The IRIS Center Quarterly Report

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Administrative Progress Report:

Year 5 Extension

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Quarterly Report
October – December 2022
[Year 5 Extension]

Our Quarter At-A-Glance: The IRIS Center presents these quarterly reports as a narrative of our efforts and a detailed account of our work and progress. Below are just a few highlights from the previous three months. We invite you to read on for further details of all this and so much more.

- IRIS 4 received a **no-cost extension** through August 31, 2023.
- IRIS hosted **two IRIS Prep Talks** this quarter, one with TIES and the other with NCII.
- IRIS conducted a **presentation** and an **IRIS Workshop for Doctoral Scholars** at the TED Conference in November.
- IRIS completed a five-hour **photo and video shoot** in November, which will allow us to add age-appropriate media to the soon-to-be-released modules, *Addressing Challenging Behaviors (Parts 1 and 2, Secondary)*.

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

⇒ **No-cost Extension:** Although the work of IRIS 4 was slated to end December 31, 2022, IRIS received a no-cost extension that will extend the project through August 31, 2023.

⇒ **Personnel Changes:** We bid farewell to Pamela Lehman, our resource development coordinator. We wish her the best in her future endeavors at the Tennessee State Department of Education.

⇒ **Careers at IRIS:** We revised and posted a notice for a part-time, temporary Video Editor (formerly Graphic Designer) to assist with graphics and other visual elements and are currently reviewing applications for this position. Additionally, we posted a revised notice for a Senior Programmer (Web Developer) with advanced programming skills and experience. Finally, we have diligently been reviewing and interviewing candidates for the Communication Coordinator position. We hope to fill all positions soon.

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, fundamental skill sheets, 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.*

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 high-quality IEPs, to name but a few.

⇒ **Classroom Behavior Management:** As part of the revision process of two popular modules, *Addressing Disruptive and Noncompliant Behaviors Parts 1* and *2*, we decided to expand this series. In addition to the two elementary versions that posted in July, we are also developing a pair of modules for secondary-level educators. Although the main content for these modules was completed in July, this quarter we created examples to illustrate student behaviors more aligned with secondary students. Additionally, we completed a five-hour photo and video shoot in November with thirteen high-school students and young adults. During this filming, we recorded enough video footage to develop 25 video clips to include in these two modules. The first module will include two series of videos: the first demonstrates the acting-out cycle with one student (Ava) and the second provides practice opportunities with a different student (Sam) related to the acting-out cycle. The second module will include videos of a teacher addressing student behavior using evidence-based strategies such as behavior-specific praise and active supervision. We are currently in the process of clipping the video footage. Once this is done, upper thirds will be added to denote student and teacher behaviors throughout. To increase the instructional effectiveness of the demonstration videos, we will also add commentary from Dr. Johanna Staubitz, a Vanderbilt University faculty member and director of VU's applied behavior analysis (ABA) program, to the end of each video to point out salient student and teacher actions. Additionally, during the filming, we took over 600 photos which are being used to develop the Challenge movies and to include throughout the modules. We anticipate these two modules posting during the next quarter.

⇒ **Universal Design for Learning:** Our module, *Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students*, is currently under revision. The original content, developed by IRIS, was reviewed by CAST to make sure it aligned with Universal Design for Learning (UDL) principles and recommended practices. Since that time, changes have been made to the UDL framework and thoughts regarding UDL have advanced (e.g., focus on equity). For that reason, we met with CAST this quarter to discuss the revision of the content. Two CAST Implementation Specialists will review the content and provide written recommendations in January, which will be followed by a phone call to discuss the recommendations. They will then revise the content and deliver it by March 30. Although the content is being developed under IRIS 4, IRIS staff will then "IRISize" the content and post the revised module using IRIS 5 funding.

⇒ **Disability Awareness:** This quarter, we revised and posted Page 6 of the module, *What Do You See? Perceptions of Disability*. The original page emphasized the importance of people-first language. However, over time acceptable language and perspectives have changed and some individuals with disabilities prefer identity-first language. For this reason, the revised

page acknowledges that both people-first language and identity-first language are acceptable and should be used in accordance with an individual's preference.

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, and many others.

⇒ **Activity Revisions:** Although the majority of our Course/PD Activities were revised during the previous year, revisions to the rest of the collection (approximately twenty activities) were put on hold so as to focus on the development of other resources. Work on the remaining activities resumed this quarter, and we hope to post many of these during the upcoming 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 and peer-assisted learning strategies.

⇒ **Collection Overhaul:** Our entire collection of more than 300 information briefs is undergoing a significant overhaul, which includes removing older or outdated resources and adding more recent and relevant briefs. To make the task more manageable, we have categorized briefs under topic areas for review by expert panels. Six topic areas (Disability; Evidence-Based Practices; Early Childhood; Learning Strategies; Content Instruction; and Reading, Literacy, and Language Arts) have already been reviewed. This quarter, we have been identifying new briefs for other topic areas. Three topics were sent to expert reviewers this quarter. More will be sent early next quarter. We hope to complete the revision of the entire collection this spring.

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

⇒ **IRIS Glossary:** This searchable glossary of definitions for the disability-related terms covered in many of our resources is currently undergoing revision. The revised content was delivered to IRIS in mid-December. We anticipate posting that revision next quarter. Once complete, we will share this resource with the National Center on Intensive Intervention (NCII).

⇒ **High-Leverage Practices Alignment Tool:** This tool allows users to identify which IRIS Modules and Case Studies align with high-leverage practices in special education. This quarter, we sent a list of five modules to Angela Patti, an expert on high-leverage practices who was recommended by the CEEDAR Center, for review. We received Dr. Patti's content in mid-December and anticipate updating this tool next quarter with the content she provided.

⇒ **IRIS Book Tool:** This tool, which contains information and synopses of children's and young adult literature about or having to do with people with disabilities, was updated by Mary Anne Prater-Doty. We added almost seventy new books to the tool this quarter.

DISSEMINATION: *IRIS disseminates news of its resources through a wide variety of means, both universal, targeted, and individualized. The IRIS Website, awareness activities, 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*.

Awareness Activities: 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.

⇒ **IRIS Prep Talks:** IRIS planned to host a three-part webinar series this fall. However, due to scheduling conflicts for other centers, only two were completed.

❖ IRIS hosted the TIES Center on October 14, 2022. The collaboratively developed IRIS Module, *Inclusion of Students with Significant Cognitive Disabilities: Supports in the General Education Classroom,* was highlighted*.* Representatives from the TIES Center also shared additional resources for faculty to use to support teacher preparation. Of the 39 faculty who registered, 11 attended. Additionally, to date there have been 123 views on YouTube.

> **Participant Survey Feedback**
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> - *"That was very helpful and provided me with some great suggestions. I can't wait to explore these resources".*
> - *"A most valuable resource to date for course design."*

❖ IRIS hosted the National Center on Intensive Intervention (NCII) on November 18, 2022. A representative from NCII provided participants an opportunity to learn about preparing teacher candidates to implement intensive intervention for students with severe and persistent learning and behavioral needs within a multi-tiered system of supports. They also highlighted NCII resources that faculty can embed within courses and clinical experiences. Of the 62 faculty who registered, nine attended. Additionally, to date there have been 50 views on YouTube.

> **Participant Survey Feedback**
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> - *"I appreciate the presentation and will be sharing with the Dean of the College of Education at my university."*

⇒ **National Association of Community College Teacher Education Programs (NACCTEP) Educational Partnership:** IRIS continues to collaborate with NACCTEP to increase knowledge and awareness of IRIS resources among community college teacher preparation faculty. As an Educational Partnership Member of NACCTEP, IRIS is featured as a partner on NACCTEP's Website and promoted on their social media platforms. Additionally, on October 14, IRIS

was featured on the NACCTEP Now Podcast. During the podcast, IRIS highlighted three modules: *Addressing Challenging Behavior (Pts 1 and 2, Elementary)* and *Inclusion of Students with Significant Cognitive Disabilities in the General Education Classroom*.

⇒ **Listserv Notices:** Our current contacts list, through which we disseminate our newsletters as well as occasional e-blasts (e.g., announcements about new or revised modules, field-testing opportunities), continues to grow at an outstanding rate, increasing to over 50,000 enrollees this quarter.

Social Media: Our center's social media following and number of engagements continue to grow at a steady pace. As of this report, IRIS has 4,750 followers on Twitter, 3,055 on Facebook, And 1,516 on LinkedIn, and 1,137 YouTube subscribers. Because of recent controversies surrounding Twitter, IRIS has not been active on that platform since October 28, 2022. During the next quarter, we will reassess whether the platform is still appropriate for disseminating information about IRIS.

Presentation & Outreach Efforts: Throughout the year, IRIS attends local, regional, and national conferences to keep target audiences up to date on new and revised IRIS resources. Information about upcoming presentations is below.

⇒ **Conference Proposals, Presentations, and Booths:** Our dissemination plan is designed to reach an ever-increasing number of diverse user groups.

❖ **TED Conference:** In November, IRIS presented at the Teacher Education Division of the Council for Exceptional Children Conference in Richmond, Virginia. The session, titled *What's New @ IRIS? All the Latest Resources and Online Tools,* informed faculty participants about the wide variety of freely available online resources and offered an in-depth, hands-on exploration of our center's latest online products. Of the roughly 20 attendees, the 11 who completed the post-presentation survey rated the quality, relevance, and usefulness of the presentation as 4.7, 4.8, and 4.7 (on a five-point Likert scale) respectively and 82% indicated that it increased their awareness of IRIS resources either "somewhat" or "to a great extent" (4 and 5 respectively on a five-point Likert scale).

> **Participant Survey Feedback**
>
> - *"Great presentation! Keep up this excellent source!!"*
> - *"Great resources."*

❖ **ESEA Conference:** In December, IRIS recorded and submitted a prerecorded video presentation titled *Free Online Professional Development Materials on Evidence Based Practices* for the 2023 National Association of ESEA State Program Administrators Conference, which will be held in Indianapolis, Indiana on February 1-4, 2023. This presentation will be available to both virtual and in-person attendees. Additionally, IRIS will host an in-person exhibit booth to share information about IRIS professional development opportunities.

❖ **CEC Conference:** IRIS will be participating in the 2023 CEC conference, which will be held March 1-4 in Louisville, Kentucky. In addition to an exhibit booth, the following IRIS presentations will be included in next year's offerings:

- "High-Quality IEPs: Using Online Resources to Support Hybrid Professional Development"
- "Using IRIS Resources for Flexible Professional Development in High-Need Topics"
- "Supporting Early Career Educators with IRIS Center Resource Learning Pathways"
- "Web-based Resources to Help Prevent and Address Disruptive Student Behaviors"

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.*

⇒ **TA & Training:** IRIS works with faculty, doctoral students, and district- and school-based leaders to increase the knowledge and use of IRIS resources. Notes on our recent activities to this purpose can be found below.

❖ **IRIS Workshop for Doctoral Scholars:** At the TED Conference in November, IRIS conducted a workshop for doctoral scholars and doctoral candidates titled *Course Planning Using IRIS Center Resources*. This workshop was designed to increase doctoral scholars' knowledge of IRIS resources and to build their capacity to infuse IRIS resources about evidence-based practices into their future courses. IRIS staff, along with IRIS Ambassador Jordan Lukins, discussed the range and depth of IRIS resources and shared how these resources can support course instruction. Approximately 18 participants attended this 1.5-hour workshop. Because of conference scheduling conflicts, many participants had to leave before the end of the session so only four participants completed the post-training survey. These participants rated the quality, relevance, and usefulness of the training as 4.8, 5.0, and 5.0 (on a five-point Likert scale) respectively. Additionally, 100% of the respondents reported that the workshop increased their awareness, knowledge, and understanding of IRIS resources and that they are extremely likely to embed IRIS resources in future courses and use the resources to increase their personal knowledge.

Participant Survey Feedback

- *"The information I learned about case studies and fundamental skill sheets will help me in preparing students with more depth and understanding."*
- *"The resources will enhance courses with research-based scholarly information."*

❖ **Training with Seattle Public Schools**: On November 21, IRIS provided training for the Special Education Administrative Team of Seattle Public Schools. This team is exploring ways to incorporate IRIS Modules into their professional development for teachers, paraeducators, related service personnel, and administrators. Because they are implementing a new Universal Design for Learning (UDL) initiative, they are particularly interested in IRIS resources on this topic. During the training, IRIS staff demonstrated how to navigate the Website and modules, highlighted resources for professional development providers, and discussed how to earn PD certificates. Additionally, IRIS staff shared how other states use modules to address teacher shortages and provide professional development, demonstrated an example Learning Pathway, and discussed the school and district platform.

⇒ **Approved PD Provider Status:** IRIS continues to pursue approved provider status in states that maintain an approved provider list. IRIS TA has secured Approved Provider Status for California, Texas, Nevada, Kentucky, Massachusetts, and Arkansas. Montana, Louisiana, and Indiana applications are under review. IRIS will be working to ensure that state Websites contain up-to-date information about IRIS PD Options.

Free PD Certificates: This quarter 28,725 PD Certificates were accessed. The top-five certificates accessed this quarter are noted below.

Module Title	Certificates Accessed
Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle	2,633
Addressing Challenging Behaviors (Part 2, Elementary): Behavioral Strategies	2,059
Autism Spectrum Disorder (Part 1): An Overview for Educators	1,658
Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices	1,599
Accommodations: Instructional and Testing Supports for Students with Disabilities	1,280

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.*

⇒ **IRIS User Survey:** This quarter, IRIS developed a User Survey that will be refined and sent out early next quarter through our listserv, Website, and social media platforms. Much like the Needs Assessment Survey conducted at the beginning of IRIS 4, this final survey will ask users about desired resource topics, the type of resources they would like, and preferred ways to receive updates or information from IRIS. By collecting similar data, we will be able to determine shifts in desired products, the ways in which the resources are being used, and preferred means of dissemination across the five-year funding cycle. Additionally, we will be asking respondents about their familiarity with and use of different IRIS resources and

resource components (e.g., audios, videos, STAR sheets) to get a sense of what resources are the most relevant and useful. Finally, the survey will collect demographic data as well as information about user roles and areas to ensure that we were meeting the needs of a diverse group of educators.

⇒ **Field-Testing**: This quarter, three faculty members completed field-testing of three modules. The tables below present some of these data. Data for the module *IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs* include data from Spring 2019 – Winter 2019 in addition to data from this quarter. The module, *Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle*, will be field-tested in the Spring; these data will be reported in a future quarterly report.

Quality, Relevance, and Usefulness: Faculty and students were asked to rate the quality, relevance, and usefulness of the IRIS Module using a five-point Likert scale that ranged from 1 (Poor) to 5 (Excellent).

Module	Respondents	Number of Respondents	Quality	Relevance	Usefulness
Addressing Challenging Behaviors (Part 2, Elementary): Behavioral Strategies	Faculty	1	5.0	5.0	5.0
	Students	50	4.1	4.2	4.1
IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs	Faculty	4	4.8	5.0	4.8
	Students	53	4.2	4.4*	4.4
Inclusion of Students with Significant Cognitive Disabilities: Supports in the General Education Classroom	Faculty	1	5.0	5.0	5.0
	Students	52	4.1	4.4	4.2

This question had 52 respondents.

Student – Awareness, Knowledge, and Ability: Students were asked to rate the extent to which their awareness of, knowledge of, and ability to use evidence-based practices (EBPs) increased as a result of using the IRIS Module. They rated these items using a five-point Likert scale ranging from 1 (Not at All) to 5 (Extremely).

Module	Number of Respondents	Awareness of EBPs	Knowledge of EBPs	Ability to Use EBPs
Addressing Challenging Behaviors (Part 2, Elementary): Behavioral Strategies	50	4.2	4.2*	4.0
IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs	53	4.2	4.2	4.2**
Inclusion of Students with Significant Cognitive Disabilities: Supports in the General Education Classroom	52	4.2	4.3***	4.1

This question had 49 respondents.
**This question had 52 respondents.
***This question had 51 respondents

⇒ **External Evaluator:** Sarah Heinemeier of Compass Evaluation and Research continues to analyze data accessed through GoogleAnalytics, which helps the IRIS team make development and dissemination decisions. Her full analysis of our quarterly data is included in the attached report, which includes information on Website visits, visitors, user acquisitions, pages viewed per session, page depth, session duration, and more. Remaining consistent across quarters is our outbound traffic data (see pp. 10-11)—where IRIS users go after leaving the IRIS site, often via recommended materials or embedded links in IRIS resources. Once again, the top outbound site is ies.ed.gov (Institute for Education Sciences); other OSEP-and ED-funded centers are frequent destinations as well (e.g., CPIR, CEEDAR, NCII, Center on Instruction, the National Professional Development Center on Autism Spectrum Disorder).

⇒ **Module Feedback:** The IRIS Module Feedback Form, an online survey, asks respondents to self-identify their current positions and to rate our modules' quality, relevance, and usefulness on a scale of 1 to 5 (5 being the highest rating). This quarter there were 2,497 respondents to this survey. The tables below contain a bit more information about those respondents.

Table 1. Current Positions

Respondents	Number
College Student	672
Instructional Assistant/Paraprofessional	521
Graduate Student	461
Experienced Teacher	348
New Teacher	232
School Leader	98
Other	85
Missing	26
PD Provider	27
College Faculty	19
Parent	8
Total	**2,497**

Table 2. Education Areas

Response	Number
Special Education	951
General Education	647
Early Childhood Education	466
Early Childhood Special Education	165
Other	160
Missing	76
Early Intervention Services	32
Total	**2,497**

Table 3. Module Ratings

	Mean Ratings
Quality	4.6
Relevance	4.6
Usefulness	4.6

⇒ **Website Visitor Data**: During this quarter, GoogleAnalytics data showed 1,042,086 visits to the IRIS Website, an increase of 3.2% over the same period in 2021. As depicted in the graph below, this year's monthly data reflect the typical "IRIS spider" pattern (monthly use increases at the beginning of the spring semester—January and February—and subsequently decreases throughout the rest of the spring semester and summer, increasing again at the beginning of the fall semester in September and declining at the end of the semester in December).

Visits to IRIS Website by Month
(Google Analytics Data Only)
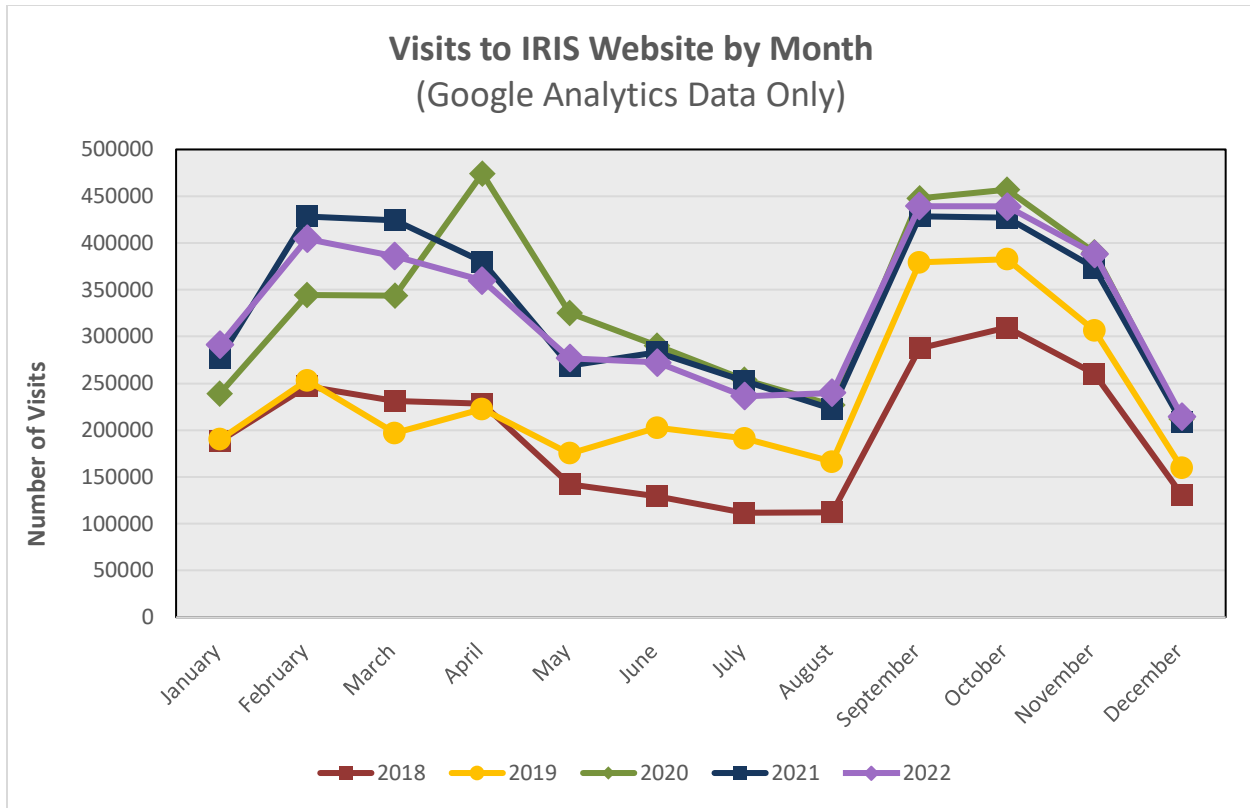
COLLABORATION & WORKGROUP ACTIVITIES: *IRIS works in collaboration with other national centers, nationally recognized education experts, and our own IRIS Ambassadors and Workgroups to improve our ability to develop resources, disseminate information about all things IRIS, and offer technical assistance and training.*

⇒ **Partnerships:** IRIS develops partnerships with other organizations to develop and disseminate information about our resources. Read on to learn about our work in this area this quarter.

❖ **TIES Center:** As mentioned above, IRIS featured the national technical assistance center on inclusive practices and policies in the October Prep Talk (see the Dissemination section above).

❖ **NCII and PROGRESS Center:** Representatives from IRIS, the National Center on Intensive Intervention (NCII), and the PROGRESS Center continue to meet monthly (as needed) to share ideas and to discuss possible collaborative efforts. Additionally, IRIS featured NCII in the November Prep Talk (see the Dissemination section above).

❖ **NACCTEP:** As an Educational Partnership Member of NACCTEP, IRIS seeks to increase knowledge and awareness of IRIS resources among community college teacher preparation faculty. This quarter IRIS was featured on the NACCTEP Now Podcast (see the Dissemination section above).