## Training Events

IRIS provides a wide range of tiered services designed to assist college faculty and professional development (PD) providers to integrate information about effective evidence-based practices into their courses and training activities. Following is information on the number of training events completed in 2013–2014 and the ratings assigned by their participants.

› Faculty Seminars: 4
› PD Seminars: 2
› Work Sessions: 2

| | Quality | Relevance | Usefulness |
|---|---|---|---|
| IRIS Online Resources | 4.67 | 4.63 | 4.66 |
| IRIS Training Event | 4.62 | 4.61 | 4.57 |
| IRIS Training Materials | 4.64 | 4.63 | 4.59 |

## Dissemination Efforts

IRIS builds 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. Dissemination events for 2013–2014 are detailed below.

› Conference Presentations: 22
› Webinars: 1
› Web Tours: 4
› Conference Exhibit Booths: 5

*"I have to admit: even though I have used the website, the insights I received from the workshop greatly enhanced my knowledge of and ability to use all of the website's content and navigation tools".*

*Faculty, Missouri*

## Resources Posted

From June 2013—the beginning of the current IRIS funding cycle—through December 2014, IRIS has posted:

› Modules (N=3)
› Video Vignettes (N=206)
› Evidence-Based Practice Summaries (N=92)
› Sample Syllabi (N=8)
› Activities (N=5)
› Books: Portrayals of People with Disabilities (N=99)
› Wrap Around Concept Maps (N=72)
› Information Briefs (N=29)



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**IDEAs that Work**
U.S. Office of Special Education Programs

042715

# THE IRIS CENTER

## Fast Facts

iris.peabody.vanderbilt.edu
or iriscenter.com

Serving: Higher Education Faculty • PD Providers • Practicing Educators

Supporting the preparation of effective educators to improve outcomes for all children, especially those with disabilities, birth through age 21

## About the IRIS Center

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the IRIS Center is headquartered at Vanderbilt University in Nashville, TN, and Claremont Graduate University in Claremont, CA. Our primary objective is to create and infuse resources about evidence-based practices into preservice preparation and professional development programs. To facilitate this process, IRIS disseminates and offers trainings on those resources. Developed in collaboration with nationally recognized researchers and education experts, IRIS resources are designed to address instructional and classroom issues of great importance to today's educators. IRIS resources are used in college instruction, PD activities, and independent learning opportunities for practicing educators.
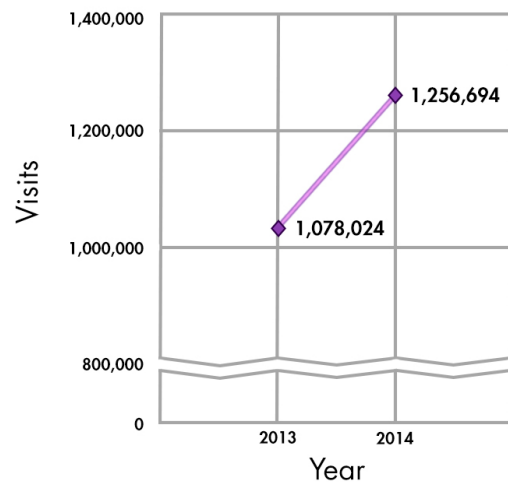
## Use of the IRIS Center's Resources

IRIS data-collection efforts sought to determine the number of colleges and universities with state-approved special education personnel preparation programs that use IRIS resources in their coursework. During the spring of 2014, of the colleges and universities that offer special education personel preparation programs:

› 75.3% of all colleges and universities with a special education option use IRIS resources
› 24.3% of all colleges and universities with a special education option have taken part in face-to-face training events (e.g., Faculty Seminars, Work Sessions)
› Less than 1.0% of the colleges and universities that have received direct training services are confirmed non-users of IRIS resources
› 98.9% of all colleges and universities with special education doctoral programs use IRIS resources
› 97.9% of colleges and universities that received OSEP funding for personnel development in 2014 use IRIS resources
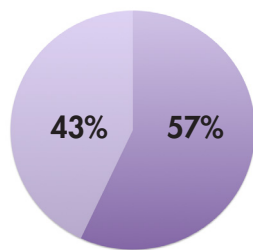
## Visits by Year

As the chart below shows, the number of visitors to the IRIS Website continues to steadily increase from 1,078,024 in 2013 to 1,256,694 in 2014.



> ❯ Average duration of visit in 2014: 17 minutes, 20 seconds
> ❯ Average number of pages viewed per visit in 2014: 10.13
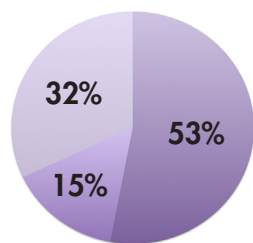
## New vs. Returning Visitors



Returning Visitors: 57%

New Visitors: 43%

## Traffic Sources



Direct Traffic: 53%

Search Engines: 32%

Referring Sites: 15%

## Use by Country

IRIS Resources are currently used in all but eight countries worldwide. Although international visitors constitute only a small portion of our total, the native language for half of the countries in our Top Ten for 2014 is not English.

| Rank | Country | # of Visits |
|---|---|---|
| 1 | United States | 1,125,022 |
| 2 | Phillipines | 13,638 |
| 3 | Canada | 9,836 |
| 4 | Australia | 9,485 |
| 5 | India | 6,233 |
| 6 | United Kingdom | 5,177 |
| 7 | Mexico | 4,689 |
| 8 | Spain | 4,534 |
| 9 | Indonesia | 2,124 |
| 10 | Columbia | 2,117 |

## Resources Accessed, 2014

To better serve our visitors, we also keep track of which IRIS resources they access most often. As usual, our *STAR Legacy* Modules remain our most sought-after product.

| Rank | Resource | # of Visits |
|---|---|---|
| 1 | Modules | 890,604 |
| 2 | Module Outlines | 55,082 |
| 3 | Case Studies | 34,041 |
| 4 | Information Briefs | 29,613 |
| 5 | Activities | 16,011 |
| 6 | Video Vignettes | 12,043 |
| 7 | Films | 4,912 |
| 8 | Sample Syllabi | 4,523 |
| 9 | Evidence Based Practice Summaries | 4,208 |
| 10 | Glossary | 3,303 |

## Most Requested Modules, 2014

Tracking which Modules our users access most often provides valuable information to guide future resource development or revision.

| Rank | Resource | # of Visits |
|---|---|---|
| 1 | Functional Behavioral Assessment | 62,878 |
| 2 | RTI (Part 1): An Overview | 56,990 |
| 3 | Classroom Management (Part 1) | 51,338 |
| 4 | Universal Design for Learning | 50,437 |
| 5 | Differentiated Instruction | 48,763 |
| 6 | Teaching English Language Learners | 40,310 |
| 7 | Cultural and Linguistic Differences | 36,171 |
| 8 | Addressing Disruptive and Noncompliant Behavior (Part 1) | 30,467 |
| 9 | High-Quality Mathematics | 30,390 |
| 10 | Classroom Assessment (Part 1) | 27,880 |

## Most Requested Case Studies, 2014

IRIS Case Study Units ask users to analyze and respond to a number of problem-based classroom issues and challenges.

| Rank | Resource | # of Visits |
|---|---|---|
| 1 | Effective Room Arrangement | 6,086 |
| 2 | Measuring Behavior | 5,508 |
| 3 | Defining Behavior | 5,240 |
| 4 | Encouraging Appropriate Behavior | 2,775 |
| 5 | Written Expression | 2,321 |
| 6 | RTI: Progress Monitoring | 2,316 |
| 7 | Fostering Student Accountability | 2,220 |
| 8 | Norms and Expectations | 2,215 |
| 9 | RTI: Data-Based Decision Making | 2,203 |
| 10 | Comprehension and Vocabulary | 1,932 |

## Module Ratings and Visitors

An optional link on each Module allows users to rate its Quality, Relevance, and Usefulness. These data appear to indicate that faculty, school leaders, and PD providers are using IRIS Modules to provide training to college students and practicing teachers.

| Respondent/N/% | | Mean Ratings | | |
|---|---|---|---|---|
| | | Quality | Relevance | Usefulness |
| Graduate student | 1866 / 34% | 4.42 | 4.44 | 4.42 |
| College student | 1766 / 32% | 4.33 | 4.38 | 4.35 |
| Experienced teacher | 895 / 16% | 4.36 | 4.35 | 4.30 |
| New teacher | 392 / 7% | 4.44 | 4.43 | 4.43 |
| Other | 310 / 6% | 4.22 | 4.12 | 4.15 |
| College faculty | 129 / 2% | 4.52 | 4.61 | 4.57 |
| School leader | 86 / 2% | 4.40 | 4.40 | 4.34 |
| PD Provider | 39 / 1% | 4.49 | 4.56 | 4.37 |
| Total | 5483 / 100% | 4.38 | 4.40 | 4.37 |

Comments: Evidence-Based Practice Module Series

*"I like how this is self-paced. It breaks down the components of EBPs into three Modules so that I can actually get this done with my introductory students and more advanced seniors, who would likely focus on Modules 2–3."*

*Special Education Faculty*

*"This is the best thing ever on the subject of EPBs! I just concluded a course on students with exceptionalities, and I sure wish I'd had access to this at the beginning. The majority of my students are preparing for roles as general educators in inclusion-oriented districts, and this will be of immense benefit."*

*Faculty, Saint Xavier University*