

Decision Points					
Summary Program Score Scale		<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	<input type="checkbox"/> Committee Developed Option	<input checked="" type="checkbox"/> Decision Delayed until October  <i>Committee requesting a range, qualitative language for Level 4 (and that bonus points shouldn't artificially inflate)</i>
Weighting Options		<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	<input type="checkbox"/> Option 3	<i>Some committee members are requesting teacher evaluation data, other are concerned that the VAM percentage will be increased b/c teacher evaluations already include VAM measures; also if teacher evaluation data is included, find a way to normalize scores across districts to equalize ratings</i>
Placement Data	Should all programs be on the same scale?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No, DACPs should be on a different scale  <i>DACP – NA, focus on retention</i>	<input type="checkbox"/> Committee Developed Option	<i>Suggestions that placement rate be weighted at 10%; federal government already requiring teacher prep programs to report; perhaps separate public v. private institutions; question of moving beyond narrow in-state definitions of placement</i>
	What scale should be used?	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	<input type="checkbox"/> Option 3	<input checked="" type="checkbox"/> Committee Developed Option
Retention Data	Which Retention Metric should	<input checked="" type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	<input type="checkbox"/> Committee Developed Option	

	be used?				
	Should all programs be on the same scale?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No, DACPs should be on a different scale	<input type="checkbox"/> Committee Developed Option	
	Continuously Employed - What scale should be used?	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	<input checked="" type="checkbox"/> Committee Developed Option <i>Use standard deviations to identify outliers 2 standard deviations (FL state averages) from the norm</i>	<input type="checkbox"/> NA Committee Selected 3 <sup>rd</sup> Yr Placement Metric
	3 <sup>rd</sup> Yr Placement – What scale should be used?	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	<input type="checkbox"/> Committee Developed Option	<input checked="" type="checkbox"/> NA Committee Selected Continuously Employed Metric
	Rule of 10	<input type="checkbox"/> Program uses overall institution performance	<input type="checkbox"/> Committee Developed Option	<input checked="" type="checkbox"/> Decision Delayed until October	
Employer Satisfaction Data	Are there sufficient data?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No		<i>Reexamine survey response rates after the survey is redesigned around FEAPS to see if the tool is now useful; remove from performance side, retain in continuous improvement</i>
VAM Data	What standard should be used?	<input type="checkbox"/> Option 1	<input checked="" type="checkbox"/> Option 2	<input type="checkbox"/> Option 3	<input type="checkbox"/> Committee Developed Option
	What scale should be used?	<input type="checkbox"/> Option 1	<input checked="" type="checkbox"/> Committee Developed Option <i>Change Level 2 from a 38% confidence level to a 68% confidence level (maintain 95% confidence level at Level 1 and Level 4)</i>		
	Rule of 10	<input type="checkbox"/> Program uses the institution's reading and math score combined	<input type="checkbox"/> Committee Developed Option	<input checked="" type="checkbox"/> Decision Delayed until October	

Decision Points – Bonus Areas					
Student Performance by Subgroup	What standard should be used?	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	<input checked="" type="checkbox"/> Committee Developed Option	
				<i>Convert from bonus to metric; requesting that DOE run numbers</i>	
	What % of subgroups must meet standard for bonus?	<input type="checkbox"/> Option 1	<input type="checkbox"/> Committee Developed Option		
	Which subgroups should be considered?	<input type="checkbox"/> Certain selected subgroups	<input type="checkbox"/> 8 subgroups identified for federal school performance reporting	<input type="checkbox"/> Committee Developed Option	
Data in a minimum number of subgroups?	<input type="checkbox"/> Data must be available in at least 3 of 8 subgroups	<input type="checkbox"/> Committee Developed Option			
Critical Teacher Shortage Area	<i>All decisions will be made at the institutional level</i>				
	Which metric should be used for ITPs?	<input type="checkbox"/> ITP Production	<input type="checkbox"/> ITP Composite	<input type="checkbox"/> Committee Developed Option	
	Should the same cut point be used for all programs?	<input type="checkbox"/> Yes	<input type="checkbox"/> No, DACPs should be on a different scale	<input type="checkbox"/> Committee Developed Option	
What is the recommended cut point?	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	<input type="checkbox"/> Committee Developed Option		

Decision Points					
Weighting	<input type="checkbox"/> Option 1	<input type="checkbox"/> Option 2	<input type="checkbox"/> Option 3	<input type="checkbox"/> Committee Developed Option	
				<i>Revisiting weighting in response to adding student sub-groups as</i>	

				<i>a metric; will consider weighting options after DOE provides sub-group information</i>	
Name Level 4	<i>Full Approval with Distinction</i>				