

THE IRIS CENTER
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Administrative Progress Report
for
Year 5, Quarter 4

Submitted to:

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The IRIS Center Quarterly Report/October–December 2017 [Year 5, Quarter 4]

The IRIS Center produces these Quarterly Reports as both a narrative of our efforts and a detailed account of our work and progress. This, the final Quarter of Year Five, found IRIS as busy as ever, creating and revising resources on secondary transition and high-quality mathematics, presenting at conferences and presentations both national and regional, and spreading the word about our Center and its resources.

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:

- **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, WCAG 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 new grant cycle and on an ongoing basis as new resources are posted to the site.
- **IRIS Archive:** IRIS is currently 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, the names of attendees for each event, and evaluation documents) and materials (e.g., handouts, promotional materials).

- **IRIS Summative Report:** IRIS is working on a summative report of our past training events. The process involves verifying the dates, places, schools, and participants for all faculty and PD provider events. These data will be instrumental in informing future IRIS training events and will also document the work accomplished during the current 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 STAR Legacy Modules:** Our signature products, these resources offer in-depth looks at topics of great importance to educators in today's classrooms.
 - **High-Quality Mathematics:** A significantly revised and expanded version of our Module on mathematics instruction—*High-Quality Mathematics Instruction: What Teachers Should Know*—is now available on the IRIS Website. The resource includes updated information about evidence-based practices and other effective classroom practices for improving the mathematics performance of all students, particular those who struggle with the subject. Numerous video demonstrations featuring both students and teachers explicitly illustrate many of the practices and techniques featured in the resource.
 - **RTI: Mathematics:** A second mathematics Module—*RTI: Mathematics*—has undergone revision and been sent out for external review. The updated resource will include the latest instructional terminology, as well as cover classroom examples in both elementary and middle/high school. We plan to complete the resource during the no-cost extension period. The original version of the Module was reviewed by Paula Maccini of the Institute of Education Sciences and Benjamin Starr of OSEP's Research to Practice Division, who made recommendations for revision and expansion.
 - **DEC Recommended Resource:** A third IRIS Module—*Dual Language Learners with Disabilities: Supporting Young Children in the Classroom*—has been approved by the Division of Early Childhood as a DEC Recommended Practices resource. Two other IRIS Modules—*Early Childhood Behavior Management: Developing and Teaching*

Rules and Early Childhood Environments: Designing Effective Classrooms—have already achieved that distinction.

- **Spanish-Language Modules:** A Spanish-Language version of our *Assistive Technology: An Overview* Module has been translated and will be posted early in the coming quarter.
- **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 and have been divided into grade-level specific versions.
 - “Fostering Student Accountability for Classroom Work: Middle & High School” and “Establishing Classroom Norms & Expectations” will be posted during the first quarter of 2018 as part of the IRIS no-cost extension. The revised resources were created with the assistance of Inge Poole of the COMP Program at Vanderbilt University and Carolyn Evertson, Professor Emerita at Vanderbilt.
 - “Effective Classroom Arrangement: Middle & High School” has been reviewed and will be posted in the new quarter during the no-cost extension.
 - Another Case Study Unit, “Encouraging Appropriate Behavior,” developed and revised by Christina Curran of the University of Northern Iowa, has likewise been reviewed and will be posted in the new quarter.
 - **Case Study Units in Spanish:** Spanish-language versions of two IRIS Case Studies—“Effective Room Arrangement: Elementary” and “Fostering Student Accountability: Elementary”—will be available on the IRIS Website early in the next quarter.
- **IRIS Activities:** These handy classroom assignments cover a diverse range of topics—behavior, language disorders, secondary transition, and many others—for use as independent assignments or to promote classroom discussion.
 - **New Activities:** IRIS has developed and will post five new Activities very early in the next quarter as part of the no-cost extension:
 - “Accommodations Versus Modifications”
 - “Hearing Impairments: Hearing Aid & FM Systems Simulations”

- “Reinforcement: Positive Versus Negative”
 - “Progress Monitoring: Calculating Rate of Growth”
 - “Progress Monitoring: Scoring Mathematics Computation Probes”
 - **Sample Syllabi Collection:** This resource offers examples of the components that should be included in the coursework typically found in credential programs for initial teacher licensure.
 - **Collection Update:** IRIS continues to update and augment this resource. Seven syllabi have been either revised or replaced with new versions. Two were deleted entirely. Three new syllabi have been added to the collection:
 - Inclusion of Students with Disabilities, PreK–5
 - Special Education Methods: Reading
 - Special Education Methods: Strategies
 - **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.
 - **Books: Portrayals of People with Disabilities:** The IRIS Book tool contains information and synopses of children’s and young adult literature about or having to do with people with disabilities. Mary Anne Prater, a leading expert in the field today, has assisted us in updating this resource with some 40 new titles.
 - **High-Leverage Practices:** IRIS is developing a resource to help educators know which of our resources best align with which HLPs.
 - **IRIS on YouTube:** IRIS is in the process of identifying which of our existing Module video clips will be uploaded to YouTube, offering another way for IRIS users to access them. The addition of these resources will begin sometime in the coming quarter.
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TA/TRAINING

The Center develops resources to enhance the instructional skills of classroom teachers and thereby improve the educational and behavioral outcomes of all students.

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.

- **PD Hours Store:** Several Modules have recently been made available in the IRIS online PD Hours Store: *Secondary Transition: Student-Centered Transition Planning* and *Autism Spectrum Disorder (Part 2): Evidence-Based Practices*. A revised and updated version of *High-Quality Mathematics Instruction: What Teachers Should Know* replaces the previously posted version.
- **IRIS PD in Utah:** In November, on behalf of the IRIS Center, the Utah Professional Development Network (UPDN) hosted a pair of trainings to acquaint PD professionals representing state LEAs with IRIS Professional Development options. Darcie Peterson of Utah State University's Department of Special Education and Rehabilitation conducted the orientation for the events.
- **Micro-Credentials:** The IRIS Center continues to work toward a finalized contract with Digital Promise/ Bloomboard, an online provider of PD micro-credentials, and those resources are now available on the Bloomboard Website.
- **IRIS PD Information Sheet:** In many states, teachers are free to select their own professional development options as long as they first achieve "pre-clearance" from superintendents, principals, or other school leaders. To help them to do so, IRIS has created a single-page fact sheet to assist teachers as they introduce the PD Hours Store to busy school leaders who might otherwise lack the time to investigate on their own. This downloadable, printable resource is now available on the IRIS Website.

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.
 - **SPDG:** In October, IRIS made a pair of presentations at the SPDG National Meeting in Washington, DC. One of these, a "10 & 10 Tool Sharing" session, focused on IRIS online tools. For the second, IRIS

presented in partnership with Theresa Farmer and Curtis Gage of the Alabama SPDG in a session covering IRIS resources for professional development.

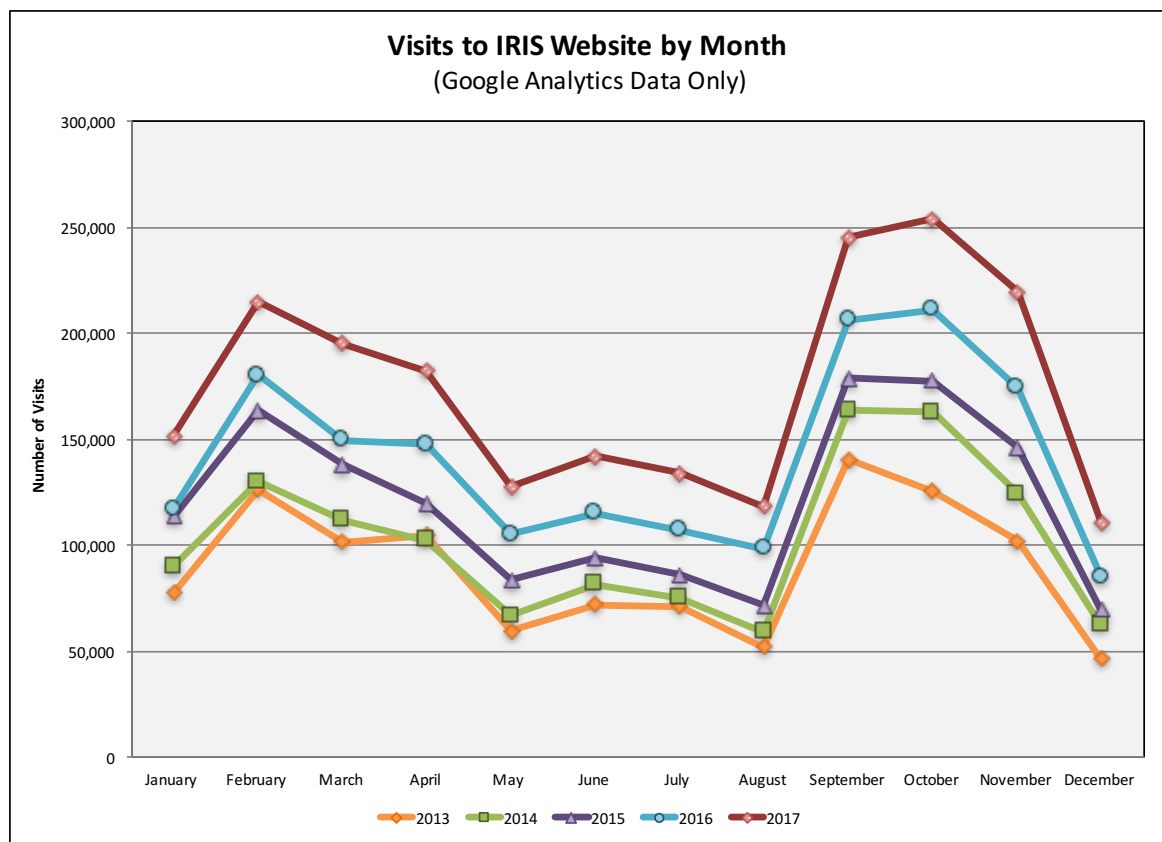
- **TN CEC:** In late October, IRIS made a trio of presentations at the annual meeting of the TN CEC held in Franklin, Tennessee. Our sessions focused on our resources related to secondary transition, juvenile corrections, and autism spectrum disorder (ASD).
- **TED:** In November, the IRIS Center presented on our resources at the annual meeting of the Teacher Education Division in Savannah, Georgia. The first of these focused on the latest IRIS resources. The second featured a panel discussion about the sometimes surprising and inventive ways that teachers in the field apply those resources. This panel featured Sally Barton-Arwood of Belmont University, Kimberly Paulsen and Alexandra Da Fonte of Peabody College, and Cynthia Pearl of the University of Central Florida.
- **IRIS Reception:** IRIS@CGU, with funds provided by CGU, hosted a reception at November's CEC/TED Conference in Savannah, Georgia. The reception was a way to say thank you to those who have worked with and worked on behalf of CGU's services and work groups.
- **TSTA:** Also in November, IRIS made a pair of presentations at the annual meeting of the Tennessee Science Teachers Association (TSTA) in Murfreesboro. Our presentations highlighted IRIS resources for elementary school teachers and for secondary school teachers.
- **PIE:** On February 6–7, 2018, IRIS will host an information booth in the exhibition hall at the annual meeting of the Partners in Education (PIE) at the convention center in Nashville, Tennessee. There we will disseminate information resources on the IRIS materials and professional development options.
- **CEC:** On February 7–9, 2018, IRIS will attend the annual conference of the Council for Exceptional Children to be held in Tampa, Florida. There, we will make a trio of presentations covering our resources about data-based individualization, secondary transition, and IRIS Professional Development, respectively. IRIS will also host an informational booth in the exhibition hall.

WEBSITE VISITOR DATA

IRIS Two Million: In 2017, the IRIS Center celebrated a new milestone, crossing the **2,000,000 visitor** mark for the first time in a single year. Remarkably, our rate of growth in our monthly visits has reached as high as **25%**, even during periods of the academic year during which we typically see significant slowdown, a trend we expect to continue in the coming months and years.

This quarter, there were **583,716** (over half a million) visits to the IRIS Website; a truly incredible **24% increase** compared with the same period last year. IRIS also set a new monthly record for number of visits to the Website in October with **253,886**.

In 2017, there were a total of **2,093,431** visits to the IRIS Website per the Google Analytics software. This represents an increase of **23%** from 2016.



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

- **Lessons Learned:** IRIS is collecting documents from numerous consultants, including Darcie Peterson (covering lessons learned from statewide SEA PD efforts), Rebecca Elias (covering lessons learned about PD on EBPs for museum staff), and Cammy Purper (covering lessons learned from efforts to organize and promote PD with county offices charged with teacher induction and skill-enhancement with experienced teachers).
 - **IHE Data:** IRIS continues to document sources and track data about IHEs with Teacher Education programs. This effort will serve as an institutionalized record for future data comparisons and decision making.
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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:

- **Frank Porter Graham:** An audio interview from our *Dual Language Learners with Disabilities: Supporting Young Children in the Classroom Module* will appear in a “Voices From the Field” section of a *Recommended Practices Module* created by the Frank Porter Graham Child Development Institute. The audio features Irlanda Jimenez, Multicultural Coordinator and Bilingual/ESL Teacher in the Urbana Early Childhood Schools, talking about the use of visual supports for young dual language learners in the classroom.
- **ASU Professional Learning Library:** The Arizona State University’s Professional Learning Library is a “place to find professional resources by standard, topic, type and other attributes; participate in informal and formal professional learning (pedagogical and content-area); and connect with educators locally and across the globe in interest-based communities.” The PLL hosts IRIS resources and recently provided us with updated user data and feedback. IRIS has submitted a list of our resources not currently hosted

on the PLL site for future inclusion and will undergo training to facilitate subsequent updates and inclusions.

- **The Los Angeles Natural History Museum:** The IRIS Center's collaboration with the L.A. Natural History Museum's Mobile Museum will continue as IRIS@CGU plans to meet with museum officials to review "lessons learned" from our previous partnership. The museum's efforts towards creating more accessible, inclusive experiences for visitors might be used as a template for use by other museums working with schools to host student tours.
- **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. CalState TEACH is currently revising their curriculum—the second iteration of the curriculum since incorporating IRIS resources has been posted to the IRIS site as part of part of the IRIS Curriculum Matrix Collection. A third iteration is currently being tested.
- **HLP Videos:** IRIS continues to collaborate with CEEDAR, CEC, CCSSO, and AIR as they develop a series of videos on high-leverage practices (HLPs), providing guidance and feedback on the production side of the process.
- **Center on Technology and Disability (CTD):** The IRIS Center provided reviews and feedback on three new products for CTD.

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 there were **1,096** respondents to this survey. The first table (see the next page) summarizes descriptive information about the respondents.

Respondents	Number
College Student	323
Graduate Student	273
Experienced Teacher	224
New Teacher	155
School Leader	53
Other (e.g., parent)	44
College Faculty	9
PD Provider	6
Data missing	9
Total	1,096

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

Mean Ratings	
Quality	4.4
Relevance	4.5
Usefulness	4.4

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	335
Special education	385
Other	137
Early childhood education	175
Early childhood special education	35
Early intervention services	15
Data missing	14
Total	1,096

Module Field-testing: This quarter, field-testing was conducted on five IRIS Modules:

- Autism Spectrum Disorder (Part 2): Evidence-Based Practices
- Secondary Transition: Interagency Collaboration
- Secondary Transition: Student-Centered Transition Planning
- Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction

- Youth with Disabilities in Juvenile Corrections (Part 2): Transition and Reentry to School and Community

Thirteen college faculty and 396 graduate and undergraduate students participated in this round of field-testing. The data are still being analyzed and will be reported in the next quarter.

- **Capacity Report:** Using a list of state-approved teacher education programs offered through colleges and universities created by the IRIS Center, our external evaluator Bianca Montrosse issued a report to help us to determine whether differences in the schools' use of IRIS resources can be attributed to those programs' individual characteristics (e.g., size, public versus private, available programs).
- **Faculty & PD Survey:** The IRIS Center's external evaluator Bianca Montrosse has completed a final report based on feedback from the faculty members and professional development providers who are part of our IRIS listserv.
- **Seminar Participant Survey:** The IRIS Center's external evaluator Bianca Montrosse has distributed a survey form to all past participants in our IRIS Faculty Seminars. Based on her findings, she issued a report that we hope will help us to improve our follow-up response rates in the future.

PERSONNEL

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

Michael Nee: Since 2010, Michael Nee has served as Director of Event Planning at IRIS@CGU, organizing IRIS Trainings, Seminars, and more. His attention to detail, professionalism, and tireless enthusiasm have been absolutely indispensable and a primary reason for the success of IRIS events for the past eight years. Michael has officially departed IRIS as IRIS@CGU gears down its activities, but he will remain active on a limited basis to assist with the completion of the final report.

Rae Kuklinski: A student worker and part of the IRIS@CGU family, Rae departs after a year and a half and having completed her doctoral coursework. We are truly grateful for her service to IRIS and wish her joy and success in her future endeavors.