THE IRIS CENTER
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Administrative Progress Report
for
Year 4, Quarter 1

Submitted to:

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The IRIS Center
Quarterly Report/January–March 2016
[Year 4, 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 Four found the Center busy creating new instructional resources and materials, updating others, and hosting IRIS Trainings and Seminars. Read on to learn all the latest from the IRIS Center.

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 4.

THE IRIS CENTER STEERING COMMITTEE

Our Steering Committee is tasked with helping the IRIS Center to prioritize Module and Case Study content and otherwise guide the Center's work to ensure that our mission stays on track. Steering Committee members also foster partnerships with their organizations or agencies with the purpose of leveraging resources.

- o The Steering Committee format from Years 1–3 will change during Year 4. Rather than having one large group that provides input to the Center, several small work groups will be convened on key topics (i.e., Website and teacher preparation technology advances, district-level online PD, IRIS resources that support SiMR topics). Information from these work groups will guide the IRIS staff as they move forward on related initiatives.

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.

- **The IRIS PD Hours Store**: IRIS continues to make significant progress in upgrading, expanding, and promoting our recently launched PD Hours Store. Phase 2 of the Store's development is now in the planning stage. More items of interest can be found below.

  - **Piloting with Alabama SPDG:** The Alabama SPDG piloted a PD session with a group of teachers who used the *Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings* Module. Feedback from those taking part was highly positive, and the few points of constructive criticism regarding technology and registration have already figured into our revisions and planned improvements to the Store. Twenty-nine participants took part in the pilot program.

  - **Piloting with Monroe Public Schools**: In a pilot program with the Monroe Public School District in Washington state, 14 participants worked through six Modules from our series on classroom behavior management.

  - **Navigation Video**: A new Website navigation video to help acquaint our visitors with the IRIS Professional Development Hours Store has been posted to our Website.

Activities Planned for Upcoming Quarters:

  - **School and District Dashboards:** In May, IRIS will begin the process of piloting the PD Store's school and district dashboard feature. This new functionality will allow schools or districts to create, customize, and control their own, unique PD Hours Store dashboard. Through it, they can add Modules, set completion dates and send reminder emails, and monitor teacher PD progress.

- *STAR Legacy* **Modules**: Our signature products, these resources offer in-depth looks at topics of great importance to educators in today's classrooms.

  - **Post-Secondary Transition: Inter-Agency Collaboration**: IRIS is now in the development phase of 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 has provided content for this resource.

Activities Planned for Upcoming Quarters:

- o **Student-Centered Transition Planning**: A resource about students and young adults ages 18–21 focusing on student-centered transition planning is in the very early stages of development. Erik Carter of Vanderbilt University has provided expert content.

- o **Autism Spectrum Disorder**: Content for a second IRIS Module on autism has been gathered. This content, developed by Ilene Schwartz, focuses on evidence-based practices.

- ▪ **Case Study Units**: These resources ask users to analyze and respond to a number of problem-based classroom issues through increasing levels of complexity and detail.

- o **Student Errors: Mathematics:** A new IRIS Case Study Unit, *Mathematics: Identifying and Addressing Student Errors*, will soon be available on our Website. The resource serves as a companion to our *STAR Legacy* Modules on intensive intervention.

Activities Planned for Upcoming Quarters:

- o **Student Errors: Reading:** A Case Study Unit on identifying and addressing reading errors is currently in development and will be sent out for expert review in the coming quarter. The resource will serve as accompaniment to our *STAR Legacy* Modules on intensive intervention.

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.

- ▪ **Presentations and Outreach Efforts**: 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.

- o **OSEP Virtual Leadership Conference:** On February 1–3, IRIS took part in OSEP's annual Virtual Leadership Conference, where we provided information on our recent Modules on young dual

language learners, early childhood environments, and intensive intervention.

o **SESD Workshop:** On March 30, IRIS presented on our resources for a pre-conference workshop hosted by the Science Education for Students with Disabilities (SESD). The event was a preliminary to the National Science Teachers Association's (NSTA) annual conference.

> **IRIS in Edinburgh**
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> On March 15, IRIS took part in the Teacher Education and the Changing Demographics of Schooling Conference in Edinburgh, Scotland. While no IRIS funds were used for the trip, we presented on the use of online training resources to prepare teachers to work with learners with diverse needs. Conference participants, some of whom already use IRIS resources in teacher preparation in United Kingdom and the European Union, learned more about the IRIS Website and resources.

Activities Planned for Upcoming Quarters:

o **CCTE:** On April 1–2, IRIS will make multiple presentations at the California Council on Teacher Education's (CCTE) annual conference in San Jose. A poster session will be followed by a pair of back-to-back presentations, one an introduction to IRIS, the second an overview of our newest resources and materials with a special focus on using IRIS for faculty.

o **CEC:** On April 13–16, IRIS will take part in the annual Council for Exceptional Children's (CEC) conference in St. Louis, Missouri, where we will present on all our latest materials and resources. A featured presentation will cover IRIS resources for students K–12, while a second will overview our recent early childhood resources and materials. IRIS will also host a booth in the conference exhibition hall, where we will dispense information about our resources, Website, and services. Finally, IRIS will take part in an OSEP panel alongside representatives from CEEDAR, the Alabama State Department of Education, and the PBIS Center.

▪ **Webinars**: IRIS frequently partners with other centers and organizations to present on our resources and materials to a broader audience.

o **IRIS/ECTA Webinar**: On March 30, IRIS took part in a Webinar hosted by the Early Childhood Technical Assistance Center (ECTA) focusing on our Module on young DLLs, *Dual Language Learners*

with Disabilities: Supporting Young Children in the Classroom. Some 175 participants took part in the event.

Activities Planned for Upcoming Quarters:

- o **IRIS/NCSI Webinar:** In late spring or early summer, the National Center for Systemic Improvement (NCSI) will host a Webinar as part of their monthly TA Facilitators call, in which IRIS will provide an overview of the Website and resources. TA Facilitators will then be able to recommend relevant resources to state personnel with whom they work. In addition, a new set of materials will be introduced that link IRIS resources to the SiMR targeted topics.

- ▪ **Materials, Handouts, Pamphlets**: IRIS creates informational materials for distribution at conferences, presentations, and IRIS Seminars and Trainings. IRIS is also featured in materials and publications created by other centers.

  - o **New Handouts**: In March, IRIS created a new take-away flyer and template for summaries of IRIS accomplishments to be disseminated through the IRIS listserv periodically. An IRIS Fast Facts brochure for 2015 was also created and printed, as was a 2015 Data Summary handout specifically for use at OSEP. New flyers were also created to spread the word about the IRIS PD Hours Store to teachers, as well as to schools and districts.

  - o **CEC:** IRIS was featured as a resource for information about evidence-based practices and programs in *The Survival Guide for New Special Education Teachers* (Martin & Hauth, 2015), a book distributed to all Council for Exception Children (CEC) members.

WEBSITE VISITOR DATA

For the first quarter of 2016, there were a total of 446,928 visits to the IRIS Website per the Google Analytics software. This is an increase of 7.8% from the same period last year.

Visits to IRIS Website by Month
(Google Analytics Data Only)
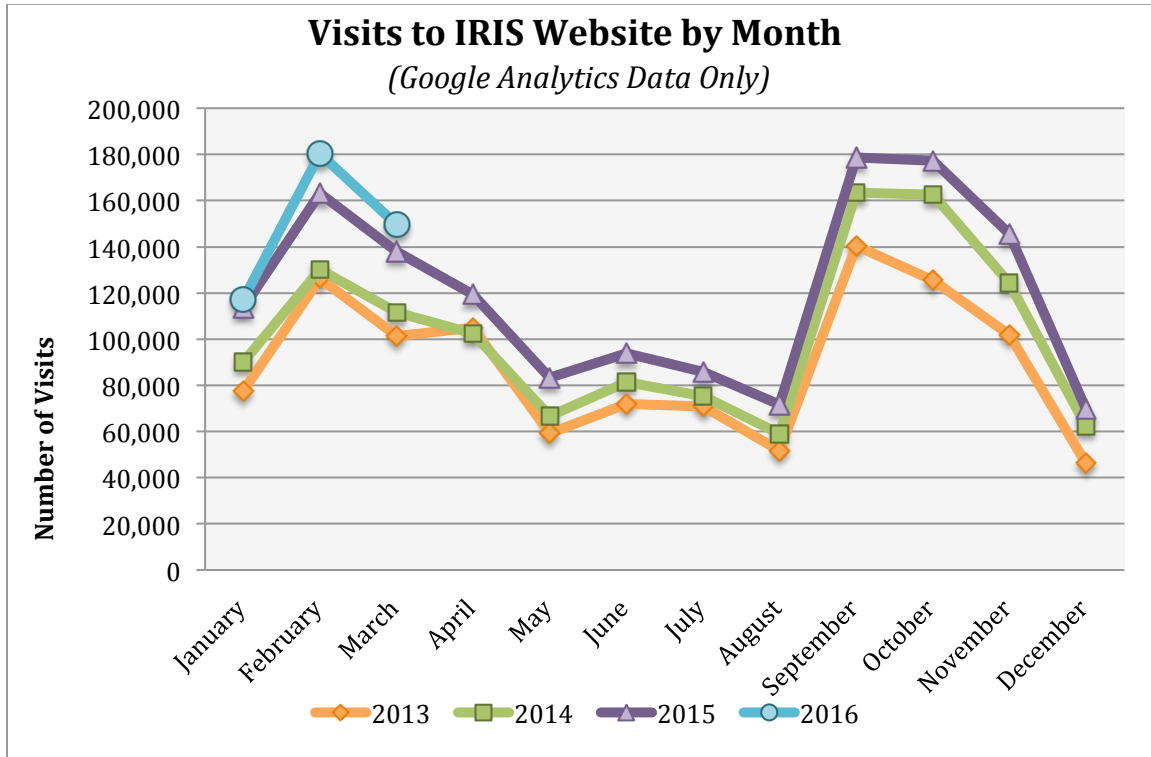
TA/TRAINING

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.

- **Faculty Seminars**: IRIS Faculty Seminars bring together faculty members from across a state or region to learn how to use our Website and instructional resources, embed IRIS resources into course-management systems, and revise course syllabi.

    o **Claremont Seminar**: On February 25–27, IRIS hosted a Faculty Seminar in Claremont, California. Taking part were 16 faculty from Southern California schools, including the University of San Diego. California State University schools represented included Channel Islands, San Marcos, Cal Poly Pomona, Cal Poly San Luis Obispo,

Fullerton, and Northridge. The groups enjoyed working together on programmatic changes for their universities. New materials were created for this event, including a Trainers' Notebook, a revised and expanded training script and PowerPoint, and a unique Challenge movie for presentation to the participants.

Activities Planned for Upcoming Quarters:

- o **CCTE**: On April 1–2, IRIS will host a Mini-Faculty Seminar during the California Council on Teacher Education (CCTE) annual conference in San Jose.

- o **Northern California:** On September 15–17, IRIS will host a Faculty Seminar for faculty in northern California. The event, which will take place in San Francisco, will target teams of faculty who are working on new licensure or curriculum revisions for participation. Invitations to the leaders at the 17 teacher education programs in northern California were sent out in March.

- o **CEEDAR (2):** Another Faculty Seminar, this one targeting CEEDAR states, is currently in the early planning stages. We anticipate that the event to take place sometime in October.

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.

- ▪ **Resource Review:** IRIS Resources are submitted to expert review as a key step in the refinement and improvement of our Modules, Case Study Units, and more.

  - o **Case Study Units**: Expert reviews of our Case Study Unit on identifying and addressing errors in mathematics have been collected and used to guide the refinement of the resource. The reviews produced the following results (on a five-point scale):

    Quality: **4.2**
    Relevance: **4.6**
    Usefulness: **4.4**

- **Faculty Evaluation Survey:** Beginning on January 20, 2016, IRIS users who self-identify as faculty were invited to complete a summative evaluation survey and given two weeks to do so. This summative evaluation—created and overseen by an independent evaluator—was guided by interest in collecting data around four key areas: (1) who is using the IRIS Center's resources (i.e., Modules); (2) how IRIS is satisfying current needs, (3) how the IRIS Center's resources are being infused in courses, curricula, and professional development, and (4) future needs. Some 906 faculty began the survey, with 894 completing it, a 99% completion rate. Data analyses are underway.

- **PD Provider Evaluation Survey:** During February 2016, individuals self-identifying as professional development providers and who visited the IRIS Center Website were invited to participate in a needs assessment survey. This summative evaluation—created and overseen by an independent evaluator—was guided by our interest in collecting data around four key areas: (1) who is using The IRIS Center's resources (i.e., Modules); (2) how IRIS is satisfying current needs, (3) how the IRIS Center's resources are being infused in courses, curricula, and professional development, and (4) future needs. Data analyses are underway.

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.

- **CSU-Dominguez Hills**: IRIS continues to work with California State University, Dominguez Hills to develop new curriculum matrices, reflecting a new licensure program being developed through the OSEP personnel preparation project. One of the purposes of that effort is to integrate IRIS resources about response-to-intervention (RTI) throughout coursework for a newly funded credential pathway, the Secondary Special Education Teacher Interventionist.

- **IRIS & NCSI:** IRIS has developed a partnership with the National Center for Systemic Improvement (NCSI). A set of materials is being developed to align our Modules and Case Study Units with the SiMR targeted topics in various states. These alignment tables will link directly to the aligned resources and be posted on the NCSI Website for its TA providers' use with SEA's PD providers. In addition, we will participate in a Webinar to highlight the IRIS resources, our Resource Locator, and the new alignment tables. We anticipate that this Webinar will take place in late spring or early summer.

- o **IRIS/ECTA Webinar**: IRIS has collaborated with the Early Childhood Technical Assistance Center (ECTA) to host a Webinar focusing on our Module on young DLLs, *Dual Language Learners with Disabilities: Supporting Young Children in the Classroom*. The event was held on March 30, with some 175 participants taking part in the event.

- o **PLL Spotlight:** On April 3 and 5, the IRIS Module *Working with Your School Nurse* will be a featured resource on Arizona State University's Professional Learning Library (PLL) Website, and will also be promoted via the PLL's social media accounts.

Activities Planned for Upcoming Quarters:

- o **CEEDAR**: IRIS is in the planning process for the CEEDAR-IRIS Cross-State Convening: Enhancing Systems for Personnel Preparation to be held June 22–24.

EVALUATE

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 rating). This Quarter, there were 1142 respondents to this survey. The first table (below) summarizes descriptive information about the respondents.

Respondents	Number
College Student	358
Graduate Student	301
Experienced Teacher	215
New Teacher	124
Other (e.g., parent)	86
College Faculty	31
School Leader	19
PD Provider	8
Total	**1142**

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

	Mean Ratings
Quality	4.6
Relevance	4.7
Usefulness	4.6

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	388
Special education	340
Other	187
Early childhood education	178
Early childhood special education	43
Early intervention services	6
Total	**1142**

- **Seminar Feedback:** Surveys distributed to participants in our Claremont, California, Faculty Seminars showed notably high assessments across a number of metrics, as can be seen in the table below (note that responses are based upon a five-point scale).

	Quality	Relevance	Usefulness
Online Resources	4.6	4.6	4.6
Training	4.5	4.5	4.5
Training Materials	4.6	4.5	4.6

Percentage of respondents reporting:

- Increased awareness: **93%**
- Increased knowledge: **87%**
- Increased skills: **93%**
- Increased capacity to conceptualize curricula, coursework, and clinical experiences grounded in the use of evidence-based practices: **93%**

PERSONNEL

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

- **Janet Wong** officially joined IRIS@CGU as Logistics Manager. Her role will be to ensure that materials are on hand and ready for our upcoming IRIS Seminars, conferences, and presentations. Janet comes to us with more than six years experience in Human Resources, and we are thrilled to have her—and her capacity amazing attention to detail—as part of our IRIS family.

- **Ben Galina**, the Center's Spanish Editor, is departing to take a new job in Washington, DC. We wish Ben all the best.