

THE IRIS CENTER
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Administrative Progress Report
for
Year 5, Quarter 2

Submitted to:

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The IRIS Center Quarterly Report/April–June 2017 [Year 5, Quarter 2]

The IRIS Center produces these Quarterly Reports as both a narrative of our effort and a detailed account of our work and progress. This Second 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 and updating others. Read on to learn all the latest from the IRIS Center.

SPECIAL MENTION

Sue Robb: The IRIS Center bids farewell and bon voyage to our dear friend and colleague Sue Robb, who retired in May. Sue worked with the IRIS Center for over 10 years, leading our outreach services efforts, particularly the IRIS Faculty and PD Seminars. She ensured that these training events were current, effective, and led by the most engaging and knowledgeable trainers. Sue dedicated herself to the highest standards. The fact that these Seminars were so highly rated by participants and that the schools who sent representatives to the Seminars continue to use IRIS resources at a rate of some 98%, even years after attending a Seminar, is further testament to Sue's tireless work. We thank Sue for her devotion to IRIS and to everyone involved in the IRIS family.

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:

- **The IRIS Website:** IRIS is making changes to our Website's homepage, specifically the top menu bar, the purpose of which is to create more prominent "real estate" for our online professional development options.

Users will now be able to more easily select and access our Online PD Hours Store, School & District PD Platform, and School & District Dashboard Demo.

- **WCAG Compliance:** IRIS is currently combing through our Website and resources to ensure that they conform to the Web Content Accessibility Guidelines (WCAG) 2.0. Stricter and more rigorous than 508 Compliance standards, WACG 2.0 covers a wide range of recommendations for making Web content more accessible. Following these guidelines will increase the IRIS Website's accessibility to a wider range of people with disabilities, including deafness and hearing loss, print disabilities, and other disabilities that might affect how users interact with online resources. These efforts will continue into the coming quarter and on an ongoing basis as new resources are posted to the site.
- **IRIS Archive:** IRIS@CGU is developing an archive of important materials developed during the last five years. The archive will include records related to training events (e.g., Trainers' Booklets, attendees for each event, and evaluation documents) and materials (e.g., handouts, promotional materials). Some materials have already been transferred to IRIS@VU with more coming in the Third and Fourth Quarters. IRIS@CGU budget records will be transferred to CGU Contracts and Grants Accounting at the conclusion of the subcontract.
- **IRIS Summative Report:** IRIS@CGU is also 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 and also document work accomplished under the auspices of this funding cycle.

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:

- **IRIS Professional Development:** 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.

- **Increasing Awareness:** IRIS@CGU is piloting systems to increase the awareness and use of the newly developed IRIS School & District PD Platform. We are working with Darcie Peterson who is in contact with the Utah State Education Agency with an aim to develop use across the state. Meanwhile, Cammy Purper will facilitate IRIS' work with PD providers in the Riverside, California, County Office. Sara Juarez is in the initial process of comparable work with the Fresno, California, Local Education Agency. Joe Morgan is working with Clarke County PD providers on both the PD Platform initiative and the Center's micro-credentials initiative.
- **PD Demo Dashboard:** IRIS continues to spread the word about the recently launched demonstration version of our online School & District Platform. In addition to disseminating information about the platform at the recent annual CEC Conference, we have also distributed the URL to various states around the country. The Demo Dashboard can be accessed at <http://irisdashboarddemo.org/>
- **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.
- **State-Approved PD Provider Status:** IRIS continues its 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 Nevada and Arkansas.
- **Micro-Credentials:** The IRIS Center has finalized a contract with Digital Promise/ Bloomboard, an online provider of PD micro-credentials. In the coming quarter, we will 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. Once this process is complete, the resources will be available on the Bloomboard Website.
- **IRIS STAR Legacy Modules:** Our signature products, these resources offer in-depth looks at topics of great importance to educators in today's classrooms.
 - **Division of Early Childhood Approvals:** Two IRIS Modules—*Early Childhood Behavior Management: Developing and Teaching Rules* and *Early Childhood Environments: Designing Effective Classrooms*—have received the official endorsement by the

Council for Exceptional Children's Division of Early Childhood (DEC). The rigorous process is designed to recognize resources "exhibiting high quality to support effective use of DEC's Recommended Practices." In the coming quarter, these two Modules will be posted on the DEC Website as endorsed products. IRIS will also receive a DEC "virtual stamp" to post on the Modules' homepages as well as in their annotations on the IRIS Resource Locator.

- **Student-Centered Transition Planning:** A new Module, *Secondary Transition: Student-Centered Planning*, will soon be available on the IRIS Website. The resource will help users to understand the benefits of student-centered transition planning, identify ways to involve students in collecting assessment information and developing goals, and understand how to prepare students to lead their own IEP meetings. Erik Carter of Vanderbilt University provided expert content for the Module, which we expect to post in the coming quarter.
- **Math Modules Revised:** Two IRIS Modules about mathematics instruction—*RTI: Mathematics* and *High-Quality Mathematics Instruction: What Teachers Should Know*—are being revised and updated. The Modules were reviewed by Paula Mancini of the Institute of Education Sciences and Benjamin Starr of OSEP's Research to Practice Division.
- **Spanish-Language Resources:** IRIS has revised the Spanish-language versions of our Module outlines. These resources are now available to download and save via the IRIS Website.
- **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, algebra instruction, or classroom arrangement—through increasing levels of complexity and detail.
 - **Case Studies Revised:** A number of IRIS Case Study Units are undergoing revision. "Effective Classroom Arrangement" and "Fostering Student Accountability for Classroom Work" have been updated by Vanderbilt University's Inge Poole and Carolyn Evertson. A third Case Study, "Encouraging Appropriate Behavior," is being revised by Christina Curran of the University of Northern Iowa.

- **Wrap-Around Concept Maps:** These diagrams are designed to help instructors extend and deepen the information included in our Modules and Case Study Units through the use of supporting materials available on the IRIS Website.
 - **Secondary Transition:** A Wrap-Around Concept Map has been created for our new *Secondary Transition: Student-Centered Planning* Module. The resource will soon be posted to the Using IRIS section of our Website.
 - **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 motion pictures, is being updated with new titles and movie descriptions. The revised resource will be posted early in the coming quarter.
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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:

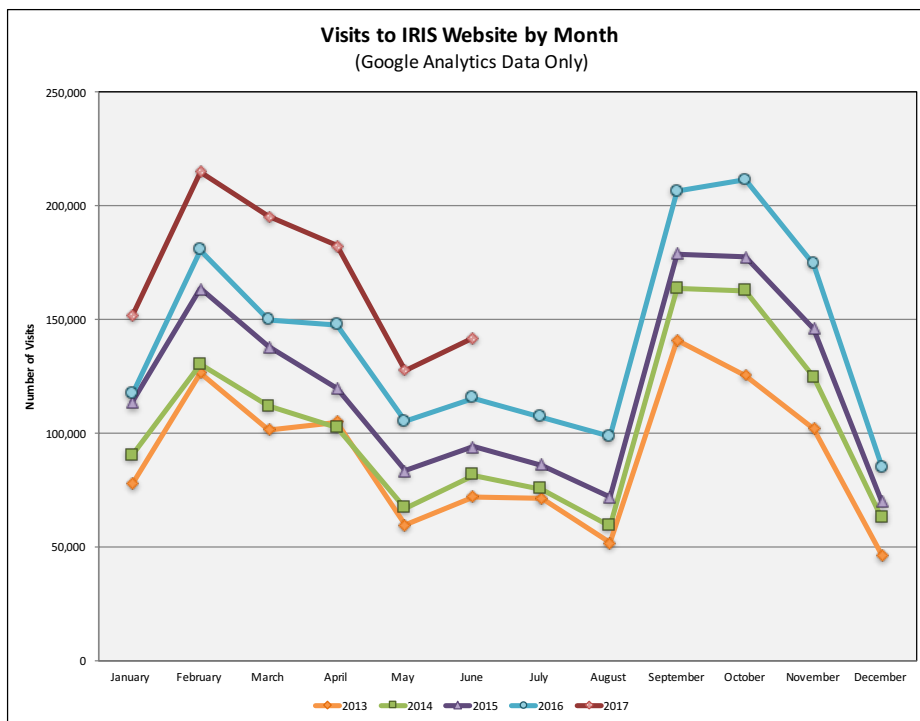
- **Presentations and Outreach Efforts:** Throughout the year, the IRIS Center attends regional and national conferences to present on our training and instructional resources and to keep audiences up-to-date on everything that is new with IRIS. Information about presentations is below.
 - **Council for Exceptional Children:** On April 21, 2017, IRIS took part in the Council for Exceptional Children's annual convention in Boston, Massachusetts, where we presented on our new Module about youth with disabilities in juvenile corrections. IRIS also hosted a highly visited booth in the Exhibition Hall to dispense information about IRIS services and online resources and materials.
 - **Tennessee Department of Education:** On May 17, IRIS met with representatives of the Tennessee State Department of Education interested in improving the state's ELL instruction to share

information about our new School & District PD Platform.

- **IRIS Reception:** IRIS@CGU, with funds provided by CGU, will host a reception at November’s CEC/TED Conference in Savannah, Georgia. The reception will be a way to say thank you to those who have worked with and worked on behalf of CGU’s services and work groups, as well as to provide a space to inquire about current and future needs of faculty and their students.
- **Publications:** IRIS and others disseminate information about our Center, resources, and materials through a variety of print and online outlets.
 - **Articles Section Update:** The Articles page on the IRIS Website spotlights articles and other publications by, about, or referencing the IRIS Center and our evidence-based instructional resources. A recent search revealed nearly 80 journal articles that mention IRIS as a reliable source of information about evidence-based practices or that reference IRIS in the context of other research. The Articles page will be updated with these new entries in the common quarter.
- **Social Media:** IRIS continues to scale-up our social media presence with increased activity on Twitter and Facebook, as well as a new LinkedIn account.

WEBSITE VISITOR DATA

During the Second Quarter of 2017, there were a total of 451,378 visits to the IRIS Website per the Google Analytics software. This represents an impressive increase of 23% from the same period last year.



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 Use Report:** As part of the IRIS 2016 Teacher Education Program Master List, every college and university with a general education and special education preparation programs was noted and the school's characteristics (e.g., size, funding source) was noted. These data are currently being analyzed to determine if differences in use can be attributed to these characteristics. This work will continue into the Third 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.
- **CalState TEACH:** CalState TEACH has not yet finalized the curriculum that it will be using this coming academic year. This revision represents the third iteration of the curriculum used by CalState TEACH. CalState TEACH is a California State University teacher preparation program and prepares only general education teachers through a hybrid on-line, mentoring program. We expect the revised matrix to be completed in October, at which point it will become part of the IRIS Curriculum Matrix Collection.

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 usefulness, relevance, and quality of IRIS Modules on a scale of 1 to 5 (5 being the highest rating). This quarter, 794 respondents took part in the survey. The first table (below) summarizes descriptive information about these respondents.

Respondents	Number
Graduate Student	229
College Student	192
Experienced Teacher	181
New Teacher	101
Other (e.g., Parent)	43
School Leader	19
No Response	14
College Faculty	9
PD Provider	6
Total	794

The next table (below) presents the respondents' overall ratings, by using a five-point scale, of the IRIS Modules for quality, relevance, and usefulness.

	Mean Ratings
Quality	4.5
Relevance	4.5
Usefulness	4.5

Next, respondents were asked to describe the area they worked or studied in. The table below summarizes their responses.

Response	Number
General education	297
Special education	248
Early childhood education	94
Other	94
Early childhood special education	37
No response	15
Early intervention services	9
Total	794

- **Faculty and PD Provider Evaluation Report:** A final report by the IRIS Center's external evaluator Dr. Bianca Montrosse is now complete and will be posted to the IRIS Website early in the coming quarter. 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:** IRIS disseminated six-month follow-up evaluations for our Faculty Seminar in Detroit, Michigan, as well as the CalStateTEACH work session. Repeated outreach took place to ensure response-rate was as high as possible. The Quality (Q), Relevance (R), and Usefulness (U) ratings in the table below are based on a five-point scale.

Faculty Seminar	Online Resources			Services			Training Materials		
	Q	R	U	Q	R	U	Q	R	U
<i>Post-Training Survey</i>									
Phoenix, AZ March 2017	4.9	4.9	4.9	4.7	4.8	4.8	4.9	4.9	4.9
<i>6-Month Follow-Up Survey</i>									
Session 1: Experts* San Francisco, CA September 2016	4.5	4.3	4.4	4.6	4.4	4.4	4.8	4.6	4.6
Session 1: Standard San Francisco, CA September 2016									
Detroit, MI October 2016	4.3	4.2	4.2	4.3	4.3	4.3	4.3	4.5	4.4
CalState TEACH October 2016	5	5	5	4.8	4.8	4.8	4.7	4.8	4.7

* Note: A single follow-up survey was sent to participants who attended either Faculty Seminar in San Francisco. The figures below indicate an average rating for all the Seminars listed in the table.

Faculty Seminar	Awareness	Knowledge	Skills	Capacity
<i>Post-Training Survey</i>				
Phoenix, AZ March 2017	94%	94%	88%	94%
<i>6-Month Follow-Up Survey</i>				
Session 1: Experts* San Francisco, CA September 2016	93	83	86	85
Session 1: Standard San Francisco, CA September 2016				
Detroit, MI October 2016				
CalState TEACH October 2016				

PERSONNEL

See this space for notes and information on new or outgoing IRIS personnel.

- **Tech Support:** A second recent IRIS retiree, **Tony Maupin**, our IRIS@VU Tech Support, left the Center in April. Taking over Tony's duties is **Muhammad Yousaf**.