

IRIS Center Resource Use and Perceived Influence Survey Results

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Executive Summary

About the Survey

During the fall of 2011, IRIS Center staff and an external evaluator, Dr. Bianca E. Montrosse, collaboratively developed a survey. Five overarching questions guided the development of the survey:

- (1) What are the characteristics of faculty and professional development providers who use IRIS Center resources?
- (2) How are faculty and professional development providers using the IRIS STAR Legacy Modules?
- (3) How do faculty and professional development providers rate the usefulness of other IRIS resources?
- (4) What is the self-reported influence of the IRIS *STAR Legacy* Modules on teacher education programs?
- (5) What is the self-reported influence of the IRIS *STAR Legacy* Modules on professional development providers?

IRIS Center internal evaluation efforts have documented that a number of groups (i.e., college and university faculty [hereafter referred to as faculty], professional development providers, undergraduate and graduate students, new and experienced teachers, school and district leadership) access and use IRIS Center resources. However, because the primary purpose of the IRIS Center is to “*serve college and university faculty who are preparing the next generation of school personnel, including special education professionals, as well as to serve professional development providers who conduct in-service training for practicing educators*” (http://iris.peabody.vanderbilt.edu/about_center/about_overview.html), the decision was made to restrict the sample for this survey to these primary intended users.

The sampling list for the survey was developed by the IRIS Center. To construct the list of potential survey responders, the IRIS Center culled e-mail addresses from their electronic mailing lists. The first set of e-mail addresses belonged to individuals self-identifying as Institution of Higher Education (IHE) faculty. The second set of e-mail addresses belonged to individuals self-identifying as professional development (PD) providers. Both of these e-mail address lists were provided to the external evaluator, resulting in a survey sample of 2,688 individuals.

A total of 22.7% (n=610) of faculty and professional development providers completed the survey. A summary of results appears below. More detail is contained in the body of the report.

What are the characteristics of faculty and professional development providers who use IRIS Center resources?

- Of those that responded to the survey, 93.6% (n=571) identified as faculty, while 6.4% (n=39) self-identified as PD providers.
- The average IRIS Center faculty user is female, 53.9 years old (*Min*=29 years old; *Max*=76 years old), white, and teaches 2.82 classes per semester. These faculty members are more than likely instructing at a public, 4-year college or university with an average class size of 21.8 students per class per semester.
- The average IRIS Center PD provider is also female, 54.3 years old (*Min*=33 years old; *Max*=70 years old), and white. On average, the PD providers offer a total of 32.44 trainings

per year, with an average number of 18.92 participants per training. Given the low number of PD providers responding to the survey, results should not be generalized to all PD providers who use IRIS resources.

How are faculty and professional development providers using the IRIS *STAR Legacy* Modules?

- Most faculty (74.2%) and PD providers (63.0%) have been using IRIS *STAR Legacy* Modules for two to five years.
- While most faculty and PD providers report using the modules to prepare for their courses, faculty integrate modules into 70.2% of their classes. Only 30.4% of trainings offered by PD providers include the use of IRIS modules. While we are able to generalize the finding related to faculty, it is unknown whether or not the finding related to PD providers is occurring in the larger population of PD providers who use IRIS resources.
- At the college and university level, the modules are most likely to be integrated into undergraduate and master's level special education courses.
- PD providers are most likely to integrate the modules into their trainings for elementary school staff and experienced teachers. Again, the extent to which this represents what is occurring in the larger population of PD providers using IRIS resources is unknown.
- About a third of faculty (37.3%) collaboratively plan with other colleagues concerning the integration of IRIS *STAR Legacy* Modules across courses. The percentage of PD providers engaging in collaborative planning is too small to report.

How do faculty and professional development providers rate the usefulness of other IRIS resources?

- Most (90.4%) of faculty reported that the resource they use most is the IRIS *STAR Legacy* Modules. Further, over 82.8% of the 90.4% of faculty who have used the modules rated this resource as *very useful*. At least 79.3% of faculty reported also using the Case Studies, Activities, and Information Briefs. In two of the three instances (i.e., Case Studies and Activities), between 64% and 70% of faculty who use these resources rated them as *very useful*. A little over half (53.4%) of faculty who use the Information Briefs (79.3%) rated them as *very useful*.
- Not all of the 39 PD providers surveyed reported using IRIS resources. The most used IRIS resource among those in the sample was the Activities. A majority (97.3%) of those surveyed have used it, 66.7% of which rated it as *very useful*. Between 85.7% and 82.9% of PD providers also reported using the Case Studies, Information Briefs, and IRIS *STAR Legacy* Modules. The IRIS *STAR Legacy* Modules received the highest usefulness rating, with 82.8% of the 82.9% who reported using them rating them as *very useful*. Nonetheless, the Case Studies and Information Briefs also received high ratings. At least 60.0% or more of the more than 80.0% who reported using them believed these resources were *very useful*. Whether or not the extent of use and usefulness ratings provided by those completing the survey is representative of the larger PD provider population that uses IRIS resources cannot be determined at this time.

What is the self-perceived influence of IRIS *STAR Legacy* Modules on teacher education programs?

- Almost three-fourths (73.5%) of faculty indicated that the IRIS *STAR Legacy* Modules directly affected their instruction. Many of the comments provided by faculty talked about the increased confidence they felt as a result of the modules, their beliefs about the modules being a high quality resource, and the positive impact it has had on their classroom instruction.
- Very few faculty reported supervising part-time instructors (e.g., graduate students, adjunct faculty). Of those who did, only a quarter (25.9%) indicated that the IRIS *STAR Legacy* Modules directly affected their supervision. Many faculty commented that the modules are being used to ensure that part-time instructors have the requisite content knowledge to cover the intended subject matter. Faculty also remarked that the modules helped ensure students in classes taught by part-time instructors were being exposed to content aligned with course objectives.

What is the self-perceived influence of IRIS *STAR Legacy* Modules on professional development providers?

- Almost three-fourths (74.1%) of PD providers indicated that the IRIS *STAR Legacy* Modules indirectly affected their training. When asked to specifically describe the modules' effects, many PD providers talked about using the modules to plan their professional development. And, by being able to plan better, many also remarked that the delivery of content was positively impacted. This is consistent with the earlier finding that PD providers only report using the IRIS *STAR Legacy* Modules in 30.4% of their trainings. The extent to which this is also occurring in the larger population of PD providers who use IRIS resources is unknown.

Survey Result Implications

- A number of modules and materials have been developed to meet the needs of the primary intended users of IRIS resources (i.e., faculty and PD providers). The evidence for this statement is based on extent of use. For most resources, extent of use was in the 80th and 90th percentiles. Further, usefulness ratings among these resources are high.
- Faculty and PD providers are using IRIS resources in the manner intended irrespective of whether or not they have participated in an IRIS training, conference presentation, or seminar. Hypothesized reasons for this include:
 - Because IRIS trainings, conference presentations, and seminars provide an impetus for disseminating provided information to colleagues, including general education colleagues, faculty and PD providers who have participated in these activities may share their knowledge. As a result, the IRIS resources are used as intended by colleagues as well.
 - IRIS trainings, conference presentations, and seminars provide a springboard to collaborative planning, including with general education colleagues. The resultant information sharing may lead to colleagues also using IRIS resources as they were intended.
 - Irrespective of both of these, the structure and delivery of IRIS resources via the web promotes consistent use and implementation with fidelity.
- Taken as a whole, results provide external, independent support that IRIS II has a process in place for identifying, creating, and revising the IRIS *STAR Legacy* Modules and materials as

well as other resources (IRIS II Objective 4). Results also support the claim that IRIS II has created an effective dissemination vehicle to meet the needs of faculty and professional development providers (IRIS II Objective 5).

Next Steps

Much of the information gleaned from the IRIS Center resource use and perception survey was overwhelmingly positive, both for faculty and PD providers. Nonetheless, questions to consider that might inform future IRIS Center efforts are included in the body of the report.

Introduction

During the fall of 2011, IRIS Center staff contracted with an external evaluator, Dr. Bianca E. Montrosse, to conduct a summary formative evaluation¹ survey. The purpose of the survey was to better understand who and how IRIS resources are used by primary intended users (i.e., faculty and professional development providers)². A particular focus was placed on the use of IRIS *STAR Legacy* Modules. A subsidiary purpose was to begin to understand how IRIS *STAR Legacy* Modules were influencing what is transpiring in teacher education programs and professional development (PD) trainings. Five overarching evaluation questions guided the development of the survey:

- (1) What are the characteristics of faculty and professional development providers who use IRIS Center resources?
- (2) How are faculty and professional development providers using the IRIS *STAR Legacy* Modules?
- (3) How do faculty and professional development providers rate the usefulness of other IRIS resources?
- (4) What is the self-reported influence of the IRIS *STAR Legacy* Modules on teacher education programs?
- (5) What is the self-reported influence of the IRIS *STAR Legacy* Modules on professional development providers?

IRIS Center staff and Dr. Bianca E. Montrosse collaboratively developed the survey (see Appendix B).

The sampling list for the survey was obtained from the IRIS Center by culling e-mail addresses from IRIS electronic mailing lists belonging to Institution of Higher Education (IHE) faculty or professional development (PD) providers. A total of 2,688 individuals were invited to participate in the survey. More details about the survey methodology are contained in Appendix A.

A total of 22.7% (n=610) of IRIS Center resource users completed the survey. What follows is a description of results by evaluation question.

Survey Results

According to survey responses, faculty make up the largest percentage of IRIS users. Of individuals who responded to our survey, 93.6% (n=571) indicated they were faculty. A small percentage (6.4%, n=39) self identified as individuals who provide PD. Because these individuals represent

¹ According to Alkin (2011), a summary formative evaluation is conducted for the purpose of taking “stock of the program’s current status at some defined point in time in order to determine areas in need of further improvement” (p. 188). In the context of the current evaluation, traditional formative data has been collected throughout the grant life cycle. The current evaluation effort is slightly different in the intent is to take stock of a selection of program outcomes not to make a summative decision, but rather for program improvement. Hence why this evaluation effort is categorized as a summary formative evaluation.

² IRIS Center internal evaluation efforts have documented subsidiary users of IRIS resources, such as undergraduate and graduate students, new and experienced teachers, and school and district leadership. However, these groups were not the focus of the current survey.

different stakeholder groups and there is reason to believe their profiles and responses are divergent, results for each of these stakeholder groups are presented separately.

Evaluation Question #1: What are the characteristics of faculty and professional development providers who use IRIS Center resources?

Profile of IRIS Users: Faculty

The average faculty using IRIS resources is female (84.9%) and 53.9 years old ($SD=9.55$, $Min=29$ years old, $Max=76$ years old). In terms of faculty diversity, 13.5% of faculty report belonging to a historically underrepresented racial group. Specifically, 86.5% of IHE faculty self-identify as white, 7.9% as Black or African American, 3.6% as Asian, 1.6% as American Indian or Alaska Native, and less than 1.0% as Native Hawaiian or Pacific Islander³. Looking at ethnic identity, less than 1.0% of IHE faculty identified their ethnic identity as Spanish, Hispanic, or Latino. Lastly, 4.8% of faculty report having a disability.

In terms of teaching loads, the average caseload reported was 2.82 classes ($SD=1.16$) per semester. Across these classes, on average, faculty instruct 65.1 students ($SD=43.36$). This indicates that class sizes are roughly 21.8 students per class per semester for faculty using IRIS resources.

Most of these faculty teach at 4-year colleges or universities (98.4%), which are classified as public institutions (67.9%). About one-fifth of faculty (20.3%) hold appointments in religiously-affiliated universities. A small percentage of faculty are employed at Hispanic Serving Institutions (6.1%), Historically-Black Colleges or Universities (2.8%), Tribal Colleges or Universities (less than 1%), or Single-Sex Institutions (less than 1%).

Profile of IRIS Users: Professional Development Providers

Only a small number of PD providers responded to our survey ($n=39$), thus demographic characteristics associated with this group of participants cannot be generalized beyond the survey sample. Profile characteristics presented below are only intended to illustrate the demographics of survey responders who self-identified as PD providers.

Diversity characteristics for PD providers look slightly different from those reported by faculty. Specifically, 25.8% of PD providers report belonging to a historically underrepresented racial group. Looking more closely at self-reported race, 74.2% of PD providers self-identify as white, 19.4% as Black or African American, 6.4% as American Indian or Alaska Native, and none as Asian or Native Hawaiian or Pacific Islander. Less than 1.0% of PD providers identified their ethnic identity as Spanish, Hispanic, or Latino. No PD providers reporting having a disability. Other PD provider characteristics include that most are female (91.7%) and 54.3 years old ($SD=8.65$, $Min=33$ years old, $Max=70$ years old).

In terms of the quantity of PD trainings offered, respondents reported offering an average of 32.44 trainings ($SD=28.52$) per year. Further, PD providers estimate training an average of 613.86

³ Here and throughout the remainder of the report, percentages less than 1.0% are reported generally as “less than 1.0%” to protect participant confidentiality.

($SD=621.71$)⁴ participants per year. This indicates that the average size of each training is approximately 18.92 participants per training per year.

The survey did not include questions about the types of organizations that employ the PD providers who responded to the survey. Therefore, no additional information is available concerning the profile of PD providers who use IRIS resources.

Evaluation Question #2: How are faculty and professional development providers using the IRIS *STAR Legacy* Modules?

IRIS STAR Legacy Module Use: Faculty

Overall, most (74.2%) faculty have been using IRIS *STAR Legacy* Modules for two to five years and a smaller percentage has been using them for one year or less or more than five years (13.6% and 12.2% respectively). Further, 73.2% of faculty report that other faculty in their university also use IRIS *STAR Legacy* Modules.

Table 1 displays information concerning how faculty report using IRIS *STAR Legacy* Modules. Before moving on, it is important to note that there are two ways of interpreting the data presented in Table 1. On the one hand, the percentages presented could reflect the actual breakdown of how IRIS *STAR Legacy* Modules are used in coursework, what level they are used with, in what format, and in which program. On the other, it could be that the type of course level, course format, or course topics traditionally taught by faculty skews these percentages. Because the survey did not ask responders about the characteristics of their traditional class, there is no way to rule out one of these explanations. Further, faculty were provided the option of checking *all that apply* for questions asking about course level, format, and program, which could further skew results. Therefore, verbatim survey results displayed and discussed below should be used and interpreted with caution.

Irrespective of the data interpretation issues discussed above, it is clear that IRIS resources are being used. And they are being used in a variety of coursework, levels, formats, and programs.

With respect to use in coursework, 88.4% of faculty report using IRIS *STAR Legacy* Modules in their courses. Further, these faculty integrate them into 70.2% of their courses (or in 1.97 courses per semester).

Looking more closely at the 88.4% of faculty who use IRIS *STAR Legacy* Modules in their courses, the largest percentage use them in their undergraduate courses (69.2%) or in their MA/MEd courses (64.5%). Only a small percentage (4.4%) use them in their Ph.D. courses.

In terms of course format, the largest percentage of faculty (78.7%) incorporate them into their traditional classes. Almost half of faculty (46.3%) incorporate them into their hybrid courses (i.e., meet both face-to-face and online). About a third of faculty (27.7%) include them into their asynchronous courses (i.e., students complete course completely online at their own pace). Only a

⁴ Outliers were detected in response to the total participants attending trainings each year. These outliers were skewed toward the upper end of the distribution. Therefore, the median was calculated and estimated to be 400.0 participants per year, which is slightly lower than the average reported in the text.

small percentage (7.4%) include them in their courses delivered synchronously (i.e., class is held online at the same time each week).

Among those that incorporate the IRIS *STAR Legacy* Modules into their courses, three-fourths of faculty (75.1%) include them in their special education courses. Over a third of faculty (36.0%) include them in their general education courses. The number and percentage of faculty who include them in their educational leadership or school counseling courses is too small to report.

Table 1. Faculty IRIS *STAR Legacy* Use

| Variable | Category | n | % |
|----------------------------|------------------------|--------------|--------------|
| Used in coursework (n=569) | Yes | 503 | 88.4 |
| | No | 66 | 11.6 |
| Course Level (n=503) | Undergraduate | 348 | 69.2 |
| | MA/MEd | 329 | 65.4 |
| | PhD/EdD | 22 | 4.4 |
| Course Format (n=503) | Traditional | 396 | 78.7 |
| | Synchronous | 37 | 7.4 |
| | Asynchronous | 158 | 31.4 |
| | Hybrid | 233 | 46.3 |
| Course Program (n=503) | General Education | 181 | 36.0 |
| | Special Education | 378 | 75.1 |
| | Educational Leadership | ^a | ^a |
| | School Counseling | ^a | ^a |

Note. ^aData and associated percentage are suppressed because the cell count is equal to or less than 10.

In terms of how faculty structure the use of IRIS *STAR Legacy* Modules in their courses (see Table 2), the largest percentage (87.1%) occasionally or frequently require students to complete the modules independently outside of class. A little under half occasionally or frequently require students to work in groups during class or as a whole class to complete a module (46.1% and 44.1%, respectively). About a third occasionally or frequently require students to complete the modules independently during class or during groups outside of class (33.1% and 30.6%, respectively). Regardless of the format used, according to qualitative comments, many faculty choose what to incorporate based on two reasons. One reason is that IRIS *STAR Legacy* Modules provide content that covers information not found in the textbook. The other major reason driving how faculty choose what to include has to do with their own comfort level with the material. Many faculty indicated that they use it to present material that [they are] less confident about.

Table 2. Structure of Faculty IRIS *STAR Legacy* Use

| Structure | Never/Rarely (%) | Occasionally/Frequently (%) |
|--|------------------|-----------------------------|
| Independently outside of class (n=472) | 12.9 | 87.1 |
| Independently during class (n=384) | 66.9 | 33.1 |
| In groups outside of class (n=379) | 69.4 | 30.6 |
| In groups during class (n=399) | 53.9 | 46.1 |
| As an entire class (n=406) | 55.9 | 44.1 |

Faculty members were also asked how class discussions around the IRIS *STAR Legacy* Modules were structured. The largest percentage of faculty indicated that they introduce a module briefly before students complete it and/or discuss or debrief after students have completed it (47.1% and 57.1%, respectively). About a third (32.2%) have ongoing discussions about the modules as students work through them. Only a small percentage (3.3%) indicated that they do not discuss the modules at all.

The last set of questions faculty answered were qualitative questions related to how they plan for integration of IRIS *STAR Legacy* Modules into their courses. An overwhelming majority of faculty indicated that they choose IRIS *STAR Legacy* Modules that they perceive to be relevant to the course. Many also indicated that student needs also play a factor in the modules they use. In speaking to this issue, some faculty even allowed students to select which modules they work through. Many faculty comments reflected that IRIS resources were used to supplement material included in course textbooks or cover material not present in textbooks. In this sense, IRIS modules were seen by faculty as a tool for enriching the learning environment they were trying to create for their students.

I relate [the modules] to the concepts in the course that I am teaching. Sometimes when I have a diverse class, I give options that relate to students' background and training program. ~ Faculty member

I look at areas my text doesn't cover as thoroughly – or at all – as I would like and then add these modules in appropriate places. ~ Faculty member

In the last year, our faculty has had training on IRIS and the whole department is using curriculum mapping to use the modules throughout the undergraduate and master's program. ~ Faculty member

Interestingly, 37.3% of faculty report collaboratively planning the integration of IRIS *STAR Legacy* Modules across the curriculum (see Table 3). Of those who engage in these collaborative planning efforts, 86.1% of faculty report that other special education faculty are involved. About half of the faculty (43.8%) also report that general education faculty are involved in the collaborative planning effort. Only a smaller percentage of faculty report that faculty from educational leadership or school counseling are involved in this effort (7.3% and 2.9%, respectively). Finally, in terms of the programs involved in the collaborative planning efforts, the largest percentage of faculty report that undergraduate programs and/or master's programs are involved (78.8% and 73.7%, respectively). Faculty report that doctoral programs are least likely to be involved in the collaborative planning.

Table 3. Extent of Collaborative IRIS *STAR Legacy* Use⁵

| Variable | Category | n | % |
|---|------------------------|-----|------|
| Collaborative Planning Across Faculty (n=367) | Yes | 137 | 37.3 |
| | No | 230 | 62.7 |
| Groups Involved in Collaborative Planning (n=137) | General Education | 60 | 43.8 |
| | Special Education | 118 | 86.1 |
| | Educational Leadership | a | a |
| | School Counseling | a | a |
| Program Involved in Collaborative | Undergraduate | 108 | 78.8 |

⁵ As footnoted above, the extent to which these percentages are influenced by typical type of course level, course format, or course topic is unknown. Caution should be exercised in interpreting results.

| | | | |
|------------------|---------|--------------|--------------|
| Planning (n=137) | MA/MEd | 101 | 73.7 |
| | PhD/EdD | ^a | ^a |

Note. ^aData and associated percentage are suppressed because the cell count is equal to or less than 10.

IRIS STAR Legacy Module Use: Professional Development Providers

Similar to faculty, the largest percentage (63.0%) of PD providers has been using the IRIS Legacy Modules for two to five years. As compared to faculty, a slightly larger percentage (29.6%), had been using them one year or less. And, a small percentage (7.4%) has been using them more than 5 years. Further, 53.6% of PD providers report that others in their organization use IRIS STAR Legacy Modules.

Table 4 presents findings associated with how PD providers report using the IRIS STAR Legacy Modules. Similar to results for faculty, there are multiple ways of interpreting the data presented below. Because the survey did not ask responders about the characteristics of their traditional PD training, there is no way to provide a concrete analysis of how IRIS STAR Legacy Modules are being used, with what audience, in what format, for what purpose, and the extent to which training is related to certification. PD providers were given the option of checking *all that apply* for questions asking about training audience, format, purpose, and certification, which could further skew results. Overall, very few PD providers responded to the survey, which severely limits the ability to generalize beyond the survey sample. For all of these reasons combined, caution should be exercised in interpreting and using verbatim survey results displayed and discussed below.

Of the 39 PD providers who responded to the survey, many are using IRIS resources, with a variety of audiences, in multiple formats, and for differing purposes. With respect to IRIS STAR Legacy Module use in trainings, 75.7% of PD providers report using them in 30.4% of their trainings (or 9.86 trainings per year). Unlike faculty, while this small sample of PD providers use the modules, they don't necessarily use them to deliver training.

Among the 28 PD providers (75.7%) who use modules in training, the largest percentage (57.1%) reported using IRIS STAR Legacy Modules to deliver training to elementary school staff. A slightly smaller percentage (50.0%) uses the modules to provide training to middle school staff. The number and percentage of PD providers who deliver training to state education agency staff, local education agency staff, and high school staff is too small to report.

In terms of the format of these trainings, of the 75.7% of PD providers who use the IRIS STAR Legacy Modules, 82.1% use them in a traditional, face-to-face format. The number and percentage of PD providers who deliver training via one-on-one training sessions, webinars, or podcast is too small to report.

Among the 28 PD providers (75.7%) who use modules in training, all reported using the modules for professional development purposes. Almost three-fourths (71.4%) indicated that they use the modules in training for experienced teachers. Almost half (46.6%) also use them for induction of new special education teachers. The same percentage also uses them for induction of general education teachers. The number and percentage of PD providers who deliver training to educational leadership personnel is too small to report.

Lastly, the 28 PD providers (75.7%) who use modules in training were asked if they used the IRIS *STAR Legacy* Modules for district-based licensure or continuing education credits. Unfortunately, there are too few cases to report, so this data has been suppressed.

Table 4. PD Provider IRIS *STAR Legacy* Use

| Variable | Category | n | % |
|---------------------------------|--|----|------|
| Used in trainings (n=37) | Yes | 28 | 75.7 |
| | No | a | a |
| Training Audience (n=28) | State education agency staff | a | a |
| | Local education agency staff | a | a |
| | School staff: Elementary | 16 | 57.1 |
| | School staff: Middle or Junior High | 14 | 50.0 |
| | School staff: High | a | a |
| Training Format (n=28) | Traditional, face-to-face | 23 | 82.1 |
| | Webinar | a | a |
| | Podcast | a | a |
| | One-on-one coaching | a | a |
| Training Purpose (n=28) | Induction of new general education teachers | 13 | 46.4 |
| | Induction of new special education teachers | 13 | 46.4 |
| | Professional development for educational leadership personnel (e.g., principals) | a | a |
| | Professional development for experienced teachers | 20 | 71.4 |
| Related to certification (n=28) | District-based initial licensure | a | a |
| | District-based permanent licensure | a | a |
| | Continuing education credits | a | a |

Note. ^aData and associated percentage are suppressed because the cell count is equal to or less than 10.

In terms of how PD providers structure the use of IRIS *STAR Legacy* Modules in their trainings (see Table 5), the largest percentage of PD providers (50.0%) occasionally or frequently require participants to complete the modules independently outside of the training. An equal percentage (50.0%) occasionally or frequently requires attendees to complete the modules in groups during the training. Slightly fewer PD providers (47.8%) occasionally or frequently required participants to complete the modules as an entire group. Even fewer, but still almost half, of PD providers (45.9%) occasionally or frequently require attendees to complete the modules independently during the training. A majority of PD providers (86.4%) never or rarely require participants to complete the modules in groups outside of the training.

Table 5. Structure of PD Provider IRIS *STAR Legacy* Use

| Structure | Never/Rarely (%) | Occasionally/Frequently (%) |
|---|------------------|-----------------------------|
| Independently outside of the PD training (n=24) | 50.0 | 50.0 |
| Independently during the PD training (n=24) | 54.1 | 45.9 |
| In groups outside of the PD training (n=22) | 86.4 | 13.6 |
| In groups during the PD training (n=26) | 50.0 | 50.0 |

| | | |
|---------------------------|------|------|
| As an entire group (n=23) | 52.2 | 47.8 |
|---------------------------|------|------|

PD providers were also asked about how training discussions around the IRIS *STAR Legacy* Modules were structured. Most often, PD providers (30.8%) introduce a module briefly before asking participants to work through it. A slightly lower percentage of PD providers (28.2%) engage in ongoing discussions about the modules as participants work through them. Less than a quarter of PD providers (23.1%) discusses or debriefs with participants after they have completed it. Only a small percentage of PD providers (7.7%) indicate that they do not discuss the modules at all.

The last set of questions asked of PD providers was related to how they plan for integration of IRIS *STAR Legacy* Modules into their trainings. PD provider qualitative responses indicated that they choose which modules to use for two reasons: (1) topic of the training or (2) the characteristics of those involved in the training. A few also indicated that pre-training surveys or annual needs assessments play a role in the modules they use in their trainings.

I choose [modules] that are aligned with the concepts being taught. I use the modules that cover the area of need for our participants and match the requirements specified by our [credentialing organization]. ~ PD Provider

PD providers were asked about collaboratively planning the integration of IRIS *STAR Legacy* Modules across trainings offered by their organization. If they were involved in collaborative planning efforts, they were also asked about who was involved in the planning. Unfortunately, too few respondents answered this question, and therefore, the data cannot be reported.

Evaluation Question #3: How do faculty and professional development providers rate the usefulness of other IRIS resources?

Faculty Ratings

Survey respondents were asked to rate the usefulness of all of the IRIS Center resources, not just the *STAR Legacy* Modules. An important factor to consider in usefulness is the extent of use (see Table 7). Among all of the IRIS resources available, the IRIS *Star Legacy* Modules were the resource faculty use most (90.4% have used it). Further, 82.8% of the 90.4% of faculty who have used the modules rated them as *very useful*. Case studies were used by 87.3% of the faculty, with 69.8% of them giving them a *very useful* rating. Activities have been used by a majority of faculty (84.4%) and a majority (64.1%) rated them as *very useful*. The Information Briefs have been used by 79.3% of faculty, with over half (53.4%) rating them as *very useful*. About 50.0% or less of faculty reported using the Web Resource Directory, the IRIS Media Search Tool, the Film Search Tool, the Online Dictionary, or Podcasts. Among those that had used these resources, between one-third to half rated them to be *very useful*.

Table 6. Extent of Use and Usefulness Ratings of IRIS Center Resources by Faculty

| IRIS Resource | Have Used | Usefulness Ratings Among Those That have Used Resource | | | |
|---|-----------|--|-----------------|-------------------|-------------|
| | | Not Useful | Slightly Useful | Moderately Useful | Very Useful |
| IRIS <i>STAR</i> <i>Legacy</i> Modules (n=519) | 90.4% | 0.6% | 2.7% | 13.9% | 82.8% |
| Case Studies (n=522) | 87.3% | 0.6% | 6.2% | 23.3% | 69.8% |
| Activities (n=518) | 84.4% | 0.2% | 8.7% | 27.0% | 64.1% |
| Information Briefs (n=509) | 79.3% | 1.4% | 11.1% | 34.1% | 53.4% |
| Web Resource Directory (n=508) | 50.1% | 1.1% | 21.1% | 31.0% | 46.7% |
| IRIS Media Search Tool (n=504) | 46.6% | 5.8% | 18.7% | 31.5% | 44.0% |
| Film Search Tool (n=504) | 40.4% | 7.7% | 26.3% | 29.7% | 36.4% |
| Online Dictionary (n=506) | 33.7% | 4.6% | 24.0% | 32.6% | 38.9% |
| Podcasts (n=506) | 32.4% | 5.4% | 17.9% | 42.3% | 34.5% |

Faculty were asked if there were any topics for which they could not find resources for or if there were any topics they would like to see more of on the IRIS website. About 20.0% said yes. In doing so, they highlighted the need for more information on the following topics:

- Assessment;
- Autism;
- Bilingual special education;
- Common core standards;
- Differentiated instruction;
- Early childhood/Early intervention;
- Gifted;
- IEP;
- Moderate to severe disabilities;
- Special education law; and
- Transition.

While faculty were not asked about the perceived usefulness of IRIS conference presentations or IRIS training seminars, they were asked whether or not they have participated in either one. Only about a third of faculty who use IRIS resources have been to an IRIS conference presentation or training (33.2% and 32.2%, respectively). Among those who have neither attended an IRIS

conference presentation or training, a majority indicated that they heard about IRIS through colleagues or accidentally through an Internet search for information contained on the IRIS website.

Professional Development Provider Ratings

To reiterate, only 39 PD providers completed the survey. Further, even less responded to usefulness ratings (see Table 8). So, results should be interpreted and used cautiously and not be generalized beyond this survey sample.

A slightly different picture emerges, as compared to faculty responses on IRIS resource use and usefulness ratings (see Table 8). Among PD providers, the most used IRIS resource was the Activities (97.3% have used it) and, 66.7% rated this resource as *very useful*. Between 85.7% and 82.9% of PD providers also reported using the Case Studies, Information Briefs, and IRIS *STAR Legacy* Modules. The IRIS *STAR Legacy* Modules received the highest usefulness rating, with 82.8% of the 82.9% who reported using them rating them as *very useful*. Nonetheless, the Case Studies and Information Briefs also received high ratings. At least 60.0% or more of the more than 80.0% who reported using them believed these resources were *very useful*. About half to two-thirds of PD providers have also used the IRIS Media Search Tool and the Web Resource Directory. The IRIS Media Search Tool was rated as *very useful* by 44.4% of the 52.9% of PD providers who used them, while the Web Resource Directory received the *very useful* rating from 40.9% of 64.7% who reported using them. The resources used least among PD providers were the Podcasts, the Online Dictionary, and the Film Search Tool (47.1% or less have used it). Even though few PD providers have used these tools, over half of the 47.1% that have used the Podcasts rated them as *very useful*. A third of the 36.4% who had used the Online Dictionary rated it as *very useful*. Less than 10 percent of the 35.3% of PD providers who had used the Film Search Tool rated it as *very useful*.

Table 7. Extent of Use and Usefulness Rating of IRIS Center Resources by PD Providers

| IRIS Resource | Have Used | Usefulness Rating Among Those That have Used Resource | | | |
|--|-----------|---|-----------------|-------------------|-------------|
| | | Not Useful | Slightly Useful | Moderately Useful | Very Useful |
| IRIS <i>STAR Legacy</i> Modules (n=32) | 82.9% | 0.0% | 0.0% | 17.2% | 82.8% |
| Case Studies (n=34) | 83.8% | 0.0% | 6.5% | 29.0% | 64.5% |
| Activities (n=34) | 97.3% | 0.0% | 11.1% | 22.2% | 66.7% |
| Information Briefs (n=32) | 85.7% | 0.0% | 10.0% | 30.0% | 60.0% |
| Web Resource Directory (n=31) | 64.7% | 9.1% | 13.6% | 36.4% | 40.9% |
| IRIS Media Search Tool (n=31) | 52.9% | 0.0% | 16.7% | 38.9% | 44.4% |
| Film Search Tool (n=31) | 35.3% | 8.3% | 16.7% | 66.7% | 8.3% |

| | | | | | |
|--------------------------|-------|------|-------|-------|-------|
| Online Dictionary (n=30) | 36.4% | 0.0% | 16.7% | 50.0% | 33.3% |
| Podcasts (n=31) | 47.1% | 0.0% | 25.0% | 18.8% | 56.3% |

Professional development providers were asked if there were any topics for which they could not find resources for or any topics already included on the IRIS website they would like more resources on. Only six (15.4%) of the 39 PD provider respondents said yes. In doing so, they highlighted the need for more information on the following topics:

- Assessment;
- Autism;
- Common core standards;
- Critical thinking;
- Lesson planning
- Mathematics;
- Online professional development; and
- RtI.

Similar to faculty, PD providers were asked whether or not they have participated in either an IRIS conference presentation or training. The largest percentage of PD Providers (36.4%) have participated in an IRIS training seminar. A slightly smaller percentage (29.4%) have been to an IRIS conference presentation. Among those that have not attended a training or conference presentation, most qualitatively reported that they heard about IRIS from a colleague or through an internet search for information contained in the website.

Evaluation Question #4: What is the self-reported influence of IRIS *STAR Legacy* Modules resources on teacher education programs?

Self-Reported Influence on Instruction

Faculty that use IRIS Center resources were asked to reflect upon their instruction before and after using IRIS *STAR Legacy* Learning Modules. In doing so, they were asked whether or not their instruction, both in terms of planning and/or delivery, had changed as a result of the IRIS *STAR Legacy* Learning Modules. Almost three-fourths (73.5%) indicated that the IRIS *STAR Legacy* Learning Modules directly affected their instruction. Many of the comments provided by faculty talked about the increased confidence they felt as a result of the modules, their beliefs about the modules being a high quality resource, and the positive impact it has had on their classroom instruction. Examples of representative comments echoing these themes are included in Table 8.

Table 8. Themes Related to the Impact of IRIS *STAR Legacy* Modules on Faculty Instruction

| Theme | Representative Comments from Faculty |
|------------------|---|
| Improved Faculty | Using the modules gives me more confidence in the content I am presenting since the modules so closely align with what I am teaching. It also has an impact |

| | |
|--|--|
| <p>Confidence</p> | <p>on how I prepare because I tend to use the modules for students outside of class so our scheduling is effected[sic]. I need to get everything in, but am confident in what IRIS modules are providing my students. Prior to this, I did not assign work online because I could not "guarantee" the quality of what they might be getting/doing.</p> <p>I feel confident using the IRIS modules in a Hybrid course. I have not always embraced the idea of online sessions in education, but the IRIS modules are so wonderful that I am expanding my hybrid course options next semester.</p> |
| <p>Modules as Quality Resources</p> | <p>I have no hesitation requiring students to complete at least one module independently, and I add a class discussion about the value and possible uses of IRIS modules as professional development for general classroom teachers.</p> <p>I know they are research-based and my students will receive current content that has been reviewed by individuals who have expertise in the module's topic. When I am revising my syllabi each semester, I always go to the IRIS modules to see if there are new modules or case studies that are relevant to any of my courses.</p> <p>The resources are so valuable. As a tribal university we have limited resources and these have become a valuable part of our instructional format. I am able to assign these knowing that students can complete them without having a lot of technological background.</p> |
| <p>Influence of Modules on Course Delivery</p> | <p>My teaching has improved and my coverage of content is more specific, practical and thorough. These materials allow me to make the connection between theory and practice and help my pre-service teachers see the realities of the profession interns [sic] of challenges and opportunities to make a positive impact.</p> <p>I infuse specific portions of the module into different parts of my course, syllabus, and classroom presentations. The IRIS modules provide a different medium for students to learn and interact with the content.</p> <p>I have been able to add more content to my class because I can add an IRIS module that covers information not found in the textbook (when I used a textbook) and I can use a module outside of class time to comprehensively cover content that I don't have time for.</p> |

A follow-up question was asked only to faculty who indicated that the IRIS *STAR Legacy* Modules had a direct result on their instruction. This follow-up question asked them to hypothesize what impact, if any, would occur as a result of these modules not being available. While a few faculty indicated that the loss would not significantly impact their course preparation and instruction, most indicated that the loss of access to IRIS *STAR Legacy* Modules would have a “*negative*” effect. Table 9 provides a representative sample of the comments expressed by faculty in regards to the potential loss of the modules.

Table 9. Faculty Comments Concerning Hypothesized Impact on IRIS *STAR Legacy* Module Loss

| Representative Comments from Faculty |
|---|
| <p>IRIS modules are solid content to support multiple and flexible ways of presenting material, practicing with content, and delivering product. It would be quite sad to loose[sic] this resource. Are you shutting it down? Please say no.</p> <p>HUGE!!!! It would leave a huge gap in my courses. IRIS modules save me time, and are top quality. I know I could not, on my own, replace these instructional resources and content. It would also seriously impact my pre-service teachers' knowledge and skills. For example, I taught UDL before the IRIS UDL module was completed. I was never satisfied that I was doing a good job in teaching that content and it took SO much time to pull and adapt materials. Now my students have a richer, deeper, and more correct understanding of UDL with the IRIS module.</p> <p>I would retire! Please give us warning so we can print and copy all of the wonderful resources. I would be so sad for my students who would not have these engaging learning experiences and all of the valuable resources in the InfoBriefs. I would have to find some other way to teach these topics that are so essential to educating teacher candidates for diverse classroom.</p> |

Self-Reported Influence on Supervision of Graduate or Part-Time Instructors

Faculty were also asked to reflect upon their supervision of part-time instructors (e.g., adjunct faculty, graduate students) before and after using IRIS *STAR Legacy* Modules. In doing so, they were asked whether or not their supervision of these individuals had changed as a result of the IRIS *STAR Legacy* Learning Modules. Over half (60.3%) reported that they did not supervise either of these groups, and therefore, were unable to answer the question. Of those who did report supervising graduate students or part-time instructors, only a quarter (25.9%) indicated that the IRIS *STAR Legacy* Modules had a direct result on their supervision. For most (74.1%), the modules did not play a role in how they supervised these individuals.

| |
|--|
| <p><i>Having our graduate and PT instructors use the IRIS resources has increased the quality of our coursework and given these instructors some much needed professional development in current practices. ~</i> Faculty member</p> |
|--|

The quarter that did report that the modules had an impact on their supervision of part-time instructors were asked to describe the impact. All indicated that the IRIS *STAR Legacy* Modules had a positive impact upon the supervision of these groups. Many of the qualitative comments provided indicated that these faculty were no longer concerned about the breadth and depth of content covered in courses taught by part-time instructors in their program because of the IRIS modules. This is because the modules are being used to ensure part-time instructors have the content knowledge to cover the intended subject matter. The

modules are also being used to ensure students in these classes were being exposed to content aligned with course objectives.

A follow-up question was asked only to faculty who indicated that the IRIS *STAR Legacy* Learning Modules had a direct result on their supervision of part-time instructors. This follow-up question asked them to hypothesize what impact, if any, would occur as a result of these modules not being available. A small handful of faculty reported that the loss of the IRIS modules would be felt, but

not significantly impact their supervision of these groups. Most of the responses signified the profound, harmful effect the loss of the modules would have on their supervision and instruction of part-time instructors. As one faculty member said, *“I would have much less assurance that the graduate and PT instructors would be delivering the instruction and content that our department and our certification has determined to be key for students.”* Many of the faculty described the potential loss of the modules as *“devastating”* to their supervision of these groups, and ultimately, their programs and students.

Evaluation Question #5: What is the self-reported influence of IRIS STAR Legacy Modules resources on professional development providers?

Similar to faculty, PD providers asked to reflect upon their training before and after using IRIS STAR Legacy Modules. In doing so, they were asked whether or not their training, both in terms of planning and/or delivery, had changed as a result of the IRIS STAR Legacy Learning Modules. Again, similar to faculty, almost three-fourths (74.1%) indicated that the IRIS STAR Legacy Learning Modules had a direct result on their training. When asked to describe specifically how the modules had affected the training, many PD providers talked about using the modules to plan their professional development. In speaking to this issue, one PD provider remarked, *“The modules changed my PD training in [terms of] planning. [It] helps me to keep the delivery of information clear and simple for the participants.”* And, by being able to plan better, many also remarked that the delivery of content was positively impacted.

If the modules were no longer available, there would be a void in training that would be difficult to replace. Knowing that the modules are up-to-date and research-based allows me time to develop other aspects of training. If the modules were no longer available, developing training would become much more difficult. ~ PD Provider

For those who indicated the modules had an influence on their PD trainings, a follow-up question asked them to hypothesize what impact, if any, would occur as a result of these modules not being available. All of the PD providers believed the loss of these modules would be *“significant.”* This is because it would require them to *“spend more time researching for information”* and, as a result, they *“would have less time to deliver quality professional development.”*

Survey Result Implications

The overarching goal of IRIS II is to *“create and implement a comprehensive national resource for faculty teaching pre-service courses in education, and for those conducting professional development activities, that will result in new graduates and practicing professionals who can better meet the needs of students with disabilities.”* (IRIS Center 3+2 Briefing Book, 2008). To achieve this goal, IRIS II has specified seven objectives, two of which are directly related to this survey:

- Objective 4: Develop modules and materials, which include the identification, creation, and revision of materials and the development of STAR Legacy Modules.
- Objective 5: Disseminate modules and materials via the web, dissemination vehicles, and technical assistance.

Clearly, a number of modules and materials have been developed to meet the needs of the primary intended users of IRIS materials and resources (i.e., faculty and professional development providers). Further, as results have shown, all of the resources developed and disseminated by IRIS II are being used. In fact, at least half of all the faculty and professional development (PD) providers surveyed have used the IRIS *STAR Legacy* Modules, Case Studies, Activities, Information Briefs, and Web Resource Directory. For most resources, extent of use for these groups was in the 80th and 90th percentiles. Because of the high percentage of use among these resources it is inferred that these resources are meeting the needs of both groups of primary intended users.

Beyond the general use of these resources that occurs by visiting the IRIS website, IRIS II also provides training and technical assistance to strengthen resource use. Much of this effort has been focused on how to structure the use of IRIS *STAR Legacy* Modules in pre-service education courses. Results indicate that faculty have used the knowledge gained in IRIS training efforts to successfully integrate modules into their courses. Specifically, large proportions require students to complete the modules independently outside of class, presumably as homework. Because faculty continue to integrate modules in their classes every semester, it is hypothesized that faculty perceive these modules as a resource to help them better prepare pre-service students to meet the needs of students with disabilities once entering the classroom. These observations hold true even for faculty who have not participated in an IRIS training, conference presentation, or seminar. Faculty are using these resources in the manner intended irrespective of their participation in formal training.

According to IRIS staff, compared to training offered for faculty, less training have been offered for PD providers. Of those that have been offered, consistent with IRIS II's overarching goal, much of it has been focused on how to structure the use of IRIS resources in training for practicing professionals. While we are unable to generalize beyond the group of PD providers surveyed, for the sample included in the present study, the largest percentage reported using IRIS resources in trainings focused on experienced teachers. Thus, this group appears to be delivering training consistent with how IRIS intends for it to be carried out. It is somewhat surprising that this is occurring, especially given that only a little over a third of PD providers have been to an IRIS training session. This is another indication that among the PD providers surveyed, a majority are using the IRIS resources as intended, even without training. For the group surveyed, IRIS resources are perceived as a way to meet the needs of practicing professionals, which ultimately has implications for students with disabilities.

Taken as a whole, both groups of primary intended users of IRIS resources are using them in the manner intended and specified in the IRIS II grant proposal. There does seem to be one key difference between the two groups surveyed. Faculty were much more likely to use the IRIS *STAR Legacy* Modules to prepare for and deliver instruction. Among the small group of PD providers surveyed, most of them were more likely to use the modules to prepare for delivery of professional development, but less likely to actually use the modules in the delivery of training. It is not known why this difference occurred, nor is it known if this is occurring in the larger population of PD providers. Nonetheless, one inference related to this finding is that the preparation and delivery of IRIS resources via the web is an asset of the grant program for both faculty and PD providers. Even when PD providers are not using them to deliver instruction, they are using the content and resources provided to prepare for trainings, thereby indirectly infusing IRIS into their trainings.

One final piece of information in relation to IRIS use warrants further discussion. Namely, the presence of a "ripple effect." That is, many of the survey responders that had not been to a formal

training indicated that they heard about the IRIS Center from colleagues. About a third of faculty report that they collaboratively plan the integration of IRIS *STAR Legacy* Modules into their courses. And, faculty teaching pre-service general education courses are sometimes involved in these efforts. Thus, it is hypothesized that the trainings provide both an impetus for disseminating information provided to colleagues and a springboard to collaborative planning among these groups. It is also hypothesized that this may be related to an earlier finding (i.e., consistency in IRIS resource use regardless of participation in formal IRIS training efforts).

All of these results combined provide external, independent confirmation that IRIS II is exceeding expectations for Objective 4 and Objective 5. While claims about the extent to which IRIS II is meeting its overarching goal is beyond the scope of this report, evidence included herein does lend support to the claim that IRIS II is a comprehensive national resource for faculty and professional development providers that results in a qualified workforce who can better meet the needs of students with disabilities.

Questions to Consider

Clearly, much of the information gleaned from the IRIS Center resource use and perception survey were overwhelmingly positive, both for faculty and PD providers. Nonetheless, questions to consider are included below. IRIS Center staff should consider how answering these questions might inform decision-making. The questions include:

1. What questions, if any, arise from looking at the characteristics of IRIS Center users, both faculty and PD providers? How might future internal or external evaluation efforts inform these questions?
2. While a large proportion of users incorporate the modules into their classes or trainings either directly or indirectly, there is great variability in terms of where and how they are integrated. At a minimum, what percentage of classes and trainings would IRIS Center staff like to see the IRIS *STAR Legacy* Modules directly integrated into? How does this compare to the percentages reported? If the percentages are lower than IRIS Center staff would like to see, what strategies might be put into place to increase these percentages?
3. About a third of faculty report collaboratively planning the integration of IRIS *STAR Legacy* Modules across the curriculum or trainings. Further, variability exists in terms of the percentage of individuals involved in the planning process. To what extent would IRIS Center staff like to see these percentages increase and by how much? What approaches could be put in place to facilitate this?
4. Differences between faculty and PD providers were detected with regards to extent of use and usefulness ratings of IRIS Center resources. What are the implications of this finding, if any, on the design and delivery of IRIS Center resources?
5. The self-reported influence of IRIS *STAR Legacy* Modules on faculty instruction and PD provider trainings was significantly positive. What information included about the perceived impact might inform future IRIS Center work?

Appendix A: Survey Methodology

Participants

IRIS Center internal evaluation efforts have documented that a number of groups (i.e., faculty, professional development providers, undergraduate and graduate students, new and experienced teachers, school and district leadership) access and use IRIS Center resources. However, because the primary purpose of the IRIS Center is to “*serve college and university faculty who are preparing the next generation of school personnel, including special education professionals, as well as to serve professional development providers who conduct in-service training for practicing educators*” (http://iris.peabody.vanderbilt.edu/about_center/about_overview.html), the decision was made to restrict the sample for this survey to these primary intended users.

The sampling list for the survey was developed by the IRIS Center. To construct the list of potential survey responders, the IRIS Center culled e-mail addresses from their electronic mailing lists. The first set of e-mails addresses belonged to individuals self-identifying as Institution of Higher Education (IHE) faculty. The second set of e-mail addresses belonged to individuals self-identifying as professional development (PD) providers.

IRIS Center staff identified a potential pool of 2,485 faculty and 288 PD providers who have used IRIS resources (n=2,773). Once the survey was deployed, a total of 791 individuals clicked on the survey. However, 72 failed to move past the first page of the survey, initially resulting in 719 collected survey responses. Once the survey was closed, the external evaluator began the data cleaning process. Twenty-four survey responses were deleted due to faculty completing the survey more than once. In these instances, their first survey response was retained and their second survey response deleted. Many of these duplicate responses occurring during survey reminder periods, and presumably these faculty did not recall that they had completed the survey. This brought the number of useable responses down to 695. An additional 85 responses were also deleted because these individuals indicated that they were no longer college or university faculty or PD providers. The final number of useable responses was 610, thus resulting in a 22.7% response rate⁶.

Data Collection Procedures

During Fall 2011, IRIS Center staff and Dr. Bianca E. Montrosse collaboratively developed the survey (see Appendix B). The purpose of the survey was to better understand who and how IRIS resources were being used. A subsidiary purpose was to begin to understand how IRIS Center resources were influencing what is transpiring in teacher education programs and professional development (PD) trainings. Five overarching evaluation questions guided the development of the survey:

⁶ Response rate was calculated by subtracting the 85 responses from participants who indicated they were no longer college or university faculty or PD providers from the 2,773 originally identified by the IRIS Center staff. The total number of survey responders (n=610) was divided by the total number of potential responders (2,773 – 85 = 2688).

- (1) What are the characteristics of faculty and professional development providers who use IRIS Center resources?
- (2) How are faculty and professional development providers using the IRIS *STAR Legacy* Modules?
- (3) How do faculty and professional development provider rate the usefulness of other IRIS resources?
- (4) What is the self-reported influence of the IRIS *STAR Legacy* Modules on teacher education programs?
- (5) What is the self-reported influence of the IRIS *STAR Legacy* Modules on professional development providers?

Prior to deployment, IRIS Center staff piloted the survey to ensure that display and skip logic were functioning properly and as intended. The survey was deployed using Qualtrics™ online survey software in October 2011. The survey remained open for one month, with a reminder sent approximately one week prior to the survey closing.

Analysis Procedures

A number of analysis techniques were employed to analyze data. As a first step, data were visually inspected and cleaned (duplicates deleted, spelling corrected on open-ended comments etc.). Next, descriptive statistics were used to assess measures of central tendency (mean, median), variability (range, standard deviation), and calculate percentages. This also allowed for the identification of outlying variables.

Qualitative analysis involved first dividing the data into segments based by survey question. Then, responses to each open-ended question were read to gather an overall sense of the data. Finally, data for each question were coded using words or phrases that describe the meaning of the text. To provide credibility and trustworthiness of qualitative data, verbatim responses are included in the body of the report.

Survey Limitations

The extent to which a critical number of survey non-responders were excluded, thus potentially influencing the results, is unknown. This means that the extent of non-response bias cannot be assessed. This is especially true for PD providers, which was the target group least likely to respond. The extent to which results gleaned from PD providers represent what is occurring in the larger population of PD providers IRIS intends to reach is unknown. These results should not be generalized. Further, as noted in several places throughout the report, the extent to which survey responses were influenced by the traditional nature of the work (e.g., typical audience, format, and purpose of classes or trainings) of faculty and PD providers is unknown. Lastly, no reliability or validity analysis was conducted on the deployed survey.

Appendix B: **IRIS Center Resource Use and Perceived Influence Survey**

Please read the following thoroughly before moving on to the survey.

You are being asked to participate in a summative evaluation survey of IRIS Center resources because you were identified as either a college or university faculty member or a professional development provider who has used the IRIS Center's resources.

Purpose: This summative evaluation is guided by three overarching questions: (1) who is using The IRIS Center's resources, (2) how are the IRIS Center's resources being used, and (3) what is the perceived influence of the IRIS Center's resources on teacher education and professional development? This information will be reported to the IRIS Center's funding agency (i.e., the U.S. Department of Education's Office of Special Education Programs) and will be used internally by the IRIS Center's staff to plan future efforts. It is anticipated that the time needed to complete this survey will vary, but we estimate that the survey should take you about 5-10 minutes to complete.

Risks & benefits: There is no risk connected to your participation in this study, although an associated burden may be the time commitment. In order to help minimize this burden, we have created an online survey with automated skip patterns that minimize the time that would otherwise be spent potentially responding to questions that are not applicable to your particular situation.

Compensation: There is no compensation for participating in this survey.

Voluntary participation: Please understand that your participation in this survey is completely voluntary. Your decision whether or not to participate will in no way affect your current or future relationship with the IRIS Center's staff or with your employer. You have the right to withdraw from this survey at any time without penalty.

Confidentiality: An external evaluator not affiliated with the IRIS Center is conducting this survey. Information will be presented in aggregated form so as not to identify your individual information. Individual survey responses will not be accessible or shared with the IRIS Center or anyone else. It is anticipated that IRIS Center staff will use information from this survey internally. The U.S. Department of Education's Office of Special Education Programs may also use it externally.

If you have questions about this survey, please contact Dr. Bianca E. Montrosse at (828) 227-3113 or by email at bemontrosse@wcu.edu. If you have questions about IRIS Center resources, please contact Dr. Naomi C. Tyler at (615) 343-5610 or by email at iris@vanderbilt.edu.

Q2 Which of the following categories best describes your primary position? (Please check one.)

- College faculty (1)
- Professional development provider (2)
- College student (undergraduate) (3)
- Graduate student (4)
- New teacher (teaching 0-3 years) (5)
- Experienced teacher (teaching more than 3 years) (6)
- School leader (7)
- Other (please specify) (8) _____

Answer If Which of the following categories best describes your pri... College faculty Is Selected

Q3 For what type of institution do you teach? (Please check one.)

- 2-year college (1)
- 4-year college or university (2)

Answer If Which of the following categories best describes your pri... College faculty Is Selected

Q4 Is this institution: (Please check all that apply.)

- Single-sex (1)
- Religiously affiliated (2)
- Historically Black College or University (3)
- Hispanic Serving Institution (4)
- Tribal College or University (5)
- Public (6)
- Private (7)

Answer If Which of the following categories best describes your pri... College faculty Is Selected

Q5 Have you used the IRIS *STAR Legacy* Modules in your courses? (Please check one.)

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q6 To the best of your knowledge, are you the only faculty member at your university who is using the IRIS *STAR Legacy* Modules in courses offered in your school or program? (Please check one.)

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And To the best of your knowledge, are you the only faculty m... No Is Selected

Q7 You indicated that other faculty members at your school or in your program are using the modules in their courses. Do you as a group collaboratively decide which IRIS *STAR Legacy* Modules to use across courses and instructors? (Please check one.)

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And You indicated that other faculty members at your school o... Yes Is Selected

Q8 You indicated that faculty at your school or in your program collaboratively decide which IRIS *STAR Legacy* Modules to use across courses and instructors? Which groups are involved in this collaborative planning effort? (Please check all that apply.)

- General education faculty (1)
- Special education faculty (2)
- Educational leadership faculty (3)
- School Counseling faculty (4)
- Other types of faculty (Please specify) (5) _____

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And You indicated that other faculty members at your school o... Yes Is Selected

Q9 Faculty members involved in this collaborative planning effort teach in which of the following types of programs? (Please check all that apply.)

- Undergraduate courses (1)
- M.A./M.Ed. courses (2)
- Ph.D./Ed.D courses (3)

Answer If Which of the following categories best describes your pri... College faculty Is Selected

Q10 On average, how many courses do you teach per SEMESTER? (Please enter a whole number from 1 to 10).

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q11 In general, in how many of these courses do you use IRIS *STAR Legacy* Modules per SEMESTER? (Please enter a whole number from 1 to 10).

Answer If Which of the following categories best describes your pri... College faculty Is Selected

Q12 Across all of your courses combined, approximately how many students do you teach per SEMESTER? (Please enter a whole number from 0 to 5000).

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q13 In which type of course formats have you used the IRIS *STAR Legacy* Modules? (Please check all that apply.)

- Traditional classroom setting (i.e., everyone meets face-to-face at a specified time) (1)
- Synchronous online classroom setting (i.e., everyone meets online at a specific time) (2)
- Asynchronous online classroom setting (i.e., everyone completes the course online at their own pace) (3)
- Hybrid course (i.e., meets both face-to-face some and online) (4)

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q14 Do you use the IRIS *STAR Legacy* Modules in your: (Please check all that apply.)

- Undergraduate courses (1)
- M.A./M.Ed. courses (2)
- Ph.D./Ed.D courses (3)

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q15 Do you use the IRIS *STAR Legacy* Modules in your: (Please check all that apply.)

- General education courses (1)
- Special education courses (2)
- Educational leadership courses (3)
- Counseling courses (4)
- Other types of courses (Please specify) (5) _____

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q16 How many years have you been using the IRIS *STAR Legacy* Modules? (Please check one.)

- Less than 1 year (1)
- 1 year (2)
- 2 years (3)
- 3 years (4)
- 4 years (5)
- 5 years (6)
- 6 years (7)
- 7 years (8)
- 8 years (9)
- 9 years (10)
- 10 years (11)

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q17 How do you decide which IRIS *STAR Legacy* Modules to use in your courses?

Answer If Which of the following categories best describes your pri... College faculty Is Selected
 And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q18 How often do you have students complete IRIS *STAR Legacy* Modules:

| | Never (1) | Rarely (2) | Occasionally (3) | Frequently (4) |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Independently outside of class. (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Independently during class. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In groups outside of class. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In groups during class. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As an entire class. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (please explain) (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Answer If Which of the following categories best describes your pri... College faculty Is Selected
 And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q19 What kind of class discussion do you have about the IRIS *STAR Legacy* Modules? (Please check all that apply.)

- We do not discuss the modules in class. (1)
- I introduce the module briefly before students complete it. (2)
- We have ongoing discussions about the module as students work through it. (3)
- We discuss or debrief after students have completed the module. (4)
- Other (please explain) (5) _____

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q20 Think about your instruction before and after you began using the modules. Has using the IRIS *STAR Legacy* Modules changed your instruction (e.g., how you prepare your courses, how you deliver your courses, your confidence in delivering the material, etc.)? (Please check one.)

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Think about your instruction before and after you began u... Yes Is Selected And Have you
used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q21 How has using the IRIS *STAR Legacy* Modules changed your instruction (e.g., how you prepare your courses, how you deliver your courses, your confidence in delivering the material, etc.)?

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Think about your instruction before and after you began u... Yes Is Selected And Have you
used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q22 Imagine for a moment that IRIS *STAR Legacy* Modules were no longer available. What impact, if any, would it have upon your instruction (e.g., how you prepare your courses, how you deliver your courses, your confidence in delivering the material, etc.)?

Answer If Which of the following categories best describes your pri... College faculty Is Selected
And Have you used the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q23 Think about your supervision of graduate or part-time instructors teaching a course before and after you began using the modules. Has using the IRIS *STAR Legacy* Modules changed your supervision of these individuals? (Please check one.)

- Yes (1)
- No (2)
- I do not supervise graduate students and/or part-time instructors (3)

Answer If Which of the following categories best describes your pri... College faculty Is Selected
 And Think about your supervision of graduate or part-time ins... Yes Is Selected And Have you used
 the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q24 How has using the IRIS *STAR Legacy* Modules changed your supervision of graduate or PT
 instructors teaching a course?

Answer If Which of the following categories best describes your pri... College faculty Is Selected
 And Think about your supervision of graduate or part-time ins... Yes Is Selected And Have you used
 the IRIS *STAR Legacy* Modules in your course... Yes Is Selected

Q25 Imagine for a moment that IRIS *STAR Legacy* Modules were no longer available. What impact,
 if any, would it have upon your supervision of graduate or PT instructors teaching a course?

Answer If Which of the following categories best describes your pri... Professional development
 provider Is Selected

Q28 Have you used IRIS *STAR Legacy* Modules as part of delivering professional development?
 (Please check one.)

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... Professional development
 provider Is Selected And Have you used IRIS modules as part of delivering professi... Yes Is
 Selected

Q29 What was the extent of your involvement in delivering this professional development? (Please
 check one.)

- I was involved in the planning of the professional development, but not the delivery. (1)
- I was involved in delivery of the professional development, but not the planning. (2)
- I was involved in both the planning and delivery of the professional development. (3)

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q31 To the best of your knowledge, are you the only PD provider in your organization that is using the IRIS *STAR Legacy* Modules in professional development? (Please check one.)

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And To the best of your knowledge, are you the only PD provid... No Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q30 You indicated that other PD providers in your organization are using modules in their trainings. Do you as a group collaboratively decide which IRIS *STAR Legacy* Modules to use across trainings and PD providers? (Please check one.)

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And You indicated that other PD providers in your organizatio... Yes Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q32 You indicated that PD providers in your organization collaboratively decide which IRIS *STAR Legacy* Modules to use across trainings and PD providers. Which groups are involved in this collaborative planning effort? (Please check all that apply.)

- State education agency staff (1)
- Local education agency staff (2)
- School staff: Elementary school (3)
- School staff: Middle or junior high school (4)
- School staff: High school (5)
- Other (please specify) (6) _____

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q34 You indicated that you have used IRIS *STAR Legacy* Modules as part of delivering professional development. For what type of institution did you personally provide this professional development? (Please check all that apply.)

- State education agency staff (1)
- Local education agency staff (2)
- School staff: Elementary school (3)
- School staff: Middle or junior high school (4)
- School staff: High school (5)
- Other (please specify) (6) _____

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected

Q35 On average, how many professional development trainings do you offer per YEAR? (Please enter a whole number from 0 to 100).

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q36 In general, in how many of these trainings do you use IRIS *STAR Legacy* Modules per YEAR? (Please enter a whole number from 0 to 100).

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected

Q37 Across all of your professional development trainings combined, approximately how many people participate per YEAR? (Please enter a whole number from 0 to 5000).

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q38 In which type of PD formats have you used the IRIS *STAR Legacy* Modules? (Please check all that apply.)

- Traditional, face-to-face training (1)
- Webinar (2)
- Podcast (3)
- One-on-one coaching (4)
- Other (please specify) (5) _____

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q40 Do you use the IRIS *STAR Legacy* Modules for: (Please check all that apply.)

- District-based initial licensure (1)
- District-based permanent licensure (2)
- Continuing education credits (CEUs) (3)
- Other (please specify) (4) _____

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q41 Do you use the IRIS *STAR Legacy* Modules for: (Please check all that apply.)

- Induction of new general education teachers (1)
- Induction of new special education teachers (2)
- Professional development for education leadership personnel (e.g., principals) (3)
- Professional development for experienced teachers (4)
- Other types of professional development (Please specify) (5) _____

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q42 How many years have you been using the IRIS *STAR Legacy* Modules? (Please check one.)

- Less than 1 year (1)
- 1 year (2)
- 2 years (3)
- 3 years (4)
- 4 years (5)
- 5 years (6)
- 6 years (7)
- 7 years (8)
- 8 years (9)
- 9 years (10)
- 10 years (11)

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q43 How do you decide which IRIS *STAR Legacy* Modules to use in your PD trainings?

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q44 How often do you have trainees complete IRIS *STAR Legacy* Modules:

| | Never (1) | Rarely (2) | Occasionally (3) | Frequently (4) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Independently outside of the PD training. (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Independently during the PD training. (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In small groups outside of the PD training. (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In small groups during the PD training. (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As an entire group. (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other (Please specify) (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q45 What kind of discussion during the PD training do you have about the IRIS *STAR Legacy* Modules? (Please check all that apply.)

- We do not discuss the modules during training. (1)
- I introduce the module briefly before PD participants complete it. (2)
- We have ongoing discussions about the module as PD participants work through it. (3)
- We discuss or debrief after PD participants have completed the module. (4)
- Other (Please specify) (5) _____

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q46 Think about your PD training before and after you began using the modules. Has using the IRIS *STAR Legacy* Modules changed your PD training (e.g., how you prepare your trainings, how you deliver your trainings, your confidence in delivering the material, etc.)? (Please check one.)

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Think about your PD training before and after you began u... Yes Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q47 How has using the IRIS *STAR Legacy* Modules changed your PD training (e.g., how you prepare your trainings, how you deliver your trainings, your confidence in delivering the material, etc.)?

Answer If Which of the following categories best describes your pri... Professional development provider Is Selected And Think about your PD training before and after you began u... Yes Is Selected And Have you used & IRIS *STAR Legacy* Modules & as part ... Yes Is Selected

Q48 Imagine for a moment that IRIS *STAR Legacy* Modules were no longer available. What impact, if any, would it have upon your PD training (e.g., how you prepare your trainings, how you deliver your trainings, your confidence in delivering the material, etc.)?

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or
 Which of the following categories best describes your pri... Professional development provider Is
 Selected

Q26 How useful do you find the following IRIS resources?

| | I have not used it (1) | I have used and find it not at all useful (2) | I have used and find it slightly useful (3) | I have used and find it moderately useful (4) | I have used and find it very useful (5) |
|-------------------------------------|------------------------|---|---|---|---|
| Case studies (1) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Activities (2) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Information briefs (3) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Podcasts (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| IRIS media search tool (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Film search tool (6) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Web resource directory (7) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online dictionary (8) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| IRIS <i>STAR Legacy</i> Modules (9) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or
 Which of the following categories best describes your pri... Professional development provider Is
 Selected

Q27 Are there any topics that you would like, but could not find, IRIS resources for?

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or
Which of the following categories best describes your pri... Professional development provider Is
Selected

Q49 Are you: (Please check one.)

- Male (1)
- Female (2)

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or
Which of the following categories best describes your pri... Professional development provider Is
Selected

Q50 Which of the following best describes your race? (Please check all that apply.)

- American Indian or Alaska Native (1)
- Asian (2)
- Black or African American (3)
- Native Hawaiian or Other Pacific Islander (4)
- White (5)
- Other (please specify) (6) _____

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or
Which of the following categories best describes your pri... Professional development provider Is
Selected

Q51 Which of the following categories best describes your Spanish, Hispanic, and/or Latino
ethnicity? (Please check all that apply.)

- I am not of Spanish, Hispanic, or Latino origin. (1)
- Mexican, Mexican-American, Chicano (2)
- Puerto Rican (3)
- Cuban (4)
- Latin American (5)
- Other (please specify) (6) _____

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or Which of the following categories best describes your pri... Professional development provider Is Selected

Q52 In what year were you born? (Please enter your 4-digit birth year.)

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or Which of the following categories best describes your pri... Professional development provider Is Selected

Q53 Are you a person with a disability? (For the purposes of this survey, a person with a disability meets one or more of the following criteria: 1) has a disability based on the definition of disability under the Americans with Disabilities Act 2) has a documented disability and received disability related services in higher education 3) had either an IEP or a 504 plan during elementary and/or high school.) (Please check one.)

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... College faculty Is Selected And Are you a person with a disability? & (For the purpos... Yes Is Selected Or Which of the following categories best describes your pri... Professional development provider Is Selected And Are you a person with a disability? & (For the purpos... Yes Is Selected

Q54 Which of the following categories describe your disability? (Please select all that apply)

- Autism (1)
- Deaf/blindness (2)
- Deafness and/or hard-of-hearing (3)
- Emotional or behavioral disorder (4)
- Mild/moderate intellectual disability (5)
- Severe intellectual disability (6)
- Learning disabled (7)
- Multiple disabilities (8)
- Other health impairment (9)
- Physical/orthopedic impairment (10)
- Speech and/or language impairment (11)
- Traumatic brain injury (12)
- Visual impairment and/or blindness (13)
- Other (please specify) (14) _____

Answer If Which of the following categories best describes your pri... College faculty Is Selected
 And Are you a person with a disability? & (For the purpos... Yes Is Selected Or Which of the
 following categories best describes your pri... Professional development provider Is Selected And
 Are you a person with a disability? & (For the purpos... Yes Is Selected

Q55 To what extent do you find the IRIS resources accessible? (Please check one.)

- Not accessible at all (1)
- Somewhat accessible (2)
- Very accessible (3)

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or
 Which of the following categories best describes your pri... Professional development provider Is
 Selected

Q56 How did you learn about the IRIS Center resources?

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or
 Which of the following categories best describes your pri... Professional development provider Is
 Selected

Q57 Have you ever been to a conference presentation that focused on the IRIS Center and its
 resources?

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or
 Which of the following categories best describes your pri... Professional development provider Is
 Selected

Q58 Have you ever participated in an IRIS training seminar? (Please check one.)

- Yes (1)
- No (2)

Answer If Which of the following categories best describes your pri... College faculty Is Selected Or
Which of the following categories best describes your pri... Professional development provider Is
Selected

Q59 If you have comments you would like to share about your experiences with IRIS Center resources, please provide them in the space below.

End-of-Survey Text: Your survey is now complete. Thank you for participating in the IRIS Center Summative Evaluation survey! Your answers will help us to better understand the experiences and needs of those using the IRIS Center's resources