IRIS Faculty Seminar
Companion Guide
Many of the resources included in the *IRIS Faculty Seminar Companion Guide* are updated regularly. Please visit the IRIS Website at http://iris.peabody.vanderbilt.edu or www.iriscenter.com for the most up-to-date materials and resources. Additional copies of this guide can also be downloaded from this Website.

Preface

The *IRIS Faculty Seminar Companion Guide* is provided to college and university faculty who are participants at Seminars. An IRIS Faculty Seminar is one type of training event offered by the IRIS Center. Faculty Seminars help teacher educators to infuse more evidence-based practices into coursework offered in education licensure programs.

The IRIS Center, funded by the Office of Special Education Programs (#H325E120002) develops, produces, and disseminates instructional materials and resources on a wide range of topics about providing an appropriate education to children and youth with disabilities. These materials are designed for use in college courses and professional development activities. The collection is updated and added to on a regular basis and is available at no cost through the Center’s barrier-free Website (www.iriscenter.com or http://iris.peabody.vanderbilt.edu).

Although individual Faculty Seminars are tailored to meet the needs of participants and the personnel preparation programs they represent, *The Guide* provides the basic foundation used by IRIS participants and trainers at these state-based or regional events.

We are delighted to provide the print version used at Seminars and also an online version through the Center’s Website. We encourage past participants to share *The Guide* and the *Sharing IRIS: Colleague PowerPoint* with colleagues on their home campuses. We also hope it benefits those working independently to update coursework or revise their preparation programs.

The IRIS Center wishes to extend thanks to individuals who collaborated in the creation of this edition of the *IRIS Faculty Seminar Companion Guide*. In particular, we would like to acknowledge these IRIS Trainers who made up the Faculty Seminar Training Materials Work Group: Sally Barton-Arwood, Sara Bicard, Darcie Peterson, and Kimberly Snow.

Written and developed by Susan Mortorff Robb and Deborah Deutsch Smith with major contributions by Jackie Lewis, Christopher Young, John Harwood, Kim Skow, and Jason Miller.

We hope this product makes the daunting task of improving results for children through the personnel preparation process simpler and more effective.

SMR
DDS
March 2015

Preferred Citation:
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## IRIS Terminology
“I want to thank you for a very positive experience at last week’s conference in Omaha. The presenters shared a wealth of information and a sincere concern for the success of each participant! I have already begun plugging IRIS into my courses at UNK. Thank you all again!”

— Faculty member, University of Nebraska at Kearney
In This Chapter:

A. About the IRIS Center

B. IRIS Use in Teacher Preparation

C. Learner Outcomes
IRIS CENTER

WHAT IS THE IRIS CENTER?

Who We Are

Funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP), the IRIS Center is headquartered at Vanderbilt University in Nashville, Tennessee, and Claremont Graduate University in Claremont, California. Our primary objective is to create and infuse resources about evidence-based practices into preservice preparation and professional development programs. To facilitate this process, IRIS disseminates and offers trainings on those resources.

Developed in collaboration with nationally recognized researchers and education experts, IRIS resources are designed to address instructional and classroom issues of great importance to today’s educators, issues like response to intervention (RTI), classroom behavior management, and early childhood instruction, among many, many more. IRIS resources are used in college instruction, professional development activities, and independent learning opportunities for practicing educators.

What We Do

Among our primary goals, the IRIS Center seeks to:

- Develop free, online resources about working with children and youth with disabilities and their families
- Provide technical assistance, dissemination, and training activities geared toward college and university faculty, professional development providers, and practicing educators
- Improve pre-service and professional development training and improve opportunities for independent learning
- Improve the awareness, knowledge, and skills of current and future service providers and educators

Topic Areas

The IRIS Website offers a broad array of enhancement materials for faculty and professional development providers to use to supplement their classes and trainings. These materials include interactive challenge-based Modules, Case Studies, Activities, Information Briefs, Research Summaries, Video Vignettes, and more.

IRIS materials address topics such as:
- Accommodations
- Assessment
- Assistive Technology
- Behavior & Classroom Management
- Collaboration
- Content Instruction
- Differentiated Instruction
- Disability
- Diversity
- Early Intervention/Early Childhood
- Learning Strategies
- Mathematics
- Reading, Literacy, and Language Arts
- Related Services
- Response to Intervention (RTI)
- School Improvement/Leadership
- Transition
Activities
Activities are perfect as independent assignments or as a means to promote discussion. The activities are organized into a number of categories, including “Books,” “Class Discussion,” and “Independent,” among others.

Information Briefs
These resources are gathered from a number of sources and are included on the IRIS Website as supplemental materials.

Interviews
Key researchers offer their perspectives on a variety of important issues in the field of special education, including diversity, evidence-based practices, and response to intervention.

Video Vignettes
This collection of videos about individuals with disabilities, their families, advocates, teachers, and service providers also contains depictions of the application of evidence-based practices in educational settings.

Sample Syllabi Collection
This collection is designed to assist new and experienced college and university faculty in the development or revision of existing syllabi through the provision of carefully selected models.

Sample Wrap-Around Concept Maps
These diagrams can help users—college faculty and professional development providers, as well as independent learners—to extend and deepen the information included in our Modules and case study units through the use of supporting materials available on the IRIS Website.
IRIS USE IN TEACHER PREPARATION

During 2014, data were collected to find out the use of the IRIS Center’s Website by faculty working to prepare new teachers. Data collection efforts sought to determine the Center’s current use – how many colleges and universities offering state-approved special education personnel preparation programs use IRIS resources in coursework. Assessment of use is important for evaluation purposes and strategic planning.

A full report is available at www.iriscenter.com. Below is a summary of the key findings:

- In the spring of 2014, 904 colleges and universities had approval from their respective states to offer special education teacher licensure programs, ranging from early intervention/early childhood, high incidence, low incidence, to transition programs.
  - All colleges and universities that offer special education personnel preparation programs also offer general education personnel preparation programs.
  - We estimate that on average 68.9% of all colleges and universities that offer education licensure programs also provide certification options for special education.
  - Those that do not offer a special education option are more likely to be faith-based, private, and small according to the Carnegie Classification System (i.e., an overall enrollment of less than 3,999).

- Of the colleges and universities that offer special education personnel preparation programs,
  - 76% of all colleges and universities with a special education option use IRIS resources
  - 24.3% of all colleges and universities with a special education option have been served with face-to-face training events (e.g., Faculty Seminars, Work Sessions)
  - 96.4% that have received direct training services can be verified in their use of IRIS resources
  - 98.9% of all special education doctoral programs use IRIS resources
  - 95.5% of colleges and universities that received OSEP funding in FY 2014 for personnel development use IRIS resources

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1 The term teacher is used broadly in this report to refer to education professionals who work with infants, children, and youth receiving services under the auspices of the Individuals with Disabilities Education Act.
LEARNER OUTCOMES

In a comparison of IRIS Modules and traditional teacher education approaches, IRIS instructional Modules produced significantly greater knowledge and conceptual application skills.

Overview:
- **Topic** -- instructional accommodations
- **Subjects** -- 620 diverse, non special education majors
- **Setting** -- six sections of an Introduction to Special Education course at a large, urban public university
- **Duration** -- three academic quarters
- **Instructors** -- three special education faculty members

Study of Knowledge Acquisition:
- Gains in knowledge were significantly greater for the module (p=.001) when compared to a textbook.

![Average Gain in Learning from Pre- to Posttest: Content Covered by Module Only and by Both Module and Text](image)

Study of Conceptual Application Skills:
- Large differences in pre- and posttest scores on a hypothetical scenario favors the IRIS Module (average effect size was 1.08).

![Average Gain from Pre- to Posttest for each Instructor](image)
“After viewing the module, I had to sit quietly for a while. It was very moving and beautifully done. I have never seen anything like this before and will share this site with others. Thanks so much for the opportunity to learn in a new way.”

— College student, responding to the What Do You See? Perceptions of Disability module
In This Chapter:

A. Help and Technical Support
B. How To Navigate the IRIS Website and Its Resources
C. Top Tips for Faculty
D. Faculty Guide to Using IRIS Resources
HELP AND TECHNICAL SUPPORT

For tips on how to navigate our Website and use our most popular resources, please view our helpful tutorials.

If you have technical support questions, email our help desk at support-IRIS@vanderbilt.edu or reach us by phone between 8:00 a.m. and 3:00 p.m. (CST) at (800) 831-6134 or (615) 343-6006.

To get the full benefit from our resources—and to ensure that the multimedia components run smoothly on your device—make certain your computer meets the following minimum hardware and operating system requirements.

HARDWARE REQUIREMENTS

Windows:
• Intel 1.3GHz or faster processor
• Microsoft Windows XP Home, Professional, or Tablet PC Edition with Service Pack 3 (32 bit) or Service Pack 2 (64 bit); Windows Server 2003 (32 bit and 64 bit; Service Pack 2 required for 64 bit); Windows Server 2008 or 2008 R2 (32 bit and 64 bit); Windows Vista® Home Basic, Home Premium, Business, Ultimate, or Enterprise with Service Pack 2 (32 bit and 64 bit); Windows 7 Starter, Home Premium, Professional, Ultimate, or Enterprise (32 bit and 64 bit)
• 256MB of RAM (512MB recommended)
• 260MB of available hard-disk space
• 1024×576 screen resolution
• Microsoft Internet Explorer 7 or 8; Firefox 3.5 or 3.6
• Video hardware acceleration (optional)

Note: For 64-bit versions of Windows Server 2003 R2 and Windows XP (with Service Pack 2), Microsoft Update KB930627 is required.

Mac:
• Intel processor
• Mac OS X v10.5.8 or v10.6.4
• 512MB of RAM (1GB recommended)
• 415MB of available hard-disk space
• 800×600 screen resolution (1024×768 recommended)
• Safari 4 for Mac OS X v10.5.8; Safari 4 or 5.0.x for Mac OS X v10.6.4
BROWSER RECOMMENDATIONS

Windows:
- Chrome: 5 or later
- Firefox: 1.0.2 or later
- Internet Explorer: 7 or later

Mac OS:
- Chrome: 3 or later
- Firefox: 1.0.7 or later
- Safari: 2 or later

iOS:
- iOS4 or later

Other Requirements:
- JavaScript must be enabled
- Your browser must be set to accept all cookies
- SSL/Secure Mode is required. To make certain your browser is secure, look for a closed lock or an unbroken key at the bottom of the Checkout page.
- Encryption Level should be 128 bit

UPGRADE YOUR BROWSER
Among the most common technical issues experienced by visitors to our Website is their use of older or outdated Web browsers. To make sure you get the most out of our resources, please make certain that yours is up to date.

Download the latest version of Chrome from https://www.google.com/intl/en/chrome/browser/


Internet Explorer for Windows updates are available via Windows Update or directly from http://www.microsoft.com/windows/products/winfamily/ie/default.mspx

Updates for Safari are available via the Software Update in Mac OS X’s App Store. The latest version of Safari for Windows can be found at http://appldnld.apple.com/Safari5/041-5487.20120509.INU8B/SafariSetup.exe

Adobe Acrobat Reader
To make sure you are able to view PDF files, visit the Adobe Website and follow the instructions for your computer and operating system to get the latest version of the Adobe reader. http://get.adobe.com/reader/
HOW TO NAVIGATE THE IRIS WEBSITE AND ITS RESOURCES

The videos below are full of information about how to get around our Website, Resource Locator, and STAR Legacy Modules. The links to these are found on the IRIS Homepage under QUICK LINKS at the bottom right of the page.

Navigating the IRIS Website

Navigating the IRIS Resource Locator (IRL)

Navigating an IRIS STAR Legacy Module
Top Tips for Faculty

Take advantage of all the IRIS Center has to offer: Modules, Case Studies, Information Briefs, Activities, Interviews, Evidence-Based Practice Summaries, Video Vignettes, Sample Syllabi, and more!

Modules
- Use Modules in face-to-face, hybrid, or online classes.
- Teach students how to navigate the STAR Legacy Cycle by showing the video Navigating an IRIS STAR Legacy Module and by doing a Module together as an in-class activity.
- Assign the whole Module or parts of a Module as homework.
- Show students the Module Outline to use for notes and use it yourself to preview the Module.
- Let students know they should expect to spend 1-4 hours on each Module; they can break it up or do it all at once.
- Assign the Module’s Assessment questions for credit and follow up with wrap-around resources in the next class session.
- Remind students the IRIS resources are free and available 24/7.

Information Briefs, Activities, Interviews
- Use these additional resources to support college instruction by supplementing textbooks/ readings, opening class with attention getters, enhancing class discussions, and supporting class topics.
- Have students present Information Briefs on the class topic.
- Use activities to enhance other IRIS resources, such as Modules and Case Studies.
- Use interviews to allow students to hear more in-depth conversations about hot topics from experts in the field.

Evidence-Based Practice Summaries
- Explore the IRIS-vetted Evidence-Based Practice Summaries.
- Teach your students to become consumers of research and to understand what makes data reliable and valid.
- Teach your students where to find and how to identify evidence-based practices for use in their teaching.
- Accustom your students to using IRIS-vetted Evidence-Based Practice Summaries instead of broad Internet searches.
- Use the Summaries as handouts to provide more detail about practices described in textbooks.

Case Studies
- Model cooperative learning in your class by grouping students to work on Case Studies, which include scenarios with increasing levels of difficulty.
- Model differentiated instruction by assigning the Case Studies’ scenarios to different students based on levels of experience and grade level.
- Use one Case Study scenario with the whole class and build on it by using scenarios with increasing levels of difficulty.
- Use Case Studies to problem solve real-life challenges in field experience.

Video Vignettes
- Explore videos on a variety of topics.
- Hear stories of individuals with disabilities and their family members.
- Use videos as a coaching tool to improve field experience.

www.iriscenter.com - www.iris.peabody.vanderbilt.edu
Top Tips for Faculty

Planning Coursework

🌟 Use posted Coursework Planning Forms to integrate IRIS in your classes.
🌟 See how other faculty have used IRIS resources in a variety of courses in Sample Syllabi.
🌟 Get ideas from the Sample Syllabi on grading, assignments, sequence, procedures, and more.

![Planning Coursework Image]

Tech Tips

🌟 Expand Module content to full screen for better viewing by clicking the page expander in the upper-right corner of your browser window.
🌟 Show videos in full screen for easier viewing by clicking the full-screen button in the bottom-right of the video clip.
🌟 Add closed-captioning to videos by clicking the CC in the bottom-right of the video clip.
🌟 Find resources quickly under IRIS Resource Topics on the homepage.
🌟 Remind students to update software under Help & Support before using IRIS resources.
🌟 Click on the Help & Support link at the top-right of the page if you need additional assistance.
🌟 Print or save your favorite resources by selecting the printer or pdf icon at the top of the page.
🌟 Use your mouse or trackpad to scroll through a page when the scroll-bar is not showing.

More about IRIS Resources

🌟 Under the Using IRIS tab:
- Watch videos on Navigating the IRIS Website, Navigating the IRIS Resource Locator (IRL), and Using IRIS Modules.
- Find the IRIS Module about Adult Learning Theory, Sample Syllabi, Sample Wrap-Around Concept Maps, Coursework Planning Forms, and Manuals & Answer Keys to some IRIS resources.

🌟 Under the Research & Evaluation tab:
- Review evidence that IRIS resources are effective.
- Read articles that cite the work of the IRIS Center.

🌟 Under the Resources tab:
- Locate IRIS Modules, Case Studies, Activities, Information Briefs, Video Vignettes, and more.
- Find resources available in Spanish.
- Locate other federally funded projects through the Web Resource Directory.
- Explore tools that list films and books that feature characters with disabilities.
- Use a glossary of special education terms.

www.iriscenter.com - www.iris.peabody.vanderbilt.edu
Faculty Guide to Using IRIS Resources

Using IRIS resources is as easy as 1, 2, 3

1. Watch videos on navigating the IRIS Center Website, the IRIS Resource Locator (IRL), and an IRIS STAR Legacy Module.

2. Find suggestions on using IRIS resources in your classes.

3. See real examples of how faculty embed IRIS resources into their courses.

www.iriscenter.com - www.iris.peabody.vanderbilt.edu
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B. Seminar Presentation Slides  
C. Modules and Materials Development Process  
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G. Sample Program-Wide Use Matrices  
H. Standards  
I. Sharing IRIS PowerPoint
FINDING IRIS RESOURCES

Easy Access to Instructional Resources:

Home Page Resources Tab
Home Page Using IRIS Tab

Resources Tab

Using IRIS Tab

For Faculty

The IRIS Center has developed many tools and materials to assist service providers as they work to inform and integrate more information about evidence-based practices into their courses and service-based activities.

For an overview of our Center and a list of our most popular resource topic areas, visit and download our free brochures:

- The IRIS Center
- The IRIS Center's Behavior Management Resources
- The IRIS Center's Reading Instruction Resources
- The IRIS Center's Response to Intervention (RTI) Resources
The IRIS Center
IRIS Faculty Seminar
City, State
Day One

What to Expect
DURING the IRIS Faculty Seminar

- An overview of the IRIS Website
- Hands-on activities that provide breadth across resources
- Time to explore resources that fit your program, including a working lunch!
- Gradual in-depth understanding of how resources can be used to support university coursework

What to Expect
AFTER the IRIS Faculty Seminar

- Possess an in-depth understanding of the application possibilities of IRIS resources
- Be able to apply IRIS into individual course syllabi
- Share and coordinate IRIS resources with your colleagues, embedding across curricula
IRIS Provides Resources that Support College Instruction and PD Activities

- Modules
- Case Studies
- Information Briefs
- Activities
- Podcasts/Interviews
- Glossary
- Video Vignettes
- Web Resource Directory
- EBP (Evidence-Based Practices)
- Sample Syllabi and Planning Forms
- Wrap-Around Concept Maps
- Spanish Resources
- Links to Program Goals and Professional Standards
- Planning Guides

IRIS Web Resources Are a Perfect Match for Traditional, Hybrid and On-Line Classes

Finding IRIS

- Search for “IRIS Center”
- iriscenter.com
- Ask your faculty colleagues and students to bookmark http://iris.peabody.vanderbilt.edu
Homepage Features: Links to New Resources, Recent News, & Sitemap

IRIS Research TIPPs

- Grounded in research Theory
- Data-driven and Informed by research
- Translate research to Practice
- Proven effective by research

IRIS STAR Legacy Modules

Grounded in learning sciences: How People Learn Theory (John Bransford)
Finding IRIS Resources

Easy Access to Instructional Resources:

Home Page Resources Tab
Home Page Using IRIS Tab

IRL: IRIS Resource Locator

Materials in Spanish
Wrap Up
Step 4

Assessment
Step 5

IRIS Provides

- **Resources** for college courses and professional development through funding by OSEP

- **Interactive** materials that translate research into practice and technical assistance

- **Free** online materials, without restrictions (no passwords) about children and youth with disabilities
Deb Smith, Project Director
Michael Nee, Project Coordinator
Sue Robbins, Director, Outreach Services
Jackie Lewis, Sr. Academic Project Assistant
Jennifer Graham, Budget Officer
Taryn VanderPyl, Project Assistant
Sara Werner Juarez, Post Doc Fellow

Teams of Experts
• Focus Groups
• Content Experts
• Work Groups

Current Work Groups
• Sample Syllabi
• EBP Annotations
• Dissemination
• IRIS Impact Studies
• Training Materials
• Sample Curricula

The Added Value of IRIS Modules:
Field Tests

Pretest and Posttest Means for Instructional Considerations Items

*Difference between posttest means p < 0.001, ES +1.18

See Homepage Research Tab
The Added Value of IRIS Modules:

- Teacher candidates of large special education program using an IRIS Module when compared to those who received traditional lecture-based instruction
  - Reported significantly increased confidence (from pretest to posttest) implementing evidence-based practices
  - Performed significantly higher on conceptual application of knowledge, which was measured using the assessment questions found in the Module

(Werner, 2014)

IRIS Use in Approved Special Education Training Programs

Data from spring 2014 showed that:

- 904 IHEs in the U.S. offer a variety of special education preparation programs leading to licensure
- 76.3% (690 of the 904) use IRIS resources
- 24% of these colleges have been served with face-to-face training events
- 96% of these now use IRIS resources

Using the IRIS Resource Locator (IRL)

Resources

QUICK LINKS

Navigating the IRIS Resource Locator
Using IRIS Resources
Co-Teaching Planning Forms
The IRIS Autism Learning Theory Module
IRIS Resource Locator (IRL):
Case Studies

IRIS Resource Locator

Case Studies

IRIS Case Studies

Each Unit Has 3 Levels:
- Level A – Gathering information
- Level B – Analyzing information
- Level C – Synthesizing information

Components of Case Studies:
- Background – This contains information about the students in each case study.
- Scenario – A scenario is a description of a hypothetical situation that requires a teacher’s response.
- STAR Sheets – Contain multiple strategies that are suggested as responses to each scenario
- Varied assignments
STAR SHEET - IRIS Case Studies

Encouraging Appropriate Behavior Choice Making

What a STAR Sheet is...
A STAR (Supporting Appropriate Response) Sheet provides you with a description of a well-researched strategy that can help you solve the case studies in this unit.

What It Is...
Choice-making is a strategy that enables students to select from a number of options. It can be used both to prevent behavior problems and to increase specific behaviors.

What the Research and Resources Say...
• Giving students the opportunity to make choices in their daily routines has many benefits, including enhanced positive interactions between teachers and students (Collins, Greeno, & Rees, 1996), an increase in students' assignment completion and accuracy (Collins, Greeno, & Rees, 1996), and students' self-reported accuracy (Davids, Waugh, & Burck, 2001). In addition, choice-making heightens students' awareness of the outcomes of their actions.

For Instructors: Using IRIS

Manuals & Answer Keys
These manuals are designed for use with the Case Studies in this module. They contain research-based strategies that are effective in dealing with a range of behavior problems. Each manual is designed to help teachers understand and implement the strategies described in the case studies. The manuals also include an answer key for each of the case studies, allowing teachers to quickly and easily identify the most effective strategies for addressing the behavior problems presented.

Username: Instructor
Password: VU4747CGU

Resources

Ways to Deliver IRIS Modules

• Full in-class use
• Partial in-class use
• Homework
• Sequence Modules
• IRIS Module in lieu of class
• IRIS Tips Sheet for Faculty
Teaching Students to Access IRIS

- Face-to-face classes
  - Demonstrate access in class
  - Link on syllabus and all of the assignments
- Take to Computer Lab; work in pairs to access
- Online classes
  - Use video
  - Link on syllabus and all of the assignments

Setting Up Link Within Course Management System

Navigating the IRIS Website

Resources
Sample Hybrid Course: “Introduction to Special Education”

- Username: Instructor
- Password: VU4747CGU

Evidence-Based Practices for Secondary Inclusion

- Username: Instructor
- Password: VU4747CGU

Sample-One Week Intensive Course: Classroom Management & Support

- Day One – Universal Supports
  - Complete: IRIS Module: Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan
- Day Two- Secondary Support
  - IRIS Module: SOS: Helping Students Become Independent Learners (completed in computer lab and assessment discussed)
- Day Three– Tertiary support
  - IRIS Module: Functional Behavioral Assessment: Identifying the Reasons Problem Behavior and Developing a Behavior Plan (completed as homework and reviewed in class)
- Day Four- Preventing Escalating Behavior
Syllabus Quiz Examples

Examples:

- List four locations with computer access where you can complete assignments should you have technical difficulties.

- Will the instructor allow you to turn in assignments late due to technical difficulties?
  - No!
  - Nunca!
  - Nein!
  - Nyet!

Assessing Student Knowledge

- Depends on:
  - Class size
  - Types of questions
- Questions
  - Use discussion/chat tools
  - Use IRIS Assessment questions
  - Design your own

Tips for Using Case Studies

- Read STAR sheets as homework
- Pair/Share in class 3 ‘take home’ ideas from the STAR sheets
- Complete Case Level A as pairs, in class
- Complete Levels B & C independently as homework
- Differentiate in whole class by grouping by skills; assign each group their corresponding level case
IRIS on Social Media

New and Coming Soon!!

Activities

There are different types of Activities:
- Movies
- Books
- Independent
- Small Group
- Class Discussion
- Case-based
Walk Through Sample Activity

Behavior Assessment: Frequency and Interval Recording
Est. Time: 23 Minutes

Objective:
To gain experience collecting data using interval recording and to gain experience collecting data using frequency recording.

Overview:
By collecting data, educators can determine whether a student's behavior is problematic and whether intervention trials are needed to help address the behavior. To make this decision, they should choose a data collection system that provides the most accurate picture of student performance in the classroom. Two such methods are frequency recording and interval recording.

Frequency (or event) recording is a way to measure the number of times a behavior occurs within a given period. Frequency recording is used for behaviors with a steady beginning and end. To conduct an event or frequency tally:

Information Briefs

Sample Information Brief in Disabilities
Tips for Implementing
Activities

- Book Activities
  - Provide one day of class for students to read assigned books
  - Questions from the book activity can be used for class discussion or quizzes

- Class-based Discussions
  - Use as first day of class ice breaker or to introduce content & course syllabus (e.g., Special Education Acronyms)

- Case-based Activities
  - “What do you think” questions can be used to activate prior knowledge and identify misconceptions
  - Use as end of semester wrap up to revisit major themes and content

Tips for Implementing
Information Briefs

Reading Assignment/Reflection Journals

Objectives:

- During this reading activity, you will learn how you can help your students with disabilities access the course content.

- Note:
  - This reading assignment is due on Day 3.

Table of Contents

- Your location: Home -> Course Content -> CLASS INFORMATION: Assignments, Handouts and Activities
- Section 2: Reading Assignment

Resources

- [Image: Handouts.html]
- [Image: Student Handouts.html]
- [Image: Classroom Resources.html]
Tips for Implementing Information Briefs

Sample Reading Assignment of Info Brief in School Improvement Topic:

- Read "Comparison of IDEA, 504, ADA, NCLB, & ESEA"
- Using the table in the brief, complete this Venn Diagram

http://www.michiganallianceforfamilies.org/infolinks/iep.idea.comparison.pdf

Sample Interview in Diversity

Testing Culturally and Linguistically Diverse Learners

April 2, 2009, The IRS Center

Alfredo Arias discusses issues that might come up when teachers use standardized tests with English learners. He also shares his thoughts about reading instruction for these students.

Questions asked Alfredo Arias in this video:
1. Professor Arias, can you talk a bit about some of the issues related to psychometric validity? Instructors should be aware of when they test English learners.
2. And what about culturally relevant text? Is using this kind of text the most effective way to increase student reading skills?
Finding Forgotten Resources: Resource Locator Search Tool

The IRIS Center
IRIS Faculty Seminar
City, State
Day Two

Response Card Review
In Groups

- What IRIS topics match your educational interest/research areas?
- What IRIS resources have you found/used?
- Where would these fit into your program/course?
- Which topics would you like to explore further?

Embedding IRIS into Course Scope and Sequence

- Identify IRIS resources for each course
- Ensure alignment with objectives/learning outcomes/standards
- Evaluate overlap across courses: Meaningful?
- Determine appropriate sequence
- Communicate between instructors each semester
- Make modifications as needed; avoid IRIS overload

Finding IRIS Resources

Easy Access to Instructional Resources:

Home Page Resources Tab
Home Page Using IRIS Tab
"Resources Tab"

Resources Tab: Evidence-Based Practice Summaries

Evidence-Based Practice Summaries

- Evidence-based practice
  - Based on a high-quality research design
  - Multiple high-quality studies have been conducted
  - Reviewed by a reputable organization (e.g., What Works Clearinghouse)

Research-based practice

- Based on research that may or may not have included a high-quality research design
- Multiple studies have been conducted
- Based on empirical support for the practice or program

Positioning practice

- Based on research that has a weak research design
- Insufficient amount of research done to demonstrate its effectiveness
- Unknown to have minimal positive effects on student outcomes
“Using IRIS” Tab: 
Online Syllabi

Syllabi Format uses JavaScript — incorporating a Library (QTabs for Mootools) that builds the tabs — in conjunction with the general library called “Mootools.”

Click on tabs

“Using IRIS” Tab: 
Syllabi Template

Course Title

1. Syllabus Title: The title should be a description of the course.
2. Instructor: The instructor’s name should be listed here.
3. Course Description: A brief description of the course should be included here.
4. Required Text/Readings: List the required texts and readings for the course.
5. Grading: The grading policy for the course should be stated here.
6. Class Schedule: The schedule for the class should be included here.
7. Attendance Policy: The attendance policy for the class should be stated here.
8. Course Objectives: The course objectives should be listed here.

Resources

iris.peabody.vanderbilt.edu  |  www.iriscenter.com
Using IRIS Tab: Coursework Matrices

“Using IRIS” Tab: Wraparound Maps

- Combine IRIS resources
- Begin with selected Module
- Choose a variety of complementing resources to support Module content
  - Case Studies
  - Information Briefs
  - Activities
  - Video Vignettes
  - Interviews
  - Evidence-Based Practices

“Using IRIS” Tab: Wrap-Around Maps

- "Using IRIS" tab:
  - http://iris.peabody.vanderbilt.edu/implementation/faculty/visuals/
“Using IRIS” Tab: Wrap-Around Maps

The “Using IRIS” tab provides a variety of resources, including wrap-around maps, to support educators in aligning with standards.

Using IRIS: Standards

The IRIS Center offers a comprehensive set of standards and resources to help educators align with federal and state standards, such as the Early Childhood Central Standards.

Using IRIS: Aligning with Standards

IRIS resources are flexible and can be adapted to meet the unique needs of individual learners. The IRIS Center provides a range of resources, including standards-aligned lessons, strategies, and tools, to support educators in achieving their goals.

Resources
Sharing and Coordinating IRIS

- Meet with other teacher education faculty
  - Good excuse to get together
  - Publicize IRIS materials to colleagues
  - Within and across departments
  - Start compiling how IRIS is being used in courses

Using IRIS Tab: Sharing With Colleagues

- Embedding IRIS into Course Scope and Sequence
  - Select an IRIS Coordinator
  - Identify IRIS resources for each course
  - Ensure alignment with objectives / learning outcomes / standards
  - Evaluate overlap across courses: Meaningful?
  - Determine appropriate sequence
  - Communicate between instructors each semester
  - Make modifications as needed; avoid IRIS overload
Embedding IRIS: Things to Think About

- How many Modules should be used in one course?
- How many Modules should students encounter in one semester?
- How will you make sure students don’t see the same resources in multiple classes, or if they do, is the content or application scaffolded?
- How will you manage changes and look for overlap from semester to semester?

Collaboration Time: Begin Program-Wide Use Matrix

- “Using IRIS” tab
- http://iris.peabody.vanderbilt.edu/implementation/faculty/visuals

Share Out, Feedback, and Evaluations

IRIS@CGU
Improving Services for Students with Disabilities
IRIS-WEST
IRIS Training and Outreach Services
IRIS@CGU.edu
909.607.8982
IRIS MODULE AND MATERIALS DEVELOPMENT PROCESS

**INPUT**
- Stakeholder Focus Groups
- User Data
- Textbook and Syllabi Analyses
- Federal Policies
- Consumer Surveys
- National Standards

**TOPIC AND EXPERT SELECTION**
- Steering Committee
- E/IEC Task Force
- OSEP

**TRANSLATE RESEARCH TO PRACTICE**
- Researchers
- Practitioners
- Other Diverse Perspectives
- IRIS Staff

**RESOURCE DEVELOPMENT**
- Content Development
- Revisions
- Team Review
- Expert Feedback
- Final Revisions
- OSEP Approval

**BUILD AND POST**
1. Challenge
2. Initial Thoughts
3. Perspectives & Resources
4. Wrap Up
5. Assessment

---

**Year 1 of the Project**

**Years 2 - 5 of the Project**

*Average of 7 months per module*

**Resources**
Resources

The contents of this resource were developed under a grant from the U.S. Department of Education, #H325E120002. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers, Sarah Allen and Tracie Dickson.

For the latest updates of the IRIS Center’s resources, please visit iris.peabody.vanderbilt.edu

THE IRIS CENTER

Wrap-Around Concept Map: Modules

SRSD: Using Learning Strategies to Enhance Student Learning

- Select Information Briefs
- Interviews
- Related Modules
- Case Studies
- Video Vignettes

- Behavior and Academic Issues
- Using Self-Monitoring Strategies to Address
- Universal Design for Learning Strategies

- Selecting An Evidence-Based Practice or Program

- What is Executive Functioning?
- Be Sure To: A Powerful Reflection Strategy

- Fostering Student Accountability for Classroom Work
- Written Expression: Grades 2-5

- Providing Instructional Supports: Fostering Mastery
- SOS: Helping Students Become Independent

- Selecting An Evidence-Based Practice or Program (Panel of Experts)
The contents of this resource were developed under a grant from the U.S. Department of Education, #H325E120002. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers, Sarah Allen and Tracie Dickson.

For the latest updates of the IRIS Center’s resources, please visit iris.peabody.vanderbilt.edu
## Evidence-Based Practice Summaries

These summaries of research about the effectiveness of instructional strategies and interventions contain links to research reports and include information about an intervention's level of effectiveness and the age groups for which it is designed.

### Learning Strategies

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Evidence Base/Source</th>
<th>Evidence Base/Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing Instruction and Study To Improve Student Learning</td>
<td>Using some of the most important research on learning and memory, this WWC practice guide outlines actions related to the use of instructional and study time for social studies, science, and math. For more information, please view the IRIS Modules High-Quality Mathematics Instruction: What Teachers Should Know, Providing Instructional Supports: Facilitating Master of New Skills, SRSD: Using Learning Strategies To Enhance Student Learning, Algebra (Part 1): Applying Learning Strategies to Beginning Algebra, and Algebra (Part 2): Applying Learning Strategies to Intermediate Algebra.</td>
<td>These practices have been proven effective in organizing instruction and study time to improve student learning, especially in science, social studies, and math, for students in elementary, middle, and high school (kindergarten through grade 12).</td>
<td>Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., &amp; Metcalfe, J. View Research Summary</td>
</tr>
<tr>
<td>Peer-Assisted Learning Strategies: Adolescent Learners</td>
<td>Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades 2-6.</td>
<td>This practice has been proven effective in reading comprehension for adolescent learners in grades 2 through 6.</td>
<td>U.S. Department of Education View Research Summary</td>
</tr>
<tr>
<td>Peer-Assisted Learning Strategies: Beginning Readers</td>
<td>Peer-Assisted Learning Strategies (PALS) is a structured peer-tutoring program for reading or math. Students take turns acting as tutor and work together three or four times per week. For more information on this topic, view the IRIS Module PALS: A Reading Strategy for Grades K-1.</td>
<td>This practice has been proven effective in alphabets for beginning readers in kindergarten through grade 1. This practice has been proven to have mixed effects for reading comprehension. This practice has not yet been proven effective in reading fluency.</td>
<td>U.S. Department of Education</td>
</tr>
</tbody>
</table>
SYLLABI TEMPLATE

Course Title

1. **Syllabus Used in Course for:** (e.g., Blended Special Education/General Education Program) – Be specific about the type of program for which this syllabi is used.

2. **Instructor:**
   
   *Note to User: Include Contact Information in This Section*

   Department:
   Office:
   Phone:
   Email Address:
   Office Hours:

3. **Course Description:**

4. **Required Texts/Readings:**

5. **This University’s Conceptual Framework:** This conceptual framework is …

6. **Standards of Effective Practice:**

7. **Course Objectives:**

8. **Instructional Strategies:** List the strategies you use in this class (e.g., discussion, role-playing, small-group activities)

9. **Diversity:**
   
   *Note to User: Be sure to include your university’s diversity statement Here*

10. **Course Requirements:** Include course assignments here.

11. **Evaluation:**

12. **Class Schedule/Week at a Glance:**

13. **Other Resources and Materials:**

14. **Special Accommodations:**
   
   *Note to User: Be sure to include your university’s statement about special accommodations/students with disabilities here.*

15. **Other Course Policies:**
<table>
<thead>
<tr>
<th>Course Name</th>
<th>IRIS Module #1</th>
<th>IRIS Module #2</th>
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## Program-Wide Use Matrix
Graduate Blended 7-12 Program

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<thead>
<tr>
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Resources

- [Bookshare](#): Providing Accessible Materials for Students with Print Disabilities
CEC Standards

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Practice

Standard 7: Collaboration
## InTASC Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>Standard 1</td>
<td>Learning Development</td>
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<td>Standard 4</td>
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<td>Application of Content</td>
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<td>Standard 6</td>
<td>Assessment</td>
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<td>Standard 8</td>
<td>Instructional Strategies</td>
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<td>Standard 9</td>
<td>Professional Learning and Ethical Practice</td>
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<td>Standard 10</td>
<td>Leadership and Collaboration</td>
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</table>
Sharing IRIS: Colleague PowerPoint

A brief PowerPoint presentation that offers an overview of the IRIS Website, Sharing IRIS is intended for faculty who wish to share information about the Center's resources. Click the link below to download the presentation.

IRIS Basics for Faculty Colleagues
In This Chapter:

A. Modules and Case Studies
B. Activities and Information Briefs
C. Interviews and Video Vignettes
D. Syllabus Planning Form
E. Detailed Course Planning Sheet
F. Topic at a Glance: Course Graphic Organizer
G. Program-Wide Use
### Coursework Planning Form: Faculty
**Modules and Case Studies**

**Direction:** List Modules and Case Studies that could be used in a specific course. Be sure to note on this fillable form which topic strand you found them under so that so you can easily locate them again.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Modules</th>
<th>Course/Objective</th>
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<tbody>
<tr>
<td>Ex.</td>
<td>Behavior</td>
<td>SPED 5010/Components of a Comprehensive Behavior Management System</td>
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<td>Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan</td>
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<table>
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<tr>
<td>Ex.</td>
<td>Mathematics</td>
<td>SPED 5340/Concrete-Representational-Abstract Method</td>
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<tr>
<td>Mathematics</td>
<td>Algebra (Part 1): Applying Learning Strategies to Beginning Algebra</td>
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</tr>
</tbody>
</table>
**Coursework Planning Form: Faculty**

**Activities and Information Briefs**

**Direction:** Find Activities and Information Briefs that could be used in a specific course. Be sure to note on this fillable form which topic strand you found them under so that you can easily locate them again.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Course/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex.</td>
<td>Diversity</td>
<td>Disability Awareness: Cultural Attitudes</td>
</tr>
<tr>
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<thead>
<tr>
<th>Topic</th>
<th>Information Briefs</th>
<th>Course/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex.</td>
<td>Accommodations</td>
<td>Accommodations for Students with Disabilities</td>
</tr>
<tr>
<td>1</td>
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</tbody>
</table>
### Coursework Planning Form: Faculty

**Interviews and Video Vignettes**

**Direction:** Find Interviews and Video Vignettes that could be used in a specific course. Be sure to note on this fillable form which topic strand you found them under so that you can easily locate them again.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Interviews</th>
<th>Course/Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Diversity</td>
<td>Cultural and Linguistic Differences</td>
<td>SPED 5040/Appropriate Accommodations</td>
</tr>
<tr>
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<thead>
<tr>
<th>Topic</th>
<th>Video Vignettes</th>
<th>Course/Objective</th>
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</thead>
<tbody>
<tr>
<td>Ex. Collaboration</td>
<td>Co-Teaching (Part 1)</td>
<td>SPED 4041/Sp Ed Methods</td>
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</table>
**Coursework Planning Form: Faculty**

**Syllabus Planning Form**

**Directions:** After exploring Modules, Case Studies, Activities, Information Briefs, Video Vignettes, and Interviews, use this form to compile your notes for a specific course(s) you teach, noting on this fillable form how you will use these IRIS resources.

**Course:**

<table>
<thead>
<tr>
<th>Week/Session/Topic</th>
<th>IRIS Resources <em>(STAR Legacy Module, Case Study, Activity, Information Brief, Video Vignette, Interview)</em></th>
<th>How Used</th>
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</thead>
<tbody>
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</table>

**Planning Forms**
<table>
<thead>
<tr>
<th>Week/Session/Topic</th>
<th>IRIS Resources (STAR Legacy Module, Case Study, Activity, Information Brief, Video Vignette, Interview)</th>
<th>How Used</th>
</tr>
</thead>
<tbody>
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</table>
**Instructions:** Review the Coursework Planning Forms you completed during your work sessions. Merge the IRIS materials identified on those forms into your current course content and sequence. Begin by identifying the standard or evidence-based practice that is the focus of each topic covered.

**Course:**

<table>
<thead>
<tr>
<th>Week/Session</th>
<th>Standard and/or Evidence-Based Practice</th>
<th>Topic</th>
<th>Selected Material/Activity</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Sample Session | Peer Tutoring & Response Groups Intense Systematic Instruction InTASC #6 & 7 CCTC Design #3 CCTC Prelim #13 CCTC M/M #2 | Culturally Appropriate Learning Environments Linking Assessment to IEPs and Instruction Instructional Planning Instructional Supports for Literacy | Information Brief:  
- Culturally Competent Assessment of English Language Learners for Special Education Services  

Evidence-Based Practice Summary:  
  http://ies.ed.gov/ncee/wwc/publications/practiceguides/ | Assignment #1: Reading Reflection/Application on:  
- Sakai: Coyne Ch. 9  
- Chapter 4 Text  
- Sakai: Yates & Ortiz Complete Assignment #3 Outlined in Syllabus IRIS Module: Providing Instructional Supports: Facilitating Mastery of New Skills |
<table>
<thead>
<tr>
<th>Session</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tr>
<td>Week/Session</td>
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<tr>
<td>Standard and/or Evidence-Based Practice</td>
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<tr>
<td>Topic</td>
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<tr>
<td>Selected Material/Activity Assignment Due</td>
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</tbody>
</table>
Directions: Use this fillable form to help you merge your current course materials with IRIS resources for a particular week or topic. As you plan, it is helpful to focus on specific content/standards/EBP to guide your work. The “Other Resources” could include the Video Vignettes, Glossary, Web Resource Directory, or Book search tool found on our Website, iriscenter.com
Directions: Use this fillable form to coordinate the use of IRIS across your program and courses. As a faculty, revisit on a regular basis to avoid overlap of IRIS resources.

### Course/Course Title

<table>
<thead>
<tr>
<th>Other Resources</th>
<th>Modules and Case Studies</th>
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Program-Wide Use

Coursework Planning Form: Faculty
Directions: Use this fillable form to coordinate the use of IRIS across your program and courses. As a faculty, revisit on a regular basis to avoid overlap of IRIS resources.

<table>
<thead>
<tr>
<th>Course/Course Title</th>
<th>Modules and Case Studies</th>
<th>Other Resources</th>
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“I wish I had known about this module before my first year of teaching. I would have had more time for teaching and have spent less time disciplining had my plan been more comprehensive and consistent up front. The module chunks down a highly complex process and scaffolds the process of developing the key components in a systematic, comprehensive manner. This activity has been as useful as anything I have done while earning my Master of Education degree.”

— Graduate student, responding to the Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan module
IRIS TERMINOLOGY

Activities – These handy classroom assignments are built around a diverse range of topics—behavior, language disorders, disability-related language in federal law, and many others—and are for use as independent projects or to promote classroom discussion. They are in a variety of formats: class discussion, case-based, book, or independent.

Answer Keys – These resources include answers to the assessment questions included in our Case Study Units, Modules, and Activities.

Audio Clips – These comments by leading researchers are under a minute in length and can be found in the Perspectives & Resources Section of a Module.

Books: Portrayals of People with Disabilities – This search tool contains information and synopses of children's and young adult literature about or having to do with people with disabilities. This information includes the name of the author and illustrator, year of publication, publisher, appropriate grade level, and award status. This tool differs from an “Activity” in a book format as it does not provide specific questions for class discussion.

Case Study Units – These resources ask users to analyze and respond to a number of problem-based classroom issues and challenges—for example classroom norms and expectations, behavior, or classroom arrangement—through increasing levels of complexity and detail. These units differ from an “Activity” in a case format, which are shorter, unleveled, and much less complex than Case Study Units.

Content Experts – These experts, often the researchers who developed the evidence-based practices featured in the IRIS resources, provide or arrange the content for Modules and Case Studies in a given topic area.

Coursework Planning Forms – Planning Forms are designed to help faculty as they revise either their individual courses or overall curricula for the initial preparation of education professionals.

Evidence-Based Practice Summaries – These annotations and links to the original documents focus on research about the effectiveness of instructional strategies and interventions. The collection includes information about an intervention’s level of effectiveness and the age groups for which it is designed.

Faculty Seminars – These events—during which representatives from a college typically join others from across a state or region—place special focus on using the IRIS Website and instructional resources, embedding IRIS resources into course-management systems, and revising course syllabi. The overarching purpose is to improve beginning teachers’ knowledge and skills about evidence-based practices.

Films: Portrayal of People with Exceptionalities – This online, searchable database overviews motion pictures that are about, star, or feature people with exceptionalities.

Focus Groups – These representatives from various disciplines inform the development and delivery of instructional materials. Our focus groups include college and university faculty, education professionals, the parents of children with disabilities, and professional development providers.

Glossary – This searchable dictionary includes hundreds of terms covered in many IRIS resources related to special education and disability issues.
The How People Learn (HPL) Theory – Developed by Dr. John Bransford and his colleagues, this theory forms the theoretical framework upon which the IRIS Center’s STAR Legacy Modules are built. HPL is based on a problem or challenge-based approach to achieving a fuller understanding of instructional or classroom issues and challenges.

Information Briefs – These resources are developed by other programs and centers and linked to from the IRIS Website for use as supplemental materials. Information Briefs cover everything from accommodations for students with disabilities to Universal Design for Learning to behavior and classroom management.

Interviews – These in-depth discussions with nationally recognized experts, instructors in the field, and practitioners cover a wide variety of topics, including student diversity, behavior management, testing accommodations for students with disabilities, RTI implementation, and much more.

The IRIS Impact Study Initiative – This initiative was created to provide support and assistance to doctoral students or faculty interested in conducting research about the effectiveness of IRIS resources used in teacher education or professional development activities.

IRIS Trainers and Technical Assistance Providers – These experts about IRIS resources conduct Faculty or Professional Development Seminars, facilitate IRIS Work Sessions, and represent the Center at meetings and conferences.

IRIS Resource Locator (IRL) – This search engine, organized by topics, is designed to allow users to find IRIS resources (e.g. Modules, Case Studies, and Activities) on the IRIS Center Website.

Module – See STAR Legacy Module.

Office of Special Education Programs (OSEP) – This office within the U.S. Department of Education handles policy and programs related to the education of children with disabilities and the implementation of the Individuals with Disabilities Education Act.

PD Planning Forms – These resources are designed to help PD providers develop and revise activities used to upgrade the skills of practicing education professionals. Although potentially useful to all PD providers, these forms were designed for use at IRIS PD Seminars, Institutes, and other training events.

Professional Development (PD) Seminars – These daylong training events for those who deliver either induction or professional development services for practicing educators include an overview of the IRIS Website with particular attention to the use of resources for specific topics in direct PD activities.

Sample Syllabi Collection – Our Sample Syllabi Collection—composed of syllabi used in actual education licensure programs—is designed to offer examples of the ways in which IRIS resources about evidence-based practices can be integrated into coursework.

Sample Wrap-Around Concept Maps – These diagrams are designed to help instructors—both college faculty and professional development providers, as well as independent learners—extend and deepen the information included in our Modules and Case Study Units through the use of supporting materials available on the IRIS Website, such as Activities and Interviews. By using these Wrap-Around Concept Maps, instructors can more easily accomplish the task of broadening their own instruction, and hence their students’ learning experiences.

Standards – This helpful online resource shows the ways in which the IRIS resources align with a variety of standards and certification requirements, including CEC, CAEP, DEC, and InTASC.
**STAR Legacy Cycle** – This formalized inquiry cycle—developed by Dr. John Bransford and his colleagues—is constructed around the basic principles of the How People Learn (HPL) framework and serves as the structural basis for all IRIS Modules. The Cycle’s lesson format includes five components:

- **Challenge** – This starting point for all IRIS Modules involves the presentation of a realistic classroom scenario or vignette as well as the introduction of a number of questions for users to consider throughout the remainder of the Module.

- **Initial Thoughts** – These questions serve as an opportunity for Module users to respond to the questions posed by the Challenge and to gauge their existing knowledge of the Module’s main topic before engaging in the resource’s main informational content.

- **Perspectives & Resources** – These informational “nuggets”—research, audio interviews with educational experts, video clips, and interactive activities—make up the main content of the Module and are designed to help users answer the questions raised in the Challenge.

- **Wrap Up** – This recapitulation of the resource’s main topic and themes also serves as an opportunity for Module participants to reevaluate their responses to the Initial Thoughts questions. The How People Learn theory posits that a “gap” between the two sets of answers indicates that learning has taken place.

- **Assessment** – This final section provides an opportunity for Module participants to evaluate what they have learned by working through the Perspectives & Resources pages.

**STAR Legacy Modules** – These signature products of the IRIS Center offer in-depth instructions on topics like Response-to-Intervention, classroom behavior management, secondary transition, student diversity, and many others of importance to educators in today’s classrooms. Modules provide content through a variety of formats: text, video demonstrations, audio interviews with experts and practicing educators, and interactive activities. Based on the adult learning theory developed by Dr. John Bransford and his colleagues, IRIS Modules make information on evidence-based practices accessible.

**Video Vignettes** – These resources about individuals with disabilities, their families, advocates, teachers, and service providers include videos about the history of disabilities, as well as depictions of the application of evidence-based practices in educational settings.

**Webinars** – These online events, hosted by IRIS, focus on a specific topic or education-related issue. Our Webinars—covering topics like Response-to-Intervention, classroom management, and fidelity of implementation—are also archived on the IRIS Website.

**Web Resource Directory** – This list of federally sponsored projects and centers refers users to resources and useful information outside the IRIS Center.

**Web Tours** – These virtually guided visits to the IRIS Website are useful for acquainting college faculty, PD providers, and other education professionals about the Center’s resources and other features of the IRIS Website.

**Work Groups** – IRIS works groups are made up of professionals who help guide the development, refinement, and evaluation of the Center’s products and services.

**Work Sessions** – These daylong events are specifically designed to assist college programs engaged in revising their entire curriculum or new programs seeking certification. The goal of Work Sessions is to assist in the integration of evidence-based practices and related IRIS resources throughout the targeted program(s).