TheIRIS Center Quarterly Report

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Sarah Allen
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Naomi Tyler, Director

Quarterly Report
January – March 2024

Our Quarter at a Glance: The IRIS Center presents these quarterly reports as a narrative of our efforts and as 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.

- IRIS released the 2023 Year in Review and the spring edition of the IRIS newsletter, *The IRIS Standard*, to over 86,000 individuals on the IRIS listserv.
- To disseminate information about the center's resources, IRIS hosted an exhibit booth at the CEC 2024 Convention & Expo in March. Additionally, IRIS disseminated information about our resources and their use at three conference presentations and one poster session.
- IRIS posted an IRIS Story, *IRIS in Alabama: An Alternative Certification Route for Teachers*, which explains how IRIS resources are embedded throughout Alabama's personnel development system, from use in initial preservice preparation programs and alternative certification routes to lifelong learning through ongoing professional development and personalized learning.
- To help faculty effectively infuse IRIS resources into their coursework, IRIS revised and greatly expanded our collection of Coursework Planning Forms.

The IRIS Center has three interrelated goals: (1) develop, revise, and maintain innovative, accessible, digital open educational resources (OERs) that translate research to practice about EBPs (product development); (2) disseminate OERs for use in personnel development and personalized learning (communication and dissemination); and (3) increase the capacity of preservice and professional development providers to build educators' knowledge and skills to use EBPs with cultural and linguistic competence to improve results for all students, particularly struggling learners, students with disabilities, and those from underserved populations (technical assistance and training). In addition to supporting these three goals through the mutual involvement of IRIS collaborative partners and work groups, we strive for continuous improvement of resources and services through a rigorous evaluation component. Read on to learn more about our work in each of these areas for the last quarter. But first, let's start with an overview of our efforts to maintain and improve our infrastructure.

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.*

⇒ **Careers at IRIS:** This quarter, we welcomed several new IRIS team members. Stacy Pellechia, our newest resource developer, not only has experience teaching students with disabilities at the elementary school level but has taught special education courses

at the university level, conducted professional development trainings, and made numerous presentations. Her experience will be instrumental as she develops resources and represents IRIS at conferences. Anne Roloff will be working part time as a technical assistance specialist. Because of her numerous leadership roles in curriculum and instruction, Anne has extensive knowledge of the structure of schools and districts and how they plan and implement professional development. With her expertise, we hope to advance our communication and dissemination efforts at the state and school district levels. Additionally, Anne's experience as an instructor at Northwestern University allows her to communicate effectively with faculty to help address their needs. Finally, Dani Rabinowitz will be working on an as-needed basis to assist with the development of videos and graphics, which is an ever-expanding need as we strive to add more videos to our resources (e.g., modules, Fundamental Skill Sheets).

⇒ **Quarterly Progress Reviews:** At the end of each quarter, we conduct progress reviews with individual staff members to discuss progress on established goals and projects, areas for improvement, and areas of concern. These reviews were conducted in March. Because this was the end of the 2023–2024 review cycle, all employees established new goals for the upcoming year.

⇒ **Website Infrastructure:** This quarter, our webmaster implemented new plug-ins for data collection forms (e.g., newsletter sign-ups, Online Module Feedback Form, PD survey). At the same time, we revised the content for these forms to align with the IRIS 5 evaluation plan.

⇒ **Subcontract:** We have a subcontract (which began September 1, 2023) with Jordan Lukins at North Carolina State University. This quarter Dr. Lukins helped with our dissemination efforts by sharing information about IRIS and its resources at the Council for Exceptional Children Conference in San Antonio, and two of her students assisted with the revision of technical assistance and training tools and evaluation items.

COLLABORATION & WORK GROUP ACTIVITIES: *IRIS works in collaboration with other national centers, nationally recognized education experts, and our own IRIS Ambassadors and Work Groups 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 this quarter.

❖ **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.

❖ **Alabama State Department of Education:** Along with our external evaluator, Sarah Heinemeier, we partnered with the Alabama State Department of Education to develop an IRIS Impact Story. In addition to the data collected for this evaluation component, IRIS gathered information and interviews for an IRIS Story, which posted in March. (To learn more, see the Dissemination and Evaluation sections.)

❖ **Texas Education Service Center, Region 20 (ESC-20):** Along with our external evaluator, Sarah Heinemeier, we also partnered with ESC-20—one of 20 Education Service Centers in Texas that "support[s] local districts in attaining the missions, goals, and objectives set forth by the Texas Education Agency" and one of five that supports transition—to develop an IRIS Impact Story. (To learn more, see the Evaluation section.)

❖ **IRIS Ambassadors:** One primary role of our Ambassadors is to help disseminate and communicate information about IRIS and its resources. At the recent Council for Exceptional Children Conference in San Antonio, two Ambassadors—Darcie Peterson and Kimberly Snow—helped share information about IRIS resources at our exhibit booth.

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 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 and in today's classrooms by teachers and PD providers.*

Modules: As 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, secondary transition, and high-quality IEPs, to name a few.

⇒ **Functional Behavioral Assessment:** We are in the process of revising our module *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, is revising the content. Because consumer feedback indicates that this module takes a considerable amount of time to complete and contains an abundance of information—and based on Dr. Staubitz's recommendation—we decided to divide the content into three modules. The first module *Behavioral Principles: The Basics of Understanding Student Behavior*, which focuses on understanding behavior and highlights the ABC model, posted in December. The second module will focus on the process of conducting a functional behavioral assessment. And the third module will provide information on how to develop a behavioral intervention plan (BIP). The content for the second module is underway, and we hope to begin IRISizing the content in April. The content for the third module will

follow, with IRISizing to begin in May. Because these modules will require videos, we plan to film in the fall. We anticipate posting these modules at the end of the fall semester so as not to interfere with coursework.

⇒ **Progress Monitoring:** In December, we posted the revisions of the modules *Progress Monitoring: Mathematics* and *Progress Monitoring: Reading*. In the coming quarter, we will make a few additional revisions. This includes updating an IRIS Information Brief on mastery measurement and general outcome measurement, adding interactive activities to provide more practice opportunities, and developing an instructional video to demonstrate how to use the Tukey method to create a trend line and evaluate student performance.

⇒ **Secondary Transition:** In alignment with the OSEP initiative to improve postsecondary outcomes for students with disabilities (*Expect, Engage, and Empower: Successful Transitions for All!)*, we proposed using a portion of our set-aside funding to revise three IRIS Modules that focus on secondary transition. Last quarter we sent the content to three experts in the field to revise the content (listed below). This quarter we received the revisions for the first module listed, and the IRIS team began initial work on IRISizing the content and hopes to complete that process next quarter. We are hoping to receive the revised content for the other two modules early next quarter.

- *Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings* (Catherine Fowler)
- *Secondary Transition: Student-Centered Transition Planning* (Erik Carter)
- *Secondary Transition: Interagency Collaboration* (Mary Morningstar)

⇒ **Module Outlines:** These resources provide an overview of a module's content along with spaces for note-taking. In March, we updated this collection that currently consists of 73 English outlines and 37 Spanish outlines. We not only updated the logo and project number but transferred them from PDFs to Word documents to make note-taking easier. This change was in response to faculty feedback gathered during a previous conference.

Case Studies: These multipart resources ask users to analyze and respond to several problem-based classroom issues and challenges (e.g., classroom norms and expectations, algebra instruction, or classroom arrangement) through increasing levels of complexity and detail.

⇒ **Reading Case Studies:** This quarter, work resumed on revising the *Vocabulary and Comprehension* case study. We are hoping to post this resource prior to the fall semester.

⇒ **Math Case Studies:** Last quarter, Kim Paulsen began revising a pair of algebra case studies. As the original content developer and an expert in this area, she reviewed the

content and determined that revisions should include updated research references and an additional STAR Sheet on note-taking. Work on these modules will continue next quarter.

Spanish Translations: To reach our widespread audience, the IRIS website hosts many resources that are available in Spanish.

⇒ **Module:** This quarter we worked with the Tennessee Language Center to translate our new module *Behavioral Principles: The Basics of Understanding Student Behavior* into Spanish (*Principios del comportamiento: Los fundamentos para entender el comportamiento de los estudiantes*), along with the module outline and answer key.

COMMUNICATION & DISSEMINATION: *IRIS communicates and disseminates news of its resources through a wide variety of means, both universal and targeted. The IRIS website, awareness activities, conference presentations and exhibition appearances, and a multipart social media presence are all key components in our plan to increase awareness of IRIS resources about EBPs and services.*

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

⇒ **Dissemination and Communication Plan:** Keith Heumiller, who has years of experience in dissemination and communication within the field of education, has agreed to develop our dissemination and communication plan. The initial draft will be completed early next quarter, with revisions to follow.

⇒ **Dissemination Community of Practice:** This quarter, IRIS representatives once again 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.

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.

⇒ **IRIS Story:** This quarter, we added a new IRIS Story to our collection. *IRIS in Alabama: An Alternative Certification Route for Teachers* describes how IRIS resources are embedded throughout Alabama's personnel development system, from use in initial preservice preparation programs and alternative certification routes to lifelong learning through ongoing professional development and personalized learning.

⇒ **CEC Partner of the Month:** In January, IRIS was the Council for Exceptional Children's Partner of the Month. As such, IRIS was featured on their social media platforms. Through this dissemination avenue, information about IRIS was shared with CEC's 54,000 FB followers and 17,000 LinkedIn followers.

⇒ **Gold Sponsor for NRCP Conference:** The IRIS Center was a Gold Sponsor at the National Resource Center for Paraeducators (NRCP) annual conference, which was held virtually January 24–27, 2024. As a Gold sponsor, IRIS was mentioned in the keynote introduction (Welcome–Paraeducators: A National Perspective) during which Glenna Gallo, Valerie C. Williams, and Laurie Vanderploeg spoke. The sponsorship also included an ad in the program and a link to our sponsorship page on the conference website, which featured a description of IRIS, a brochure, and our sponsorship ad. Marilyn Likins (NRCP executive director) says some nice things about IRIS in her keynote introduction.

⇒ **Awareness Presentation for SUNY Potsdam:** In February, at the request of a faculty member, IRIS presented at a virtual roundtable for a graduate-level special education research course. The presentation consisted of an overview of resources for lifelong learning and a discussion of potential ways to use IRIS resources for student research projects. While 19 students attended the presentation, 18 others were required to view the video recording to receive credit.

⇒ **Awareness Presentation for Rise Up Academy:** In February, the principal of Rise Up Academy, an alternative secondary school in South Bend, Indiana, contacted IRIS. Subsequently, IRIS conducted an awareness presentation for the leadership team, which consisted of the principal and assistant principal; the special education, social studies, and career technology teachers; and the technology coordinator. After providing an overview of the IRIS Center and highlighting resources that could be used for professional learning, IRIS staff facilitated a brief discussion about the professional learning needs of Rise Up, which included differentiation, rigor, engagement, diversity, classroom management, scaffolding, and Universal Design for Learning. Following this, IRIS demonstrated how to find resources to help address these needs. The Rise Up staff shared their amazement about the wealth of resources available on the IRIS website.

⇒ **Meeting with U.S. Senator's Office Staff:** In February, IRIS was invited to attend an on-campus meeting with staffers from U.S. Senator Marsha Blackburn's office (Alexander Gonzalez [Legislative Assistant] and Jack Wolfsohn [Legislative Correspondent]) and Julie Harding, Vanderbilt University's government relations program coordinator, to discuss the Special Education Department's education grants and their positive impact on the field. In addition to sharing hard copies of the 2023 Year in Review, IRIS staff shared highlights of the center's work regarding the translation of research and the preparation and retention of the education workforce.

⇒ **IRIS Newsletter:** The spring edition of *The IRIS Standard* was released February 29. In addition to being distributed to our entire listserv (more than 86,000 members at the time), the newsletter was shared with several entities in Illinois—the Chicago Area Curriculum Directors, the DuPage Regional Office of Education, and the DuPage County Curriculum Directors. The newsletter provided information about recently posted resources, an upcoming workshop for doctoral scholars and early-career faculty, training webinars for school and district professional development providers, and highlights from the 2023 Year in Review.

⇒ **NRCP Newsletter:** IRIS contributed a brief article to the NRCP spring newsletter. The article highlighted the use of IRIS Certificates for Educators for earning clock hours and identified the most popular certificates earned by paraeducators in 2023.

⇒ **OSEP Guidance:** In January, OSEP published Myths and Facts Surrounding Assistive Technology Devices and Services, a guidance document created by the Office of Educational Technology and the Office of Special Education Programs to support children with disabilities who need assistive technology (AT) devices and services. The document included a chart from the IRIS Module *Assistive Technology: An Overview*, which categorizes AT devices as low-tech, mid-tech, and hi-tech.

⇒ **Articles Referencing IRIS:** In January, an extensive literature review was conducted to determine how (and to what extent) the IRIS Center was cited or referenced in recent literature. Because this review had been conducted for previous years, this year's search focused on 2023. Our search yielded 141 total relevant sources, which included:

- 61 articles in peer-reviewed journals
- 38 dissertations
- 29 books (some whole books, but mostly chapters)
- 13 online articles

Nineteen of these sources were international. Of all sources, 15 (10.64%) featured IRIS references about teacher preparation, nine (6.38%) about behavior, six (4.26%) about equity, five (3.55%) about Universal Design for Learning (UDL), and four (2.84%) had IRIS references about individualized education programs (IEPs). One hundred one sources (71.63%) included IRIS references about other topics, such as autism, evidence-based practices (EBP), multi-tiered systems of supports/response to intervention (MTSS/RTI), school supports/instruction, and technology. Additionally, 66 sources (46.81%) made passing reference to IRIS, either briefly citing a specific resource in text or listing a specific resource in the references; 56 sources (39.72%) referred or linked to specific groups of IRIS resources by topic area; and nine sources (6.38%) mentioned or discussed the IRIS Center and its resources in detail or described IRIS as a trusted resource. In summary, the IRIS Center has been cited extensively and multifariously in various sources over the past year.

⇒ **Listserv Notices:** Our current contact 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 from 80,136 enrollees last quarter to 92,881 this quarter, a 15.9% increase. This is a 79% increase from the same period last year when our enrollment was just over 52,000.

⇒ **Social Media:** Our center's social media following and number of engagements continue to grow. As of this report, IRIS has 3,289 followers on Facebook, 1,599 on LinkedIn, and 1,590 on YouTube.

⇒ **Training for UNC Charlotte (Upcoming):** In April, at the request of a faculty member at the University of North Carolina-Charlotte College of Education, IRIS will provide a one-hour awareness presentation for special education doctoral students and interested faculty.

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 recently conducted and upcoming presentations is below.

⇒ **CEC 2024 Convention & Expo:** IRIS hosted an exhibit booth at the CEC 2024 Convention & Expo in San Antonio, Texas, from March 13 to 16. More than 700 attendees visited the booth. In addition to educators who dropped by to learn about IRIS, an overwhelming number stopped by the booth to express their gratitude for all the free resources that IRIS provides. Additionally, IRIS shared information about our resources at the following sessions:

❖ *Using IRIS Resources to Stay Current with EBPs After Graduation (Poster Session):* This session offered effective strategies for preservice and in-service teachers when using the IRIS Center resources to further their knowledge and solve problems of practice in their classroom settings.

❖ *Using IRIS Resources Effectively: Avoiding Burnout in Your Students (Conference Session):* In this session, IRIS presenters helped faculty members consider ways to prevent "IRIS burnout" in their students and learn more effective strategies for using IRIS resources in their courses in ways that connect to course objectives, content, activities, and assessments. Participants gained the knowledge and tools to (1) navigate the IRIS website, (2) identify IRIS Modules and other resources that align with their course goals, (3) effectively use these resources to enhance course content or instruction, and (4) align IRIS resources across program courses and field experiences.

❖ *Designing Learning Pathways for Professional Development Using IRIS Resources (Conference Session):* In this session, IRIS presented new and effective ways to use IRIS resources for professional learning. IRIS Learning Pathways were highlighted to illustrate how commonly used resources for professional learning (IRIS Modules, Fundamental Skill Sheets, Information Briefs, and Activities) can be sequenced and bundled to produce engaging activities to improve educators' knowledge and skills. IRIS staff were available to help participants identify resources for topic areas and stakeholder groups in their school or district during this interactive session.

❖ *Using the Latest Online Resources from the IRIS Center (Conference Session):* This session reviewed the newest IRIS resources and took a more in-depth look at resources such as IRIS Modules and Fundamental Skill Sheets. After a demonstration of the module components (e.g., challenges, perspectives and resources), participants were given the opportunity to explore a module of their choice.

Survey data were collected for the three conference sessions listed above. Of the approximately 116 that attended, 73 completed the surveys. Respondents used a 5-point Likert scale (with 5 being the highest score) to rate several metrics: the quality, relevance, and usefulness of the presentation as well as their awareness of IRIS both before and after the presentation. The number of attendees and respondents for each presentation, as well as their ratings on these metrics, are noted in the table below.

Presentation	Number of Respondents	Quality	Relevance	Usefulness	Awareness Before Presentation	Awareness After Presentation
Designing Learning Pathways for Professional Development Using IRIS Resources	29 (out of 40 attendees)	4.6	4.5	4.6	17.9% rated as "Extremely" or "Very" aware	89.3% rated as "Extremely" or "Very" aware

| Using IRIS Resources Effectively: Avoiding Burnout in Your Students | 26 (out of 38 attendees) | 4.7* | 4.6* | 4.6* | 57.6% rated as "Extremely" or "Very" aware | 100% rated as "Extremely" or "Very" aware* |
| Using the Latest Online Resources from the IRIS Center | 18 (out of 38 attendees) | 4.6** | 4.5** | 4.5** | 29.4% rated as "Extremely" or "Very" aware** | 100% rated as "Extremely" or "Very" aware*** |

*25 respondents completed this question.
**17 respondents completed this question.
***16 respondents completed this question.

⇒ **Upcoming Conferences:** To disseminate and communicate information about IRIS resources to a more diverse audience, IRIS will be attending the following conferences in upcoming quarters.

❖ **Florida Division on Career Development and Transition (FL DCDT) 2024 Annual Visions Conference:** On April 9–11, IRIS will host an exhibit booth and present at the 2024 Annual Visions Conference of the FLDCDT in Orlando, Florida. The presentation, *Free Online Resources on Secondary Transition from the IRIS Center*, will highlight our transition resources.

❖ **UNITED: The National Conference on School Leadership:** IRIS will host an exhibit booth at this joint conference hosted by the National Association of Secondary School Principals and the National Association of Elementary School Principals in Nashville, Tennessee, July 15–17.

❖ **OSEP Leadership and Project Directors' Conference:** IRIS will host a booth at the combined OSEP Leadership and Project Directors' Conference in Arlington, Virginia, August 6–8. Additionally, IRIS submitted multiple presentation proposals.

❖ **DCDT International Conference:** IRIS will host an exhibit booth at the Division of Career Development and Transition International Conference in Chantilly, Virginia, October 12–19. Additionally, IRIS will submit a conference proposal for this event.

❖ **TED Conference:** IRIS will submit proposals to present at the Teacher Education Division Conference in Pittsburg, Pennsylvania, November 5–8.

❖ **CASE Conference:** IRIS will host an exhibit booth at the Council of Administrators of Special Education Conference in Savannah, Georgia, November 6–8. Additionally, IRIS has submitted a conference proposal for this event.

TECHNICAL ASSISTANCE & TRAINING: *IRIS works to increase the knowledge and capacity of faculty and professional development providers to use IRIS resources to instruct their target audiences about evidence-based practices (EBPs). By doing this, we hope to increase their capacity to infuse IRIS resources about EBPs into college and university educator preparation programs and into state- or district-initiated PD activities.*

Universal TA & Training Tools: To help faculty and PD providers effectively infuse IRIS resources into their coursework and PD activities, IRIS provides an assortment of universal tools that are accessible on the IRIS website. The following tools have been revised this quarter.

⇒ **Coursework Planning Forms**: The collection of Coursework Planning Forms for faculty was revised and greatly expanded. The collection now consists of a form for organizing IRIS resources across programs, with an example of how to do so for a high-incidence program and a low-incidence program. Additionally, forms were created for each of IRIS's 21 topic areas (e.g., accommodations, behavior and classroom management, IEPs, UDL) to help faculty coordinate the use of IRIS resources for a specific topic across more than one course. An example of how to coordinate the use of IRIS resources for behavior and classroom management is also available.

⇒ **Wraparound Content Maps (WACMs):** Although our collection of wraparound content maps was revised last fall, recent changes to some of our resources created a ripple effect and necessitated an additional revision this quarter to the WACMs for 71 IRIS Modules and 18 IRIS Case Studies. These revised resources will post to the website early next quarter.

TA & Training Services: To increase faculty and professional development providers' knowledge of how to use IRIS resources, we offer a variety of services.

⇒ **IRIS PD Provider Webinars (Upcoming):** To be more responsive to the needs and availability of professional development providers, we decided to host an hour-long training webinar for this group of professionals, as opposed to a four-part virtual workshop this spring. The IRIS Center will host the webinar for school and district professional development providers on four different days and times next quarter:

- April 23, 11:00 a.m. (CST)
- April 25, 3:00 p.m. (CST)
- May 6, 1:00 p.m. (CST)
- May 8, 4:00 p.m. (CST)

During this webinar, IRIS will:

- Review a variety of free IRIS resources about evidence-based instructional and behavioral practices to improve results for all students, including struggling learners and those with disabilities
- Demonstrate how IRIS Modules can be used to support the individualized professional learning needs of educators
- Introduce strategies and tools for adding depth and breadth to professional learning experiences
- Highlight how other schools, districts, and states have used IRIS resources to help increase educators' knowledge and skills

This quarter we planned the webinar content and began disseminating information about the event with registration links. To broaden our reach, in addition to notifying PD providers on the IRIS listserv, we are sharing promotional materials for this event with professional organizations such as the Council of Administrators of Special Education (CASE), the Association for Supervision and Curriculum Development (ASCD), and the Director of Student Assessment and MTSS for the Chicago Public Schools.

⇒ **IRIS Virtual Doctoral Student Workshop (Upcoming):** The IRIS Center will host a four-session workshop for doctoral students and early-career faculty on June 4, 6, 11, and 13. It will provide participants with effective strategies and tips for integrating IRIS resources into courses. Specifically, participants will learn how to:

- 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 students
- Integrate IRIS materials across an entire program

At the end of the quarter, 26 doctoral students and new faculty had already registered for the workshop.

⇒ **Approved PD Providers:** IRIS continues to pursue approved provider status in states that maintain an approved provider list. This past quarter, IRIS was added to the list of approved providers for Louisiana. This adds to the growing list of states: Arkansas, California, Kentucky, Nevada, Massachusetts, Rhode Island, and Texas. Although most states do not maintain approved provider lists, IRIS will continue to conduct a thorough review to determine if any states have developed an approval process and to update any IRIS information that may be posted on state websites.

⇒ **PD Certificates for Educators:** Free certificates can be earned by working through a module in our PD Certificates for Educators section. After signing up, educators take a pretest, work through the module, and take a posttest. These certificates are

appropriate for professional development requirements in circumstances where clock hours are accepted.

❖ This quarter, we added two more PD certificates to our collection: *Behavioral Principles* and *Executive Functions (Part 1)*. This requires developing a pretest and three alternate posttests. We also revised these tests for two modules on progress monitoring to reflect revisions to the modules. The dates these were made available are noted below. In all, we now have 40 PD certificates available for educators.

- *Progress Monitoring: Reading* (Revised 2/16/24)
- *Progress Monitoring: Mathematics* (Revised 2/14/24)
- *Behavioral Principles* (Developed 2/20/24)
- *Executive Functions (Part 1)* (Developed 2/28/24)

❖ This quarter 44,356 PD certificates were accessed. The top five are noted below.

Module Title	Certificates Accessed
Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle	3,072
Accommodations: Instructional and Testing Supports for Students with Disabilities	2,007
Autism Spectrum Disorder (Part 1): An Overview for Educators	2,005
Differentiated Instruction: Maximizing the Learning of All Students	1,984
Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices	1,951

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.*

⇒ **Year in Review:** At the beginning of this quarter, much time and effort was devoted to developing the 2023 Year in Review. Although we encourage you to review the brochure, following are a few highlights.

- The IRIS website hosted **4.1 million visits**.
- IRIS developed or revised **115 resources**.
- Educators accessed **136,260 PD Certificates** (that's **$6.8 million in free PD**).
- Faculty reported that IRIS saves them **16 hours** in course development time.

⇒ **External Evaluator:** Sarah Heinemeier of Compass Evaluation and Research continues to lead our evaluation efforts. In January, she focused on analyzing data for the Year in

Review. During this quarter, she also continued working with the IRIS evaluation team on progressing IRIS Impact Stories, which are deeper dives into how IRIS Modules and resources are embedded into workforce training and professional development. As noted in previous reports, we began Impact Stories with the Alabama State Department of Education and the Texas Region-20 Education Service Center (ECS-20). Following is an update on these two Impact Stories.

- ❖ **Alabama State Department of Education:** In partnership with staff from the Alabama State Department of Education, the Compass team designed and implemented an online survey with participants in the temporary special education certificate (TSEC) program—an alternative certification route to address the teacher shortage. The survey contains questions on multiple aspects of the TSEC experience, including how participants came to be involved in the program (broadening our understanding of who enters the workforce through an alternative certification pathway, their levels of education, and where they need professional development and support) as well as feedback on the quality, relevance, usefulness, cultural relevance, effectiveness, and efficiency of IRIS Modules, among other topics. The mix of quantitative and qualitative data will complement our analysis (from Google Analytics and earlier interviews) of use patterns in the state. By the end of the quarter, 90 participants from across the state had responded. In an effort to increase the response rate, the survey will remain open for a few weeks in April. Data will be analyzed and reported in the next quarterly report. Additionally, the Compass team is currently preparing to conduct interviews with special education coordinators from across the state. The data from these interviews will also be reported next quarter.

- ❖ **Texas ECS-20:** Previously, staff from Compass interviewed the secondary transitions coordinator for Region 20. Although no additional data were collected this quarter, next quarter Compass plans to schedule and conduct interviews with individuals who worked with the Texas Education Agency. These interviews, combined with Google Analytics data, will help the team better assess how IRIS resources are supporting workforce needs across Texas.

⇒ **Module Feedback:** This quarter, 3,207 respondents completed the voluntary online Module Feedback Form. (Note: An additional 23 module users submitted the survey without responding to any questions. For the purposes of this analysis, there data have been removed.) In this survey, we ask respondents to self-identify their current positions and the areas in which they work and to rate our modules' quality, relevance, and usefulness on a 5-point Likert scale (5 being the highest rating). The tables below provide information on their responses.

Table 1. Current Positions

Respondents	Number
College Student	727
Instructional Assistant/Paraeducator	618
Graduate Student	601
Experienced Teacher	572
New Teacher	279
Other	166
School Leader	89
Missing	64
Professional Development Provider	34
College Faculty	33
Parent	17
Alternate Certification Program Instructor	7
Total	**3207**

Table 2. Education Areas

On February 20, IRIS posted an updated version of the online Module Feedback Form, which included different response options for the question about education area. In the older version, specialty and grade level were combined into one question; in the revised version, these two questions were split into different questions. Of the 3,207 respondents, 1,916 accessed the old version and 1,291 responded to the updated version. The table below lists the data separately for both versions and then provides a total number of respondents across both.

Response	Number (Older Version)	Number (Revised Version)	Total Number
Special Education			**1,376**
Special Education		539	
Grades K-5 special education	429		
Grades 6-12 special education	401		
General Education			**1,359**
General Education		390	
Grades K-5 general education	657		
Grades 6-12 general education	304		
Early Intervention/Early Childhood			**495**
Early intervention/early childhood	282	219	
Other	74	110	**166**
Missing	198	33	**240**
Total	**2,345**	**1,291**	**3,636**

Table 3. Module Ratings

	Mean Ratings
Quality	4.4
Relevance	4.4
Usefulness	4.4
Effectiveness	4.4
Efficiency	4.3
Cultural Relevance	4.3

⇒ **Field-Testing**: This quarter, faculty members began field-testing two recently released modules. Two faculty are field-testing *Behavioral Principles: The Basics of Understanding Student Behavior* and one faculty is field-testing *Addressing Challenging Behaviors (Part 2, Secondary): Behavioral Strategies.* Because field-testing will not be completed until April, we will analyze and report the data next quarter.

⇒ **Expert Module Review:** This quarter an expert review panel consisting of three subject matter experts reviewed and offered feedback on the *Behavioral Principles: The Basics of Understanding Student Behavior* module. In addition to offering feedback on other items, they used a 5-point Likert scale (with 5 being the best) to rate the modules on the traits listed in the table below.

Module Trait	Average Rating
Quality	4.7
Relevance	4.7
Usefulness	4.3
Completeness of the information	4.7
Accuracy of the information	5.0
Clarity of the information	4.3
Extent the module allows learners to gain a general understanding of the topic	4.7

⇒ **Website Visitor Data**: This quarter, Google Analytics data showed 589,743 users and 1,319,930 visits to the IRIS website, an increase of 12% over the same period in 2023. However, it is important to note that the way in which Google Analytics gathered data for this same period in 2023 differs from how it was collected for this quarter due to an upgrade in their system in which they transitioned from Universal Analytics to GA4. Regardless, as depicted in the graph below, this year's monthly data reflect the typical "IRIS spider" pattern, with monthly use increases at the beginning of the spring semester.