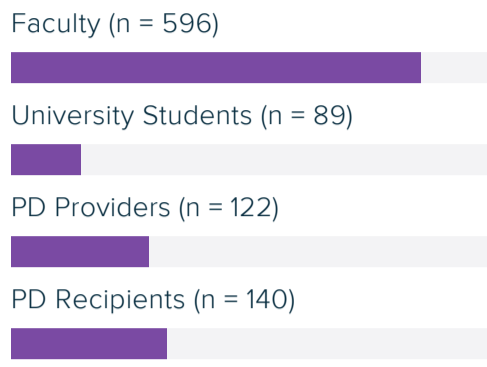




## Respondents

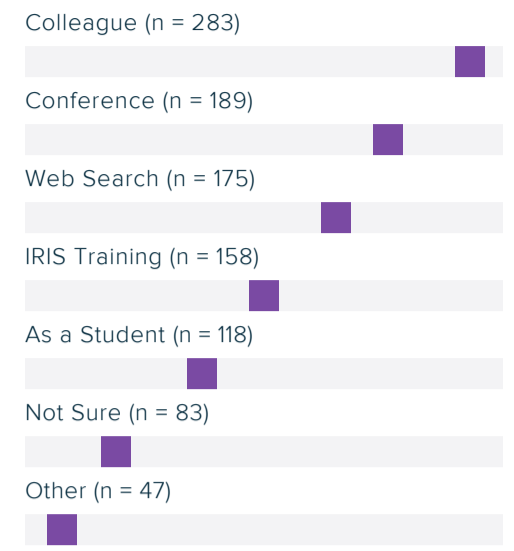


## Purpose

One objective of IRIS IV is to increase the awareness and knowledge of evidence-based practices by individuals who make use of IRIS open-educational resources (OERs). Therefore, the purpose of Survey I was to collect data to create a snapshot of user experience within year 1 of the project. Data reflect who users are, what and how IRIS OERs are used, and the perceived value of IRIS OERs. The same survey will be administered in the final year of the project to assess changes in user experience.

In addition, data collected as a part of Survey I will inform the selection of IRIS OERs to be used in knowledge and practice evaluation projects that will be conducted in years 2 - 5 of the project.

## First Learn About IRIS

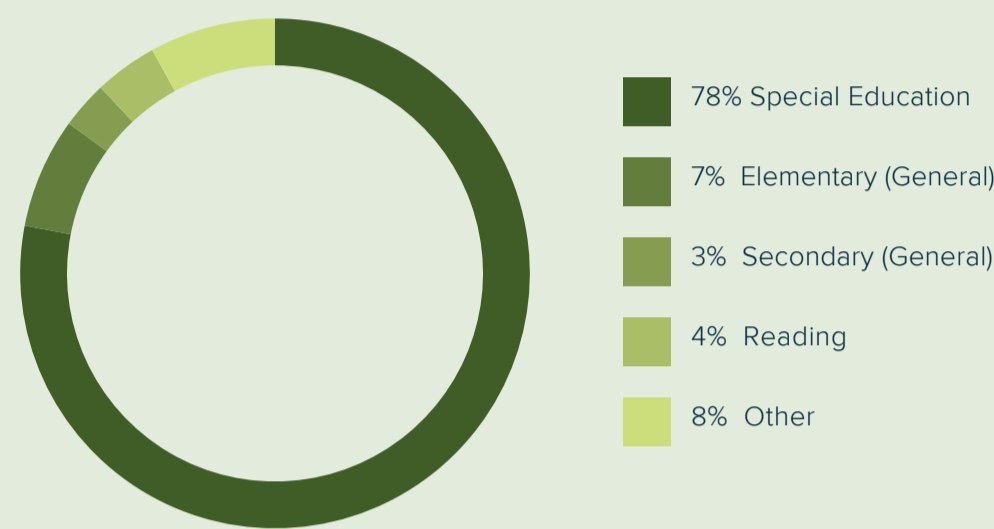


Other: IRIS emails, textbooks, OSEP, CEEDAR, CEC, State Department

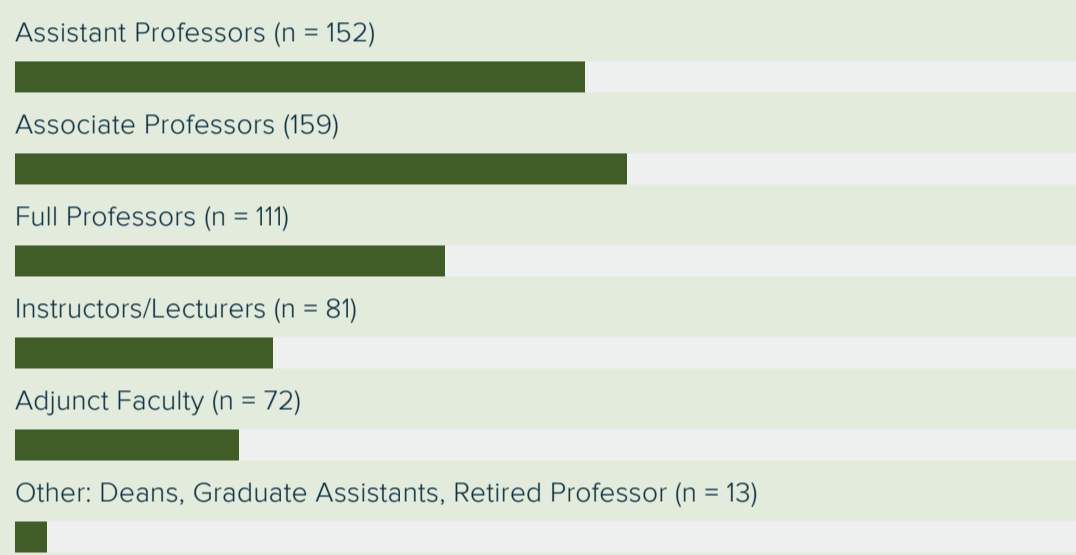
## Which Courses?

- 45% Methods Courses
- 38% Introductory or Survey
- 11% Field Placement Seminars
- 2% Doctoral Seminars
- 4% Other: Graduate (non-licensure courses); Education Leadership; Collaboration; Capstone Seminars; and Counseling.

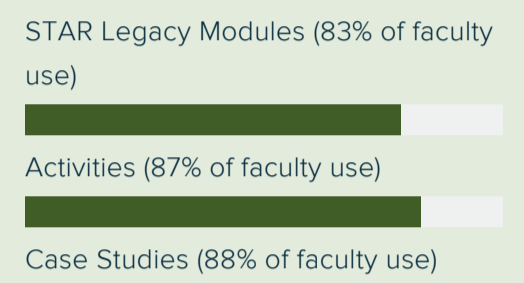
## Faculty: Programs and Roles



**Other:** English as a Second Language, School Psychology, Speech-Language Pathology, Early Childhood, Applied Behavior Analysis, Assessment, Counselor Education, & Assessment



## High-Use IRIS OERs

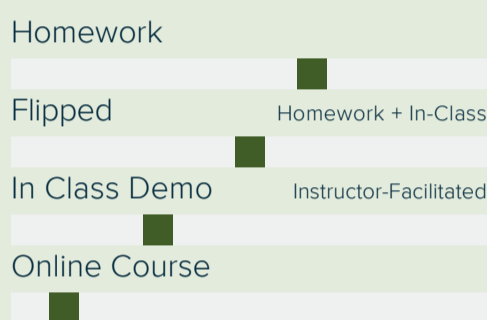


Note: Respondents were less familiar with Faculty Resources (e.g., sample syllabi, course matrices, planning forms).

Faculty use a variety of ways to assess students' mastery of STAR Legacy Module content:

- IRIS assessment questions (n = 253),
- Instructor-created assessments (n = 119),
- Performance assessments (n = 79), and
- Other methods (n = 24), which include discussions, graphic organizers, & presentations.

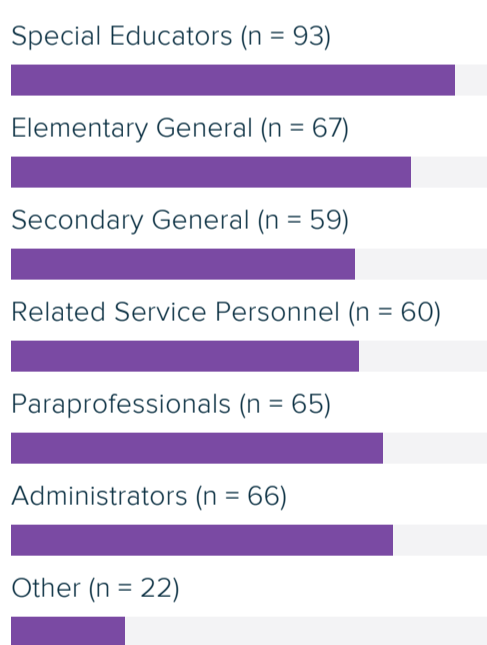
## Uses of IRIS OERs



## High-Utility Content

Accommodations, Behavior & Classroom Management, RTI/MTSS, Assessment, and Transition.

## Recipients of PD

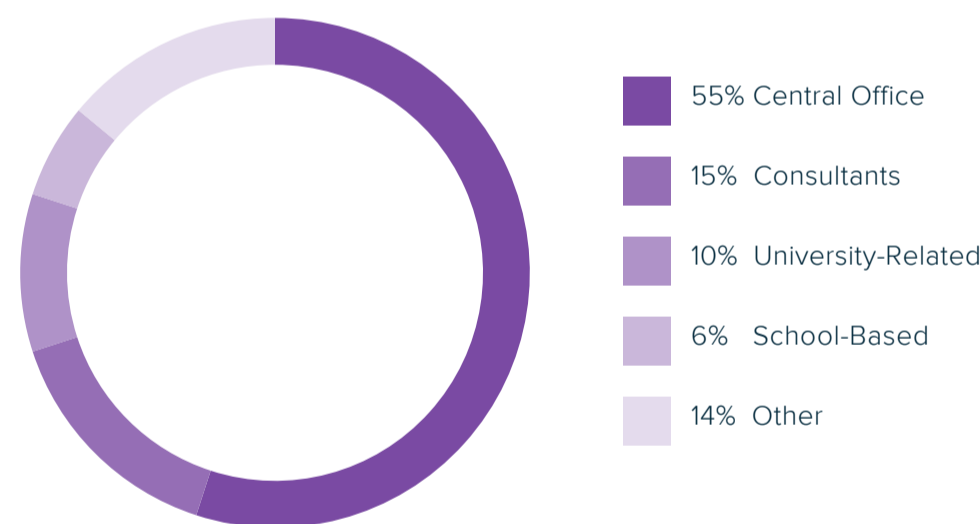


**Other:** Families, Adult Service Providers, Early Childhood Providers, State Leaders, College Professors, & Vocational Rehabilitation

## High-Utility Content

Accommodations, Behavior & Classroom Management, Collaboration, and Assistive Technology

## PD Providers: Programs and Roles



**Central Office Roles** Directors of Special Education, RTI/MTSS coordinators, Transition specialists, Behavior specialists  
**University-Related** OSEP Project Directors, Retired & Current faculty  
**School-Based** Principals, SLPs, Literacy Coaches, Behavior Specialists  
**Other** State & Regional Personnel, Head Start Personnel, Parent Advocates

## PD Recipients' Recommendations

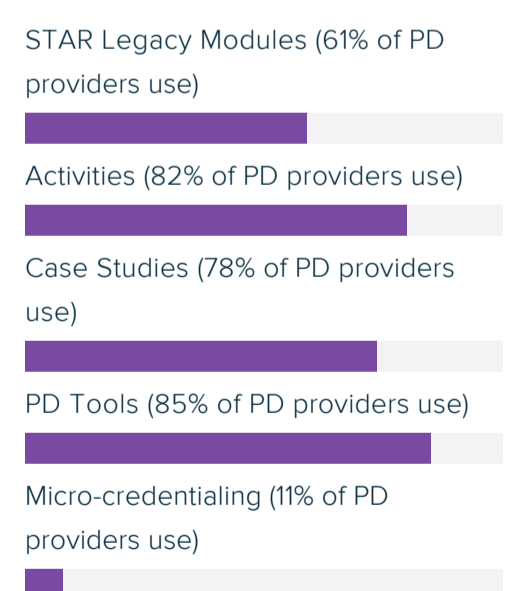
Out of the 114 PD recipients who responded, 102 (89%) recommended that IRIS OERs be used for PD, 10 (9%) thought that *maybe* they should, and 2 (2%) did not recommend IRIS OERs for PD.

## How Do You Use?

PD providers use IRIS OERs in a variety of ways.

- 43% In planning for PD
- 27% Require participants to engage with OER *during* training
- 21% Require participants to engage with OER *prior* to PD
- 9% Other methods such as for personal research, blog post suggestion, supplemental/optional information

## High-Use IRIS OERs



## Highlights

### Number of Years Using IRIS OERs

The majority of faculty users have used IRIS OERs for over 4 years (n = 556) with 110 using IRIS for over 10 years.

### Reasons for Choosing IRIS OERs

Relevant, evidence-based, efficient, effective, easy to use, & engaging

### PD Trainings

On average, PD providers conducted 10 trainings annually serving ~25 participants per training. Some PD providers serve 50 - 100 in each training!

### Perceived Impact

Faculty and PD Providers estimated the biggest impact of IRIS OERs was on participants awareness & knowledge of EBPs.

### Participant Preferences

Participants (students and PD recipients) reported a preference for IRIS OERs over lectures, textbooks, and articles.