-work. When I relate that experience to other educators in my district, they usually share similar stories. I'm sure the quality of local standards boards varies, but that is my experience.

I am certified as an ELA specialist AND general elementary. In order to keep up both certifications, I cannot afford the time, expense, and travel to take courses that don't meet the standards to be used for BOTH certifications. So I basically am limited to taking only reading/writing/ language arts courses, which satisfy both endorsements. Otherwise, I'd have to take more courses, etc. That has always been a limitation of the VT re-licensure system: it limits options. At one point, I was told by my local SB that taking a computer course would go toward general elementary, but not towards ELA certification, so I did not take it because I needed credits towards my ELA certification, though I could have used the computer learning, too. Also, my IPDP did not

specifically mention computer learning at that time, so the district likely would not have paid for the computer course anyway!

Also, the IPDP LIMITS access to courses and PD work into the future, since the district won't always pay for courses that are not aligned with your IPDP! Unless you want to do even MORE paperwork to amend your IPDP, you are stuck in a narrow range of officially-possible future learning. If you want to go for another, or a different endorsement, you have to amend your IPDP, which means going back through your local standards board.

The state should remember that teachers often have school and/or district initiatives with coursework that they are required to take, which may or may not satisfy IPDP requirements, and likewise some state relicensing requirements beyond basic "elementary teacher". Also, the required paperwork in my district just to get approval to take a course the district will pay for is yet another layer to consider, AND it's directly related to having to have an IPDP.

Looks like the newly-revised elementary ed endorsements I saw recently are going to narrow the range even further and basically force everyone to become a specialist. According to what I read, I'd basically have to CHOOSE to be EITHER a primary grades ELA specialist, OR an upper-elementary grades ELA specialist, OR a secondary-level ELA specialist. Meeting endorsement requirements for all three levels in both reading AND general elementary K-6 classroom teaching would require several time as much coursework. What happened to my (highly-qualified) K-12 ELA specialist certification? Will these endorsement modifications make me a better teacher?, or just serve to narrow my growth, which may or may not make me a better teacher. For those who choose not to keep up ALL endorsement areas

due to all the new endorsement expectations, they will suddenly be more limited in job-hunting if and when they seek employment in other states, due to having a much more narrow endorsement (at least that's a conversation I listened to other teachers having in December before I'd even read the new endorsement rules and regs). SO, even if the re-licensure process gets "streamlined", the endorsement requirements have recently changed to become cumbersome and confusing enough to counteract that! Maybe not more net paperwork, just different paperwork, under yet another system. Given that, I don't see how teachers can possibly keep up with two cumbersome sets of expectations and paperwork, the IPDP AND the new endorsements.

Other professions are not held to such high standards for re-licensure. (Do they even have the endorsements layer?)

Michael	Cohen	About ten hours of work. I am not complete yet. I plug away. I am gaining understanding the structure. I find it tedious. I would like to generalize the entire system. Learning intentions and outcomes are difficult to predict. Straight courses in your area should be appropriate	Very much so.
Irene	Bihun	with course work, many hours. Just portfolio, not too many.	Very much so.
Leslie	Campos	I like taking classes but the reflection writing is extra tedious time consuming work	very much, less stress
Ritalea	Sweeny	I am in that process, and I have no guidance whatsoever in this matter. So I have no clue how much it might take me to make a re-licensing. It enables me to teach here in Vermont, but I do not see how that might improve my capabilities, as a teacher.	Very much. I would be able to focus on studying (and applying in my teaching what I learned) instead of investing my time on making a portfolio that might not accomplish your expectations.
Lucy	Burdick	As an elective class (FACS) it is extremely difficult to get recertification courses since the subject is no longer offered at UVM or any other college in the state. Even online offerings are limited.	We are entrusted with the education of young people and have chosen this profession to do exactly that. The current process had become complicated at best, involves far too much paper work and in my experience has not enhanced my teaching. Giving us the trust and flexibility to find ways to help our teaching would be a huge step forward in my opinion.
Yvonne	Droese	I will be going through the IPDP process soon. By looking at models, I can see how goals are helpful but I also know how contrived the process is. I feel that by making teachers take credits (professional development), the goals are accomplished on their own.	We are inundated with paperwork. The goals would be accomplished through credits and professional learning as it applies to our discipline. Plus, we would not feel like we couldn't take a particular class just because it doesn't necessarily fit with our "plan."

Robert	Gurwicz	It has been four years since I went through the process. The amount of time to prepare for the relicensing process is lengthy. I don't remember the amount of time that it took, but it was quite a bit. My time could have better been served by focusing on my students.	We currently have a PDP within our district. It is a four year process that makes more sense. Our planning and teaching is evaluated. I feel the IPDP (IPLP) is redundant.
Patricia	Carter	The current relicensing process is a paper-shuffling scenario requiring hours of time. I spent countless hours after school and entire weekends completing my last portfolio. This exercise in collating papers did not improve my teaching. The reflections and goals that I wrote did not improve my teaching. I have not looked at that portfolio since and I know that my relicensing board did not read it word for word.	We should be treated like other professions. Quality course and workshop offerings are necessary. Supervisory unions should provide quality, worthwhile professional learning. Rutland Northeast has provided such training, i.e.; Responsive Classroom training was provided at different levels during in-service and participants received relicensing credit. This was worthwhile and immediately effective across the supervisory union.
Paul	Cherrier	10 - 20 hours to complete, value on teaching/student learning : 0 in fact it takes away valuable planning/reflecting/grading time.	We would all benefit greatly, as would our students, because the time wasted on the portfolio could be used to benefit our students.
Sheila	Burleigh	In our district we are to set goals--those goals are directly related to what is expected and to institute new methods that directly help advance our students. Completing the portfolio is work that takes time away from our students or it is duplication of advanced methodologies that we are planning due to district goals. Our district plan is what makes us better teachers, not some portfolio--that is busy work.	We would have the extra time for students and not have to put time into a grand presentation that is just time consuming. Documenting our professional work is all that is needed as all teachers are bound by district goals and expectations. We all take courses, attend seminars, workshops that advance our techniques to better equip our teaching techniques and utilize new methods in the classroom.

Debbie	Bonanza	The process is incredible laborious and in my opinion, does not add any professional knowledge. When I take workshops or college classes, it's not for relicensing, it's for the knowledge and improvement of my own profession. I don't take classes just so that I can use it for relicensing.	Well, I guess I would benefit from spending more time on student planning instead of the relicensing process.
Karin	Birbeck	Takes forever - no real value for me as it stands currently	What a load off - would be wonderful - last year mine was returned for font size! Loads of stress with no payoff!
Matthew	Cox	I didn't count the hours, but renewing my license the first time was a time-consuming process that drove me nuts. I loved taking college classes that enriched my teaching skills and practice. But most professional development activities provided at faculty meetings waste time and money. And in my view, the jargon-laden, goal-setting paperwork we have to do is meaningless.	What Pearl Bailey said is true -- What the world needs is more love and less paperwork.
MaryLou	Smith	When I last renewed it took me an entire summer to put together all of what was necessary for relicensure. I had all of my credit hours in order but still spent way too many hours putting together what I needed.	What we are currently doing is not improving my teaching or learning, or student learning. If administrators are doing their job and providing professional learning opportunities, observing their teachers teach, and allowing educators to pursue what they feel that they need to improve their teaching and student learning, then there is no need for the portfolio or IPLP. This is certainly a stressful process and something I see as of little value.
Karen	Barrett	To many, often returned because language is wrong ? Different in each district, to much time reflecting!	What we use for nursing license, I also believe it should be credits not professional learning that you take on school time

Angela	Asermelly	I would estimate this process takes minimally 2 -3 weeks or more to just assemble. This does not include untold time making sure you have fulfilled all the requirements. Much of the writing is redundant, and has little to do with improving my teaching. I just completed my IPDP last year and it was very frustrating since some of the re-licensure committee seemed to be splitting hairs about how I showed I met my goals. Time would be better spent putting new knowledge to work in our classrooms, rather than providing a huge paper trail for who???	<p>When I first began teaching in VT 30 years ago this was the process. I feel taking relevant and meaningful courses is very beneficial for educators. Having to show you have done this as simply as possible makes sense. In my view, educators have always tried to improve what they do to help students learn. We are professionals and value new learning.</p> <p>Thank you for this opportunity to express my views.</p>
Deborah	Farrington	<p>Even though it doesn't take more than a couple of hours dedicated to assembling the portfolio and necessary paperwork, it's a duplication of what is now required "in house" at school. As a long time member of our district relicensing board, it was evident that different boards across the state had very different interpretations of standards and guidelines. The process didn't have any effect on teaching or student learning.</p> <p>The goal is to reflect and improve.</p>	<p>When I started teaching in Vermont 40 years ago, this was the procedure we used and it worked well. If a teacher is not meeting expectations, it should be handled on a local/district level. The state should be in the position of supporting the districts, if necessary. This is not to say that there shouldn't be a Department of Education-a streamlined process, in these times of unrealistically high expectations on a district level, would relieve some stress from the lives of hardworking Vermont teachers.</p>
Deborah	Farrington	<p>It really doesn't take that much time to organize paperwork and complete the process-probably several hours but it has no effect on my teaching or student learning. It's a duplication of what is currently being required by our school and district. The reflection of practice and future goals is the only benefit.</p>	<p>When I started teaching in Vermont, almost 40 years ago, this was the common practice and it seemed to work well. If there are abuses of the system, it's the Dept. of Ed.'s role to support the local district in solving problems that occur.</p> <p>It would be a huge relief for Vermont teachers to return to this system.</p>

Colleen	Frangella	My husband passed the comment, as I spent several months developing and organizing my portfolio, that I spent as much time on my portfolio as I did my Masters' thesis. He was right. All the time I spent on my portfolio had ABSOLUTELY not benefit on my teaching or students in the classroom. It was stressful, though I knew I had met all requirements, and not beneficial to me, my teaching, or the students in the classroom.	When I take a course, attend a conference or training and immediately provide feedback of how the course or professional development will be implemented into my classroom, I have a developed plan that is immediate and effective. It instantly affects my teaching and student learning.
Jennifer	Gaffney	It takes a significant amount of time that I could be using to plan for my classes.	Whenever you talk to teachers about what they need in education the mention of too little time will almost always come up. If a teacher takes an education course or a course related to their subject area from an accredited college then why does that not count automatically as relicensing credit? There are other professions that deal with the health/life of human beings and they do not have to take classes in order to relicense.
Marie	Robinson	Continuing education is an important part of our profession. However, the lengthy process of updating portfolios seems unnecessary and takes valuable time away from what educators SHOULD be doing, preparing for, and teaching children. The last time I had to go through this process in 2010, it took me many hours to address each standard, only to put it back on the shelf until next time.	While I think it is important to continually take courses, and document them, it would relieve a lot of stress and anxiety to not have to update my portfolio every seven years.

Lisa	Manning Floyd	I honestly don't think about re-licensure when taking classes or workshops. I take course and workshops that I believe will have an impact on my practice or that interest me. In looking at other professional re-certification processes we have more than rigorous requirements. An RN in the state of Vermont does not have to pass a criminal records check or have to take several credits over the span of years to be re-certified. They simply pay the money required and do re-certifications to maintain certifications beyond their original degree.	While I think it is valuable to reflect, I don't think it is necessarily respectful of teacher's time. Honestly, I don't need 1 more thing to do at the end of the day. If I take the course and pass the course there should be enough respect for me as a professional to trust that I am using those courses to better my practice. A transcript should be sufficient.
Susan	Bosland	I actually enjoy the IPDP, or IPLP, process in that it allows time for personal reflection on what we do and what we can improve on.	While much easier, I value the reflection process.
Stephannie	Peters	In order to put an IPDP portfolio together, it takes people 20+ hours in addition to 5+ hours of workshops to learn how to do it. This does NOT make me a better teacher!!!	With a more intensive teacher evaluation system recently put in to place, it feels more like double-documentation. Additionally, there is not a single thing I do differently in my classroom because I have spent dozens (literally) of hours "proving" to my peers I took courses/workshops.
A	C		With the major demands that are already on my time, this would be much easier to manage.
Elizabeth	Warnecke	The last time I completed the relicensing process, I went from a Level I to Level II . . . the amount of time I spent preparing for relicensure seems insignificant to me. As a professional educator, regardless of what the relicensure process looks like, it does not impact my teaching or student learning . . . I would set teaching as well as student learning goals regardless.	Without putting a tremendous amount of thought into it, I think that this would work for me. Reflection on teaching and student learning is a part of the profession of being a responsible educator. I hold myself accountable by maintaining high expectations for myself and my students. In addition, my principal holds high expectations of my performance in the classroom as well.

Stephen	Crowley	I think the ongoing maintenance of a plan and accountability is a reasonable burden. In fact, I think it is a small demand compared to the scope and scale of the PD that I and any committed educator already pursue in the course of becoming the best teacher I can be.	Without the goals? I think thoughtfully created goals are really important. On the other hand, the landscape in this field and in our schools changes so quickly that by the time I'm ready for relicensing, I've moved on six different times, and those old goals seem quaint. Kind of like our technology; in fact tech has always been part of my goals, and my goals have become obsolete within the 7 year timeframe. So, goals should be revisited. I think teachers should have to join or be assigned to teams of colleagues, possibly from different schools in a region, to regularly get together explicitly for the purpose of reflecting on goals and professional growth. Seven team members, one up for renewal each year. Meet 3x a year, or more if they like. Strictly confidential. IMHO... you asked!!!
Nancy	Pepin-Vogt	It takes a lot of time to create the portfolio and has no value at all.	Without the portfolio, relicensing would save hours and hours of time. It's easy to document credits and hours. Our supervisory union has us involved in a lot of professional development: some well-worth while, some not, but that's another issue.
Ian	Dinzeo	very time consuming. busy work with little value something i would not assign to students	would allow more focus on students more prep time
Justin	Bedell	The portfolio provides a meaningful avenue for documenting and showing progress toward achieving the goals outlined therein. The portfolio is authentic versus having to complete a standardized, one-size fits all assessment.	Would there be reflection included? Would there be planning for the next 7 years involved? If the process is just the submission of credits, then what's the point?
Ed	Bianchi	Very time consuming with little value.	Yes

Marcia	Gauvin	It requires a lot of paper work, organization, and categorizing, only. I do not think it improves my teaching. Quite the opposite! It takes valuable time from planning lessons and evaluating students.	yes!
Patty	Kelly	It takes me about an hour per course/workshop to write up, etc. I think that when I first wrote my IPDP, I was a new teacher. My work took a completely different focus in my first 7 years. I'm not struggling to force PD into categories of goals that were not truly goals once I had established myself as an educator. Maybe instead of the first 2 year probational, that should be 5 years so that a teacher has time to really determine their strengths, interests and needs as a teacher.	Yes! We are often required to follow PD that matches our district or school initiatives, or have new interests or opportunities develop. We should have to continue our professional learning, but defining it within the IPLP is restrictive and not always feasible.
Katharine	Scribner	I enjoyed the coursework, conferences, workshops and mentoring experiences. I spent about 8 hours compiling the portfolio. Those 8 hours did not improve my teaching. As a special educator with a caseload of over twenty high school students and someone who teaches 5 classes for credit; I am sensitive to more paperwork.	Yes, credibility in our field is crucial. I strongly support requirements that keep educators current with new developments in the field and keep us creative. I have no quarrel with the requirements, just the associated paperwork.
Mary P.	Messerle	I am a Level Two School Psychologist, Licensed Clinical Psychologist and School-neuropsychologists. That is three licenses and the Continuing Ed credit does not cross over. It is a lot of cost and time involved and I would always get advanced education, but it would be relevant.	yes, but as with clinical you randomly are chosen to send them inc

mara	gitlin	Taking professional development at times supports my teaching, but I often have difficulty finding opportunities that fit with my teaching practices...recording the hours and doing a little reflection works, but I find the portfolio and presentation and waste of my time...so far no feedback from the presenters has been valuable.	Yes...definitely!!!!
Susan	Tester	The licensing renewal system is a little subjective and cumbersome. That being said, I think there needs to be SOMETHING in place. A simplified and more unified approach would help. Form a committee with a person from the State, teacher volunteers, offer a stipend, preferably have teachers that have had 3 or more years on a Standards Board, and get them to hammer out a more simplistic process. Or just require documentation of credits and hours of professional learning in your field.	<p>You benefit by simply staying current in your specific field. It needs to fit what you teach without being too strict or too broad....</p> <p>Perhaps require a mix of both hours & credits...not just and only hours so that a professional would be sure to take a course once in a while!!</p> <p>The portfolio part could be suggested, not required.</p>

randy	barnes	<p>To be blunt (sorry, I don't have much time), the process is just another paperwork shuffle for me. The only thing that makes me a better educator that is required in the process is the mandatory credit (because, presumably I'm learning something by doing continuing ed). I suspect some educators wouldn't push so hard to do continuing ed if it weren't required. All of the other paperwork (reflections, etc.) are just something that takes my time, and, since time isn't unlimited, something else suffers (i.e. I should be focusing as much of my time as possible on my classrooms). I would think a process where I just need to submit proof of continuing ed credits would keep me from getting stale and keep me abreast of new research etc. (much like many other professions).</p>	<p>You read my mind. The response I wrote above answers this (I didn't read this question until after, I promise). I definitely think this would be a more appropriate and efficient system; it's really the only part of the current process that isn't just some paperwork shuffling and unnecessary meetings. Sorry I sound cynical, but I've been going through some of the paperwork recently and so much of it seems superfluous.</p>
Troy	Kobrin	<p>I do not know of other professionals who have to go through this stressful time consuming process! Continuing Ed credits should be submitted and that should be it. I see no value in the current system</p>	
Paula	Townsend	<p>I feel that the process is very time consuming and redundant . It does not improve my practice. It takes hours to organize the portfolio with professional activity tasks , data and reflections. It is time spent outside the normal work day. It does not enhance my teaching.</p> <p>I feel that It's important to keep current with curriculum, teaching resources,and technology tools through attending classes, taking courses and working collaboratively with peers.</p>	

Elizabeth	Harrington	I have gone through the process twice and I didn't find it too difficult. I don't think it alone improves my teaching or student learning because I would be participating in professional development anyways.	
Brooke	Kimball	I spent a lot of time on this process and feel like even though my job may be taking me in a different direction I am locked into the goals I made for 7 years.	
Deb	Higgins	I think the current system works quite nicely. One needs to be diligent, organized and professionally current in order to maintain high standards and high quality teachers in the State of Vermont. The portfolio is a great way to recognize our individual and group accomplishments over the re-certification period.	

Rebecca	Miller	<p>It requires that I spend several hours putting together a portfolio provided I kept good records. I don't think that 7 years is a good timeframe, that is too long. I have two masters - the district PD goals and the ones I set.</p> <p>Having been on a LSB I really like seeing what my colleagues are doing, I did not like the process that was in place when I started teaching - the superintendent had too much power - there must be a compromise somewhere.</p> <p>The current process does need to be streamlined but not at the expense of local teacher involvement and review. I have seen colleagues get through the process with minimal work and with maximum work but they know that their colleagues are looking. All benefit from seeing the work of others.</p>	
Elizabeth	Dimick	<p>It takes a considerable amount of time to complete the paperwork and keep track of all the various pieces of paperwork to relicense.</p>	
Todd	Stratton	<p>It takes many hours and the goals that are written are goals imposed by my district, NOT necessarily what I need as a professional!</p>	
Kristyn	Hebert	<p>It takes typically 3- 4 days worth of hours to assemble, write, create a portfolio that is nice to have but a waste of time.</p>	

Emily	Rinkema	Just like students wait to the last minute to do large projects, I wait to the last minute to do my portfolio. Each time (I have done so twice), I have spent tens of hours pulling together work, filling out forgotten paperwork, and writing reflections. The first time I went through the process I thought a lot about what I wrote and the pieces I chose for my portfolio. I prepared for the presentation component (as I was told to by the website and my local rep), and was surprised at how brief and surface level the meeting was. So this past round, I put much less thought into the process and product, which made the whole thing less disappointing, but also not at all meaningful personally. The presentation meeting this time lasted a total of 10 minutes and not one of the panelists asked me a question or looked at the portfolio. So...I am a huge proponent of getting rid of the entire process.	
Donna	Stone	Less time to complete now than when I completed my first IPDP.	
Debra	Blumberg	My major frustration is that it changes every time I renew, I think it's important to have ongoing training to improve my practice but why isn't passing the classes enough?	
Ryan	Clements	Not that the IPDP takes a long time (the better part of a day... before lunch if I've had enough coffee!), but it did not feel meaningful or helpful in regards to my professional development. "Tedious" is the best adjective I can think of to describe it.	

Catherine	Wilkins	Our LSB is very helpful however it takes hours to put together documentation and reflection. I understand the value of reflection however with so much data being required for the classroom I reflect on/analyze data all the time. It is that data that drives my instruction, not my IPDP.	
Annemarie	Adams	Since November I have been meeting with colleagues once a week for 45 minutes or more to work on my IPLP. I could be using this time to plan instruction, to develop units, or to create assessments. I think the time developing the IPLP is irrelevant to my professional development. I have the documentation of my work, courses, and workshops, which should speak for itself.	
Gordon	Ladd	The current process requires 30 + hours to complete and has no value to my teaching or student learning. If anything, in the year that I am up for relicensing time that could be better dedicated to teaching and student learning is often times distracted by the relicensing process. I have never referenced my IDPD once the licensing process has been completed.	
Peter	Flaherty	The current system takes a huge amount of time, from which I see very little benefit. The time I put into creating an IPDP and a portfolio could be much more productively spent preparing and planning activities for my students.	

Lori	Palmer	The IPDP process is extremely time consuming and I do not consider it valuable! Things change far to quickly and dramatically over a seven year time period. What I thought may have been solid goals when designing my IPDP seven years ago have no relevance today! Trying to change your plan is a complete hassle and is riddled with paperwork and headaches, as is trying to get your coursework approved. I would love to use my time for valuable educational pursuits that are relevant and flexible enough to meet the demands of our ever changing world.	
Nathan	McNaughton	The IPDP process is very stressful and subject to change, making no two relicensing sessions the same. I have seen it drive high quality educators from the profession.	
Vali	Stuntz	The portfolio process is a burden and does not enhance my professional practice and takes time away from my students	
Martha	Kapraszewski	This process takes me days to complete. So much can change in seven years so trying to plan goals for the unknown is not productive or helpful. As a professional, I always strive to improve my teaching. I don't need a portfolio or an IPDP to do this.	
Michele	Steen	To be perfectly honest, every 7 years I write an IPDP and don't look at it again for the next 7 years, until such time that a new IPDP is due. The needs I have for maintaining professional development are a moving target and much more immediate than a plan that I wrote up to 7 years previously. I don't find any value in our current system of using an IPDP for relicensure.	

Joanne	Allen	While setting these individual goals is effective in my reflection on what I have done (courses taken, professional development workshops, etc.), this relicensure process, in and of itself, does not help me to improve how I provide instruction.	
Jennifer	Fribush	Writing an IPLP is perhaps the only time teachers look at the standards for their endorsement and for teaching in general. Streamline the process by just requiring hours of professional learning, reflection on old goals and creating new goals. The portfolio is a waste of time.	
Patricia	Marcell	Writing the ipdp has been ridiculous because exact wording has been required. I end up writing what I'm told to in order for my plan to get passed.	

