Administrative Progress Report
for
Year 4, Quarter 4

Submitted to:

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Office of Special Education Programs
Office of Special Education & Rehabilitative Services
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The IRIS Center produces these Quarterly Reports as both a narrative of our effort and a detailed account of our work and progress. This Fourth Quarter of Year Four found the Center continuing to expand and improve our new online PD Hours Store for schools and districts. As always, we remained 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**

The current IRIS Steering Committee format convenes small work groups to offer their guidance and expertise on a wide variety of 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 we move forward on related initiatives.

Activities and Progress in This Quarter:

- **Technology Focus Group:** Based on input from Lisa Dieker of the University of Central Florida, Dave Edyburn of the University of Wisconsin-Milwaukee, and Pamela Winton of the Frank Porter Graham Child Development Institute, the Center is in the final stages of development of our first “stack” of microcredential offerings through a partnership with Digital Promise (for more information, see below).

**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:

- **IRIS Website Accessibility:** The IRIS Center is striving to improve its Website accessibility for people with visual disabilities. Working with a consultant, the Center is testing how well IRIS resources, including individual elements within *STAR Legacy* Modules (e.g., interactive activities, text descriptions of graphics and photographs), can be understood and read by JAWS screen readers.

- **The IRIS PD Hours Store:** IRIS continues to make significant progress in upgrading, expanding, and promoting our recently launched PD Hours Store. More items of interest can be found below.

  - **Tennessee Organization of School Superintendents:** On October 25, the IRIS Center met with the Executive Director of Tennessee Organization of School Superintendents (TOSS), the leading advocate organization for public education in the state of Tennessee. The discussion centered around ideas for ways to bring the IRIS Center’s Online PD Hours Store and IRIS resources to the State Superintendents, the Directors of Schools, and to the populations of people who could benefit from the resources in the schools and districts.

  - **Union County, Tennessee:** This district is using the unlimited Module option for 50 education personnel.

  - **Elmore County Public Schools, Alabama:** As part of their work with the AL SPDG, educators and parents will be working through the new *Secondary Transition: Interagency Collaboration* Module.

  - **Ventura County District and County-Level PD Provider Status:** District-level officials in Ventura County, California, have been given a link through which to test the online IRIS Center PD Hours interface. We await their response in the coming quarter.

  - **SEA PD Provider Status:** While the District-County Office pilots will be developed through PD experts/leaders in Ventura, an SEA-wide pilot will be developed and implemented in Utah beginning in 2017.

  - **State-Approved PD Provider Status:** IRIS continues our efforts toward achieving state-approved PD provider status in a number of states. We have achieved that goal in Alabama and completed an application for it in Massachusetts. We continue to make progress as well in Tennessee and Kentucky.
Micro-Credentials: The IRIS Center has partnered with Digital Promise/Bloomboard, an online provider of professional development micro-credentials. To do so, we have adapted IRIS materials to better suit the micro-credential format. To date, we have created a “stack” of four resources about accommodations:

1. Presentation accommodations
2. Response accommodations
3. Setting accommodations
4. Time and scheduling accommodations

We are currently awaiting the final contract before proceeding.

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

- **Autism Spectrum Disorder (Part 2):** A new IRIS Module, Autism Spectrum Disorder (Part 2): Evidence-Based Practices is now available on the IRIS Website. With content developed by Ilene Schwartz and Abbey Lawrence, the Module highlights strategies that have been shown to be effective in teaching appropriate behaviors and skills and decreasing inappropriate behaviors with children and youth with autism spectrum disorder (ASD). Numerous video and audio interviews with young people with ASD and their families are also included.

- **Youth with Disabilities in Juvenile Corrections (Part 1):** By special request (and with additional funding) from OSEP, IRIS has developed and posted a Module having to do with young people with disabilities in the juvenile corrections system. *Youth with Disabilities in Juvenile Corrections (Part 1): Improving Instruction* provides information about the use of evidence-based practices to address educational and behavioral challenges among young people in confinement. Taryn VanderPyl, a visiting assistant professor in the Criminal Justice, Law & Society program at Pacific University, Oregon, provided content for the resource.

- **Youth with Disabilities in Juvenile Corrections (Part 2):** A second Module, now in development, will overview strategies for preparing young people for transition back to life, employment, or further education. Content for this resource, *Youth with Disabilities in Juvenile Corrections (Part 2): Transition and Reentry to School and Community*, is now back from its content developer, and the Module will be posted at some point in the coming quarter. Taryn VanderPyl, a visiting assistant professor in the Criminal Justice,
Law & Society program at Pacific University, Oregon, is providing content for the resource. Peter Leone, professor in the University of Maryland’s Department of Counseling, Higher Education & Special Education served as expert reviewer.

- **School Counselors:** To maintain the currency of our Module School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings, as well as to ensure that it aligns with current American School Counselor Association (ASCA) standards, Ginger Blalock, professor emeritus of the University of New Mexico’s Department of Special Education, reviewed the resource. The Module offers information for counselors and other education professionals to assist high school students with disabilities in the transition from the school environment to a post-school setting.

- **Student-Centered Transition Planning:** A resource about students and young adults ages 18–21 focusing on student-centered transition planning is in the early stages of development. Erik Carter of Vanderbilt University has provided expert content. We expect to complete and post the Module sometime in 2017.

- **Spanish-Language Resources: Classroom Diversity:** A Spanish-language version of our Classroom Diversity: An Introduction to Student Differences Module, La diversidad en el salón de clase: Una introducción a las diferencias estudiantiles, is now available on the IRIS Website.

- **IRIS Activities:** These handy classroom assignments cover a diverse range of topics—behavior, language disorders, disability related language in federal law, and many others—and are designed for use as independent assignments or to promote classroom discussion.

- **New Activities:** Five new IRIS Activities are now available on the IRIS Website. These resources cover:
  - Presentation accommodations
  - Response accommodations
  - Setting accommodations
  - Time and scheduling accommodations
  - Identifying reliable resources for use in juvenile corrections
IRIS Online Tools: The IRIS Website is home to a variety of online tools about or having to do with young people with disabilities and evidence-based instructional practices.

- Curriculum Matrices: Through collaborative work with CalState TEACH (CST), IRIS has obtained a new curriculum matrix that shows the integration of IRIS Resources in the second CST curriculum, which was developed in 2013. The new matrix is now available on the IRIS Website. The 2013 curriculum is currently under revision, and when CST-3 is completed, IRIS will receive a new matrix of the integration of IRIS Resources for posting.

- Films: Portrayals of People with Disabilities: This tool, an attempt to catalogue the representation of people with disabilities in motion pictures, is currently undergoing revision. The update will be complete early in the coming quarter.

- Books: Portrayals of People with Disabilities: The search tool contains information and synopses of children’s and young adult literature about or having to do with people with disabilities. This information includes the name of the author and illustrator, year of publication, publisher, appropriate grade level, and award status. The resource has been updated with nearly 50 new titles posted to the IRIS Website. Mary Anne Prater, a leading expert in the field today, provided the new content.

- Evidence-Based Practices Summaries: These summaries of research about the effectiveness of instructional strategies and interventions contain links to research reports and include information about an intervention’s level of effectiveness and the age groups for which it is designed. An updated version of the tool is now available on the IRIS Website.

- Wrap-Around Resources: A number of new of Video Vignettes and Information Briefs have been added as complements to our recently posted Autism Spectrum Disorder Part 2 Module as well as part one of our Module series about youth with disabilities in juvenile corrections.

- Articles About or Featuring IRIS Resources: IRIS has greatly expanded our Research and Evaluation section and now includes annotations and reference citations of numerous articles either about or prominently featuring IRIS online resources and materials.
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:

- **IHE State-Approved Programs:** IRIS has updated its list, created in 2014, of approved special education and general education teacher preparation programs for all fifty states. Although the previous list included all of the approved special education programs at that time, only a sample of general education programs were incorporated. This revision and update provides that information for all teacher education programs as well as indicates each IHE served, and other characteristics about each IHE.

  Findings: IRIS identified 947 institutions of higher education (IHE) that have both a general education and a special education program. Google Analytics data were used to determine how many of those institutions use IRIS Center resources. The data indicate:

  - 84.7% of the institutions use IRIS resources
  - 100% of the institutions with doctoral programs in special education use IRIS resources
  - 98.5% of the institutions who receive OSEP funding use IRIS resources
  - 96% of institutions who received training about using the IRIS materials continue to use them

  IRIS also identified 378 IHEs that have a general education program only. Of these, 57.1% use IRIS resources.

- **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.

  - **Division of Early Childhood:** On October 20, IRIS attended the Division of Early Childhood 32nd Annual International Conference in Louisville, Kentucky, where we presented on our latest free online resources about early childhood behavior management, effective early childhood environments, and more.
- **Tennessee Organization of School Superintendents**: As noted above, on October 25, the IRIS Center met with the Executive Director of Tennessee Organization of School Superintendents (TOSS), the leading advocate organization for public education in the state of Tennessee. The discussion centered around ideas for ways to bring the IRIS Center’s Online PD Hours Store and IRIS resources to the State Superintendents, the Directors of Schools, and to the populations of people who could benefit from the resources in the schools and districts.

- **Administrative Law Judges**: On October 28, the IRIS Center presented to a group of Nashville, Tennessee, Administrative Law Judges (ALJ) who work as mediators in school-family interactions in cases involving students with disabilities. The presentation served as an introduction to the IRIS Website and resources.

- **Teacher Education Division**: On November 10–11, IRIS was on hand at CEC’s Teacher Education Division’s national conference in Lexington, Kentucky, where we made a pair of presentations about IRIS resources:
  - Early Childhood Education: Teaching Rules, Creating Environments, Supporting Diverse Learners
  - Intensify & Individualize! Data-Based Intervention for Today's Students
  - Kristin L. Sayeski, Bethany Hamilton-Jones, and Susan Oh received the TED Publication Award at this year's Teacher Education Division Conference for their article "The Efficacy of IRIS STAR Legacy Modules Under Different Instructional Conditions." Among its many findings, the article reports that “Strong effect sizes from pretest to posttest were found across all three [of the included] Modules across all conditions.”

- **Partners in Education**: On January 30–February 2, IRIS will attend the Partners in Education Conference (PIE) at the Music City Center in Nashville, Tennessee, where we will dispense information about all the latest IRIS resources and our new IRIS online PD Hours Store.

- **Council for Exceptional Children**: On April 21, 2017, IRIS will attend the Council for Exceptional Children’s annual convention in Boston, Massachusetts, where we will present on our new Module about youth with disabilities in juvenile corrections. IRIS will also
host a booth in the Exhibition Hall to dispense information about IRIS services and online resources and materials.

- **Web Tours:** IRIS Web Tours offer groups of faculty, professional development providers, state department administrators, and others an in-depth guided look at the IRIS Website.
  - **MAAPS:** On October 6, IRIS hosted a Web Tour for Massachusetts Association of 766 Approved Private Schools (maaps).

- **Publications:** IRIS and others disseminate information about our Center, resources, and materials through a variety of print and online outlets.
  - **TEDLines:** A post about the latest offerings from the IRIS Center—including our latest STAR Legacy Modules—appeared in the Fall edition of TEDLines, the journal of the Teacher Education Division.
  - **325Ts:** Center staff have completed and submitted a chapter about the IRIS Center and our resources that will appear in an upcoming book about OSEP’s 325T projects.

**WEBSITE VISITOR DATA**

During the Fourth Quarter, there were **470,361** visits to the IRIS Website per the Google Analytics software. This is an increase of **19.8%** from the same period last year. In October, IRIS established a new record number of visitors: **211,234**. This is the highest number the Website has ever had in a single month.
For the year 2016, there were a total of 1,696,469 visits to the Website, an increase of 17.8% compared to 2015. However, Google Analytics under-reports the number of documents downloaded from the Website. IRIS was able to access and process the server log data, which indicate that there were an additional 53,624 document downloads in 2016. When added to the Google Analytics data, this results in a total of 1,749,763 visits to the IRIS Center Website in 2016.

**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:

- **Faculty Seminars**: These events bring together educators from across a state or region for some hands-on work. Particular focus is on using the IRIS Website and instructional resources, embedding IRIS resources into course-management systems, and revising course syllabi.
  - **CalState TEACH**: In October, IRIS facilitated the revision of the curriculum used by CalState TEACH, the greatest user of IRIS resources in the nation. CalState TEACH is a teacher preparation program of the California State University System and prepare general education teachers through a hybrid on-line, mentoring program. The meeting was a combination Seminar/Work Session.
  - **Detroit Seminar**: As part of the follow-up to the CEEDAR-IRIS Cross-State Convening (CICSC) meeting, an IRIS Faculty Seminar was held on October 27–29 in Detroit, Michigan. Thirteen faculty or doc students from across Michigan, including two CEEDAR schools, took part in the enthusiastically received event.
  - **Las Vegas Seminar**: On February 9–11, 2017, an IRIS Seminar will be held in Las Vegas, Nevada, as the second follow-up to the CICSC meeting. We expect twenty-two faculty to take part in the event, representing three of Nevada’s four CEEDAR schools. Joining them are faculty from the University of New Mexico and New Mexico State University.
  - **Arizona Seminar**: On March 23–25, 2017, IRIS will host a Faculty Seminar in Phoenix, Arizona. This is the third and final follow-up to the CICSC meeting. Faculty from universities across the state will
take part in the event with almost every college and university offering a teacher licensure program participating.

**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*

- **IHE State-Approved Programs**: In response to requests from OSEP to provide data related to the teacher shortage, IRIS examined the characteristics of general education and special education university-based teacher education programs in every state across the nation. Additionally, IRIS examined data generated by Google Analytics to determine how many IHEs are using IRIS resources. For more information on these findings, see the Dissemination section above.

- **Field-Testing Data**: IRIS Modules undergo field-testing to assure quality, relevance, and usefulness. The results of our Fall 2016 field-testing efforts can be found in the table below.

<table>
<thead>
<tr>
<th>Module Title</th>
<th># Faculty</th>
<th>#Students</th>
<th>Average Quality</th>
<th>Average Relevance</th>
<th>Average Usefulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism Spectrum Disorder: An Overview for Educators</td>
<td>2</td>
<td>64</td>
<td>4.3</td>
<td>4.1</td>
<td>4.25</td>
</tr>
<tr>
<td>Dual Language Learners with Disabilities: Supporting Young Children in the Classroom</td>
<td>2</td>
<td>78</td>
<td>4.2</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Early Childhood Behavior Management: Developing and Teaching Rules</td>
<td>2</td>
<td>60</td>
<td>3.9</td>
<td>4.5</td>
<td>4.2</td>
</tr>
<tr>
<td>Early Childhood Environments: Designing Effective Classrooms</td>
<td>2</td>
<td>71</td>
<td>4.1</td>
<td>4.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Intensive intervention (Part 1): Using Data-Based Individualization To Intensify Instruction</td>
<td>2</td>
<td>119</td>
<td>3.9</td>
<td>4.3</td>
<td>4.1</td>
</tr>
</tbody>
</table>
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:

- **Digital Promise/Bloomboard**: The IRIS Center continues to partner with Digital Promise/Bloomboard, an online provider of professional development micro-credentials. Micro-credentials offer opportunities for teachers to master new skills and to be recognized for their accomplishments. As soon as contract negotiations are completed, Digital Promise, through the Bloomboard site, will offer a micro-credential stack developed by the IRIS Center. This stack will consist of four micro-credentials that explain how to provide different types of accommodations for students with disabilities.

- **CalState TEACH**: On October 7, IRIS facilitated the revision of the curriculum used by CalState TEACH, the greatest user of IRIS resources in the nation. CalState TEACH is a California State University teacher preparation program and prepares only general education teachers through a hybrid on-line, mentoring program. IRIS resources are integrated into its curriculum, which tends to remain in place for a three-year period. The matrix allows for a comparison in the type and breadth of IRIS resource use across time.

Evaluate

The Center will collect and review data and feedback from IRIS users in order to improve and revise its resources, as well as to maintain contact with those making use of IRIS resources.

Activities and Progress in This Quarter:
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, 1180 respondents took part in this survey. The first table (below) summarizes descriptive information about those respondents.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Student</td>
<td>320</td>
</tr>
<tr>
<td>Experienced Teacher</td>
<td>234</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>233</td>
</tr>
<tr>
<td>New Teacher</td>
<td>175</td>
</tr>
<tr>
<td>Other (e.g., parent)</td>
<td>160</td>
</tr>
<tr>
<td>School Leader</td>
<td>32</td>
</tr>
<tr>
<td>missing</td>
<td>28</td>
</tr>
<tr>
<td>PD Provider</td>
<td>13</td>
</tr>
<tr>
<td>College Faculty</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>1,206</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Mean Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>4.4</td>
</tr>
<tr>
<td>Relevance</td>
<td>4.5</td>
</tr>
<tr>
<td>Usefulness</td>
<td>4.4</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>425</td>
</tr>
<tr>
<td>Special education</td>
<td>340</td>
</tr>
<tr>
<td>Early childhood education</td>
<td>205</td>
</tr>
<tr>
<td>Other</td>
<td>131</td>
</tr>
<tr>
<td>Early childhood special education</td>
<td>49</td>
</tr>
<tr>
<td>missing</td>
<td>36</td>
</tr>
<tr>
<td>Early intervention services</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>1,206</td>
</tr>
</tbody>
</table>

**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. IRIS has reviewed and commented on a draft of the final report, which has been returned to the evaluator. A final report will be issued next quarter.

- **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. IRIS has reviewed and commented on a draft of the final report, which has been returned to the evaluator. A final report will be issued next quarter.

- **Seminar and Training Evaluations and Follow-Up Surveys:** To continually improve and refine its services, the IRIS Center solicits feedback from those taking part in IRIS Training and Seminar events. Recent data can be found below. Across the three trainings, 84% of participants completed the survey. Note that data either not yet collected or not yet available from previous quarters are included here as well.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Increased Awareness</th>
<th>Increased Knowledge</th>
<th>Increased Skills</th>
<th>Increased Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert Session, San Francisco September 2016</td>
<td>100%</td>
<td>100%</td>
<td>88.89%</td>
<td>100%</td>
</tr>
<tr>
<td>Standard Session, San Francisco September 2016</td>
<td>100%</td>
<td>87.50%</td>
<td>95.83%</td>
<td>100%</td>
</tr>
<tr>
<td>CalState TEACH, October 2016</td>
<td>100%</td>
<td>100%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>
Six-month follow-up survey data for the two Faculty Seminars held in Claremont, California, can be found below. Note that the data have been combined for reporting purposes. Across the two trainings, 84% of participants completed the survey.

<table>
<thead>
<tr>
<th>Online Resources</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Relevance</td>
</tr>
<tr>
<td>Claremont, CA, December 2015</td>
<td>4.5</td>
</tr>
<tr>
<td>Claremont, CA, February 2016</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increased Awareness</th>
<th>Increased Knowledge</th>
<th>Increased Skills</th>
<th>Increased Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claremont, CA, December 2015</td>
<td>87</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>Claremont, CA, February 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>