

RISE SPECIAL EDUCATION GUIDANCE

When considering measures of student learning for Special Education teachers when using the RISE Evaluation and Development System, please additionally read the [Special Education Guidance](#).

1) **Student Learning Objectives**

When using Student Learning Objectives (SLOs) as a measure of student learning, a Special Education teacher has the option to set 1 class and 1 targeted SLO OR the option to set two targeted SLOs. The teacher and his or her evaluator should use professional judgment to determine which option is the most appropriate measure of student learning given that teacher's assignment. For specific information about the basic SLO process, visit www.riseindiana.org. Additional SLO examples for Special Education will be posted there soon.

2) **Growth Model Data**

- (a) Corporations must make the decision of whether to link Growth Model (ISTEP grades 4-8) data to a Special Education teacher if a teacher pushes in or pulls students out who take ISTEP. Student-teacher links are made at the corporation level, through a new data collection, from students to teachers, or from student to multiple teachers.
- (b) When using the RISE Evaluation or Development system, most Special Education teachers will most naturally fall into Group 3 (teachers without Growth Model data). However, in the case that a corporation makes the decision to link Growth Model data to a Special Education teacher, such as in an inclusion or self-contained setting, a Special Education teacher will fall into Group 1 (half or more of classes taught are Growth Model classes) or Group 2 (less than half of classes taught are Growth Model classes).