



The IRIS Center Quarterly Report Year 1, Quarter 3

Cooperative Agreement CFDA
84.325E

PR/Award Number: H325E220001

Submitted to:
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Research to Practice Division
Office of Special Education &
Rehabilitative Services
United States Department of
Education

Submitted 7/14/23

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Quarterly Report April – June 2023

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 highlights from the previous three months. We invite you to read on for further details of all this and so much more.

- The IRIS Evaluation Plan was completed and submitted to OSEP in May.
- In April, IRIS conducted a Prep Talk featuring the National Center on Improving Literacy (NCIL).
- The first-ever IRIS staff retreat, which was held in May, not only served to bring staff together but was a productive method for discussing items and brainstorming ideas.
- We began revising two high-use modules: *Universal Design for Learning* and *Functional Behavioral Assessment*.
- IRIS conducted two workshops in June: an IRIS Doctoral Scholar Seminar and an IRIS PD Provider Workshop.

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.*

- ⇒ **Evaluation Plan:** The IRIS 5 Evaluation Plan—our primary roadmap for guiding and monitoring success toward meeting IRIS goals and objectives—was submitted to CIPP on May 5. CIPP then submitted this plan to OSEP for review on May 19. See the *Evaluation* section for more on this.
- ⇒ **Year 1 Workplan:** The Year 1 Workplan was completed this quarter and approved by our Project Officer, Sarah Allen.
- ⇒ **Staff Retreat:** In May, IRIS held its first ever staff retreat on the Vanderbilt University campus. This in-person two-day event was a great opportunity for our remote staff to meet face-to-face. Not only did pre-COVID employees get to reconnect in person, but this was a great opportunity for staff who were hired after the pandemic, some of whom live out of state, to meet and get to know each other better. Additionally, this time allowed staff to collaboratively discuss a number of topics and brainstorm ideas. Both days started with a time to socialize, followed by an ambitious schedule of activities:
 - ❖ **Day 1:** All staff were required to attend.
 - **Core values:** We reviewed our existing core values and discussed how to revise. After much input and discussion, we identified five core values for the current center: equity/affirming of diversity, integrity, responsibility, collaboration, and continuous improvement. In subsequent staff meetings

throughout May and June, we discussed and formulated definitions of what these would look like when working with others in the field and within our own team. This process will be finalized during the early part of next quarter.

- Evaluation requirements: During this time, we reviewed documents that are foundational to our work so that all team members had a better understanding of the importance of each, their alignment, and how they can be used to guide our work. These included our conceptual framework, logic model, evaluation requirements, project performance measures, workplans, milestones, quarterly reports, and annual performance reports.
- Staff survey results: The week before the meeting, staff completed a survey about items related to work satisfaction (e.g., work-life balance, connectivity, rewards, frustrations). The results, which were overwhelmingly positive, were reviewed and discussed.
- Remote group work efficiency: During this time, we discussed barriers to efficiency and suggestions to address them.
- Resource requirements: To make sure everyone understood resource requirements, we went over accessibility standards for documents and the Website as well as required elements for documents (e.g., OSEP logo, Vanderbilt logo, disclaimer, grant #, project officer).
- Communications: We reviewed the IRIS Center's branding as well as Vanderbilt's social media policy.
- Optional Dinner: Staff gathered at a local restaurant to talk and connect. *(Note: Grant funds were not used to pay for these meals.)*

❖ Day 2: Although all team members were invited to attend, only development team members and our administrative assistant were required to do so. Those who did not attend Day 2 meetings returned to their regular center duties. Topics covered included:

- Translating research to practice: We reviewed the process of translating research to practice, including the purpose, what it looks like, and the challenges.
- Fiscal guidelines: We reviewed fiscal guidelines and ways in which Vanderbilt University's requirements sometimes differ from OSEP's. Pam Dismuke, who handles many of the VU payment activities, outlined options for hiring and paying consultants and the requirements associated with each.
- Research: During this session, we highlighted the importance of using reputable sources (e.g., peer-reviewed journals, OSEP-funded centers) and how to identify those sources.
- Development protections: Because we work with content developed by others or gathered through our own research, we discussed the importance of acquiring the appropriate permissions, awareness of copyright issues, preventing plagiarism, and problems associated with using Chat GPT.
- File storage: Because multiple team members may work on the same files, we discussed how to categorize server folders, file naming conventions, and

the importance of deleting old files. We also tested Auristor, the newest storage option, and identified some issues that still need troubleshooting before adoption.

- **Dissemination versus TA:** Sometimes distinguishing between universal and targeted dissemination and TA activities is difficult. For this reason, we discussed the distinctions and reviewed a table outlining the differences and examples of each to ensure proper evaluation and reporting.

Staff were asked to complete an anonymous post-retreat survey. Again, the feedback was positive. Given the positive feedback and the productive nature of the meeting, our goal is to host a retreat at least once a year to bring staff together to connect face-to-face and to brainstorm ideas.

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.*

Product Development Identification Process: IRIS will continue to use data to guide the development and revision of IRIS resources.

- ⇒ **Identification of Resources:** Data from the 2023 User Survey were analyzed and summarized in a report this quarter. Next quarter, we will review these data to guide IRIS 5 resource development during Year 2 and beyond. In addition, IRIS will review the U.S. Department of Education and OSEP priorities as well as analyze the IRIS analytics data. (See more on this in the Evaluation section below.)
- ⇒ **Revision of Existing Resources:** To identify and prioritize resources to be revised, IRIS will conduct a crosswalk between the date the resources were developed, the number of visits they receive (analysis of Google Analytics data), and current need (based on the IRIS User Survey data and the Secretary’s priorities). Resources to be revised will be reported in a Year 2 quarterly report.

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.

- ⇒ **Universal Design for Learning:** Our module, *Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students*, is currently being revised. The content, which was developed by two CAST Implementation Specialists under IRIS 4, was received at the end of April. The content was then sent to Jordan Lukins, an IRIS

consultant, to “IRISize” using IRIS 5 funding. This process was completed and ended with IRIS team reviews in June. The final drafts have been sent to CAST for review. Early next quarter, IRIS will complete the Challenge video, Assessment, and Wrap Up. We anticipate posting the revised module in early August, prior to the start of the fall semester so as not to interrupt fall course activities.

- ⇒ **Functional Behavioral Assessment:** The second module to be revised is *Functional Behavioral Assessment: Identifying the reasons for Problem Behavior and Developing a Behavior Plan*. Dr. Johanna Staubitz, Director of Vanderbilt University’s applied behavioral analysis (ABA) program, began revising the content in June. Because consumer feedback indicates that this module takes a considerable amount of time to complete and contains an abundance of information, based on Dr. Staubitz’s recommendation we have decided to divide the content into three modules. The first, which will focus on understanding behavior, will be broad enough to pair with other modules in our behavior management series. The second will focus on the process of conducting a functional behavioral assessment, and the third will provide information on how to develop a behavioral intervention plan (BIP). Dr. Staubitz plans to deliver the content for all three modules early next quarter and the IRIS team will begin IRISizing the content immediately. Because filming for these modules will most likely occur this fall, we anticipate posting the first module at the end of the fall semester and the others at the end of the spring semester, so as not to interrupt course assignments.
- ⇒ **Classroom Diversity: An Introduction to Student Differences:** Our module, *Classroom Diversity: An Introduction to Student Differences*, will be revised in Year 2 to reflect changes and updates within the field. Additionally, the videos within this module will be updated with fresh and interesting storyboards and current imagery. Although preliminary work has begun on this revision, for the next quarter we will be turning our attention to the completion of the modules listed above.

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

- ⇒ **Reading Case Studies:** Although initial work on the first of three reading Case Study Units to be revised—*Comprehension and Vocabulary: Grades 3-5*, *Early Reading*, and *Fluency and Word Identification: Grades 3-5*—began in previous quarters, this work was put on hold because the original author, Kim Paulsen, now the IRIS Associate Director, needed to prioritize her time to organize and conduct the IRIS Summer Seminar for Doctoral Students (see the Technical Assistance section below for more information). Work on these Case Study Units will resume in the coming quarter.

⇒ **Math Case Study:** This summer, Kim Paulsen will work with a Vanderbilt University graduate who received her master's degree in May to develop a Case Study unit on early mathematics skills. Because the special education department is paying the student's stipend, there is no cost to IRIS.

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.

⇒ **Activity Revisions:** Although most of our Course/PD Activities were revised under IRIS 4, revisions to the rest of the collection (approximately twenty activities) will be completed in Year 2.

COMMUNICATION & DISSEMINATION: *IRIS communicates and disseminates news of its resources through a wide variety of means, both universal, targeted, and individualized. The IRIS Website, awareness activities, 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.*

Communication and Dissemination Strategic Planning: IRIS will continue to use data to guide our communication and dissemination efforts.

⇒ **Consumer Feedback:** The IRIS 4 User Survey that was sent out in January asked users about preferred ways to receive updates or information from IRIS. Next quarter, IRIS will analyze the data and strategically plan how to best communicate and disseminate information to our constituents. (See more on this in the Evaluation section below.)

⇒ **Dissemination Community of Practice:** Each month this quarter, IRIS representatives participated in the Dissemination Community of Practice (CoP) for OSEP's Technical Assistance Centers. The goals of the CoP are to amplify each other's voices; gain knowledge and strategies to further each center's dissemination reach; make communications more accessible and culturally appropriate; and improve evaluation of dissemination efforts. By participating in this group, IRIS hopes to discover innovative ways to reach new and diverse audiences. In July's meeting, Naomi Tyler, the IRIS Center Director, is slated to present on IRIS dissemination analytics.

Awareness Activities: 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.

⇒ **Tennessee CEEDAR Convening Meeting:** Kim Paulsen attended a Tennessee CEEDAR Convening Meeting on teacher shortages on June 14. Faculty members from 10 educator preparation programs (EPPs), State Department representatives, and local district personnel

attended the meeting. Handouts on available IRIS professional development options were distributed to all participants and some individual conversations were had.

⇒ **IRIS Prep Talks:** During Spring 2023, IRIS hosted a series of Prep Talks—webinars that introduce college and university faculty to other OSEP-funded centers and offer an opportunity to learn about free, ready-to-use resources from those centers to support course instruction in key topic areas. This spring series concluded on April 14 with a webinar with the National Center on Improving Literacy (NCIL).

IRIS Prep Talk Feedback

“I have found them to be very useful. Short and packed with helpful resources.”

⇒ **Listserv Notices:** Our current contacts list, through which we disseminate our newsletters as well as occasional e-blasts (e.g., announcements about new or revised modules, field-testing opportunities), continues to grow at an outstanding rate, increasing to 58,968 total enrollees this quarter.

⇒ **Social Media:** Our center’s social media following and number of engagements continue to grow at a steady pace. As of this report, IRIS has 3,140 followers on Facebook, 1,540 on LinkedIn, and 1,285 YouTube subscribers. Because of recent controversies surrounding Twitter, IRIS has not been active on that platform since October 28, 2022, though we still have 4,705 followers.

Presentation & Outreach Efforts: Throughout the year, IRIS attends local, regional, and national conferences to keep target audiences up to date on new and revised IRIS resources. Information about upcoming presentations is below.

⇒ **2023 Florida CASE Special Education Leadership Symposium:** On April 4, IRIS shared information with 45 Special Education Directors from across Florida at the Florida CASE Special Education Leadership Symposium. This included handouts about our resources, how these resources can be embedded in Professional Learning Community (PLC) activities, and how to develop personalized learning plans to help current and future educators gain the knowledge and skills they need to work effectively with all students, particularly struggling learners and those with disabilities.

⇒ **Statewide Leadership Meeting in Missouri (upcoming):** In August, IRIS will present at the Missouri Statewide Leadership Meeting for compliance officers and general education supervisors. This request came from a compliance officer for 51 school districts in Missouri who attended the IRIS PD Provider Workshop in June (see the Technical Assistance section below for more information).

IRIS Fun Fact

As recently reported in NAACTEP’s 2022-2023 Year in Review, the podcast recorded with IRIS last fall, in which we announced recently posted modules in the behavior management series, was the second most listened to podcast.

- ⇒ **National Association of Community College Teacher Education Programs (NACCTEP) Podcast (upcoming):** As a NACCTEP Education Partner, IRIS is invited each year to record a podcast to inform the organization’s members about the IRIS Center and recently posted resources. In September, IRIS will be sharing about the Universal Design for Learning module.
- ⇒ **2023 Annual International Division on Career Development and Transition (DCDT) Conference (upcoming):** IRIS will host a booth to exhibit IRIS resources related to post-secondary transition at the Annual DCDT Conference in Reno, Nevada, October 18-21.

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.*

- **IRIS Doctoral Scholar Seminar:** The IRIS Center hosted a four-session seminar that spanned a two-week period in June, with sessions held on Tuesdays and Thursdays (June 6, 8, 13, and 15). Each virtual session was three hours long and included a mix of large- and small-group activities. (Although prior doctoral scholar seminars included asynchronous work, based on prior participant feedback, all work for this seminar was conducted synchronously.) The seminar was designed for doctoral students in their third year or above who intend to take faculty positions after graduation. Those new to faculty positions (e.g., in their first year) were also eligible to attend. By attending this seminar, participants would learn how to:
 - Effectively integrate IRIS materials about evidence-based practices into future courses
 - Identify IRIS Modules, Fundamental Skills Sheets, Case Studies, and other available resources to support course content instruction
 - Avoid overusing IRIS materials to prevent “IRIS burnout” in their students
 - Integrate IRIS materials across an entire program

Online Zoom registration was capped at 25 attendees. However, only 13 of those who registered completed the seminar. While participating in each synchronous session, participants engaged with IRIS Ambassadors, Kimberly Snow and Darcie Peterson, who discussed the range and depth of IRIS resources and shared examples of how IRIS resources can be most effectively utilized to support course instruction.

Of the 13 attendees, 12 completed the post-seminar survey. Weekly feedback and survey response data indicate that the workshop was a success. Survey responses are summarized below, along with selected participant comments. Participants were asked to rate the quality, relevance, and usefulness of the seminar using a 5-point Likert scale, ranging from Excellent (5) to Poor (1).

Quality: 92% of the participants (11 out of 12) rated the Quality of the seminar as Excellent or Very Good. The average rating was 4.5.

Relevance: 92% of the participants (11 out of 12) rated the Relevance of the seminar as Excellent or Very Good. The average rating was 4.6.

Usefulness: 92% of the participants (11 out of 12) rated the Usefulness of the seminar as Excellent or Very Good. The average was 4.6.

Additionally:

- 83% rated the extent to which their knowledge increased regarding how to use IRIS resources to instruct teacher candidates as *Extremely* or *Very*.
- 100% reported that the seminar was *Extremely* or *Very* responsive to their context and needs
- 100% noted that they were *Extremely* or *Very* likely to use IRIS resources in their future courses.

IRIS PD Provider Workshop: The IRIS Center hosted a four-session seminar in June, with weekly sessions each Wednesday (June 7, 14, 21, and 28). The hybrid workshop (i.e., containing synchronous and asynchronous activities) was designed to help school and district professional development providers develop a professional learning plan that infused IRIS Resources into district or state curricula for professional learning. The workshop focused on ensuring participants were able to

- Identify a variety of resources IRIS has created to help update your knowledge and skills about evidence-based instructional and behavioral practices
- Learn how other PD Providers use IRIS to improve the learning outcomes of all students, particularly struggling learners and those with disabilities
- Identify specific IRIS Resources to use or embed into professional learning plan(s)
- Engage in the process of designing professional learning plans, from identifying targeted goals to selecting a method for evaluating the success of the plan

The workshop included opportunities for participants to reflect on and discuss their existing practices in relation to Learning Forward's Professional Learning Standards. During Weeks 2 and 3, participants had the opportunity to engage with guest speakers, Latricia Bronger and Christy Rhodes from the Greater Louisville Education Collaborative, to gain insight into how IRIS

IRIS Doctoral Scholar Seminar Survey Feedback

- *"Through this training I learned how to integrate IRIS materials launch in a more meaningful way. I will be able to do more "hands-on" activities where as I can use materials to prompt discussions, assignments, and reinforce other course materials."*
- *"... I actually have already started implementing what I have learned from this session into my teaching. Appreciate."*

resources are best used to meet state, district, and individual professional learning goals. Although eight participants attended one or more of the sessions, only five completed the final evaluation survey. We will follow up with participants to increase the response rate; results will

IRIS PD Provider Workshop Survey Feedback

Although data for the post-workshop survey are incomplete at this time, below are a few comments collected thus far.

- *“I was not aware of the facilitator guides for IRIS modules; this will help me use IRIS resources more effectively in the future, such as being able to pull out specific content to use in a JigSaw activity.”*
- *“The resources will help me to develop a structured PD plan that is research-based, with pre and post measurement tools, and in a manner that is meaningful to staff.”*
- *“I will suggest these to individuals that cannot attend my sessions and some that need extended learning. I will also suggest administrators use the modules for additional training and ask for certificates for the participants to ensure the activities were*

be reported in the next quarterly report.

⇒ **Approved PD Provider Status:** IRIS continues to pursue approved provider status in states that maintain an approved provider list. IRIS TA has secured Approved Provider Status for California, Texas, Nevada, Kentucky, Massachusetts, and Arkansas. Montana, Louisiana, and Indiana applications are under review. IRIS continues to work to ensure that state websites contain up-to-date information about IRIS PD Options.

⇒ **Free PD Certificates:** This quarter 32,140 PD Certificates were accessed. The top-five certificates accessed this quarter are noted below.

Module Title	Certificates Accessed
Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle	2,003
Autism Spectrum Disorder (Part 1): An Overview for Educators	1,680
Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices	1,582
Accommodations: Instructional and Testing Supports for Students with Disabilities	1,554
Differentiated Instruction: Maximizing the Learning of All Students	1,507

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.*

- ⇒ **Evaluation Plan:** As noted in Project Infrastructure section, this quarter we completed a final draft of the Evaluation Plan and sent it to CIPP on May 5. CIPP then submitted this plan to OSEP on May 19. IRIS and our External Evaluator, Sarah Heinemeier, subsequently began implementing the plan. To align with the outcomes in this plan, IRIS has revised the Online Module Feedback Form, PD certificate survey, and pre-and-post TA/Training surveys. Other surveys and data collection tools will be updated next quarter.
- ⇒ **External Evaluator:** Sarah Heinemeier of Compass Evaluation and Research continues to analyze data accessed through Google Analytics, which helps the IRIS team make development, dissemination and communication, and technical assistance and training decisions. Her full analysis of our quarterly data is included in the attached report, which includes information on Website visits, visitors, user acquisitions, pages viewed per session, page depth, session duration, and more. Compass is also working with a GoogleAnalytics consultant, Grace Guste, to set up the reporting functionality for the new GoogleAnalytics upgrade (G4) that goes into effect on July 1, and to download and store the previous 12 years’ data from the old GoogleAnalytics (Universal Analytics, or UA) for retrospective analyses.
- ⇒ **Module Feedback:** The IRIS Module Feedback Form, an online survey, asks respondents to self-identify their current positions and areas in which they work and to rate our modules’ quality, relevance, and usefulness on a five-point Likert scale (5 being the highest rating). On June 14, IRIS posted an updated version of this survey to align with the IRIS 5 Evaluation Plan. For that reason, the tables below include data for the old version and the updated version. This quarter, there were a total of 2,529 respondents to the Module Feedback Form: 2,021 respondents to the now-archived version of the survey and 508 respondents to the updated version. Below are tables for each version of the survey, containing a bit more information about those respondents.

Table 1. Current Positions

Respondents	Number (Old Version)	Number (New Version)	Total Number
Graduate Student	439	170	609
College Student	471	88	559
Experienced Teacher	450	101	551
Instructional Assistant/Paraeducators	268	31	299
New Teacher	185	59	244
School Leader	92	13	105
Other	49	16	65

Missing	15	17	32
PD Provider	26	1	27
College Faculty	19	2	21
Parent	7	6	13
Alternate Certification Program Instructor (new category for I5)	N/A	4	4
Total	2,021	508	2,529

Table 2. Education Areas

In the older version of this form, we asked two questions related to area: one related to specialty and the other to grade level. As the data below reflect, we combined those questions for the revised survey. For the purpose of this report, data for each specialty area have been totaled.

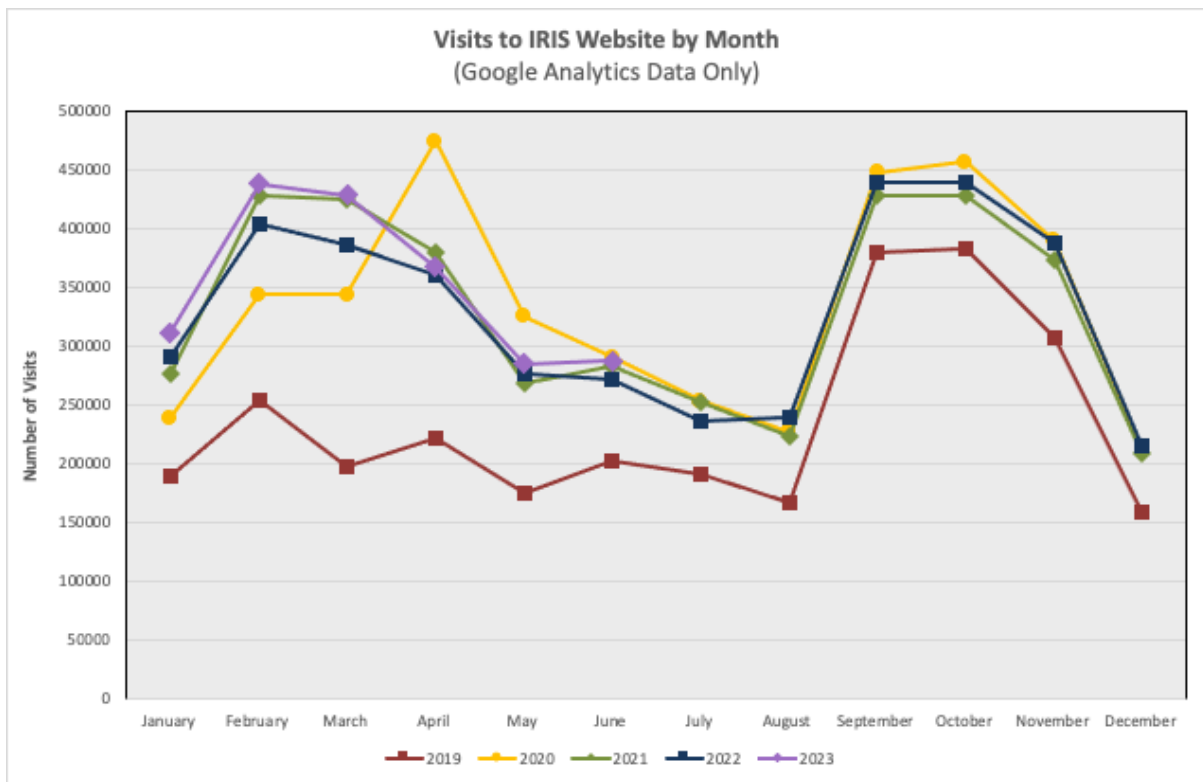
Response	Number (Old Version)	Number (New Version)	Total Number
Special Education			1110
Special Education	830		
Grades K-5 special education		124	
Grades 6-12 special education		156	
General Education			819
General Education	579		
Grades K-5 general education		158	
Grades 6-12 general education		82	
Early Intervention/Early Childhood			497
Early intervention/early childhood		77	
Early Childhood Education	290		
Early Childhood Special Education	102		
Early Intervention Services	28		
Other	155	33	188
Missing	36	30	66
Total	2,021	508	2680*

** Note: For the revised survey, respondents could select more than one option, which is the reason that the total for this question is greater than the total number of respondents.*

Table 3. Module Ratings

	Mean Ratings (Old Version)	Mean Ratings (New Version)	Total
Quality	4.6	4.7	4.6
Relevance	4.6	4.7	4.6
Usefulness	4.6	4.7	4.6

⇒ **Website Visitor Data:** During this quarter, Google Analytics data showed 939,372 visits to the IRIS Website, an increase of 3.3% over the same period in 2022. As depicted in the graph below, this quarter’s monthly data reflect the typical “IRIS spider” pattern (a gradual decrease at the end of the spring semester and lower use during the summer).



⇒ **IRIS Impact Stories:** IRIS will be adding a new evaluation method to its already rigorous data collection. The team will complete several Impact Stories each year with institutions of higher education (IHEs) and school districts that show high use of IRIS resources. IRIS will identify IHEs and districts through the frequent review of analytics (e.g., Module Feedback Form data, PD Certificates for Educators registration data). Based on recommendations from representatives from the Center to Improve Program and Project Performance (CIPP), IRIS will also reach out to entities that infused IRIS into their activities during IRIS 4 (e.g., Alabama State Department of Education, Greater Louisville Education Cooperative). After identifying entities, team members will reach out to representatives to follow-up on the

nature and circumstances of use and to see if they are willing to participate in the Impact Story process, which will include interviews and focus groups with faculty, administrators, educators, and other professionals. Surveys also may be conducted with educators and paraeducators to gauge changes in classroom practices. Through these Impact Stories, we hope to gather information about the increased capacity to infuse OERs about EBPs into IHE educator preparation coursework and State- or district-initiated PD activities. Initial contacts will be made early next quarter.

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.*

⇒ **Partnerships:** IRIS develops partnerships with other organizations to develop and disseminate information about our resources. Read on to learn about our work in this area this quarter.

- ❖ **CEEDAR:** As mentioned earlier, IRIS attended a Tennessee CEEDAR Convening Meeting on teacher shortages on June 14 and shared information about IRIS resources with faculty, State Department representatives, and local district personnel.
- ❖ **NCII and PROGRESS Center:** Representatives from IRIS, the National Center on Intensive Intervention (NCII), and the PROGRESS Center meet monthly (as needed) to share ideas and discuss possible collaborative efforts.
- ❖ **CAST:** IRIS is collaborating with CAST to revise our module, *Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students* (see the Product Development section above).
- ❖ **NACCTEP:** As a NACCTEP Education Partner, IRIS will record a podcast in September to share information about the center and the Universal Design for Learning module with community college faculty across the nation.