IRIS CENTER ™

2019 Data Summary

iris.peabody.vanderbilt.edu
iriscenter.com

Serving:
- Higher Education Faculty
- Professional Development 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.

What Is IRIS?

PRIMARY OBJECTIVE

IRIS develops and disseminates open educational resources (OERs) about evidence-based practices (EBPs). These OERs, which translate research into practice, are used in pre-service preparation and professional development (PD) activities.

NEW IN 2019

IRIS continues to develop and update modules, now with expanded supporting resources—including information briefs—to enhance learning. Below are examples of new releases on two highly sought-after topics.

Accommodations Module

» **Accommodations: Instructional and Testing Supports for Students with Disabilities**

Wrap-Around Resources

Implementation Support Samples

» **Accuracy Recording Form**
» **Duration Recording Form**
» **Frequency Recording Form**
» **Latency Recording Form**
» **Speed or Rate Recording**

IEP Modules

» **IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs**
» **IEPs: Developing High-Quality Individualized Education Programs**

Wrap-Around Resources

Implementation Support Handouts

» **IEP Implementation: School Personnel Responsibilities**
» **IEP Team Members**

Information Briefs

» **Least Restrictive Environment (LRE)**
» **IEP Process: Common Errors**
» **Monitoring Student Progress Toward Meeting IEP Goals**

RESOURCES

Frequently cited as trustworthy sources of information, IRIS OERs are aligned with accreditation and licensure standards for colleges and universities, requirements for professional development under the Every Student Succeeds Act (ESSA), and evidence-based and high-leverage practices. These free OERs include:

70 *STAR Legacy* Modules

17 Case Study Units

5 Fundamental Skill Sheets

110 Course/PD Activities

339 Information Briefs

225 Video Vignettes

Tools

» Evidence-Based Practice Summaries
» Films: Portrayals of Disabilities
» Children's Books: Portrayals of Disabilities
» Glossary
» High-Leverage Practices Alignment Tool
» SiMR Alignment Tool

Who Uses IRIS?

VISITS BY YEAR

2019 saw the largest number of visits ever to the IRIS Website.

1,440,154
1,696,469
2,093,431
2,376,830
2,825,133

2015 2016 2017 2018 2019

> **2.8 million visits**, an increase of **19%** over the previous year

> **1,192,990** users

> **75%** new visitors, **25%** returning visitors

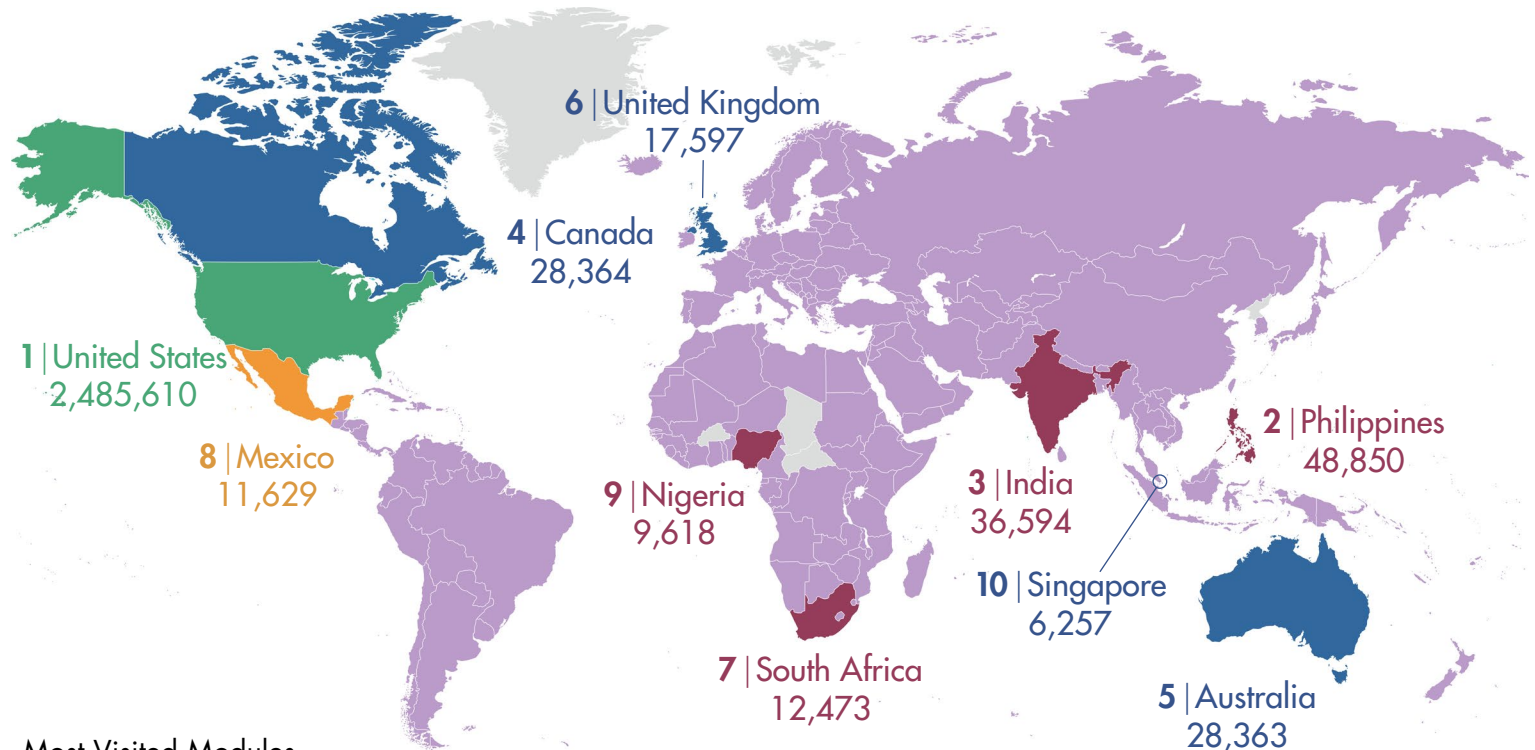> More than **10.4 million visits** over the past 5 years

An increasingly efficient use of federal grant $, our average cost per visit is now just
40¢

"I just want to thank you for the time and effort you must have put into creating this module. It is so well laid out and uses terminology and examples that school staff will be able to understand. I plan on using it to help the teachers I support in my school district to better understand FBAs and behavior plans."

District Behavior Analyst
Module: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

GLOBAL USE

In 2019, IRIS resources were used in 218 countries and territories worldwide (those in color). The most popular IRIS Modules in the top ten countries are noted below.

6 | United Kingdom
17,597

4 | Canada
28,364

1 | United States
2,485,610

8 | Mexico
11,629

9 | Nigeria
9,618

3 | India
36,594

2 | Philippines
48,850

10 | Singapore
6,257

7 | South Africa
12,473

5 | Australia
28,363

Most Visited Modules

- Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students
- Content Standards: Connecting Standards-Based Curriculum to Instructional Planning
- Early Childhood Environments: Designing Effective Classrooms
- Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan

How Is IRIS Used?

In 2019, IRIS worked to increase the capacity of state, district, and local education agencies to infuse the center's flexible resources into their PD activities to meet the diverse needs of their educators. Read on to learn how IRIS resources were used by four very different constituencies to address their unique objectives and challenges.

Greater Louisville Education Cooperative, Kentucky

Objective: Provide PD about high-quality IEPs to more than 1,200 new and experienced teachers

Challenge: Establish a common understanding of individualized education programs (IEPs), including IDEA's guiding principles and the more recent implications of the U.S. Supreme Court's *Endrew F.* decision, for all of their teachers

Solution: Conduct hybrid trainings using IRIS resources as a foundation
- » Teachers individually accessed and completed the IRIS Module *IEPs: Developing High-Quality Individualized Education Programs* through the PD Certificates for Teachers section of the IRIS Website.
- » Teachers were required to earn a score of 80% or higher on a module post-test. The PD Certificates served as their "ticket" to attend a follow-up face-to-face training.
- » A tiered system of supports was implemented to offer the teachers additional guidance.

Why They Chose IRIS:
- » IRIS resources are trustworthy and of the highest quality.
- » IRIS Modules are interactive and based on a proven theory of adult learning.
- » Teachers can revisit the modules anytime, anywhere.

Texas Education Agency (TEA)

Objective: Offer technical assistance and support to 20 regional Education Service Centers (ESCs) serving more than 1,200 local education agencies (LEAs)

Challenges:
- » Time-consuming resource development
- » Limited resources (e.g., staff time, funding)
- » Possible duplication of effort across ESCs

Solutions:
- » Regional ESCs are encouraged to start with IRIS resources when developing "packages" of learning.
- » By leveraging existing high-quality IRIS resources, ESC staff could spend less time developing materials and more time providing hands-on services (e.g., coaching).

Why They Chose IRIS:
- » TEA leadership were aware of and had experience with IRIS resources and believed them to be of high quality and to provide in-depth information.
- » IRIS resources are free for states, ESCs, IHEs, and LEAs.

How Is IRIS Used?

Alamance-Burlington LEA, North Carolina

Objective: Provide targeted PD to 22 schools identified in need of Targeted Support and Improvement (TSI) under the State's federally approved plan for the Every Student Succeeds Act (ESSA)

Challenges:
» Provide high-quality PD in the identified area of need (i.e., improved outcomes for students with disabilities)
» Promote accountability for teachers, administrators, and paraprofessionals

Solutions: The district encouraged schools to use the IRIS School & District Platform
» IRIS *STAR Legacy* Modules targeting district, school, and individual goals were assigned.
» Substitute teachers were provided to allow educators to complete the modules during the school day in professional learning community (PLC) meetings.

Why They Chose IRIS:
» IRIS resources are trustworthy and of high quality, with wrap-around resources (e.g., case studies) that can be used to complement the modules' content.
» The IRIS School & District Platform offers a system for greater accountability for staff learning by providing a means for organizing and tracking a school or district's ongoing PD activities.
» The IRIS School & District Platform allows building leaders to assign modules to staff, and allows staff to select modules that they find applicable or interesting.

Unlocking Children's Potential (UCP) Charter Schools, Florida

Objective: Provide high-quality resources for 34 first-year teachers at seven charter schools

Challenges:
» Many of the first-year teachers struggled with responsibilities associated with IEP meetings or classroom behavior management.
» It is difficult to provide high-quality PD resources that address the range of needs of teachers in kindergarten through 12th grade.

Solutions:
» Ask teachers to identify topics related to personally identified areas of growth.
» Post monthly links to IRIS Modules in the teachers' digital portfolio accounts to develop their personal toolkits.
» Provide first-year teachers with face-to-face, hands-on coaching and mentoring.

Why They Chose IRIS:
» IRIS resources are free and available at any time for teachers who need in-depth information in addition to their in-school PD.
» IRIS Modules are backed by research and are high-quality resources.

IRIS Use in Institutions of Higher Education (IHEs)

984	**95%**	**368**	**78%**
Number of IHEs with state-approved special education **and** general education teacher preparation programs	Use IRIS resources	Number of IHEs with state-approved general education teacher preparation programs **only**	Use IRIS resources

How Does IRIS Rate?

MODULE RATINGS

IRIS collects feedback from users through our Online Module Feedback Form. Last year, a diverse group of 6,038 respondents rated the quality, relevance, and usefulness of our resources on a 5-point scale.

Highest Percentage of Respondents

Special Education
31%

General Education
29%

Early Childhood
15%

Average Ratings

Quality
4.5

Relevance
4.6

Usefulness
4.5

"I can begin using this information Monday morning! A great source of information!"

Graduate Student, Special Education

Module: Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions

"Thank you for the great information about the IEP process and translating the Endrew F. decision into practice!"

College Faculty, Special Education

Module: IEPs: Developing High-Quality Individualized Education Programs

DISSEMINATION, TECHNICAL ASSISTANCE (TA), & TRAINING

In 2019, IRIS reached out to a broader audience than ever before and introduced them to IRIS resources.

26 Dissemination Activities
Objective: Increase awareness and knowledge of IRIS resources and EBPs

Reaching out through:

- » **7** Exhibit Booths
- » **15** Conference Presentations
- » **4** Awareness Meetings

OVER 2,500 face-to-face educator interactions!

5 TA & Training Opportunities
Objective: Increase knowledge of how to use IRIS OERs in pre-service preparation or PD training
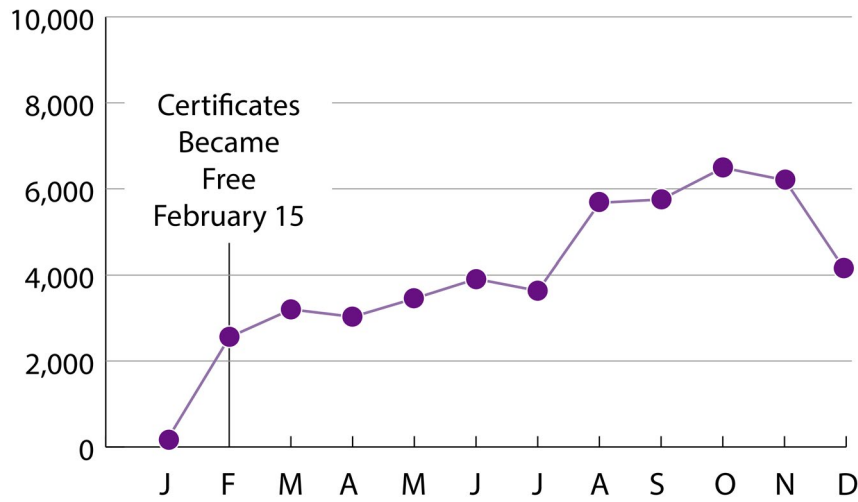
Building capacity through collaborations with:

- » Education Cooperatives
- » State Education Agencies
- » Professional Organizations
- » OSEP-funded Centers
- » Charter Schools

PD CERTIFICATES FOR TEACHERS

In 2019, educators accessed a total of 46,295 module certificates.

Certificates
Became
Free
February 15

Certificate of
Completion

Lila Blume

has completed the IRIS Center's
Online Professional Development Training on:
June 08, 2018

*Accommodations: Instructional and Testing Supports for Students
with Disabilities*

Module Objectives
- Define accommodations
- Understand how accommodations help students with disabilities gain access to the general education curriculum and assessments
- Understand the responsibilities of the IEP team for making accommodation decisions for students with disabilities
- Access resources that support the use of accommodations for students with disabilities

1 Professional Development Hour

iriscenter.com or iris.peabody.vanderbilt.edu   TX CPE #902-506, MA #2016F0011

Top 5 Certificates of Completion Accessed

| Rank	Certificate	Yearly Total
1	IEPs: Developing High-Quality Individualized Education Programs	8,252
2	Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle	4,814
3	Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions	3,494
4	Accommodations: Instructional and Testing Supports for Students with Disabilities	2,535
5	Autism Spectrum Disorder (Part 1): An Overview for Educators	2,170

MICRO-CREDENTIALS

In collaboration with Digital Promise, IRIS offers a "stack" of micro-credentials (MCs) on instructional accommodations for students with disabilities. The most rigorous of the IRIS PD options, MCs offer educators the opportunity to engage in self-paced and relevant job-embedded professional learning.

14 MCs Awarded
Presentation

9 MCs Awarded
Response

18 MCs Awarded
Setting

19 MCs Awarded
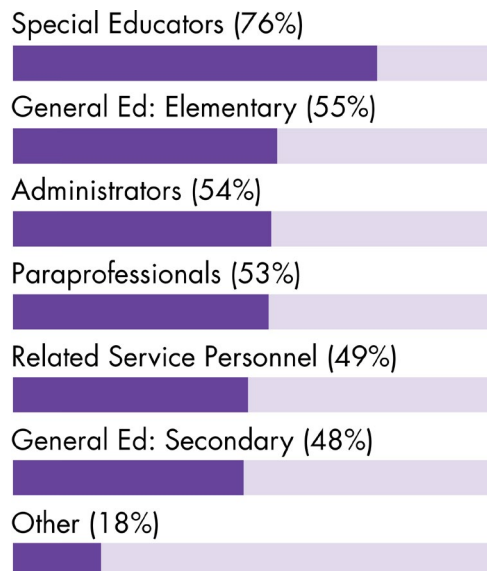Timing and Scheduling
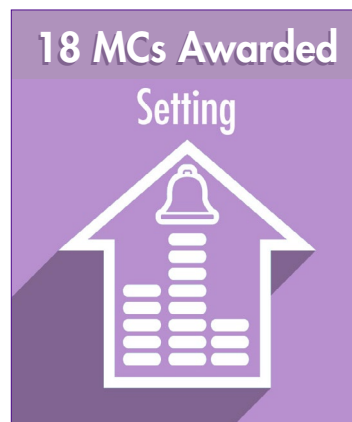
Evaluation Project User Survey

Conducted by external evaluators at the University of Georgia, this survey was designed to create a snapshot of user experiences during Year 1 of this funding cycle. Nearly 1,000 educators responded. Responses from PD providers are highlighted below. For a summary of the complete findings, visit https://bit.ly/39sLcCE

Who Uses IRIS for PD?
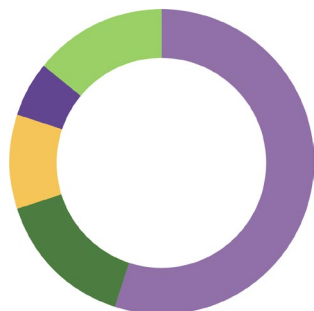
82%	**Central Office**	Directors of special education, RTI/MTSS coordinators, transition specialists, behavior specialists
15%	**Consultants**	
10%	**University**	OSEP project directors, current and retired faculty
6%	**School-Based**	Principals, SLPs, literacy coaches, behavior specialists
14%	**Other**	State and regional personnel, Head Start personnel, parent advocates

Recipients of PD*

Special Educators (76%)

General Ed: Elementary (55%)

Administrators (54%)

Paraprofessionals (53%)

Related Service Personnel (49%)

General Ed: Secondary (48%)

Other (18%)

Other: families, adult service providers, early childhood providers, state leaders, college professors, & vocational rehabilitation

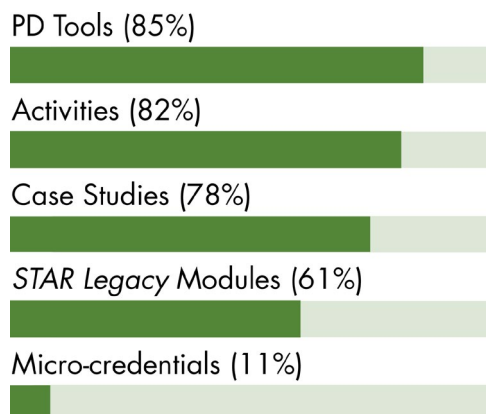*Because respondents could select all applicable categories, percentages will exceed 100.

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How Do PD Providers Use IRIS?

43% Planning PD
27% Require participants to engage with OERs during training
21% Require participants to engage with OERs prior to PD
9% Other: personal research, blog post suggestion, supplemental/optional information

Use of IRIS OERs*

PD Tools (85%)

Activities (82%)

Case Studies (78%)

STAR Legacy Modules (61%)

Micro-credentials (11%)

Popular Content

Accommodations, Behavior & Classroom Management, Collaboration, and Assistive Technology

"The content and topics covered in this course were extremely relevant to the outcomes I set for my students. As a trainer, I now have referral material that I can align to the set standards. I am very excited because I will be able to guide the educators using examples from this module."

PD Provider

Module: Early Childhood Environments: Designing Effective Classrooms