

2020 Data Summary



Preparing and Supporting Educators

iris.peabody.vanderbilt.edu
iriscenter.com

COVID-19 RESPONSE

OUR OBJECTIVE

IRIS develops and disseminates open educational resources (OERs) about evidence-based practices (EBPs). These OERs, which translate research into practice, are used in pre-service preparation, professional development (PD) activities, and by individual educators for personalized learning.

COVID-19 IMPACT

In spring 2020, IRIS shifted quickly to creating resources related to the needs of educators and parents during the COVID-19 pandemic. We updated these resources throughout 2020 as school situations evolved.

Modules

- » **Parents: Supporting Learning During the COVID-19 Pandemic***
Posted: April 23 Visits: 26,099 Reach: 37 countries and territories
- » **Online Course Design for College and University Faculty**
Posted: August 4 Visits: 4,796 Reach: 47 countries and territories
- » **Family Engagement: Collaborating with Families of Students with Disabilities**
Posted: August 27 Visits: 32,660 Reach: 95 countries and territories

New Product: Parent Tip Sheets

- » **My child says she doesn't like online learning. How can I help?***
Posted: October 29
- » **How can I help my elementary child stay focused during online learning?***
Posted: October 29

*Available in Spanish

INCREASED DEMAND FOR IRIS ONLINE RESOURCES

In 2020, IRIS welcomed an unprecedented number of visitors to our Website.



- » More than **4 million visits**, an increase of **41%** over 2019
- » **1,662,946** users, an increase of **39%** over 2019

Increased use by:

- » **IHE faculty** - added more resources for asynchronous instruction
- » **LEAs** - increased their use of IRIS for virtual PD

Average Cost Per Visit



40¢ in 2019



29¢ in 2020

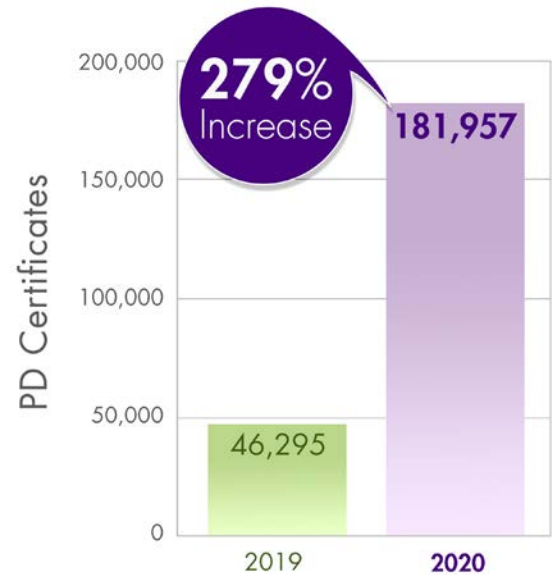
COVID-19 RESPONSE

INCREASED DEMAND FOR PD CERTIFICATES

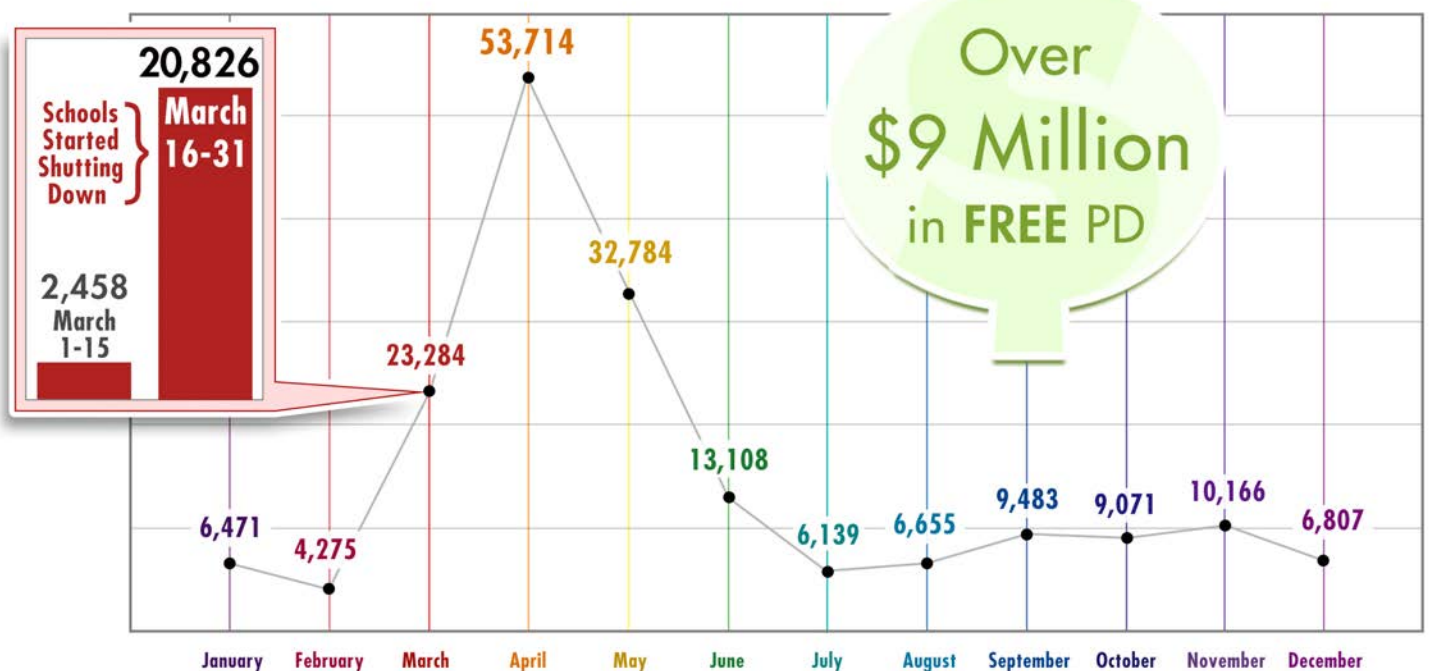
IRIS PD Certificates allow educators to pursue certificates for PD hours. Sign-ups increased dramatically, especially among paraprofessionals, as schools and districts responded to the pandemic-related needs of their educators.

This module was hands down the very best I have ever seen. I was completely immersed. A must for all educators, whether regular or sped.

*Educational Assistant, Special Education
Module: Autism Spectrum Disorder (Part 1): An
Overview for Educators*



Free PD Certificates Accessed Per Month



Top 5 PD Certificates

Accessed

| | |
|---|--------|
| 1. Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle | 13,413 |
| 2. Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions | 10,727 |
| 3. Accommodations: Instructional and Testing Supports for Students with Disabilities | 10,259 |
| 4. Autism Spectrum Disorder (Part 1): An Overview for Educators | 9,630 |
| 5. IEPs: Developing High-Quality Individualized Education Programs | 8,859 |

IRIS RESOURCES

Aligned with professional standards, as well as evidence-based and high-leverage practices, IRIS resources are used by educators to improve the learning and behavioral outcomes of all students, especially struggling learners and those with disabilities. These free OERs include the following.

72 STAR Legacy Modules

These self-guided, self-paced multi-media resources scaffold information on instructional topics using text, expert interviews, interactive activities, and video clips.

Top 5 Modules

Visits

| | |
|--|---------|
| 1. Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan | 167,881 |
| 2. IEPs: Developing High-Quality Individualized Education Programs | 166,680 |
| 3. Differentiated Instruction: Maximizing the Learning of All Students | 153,954 |
| 4. Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students | 147,433 |
| 5. RTI (Part 1): An Overview | 118,218 |

Module Ratings

In 2020, IRIS received 17,228 user responses via our Online Module Feedback Form (an increase of 185% over 2019). This diverse group rated our resources' quality, relevance, and usefulness on a 5-point scale.

Average Ratings

Quality

4.5

Relevance

4.5

Usefulness

4.5

Increasing Efficiency

Due to the overwhelming increase in user feedback, IRIS implemented an auto-response system. However, we still personally contact anyone who includes a comment and an email address.

I wish more parents knew about this! There were SO MANY helpful resources linked in it. Thank you!

Parent
Module: Parents: Supporting Learning During the COVID-19 Pandemic

I have been teaching for over 20 years in higher education. I occasionally would plan online assignments for individual courses. Now I am teaching everything online. This was the most helpful, carefully developed training I have received on developing online teaching. Thank you!

College Faculty, Special Education
Module: Online Course Design for College and University Faculty

IRIS RESOURCES

18 | Case Study Units

Our case studies give learners opportunities to analyze and synthesize information and respond to a number of common classroom issues and challenges through increasing levels of complexity and detail.

Top 5 Case Study Units

1. Defining Behavior
2. Effective Room Arrangement: Elementary
3. Measuring Behavior
4. RTI: Progress Monitoring
5. Encouraging Appropriate Behavior

114 | Course/PD Activities

These brief, handy assignments are perfect for independent use or as tools to promote classroom discussion on a diverse range of topics.

5 | Fundamental Skill Sheets

These resources offer educators quick primers about specific skills (including example and non-example videos) indispensable to their role as effective classroom teachers.

311 | Information Briefs

Carefully selected from trusted centers and organizations, these online resources summarize key educational topics and practices.

224 | Video Vignettes

Curated from reputable sources, this collection highlights videos about individuals with disabilities, their families, advocates, teachers, and services as well as depictions of the application of evidence-based practices in educational settings.

TOOLS

IRIS also produces Web-based tools to support educators at the school, district, and state levels.

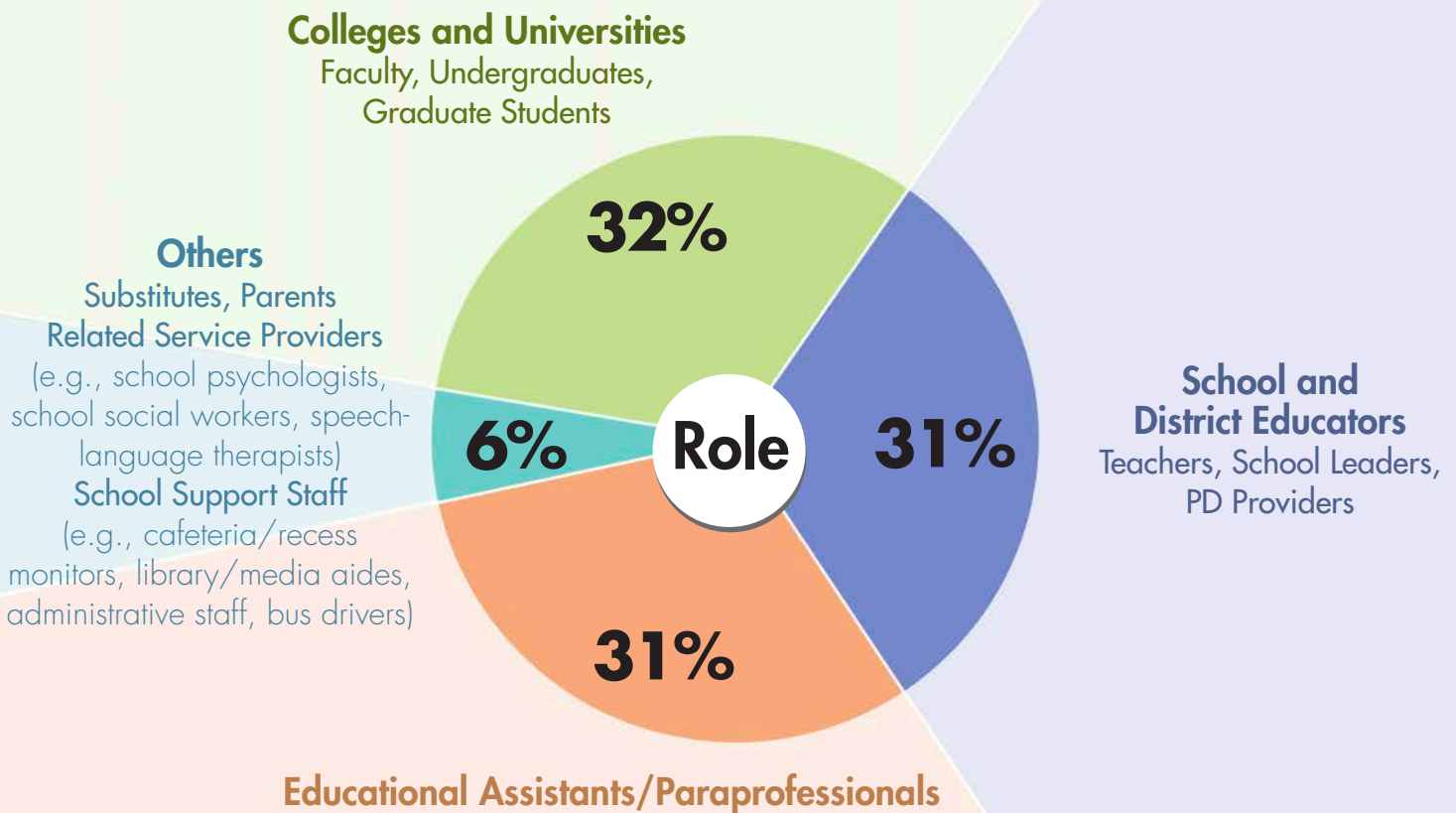
- » Evidence-Based Practice Summaries
- » Films
- » Children's Books
- » Glossary
- » High-Leverage Practices Alignment Tool
- » SiMR Alignment Tool

I found the information in the module to be very informative. I have shared most of the information verbally with my parents over the course of the virtual learning.

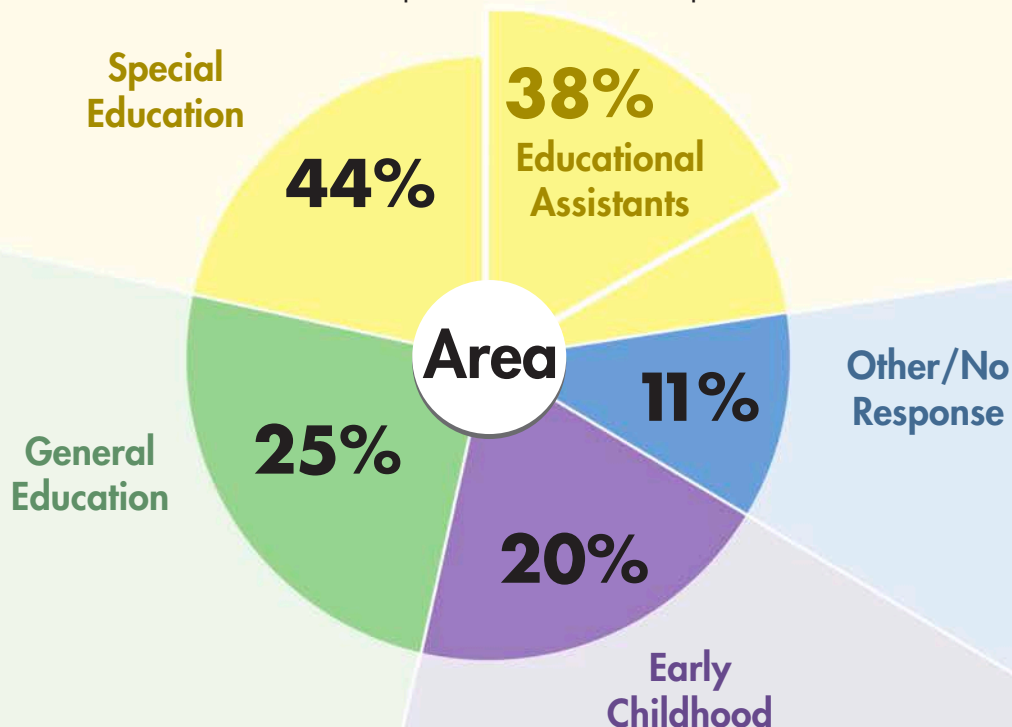
*Special Education Teacher
Parents: Supporting Learning During the COVID-19 Pandemic*

IRIS USERS

The 17,228 responses to our Online Module Feedback Form represent a diverse group of users. In 2020, a new audience—educational assistants (EAs)—emerged. Seeking high-quality PD opportunities to satisfy school/district requirements, this group contributed 31% of all responses.



Additionally, we saw a large increase in responses from special educators, a direct result of the dramatic upsurge in EAs, who accounted for 38% of all special educators' responses.



IRIS IMPACT

RIPPLE EFFECT

The positive effects of IRIS resources are felt far beyond their initial use in personnel preparation.



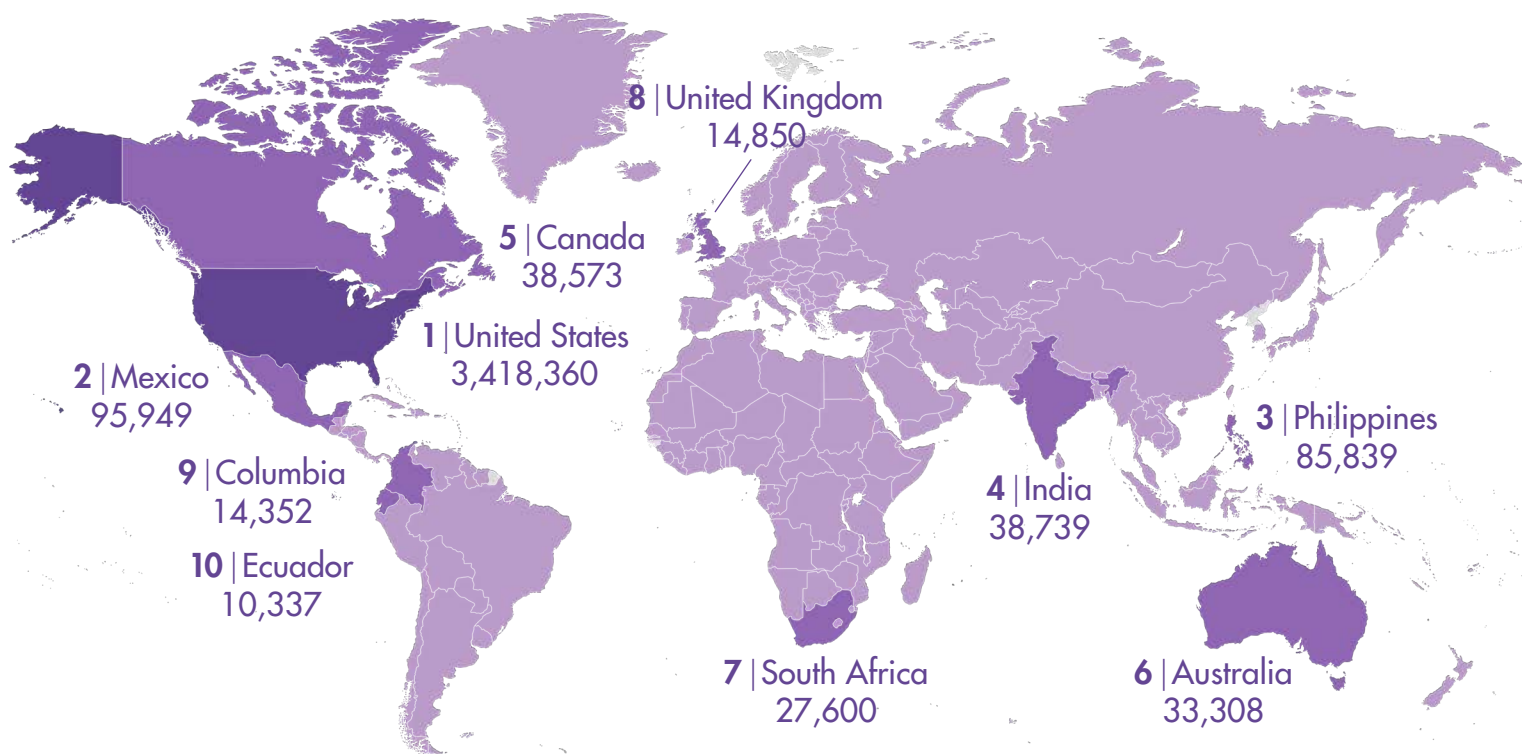
College and University
Faculty, PD Providers,
Independent Learners

Undergraduate and Graduate Students,
Educators, Paraprofessionals, Other
School Staff, Related Service Providers

Use of Evidence-
Based Practices with
Children/Students

GLOBAL USE

In 2020, IRIS resources were used in 222 of the roughly 230 countries and territories worldwide (97% total). The top ten (by visits) are listed below.



HOW EDUCATORS LEARN ABOUT IRIS

DISSEMINATION

Objective: Increase awareness and knowledge of IRIS resources and EBPs

IRIS dissemination vehicles included social media, listserv e-blasts, a biannual newsletter, and in-person conference presentations and exhibit booths. In response to the COVID-related cancellation of face-to-face opportunities, we quickly adjusted our dissemination efforts.



COVID-19 Shift

Pre-COVID-19
January–February 2020

- » 4 State and National Conference Exhibit Booths
- » 2 National Conference Presentations

Post-COVID-19
March–December 2020

- » 3 Virtual Conference Presentations/Meetings
- » Sponsored Content in Professional Organizations Newsletters, Websites, and Social Media Activities (CEC, CASE, NAESP, AACC)

TA & TRAINING

Objective: Increase knowledge of how to use IRIS OERs in pre-service preparation or PD activities

New Service

IRIS piloted a virtual workshop with representatives from entities that design or facilitate professional learning at the school, district, or state level:

- » Autism Professional Learning & Universal Supports Project/Illinois State University
- » Greater Louisville Education Cooperative (GLEC)
- » Michigan's Multi-Tiered System of Supports Technical Assistance Center
- » Region 3 Comprehensive Center (R3CC)

Feedback from this discerning group was exceptionally positive. IRIS will use this feedback to refine future workshops.



IRIS increases knowledge of how to use our OERs through collaborations with partners.

- » Education Cooperatives
- » SEAs
- » Professional Organizations
- » OSEP-funded Centers
- » Charter Schools

Quality

5.0

Relevance

4.7

Usefulness

4.7

“Truly differentiated and well-developed opportunity for learning and sharing. You all refreshed my learning!”
Workshop Participant

EVALUATION

KNOWLEDGE & DECISION-MAKING

A series of evaluation projects, conducted by external evaluators at the University of Georgia, aims to extend our understanding of the impact of IRIS OERs on the preparation, professional development, and practice of teachers. One component of an ongoing project is highlighted here.

Purpose

Evaluate the impact of engagement with specific IRIS OERs on learners' level of knowledge and ability to make instructional decisions

Evaluation Question

To what extent does the use of distributed testing with immediate feedback enhance participants' outcomes?

Subjects

Seventy undergraduate students enrolled in their first special education course and randomly assigned to one of two groups, Group A or Group B

Method

Students:

- » Independently completed an IRIS Module on either accommodations (ACC) or behavior management (BEH)
- » Completed an in-class activity using supplemental IRIS OERs (e.g., case study, fundamental skill sheet) on that topic
- » Took a pre-test, post-test, and delayed assessment



Conditions

- » Distributed testing (DT) with immediate feedback: Weekly quizzes on IRIS content (ACC or BEH)
- » Business-as-usual (BAU): Weekly quizzes on other course content

Both Groups

learned the same content.

Both Groups

participated in both conditions.

Group A

35 students

Condition: DT
Topic: ACC
and

Condition: BAU
Topic: BEH

Group B

35 students

Condition: BAU
Topic: ACC
and

Condition: DT
Topic: BEH

Acronym Key

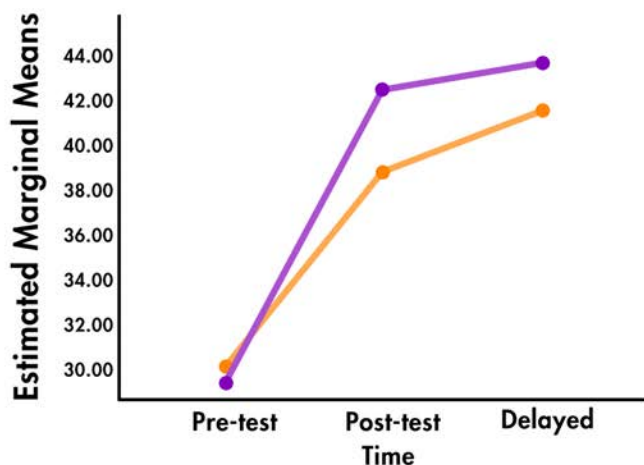
| | |
|------------|---------------------|
| ACC | accommodations |
| BEH | behavior management |
| DT | distributed testing |
| BAU | business-as-usual |

EVALUATION

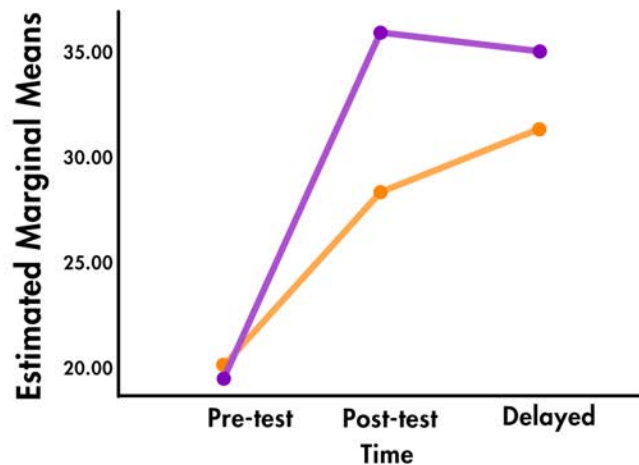
Results

Students in the DT condition (purple line) outperformed those in the BAU condition (orange line) for both ACC and BEH.

Accommodations-Related IRIS OERs



Behavior-Related IRIS OERs



Highlights

Students made significant gains:

- » From pre- to post-test (six weeks after use of IRIS OERs) for both conditions and both topics
- » From post-test to delayed test (11–12 weeks after use of IRIS OERs) for BAU-ACC, BAU-BEH, and DT-ACC
- » In both knowledge and decision-making skills
- » In the DT condition over the BAU for both ACC and BEH, even though the BAU condition alone produced significant gains

Implications

- » IRIS OERs improve students' learning outcomes, even after one-time engagement.
- » Distributed testing can enhance the effectiveness of IRIS resources.
- » Increases in decision-making skills indicate application of content knowledge to new situations.
- » IRIS OERs on ACC and BEH cover key concepts and provide foundational knowledge that can be applied across other special education topics.

Increases in delayed test scores may indicate that students build upon foundational knowledge and continue to make connections between IRIS content and new information as they progress through the course.¹

¹ Scores typically drop between post-tests and delayed tests.