



The IRIS Center Quarterly Report

Cooperative Agreement CFDA 84.325E
(PR/Award Number: H325E170001)

Administrative Progress Report:

Year 2/Quarter 1

Submitted To:

Sarah Allen
Research to Practice Division
Office of Special Education Programs
Office of Special Education & Rehabilitative Services
United States Department of Education

Submitted 10 April 2019

Naomi Tyler, Director



iris.peabody.vanderbilt.edu
iriscenter.com

Serving: Higher Education Faculty • PD Providers • Practicing Educators
Supporting the preparation of effective educators with the knowledge and skills to use evidence-based practices to improve outcomes for all students, especially struggling learners and those with disabilities.



Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP)

Quarterly Report January – March 2019 [Year 2/Quarter 1]

The IRIS Center produces these quarterly reports as both a narrative of our efforts and a detailed account of our work and progress. This document represents the very latest activities of the IRIS Center. Read on for more information about everything that took place over the last three months and what lies ahead.

PROJECT INFRASTRUCTURE: *IRIS is engaged in a continuous effort to improve and expand the quality and reach of IRIS resources through ongoing infrastructure development and enhancement.*

- ⇒ **Year 2 Workscope:** The IRIS Center’s workscope for Year 2 of the current grant cycle has been submitted to and approved by OSEP.
- ⇒ **3+2 Meeting:** IRIS has received word that our 3+2 meeting will be held on May 21. As such, we are currently developing our 3+2 briefing book—due April 30—to document our efforts and work during the first 17 months of this funding cycle. We look forward to the presentation and the opportunity to demonstrate the continuing success of the IRIS Center.
- ⇒ **Annual Performance Report (APR):** IRIS will complete an annual performance report—due May 3— in the coming quarter. The APR is also a required component of our 3+2 book.
- ⇒ **IRIS & Sustainability:** This quarter, IRIS consulted with Sustainability Workgroup lead George Sugai to discuss ways to make the IRIS Center sustainable over the long term.
- ⇒ **Website Programming Updates & Improvements:** Many of the significant improvements to the IRIS Website happen “behind the scenes” at the programming level and are therefore virtually invisible to our users and visitors. Whether immediately noticeable or not, however, these adjustments and fine tunings are indispensable to a smooth running, user-friendly online experience. A log of some of our recent activities follows.
 - ❖ **No-Cost PD:** The transition to no-cost professional development certificates (see the **TA & Training** section below) involved more than just removing dollar values from the IRIS Website. A significant amount of programming work was required to transition our existing system to one that could accommodate users seeking to access these now-free resources.

- ❖ **The IRIS Behavior Plan Tool:** One of the older interactive areas of the IRIS Website, our popular behavior plan tool still sees plenty of use. The tool allows users to develop and save a classroom behavior management plan, something that requires the creation of an account with a password and login information. With the help of an outside programmer, Kiyo Iwataki, the code for this tool is being updated to make it more secure and to better protect our users' data and personal information.
- ❖ **Google Analytics:** Due to a change in the way Google Analytics compiles data, visits to the IRIS Website are down somewhat this year over last and showed a less dramatic growth pattern than we have come to expect based on previous performances. We are currently investigating means to address this issue.

PRODUCT DEVELOPMENT: *IRIS develops online resources about evidence-based instructional and behavioral practices to help improve the education outcomes of all students, particularly struggling learners and those with disabilities. Created with the assistance of many of the top experts in their fields, IRIS resources—whether modules, case studies, CORE content units, or many others—are innovative, interactive, and practical for use in college and university coursework, by PD providers, and by teachers in today's classrooms.*

New Resources: Each new quarter brings with it new resource development as IRIS continues its mission to meet the evolving needs of educators in today's classrooms.

⇒ **CORE Content Units (coming soon):** Created with the assistance of top instructional experts in their fields, IRIS CORE (Comprehensive, Organized, Reliable, Engaging) Content Units will be “deep dives” into effective practices for students with disabilities. Multiple components of the IRIS CORE Mathematics Unit have been delivered to IRIS—including an interview with the University of South Carolina's Kristin Harbour—however, development is currently on hold while we complete our two-part module series on high-quality IEPs (see below) and prepare for our 3+2 meeting. On February 5, IRIS hosted a phone call with the CORE unit authors to discuss a timeline for completion/posting of the first six units. We hope to have units ready for the fall academic semester.

Modules: The signature resource of our center, IRIS Modules cover information about fundamental topics and evidence-based instructional and behavioral practices on a wide variety of topic areas, including classroom behavior management, MTSS/RTI, and cultural and linguistic diversity, to name but a few.

⇒ **High-Quality IEP Module:** By special request from OSEP, IRIS has developed a module about high-quality IEPs. This new resource, *IEPs: Developing High-Quality Individualized Education Programs*, overviews best practices in the development of high-quality IEPs for students with disabilities. The resource addresses the requirements for IEPs as outlined in IDEA, as well as implications of the clarified substantive standard now required as per the Supreme Court's ruling in *Endrew F. v. Douglas County School District*. The module details the process

of developing high-quality IEPs, including the creation of strong present levels of academic achievement and functional performance (PLAAFP) statements; the development of challenging, ambitious, and measurable annual goals; the determination of individualized services and supports; procedures for monitoring and reporting student progress; and tips on recognizing and avoiding common errors. The estimated posting date for the module is early April. To accompany our new module on high-quality IEPs, we have developed a trio of wrap-around resources:

- ❖ IEP Team Members Handout
- ❖ Least Restrictive Environment Information Brief
- ❖ School Personnel Responsibilities Form

⇒ **IEP Module for School Leaders:** A second module on IEPs is specifically designed with school and district leaders in mind, going further than the legal context in which high-quality IEPs are required and offering guidance on how to support and facilitate the development and implementation of high-quality IEPs. David Bateman provided content for this second module, which is currently in the development stage. A draft will be available for review early in the new quarter.

⇒ **Module Revision:** IRIS is currently revising a number of modules and module series with updated information and revised and expanded resources.

- ❖ **Vision Series:** Our three-module “vision” series is undergoing significant revision. Brenda Naimy of California State University-Los Angeles has delivered revised content for *Accommodations to the Physical Environment: Setting Up a Classroom for Students with Visual Disabilities*, *Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities*, and *Serving Students with Visual Disabilities: The Importance of Collaboration*. As part of this process, IRIS will also update the overall look of the modules to match our current standards, reformatting individual elements as well as replacing existing illustrations with photographs.
- ❖ **Disability Awareness:** Our much-used module on disability awareness will be updated with new content, including more recent data and statistics, and reformatted to match our current standards. Format updates are underway. Content changes will post at the end of the current academic semester.
- ❖ **Classroom Assessment Series:** Our two-module series on classroom assessment—*Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom* and *Classroom Assessment (Part 2): Evaluating Reading Progress*—are currently undergoing revision by Erica Lembke of the University of Missouri and Robert Alexander Smith of the University of Southern Mississippi. Some content for these resources has already been delivered to IRIS,

with more to come in the new quarter.

- ❖ **Assistive Technology:** An updated version of this resource on the importance of assistive technology for students with special learning needs is currently in early development. Dave Edyburn of the University of Central Florida has reviewed the original module and offered feedback regarding needed updates. We will move forward with his recommendations later in the year.

- ⇒ **Module Answer Keys in Spanish:** An all new resource, Assessment answer keys for each of our modules available in Spanish have now been posted to the IRIS Website.

- ⇒ **IRIS and Kahoot!:** Under the direction of Angelica Fulchini, the IRIS Technology Innovation Postdoctoral Scholar, IRIS will embed interactive quizzes designed to help users better understand and recall key concepts, terminology, and definitions in IRIS Modules. To do so, we are using the online development tools made available by “Kahoot!” Kahoot! is a game-based platform popular with educators that supports the creation of interactive learning activities and quizzes. Angelica Fulchini visited the IRIS Center on February 27–28 to discuss this learning platform, among other technology. The first Kahoot! quiz will accompany our module on high-quality IEPs.

- ⇒ **IRIS ASD Modules Recognized by CPIR:** A newsletter published by the Center for Parent Information & Resources (CPIR) recognized our two-module series on autism spectrum disorder—*Autism Spectrum Disorder (Part 1): An Overview for Educators* and *Autism Spectrum Disorder (Part 2): Evidence-Based Practices*—as “highly rated resources,” notable for their quality, relevance, usefulness, accuracy, and impartiality, as rated by a panel of CPIR users.

- Case Studies:** These multi-part 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.

- ⇒ **Room Arrangement:** A planned revision of our “Effective Room Arrangement: Elementary” case study unit is temporarily on hold. Work on the update will continue in the coming quarters.

Fundamental Skill Sheets: Practical and informative, fundamental skill sheets offer educators quick primers (or reminders!) about discrete skills and practices indispensable to their role as effective classroom teachers. Fundamental skill sheets cover everything from specific praise to proximity control.

- ⇒ **Opportunities To Respond:** IRIS is developing a new fundamental skill sheet on enhancing students' opportunities to respond to teacher questions and requests. Content from the University of Virginia's Lysandra Cook is expected early in the new quarter.
- ⇒ **FSS Use Data:** If their first full quarter of use is any indication, our fundamental skills sheets collection promises to be among the IRIS Center's most popular and sought-after resources. The skills sheets were accessed 1,2019 times during the quarter. The table below offers more specific information.

Fundamental Skill Sheet	Number of Downloads
Behavior-Specific Praise	529
Choice Making	345
High-Probability Requests	304
Proximity Control	245
Wait-Time	143

Course/PD Activities: Handy, focused resources for use as independent assignments or to promote classroom discussion, IRIS Course/PD Activities cover a diverse range of topics, including behavior management, language disorders, disability related language in federal law, and many others.

- ⇒ **Course/PD Activities Update:** IRIS is reviewing and editing our course/PD activities collection (110 resources in all) to change or remove outdated terminology and information, as well as to update the resources' format and design to match our current standards. We hope to complete this task in the coming quarter.

IRIS Online Tools: From a glossary of terms related to disabilities to the IRIS Book and Film Tools to our Evidence-Based Practices Summaries, IRIS online tools are user-friendly, informative, and always growing.

- ⇒ **EBP Summaries:** IRIS is currently updating our collection of evidence-based practice summaries. These research summaries covering instructional strategies and interventions offer information that includes level of effectiveness as well as the age groups for which a given strategy or intervention is designed. Links to the original reports are also provided for those who might wish to explore further. IRIS Evidence-Based Practices Workgroup lead Bryan Cook and Lysandra Cook of the University of Virginia have reviewed the summaries tool, offering feedback and suggestions for revision and improvement.

⇒ **IRIS Glossary:** This searchable glossary of definitions for the disability related terms covered in many of our resources is currently being updated and expanded. This process will be completed in the new quarter.

Information Briefs: These online resources developed by other programs and centers are collected and curated by IRIS as supplemental materials. Information briefs cover everything from accommodations for students with disabilities to Universal Design for Learning (UDL) and peer-assisted interventions.

⇒ **Collection Update:** An ongoing process, IRIS is taking a look at our collection of 338 information briefs with an eye toward removing older or outdated resources and, if possible, replacing them with more recent versions. This effort will be completed in Year 2. Meanwhile, this resource has been updated with information briefs matched to our updated and expanded module on classroom accommodations.

Interviews: These in-depth discussions with nationally recognized experts or instructors in the field cover a wide variety of topics, including student diversity, testing accommodations for students with disabilities, RTI implementation, and much more.

⇒ **Jim Shriner on IEP Considerations:** Supplementary to our upcoming module on high-quality IEPs, IRIS spoke with the University of Illinois' Jim Shriner for more information about two types of services that must be included in a student's IEP: supplementary aids and services, and program modifications or supports for school personnel. He also shares his thoughts on some further considerations for IEP teams to keep in mind, and some of the ways that IEPs should be used by school personnel. The interview will be posted early in the coming quarter.

Video Vignettes: These annotations of and links to videos about individuals with disabilities, their families, advocates, teachers, and service providers includes videos about the history of disabilities, as well as depictions of the application of evidence-based practices in educational settings.

⇒ **Collection Update:** Our video vignette collection was updated with eight classroom demonstration videos featured in our fundamental skill sheets updated, as well as with another video from our *Autism Spectrum Disorder (Part 2)* module.

For Faculty/For PD: Specially created with faculty members and professional development providers in mind, these sections of the IRIS Website offer a wide variety of tools and information for use in college coursework and PD training events.

⇒ **Formatting Update:** During this quarter, we reformatted our sample professional development activity collection, bringing it in line with our current format standards. More information on this topic can be found in the **Technical Assistance** section below.

DISSEMINATION: *IRIS disseminates news of its resources through a wide variety of means, both universal, targeted, and individualized. The IRIS Website, conference presentations and exhibition appearances, and a multi-part social media presence, all are key components in our plan to reach and communicate with IRIS consumers.*

Infrastructure: Key to our center's ongoing dissemination efforts is the development and expansion of multiple elements that, together, form the basis of our campaign to get the word out about IRIS and our resources. More about these can be found in the items below.

- ⇒ **The IRIS Newsletter:** A new element of our dissemination efforts, the first edition of a periodic IRIS newsletter was made available to members of our email listserv, some 10,000 IRIS users. The IRIS Standard contained updates on IRIS and our resources, highlighted features about key elements in all of our modules, and shared information about the work of our partners.
- ⇒ **IRIS Summary:** The IRIS Data Summary is an annual publication designed to highlight information about the center, its users, and our most popular resources. A new digital summary to reflect our 2018 data is now available on the IRIS Website and a handout version was printed for face-to-face dissemination efforts.
- ⇒ **Communications Plan:** In coordination with OSEP, IRIS has developed a communications strategy plan both for our upcoming modules on high-quality IEPS, as well as a generic template that can be adapted for future resources. Included are targeted messages and sample social media/blog/listserv posts for use by IRIS stakeholder groups. Based on feedback from OSEP and IRIS consultants, Phase 2 of the communications plan on high-quality IEPs will be expanded early in the coming quarter to include more groups and organizations for targeted dissemination.
- ⇒ **IRIS Brochures:** IRIS finalized format and content updates for our informational brochures collection. These were printed for distribution for conference appearances and are also available on our Website.
- ⇒ **IRIS Information Packets:** During this quarter, IRIS distributed informational packets about our center to the 136 colleges and universities with general education or special education programs that are currently not using IRIS resources. This list of programs was developed by IRIS staff, in collaboration with Deb Smith, who examined a list of state-approved teacher preparation programs throughout the United States and data about the number and percentage of programs in which IRIS resources are used. We are currently working on a comparable list of all community colleges with education programs, with an eye toward disseminating info to them prior to the fall academic semester.

⇒ **Social Media:** Our center's social media following and number of engagements continue to grow at a rapid rate. As of this report, IRIS has 1,886 followers on Twitter and 2,135 on Facebook. Our Twitter impressions for March totaled nearly 17,000.

Presentation & Outreach Efforts: Throughout the year, IRIS attends local, 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 our recent presentations is below.

⇒ **IRIS @ PIE:** On January 29–30, IRIS hosted an exhibit booth at the annual Partners in Education Conference in Nashville, Tennessee and met with nearly individual 240 attendees.

⇒ **Council for Exceptional Children (CEC):** On January 29–February 2, IRIS made a trio of presentations about our resources at the annual CEC Convention and Expo in Indianapolis, Indiana. There we presented on our new *MTSS/RTI: Mathematics* module, new types of resources, and professional development options. We also hosted a booth in the exhibition hall where we shared information about IRIS resources to over 800 individual attendees. Finally, while attending the conference, we put our “spare” time to good use, interviewing and consulting with Larry Wexler for our high-quality IEP module, David Bateman for our second IEP module, Erica Lembke and Alex Smith for our classroom assessment module revision, Bryan and Lysandra Cook for an update to our EBP summaries tool, and representatives of Understood regarding future collaborations. We also found time to catch up with John Eisenberg, new director of the National Association of State Directors of Special Education (NASDSE), Kathleen Airhart, Program Director, Special Education Outcomes for the Council of Chief State School Officers (CCSSO), and Tina Diamond, U.S. Department of Defense.

⇒ **Nashville Catholic Diocese:** On February 15, IRIS conducted an awareness meeting on our Website and resources during an in-service training for the Catholic Diocese of Nashville as part of our efforts to increase IRIS use among unique school populations.

⇒ **IRIS @ AACTE:** On February 21–23, IRIS hosted an exhibition booth at the annual conference of the American Association of Colleges for Teacher Education (AACTE) in Louisville, Kentucky. Some 241 attendees stopped by to learn more about IRIS resources.

⇒ **Utah CEC:** On March 1, IRIS Ambassadors Darcie Peterson and Kimberly Snow presented on the IRIS resources at the annual meeting of the Utah Council for Exceptional Children (CEC) in Murray, Utah. They also hosted a booth in the exhibit hall where 50 attendees asked for more information about the IRIS resources.

- ⇒ **Southwest Educational Development Center Autism Conference:** On March 30, the IRIS two-page module “spotlight” highlighting our two-part autism spectrum disorder series was disseminated at the Southwest Educational Development Center Autism Conference in Cedar City, Utah.
- ⇒ **OSEP Leadership:** In July, IRIS will be on hand at the OSEP Leadership Conference in Arlington, Virginia, where we will host a poster session on the use of IRIS resources in professional development.
- ⇒ **IRIS & TEDLines:** IRIS is a regular contributor to the Teacher Education Division’s periodic newsletter TEDLines, and this quarter was no exception. An item in the winter issue focused on new and upcoming IRIS resources and tools, including our fundamental skill sheets collection and alignment tools. Another post has been submitted for publication in the Spring/Summer edition.

TECHNICAL ASSISTANCE: *IRIS works to increase the capacity of teacher preparation programs to expand the range of resources about evidence-based practices (EBPs) in their courses and program curricula, state and local education agencies as well as PD providers to deliver effective professional development, and independent learners to enhance their knowledge and skills regarding EBPs.*

- ⇒ **The IRIS Strategic Plan:** IRIS has developed an action plan to increase the use of our School & District Platform and PD certificates of completion for teachers. The center is also working with Nick French, an IRIS Ambassador with extensive educational leadership experience, and IRIS consultant ShedeH Hajghassemali to implement this plan. Updates will follow in subsequent quarterly reports.
- ⇒ **No-Cost Professional Development:** Using our OSEP funding, the IRIS Center has made our professional development certificates for teachers free for the remainder of 2019. Since February 15, the official start date of our no-cost PD availability, more than 1,600 orders have been placed and nearly 5,000 products (Certificates of Completion for IRIS Modules) accessed.
- ⇒ **Sample PD Provider’s Activity Collection:** Located in our “For PD Providers” sections, the IRIS Sample Professional Development (PD) Activity Collection is designed to serve as a resource for PD providers creating training events both for practicing educators and beginning teachers engaged in induction experiences. In this collection, users will find examples of the ways in which information about evidence-based practices, delivered through IRIS resources, can be integrated into PD activities. The collection—which includes readymade PowerPoint presentations, handouts and forms, and guides for both facilitators and participants—has undergone revision and reformatting and has been reposted to the IRIS Website.

- ⇒ **IRIS PD Certificates:** The South Dakota Department of Education has approved the use of our PD Certificates toward continuing education units (CEUs) for teachers in the state.

- ⇒ **School & District Platform Expansion:** Our School & District Platform is a user-friendly and flexible online tool that can help school leaders to organize and track their teachers' ongoing professional development activities. Recent items of note include:
 - ❖ As more and more local education agencies begin to use the School & District PD Platform, IRIS has developed internal organizational structures to streamline the enrollment of ever greater numbers of school personnel, as well as to systematize billing and routine communication with key contacts. This has involved not only the creation of standardized forms but also the establishment of timeframes for setup of the platform itself, billing, and other efforts. We will continue to refine these processes as our online PD offerings continue to attract new users.

 - ❖ In February, IRIS followed up with 25 professional development providers who expressed interest in the School & District Platform during the most recent Council for Exceptional Children conference.

 - ❖ Also during this quarter, one new school (Ascend Leadership Academy in North Carolina) and one new district (Andalusia City Schools in Alabama)—chose the platform as their professional development tool. We expect Florida's Orange County Public School District to begin using it in May.

 - ❖ IRIS continues a dialogue with the Texas Department of Education and the District of Columbia Public Schools, Washington, D.C., to better meet their unique professional development needs, specifically their ability to track PD offered through the use of IRIS Modules.

- ⇒ **Expanded Contacts:** IRIS is developing a list of contacts in Washington State and Tennessee with support from Nick French and our student workers. Our goal for the next quarter is to create resources for communication (e.g., email, updated webpage, brochures) specific to these audiences for dissemination during the summer.

- ⇒ **U.S. Department of Defense:** IRIS Center consultant Shedeh Hajghassemali is working with Tina Diamond at the U.S. Department of Defense about the introduction and use of IRIS resources in DOD schools.

- ⇒ **Micro-Credentials:** In collaboration with Digital Promise, IRIS offers a "stack" of micro-credentials (MCs) on accommodations for students with disabilities. These focused PD units allow educators to learn and gain mastery of discrete instructional practices.

- ❖ **MC Scorers:** IRIS is currently training an external scorer for the micro-credentials in our accommodations stack. To do so, we are using the comprehensive grading guidelines for each of the four MCs and allowing the scorer to practice with micro-credentials submitted through Digital Promise’s online platform. As soon as she reaches the reliability criteria, she will begin independently scoring MC submissions.
 - ❖ **IRIS & Bloomboard:** With the separation of the Digital Promise and Bloomboard platforms, Bloomboard is moving in a different direction and revising the format of their MCs. In late December, Vanderbilt approved initial contract proceedings with Bloomboard. As the process moves forward, IRIS will work within the new template so that different versions of the IRIS MC stacks—each with its own focus and audience—can be offered on both platforms.
 - ❖ **Upcoming MCs:** IRIS has begun development of a new stack of micro-credentials, this one covering data collection. The MCs will post to the IRIS Website later this year.
- ⇒ **Navigation Videos:** An updated and revised Website requires updated navigation videos. These brief video tutorials will help our visitors to use the IRIS Resource Locator, navigate our modules, and explore our various professional development options. The videos are scheduled for development later this year.
- EVALUATION:** *The IRIS evaluation plan is designed to yield information to guide project activities and to assess whether our goals, objectives, and outcomes have been achieved. Formative and summative data are used to monitor project implementation procedures.*
- ⇒ **Project Outcomes:** IRIS continues to collect data related to the project outcomes outlined in our logic model: increased awareness and knowledge of evidence-based practices and IRIS resources.
- ⇒ **Evaluation Projects:** Kristin Sayeski and Bethany Hamilton-Jones at the University of Georgia launched the IRIS Impact Survey in January 2019 at the CEC conference. A subsequent IRIS Center listserv announcement regarding the survey was sent out, followed by several reminders. A link to the survey also was posted on the IRIS Website. There were 1,031 respondents to the survey before it was closed on March 8. Dr. Sayeski is currently working on the analysis of these data and expects to have preliminary findings available next quarter.
- ⇒ **Oklahoma PD “Bootcamps”:** IRIS, along with Michele Rovins, the IRIS Evaluation Workgroup lead, is working with educators in Oklahoma to schedule a discussion regarding their use of IRIS resources for professional development “bootcamps” for the state’s teachers, as well as how IRIS might continue to meet their needs in the future. The information gathered from

the discussion will be used to develop a case study about IRIS use.

- ⇒ **Technology Survey:** In collaboration with Angelica Fulchini, IRIS Center staff are developing a technology survey, the purpose of which is to collect information from IRIS resource users about the types of technology they have access to, are knowledgeable about, and would like to receive support regarding. We will use this information to guide decision making about potential technology support resources developed by IRIS.
- ⇒ **Module Feedback:** The IRIS Module Feedback Form, an online survey, asks respondents to rate our modules' quality, relevance, and usefulness on a scale of 1 to 5 (5 being the highest rating). This quarter there were 1,096 respondents to this survey. **Table 1** below summarizes descriptive information about them, while **Table 2** presents this quarter's survey respondents' overall ratings of the IRIS modules for quality, relevance, and usefulness.

Table 1

Respondents	Number
College Student	521
Graduate Student	427
Experienced Teacher	215
New Teacher	117
Other (e.g., parent)	85
Data missing	80
School Leader	24
College Faculty	13
PD Provider	13
Total	1,495

Table 2

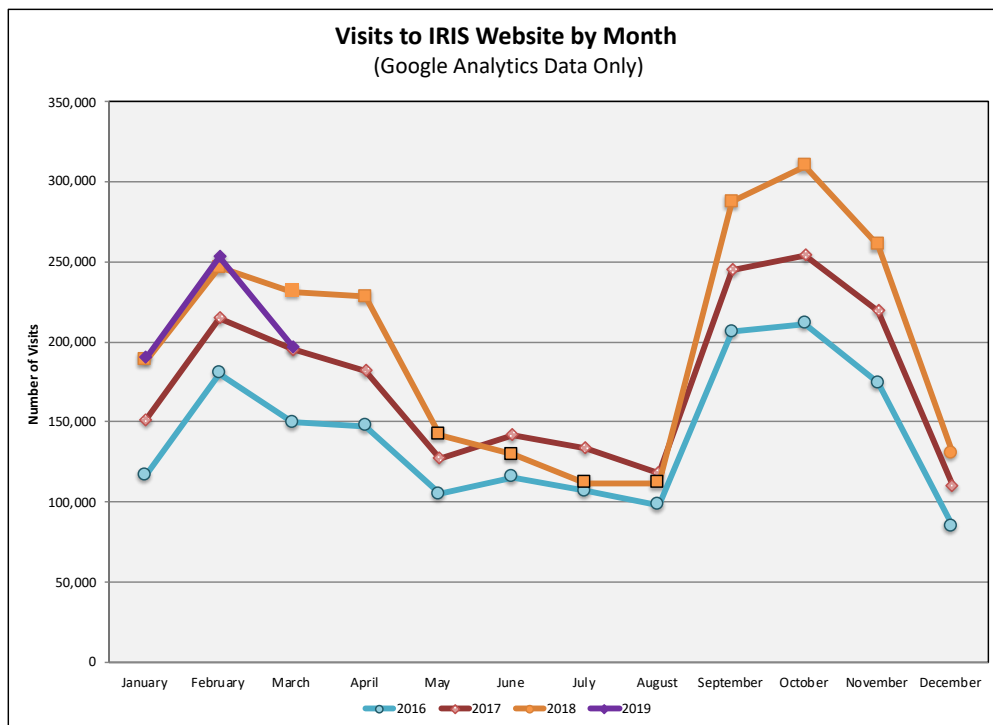
	Mean Ratings
Quality	4.5
Relevance	4.5
Usefulness	4.5

Finally, respondents were asked to describe the area they worked or studied in. **Table 3** summarizes the responses we received to this question this quarter.

Table 3

Response	Number
General education	436
Special education	436
Early childhood education	223
Other	213
Data missing	86
Early childhood special education	83
Early intervention services	18
Total	1,495

Website Visit Data: There were 640,208 visits to the Website this quarter, a decrease of 3.4% compared to the first quarter of 2018. The decrease in traffic to the Website has been attributed to a new Google search algorithm, which has affected the placement of the Website in search results, resulting in fewer visits originating from searches. We are currently investigating a number of tech solutions to this issue.



COLLABORATION & WORKGROUP ACTIVITIES: *IRIS works in collaboration with other national centers, nationally recognized education experts, and our own IRIS Ambassadors and Workgroups to improve our ability to develop resources, disseminate information about all things IRIS, and offer technical assistance and training.*

- ⇒ **National Center for Leadership in Intensive Intervention (NCLII):** IRIS collaborates with NCLII, a consortium dedicated to preparing special educators to become experts in research on intensive intervention for students with disabilities who have persistent and severe academic and behavioral difficulties. IRIS posted information on a new NCLII course syllabus, this one covering data-based individualization in academics and behavior, to our Website.

- ⇒ **National Center on Intensive Intervention (NCII):** NCII builds the capacity of state and local education agencies, universities, practitioners, and others to support implementation of intensive intervention in literacy, mathematics, and behavior for students with severe and persistent learning or behavioral needs. IRIS continues to collaborate with NCII on a number of fronts, information about which can be found below.
 - ❖ **NCII & the IRIS Glossary:** NCII has requested permission to use our IRIS Glossary of disability related terms rather than engaging in duplicative effort to develop their own version. As mentioned above, this glossary is currently undergoing an extensive revision.

 - ❖ **NCII Course on Explicit Instruction:** IRIS collaborated with NCII to disseminate information on their online course on explicit instruction, developed in cooperation with the University of Connecticut. Additional conversations focused on ways in which IRIS modules could be used to delve deeper into course content. IRIS disseminated information on these resources via our social media accounts.

- ⇒ **Understood:** Traditionally serving primarily as a resource for the parents and families of struggling learners, Understood is in the process of expanding its resource offerings to reach a broader constituency, including educators. To that end, Understood (rather than create all new resources from scratch) has contacted IRIS, among others, requesting permission to host their resources. In response, IRIS will send Understood a list of our most used resources, including our top ten most popular modules and fundamental skill sheets. More on these developments will appear in future reports.

- ⇒ **CEEDAR Center:** CEEDAR helps states and institutions of higher education reform their teacher and leader preparation programs, revise licensure standards to align with reforms, refine personnel evaluation systems, and realign policy structures and professional learning systems. IRIS continues to collaborate with CEEDAR on the review and dissemination of the center's high-leverage practices videos via conference calls.

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

- ⇒ **Content Developer:** IRIS is currently seeking qualified candidates to join the center as a content creator. More on this topic will appear in the next quarterly report.

- ⇒ **Student Worker:** Taylor Grant joined the Center as our new student worker.