

THE IRIS CENTER
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Administrative Progress Report
for
Year 2, Quarter 1

Submitted to:

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The IRIS Center Quarterly Report/January–March 2014 [Year 2, Quarter 1]

The IRIS Center produces these Quarterly Reports as both a narrative of our effort and a detailed account of our work and progress. This First Quarter of Year Two found the Center creating new instructional materials and resources, hosting trainings, and taking part in presentations and conferences. Read on to learn all the latest from the IRIS Center.

BUILD PROJECT INFRASTRUCTURE

At OSEP's request, the IRIS Center has undertaken a number of important activities designed to create a coherent conceptual and organizational structure for the new Center. A brief description of these is below.

Activities and Progress in This Quarter:

- **Work Plan:** Our Year 2 Work Plan has now been approved.
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MAINTAIN PROJECT BUDGET

The co-directors continue to monitor budget expenditures carefully. Year 2 budgets were submitted to OSEP. Budget expenditures are on track for Year 2.

DEVELOP

The Center develops teaching and learning tools, and content and training modules reflecting evidence-based instructional and intervention practices. These tools are designed for use by IHE faculty, professional development providers, and practicing educators, and are high quality, useful, relevant, and non-duplicative.

Activities and Progress in This Quarter:

- **Evidence-Based Practices (EBP) Summaries:** The Center has developed and posted a new searchable tool, a library of annotations about evidence-based practices representing evaluations and descriptions of a wide variety of instructional and behavioral practices and interventions. To accomplish this, we worked with a task force made up of noted researchers Don Compton, Kathleen Lane, Diane Bryant, Phil

Strain, Deborah Speece, and Ilene Schwartz. To date, some 87 EBP Summaries have been posted to the IRIS Website.

- **Coursework Planning Forms:** Updated planning forms—resources designed to help faculty as they revise either their individual courses or overall curricula for the initial preparation of education professionals—have now been posted to our Website. These include resources related to our Modules and Case Studies, Activities and Information Briefs, and Interviews and Video Vignettes. Other planning forms include one for Program-Wide Use and a Detailed Course Planning Sheet, among others.
- **Concept Maps:** Five new Sample Wrap-Around Concept Maps have been added to that growing collection. 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 videos.
- **PD Planning Forms:** Likewise, we have posted a number of forms specifically created for professional development providers. These are designed to help PD providers develop and revise activities used to upgrade the skills of practicing education professionals. Included here are forms about IRIS Modules Mapped to Induction Standards, IRIS Resources Linked to CSTP, and Exploration of IRIS Modules for Professional Development Activities, among others.
- **Sample Syllabi Collection:** The Sample Syllabi Work Group continues to create new resources designed to offer examples of the ways in which IRIS resources about evidence-based practices can be integrated into coursework about all students, especially those with disabilities. We anticipate that five new syllabi will be posted to our Website by the end of June, meeting the obligations of this initiative's Wave 2.
- **Module:** A Spanish-language version of our Module about Universal Design for Learning—*El Diseño Universal para el Aprendizaje: Creando un ambiente de aprendizaje que reta e involucra a todos los estudiantes*—is now available on our Website.
- **Activities:** Five new IRIS Activities related to early childhood have been posted to our Resource Locator. These are:
 - Assessment of Children's Environments
 - Assessment of Cognitive Skills
 - Assessment of Play Skills
 - Assessment of Social Skills

- Preschool Classroom Observation
- **Books: Portrayals of People with Disabilities:** Curated in conjunction with Mary Anne Prater, a leading expert in the field today, this new online 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. Updates are planned on a periodic basis, with a first expected in July.
- **Video Vignettes:** We have added to our collection of Video Vignettes about or having to do with people with disabilities, their teachers, and their families. The collection will undergo external review in the coming quarter to help us determine which of the videos are the most useful and relevant to our visitors.
- **Top Tips for PD Providers:** This helpful tip sheet for professional development providers includes many suggestions about how to use IRIS resources and online tools. On hand is quick-reference information about IRIS Modules, EBP Summaries, Case Studies, tech tips about the IRIS Website, and much more.
- **Top Tips for Faculty:** This tip sheet for faculty members has undergone revision and been reposted to our Website.
- **Seminar Materials:** We are developing new materials for our fall slate of Faculty Seminars. The materials—which are currently in the final stage of revisions after input from our Trainers and TA Providers—will be printed and posted to our Website sometime this summer.
- **Knowledge Development Activity (a):** We have contracted with Nancy Vye, University of Washington, to develop the adult learning principles innovation configuration document.
- **Curriculum Matrices:** The work group for this new resource gathered to break down vast amounts of information into smaller pieces to be posted on the IRIS Website. The group is made up of fourteen experts, seven of whom are from colleges and universities collaborating with IRIS. We anticipate the creation of three Matrices in the coming quarter.
- **Web Resource Directory:** This online resource—a list of other federally sponsored projects and centers that provide resources and information useful for educational professionals—has been updated to reflect the current TA&D Network Placemat.

- **Information Briefs:** We have added 15 new Information Briefs (including one with a Spanish-language version) to our Website.

Activities Planned for Upcoming Quarters:

- **STAR Legacy Modules:** We are currently developing IRIS Modules on identifying and selecting evidence-based practices and on implementing those evidence-based practices in the classroom. Meanwhile, we continue to work with early childhood centers and DEC to narrow the topic and identify content for a pair of EC modules, one on behavior and a second on setting up classroom environments.
- **PD Sample Activities:** Silvia DeRuvo, a special education resource developer at WestEd, is currently developing three PD sample activities: a two-hour event, a two-week event, and a long-term training event. These sample activities will be used as a standard template/format for the development of yet more samples that will be made available for use at PD Seminars and for posting on our Website.
- **Instructional Materials:** The Center has entered a period of editing and reformatting its library of instructional resources—including Module Outlines, Case Studies, and Activities—to reflect our revised format parameters. This process will be completed in the coming quarter.
- **Films: Portrayals of People with Disabilities:** This online search tool—which represents an attempt to catalogue the representation of people with disabilities in motion pictures—will be updated with new movies sometime during the coming quarter.
- **Using IRIS:** A pair of one-page handouts—one specifically designed for faculty, another for PD providers—about the use of IRIS materials will be created and posted to our Website during the coming quarter.

DISSEMINATE

The Center will build IHE faculty and PD providers' awareness and knowledge regarding the infusion of IRIS and other federally funded products into their courses, program curricula, and PD trainings through multiple dissemination efforts.

Activities and Progress in This Quarter:

- **Presentations:** Throughout the year, the IRIS Center attends regional and national conferences to present on our training and instructional resources

and to keep audiences up-to-date on everything that is new with IRIS. Information about presentations is below.

- On February 12, we presented at a “coaches’ kick-off meeting” for Project READ, the CA SPDG project. Some sixteen coaches and lead staff took part in the daylong event, which was held on the CGU campus.
- On February 19, Cammy Purper, IRIS Project Assistant, presented at the Lilly Conference in Newport Beach, California. Some thirty college professors were on hand for the presentation, which was about IRIS resources and was titled “What, Why, and Where: Teaching About Evidence-Based Practices (EBPs) in Early Childhood.”
- On February 28–March 3, we showcased our materials at an exhibit booth at the annual conference of the American Association of Colleges for Teacher Education (AACTE) held in Indianapolis, Indiana.
- On March 27–28, we disseminated information about our materials at an exhibit booth during the spring meeting of the Council of the Accreditation of Education Preparation (CAEP) in Nashville, Tennessee.

Activities Planned for Upcoming Quarters:

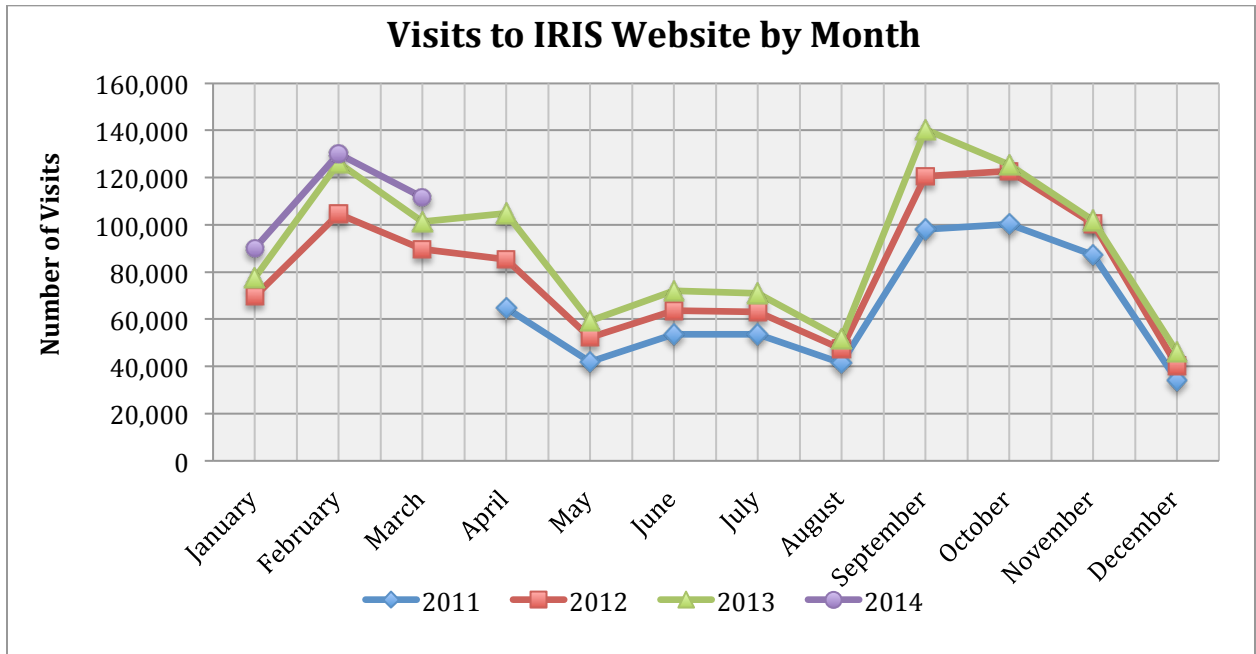
- We will make available informational brochures about our Center and resources for attendees of the Tennessee Disability MegaConference, to be held in Nashville at the end of May.
 - In April, Cammy Purper will present on behalf of IRIS at the California Association of the Education of Young Children Annual Conference in Pasadena. Her presentation is entitled “Evidence-Based Practices (EBPs) in Early Childhood.”
- **Dissemination Plan:** Our Dissemination Plan Work Group currently includes three members: Virginia Lanigan, Kevin Davis, and Cecilia Rios-Aguilar. Their work will continue throughout the coming quarters.
 - **State Newsletters:** We have targeted three state newsletters for possible articles about IRIS. Contacts with these states have been initiated, with hopes that the articles will be written in the spring. Additionally, we will be following up with others outlets—for example *The Chronicle of Higher Education* and *Education Week*—to determine the requirements for submitting articles for consideration.

- **Social Media:** As we continue to promote and disseminate our resources via social media, we have dropped our Pinterest account but added one on LinkedIn. Social media postings, a Facebook page redesign, and frequent News & Events updates on our Website took place throughout the quarter.

Activities Planned for Upcoming Quarters:

- **CEC:** In April, we will present on our Center and resources at the CEC Conference in Philadelphia, Pennsylvania.
- **NAEYC:** In June, we will be on hand in the exhibit hall at the National Association for the Education of Young Children's (NAEYC) National Institute for Early Childhood Professional Development to be held in Minneapolis, Minnesota.
- **Project Directors' Meeting:** In July, we will attend the OSEP Project Directors' Meeting in Washington, DC. We are submitting a proposal for a panel that will include 325T project directors discussing their revised curriculum and inclusion of IRIS resources.
- **DEC:** In October, we will present on our Center and resources at the annual meeting of the Division of Early Childhood's (DEC) in St. Louis, Missouri.

Website Visitor Data: The months of January, February, and March 2014 saw an increase in visits to our Website of nearly 10% compared to the same period last year.



Consumers of the IRIS Modules continue to respond to our online survey, which asks respondents to rate the Modules' usefulness, relevance, and quality on a scale of 1 to 5 (5 being the highest rating). This quarter there were 794 respondents to this survey. The first table (below) summarizes descriptive information about the respondents.

Respondents	Number
Graduate Student	256
College Student	254
Experienced Teacher	134
New Teacher	60
Other (e.g., parent)	50
School Leader	15
College Faculty	14
PD Provider	11
Total	794

The next table (below) presents this quarter's survey respondents' overall ratings of the IRIS modules for usefulness, relevance, and quality.

	Mean Ratings
Quality	4.39
Relevance	4.36
Usefulness	4.34

Finally, respondents were asked to describe the area they worked or studied in. The table below summarizes the responses we received to this question this quarter.

Response	Number
Special education	289
General education	226
Other	134
Early childhood education	103
Early childhood special education	33
Early intervention services	9
Total	794

TA/ TRAINING

The Center will raise IHE faculty and PD providers' awareness and knowledge regarding the infusion of IRIS and other federally funded products into their courses, program curricula, and PD trainings through a targeted and intensive system of technical assistance and training; and the development of high quality, useful, relevant and non-duplicative products and services.

Activities and Progress in This Quarter:

- Work Session:** On March 21, the Center hosted a Work Session at George Mason University. Materials for the event—including a PowerPoint presentation, a meeting agenda, planning forms, and a curriculum matrix—were created by Sue Robb and Steering Committee member and IRIS TA Provider Kate Mitchem. Following a pre-site visit in late January, Dr. Mitchem served as lead Technical Assistance Provider (trainer) for the meeting, which largely focused on imbedding IRIS resources programmatically across curriculum. Sixteen participants, including many field-based supervisors, took part in the event.

Activities Planned for Upcoming Quarters:

- **Work Session:** On May 2, we will host a Work Session at the University of Cincinnati. Our work there may well lay the groundwork for more IRIS work with colleges and universities throughout Ohio.
 - **PD Seminar:** On June 25, we will hold a PD Seminar in Tumwater, Washington. To date, eleven people have signed up for the event, with additional information and invitations being sent out as June approaches.
 - **Faculty Seminars:** We are now in the early planning stages for three upcoming Faculty Seminars to take place in the states of Missouri, Nebraska, Iowa, and South Carolina sometime during Fall 2014. Invitations have also been sent to faculty members in nearby states (e.g., Illinois and Kansas).
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DATA-BASED DECISION-MAKING

The Center will implement a process for making decisions about development, technical assistance and training services, and dissemination efforts that align with developments in the field, reflect evidence-based instructional and intervention practices, and are responsive to the needs of IHE faculty, professional development providers, and practicing educators.

Activities and Progress in This Quarter:

- **Teacher Education Programs:** We are currently developing a list of special education teacher education programs in each state. This list will have multiple purposes and benefits. It will allow us to make comparisons of event participants and IRIS users' analytics data, assess the use of IRIS resources by high- and low-capacity colleges, and carry out more-strategic planning for future events.
 - **Surveys:** A number of our surveys have either been revised. These include a revised PD Institute and Faculty Seminar survey, a Work Session survey, our online survey for Website visitors, and a Field Testing form. Meanwhile, our six-month follow up survey—used as part of our needs assessment process following Faculty and PD Seminars—is being edited and should be complete by mid-April.
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COLLABORATE

The Center will support development, technical assistance and training services, and dissemination efforts through collaborative processes to ensure that products and services align with developments in the field.

Activities and Progress in This Quarter:

- **Early Childhood Collaboration:** The Center holds monthly calls with the Early Childhood Technical Assistance Center (ECTA), the Early Childhood Parenting Center (ECPC), and the Center for the Individuals with Disabilities Education Act (IDEA) Early Childhood Data Systems (DaSy). In January, Naomi Tyler and Amy Harris (IRIS@VU) attended a meeting in Washington, DC, with representatives from DEC, OSEP, and the early childhood centers. The focus of the meeting was coordination of effort and resources about the new DEC Recommended Practices.
- **State Education Leadership:** In February, we took part in a CDE State Leadership Team meeting in Sacramento as part of our collaboration with the new SPDG grant.

Activities Planned for Upcoming Quarters:

- **PD Sample Activities:** As we mentioned above, Silvia DeRuvo, a special education resource developer at the WestEd Center, is currently developing three PD sample activities: a two-hour event, a two-week event, and a long-term training event. These sample activities will be used as a standard template/format for the development of yet more samples that will be made available for use at PD Seminars and for posting on our Website.
- **Webinars:** A Webinar in partnership with the Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR) is currently in the planning stages and expected to be held sometime in the near future.

EVALUATE

- **Impact Studies:** Our Impact Studies Initiative is moving forward with meetings to ensure the timeline, rubric, announcement, and review panels are in place. Impact Studies proposals are currently being reviewed, with the process to be concluded and awards made by the end of May. Information about the initiative was disseminated to 325T IRIS Seminar participants, all HECSE members and their doctoral students, as well as to

the IRIS listserv. The work culminated in January with the posting of the RFA on the IRIS Website. By the March 15 deadline, fourteen proposals were submitted. Submissions came from doctoral students and faculty members. Universities represented include Purdue; California State University, Fullerton; University of Georgia; George Mason University; Jackson State; and the University of Alabama, Birmingham.