

THE IRIS CENTER
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Administrative Progress Report
for
Year 3, Quarter 1

Submitted to:

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The IRIS Center Quarterly Report/January–March 2015 [Year 3, Quarter 1]

The IRIS Center produces these Quarterly Reports as both a narrative of our effort and a detailed account of our work and progress. This First Quarter of Year Three found the Center busy creating new instructional resources and materials, updating others, hosting trainings, and taking part in presentations and conferences. Read on to learn all the latest from the IRIS Center.

SPECIAL RECOGNITION

TED/Pearson Excellence in Teacher Education Award: On April 9, the Council for Exceptional Children's Teacher Education Division will present our own Dr. Deborah Smith with the 2015 TED/Pearson Excellence in Teacher Education Award. The Excellence in Teacher Education Award honors an individual who has demonstrated an exemplary commitment to special education teacher education, preparation of future leaders, or leadership in scholarly work and legislative advocacy.

Sara Werner Juarez: One of our IRIS@CGU Project Assistants, Sara Werner Juarez has accepted a tenure-track position in special education at Fresno State University beginning this summer.

BUILD PROJECT INFRASTRUCTURE

See this section for brief descriptions of those items having to do with our ongoing infrastructure development and enhancement.

Activities and Progress in This Quarter:

- **Certificates of Completion:**
 - **Modules:** Work continues on a portion of our Website that will offer a certificate of completion for Modules, which can be used to verify professional development hours. The process is nearing completion, and we expect to begin piloting the program with Metro Nashville public schools sometime in April.
 - **Seminars:** We have created a certificate of completion for those participants of IRIS Faculty Seminars who require or desire evidence of completion for ongoing professional development.

MAINTAIN PROJECT BUDGET

The co-directors and budget managers at both locations carefully monitor expenditures and encumbrances. Costs for events and activities are under close scrutiny to ensure that no over-expenditures occur in Year 3.

DEVELOP

The Center develops teaching and learning tools, and content and training modules reflecting evidence-based instructional and intervention practices. These tools are designed for use by IHE faculty, professional development providers, and practicing educators, and are high quality, useful, relevant, and non-duplicative.

Activities and Progress in This Quarter:

- **STAR Legacy Modules:**
 - *Early Childhood Behavior Management: Developing and Teaching Rules:* This Module, now posted, includes information on how to create developmentally appropriate behavior rules for early childhood classrooms so that they link to a given school's behavior expectations. The importance of communication with families about rules and expected behaviors is also stressed.
 - *Bookshare: Providing Accessible Materials for Students with Print Disabilities:* A revision of this Module—undertaken in collaboration with Bookshare to reflect an overhaul of their Website—is now available on our site.
 - A Module on autism spectrum disorders, with content developed by expert Ilene Schwartz of the University of Washington, is also currently in development.
 - A pair of Modules about data-based individualization (DBI)—one on intensifying intervention and one on collecting data to make decisions—is currently in development. We are creating the resources in collaboration with CEEDAR and the American Institutes for Research (AIR). Our experts for these resources are Rebecca Zumeta and Sarah Arden from AIR.

- *La instrucción diferenciada: Maximizando el aprendizaje de todos los estudiantes*: This Spanish version of our *Differentiated Instruction: Maximizing the Learning of All Students* Module has been posted.
- **Activities:**
 - Two new Activities on early childhood behavior management are now under final review and will be posted to our site in the coming weeks.
- **Seminar Materials:** Our Faculty Seminar Companion Guide was revised, including new forms, seminar handouts, and examples. The Faculty Seminar Training PowerPoint reflects Website updates and edited training materials. The Seminar PowerPoint was likewise modified and reposted to the IRIS Website. A new Participant PowerPoint Presentation option—“Sharing IRIS with Colleagues”—was developed based on feedback from participants at Seminars; changes to this presentation were also posted to the IRIS Website. All these changes come in time for our upcoming Seminar in Baltimore, Maryland.
- **Sample Professional Development (PD) Activity Collection:** Our Sample Professional Development (PD) Activity Collection is designed to serve as a resource to PD providers creating training events both for practicing educators and beginning teachers engaged in induction experiences. In it, users will find examples of the ways in which information about evidence-based practices, delivered through IRIS resources, can be integrated into PD activities about all children and students, especially those with disabilities. Silvia DeRuvo, Susan Courey, and Inge Poole have been essential in providing content. To accompany and assist in the guidance of the sample PD activities and events, a generic Facilitator’s Guide—developed by Deborah Reed—is now in the works. The collection and guide will be posted to our Website soon.
- **Curriculum Matrices:** In association with California State University, Dominguez Hills, we are currently developing a number of new curriculum matrices.
- **Sample Syllabi Collection:** This collection—designed to provide examples of the ways in which information about evidence-based practices, including IRIS resources on those topics, can be integrated into coursework about all children and students, especially those with disabilities—is currently undergoing revision to reflect new standards. The early childhood syllabi have been removed, as per OSEP’s instructions.

- **Module Answer Keys:** Designed to support faculty grading in college coursework and PD providers during trainings, these new resources detail possible responses to a given *STAR Legacy* Module's Assessment questions. The Answer Keys will soon be posted to our Website.
- **Navigation Videos:** To reflect changes to our Website, the tutorial videos on "Navigating the IRIS Website," "Navigating the IRIS Resource Locator (IRL)," and "Navigating an IRIS *STAR Legacy* Module" have been revised and reposted.
- **Reformatting:** All of our IRIS Case Study Units and Activities have now been reformatted to match our current design and formatting standards.

Activities Planned for Upcoming Quarters:

- **STAR Legacy Modules:**
 - **Early Childhood Classroom Environments:** A Module about setting up early childhood environments is currently in the works. Ilene Schwartz of the University of Washington College of Education is creating content for the resource, which we expect to be delivered sometime in June.
 - **Early Childhood Dual-Language Learners:** Another *STAR Legacy* Module—this one having to do with early childhood dual-language learners—is currently being developed with content from Rosa Milagros Santos of the University of Illinois, Urbana-Champaign. We expect that content to be delivered in May.
 - **Post-Secondary Transition: Inter-Agency Collaboration:** We are in the very early stages of developing a Module having to do with collaborations between agencies for young adults with disabilities (ages 18-21). Mary Morningstar of the University of Kansas Department of Special Education is providing content for this resource, which we expect to complete sometime early in Year 4.
 - **Student-Centered Transition Planning:** Another resource about students and young adults ages 18-21, this one about student-centered transition planning, is also in the very early stages of development and is expected to be completed during the first part of Year 4. Erik Carter of Vanderbilt University will provide expert content.
 - **Autism:** We are currently reviewing content for a second Module on autism for development sometime during Year 4. This content focuses on evidence-based practices, and is the remaining content

provided by Ilene Schwartz. The decision was made to split the content into two Modules, rather than one overly long resource.

- **Case Study Units:** A trio of new Case Study Units has been approved and is now in the works. The first deals with early childhood behavior management, and will serve as a companion to our Module on that same topic, while the remaining two are about error analysis in reading and mathematics and can be used as accompaniment to our Modules on data-based individualization.
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DISSEMINATE

The Center will build IHE faculty and PD providers' awareness and knowledge regarding the infusion of IRIS and other federally funded products into their courses, program curricula, and PD trainings through multiple dissemination efforts.

Activities and Progress in This Quarter:

- **Presentations and Appearances:** Throughout the year, the IRIS Center attends 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 presentations is below.
 - **TACC Webinar:** On February 25, we took part in a Webinar hosted by the Technical Assistance Coordination Center (TACC). The event covered information related to the importance of identifying and selecting evidence-based practices, implementation with fidelity, and how to evaluate whether this type of program is effective for the young children or students with whom teachers are working.
 - **Lilly Conference:** In February, we presented on our resources at the annual Lilly Conference on Evidenced-Based Teaching and Learning in Newport Beach, California.
 - **AACTE:** Also in February, we hosted a booth in the exhibit hall at the 67th Annual Conference of the American Association of Colleges for Teacher Education (AACTE) in Atlanta, Georgia, where we provided information about IRIS and our resources.
 - **Ohio Dean's State Compact:** On February 4–5, Dr. Kate Mitchem presented on behalf of the IRIS Center to the Ohio Dean's Compact Conference. An initial poster session on February 4 was followed by two presentations on February 5, the first including highlights of our

Center's intensive curricular work with the University of Cincinnati, and the second an overview of IRIS Resources and our Website.

- **Cal-TASH:** On March 7–8, we presented at the 32nd Annual Conference of Cal-TASH, a disability advocacy organization. We demonstrated the use of IRIS resources in two separate presentations. The first focused on classroom and behavior management; the second focused on early childhood resources, including the Module on behavior management and activities for early intervention/early childhood.
- **CCTE:** On March 19–20, we presented on our resources at the annual meeting of the California Council on Teacher Education (CCTE) in San Jose, California. Resources were presented on three separate occasions: (1) Updates about resources were provided for special education faculty at the California Association of Professors in Special Education/Teacher Education Division (CA state subdivision) meeting, (2) An overview of the Website and faculty resources were presented in a demonstration session, and (3) An overview of the Website and faculty resources were presented in a poster session.
- **Doctoral Seminars:** By request, we have held a pair of doctoral seminars, both virtual. The first, for the University of Texas, Austin, was held in February. A second seminar, for the University of North Carolina, Charlotte, took place in March.

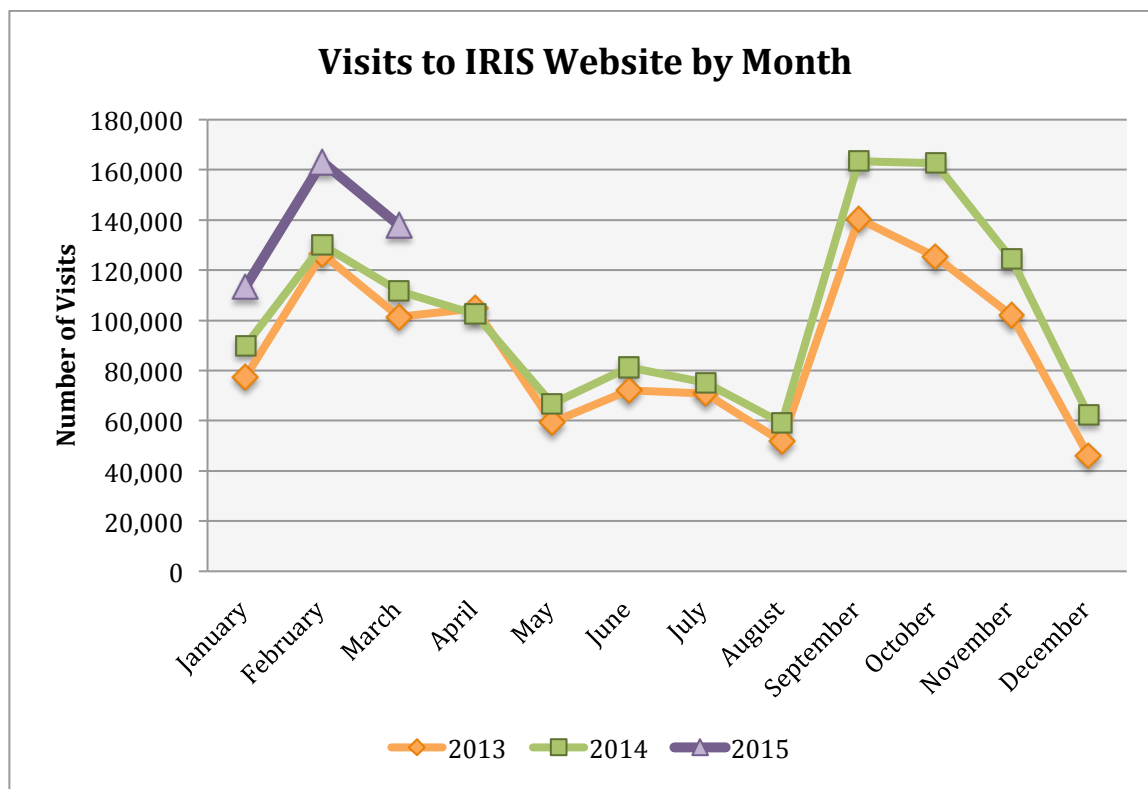
Activities Planned for Upcoming Quarters:

- **CEEDAR Webinar:** We are currently working with the CEEDAR Center to host a joint Webinar sometime in the coming quarter.
- **TACC Webinar:** We are currently working with the Technical Assistance Coordination Center (TACC) to host a Webinar on our early childhood behavior management Module. The event will take place on April 14.
- **CEC:** On April 8–11, we will attend the Council for Exceptional Children's national convention and expo in San Diego, California. We will lead a demonstration about our latest resources, as well as present two separate poster sessions on the topics of behavior intervention and reading/literacy.
- **Social Equity Leadership Conference:** On June 3–5, we will take present at the Social Equity Leadership Conference to be held at Tennessee State University in Nashville.

- **IDEA Data Center:** We will make a trio of presentations on our new Modules about evidence-based practices and our online Evidence-Based Practice Summary tool at the upcoming IDC Interactive Institutes on High-Quality Data & the SSIP. In addition, we will help State personnel identify IRIS resources that align with their SSIPs during the SSIP and Data Tools Marketplace. These will be held in Albuquerque, New Mexico, in April and in Jacksonville, Florida, and Chicago, Illinois, in May.
- **OSEP Project Directors' Meeting:** IRIS staff will attend this virtual conference. A proposal has been submitted for a virtual poster session, to introduce the latest IRIS resources.
- **Leveraging Resources:** Naomi Tyler will represent the IRIS Center at the Leveraging Resources meeting in Washington, DC, in May. She will also attend a supplemental meeting on collaboration between centers for OSEP-selected center directors.
- **OSEP Leadership Conference:** We will submit a presentation proposal once the call for proposals is released.
- **Upcoming Articles:** The Center often publishes information about our work and our Center in various educational journals and newsletters. Among our upcoming efforts:
 - An article, "Increasing Early Childhood Educators' Knowledge of Evidence-Based Practices: Recommended Practices and Resources," by Cammy Purper, Taryn VanderPyl, and Sara Werner has been accepted for publication in the journal *Young Exceptional Children*.
 - Another article titled "Reading and Delinquency" by Taryn VanderPyl, Sara Werner, and Cammy Purper is has been edited and resubmitted to the *Journal of At-Risk Issues*.

WEBSITE VISITOR DATA

The IRIS Center Website started the year off strong, with 25% more visits during the First Quarter of 2015 compared to the same period last year.



The IRIS online survey asks respondents to rate the Modules' usefulness, relevance, and quality on a scale of 1 to 5 (5 being the highest). This quarter, there were 780 respondents to this survey. The first table (below) summarizes descriptive information about the respondents.

Respondents	Number
College Student	257
Graduate Student	254
Experienced Teacher	124
New Teacher	71
Other (e.g., parent)	36
School Leader	16
College Faculty	16
PD Provider	6
Total	780

The next table (below) presents this quarter's survey respondents' overall ratings of the IRIS Modules for quality, relevance, and usefulness.

	Mean Ratings
Quality	4.43
Relevance	4.40
Usefulness	4.37

Respondents were asked to describe the area they worked or studied in. The table below summarizes the responses we received to this question this quarter.

Response	Number
General education	276
Special education	234
Other	117
Early childhood education	108
Early childhood special education	35
Early intervention services	10
Total	780

TA/TRAINING

The Center will raise IHE faculty and PD providers' awareness and knowledge regarding the infusion of IRIS and other federally funded products into their courses, program curricula, and PD trainings through a targeted and intensive system of technical assistance and training; and the development of high quality, useful, relevant and non-duplicative products and services.

Activities and Progress in This Quarter:

- PD Hours:** A new section of our Website that offers Modules available for professional development tracking is in the final stages of development. Through this feature, practitioners (e.g., teachers) can work through our resources—and after completing a pre-test and post-test—receive a certificate verifying Module completion. The certificate will include the number of hours it typically takes users to work through the Module; the practitioner can then apply those hours toward their professional development hours.
- IRIS Impact Study:** For the four funded studies, coaches are currently assisting with the analysis of the collected data and the dissemination of findings. Future studies have been cancelled, per OSEP's instructions.

- **Faculty Seminars:** These events focus on improving faculty knowledge and skills about evidence-based practices, using our Website and instructional resources, embedding IRIS resources into course-management systems, and revising course syllabi.
 - On February 19–21, we conducted an IRIS Faculty Seminar in Fort Lauderdale, Florida. Eighteen participants—56% of attendees teach EC students in their classes or are designated as early childhood within their programs, as well as numerous representatives from the CEEDAR Center—were on hand for the event.

Activities Planned for Upcoming Quarters:

- **Faculty Seminars:**
 - We are currently pending confirmation by Ohio for an intensive Faculty Seminar, a PD Seminar in the state, or both. By April we'll shift our attention toward other states that have requested technical assistance, including Oklahoma, Illinois, Indiana, Alabama, Louisiana, and Mississippi.
 - On April 23–25, we will host an IRIS Faculty Seminar in Baltimore Maryland. Approximately 22 faculty members from IHEs in Maryland, Delaware, New Jersey, and Washington, DC, are expected to attend.
 - We have had many requests for a Faculty Seminar in California. Currently, we are planning such an event, for Fall 2015.
 - We are currently in the early planning stages for a Faculty Seminar to be held in Montana, sometime in Fall 2015.

DATA-BASED DECISION-MAKING

The Center will implement a process for making decisions about development, technical assistance and training services, and dissemination efforts that align with developments in the field, reflect evidence-based instructional and intervention practices, and are responsive to the needs of IHE faculty, professional development providers, and practicing educators.

Activities and Progress in This Quarter:

- **Module Field-Testing:** Four IRIS Modules were field-tested this quarter: *Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program*, *Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity*, *Evidence-Based Practices (Part 3): Evaluating Learner Outcomes*, and *Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies and Fidelity*. Thirteen faculty and approximately 500 students participated in this effort. Data are in the process of being collected. We will use the collected feedback to make edits and revisions to the Module, as deemed necessary.
- **Fort Lauderdale:** Evaluations for this event, held on February 19–21, yielded notably high scores, outlined the table below.

	Quality	Relevance	Usefulness
Online Resources	5	5	5
Services	5	5	5
Training Materials	4.94	4.94	5

Participants also offered high ratings across a variety of evaluation criteria:

- Increased awareness: 100%
- Increased knowledge: 100%
- Increased skills: 94.12%
- Increased capacity: 100%

We will use these data to help guide future events.

COLLABORATE

The Center will support development, technical assistance and training services, and dissemination efforts through collaborative processes to ensure that products and services align with developments in the field.

Activities and Progress in This Quarter:

- **Dialogue Guides:** We are currently collaborating with IDEA Partnership, which is creating dialogue guides for our recently posted Modules on evidence-based practices and programs.

- **Module Development:** Two Modules on the topic of data-based individualization are under development in collaboration with AIR and CEEDAR, with content provided by Rebecca Zumeta and Sarah Arden of AIR.

Activities Planned for Upcoming Quarters:

- **CEEDAR Webinar:** As was mentioned earlier in the report, we are currently working with the CEEDAR Center to host a joint Webinar sometime in the near future.
- **CSU-Dominguez Hills:** As we mentioned earlier in the report, we are working with California State University, Dominguez Hills to develop a number of new curriculum matrices. We are also working with the university on a new OSEP training project to integrate IRIS resources about response-to-intervention (RTI) throughout coursework for a newly funded credential pathway, the Secondary Special Education Teacher Interventionist.
- **IDEA Data Center:** Finally, we note our participation at the upcoming IDC Interactive Institutes on High-Quality Data & the SSIP. These will be held in Albuquerque, New Mexico, in April and in Jacksonville, Florida, and Chicago, Illinois, in May.

EVALUATE

- **Follow-Up Surveys:** A six-month follow-up survey has been distributed to participants in our Utah PD Seminar, and the data are currently being analyzed. Likewise, a six-month follow-up survey has been distributed to those who took part in our Faculty Seminar in Omaha, Nebraska. Information collected through these efforts will be reported in our next Quarterly Report.
- **Fort Lauderdale:** As was noted above, evaluations for this event, held on February 19–21, yielded notably high scores, outlined the table below.

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The IRIS Center uses data collected at our Seminars and other events to help plan and improve future activities.

- **Module Field-Testing:** Four IRIS Modules were field-tested this quarter: *Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program*, *Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity*, *Evidence-Based Practices (Part 3): Evaluating Learner Outcomes*, and *Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies and Fidelity*. Thirteen faculty and approximately 500 students participated in this effort. Data are in the process of being collected. Further information about field-testing data will be provided in the next Quarterly Report.

PERSONNEL

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

- Corey Ross, our tech-support expert at IRIS@VU, has left IRIS to pursue a musical career. Tony Maupin has assumed his duties on a part-time basis.