

THE IRIS CENTER
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Administrative Progress Report
for
Year 3, Quarter 4

Submitted to:

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The IRIS Center Quarterly Report/October–December 2015 [Year 3, Quarter 4]

The IRIS Center produces these Quarterly Reports as both a narrative of our effort and a detailed account of our work and progress. This Fourth Quarter of Year Three found the Center 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 3.

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:

- **STAR Legacy Modules:**
 - A pair of Modules about data-based individualization (DBI)—one on intensifying intervention and a second on collecting data to make decisions—has been posted to our Website:
 - *Intensive Intervention (Part 1): Using Data-Based Individualization To Intensify Instruction* overviews data-based individualization and provides information about adaptations for intensifying and individualizing instruction
 - *Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization* offers information on making data-based instructional decisions. Specifically, the

resource discusses collecting and analyzing progress monitoring and diagnostic assessment data.

These Modules were created in collaboration with CEEDAR and the American Institutes for Research (AIR). Our experts for these resources were Rebecca Zumeta Edmonds and Sarah Arden from AIR. Acting as expert reviewers were Devin Kearns, Jade Wexler, Sarah Powell, Chris Riley-Tilman, and Evelyn Johnson.

- A new Module about early childhood environments is now available on our IRIS Website. *Early Childhood Environments: Designing Effective Classrooms* offers information on how to set up effective inclusive early childhood classroom environments for young children. It also provides details about the interrelated physical, social, and temporal components of those environment, as well as adaptations to help teachers meet the needs of children with disabilities. Ilene Schwartz of the University of Washington's College of Education and Rob Corso of Vanderbilt University created content for the resource.
- Another *STAR Legacy* Module has been posted to our Website: *Dual Language Learners with Disabilities: Supporting Young Children in the Classroom*. Further, it highlights the importance of maintaining children and families' home language at the same time they are learning a new or second language, discusses considerations for screening and assessing these children, and identifies strategies for supporting them in inclusive preschool classrooms. Rosa Milagros Santos of the University of Illinois, Urbana-Champaign provided content for this resource.
- We have finished collecting data as part of our preparation for a major revision of our Module on disability awareness, *What Do You See? Perceptions of Disability*. We are now in the process of evaluating the accumulated feedback.
- Our needs assessment feedback indicates strong consumer interest in another Module having to do with accommodations. We have collected data to determine more specifically what information IRIS users would like the new resource to cover.
- **Curriculum Matrices:** In partnership with California State University, Dominguez Hills, we are currently developing new pre- and post-curriculum matrices for the new licensure program being developed through an OSEP-funded personnel preparation project. We expect to have completed the post-matrix sometime in the next quarter.

- **Children’s Books: Portrayals of People with Disabilities:** This searchable tool, which contains information and synopses of children’s and young adult literature about or having to do with people with disabilities, has been updated by expert Mary Anne Prater. Forty-six new books have been added to the database, bringing the total to 145.
- **Information Briefs:** This collection of links to outside resources and information has been updated with twelve new briefs having to do with young dual-language learners and early childhood learning environments. These can be used as supplements to our new IRIS Modules on those topics.
- **Case Study Units:** A new Case Study Unit—*Early Childhood Behavior Management*—has been posted and can serve as a companion to our Module on that same topic. Jessica Hardy provided content for this early childhood resource. Content development began while she was a Research Associate at Vanderbilt University; Jessica is now an early childhood researcher/technical assistance specialist at SRI International, working on the K–3 Formative Assessment Project, DaSy, and ECTA.
- **Activities:** Five new IRIS Activities are now available on our Website, each created to provide supplementary information about our new Modules on those same topics.
 - *Dual Language Learners with Disabilities: Supporting Young Children in the Classroom*
 - *Dual Language Learners: Screening and Assessing Young Children*
 - *Dual Language Learners: Working with Families of Young Children*
 - *Early Childhood Environments: Adapting for a Child with a Disability*
 - *Early Childhood Environments: Designing Effective Classrooms*
- **IRIS Website:**
 - **Navigation videos:** We have developed a new Website navigation video to help acquaint our visitors with the IRIS Professional Development Hours Store. This new short instructional video will be posted to our Website early in the coming quarter.

Activities Planned for Upcoming Quarters:

- **STAR Legacy Modules:**
 - **Post-Secondary Transition: Inter-Agency Collaboration:** We are in the very early stages of developing a Module having to do with collaborations between agencies for young adults with disabilities

(ages 18–21). Mary Morningstar of the University of Kansas Department of Special Education has provided content for this resource, which we expect to complete sometime early in Year 4.

- **Student-Centered Transition Planning:** Another resource about students and young adults ages 18–21, this one focusing on student-centered transition planning, is also in the very early stages of development and is expected to be completed during the first part of Year 4. Erik Carter of Vanderbilt University will provide expert content.
 - **Autism Spectrum Disorder:** Content for a second Module on autism has been gathered. We expect to begin development sometime during Year 4. This content, developed by Ilene Schwartz, focuses on evidence-based practices.
 - **Case Study Units:**
 - **Error Analysis:** Case Study Units on error analysis in reading and mathematics are in the early stages of development. The resources will serve as accompaniment to our new *STAR Legacy* Modules on data-based individualization.
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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:

- **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.
 - **CLD:** On October 1–2, we attended the Council for Learning Disabilities (CLD) conference in Las Vegas, Nevada, where we hosted a pair of presentations on the IRIS resources, as well as a pair of poster sessions.
 - **DEC:** On October 7–9, we hosted a presentation and took part in a panel discussion at the annual meeting of the Division of Early

Childhood (DEC) in Atlanta, Georgia.

- **TN-CEC:** On October 23, we presented on our latest IRIS resources and Website updates at the annual meeting of the TN-CEC in Nashville.
- **National Center on Intensive Intervention:** On October 28, we participated in a Webinar hosted by the National Center on Intensive Intervention to discuss our new Modules on data-based individualization. The event was part of the American Institutes for Research's (AIR) Connected Educators Month.
- **TED:** On November 4–7, we took part in the annual conference of the Teacher Education Division (TED) of the Council for Exceptional Children in Tempe, Arizona. IRIS held a poster session, a presentation of all of the IRIS Impact Studies (with the addition of one doctoral dissertation), and an additional presentation about our latest resources. In addition, IRIS@CGU assisted with the IRIS Research Coaches' presentation. This presentation featured the IRIS Research Coaches who mentored the Impact Studies and focused on the components of high-quality research about teacher education.
- **DCDT:** On November 5–7, we presented on our *Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings* Module at the meeting of the Division for Career Development and Transition in Portland, Oregon.
- **NAEYC:** On November 18–21, we hosted an information booth at the annual conference of the National Association for the Education of Young Children (NAEYC) in Orlando, Florida.
- **Articles:**
 - A journal article by Kristin L. Sayeski, Bethany Hamilton-Jones, and Susan Oh, "The Efficacy of IRIS *STAR Legacy* Modules Under Different Instructional Conditions," reported that "Strong effect sizes from pretest to posttest were found across all three [of the included] modules across all conditions," among other findings showing the effectiveness of IRIS resources. The article appeared in the November 2015 edition of *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*.

- A research article written by David W. Test, Amy Kemp-Inman, Karen Diegelmann, Sara Beth Hitt, and Lauren Bethune and published in the October 2015 issue of *Exceptional Children*—“Are Online Sources for Identifying Evidence-Based Practices Trustworthy? An Evaluation”—reported that resources created by the IRIS Center to be among only a small handful of trustworthy sources.
- **UNESCO:** The IRIS Center was invited to be included in a new initiative and Website sponsored by the European Agency for Special Needs and Inclusive Education and UNESCO: *Inclusive Education in Action: Empowering Teachers: Empowering Learners* (<http://www.inclusive-education-in-action.org/index.html>). UNESCO is developing a knowledge-base about inclusive teaching and learning as the agency seeks to create a better worldwide understanding of inclusive education. Its stated purpose is “to provide on-line materials for the target groups of policy makers and other key stakeholders working to develop equity and equal opportunities for all within education systems—with a particular focus on teacher education policy and practice.” In this regard, IRIS prepared descriptions and illustrations of its resources, which can now be accessed at <http://www.inclusive-education-in-action.org/example-101.html>. The IRIS Center is one of only two U.S.- based centers featured in this collection.

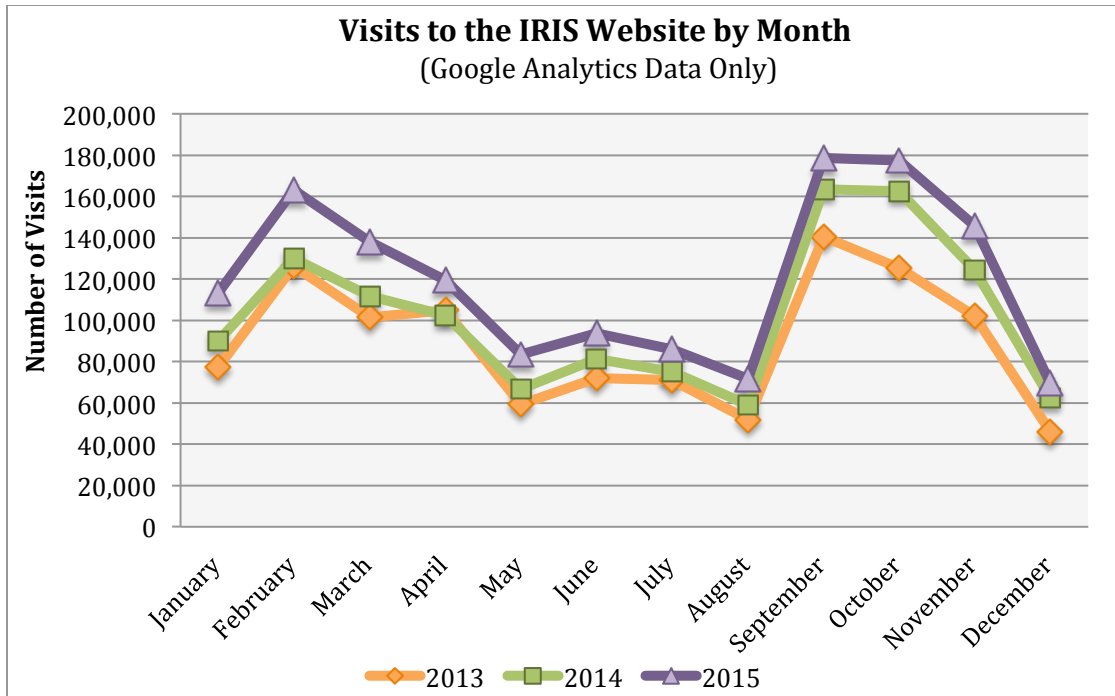
Activities Planned for Upcoming Quarters:

- **CEC:** On April 13–16, we will take part in the annual Council for Exceptional Children’s (CEC) conference in St. Louis, Missouri, where we will present on all our latest materials and resources. An invited presentation will cover IRIS resources for students K–12, while a second will overview our recent early childhood resources and materials. Finally, we will also host a booth in the conference exhibition hall, where we will dispense information about our resources, Website, and services.

WEBSITE VISITOR DATA

In 2015, there were a total of 1,440,154 visits to the IRIS Website per the Google Analytics software. This is an increase of 17% from 2014.

Additionally, 75,123 downloads not registered by Google Analytics software were identified in the raw Website log files. Together, these data indicate that there were a total of 1,515,277 visits to the IRIS Website for the year.



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:**
 - On November 12–13, the IRIS Center hosted a Faculty Seminar for the Montana Higher Education Consortium (HEC) in Bozeman. HEC leveraged the event, paying for faculty attendees’ travel and hotel costs. Nineteen state faculty members took part in the Seminar.
 - On December 3–5, we hosted a regional IRIS Faculty Seminar in Claremont, California. Among the schools taking part were Concordia, Redlands, Biola, Mount Saint Mary’s, Brandman, Claremont Graduate University, California State University-Long Beach, and California State University-Los Angeles. Twenty-three participants took part in the event.

Activities Planned for Upcoming Quarters:

- **Faculty Seminars:**
 - During the Fourth Quarter, IRIS planned two California regional Faculty Seminars that will be held in Year 4. One will take place in Claremont on February 25–27 and will serve faculty in the southern part of the state. A second Seminar for faculty in the northern part of the state is currently projected for sometime in April.
 - We are currently in early conversations regarding a pair of Faculty Seminars in conjunction with CEEDAR, possibly to take place sometime in the spring.
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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:

- **Module Reviews:** Reviews of the content in our Modules on dual-language learners, early childhood environments, and data-based individualization have been collected and used in the final development of those resources.
- **Case Study Reviews:** Expert reviews of our Case Study Unit on early childhood behavior management have also been collected used to guide the refinement of the resource.
- **Module Development Surveys:** During the previous quarter, the IRIS Center requested input from our constituents for two purposes. The first was to receive input about how to revise the IRIS Module *What do you see? Perceptions of Disability*. We designed a survey and distributed it through our listserv. We asked respondents to indicate which parts of the Module they wanted to keep the same and which they wanted to update.

The second was as a follow-up to a needs assessment the Center conducted in 2013. The needs assessment indicated that we should create a new Module about accommodations. A second survey was distributed to ask our constituents to specify what topics or information this new Module should cover.

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:

- **Module Development:** Two Modules on the topic of data-based individualization created in collaboration with AIR and CEEDAR, with content provided by Rebecca Zumeta Edmonds and Sarah Arden of AIR, have now been posted to the IRIS Website.
- **CSU-Dominguez Hills:** As mentioned earlier in the report, we are working with California State University, Dominguez Hills to develop new curriculum matrices, reflecting a new licensure program being developed through the OSEP personnel preparation project. One of the purposes of that effort is to integrate IRIS resources about response-to-intervention (RTI) throughout coursework for a newly funded credential pathway, the Secondary Special Education Teacher Interventionist.
- **Early Childhood Collaboration:** The Center coordinates 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).

Activities Planned for Upcoming Quarters:

- **NASP:** We continue to work with the National Association of School Psychologists, who has made recommendations regarding outside reviewers for our forthcoming Module on autism spectrum disorder.
 - **CEEDAR:** We are in the planning process for the CEEDAR-IRIS Cross-State Convening: Enhancing Systems for Personnel Preparation to be held June 22–24.
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EVALUATE

▪ Website:

The IRIS online Module Feedback Form 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 774 respondents to this survey. The first table (below) summarizes descriptive information about the respondents.

Respondents	Number
College Student	267
Graduate Student	175
Experienced Teacher	139
New Teacher	94
Other (e.g., parent)	64
School Leader	16
College Faculty	14
PD Provider	5
Total	774

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

	Mean Ratings
Quality	4.37
Relevance	4.45
Usefulness	4.41

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	262
Special education	256
Other	123
Early childhood education	87
Early childhood special education	34
Early intervention services	12
Total	774

- **Training Evaluations:** Evaluation data from those who take part in our training events help us to refine and improve future events, as well as to more accurately gauge the interests and needs of our constituents.

	IRIS Resources			IRIS Training Event		
	Quality	Relevance	Usefulness	Quality	Relevance	Usefulness
Faculty Seminar November 2015 Montana	4.75	4.75	4.75	3.94	4.25	4.25
Faculty Seminar December 2015 Claremont, CA	5	5	4.95	4.89	4.89	4.89

	Increased Awareness	Increased Knowledge	Increased Skills	Increased Capacity
Faculty Seminar November 2015 Montana	100%	100%	100%	100%
Faculty Seminar December 2015 Claremont, CA	94.74%	94.74%	89.47 %	94.74%
Faculty Seminar April 2015 Baltimore, MD	93.33%	87.5%	87.5%	93.75%

- **Six-month follow-Up Evaluations:** In October, a six-month follow-up went out for the Baltimore IRIS Faculty Seminar. Responses to those surveys showed notably high assessments across a number of metrics, as can be seen in the table below.

	IRIS Resources			IRIS Training Event		
	Quality	Relevance	Usefulness	Quality	Relevance	Usefulness
Faculty Seminar April 2015 Baltimore, MD	4.44	4.67	4.47	4.44	4.53	4.47