The IRIS Center Quarterly Report

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Administrative Progress Report:

Year 3/Quarter 2

Submitted To:

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Research to Practice Division
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Serving: Higher Education Faculty • PD Providers • Practicing Educators
Supporting the preparation of effective educators with the knowledge and skills to
use evidence-based practices to improve outcomes for all students, especially
struggling learners and those with disabilities.

Our Quarter At-A-Glance: The IRIS Center presents these quarterly reports as a narrative of our efforts and a detailed account of our work and progress. Below are just a few accomplishments from the previous three months. We invite you to read on for the details of all this and so much more.

- **Developed and posted** the module *Parents: Supporting Learning During the COVID-19 Pandemic*
- Began the development of a **new module for faculty about hybrid and online instruction**
- Worked on the **revision of two modules** (*Collaborating with Families, Assistive Technology*) and **coordinated four additional module revisions**
- Continued the updating and reformatting of our collection of **course/PD activities (110 total)**
- **Broadly disseminated information** about our *Supporting Learning During COVID-19* module
- Made great strides in our preparation for the **first IRIS virtual workshop**
- Responded to an **unprecedented number of TA requests** (requiring approximately 1.5 FTE of IRIS staff time)
- Tracked the access of **133,633 free IRIS PD Certificates of Completion as of June 30, 2020 (a value of nearly $6.7 million)**
- Experienced an **unprecedented growth** in traffic to our Website **(1,089,791 visits to the IRIS Website this quarter alone)**
- Completed **three case-study reports** detailing how states and districts are using IRIS
- Submitted our **Annual Performance Report**

PROJECT INFRASTRUCTURE: *IRIS is engaged in a continuous effort to improve and expand the quality and reach of our resources through ongoing infrastructure development and enhancement.*

⇒ **Website Programming Updates & Improvements:** Many significant improvements to the IRIS Website happen "behind the scenes" at the programming level and are therefore virtually invisible to our users. Immediately noticeable or not, however, these adjustments and fine tunings are indispensable to a smooth running, user-friendly online experience. A log of some of our recent activity follows.

❖ **Learning Management System:** IRIS is in the early stages of replacing our School & District Platform's existing dashboard with a more sophisticated learning management system (LMS). This LMS would facilitate more fluid use by IRIS users, offering greater flexibility, more accurate data tracking, improved customization of the modules, and expanded options for tests, among much else.

❖ **Enhanced Navigation & User Interface:** In the past, clicking a link in an IRIS Module to access a definition or an audio or video transcript (among other links leading to local content) would take users to another page, after which they would be required to navigate back to the main content to continue. No longer. Thanks to a programming update, these elements are now available to IRIS users via drop-down interfaces that simplify navigation and make accessing a module's content easier and more convenient than ever. To date, we have implemented this feature in about half of all IRIS Modules. Work toward completing this goal will continue in the coming quarter.

❖ **Overwhelmed Email Server:** Visitors to the IRIS Website who sign up to receive our periodic listserv notices and newsletter get an auto-generated confirmation email from IRIS in response. So, too, do those who register for an account in our PD section, or who select a module or modules to complete for a PD certificate. Under "ordinary" circumstances, this automated process works in the background, rarely requiring our attention. With the onset of COVID-19, however, and the incredible growth in visits to the IRIS Website and use of our PD options, we were soon informed that those auto-generated messages were overwhelming our hosting servers. Further, these large numbers of emails caused us to be flagged as spam by some school and district email systems, preventing them from appearing in users' inboxes. Subsequent conversations with our WP Engine-dedicated account manager, Vanderbilt University IT, and multiple programmers yielded a technical solution that has since been implemented.

❖ **Server Woes:** With the vast majority of Vanderbilt faculty and staff working from home during COVID-19, it was probably inevitable that tech issues would soon begin to rear their heads. Sadly, one such issue came home to IRIS when we realized that Vanderbilt's server had deleted a month's worth of stored files. The server's backup cycle schedule—meant to recapture those missing files—was calibrated in such a way that the files were, in fact, permanently lost. IRIS has since collaborated with Vanderbilt IT on a fix, as well as making internal changes by IRIS staff to avoid the necessity of duplicative effort in the future.

PRODUCT DEVELOPMENT: *IRIS develops online resources about evidence-based instructional and behavioral practices to help improve the education outcomes of all students, particularly struggling learners and those with disabilities. Created with the assistance of many of the top experts in their fields, IRIS resources—whether modules, case studies, fundamental skill sheets, or many others—are innovative, interactive, and practical for use in college and university coursework, by PD providers, and by teachers in today's classrooms.*

Modules: The signature resource of our center, IRIS Modules cover information about fundamental topics and evidence-based instructional and behavioral practices on a wide variety of topic areas, including classroom behavior management, MTSS/RTI, and high-quality IEPs, to name but a few.

⇒ **Supporting Families During COVID-19:** With assistance from the American Institutes of Research (AIR), whose literature review provided background information, the IRIS Center has developed a module to help parents support their children's learning at home during the COVID-19 pandemic. The module is now available on the IRIS Website. Since its posting, IRIS has added new reading resources from IES. In accordance with our obligation to expand and update the resource to fit shifting circumstances (e.g., the fact that most parents now have at least some experience with virtual learning and learning at home, the process of virtual IEP meetings becoming more commonplace), IRIS has already begun planning how to alter the module accordingly. The modified module will be posted early during the next quarter.

⇒ **Module for Faculty:** In collaboration with Vanderbilt's Center for Teaching (CFT), the IRIS Center is developing a new resource to help faculty learn how to move their courses from face-to-face to hybrid and virtual instruction during the ongoing COVID-19 pandemic. CFT has granted IRIS total access to the resources in its Online Course Design Institute. Because many smaller universities do not have this level of support for their faculty, we believe that this new module will offer significant assistance and possibly even be used outside of the field of education. The module will take faculty step-by-step through the course-development process with the option of selecting only those pages they need help with or working through the entire module. Alexandra Da Fonte, a faculty member in Vanderbilt's Department of Special Education, is currently working through the two-week course offered by CFT. She will help provide examples of course syllabi that have been developed or altered for online instruction. We hope to post this module by July 31 so that it is ready for faculty as they plan their fall classes.

⇒ **Module Revision:** IRIS is revising a number of our existing modules and module series with updated information and expanded resources.

❖ **Collaborating with Families:** IRIS is nearing completion on a revision of our module *Collaborating with Families* with recommendations from Karen Harrison, Executive Director of STEP (Support and Training for Exceptional Parents), Inc., Tennessee's Parent Training and Information Center. The revised module includes information on working with families during the COVID-19 pandemic. We will post the updated resource prior to the beginning of the fall semester.

❖ **Assistive Technology:** An updated version of this resource on the importance of assistive technology for students with special learning needs—*Assistive Technology: An Overview*—is currently underway with content developed by Dave Edyburn of the University of Central Florida. Although we anticipated posting this module before the fall semester, it has been temporarily put on hold in order to complete the new module for faculty (see above). We now plan to keep the current module in place for the fall and post the revised resource to the IRIS Website in December, once fall courses have ended.

❖ **Classroom Behavior Management:** Work has begun on revisions to our module series on classroom behavior management. Kathleen Lane, the original content expert for *Addressing Disruptive and Noncompliant Behaviors Parts 1 and 2*, has provided revisions for *Part 1* and is now working on the second module in the sequence. The development of these modules is scheduled for Year 4.

❖ **Intensive Intervention:** IRIS staff have met with personnel from the National Center on Intensive Intervention (NCII) on multiple occasions to discuss how to revise the two-part IRIS Module series on intensive intervention to align with NCII's new taxonomy of intensive intervention. IRIS will begin revising *Part 1* in Year 3, with plans to post in Year 4. The center will also begin the revision of *Part 2* once NCII provides guidance on an assessment component, the hypothesis testing approach.

❖ **Writing Performance:** During this quarter, Steve Graham of Arizona State University, who provided the original content, reviewed and recommended revisions for *Improving Writing Performance: A Strategy for Writing Persuasive Essays*. Tanya Santangelo of Arcadia University, an expert recommended by Steve Graham, has agreed to revise the content by the end of the next quarter. IRIS plans to post this revised module in Year 4.

❖ **Self-Regulated Strategy Development:** During this quarter, Karen Harris (one of the original content experts) and Debra McKeown agreed to review and provide recommendations for revising *SRSD: Using Learning Strategies To Enhance Student Learning.* We look forward to their feedback in the coming quarter.

Case Studies: These multi-part resources ask users to analyze and respond to a number of problem-based classroom issues and challenges—for example classroom norms and expectations, algebra instruction, or classroom arrangement—through increasing levels of complexity and detail.

⇒ **Collection Reformat:** IRIS is updating our entire collection of case study units with a newer, more scaffolded, and appealing format to match our improved product-quality standards. Work toward this goal will continue throughout the coming quarter and likely beyond.

⇒ **Effective Room Arrangement:** IRIS is developing a new case study unit, *Effective Room Arrangement: High School*, which we hope to post in the third quarter of this year.

Fundamental Skill Sheets: Practical and informative, IRIS Fundamental Skill Sheets offer educators quick primers or reminders about discrete skills and practices indispensable to their role as effective classroom teachers. Fundamental skill sheets cover everything from specific praise to proximity control.

⇒ **Criterion-Specific Rewards:** For Year 3, IRIS is creating a new fundamental skill sheet covering criterion-specific rewards. IRIS will complete the necessary classroom video shoots when public health conditions will allow us to proceed safely.

⇒ **Contingent Instructions:** Likewise for Year 3, IRIS is creating a new fundamental skill sheet covering contingent instructions. As above, IRIS will complete the necessary classroom video shoots when public health conditions will allow us to proceed safely.

Course/PD Activities: Handy, focused resources for use as independent assignments or to promote classroom discussion, IRIS Course/PD Activities cover a diverse range of topics, including behavior management, language disorders, and many others.

⇒ **Course/PD Activities Update:** IRIS is overhauling our course/PD activities collection (110 resources in all). Almost every activity will be revised, and a few outdated and/or unused resources will be removed from the IRIS Website entirely. We are also in the process of updating the resources' format and design to match our improved product-quality standards.

⇒ **New Activities:** IRIS is currently developing a suite of new activities to complement our recently revised module on collaborating with families. Work on these new resources will continue into the coming quarter.

Information Briefs: These online resources developed by other programs and centers are collected and curated by IRIS as supplemental materials. Information briefs cover everything from accommodations for students with disabilities to Universal Design for Learning and peer-assisted learning strategies.

⟹ **Collection Overhaul:** Our entire collection of info briefs is undergoing a significant overhaul. Spearheaded by Deb Smith and Shedeh Hajghassemali, this huge undertaking will examine our collection of 338 information briefs with an eye toward removing older or outdated resources and, if possible, replacing them with more recent versions. The process will begin with six topic areas: Content Instruction, Differentiated Instruction, Disabilities, Learning Strategies, Reading, Early Childhood, plus a separate pull-out for Evidence-Based Practices. A survey for reviewers has been developed and reviewers identified and contacted. Reviews on 2 topics (EC and EBPs) will begin early next quarter.

⟹ **New IRIS Info Brief:** In response to consumer feedback following the removal of our outdated module on effective school practices, IRIS will develop an information brief on collaboration between teachers and principals, among teachers, and between school personnel and parents.

IRIS Online Tools: From a glossary of terms related to disabilities to the IRIS Books and Films Tools to our Evidence-Based Practice Summaries, IRIS online tools are user-friendly, informative, and always growing.

⟹ **EBP Summaries:** IRIS is updating our collection of evidence-based practice summaries. These research summaries covering instructional strategies and interventions offer information that includes level of effectiveness as well as the age groups for which a given strategy or intervention is designed. Links to the original reports are also provided for those who might wish to explore further. IRIS Evidence-Based Practices Workgroup lead Bryan Cook (the University of Virginia) and Lysandra Cook have reviewed the summaries tool, offering feedback and suggestions for revision and improvement. The process is currently on hold and will recommence during future quarters.

⟹ **IRIS Glossary:** This searchable glossary of definitions for the disability-related terms covered in many of our resources is currently undergoing revision. We have created a master list of terms and begun the process of reviewing and updating them. Once complete, we will share this resource with the National Center on Intensive Intervention (NCII), which we expect to do in the remaining quarters of Year 3. For more on this, see the **Collaboration** section below.

⟹ **Film Tool:** This searchable database, which represents an attempt to catalogue the representation of people with disabilities in motion pictures, has been updated with 20 new titles.

⇒ **Book Tool:** Curated in conjunction with Mary Anne Prater, this search tool contains information and synopses of children's and young adult literature about or having to do with people with disabilities. An update of this tool is currently underway, which we hope to complete and post in the fall before the end of Year 3.

DISSEMINATION: *IRIS disseminates news of its resources through a wide variety of means, both universal, targeted, and individualized. The IRIS Website, conference presentations and exhibition appearances, and a multi-part social media presence, all are key components in our plan to reach and communicate with IRIS consumers.*

Infrastructure: Key to our center's ongoing dissemination efforts is the development and expansion of multiple elements that, together, form the basis of our campaign to get the word out about IRIS and our resources. More about these can be found in the items below.

⇒ **NAESP Principal Insights Newsletter:** Throughout the quarter, IRIS disseminated in the form of a Showcase Ad in the twice-weekly newsletter of the National Association of Elementary School Principals (NAESP). The purpose of this ad—in conjunction with an "Audience Extension" add-on in the final month of the quarter—was to increase brand awareness among school administrators and to focus on supporting educators during COVID-19 by highlighting IRIS professional development opportunities. The showcase ad provided a link to the IRIS professional development page. The audience extension feature flagged those who best fit the algorithmic characteristics of the NAESP audience (e.g., newsletter subscribers, Website visitors) and displayed IRIS content to them on the Websites they visit most often.

⇒ **Professional Forums:** Monitoring and responding to questions posed on the CEC Forum has made it clearer than ever that IRIS is widely considered a quality source of information about evidence-based practices and has been frequently cited as a source of professional development for educators and also for those needing to support parents during COVID-19. Like the CEC Forum, other group or professional forums often include IRIS as a reliable "go-to" center.

⇒ **The Peabody Reflector:** IRIS was interviewed by the *Peabody Reflector*—the official publication of Peabody College—about our immediate response and support of educators during COVID-19. A subsequent article was published on April 10 in both the Vanderbilt University newsletter and the *Reflector* entitled "[IRIS Center Provides Vital Online Resources for Educators During Outbreak](#)."

⇒ **Article About IRIS Resources:** An article by Kristin Sayeski and Bethany Hamilton-Jones covering IRIS OERs, "Open Educational Resources from the Innovative Resources for Instructional Success Center," was the cover article in the most recent edition of *Intervention in School and Clinic*.
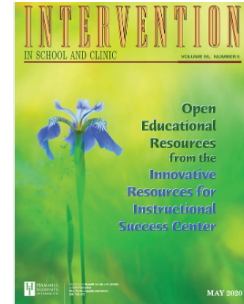
⇒ **Disseminating Parents: Supporting Learning during the COVID-19 Pandemic:** The dissemination/communication plan for this module included an April 24 email to our entire listserv of some 12,000 recipients. IRIS then contacted individual stakeholder groups with information about the resource, while others disseminated news of the resource of their own accord. Among these centers and stakeholder groups were OSEP TA&D Centers, parent; teacher, and school leadership groups and organizations; federal agencies, and charter school organizations; Understood, NCLD, CPIR, PACER, Boys and Girls Clubs of America, National Foster Parent Association, National PTA, 4H, NEA, AFT, TN-NEA, AMLE, CEC, CASE, HECSE, ACRES, NAESP, NASSP, AASA, NASDSE, OSERS, OESE, National Charter School Institute, National Alliance for Public Charter Schools, and KIPP.

As we approach the beginning of a new school year, IRIS will again take up dissemination of the module in late July/early August.

⇒ **The IRIS Standard:** A new edition of the IRIS newsletter—*The IRIS Standard*—is currently in development. We hope to distribute it to our users at some point in the coming quarter. Archived editions of the *Standard* are also available on the IRIS Website.

⇒ **OSEP Newsletter:** In April, IRIS was one of the centers highlighted for its new module for parents in OSEP's Newsletter, this edition highlighting *COVID-19 Resources: Supporting Parents as Teachers*.

⇒ **YouTube Channel Update:** On June 5, IRIS posted a descriptive video for our module for parents supporting their children's learning during COVID-19 (see above) on our dedicated YouTube channel.

⇒ **Social Media:** Our center's social media following and number of engagements continue to grow at a rapid rate. As of this report, IRIS has 3,148 (compared to 2,873 last quarter) followers on Twitter. Our Twitter impressions for the quarter totaled 112,300, yet another sign of sustained robust growth.

Presentation & Outreach Efforts: Throughout the year, IRIS attends local, regional, and national conferences to present on our training and instructional resources and to keep audiences up-to-date on everything that is new with IRIS. Information about our recent presentations is below.

⇒ **Conference Proposals and Planning at Professional Conferences:** Using research and data, IRIS has developed a conference plan that extends into the first quarter of 2021. Calls for proposal were submitted for those conferences in our dissemination plan to ensure that IRIS continues to reach our target audiences and increase the number of users. Due to COVID-19, four conferences across the summer and fall that IRIS was to attend were cancelled. Additionally, IRIS has submitted several proposals for conferences scheduled for February 2021. We continue to monitor developments related to COVID-19 to prepare for a potential pivot in delivery to virtual presentations.

⇒ **OSEP Webinar:** On June 4, IRIS participated in an OSEP Webinar covering *Resources for Teachers and Parents to Enhance the Continuity of Learning During COVID-19 for Children with Disabilities*. IRIS shared information about its new module for supporting parents.

TECHNICAL ASSISTANCE: *IRIS works to increase the capacity of teacher preparation programs to expand the range of resources about evidence-based practices (EBPs) in their courses and program curricula, state and local education agencies as well as PD providers to deliver effective professional development, and independent learners to enhance their knowledge and skills regarding EBPs.*

⇒ **TA & Training:** IRIS works with schools and districts to increase the knowledge and use of IRIS Modules and other resources. Notes on our recent activities to this purpose can be found below.

❖ **Expanded TA Requests:** Just as the COVID-19 pandemic has led to unprecedented levels of traffic to the IRIS Website so, too, has it created an enormous increase in the number of technical assistance requests for technical support from educators who had difficulty setting up IRIS PD accounts, adding modules to those accounts, and accessing their certificates, among other sundry issues. In addition, some schools and districts took advantage of the free certificates to provide coordinated professional development for their educators, including educational assistants (a group whose use of IRIS certificates has increased significantly). School leaders from these schools and districts requested TA from IRIS staff to help them identify appropriate topics and resources for their PD activities. This type of TA alone required a minimum of 15–20 hours per week from IRIS staff.

❖ **Region 3 Comprehensive Center:** Funded by the U.S. Department of Education, the Region 3 Comprehensive Center (R3CC) provides technical assistance to state education agencies (SEAs) in the Virgin Islands and Puerto Rico. For the next five years, its work will focus on the Special Education Program of the Puerto Rico Department of Education. R3CC is seeking a collaboration with IRIS to explore opportunities for professional development that will support teachers to efficiently and successfully provide services to students with disabilities.

⇒ **IRIS Virtual Workshop:** To increase knowledge of how to use IRIS OERs about evidence-based practices in professional development for educators (e.g., by LEAs, SEAs), IRIS will host a virtual workshop across a three-week timespan that incorporates a blended delivery system. This IRIS Workshop will incorporate both asynchronous learning (self-paced learning) and synchronous learning (weekly Zoom calls facilitated by IRIS). Our original plan was to host two virtual workshops in September. However, due to the increased need for online K–12 professional development, we have scheduled the pilot for early August. Our target audience is educators who design or facilitate professional learning at the school, district, or state level. Although pre-service preparation personnel are not our target audience at this time, the workshop can be tailored to this audience should the need arise.

⇒ **PD Certificates for Teachers:** Flexible, user-friendly, and built around reliable and trustworthy resources, IRIS PD Certificates for Teachers allow individual users to pursue certificates for professional development hours. The table below will give some sense of how much growth in use our PD options have seen over the past few months, as compared to the same months last year.

	April	May	June	Total
2019	2,852	3,279	3,733	**9,864**
2020	53,714	32,784	13,108	**99,606**

❖ **Improved Universal TA:** As the demand for IRIS PD Certificates has expanded, so too has the need for IRIS Technical Assistance. The IRIS TA team has spent a significant amount of time collecting data on the most frequently asked questions, as well as on the types of requests that our users pose to us most often. In response to these data, we are working on making significant changes to both the content and navigation options on the PD section of our Website.

❖ **Approved PD Provider:** IRIS continues to pursue status in every state as an approved PD provider. Our strategy is to systematically target states with the greatest number of visits to our Website: California, Texas, New York, Florida, and Pennsylvania. Last quarter we began the process of reviewing requirements in Illinois (by special request), New York, and Pennsylvania. We are currently waiting for a meeting with officials from New York to further inquire into these requirements. This quarter we also began reviewing requirements for Michigan and Wisconsin.

❖ **Washington State:** IRIS is approved by the Professional Educator Standards Board in the state of Washington to provide continuing education hours (clock hours), through September 30, 2020. We have experienced a significant increase in requests from teachers in Washington seeking to earn PD credit, which requires that we fill out a state-level In-Service Registration Form for each teacher who independently completes an IRIS Module, adding to the time our team members spend providing TA. We will resubmit for continued approval in August 2020.

⇒ **School & District Platform Expansion:** Our School & District Platform is a user-friendly and flexible online tool that can help school leaders to organize and track their teachers' ongoing professional development activities. Recent items of note include:

❖ **Updating Accounts:** IRIS continues to update existing accounts in our School & District Platform, and regularly contact schools and districts whose accounts have expired regarding possible renewal.

❖ **The Master's Academy:** IRIS continues its work with the Master's Academy in Seminole County, Florida, to create a sequence of professional learning for the school's 65 educators. The Academy is considering the use of our School & District Platform to custom tailor its PD activities, as well as to provide greater accountability for the professional learning of its teachers. This quarter, the academy is working to collect data from the staff regarding their professional learning needs. When the data are complete, the district contact will meet with an IRIS representative to determine next steps.

❖ **NJ Department of Juvenile Corrections:** IRIS has been contacted by New Jersey's Department of Juvenile Corrections, which wishes to offer PD to educators who teach youth in juvenile correctional facilities via the IRIS School & District Platform. Although highly interested in this IRIS offering, their timeline for implementation has been delayed due to budgetary holds.

❖ **Ocasta School District, Washington:** IRIS is also working with this school district, which wishes to offer professional development for its special education staff.

❖ **Marion County Board of Education, Tennessee:** In June, IRIS enrolled 33 educators from this county in our School & District Platform.

❖ **School & District Platform Cost Quotes:** This quarter IRIS provided quotes for costs to enroll in the IRIS School and District Platform to:

- Cannon County School, TN
- Hazelwood School District, MO
- Hazel Park School, MI
- D.C. Public Schools
- The Dallas Independent School District, TX

EVALUATION: *The IRIS evaluation plan is designed to yield information to guide project activities and to assess whether our goals, objectives, and outcomes have been achieved. Formative and summative data are used to monitor project implementation procedures.*

⇒ **Module Field-Testing:** The field-testing procedures are complete for two of our recent modules: *IEPs: Developing High-Quality Individualized Education Programs* and *Accommodations: Instructional and Testing Supports*. A third module, *IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs* needs to be field-tested by approximately 20 more students. To date, seven faculty members and 232 graduate and undergraduate students have participated in this latest round of field-testing.

⇒ **Evaluation Projects:** Under the direction of Kristin Sayeski and the Evaluation Subcontract with the University of Georgia (UGA), Evaluation Project 2 remains on schedule, despite the challenges of COVID-19. As previously reported (http://iris.peabody.vanderbilt.edu/wp-content/uploads/2020/02/IRIS-Evaluation-Projects.pdf), Phase 1 was conducted during fall semester 2019 at UGA by Drs. Sayeski and Hamilton-Jones and written up in the spring of 2020. The plan was and is to conduct replications at two IHEs during the fall 2020 semester. Two sites have been selected: the University of Virginia (UVA) and California State University Los Angeles (CSU-LA). The coordinators (Bill Therrien and Lois Weinberg), courses (Introduction to Special Education), and instructors (Bill Therrien and Jenny Symon) of those projects are enthusiastically preparing for the fall implementation. Dr. Sayeski has prepared the course materials and submission process for the student assessments, the IRB submissions are under review by the respective university committees, and the course delivery will be 100% online at both IHEs. Enrollment is presently unknown, but estimates are that the numbers will be robust. The Phase 2 replications will follow the format and design of the Phase 1 project with the value-added information that will come from conducting the evaluation with online, rather than face-to-face courses.

⇒ **Project Outcomes:** IRIS continues to collect data related to the project outcomes outlined in our logic model: increased awareness and knowledge of IRIS resources and, subsequently, of evidence-based practices. We will collect these data from participants at the conclusion of each upcoming IRIS conference or meeting presentation (whether face-to-face or virtual) by asking them to complete a brief survey. We are in the process of developing evaluation procedures to measure increased knowledge of how to use IRIS OERs and infuse them into education and training programs. We will collect these data from participants in IRIS TA workshops. Additionally, we will continue to monitor the IRIS Website analytics (e.g., number of visitors to our Website, number of sessions, length of time per visit, resource use) for both formative and summative purposes.

⇒ **Case Study Interviews**: In collaboration with Michele Rovins at the National Center for Systemic Improvement (NCSI), IRIS has been conducting interviews with school system personnel related to how they are using IRIS materials as part of their teacher training. Michele Rovins has created three case-study reports this quarter: Latricia Bronger and Christi Rhodes with the Greater Louisville Education Cooperative, Jill Hilst with the Oklahoma State Dept. of Education Bootcamp program, and Dianna Clemmons and Steven Prater with the Texas Education Association. The goal is to create at least ten by the end of the calendar year.

⇒ **Developmental Evaluation:** IRIS continues to work in collaboration with the Center to Improve Program and Project Performance (CIPP) to monitor and update our evaluation plan. We are currently using a developmental evaluation approach to refine the methods we use to measure our project outcomes related to increased knowledge of how to use IRIS resources and increased infusion of IRIS resources. This quarter CIPP has helped us formulate our plans related to evaluating the case study reports**.**

⇒ **Annual Performance Report:** Our annual performance report—an OSEP requirement—was submitted during this quarter.

⇒ **Module Feedback:** The IRIS Module Feedback Form, an online survey, asks respondents to self-identify their current positions and to rate our modules' quality, relevance, and usefulness on a scale of 1 to 5 (5 being the highest rating). This quarter there were **6,996** respondents to this survey. The tables below contain a bit more information about those respondents. As mentioned above, the increase in use by educational assistants is substantial.

Table 1. Current Positions

Respondents	Number
Instructional Assistant/Paraprofessional	3,118
Experienced Teacher	1,038
Graduate Student	746
Other (e.g., Parent)	731
College Student	599
New Teacher	381
School Leader	183
Missing	74
PD Provider	72
College Faculty	54
Total	**6,996**

Table 2. Education Area

Response	Number
Special Education	3,482
General Education	1,439
Early Childhood Education	814
Other	542
Early Childhood Special Education	471
Missing	158
Early Intervention Services	90
Total	**6,996**

Table 3. Module Ratings

	Mean Ratings
Quality	4.5
Relevance	4.5
Usefulness	4.5

Website Visitor Data: During the second quarter, GoogleAnalytics data showed more than **1 million visits (1,089,791)** to the IRIS Website, a staggering increase of **82% over the same period last year**.
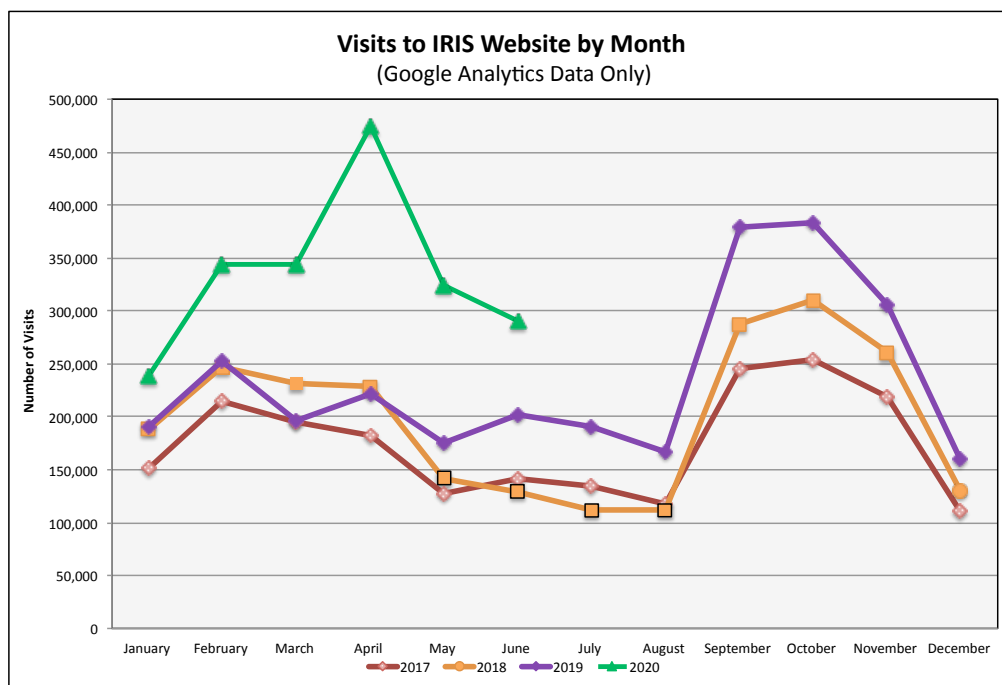
COLLABORATION & WORKGROUP ACTIVITIES: *IRIS works in collaboration with other national centers, nationally recognized education experts, and our own IRIS Ambassadors and Workgroups to improve our ability to develop resources, disseminate information about all things IRIS, and offer technical assistance and training.*

⟹ **CFT:** As we mentioned above, IRIS is collaborating with Vanderbilt's Center for Teaching (CFT) to develop a new resource to help faculty learn how to move their courses from face-to-face to virtual instruction during the COVID-19 pandemic. CFT has granted IRIS access to its Online Course Design Institute resources.

⟹ **NCII:** The National Center on Intensive Intervention builds the capacity of state and local education agencies, universities, practitioners, and others to support implementation of intensive intervention in literacy, mathematics, and behavior for students with severe and persistent learning or behavioral needs. IRIS continues to collaborate with NCII on a number of fronts, information about which can be found below.

❖ **IRIS Glossary:** Once IRIS has completed revisions to our online glossary of disability related terms, NCII will host that resource on their own site, rather than develop their own, thus reducing a possible redundancy of effort between our two centers. We hope to complete this process in the new quarter.

❖ **Module Revisions:** Our collaboration to revise two modules previously developed in conjunction with NCII, *Intensive Intervention (Part 1)* and *Intensive Intervention (Part 2)*, continues. As previously mentioned, we will begin to develop content for Part 1 in Year 3, with an eye toward posting that resource in Year 4. Revisions include adding information about the Taxonomy of Intervention Intensity, which was developed after the original posting of these modules.

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

⟹ **Departing Student Worker:** Our student worker Stephanie Thompson, a Master's candidate in the Special Education Program, left at the end of semester. We thank her for her hard work and wish her great good fortune in everything to come.