IRIS IV: Evaluation Projects

**Evaluation Projects**

IRIS IV: Evaluation Projects #2

**Overview Evaluation Q1**

- **Participants:** Participants in Evaluation Q1 included teachers who participated in the IRIS Impact Survey
- **Procedural Fairness:** The random assignment of participants to conditions (distributed practice or business-as-usual treatment) was conducted
- **Random Assignment:** Participants were randomly assigned to a condition (distributed practice or business-as-usual treatment)

**Evidence**

- **Participants in Group B received the distributed-practice treatment**
- **Participants in Group A received the business-as-usual treatment**

**Highlights**

- IRIS OERs on classroom behavior management. Group A also engaged in repeated recall with immediate feedback (correct/incorrect) and the correct answer was provided.
- IRIS OERs on classroom behavior management. Group A also engaged in repeated recall with immediate feedback (correct/incorrect) and the correct answer was provided.

**Timeline**

**Project 2: Knowledge and Decision-Making**

The second project was designed to evaluate the impact of engagement with specific IRIS OERs on teachers' knowledge and ability to make instructional decisions.

**Evaluation Design**

- **Design:** Randomized Control Group (control, post-test, and delayed assessment)
- **Random Assignment:** Participants were randomly assigned to conditions

**Data Collection**

- **Pre-test:** Administered at the start of the treatment period
- **Post-test:** Administered at the conclusion of the treatment period
- **Delayed Assessment:** Administered six weeks after the post-test

**Findings**

- Participants engaged with IRIS OER content in two ways. First, they independently engaged in a self-contained practice session. When engaging with IRIS OERs, participants made significant gains from pre-test to post-test, even though the post-test was conducted six weeks after the pre-test.

**Overview Evaluation Q2**

- **Participants:** Participants in Evaluation Q2 included teachers who participated in the IRIS Impact Survey
- **Procedural Fairness:** The random assignment of participants to conditions (distributed practice or business-as-usual treatment) was conducted
- **Random Assignment:** Participants were randomly assigned to a condition (distributed practice or business-as-usual treatment)

**Evidence**

- **Participants in Group B received the distributed-practice treatment**
- **Participants in Group A received the business-as-usual treatment**

**Highlights**

- IRIS OERs on evidence-based practices. Group A also engaged in repeated recall with immediate feedback (correct/incorrect) and the correct answer was provided.
- IRIS OERs on evidence-based practices. Group A also engaged in repeated recall with immediate feedback (correct/incorrect) and the correct answer was provided.

**Schedule**

**Results: Data Display**

**Context**

- **Academic Year:** 2019-2020
- **Project Type:** IRIS OERs
- **Type of Use:** Evidence-based practices

**Timeline**

**Project 2: Knowledge and Decision-Making**

The second project was designed to evaluate the impact of engagement with specific IRIS OERs on teachers' knowledge and ability to make instructional decisions.

**Evaluation Design**

- **Design:** Randomized Control Group (control, post-test, and delayed assessment)
- **Random Assignment:** Participants were randomly assigned to conditions

**Data Collection**

- **Pre-test:** Administered at the start of the treatment period
- **Post-test:** Administered at the conclusion of the treatment period
- **Delayed Assessment:** Administered six weeks after the post-test

**Findings**

- Participants engaged with IRIS OER content in two ways. First, they independently engaged in a self-contained practice session. When engaging with IRIS OERs, participants made significant gains from pre-test to post-test, even though the post-test was conducted six weeks after the pre-test.

**Overview Evaluation Q2**

- **Participants:** Participants in Evaluation Q2 included teachers who participated in the IRIS Impact Survey
- **Procedural Fairness:** The random assignment of participants to conditions (distributed practice or business-as-usual treatment) was conducted
- **Random Assignment:** Participants were randomly assigned to a condition (distributed practice or business-as-usual treatment)

**Evidence**

- **Participants in Group B received the distributed-practice treatment**
- **Participants in Group A received the business-as-usual treatment**

**Highlights**

- IRIS OERs on evidence-based practices. Group A also engaged in repeated recall with immediate feedback (correct/incorrect) and the correct answer was provided.
- IRIS OERs on evidence-based practices. Group A also engaged in repeated recall with immediate feedback (correct/incorrect) and the correct answer was provided.