

THE IRIS CENTER
COOPERATIVE AGREEMENT CFDA 84.325E
(PR/Award Number: H325E120002)



Administrative Progress Report
for
Year 5, Quarter 1

Submitted to:

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United States Department of Education

10 April 2017

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The IRIS Center Quarterly Report/January–March 2017 [Year 5, 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 Five found the Center continuing to expand and improve our new online PD Hours Store for schools and districts. As always, we remained busy creating new instructional resources and materials, updating others, and hosting IRIS Trainings and Seminars. Read on to learn all the latest from the IRIS Center.

MAINTAIN PROJECT BUDGET

The co-directors and budget managers at both locations carefully monitor expenditures and encumbrances. Costs for events and activities are under close scrutiny to ensure that no over-expenditures occur in Year 5.

BUILD PROJECT INFRASTRUCTURE

See this section for brief descriptions of those items having to do with our ongoing infrastructure development and enhancement.

Activities and Progress in This Quarter:

- **IRIS Archive:** IRIS@CGU is currently developing an archive of important materials developed during the previous five years of funding. These materials include records of training activities (e.g., Trainers' Booklets, lists of attendees for each event, and evaluation documents). Once the process is concluded, the materials will be transferred to IRIS@VU for final recording. Summaries of budgeting information will be transferred to Contracts and Grants Accounting.
- **IRIS Summative Report:** IRIS@CGU is also currently working on a summative report of the accomplishments achieved at IRIS@CGU. The process involves verifying the dates, places, schools, and participants for all training events for faculty and PD providers. These data will be instrumental in informing future IRIS reports.

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:

- **The IRIS PD Hours Store:** IRIS continues to make significant progress in upgrading, expanding, and promoting our recently launched PD Hours Store. More items of interest can be found below.
 - **PD Demo Dashboard:** IRIS has launched a demonstration version of our online School- and District-Level Dashboard. Through it, school leaders can take the Dashboard for a “test-drive,” exploring the functionality and various features of the platform before committing themselves to an actual contract. The IRIS PD Demo Dashboard can be accessed at <http://irisdashboarddemo.org/my-account/>
 - **Elmore County Public Schools, Alabama:** As part of their work with the AL SPDG, educators and parents will be working through the new *Secondary Transition: Interagency Collaboration* Module as well as the *Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings* Module.
 - **Ventura County District and County-Level PD Provider Status:** District-level officials in Ventura County, California, have been given a link through which to test the online IRIS Center PD Hours interface. We will continue to collaborate with them in the coming quarter.
 - **SEA PD Provider Status:** We are working to establish an SEA-wide pilot for the IRIS PD Hours interface in Utah.
 - **State-Approved PD Provider Status:** IRIS continues our efforts toward achieving state-approved PD provider status in a number of states. We have achieved that goal in Massachusetts and Texas and are making progress in Kentucky, North Carolina, and Nevada.
- **Micro-Credentials:** The IRIS Center is nearing a final contract with Digital Promise/ Bloomboard, an online provider of professional development micro-credentials. In the coming quarters, we hope to field-test our “stack” of four micro-credentials through an arrangement with the University of

Nevada-Las Vegas and the Clark County, Nevada, school district. Digital Promise requires that every proposed micro-credential be piloted by a minimum of 50 individuals for the purpose of refining its content and grading rubric. When this process is complete, the resources will be available on the Bloomboard Website.

- **Digital Promise Micro-Credential Conference:** On January 9–10, IRIS attended a Summit on the Future of Educator Micro-Credentials hosted by Digital Promise in Redwood City, California. The purpose of the summit was to explore the “opportunities and challenges—from educator engagement, micro-credential development, research and policy considerations, and incentives and value propositions for stakeholders—for scaling the impact of the educator micro-credential ecosystem.”
- **IRIS 2016 Summary:** IRIS has produced a 2016 Summary reflecting our Module and resource development, Trainings and Seminars, and Website visitor data and feedback. The report can be viewed at http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/IRIS_data_summary_2016.pdf
- **IRIS STAR Legacy Modules:** Our signature products, these resources offer in-depth looks at topics of great importance to educators in today’s classrooms.
 - **Youth with Disabilities in Juvenile Corrections (Part 2):** A new Module, *Youth with Disabilities in Juvenile Corrections (Part 2): Transition and Reentry to School and Community* (<https://iris.peabody.vanderbilt.edu/module/jj2/>) is now available on the IRIS Website. The resource is the second part of a two-part series, following *Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction* (<https://iris.peabody.vanderbilt.edu/module/jj1/#content>).
 - **Student-Centered Transition Planning:** A resource about students and young adults ages 18–21 focusing on student-centered transition planning is now in development. Erik Carter of Vanderbilt University has provided expert content. We expect to post the resource in the coming quarter.
 - **Spanish-Language Resources:** A Spanish-language version of our *Autism Spectrum Disorder (Part 2): Evidence-Based Practices* (<https://iris.peabody.vanderbilt.edu/module/asd2-spanish/>) Module is now available on the IRIS Website.

- **Wrap-Around Resources:** A number of new Video Vignettes and Information Briefs have been added as complements to our recently posted Module *Youth with Disabilities in Juvenile Corrections (Part 2): Transition and Reentry to School and Community*.
 - **IRIS Online Tools:** The IRIS Website is home to a variety of online tools about or having to do with young people with disabilities and evidence-based instructional practices.
 - **Films: Portrayals of People with Disabilities:** This tool, an attempt to catalogue the representation of people with disabilities in movies, has been updated and fully revised.
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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:

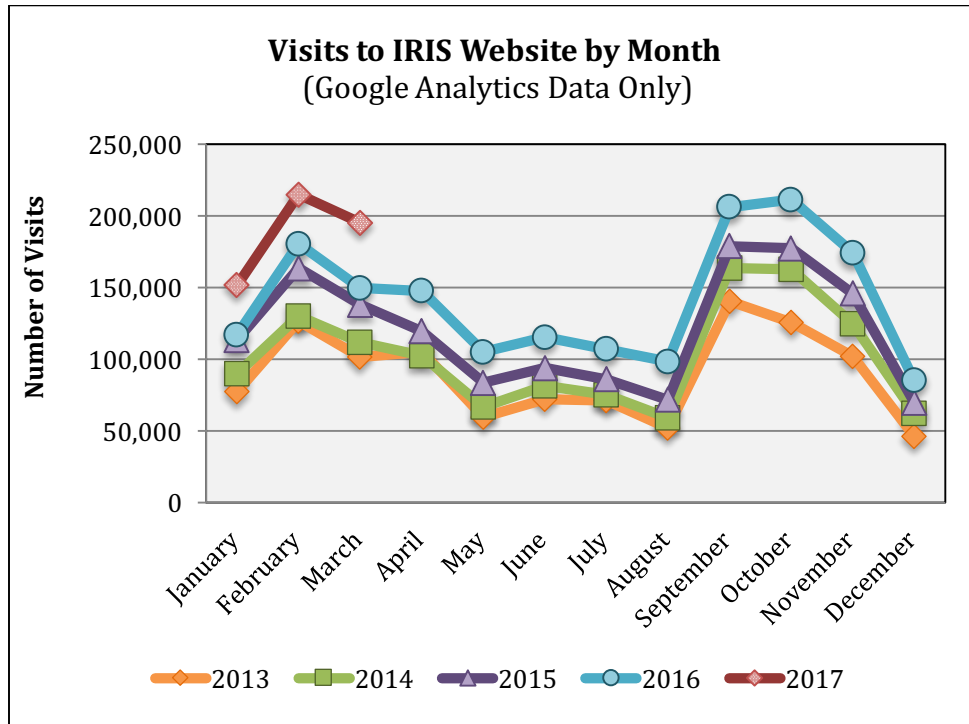
- **IRIS Receives Award from ACRES:** The IRIS Center is proud to be honored as a 2017 Exemplary Program by the American Council on Rural Special Education (ACRES). The award recognizes programs that have "demonstrated outstanding accomplishments related to rural special education." Kevin Miller from Buffalo State College was on hand to accept the award on our behalf.
- **Presentations and Outreach Efforts:** 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.
 - **Partners in Education:** On January 30–February 2, IRIS hosted a booth at the Partners in Education Conference (PIE) at the Music City Center in Nashville, Tennessee, where we dispensed information about all the latest IRIS resources and our new IRIS online PD Hours Store to hundreds of attendees.
 - **Council for Exceptional Children:** On April 21, 2017, IRIS will attend the Council for Exceptional Children's annual convention in Boston, Massachusetts, where we will present on our new Module about youth with disabilities in juvenile corrections. IRIS will also

host a booth in the Exhibition Hall to dispense information about IRIS services and online resources and materials.

- **Virtual OSEP Symposia Series:** IRIS took part in both OSEP virtual meetings this quarter: The Significant Disproportionality Symposium on February 8, 2017, and the Positive Learning Environments Symposium on March 22, 2017.
- **Publications:** IRIS and others disseminate information about our Center, resources, and materials through a variety of print and online outlets.
 - **Special EDge:** A brief item about the IRIS Center will appear in an upcoming issue of the Special EDge, the publication of the California State Department of Education. The item offers an overview of the IRIS Center, our resources, and our PD Hours Store.
 - **Book chapter:** The IRIS team authored a chapter for a forthcoming book on the impact of OSEP 325T funded projects. The chapter is in press now: The IRIS Center: A federal investment to support and improve personnel development. In Goeke, J., Kossar, K., & Mitchem, K. (Eds.) *Redesigning special education teacher preparation: Challenges and solutions*. New York, NY: Routledge/Taylor & Francis Group.

WEBSITE VISITOR DATA

During the First Quarter of 2017, there were a total of 561,294 visits to the IRIS Website per the Google Analytics software. This is an increase of 26% from the same period last year. In February, we established a new record number of monthly visitors: 214,761. This is the highest number of visitors the Website has ever had in one month.



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:

- **Faculty Seminars:** These events bring together educators from across a state or region for some hands-on work. Particular focus is on using the IRIS Website and instructional resources, embedding IRIS resources into course-management systems, and revising course syllabi.
 - **Las Vegas Seminar:** On February 9–11, 2017, an IRIS Seminar was held in Las Vegas, Nevada, as the second follow-up to the CEEDAR-IRIS Cross-State Convening (CICSC) meeting. Some 22 faculty took part in the event, representing three of Nevada’s four CEEDAR schools. Joining them were faculty from the University of New Mexico and New Mexico State University.
 - **Arizona Seminar:** On March 23–25, 2017, IRIS hosted a Faculty Seminar in Phoenix, Arizona. This was the third and final follow-up to the CICSC meeting. Faculty from universities across the state

participated in the event with almost every college and university offering a teacher licensure program taking part.

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

- **IRIS Training Needs Assessment:** As always, IRIS conducted needs assessments following our recent Faculty Seminars in Las Vegas and Phoenix. Feedback and data gathered from Seminar participants is used to improve and enhance future IRIS events.
 - **IRIS Use Report:** IRIS is currently working on various components of data collection for what will be part of a 2016 IRIS Use Report. In response to requests from OSEP to provide data related to the teacher shortage, we have completed state-by-state documentation of the characteristics of general education and special education university-based teacher education programs across the United States. In step two, we will ascertain which of those programs is using IRIS Modules and other resources. Doing so will help us to develop a fuller, clearer picture of the use of IRIS materials across the United States. This work will continue into the second quarter of 2017.
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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:

- **Digital Promise/Bloomboard:** The IRIS Center continues to partner with Digital Promise/Bloomboard, an online provider of professional development micro-credentials. Micro-credentials offer opportunities for teachers to master new skills and to be recognized for their accomplishments. As soon as contract negotiations are completed, Digital

Promise, through the Bloomboard site, will offer a micro-credential stack developed by the IRIS Center. This stack will consist of four micro-credentials that explain how to provide different types of accommodations for students with disabilities.

- **CalState TEACH:** On October 7, 2016, IRIS facilitated the revision of the curriculum used by CalState TEACH, the heaviest user of IRIS resources in the nation. CalState TEACH is a California State University teacher preparation program and prepares only general education teachers through a hybrid on-line, mentoring program. In April, six-month follow-up evaluations will be disseminated for the previous year's Seminars in Claremont. IRIS hopes to receive a revised curriculum matrix by June, which represents the third iteration of the curriculum used by CalState TEACH.

EVALUATE

The Center will collect and review data and feedback from IRIS users in order to improve and revise its resources, as well as to maintain contact with those making use of IRIS resources.

Activities and Progress in This Quarter:

The IRIS Online Survey asks respondents to rate the Modules' usefulness, relevance, and quality on a scale of 1 to 5 (5 being the highest). This quarter there were 1222 respondents to this survey. The first table (below) summarizes descriptive information about the respondents.

Respondents	Number
College Student	421
Graduate Student	348
Experienced Teacher	187
New Teacher	134
Other (e.g., parent)	65
School Leader	28
Missing/No Response	16
College Faculty	14
PD Provider	9
Total	1,222

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

	Mean Ratings
Quality	4.5
Relevance	4.6
Usefulness	4.5

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
General education	426
Special education	392
Early childhood education	166
Other	164
Early childhood special education	39
missing	21
Early intervention services	14
Total	1,222

- **Faculty and PD Provider Evaluation Report:** Bianca Montrosse-Moorhead, the IRIS external evaluator, has completed the draft report for this summative evaluation. The draft was reviewed by IRIS team members and is now being finalized by Dr. Montrosse-Moorhead. Data were collected and reported around four key areas: (1) who is using the IRIS Center's resources (i.e., Modules); (2) how IRIS is satisfying current needs, (3) how the IRIS Center's Modules are being infused in courses, curricula, and professional development, and (4) future needs.
- **Seminar and Training Evaluations and Follow-Up Surveys:** To continually improve and refine its services, the IRIS Center solicits feedback from those taking part in IRIS Training and Seminar events.
 - **Follow-Up Surveys:** Six-month follow-up surveys will be distributed to participants from our Claremont, Detroit, and San Francisco in March and April. These data will appear in subsequent Quarterly Reports.
 - **Las Vegas Seminar:** On February 9–11, 2017, an IRIS Faculty Seminar was held in Las Vegas, Nevada. The extraordinarily positive evaluation data below was offered by those who took part in the event.

Following are the mean scores for the 17 participants regarding the quality, relevance, and usefulness of the training, training materials, and the IRIS online resources.

	Quality	Relevance	Usefulness
Training	4.82	4.88	4.88
Training Materials	4.94	4.94	4.94
Online Resources	4.94	5	5

Participants are also asked whether the training led to increased awareness, knowledge, and skills related to the infusion of EBPs into personnel preparation. Next, they are asked if the training led to an increased capacity to conceptualize curricula, coursework, and clinical experiences that are grounded in the use of EBPs. The percentage responding “yes” is as follows:

Increased awareness: 100%

Increased Knowledge: 100%

Increased Skills: 94.12%

Increased Capacity: 100%

- **Arizona Seminar:** On March 23–25, 2017, IRIS hosted a Faculty Seminar in Phoenix, Arizona. The evaluation data from this Seminar are being analyzed and will be reported in the next quarterly report.