

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

Submitted to:

Sarah Allen
Research to Practice Division
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Naomi Tyler
Deborah Deutsch Smith



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The IRIS Center Quarterly Report/July–September 2016 [Year 4, Quarter 3]

The IRIS Center produces these Quarterly Reports as both a narrative of our effort and a detailed account of our work and progress. This Third Quarter of Year Four 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 4.

THE IRIS CENTER STEERING COMMITTEE

The current IRIS Steering Committee format convenes small work groups to offer their guidance and expertise on a wide variety of key topics (i.e., Website and teacher preparation technology advances, district-level online PD, IRIS resources that support SiMR topics). Information from these work groups will guide the IRIS staff as we move forward on related initiatives.

Activities and Progress in This Quarter:

- **Technology Focus Group:** Based on input from Lisa Dieker of the University of Central Florida, Dave Edyburn of the University of Wisconsin-Milwaukee, and Pamela Winton of the Frank Porter Graham Child Development Institute, the Center is in the final stages of development of our first “stack” of microcredential offerings through a partnership with BloomBoard (for more information, see below).
- **District-Level PD Platform Focus Group:** The final changes to the district-level platform—based on suggestions from this focus group and the pilot school participants—have been made. The platform launched on September 1, 2016.

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.
 - **State-Approved PD Provider Status:** IRIS continues our efforts toward achieving state-approved PD provider status in a number of states. We have made progress toward this goal in Alabama, Tennessee, and Kentucky.
 - **School- and District-Level Platform Pilot:** At the beginning of this quarter, some 207 educators from 26 pilot schools participated in the Phase 2 PD Hours Store pilot program to test and provide feedback on the Center's school- and district-level platform. Each school was assigned an administrator who provided the information to set up the school's dashboard and who had administrative privileges. IRIS made changes to the platform and functionality based upon the participants' data and feedback. The result is an online PD hours platform with greater flexibility, ease-of-use, and functionalities requested by those who took part in the program.
- **Micro-Credentials:** The IRIS Center has partnered with Bloomboard/Digital Promise, an online provider of professional development micro-credentials. To do so, we have adapted IRIS materials to better suit the micro-credential format. To date, we have created a "stack" of four resources about accommodations:
 1. Presentation accommodations
 2. Response accommodations
 3. Setting accommodations
 4. Time and scheduling accommodations

- **STAR Legacy Modules:** Our signature products, these resources offer in-depth looks at topics of great importance to educators in today's classrooms.
 - **Secondary Transition: Interagency Collaboration:** A new Module on secondary transition is now available on the IRIS Website. The Module defines and discusses the purpose of interagency collaboration and addresses the importance of partnering with agencies to improve outcomes for students with disabilities who are transitioning from high school. Mary Morningstar of the University of Kansas Department of Special Education provided content for this resource.
 - **Perceptions of Disabilities:** A revision of our Module (as well as a revised Spanish-language version) on disability awareness, *What Do You See? Perceptions of Disability*, has been posted on the IRIS Website. Further updates and additions to the resource are planned for the coming quarter. The current iteration was posted so as to be available at the beginning of the academic year.
 - **Youth with Disabilities in the Juvenile Justice System:** By special request (and with additional funding) from OSEP, IRIS is developing a pair of Modules having to do with young people with disabilities in the juvenile justice system. The first, *Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction*, will deal with the use of evidence-based practices to address educational and behavioral challenges among young people in confinement. The second will overview strategies for preparing young people for transition back to life, employment, or further education. The first Module in the series is currently undergoing revision and will be posted early in the new quarter.
 - **Autism Spectrum Disorder:** Content for a second IRIS Module on autism has been gathered. This content, developed by Ilene Schwartz, focuses on evidence-based practices. The Module is now ready for internal review. We hope to post it to our Website sometime during the coming quarter.
 - **School Counselors:** To maintain the currency of our Module *School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings*, as well as to ensure that it aligns with current American School Counselor Association (ASCA) standards, Ginger Blalock, professor emeritus of the University of New Mexico's Department of Special Education, reviewed the resource. The Module offers information for counselors and other education professionals to assist high school

students with disabilities in the transition from the school environment to a post-school setting.

- **Student-Centered Transition Planning:** A resource about students and young adults ages 18–21 focusing on student-centered transition planning is in the early stages of development. Erik Carter of Vanderbilt University has provided expert content. We expect to complete and post the Module sometime in 2017.
- **Spanish-Language Resources: Autism:** A Spanish-translation of our *Autism Spectrum Disorder: An Overview for Educators* Module. *El trastorno del espectro autista: Un resumen para los educadores*, is now available on the IRIS Website.
- **Spanish-Language Resources: English Language Learners:** Likewise, a Spanish translation of our Module on English language learners, *Enseñar a estudiantes de inglés como segunda lengua: Prácticas de enseñanza efectiva*, is now available to our visitors.
- **Module Completion Times:** An estimated completion time for every Module on the IRIS Website has been added to both the Module homepage as well as its annotation in the IRIS Resource Locator. These estimated completion times are designed to offer IRIS users an initial sense of the size and complexity of a given resource.
- **Related Resources:** Resources related to each Module (i.e., Module Outline, Navigating and IRIS *STAR* Legacy Module video, Adult Learning Theory Module, and the Module's Wrap-Around Concept Map) are now posted on each Module's landing page.
- **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.
 - **Curriculum Matrices:** Through collaborative work with CalState TEACH (CST), IRIS has obtained a pair of curriculum matrices for the first CST curriculum, which was developed in 2008, and the second curriculum, which was developed in 2013. Once the third version of the CST curriculum has been determined, IRIS will be provided with a revised matrix.
 - **Films: Portrayals of People with Disabilities:** This tool, an attempt to catalogue the representation of people with disabilities in motion pictures, is currently undergoing revision. The update will be complete early in the coming quarter.

- **Books: Portrayals of People with Disabilities:** The 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. The resource is currently being updated with new titles and will be reposted in the coming quarter. Mary Anne Prater, a leading expert in the field today, is providing the new content.
 - **Evidence-Based Practices 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. The tool will undergo expansion and revision in the new 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:

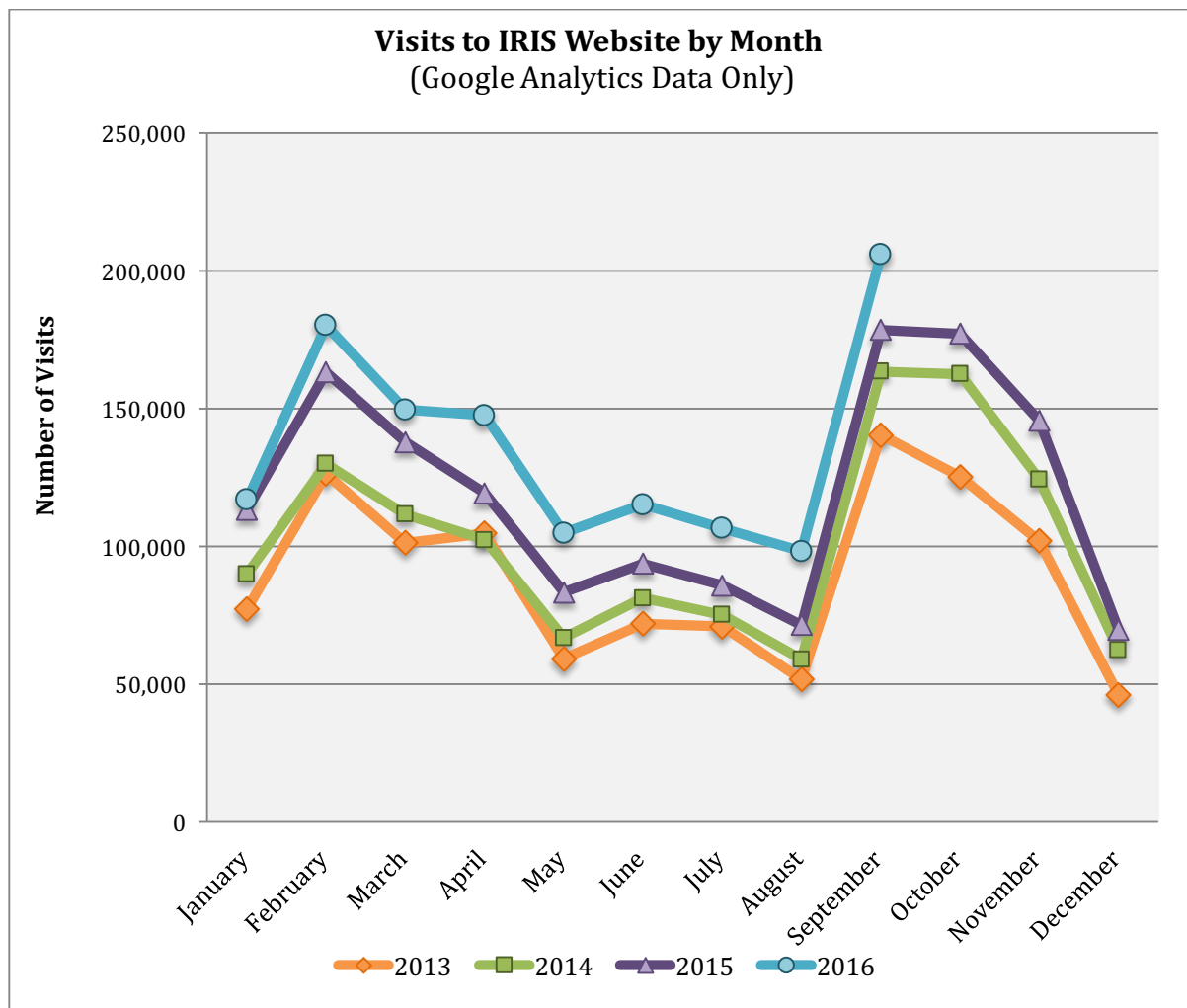
- **IHE State-Approved Programs:** IRIS is currently updating its list, created in 2014, of approved special education and general education teacher preparation programs for all fifty states. Although the previous list included all of the approved special education programs at that time, only a sample of general education programs were incorporated. This revision and update will provide that information for all teacher education programs as well as indicating each IHE served, and other characteristics about each IHE. We expect to complete this work during the coming 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.
 - **OSEP Project Directors Meeting:** In August, IRIS took part in the OSEP Project Directors Meeting in Washington, DC.
 - **Division of Early Childhood:** In October, IRIS will be on hand to present on our early childhood-related resources at the annual

conference of the Division of Early Childhood (DEC) in Louisville, Kentucky.

- **Teacher Education Division:** In November, IRIS will present on our latest materials and resources at the annual meeting of the Teacher Education Division (TED) in Lexington, Kentucky.
- **Web Tours:** IRIS Web Tours offer groups of faculty, professional development providers, state department administrators, and others an in-depth guided look at the IRIS Website.
 - **MAAPS:** On October 6, IRIS will host a Web Tour for Massachusetts Association of 766 Approved Private Schools (maaps).
- **Publications:** IRIS and others disseminate information about our Center, resources, and materials through a variety of print and online outlets.
 - **TEDLines:** A post about the latest offerings from the IRIS Center—including our latest STAR Legacy Modules—will appear in the Fall edition of TEDLines, the journal of the Teacher Education Division.
 - **325Ts:** Center staff are writing a chapter about the IRIS Center and our resources that will appear in an upcoming book about OSEP's 325T projects.
 - **LD Research & Practice:** Information about the IRIS Center and our resources appeared in a recent article in *Learning Disabilities Research and Practice* (2016). The article, "Taking the Guesswork out of Locating Evidence-Based Mathematics Practices for Diverse Learners," highlighted our online EBP Summaries tool.

WEBSITE VISITOR DATA

During the Third Quarter, there were a total of 411,048 visits to the IRIS Website per the Google Analytics software. This is an increase of 22% from the same period last year. In September, we established a new record number of visitors: 206,087. This is the highest number of visitors the Website has ever had in a single month. Furthermore, since April of this year, each month the percent increase in visits has been more than twenty percent (i.e., April: 24%; May: 26%; June: 23%; July: 24%; August: 37%).



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.
 - **California Seminars:** In September, IRIS hosted a “double Seminar” in Burlingame, California. A total of 39 faculty from Central and Northern California took part in the events. Groups were separated based on their relative experience with IRIS resources. The Seminar was so large it counted as two.
 - **CalState TEACH:** In October, IRIS will facilitate the revision of the curriculum used by CalState TEACH, the greatest user of IRIS resources in the nation. The meeting is a combination Seminar/Work Session.
 - **Detroit Seminar:** As part of the follow-up to the CEEDAR-IRIS Cross-State Convening (CISC) meeting, an IRIS Faculty Seminar will be held on October 27–29 in Detroit, Michigan. Currently, 12 faculty or doc students from across Michigan, including two CEEDAR schools, are expected to take part.
 - **Las Vegas Seminar:** On February 9–11, 2017, an IRIS Seminar will be held in Las Vegas, Nevada, as the second follow-up to the CISC meeting. Participants attending are all from CEEDAR schools.
 - **Arizona Seminar:** We are in the very early stages of planning an IRIS Faculty Seminar in Sedona, Arizona, with working dates of March 23–25, 2017. This is the third and final follow-up to the CISC meeting.
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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:

- **IRIS Use Study:** In response to requests from OSEP to provide data related to the teacher shortage, IRIS is currently working on various components of data collection for what will be part of the 2016 IRIS Use Study. Current activities toward this goal include state-by-state examinations of the characteristics of general education and special education university-based teacher education programs across the nation. Additionally, IRIS is examining data generated by Google Analytics to determine how many IHEs are using IRIS resources. Summary statements and statistics are likewise presently being compiled. This work will continue into the upcoming quarter.
- **PD Hours Store Survey:** The IRIS Center has implemented the data and feedback from school administrators and teachers involved in the pilot of the new school- and district-platform of the PD Hours Store. For a closer look at the results of our PD Hours Store survey, please see below.

Of the 26 administrators, 50% (n=13) completed an online survey at the completion of the pilot. Two were district administrators, nine were principals, and two were identified as “other.”

Questions about the school- and district-level platform (four-point scale)

How easy or hard was it to use the dashboard?	100% rated as very easy or easy
How useful did you find the filters that sorted by teacher, Module, or completion status?	100% of those who used the function found it to be very useful or useful, although 23% did not use the function
How useful did you find the email function?	100% of those who used the function found it to be very useful or useful, although 31% did not use the function
How useful was it to be able to track	100% of those who used the

a teacher's status (e.g., in progress)?	function found it to be very useful or useful, although 26% did not use the function
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Quality, Relevance, and Usefulness of the Modules (five-point scale)

Quality	100% rated as 3 or higher
Relevance	100% rated as 3 or higher
Usefulness	100% rated as 3 or higher

Of the 207 educators, 25% (n=51) completed an online survey at the completion of the pilot.

Questions about the school- and district-level platform (four-point scale)

How easy or hard was it to use the IRIS Professional Development Website to access the Modules and track your progress?	98% rated as very easy or easy
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Quality, Relevance, and Usefulness of the Modules (five-point scale)

Quality	100% of the participants who completed at least one Module rated as 3 or higher
Relevance	100% of the participants who completed at least one Module rated as 3 or higher
Usefulness	96% of the participants who completed at least one Module rated as 3 or higher

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:

- **Bloomboard/Digital Promise:** The IRIS Center continues to partner with Bloomboard/Digital Promise, an online provider of professional development micro-credentials.

- **CalState TEACH:** On October 7, IRIS will facilitate the revision of the curriculum used by CalState TEACH, the greatest user of IRIS resources in the nation. CalState TEACH is a branch of the California State University System and prepared only general education teachers through a hybrid on-line, mentoring program. IRIS resources are integrated into its curriculum, which tends to remain in place for a three-year period.

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 rating). This Quarter, 1180 respondents took part in this survey. The first table (below) summarizes descriptive information about those respondents.

Respondents	Number
Graduate Student	343
College Student	408
Experienced Teacher	169
New Teacher	125
School Leader	29
College Faculty	16
PD Provider	11
Other (e.g., parent)	53
missing	26
Total	1180

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

	Mean Ratings
Quality	4.49
Relevance	4.56
Usefulness	4.52

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	399
Special education	355
Early childhood education	196
Early childhood special education	52
Early intervention services	11
Other	136
missing	31
Total	1180

- Faculty Evaluation Survey:** Beginning on January 20, 2016, IRIS users who self-identify as faculty were invited to complete a summative evaluation survey and given two weeks to do so. This summative evaluation—created and overseen by an independent evaluator—was guided by interest in collecting data 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 resources are being infused in courses, curricula, and professional development, and (4) future needs. Some 906 faculty began the survey, with 894 completing it, a 99% completion rate. A draft report was submitted to IRIS during the First Quarter of Year Four. A final report will be issued next quarter.
- PD Provider Evaluation Survey:** During February 2016, individuals self-identifying as professional development providers and who visited the IRIS Center Website were invited to participate in a needs assessment survey. This summative evaluation—created and overseen by an independent evaluator—was guided by our interest in collecting data 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 resources are being infused in courses, curricula, and professional development, and (4) future needs. Data analyses are underway. A draft report was submitted to IRIS during the First Quarter of Year Four. A final report will be issued next quarter.
- Six-Month Follow-Up Surveys:** Six-month follow-up surveys were completed for IRIS Seminars held in Claremont California (December 2015 and February 2016). Additionally, survey data have been collected from the following events:

Training Evaluations

- 1) San Francisco, CA (Sept 2016—Group 1)
- 2) San Francisco, CA (Feb 2016—Group 2)

Six-Month Follow-up Evaluations

- 1) Montana (Nov 2015)

Data for these evaluations will be reported next Quarter.