



The IRIS Center Quarterly Report

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Administrative Progress Report:

Year 2/Quarter 4

Submitted To:

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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.



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Quarterly Report October – December 2019 [Year 2/Quarter 4]

The IRIS Center produces these quarterly reports as both a narrative of our efforts and a detailed account of our work and progress. The information in this document represents the very latest activities of the IRIS Center. Read on to learn more about everything we've accomplished over the last three months.

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 of the significant improvements to the IRIS Website happen “behind the scenes” at the programming level and are therefore virtually invisible to our online guests. Immediately noticeable or not, however, these adjustments and fine tunings are indispensable to the smooth running, user-friendly experience IRIS users have come to expect. A log of some of our recent activity follows.
 - ❖ **Data Security:** Safeguarding the personal information of IRIS users remains a top priority for our center. Among our latest efforts, we have updated our popular Behavior Tool—a component of the *Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan* module that allows users to create, save, and print their own classroom behavior plans—to increase the security protecting user-generated passwords.
 - ❖ **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 hover-over or drop-down interfaces that simplify navigation and make accessing a module's content easier and more convenient than ever. Implementation of this programming update will continue into the coming quarter.

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.

⇒ **IEP Module for School Administrators:** Specifically designed with school administrators in mind—and going further than the legal context in which high-quality IEPs are required by offering guidance on how to support and facilitate their development and implementation—*IEPs: How School Administrators Can Support the Development and Implementation of High-Quality IEPs* is now available on the IRIS Website. Feedback from a panel of expert reviewers has been reviewed, and those changes will soon be made to the resource.

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

❖ **Disability Awareness:** Our much-used module on disability awareness—*What Do You See? Perceptions of Disability*—has been updated with new content, including a new Challenge focused on people with disabilities and their remarkable stories and achievements. The resource is now available on the IRIS Website in time for the beginning of the new academic semester.

❖ **Classroom Assessment Series:** Our two-module series on progress monitoring—*Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom* and *Classroom Assessment (Part 2): Evaluating Reading Progress*—has undergone significant revision. Now available on the IRIS Website are *Progress Monitoring: Mathematics* and *Progress Monitoring: Reading*. *Classroom Assessment (Part 1)* will no longer be available, its content having been incorporated into the two new resources. Content for these modules was provided by Erica Lembke of the University of Missouri and Robert Alexander Smith of the University of Southern Mississippi.

- ❖ **Classroom Behavior Management:** In Year 3, IRIS will revise our five-module series on classroom behavior management. Preliminary work is already underway. *Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle*, *Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions*, and *Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan* have been sent to Kathleen Lane, the modules' original content expert, for review and feedback. In the coming weeks, *SOS: Helping Students Become Independent Learners* will likewise be dispatched for review.
- ❖ **Collaborating with Families:** IRIS has received feedback on our module about *Collaborating with Families* from Karen Harrison, Executive Director of STEP (Support and Training for Exceptional Parents), Inc., Tennessee's Parent Training and Information Center, and revisions are underway.
- ❖ **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. Dave Edyburn of the University of Central Florida has begun revising the content and anticipates delivering it early in the next quarter.
- ❖ **Module Deletions:** After much deliberation—and owing primarily to the age of the resources—IRIS has removed the modules *Accountability: High-Stakes Testing for Students with Disabilities* and *Effective School Practices: Promoting Collaboration and Monitoring Students' Academic Achievement* from the IRIS Website. The aforementioned two-part series on classroom assessment (see above) will likewise be removed in favor of their revised and updated replacements.

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.

⇒ **Room Arrangement:** A revision of our “Effective Room Arrangement: Elementary” case study has been posted to the Website.

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.

- ⇒ **Opportunities To Respond:** IRIS is developing a new fundamental skill sheet on enhancing students' opportunities to respond to teacher questions and requests. Content from Lysandra Cook of the University of Virginia has been delivered to IRIS. We expect to post the resource later in Year 3.
- ⇒ **Corrective Feedback:** Lysandra Cook has created another fundamental skill sheet, this one on the use of corrective feedback. The resource is currently under internal review, and we expect it to be available on the IRIS Website later in Year 3.

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). Some activities will be revised, others removed from the IRIS Website entirely. We are also in the process of updating the resources' format and design to match our current standards. We expect to complete this process in the new year and hope to post three activities about IEPs for administrators in the coming quarter.
- ⇒ **New Activities:** IRIS has developed three all-new activities to help school administrators reflect on their personal practices and procedures related to their role in the IEP process (one on planning the IEP meeting, one on during the meeting, and one regarding implementing the IEP), identify areas that need improvement, and set goals to improve in these areas. They will be posted in the coming quarter.

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 (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 new quarter. For more on this, see the **Collaboration** section below.
- ⇒ **Information Briefs:** These online resources developed by other programs and centers are collected and curated by IRIS as supplemental materials. An ongoing process, IRIS is taking a look at our collection of 338 information briefs with an eye toward removing older or outdated resources and, if possible, replacing them with more recent versions. This effort will be completed in 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.

- ⇒ **Dissemination Materials:** IRIS is acquiring more branded banners and other presentation materials to accommodate an extraordinarily busy upcoming conference schedule, during which multiple exhibit hall appearances will take place at or around the same time but in different cities or states. We are also revising and updating our handouts and brochures for these sessions, as well as for our dissemination efforts focusing on community colleges (see below). We also created an updated PowerPoint presentation for use by IRIS team members and Ambassadors as they present at state and national conferences.
- ⇒ **IRIS Information Packets:** IRIS compiled a list of more than 500 community colleges with education programs in the United States and dispatched information packets to them in November.
- ⇒ **Sponsored Content:** Having had success with sponsored content segments in the Council for Advancement and Support of Education (CASE) newsletter, IRIS has renewed our commitment to disseminate more sponsored content throughout the new quarter. In addition, IRIS sponsored content segments will be featured in the National Association of Elementary School Principals' (NAESP) e-newsletter, *Principal Insight*. IRIS will also sponsor an email that will be sent to all ESEA (Elementary and Secondary Education Act) members on January 15, 2020. The email will contain information about IRIS participation in the National ESEA conference as a presenter and exhibitor.

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.

- ⇒ **Widening Our Reach:** With conference season again upon us, IRIS made a concerted effort to reach more new and different audiences than ever before. As such, we sent proposal submissions to more than 15 conferences and meetings, targeting audiences that include general educators, school administrators, school psychologists, and others.
- ⇒ **IEP Rollout:** Beginning in the previous fall and continuing in the new year, a special focus of our upcoming conference presentations and appearances is on our recent modules on the development and implementation of high-quality IEPs.
- ⇒ **State CEC:** In October, our IRIS Ambassadors in the states of Florida, Arkansas, and California presented at the annual meetings of those states' CEC. Likewise, our own IRIS staff appeared at the Tennessee CEC meeting in Nashville. With the exception of California CEC, two presentations were delivered at each conference: one overview of the IRIS Center and its resources, as well as one highlighting our two-part module series on high-quality IEPs. Because of the high levels of consumer awareness of IRIS in California, only the IEP session was conducted at the that state's CEC conference.
- ⇒ **OSEP:** In October, IRIS conducted a presentation for OSEP staff, during which we shared information about how IRIS resources have expanded over the years and how they are being used nationwide. Additionally, we highlighted our recent modules on developing and implementing high-quality IEPs.
- ⇒ **SPDG:** Also in October, IRIS attended the Special Development Personnel Grant national conference in Washington, DC. IRIS team members led a focus group to explore the types of modules SPDGs are developing, how familiar they are with IRIS resources, and how IRIS can better meet their needs. Also during a "15x15" session, IRIS presented three examples of how states and districts have used our resources followed by 15 minutes of questions. Our final presentation showcased our IEP modules.
- ⇒ **TED:** On November 5–8, the IRIS Center hosted a pair of presentations at this year's meeting of the Teacher Education Division in New Orleans, Louisiana, where we focused on our recent modules on high-quality IEPs and other new and coming IRIS resources.
- ⇒ **LEAD:** On November 5–7, IRIS hosted an information booth at this year's meeting of the Tennessee Department of Education's LEAD in Nashville, Tennessee. We dispensed materials to around 100 attendees.

- ⇒ **Middle Level Education:** On November 7–9, IRIS hosted an exhibition booth at the annual conference for Middle Level Education in Nashville, Tennessee, where we shared information on our latest resources with approximately 537 attendees.
- ⇒ **SPDG Webinar:** On December 5, IRIS took part in a Webinar hosted by the State Personnel Development Grant (SPDG), during which we presented on the ways in which IRIS Modules address the use of evidence-based practices on topics that are important to build the capacity of educators.
- ⇒ **CCSSO Webinar:** On December 12, IRIS took part in a Webinar hosted by the Council of Chief State School Officers (CCSSO), a nonprofit membership organization for top education leadership in every state, where we presented on our *IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs* module, as well as how our partners in Texas and Kentucky embedded IRIS resources into their professional development activities.
- ⇒ **PIE:** On January 27–30, IRIS will host an information booth at the annual Partners in Education Conference in Nashville, Tennessee.
- ⇒ **CEC:** On February 5–8, IRIS will present on our high-quality IEP module series at the 2020 conference of the Council for Exceptional Children to be held in Portland, Oregon.
- ⇒ **ESEA:** On February 4–7, IRIS will share information about our resources on student instructional and testing accommodations at the national conference of the Elementary and Secondary Education Act in Atlanta, Georgia. We will also host an information booth in the exhibition hall.
- ⇒ **NASP:** On February 18–21, IRIS will share information about our resources at the annual meeting of the National Association of School Psychologists in Baltimore, Maryland.
- ⇒ **AACTE:** On February 28–March 1, IRIS will share information about our resources at the annual meeting of the American Association of Colleges for Teacher Education (AACTE) in Atlanta, Georgia.
- ⇒ **NAESP:** On July 11–14, IRIS will make an appearance at the annual meeting of the National Association of Elementary School Principals (NAESP) in Louisville, Kentucky, where we will present on IRIS professional development offerings and our two-part module series on high-quality IEPs.

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.

- ❖ **TXDE:** IRIS continues to collaborate with the Texas Department of Education to explore ways that they might leverage IRIS resources to meet state, regional, or district training needs.
- ❖ **SPDG:** As a follow-up to the focus group conducted at the 2019 SPDG National Meeting in October (see above), IRIS presented to the entire SPDG network during a Webinar held in December to illustrate how IRIS Modules address the use of evidence-based practices on topics that are important to build the capacity of educators. Many of these topics are aligned with State SiMRS and SPDG learning progressions. We also presented on IRIS tools for identifying IRIS Modules and related products aligned with high-leverage practices and CEEDAR's innovation configurations. Our conversation sought to find places where IRIS Modules may be easily inserted into the individual SPDG's learning progressions to enhance the teaching and learning that is critical to professional development.
- ❖ **CCSSO:** On December 12, IRIS collaborated with the Council of Chief State School Officers (CCSSO), a nonprofit membership organization for top education leadership in every state, during their Inclusive Webisode Series. IRIS presented on our *IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs* module. Additionally, our partners at the Texas Department of Education and the Greater Louisville Education Cooperative (GLEC) in Kentucky co-presented, highlighting how they embedded IRIS resources into their professional development activities.
- ❖ **UCP:** Angelica Fulchini, IRIS Technology Innovation Post-Doctoral Scholar, is working with the Unlocking Children's Potential (UCP) Teacher Mentorship Program at seven fully inclusive elementary charter school campuses. Dr. Fulchini mentors 34 first-year teachers at these seven UCP campuses, which involves classroom visits twice per month, in addition to virtual visits throughout the month. Observational feedback and communication are posted to the teacher's UCP SeeSaw accounts. On the third Tuesday of every month, Dr. Fulchini posts an IRIS spotlight, which includes a link to an IRIS Module to help strengthen teacher skills. For example, many of the first-year teachers struggle with understanding IEP meetings and creating behavior management plans. The third Thursday of every month, Dr. Fulchini conducts a

Zoom meeting to discuss what teachers would like the IRIS spotlight to focus on the following month. She reports that teachers revisited the IRIS resources throughout the semester to learn how to address related questions or issues.

- ⇒ **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.
 - ❖ **Ever-Growing Numbers:** This quarter alone, IRIS users accessed 14,526 modules in our PD Certificates for Teachers section. IRIS issued 6,410 PD certificates during that same timeframe. Of these, our two modules on high-quality IEPs accounted for 438, with 149 issued certificates. We are considering our pricing structures and fee-based platform options for these valuable resources as we move forward in 2020.
 - ❖ **Approved PD Provider:** This quarter IRIS renewed our efforts to pursue status in every state as an approved PD provider. As we begin, we are systematically targeting states with the most number of visits to our Website. These states are California, Texas, New York, Florida, and Pennsylvania. By request, Illinois is also on our list.
 - ❖ **Washington State:** IRIS was approved by the Professional Educator Standards Board in the state of Washington to provide continuing education hours (clock hours), which is effective October 1, 2019 through September 30, 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:** In June, IRIS began to update existing accounts in our School & District Platform. We will continue to contact schools and school districts whose accounts have expired regarding possible renewal.
 - ❖ **North Carolina:** In September, IRIS began setting up accounts for schools in North Carolina's Alamance-Burlington School District. The district would like to use our School & District Platform to manage professional development activities in 22 schools, accounting for some 841 educators. This quarter, four schools became active. Meanwhile, additional training support is being planned in January for the school leaders in each of 22 buildings. The target outcomes for this type of support are showing them how to leverage IRIS resources for professional learning and navigation of the Administrators' Dashboard.
 - ❖ **Follow-Ups After AMLE and TN LEAD:** After our presentations to these conferences in October, we have followed up with 10 organizations that requested additional information about IRIS professional development options, three of which specifically requested information about our School & District Platform.

- ❖ **The Master's Academy:** In December, IRIS began working 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 their teachers.
- ❖ **COSSA:** In November, IRIS set up a School & District Platform account for the Canyon-Owyhee School Service Agency (COSSA). The administrator for this agency wanted to specifically assign learning modules to identified teachers in order to support their individual growth plans. The intent is to use the School & District Platform to be a part of a teacher evaluation system that empowers all stakeholders to focus on student learning.

⇒ **Navigation Videos:** An updated and revised Website requires updated navigation videos. These brief video tutorials will help our visitors to use the IRIS Resource Locator, navigate our modules, and explore our various professional development options. Three videos were revised and posted this quarter.

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:** In September, IRIS sent out a listserv notice asking college and university faculty to field-test three recently posted IRIS Modules: *IEPs: Developing High-Quality Individualized Education Programs*, *Accommodations: Instructional and Testing Supports*, and *IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs*. Four faculty members completed field-testing procedures for the accommodations module this quarter; two more will field-test next quarter, one completing procedures for our IEP 1 module, the other our IEP 2 module. To date, 216 graduate and undergraduate students have responded to the field-testing survey.
- ⇒ **Evaluation Projects:** Evaluation Project 2 continues at the University of Georgia, directed by Kristin Sayeski. This second project is designed to evaluate the impact of engagement with specific IRIS OERs on pre-service teachers' level of knowledge and ability to make instructional decisions. She is using two sets of IRIS resources (see table below) in a repeated measures design. Dr. Sayeski will assess student's knowledge of the content using multiple choice test questions. She will assess student's ability to apply their knowledge using short-answer test questions.

| | |
|--------------|---|
| Set 1 | <ul style="list-style-type: none"> • Module <ul style="list-style-type: none"> ○ <i>Accommodations: Instructional and Testing Supports for Students with Disabilities</i> • Activities <ul style="list-style-type: none"> ○ <i>Accommodations Versus Modifications</i> ○ <i>Accommodations: Making Presentation Accommodations</i> ○ <i>Accommodations: Making Response Accommodations</i> ○ <i>Accommodations: Making Setting Accommodations</i> ○ <i>Accommodations: Making Timing & Scheduling Accommodations</i> |
| Set 2 | <ul style="list-style-type: none"> • Modules <ul style="list-style-type: none"> ○ <i>Addressing Disruptive and Noncompliant Behaviors (Part 1)</i> ○ <i>Addressing Disruptive and Noncompliant Behaviors (Part 2)</i> • Case Study <ul style="list-style-type: none"> ○ <i>Encouraging Appropriate Behavior</i> • Fundamental Skill Sheets <ul style="list-style-type: none"> ○ <i>Behavior Specific Praise</i> ○ <i>Choice Making</i> ○ <i>High-P Request</i> ○ <i>Proximity Control</i> |

⇒ **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 by asking them to complete a brief survey. 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).

⇒ **Evaluation Group Meeting:** The IRIS Evaluation Workgroup—Michele Rovins, Kristin Sayeski, Bethany Hamilton-Jones, Deb Smith, Naomi Tyler, Janice Brown, and Sarah Allen—met via conference call to discuss progress on the IRIS evaluation plan. Topics covered included a review of IRIS’s outcome and performance-measure data, a description of the evaluation Project 2 procedures and an update on how the project is progressing, and discussions about how to improve our collection of case study data and next steps for the evaluation group.

- ⇒ **Published Article:** An article by Kristin Sayeski and Bethany Hamilton-Jones appeared in the journal *Intervention in School and Clinic* this quarter. The article, “Open Education Resources from the Innovative Resources for Instructional Success [IRIS] Center,” describes some of the key findings about IRIS resource use gathered from the survey conducted during evaluation Project 1. It also discusses some innovative instructional applications of IRIS resources in college coursework.
- ⇒ **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 1,549 respondents to this survey.

Table 1. Current Positions

| Respondents | Number |
|----------------------|--------------|
| College Student | 398 |
| Experienced Teacher | 359 |
| Graduate Student | 336 |
| New Teacher | 192 |
| Other (e.g., parent) | 131 |
| School Leader | 85 |
| PD Provider | 24 |
| College Faculty | 20 |
| Missing | 4 |
| Total | 1,549 |

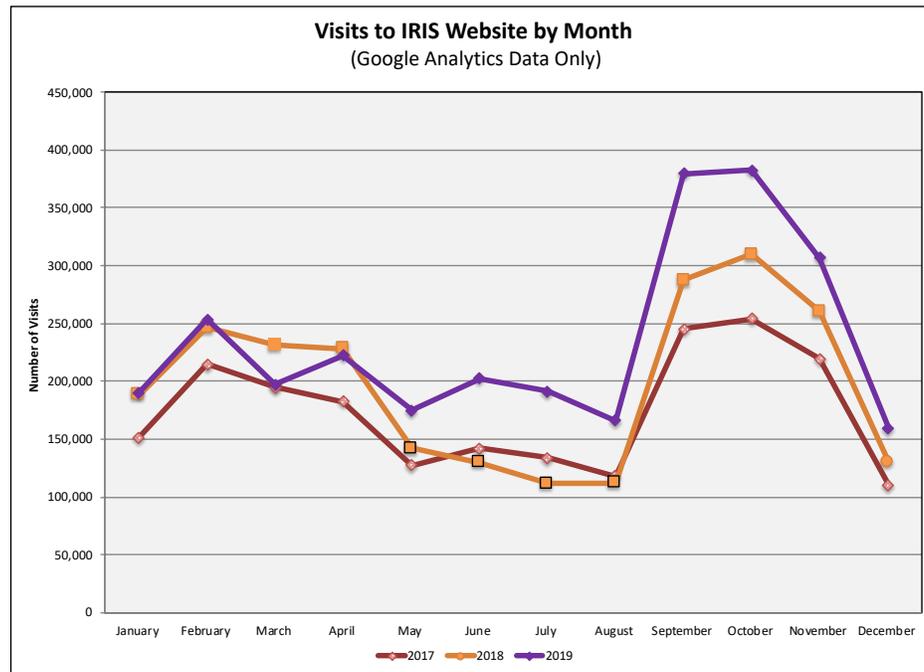
Table 2. Education Area

| Response | Number |
|-----------------------------------|--------------|
| Special education | 519 |
| General education | 498 |
| Early childhood education | 227 |
| Other | 195 |
| Early childhood special education | 78 |
| Early intervention services | 15 |
| Missing | 17 |
| Total | 1,549 |

Table 3. Module Ratings

| | Mean Ratings |
|------------|--------------|
| Quality | 4.5 |
| Relevance | 4.6 |
| Usefulness | 4.5 |

Website Visitor Data: During the fourth quarter of 2019, there were a total of 848,713 visits to the IRIS Website per the Google Analytics software. There were 382,675 visits in October, a new record monthly high. Website visits during this quarter increased 21% over the same period last year. There were over 2.8 million visits to the site across 2019 with over 20 million page views.



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.*

⇒ **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 sight, rather than develop their own, thus reducing a possible redundancy of effort between our two centers.

❖ **Module Revisions:** Plans are underway to collaborate with NCII in the coming year to revise two modules previously developed in collaboration with NCII: *Intensive Intervention (Part 1)* and *Intensive Intervention (Part 2)*. Revisions include adding information about the Taxonomy of Intervention Intensity, which was developed after the posting of these modules.

⇒ **HLP Videos:** IRIS continues to collaborate with CEEDAR, CEC, CCSO, and the Center on Great Teachers and Leaders to review a growing number of high-leverage practices videos designed to highlight essential special education techniques that all K–12 special education teachers should master for use across a variety of classroom contexts.

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

⇒ **Student Workers:** IRIS bids farewell to our two most recent student workers—Gulmira Montgomery, who graduated in December from the Master’s program, and Nadia DeGeorgia, an undergrad who is now studying abroad.