



IRIS resources are freely available for use in professional development. This handout offers tips for how to use them effectively for such purposes.

IRIS Resource Locator

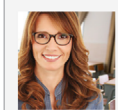
- Explain the purpose of IRIS — to provide educators with evidence-based practices (EBPs) and frameworks for teaching all students, especially struggling learners and those with disabilities.
- Emphasize that resources have been developed and reviewed by experts in the field.
- Show or assign the “[Navigating the IRIS Resource Locator](#)” video.
- Note that educators can narrow searches in the IRIS Resource Locator by topic area or resource type (e.g., modules, Fundamental Skills Sheets, case studies).
- Inform educators that they can use IRIS resources throughout their careers.

IRIS Resource Locator

SORT BY:	TOPIC	RESOURCE TYPE
Modules (62)		
Case Studies (15)		
Fundamental Skill Sheets (8)		
Activities (109)		
Information Briefs (93)		
Interviews (28)		
Video Vignettes (65)		

STAR Legacy Modules

- Explain the five-component cycle. Show the “[Navigating an IRIS STAR Legacy Module](#)” video or work through a module together.
- Highlight the estimated completion time.



Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity

This module, the second in a series of three, discusses implementing an evidence-based practice or program with fidelity. Estimated completion time: 1 hour.

- Demonstrate closed caption and transcript options for videos and audios.
- Show the Challenge video to activate prior knowledge or discuss the Initial Thoughts questions in whole or small groups to

identify misconceptions.

- Ask educators to complete the Perspectives and Resources pages on their own or with partners or in small groups.
- Have educators complete the Revisiting Initial Thoughts questions on the Wrap Up to compare their current thoughts to their initial thoughts.
- Adapt the Assessment questions to fit the needs of the school or district, add them to your learning management platform, or discuss them in large or small groups.
- Alternately, have educators write reflections on what they learned and how they will apply that knowledge in their own classrooms.

Case Studies

- Ask participants to review STAR Sheets in preparation for the PD training.
- Assign partners to find three take-away ideas from the STAR Sheets.
- Complete a Level A case with the whole group; assign Level B or C cases to small groups or as independent work based on educators' levels of experience or expertise.
- Use case studies or STAR Sheets to solve real-life classroom challenges.

INTRODUCTION
STAR SHEETS
CASES
CREDITS
STANDARDS

STAR Sheet
Using Precise Mathematical Language

About the Strategy
Collecting data for an error analysis involves asking a student to complete a worksheet, test, or progress monitoring measure containing a number of problems of the same type or asking students to explain their thinking and processes.

What the Research and Resources Say

- Mathematical vocabulary is necessary for the demonstration of mathematics proficiency (Hughes et al., 2016; Powell et al., 2018).
- Mathematical language should be consistently taught during mathematical instruction (Peeples et al., 2023; Hughes et al., 2016; Powell et al., 2018).
- Teachers must model clear and concise mathematical language through lessons, and they should expect students to use clear and concise mathematical language when explaining their solutions, providing support as needed (Hughes et al., 2016; Powell et al., 2018).
- The ability to solve word problems is dependent on understanding the language in the problems (Hughes et al., 2016; Powell et al., 2018).

Types of Activities to Implement
Educators should teach students to use precise mathematical language and provide good models when presenting content and providing feedback. Following are several instructional practices that educators can use to help students learn mathematical language.

Fundamental Skill Sheets, Activities, Interviews, & More

- ▶ Use IRIS Fundamental Skill Sheets when onboarding professionals and other school staff or with experienced educators to demonstrate implementation of EBPs.
- ▶ Assign IRIS Activities so educators can practice new skills and concepts.
- ▶ Use IRIS Interviews to introduce educators to nationally recognized experts.
- ▶ Use Video Vignettes to demonstrate implementation of EBPs and promote awareness of individuals with disabilities and their families.
- ▶ Use Information Briefs to direct educators to information from other trusted sources. Be sure to highlight IRIS briefs.
- ▶ Have educators use the **Film Tool** and **Children's Book Tool** to learn more about media portrayals of disability.

IRIS Online Tools

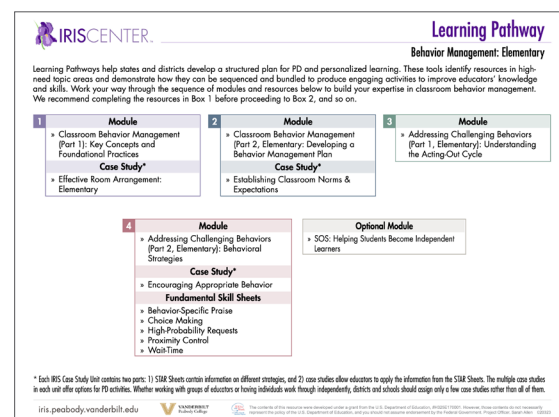
- ▶ Encourage educators to use the **IRIS Glossary** to learn education and disability-related terms and show them that glossary terms are hyperlinked in modules.
- ▶ Demonstrate how to access the **IRIS High-Leverage Practices Alignment Tool** to identify the four HLP topic areas and find resources that address each of them.

Resources for PD Providers

- ▶ Use **Wraparound Resources** to extend and deepen the information included in IRIS Modules and Case Studies.
- ▶ Use our **Recommended IRIS Learning Pathways** to create a structured plan for PD and personalized learning.
- ▶ Use the **PD Facilitation Toolkit**, consisting of a PD Facilitator's Guide Template and accompanying handouts, to create professional learning activities or sessions about any IRIS Module.

Professional Development Options & Resources

- ▶ Explore the **Learning Pathways** page for examples of how to bundle IRIS resources to support educators in high-need topics.
- ▶ Connect with IRIS Staff to develop customized Learning Pathways that address your school or district's specific needs.
- ▶ Let educators know they can receive **PD certificates** for completing modules. Make sure these are accepted by your district or state.
- ▶ Connect with IRIS Staff to receive specialized training on IRIS resources.



Additional Tips

- ▶ Demonstrate website accessibility features.
- ▶ Encourage educators to provide feedback using the Module Feedback Form link located throughout a module.
- ▶ Return often to **New & Coming Soon** to learn about revised and upcoming IRIS resources.
- ▶ Join our **e-newsletter** to be notified of new and revised resources.
- ▶ For more tips, visit <https://iris.peabody.vanderbilt.edu/resources/pd-providers/tips/>