



# The IRIS Center Quarterly Report

Cooperative Agreement CFDA 84.325E  
(PR/Award Number: H325E170001)

Administrative Progress Report:

Year 3/Quarter 3

Submitted To:

Sarah Allen  
Research to Practice Division  
Office of Special Education Programs  
Office of Special Education & Rehabilitative Services  
United States Department of Education

Submitted 10/10/20

Naomi Tyler, Director



[iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu)  
[iriscenter.com](http://iriscenter.com)

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.



Funded by the U.S. Department of Education's Office  
of Special Education Programs (OSEP)

## Quarterly Report July – September 2020 [Year 3/Quarter 3]

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

- In response to expanded need created by the ongoing COVID-19 pandemic, IRIS developed and posted a new module for faculty, ***Online Course Design for College and University Faculty***, in conjunction with Vanderbilt University’s Center for Teaching.
- IRIS posted a revision of our module on family collaboration, ***Family Engagement: Collaborating with Families of Students with Disabilities***.
- IRIS revised and expanded the module ***Parents: Supporting Learning During the COVID-19 Pandemic*** to reflect the circumstances of the fall semester.
- Our center continued work on a **revision** of our module on ***Assistive Technology*** and **coordinated three additional module revisions**, which are now underway.
- IRIS continued to update and reformat our collection of **course/PD activities (110 total)**.
- We were thrilled to launch our **first ever IRIS virtual workshop**.
- IRIS tracked the access of **155,913 free IRIS PD Certificates of Completion as of September 30, 2020 (a value of nearly \$7.8 million)**.
- Our center saw continued sustained growth in traffic to our Website, the usual “summer lull” notwithstanding (**1,171,317 visits to the IRIS Website this quarter alone**).
- IRIS welcomed new team member **Pam Lehman**, who will bring her considerable skills to our center’s ever-growing technical assistance activities.

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

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

- ❖ **Learning Management System:** IRIS is currently replacing our School & District Platform’s existing dashboard with a more sophisticated learning management system (LMS). This LMS will facilitate a vastly more fluid interface by IRIS users, offering greater flexibility, more accurate data tracking, improved customization of modules, and expanded options for tests, among much else.
- ❖ **Enhanced Accessibility:** Visitors to the IRIS Website will now be able to use the accessiBe accessibility app to view our resources in any way they wish. Boasting dozens of features—including customizable navigation options, enhanced visuals to assist the visually impaired, and color and orientation adjustments, among many, many others—accessiBe makes our online home more welcoming and inviting than ever.
- ❖ **Programmer:** IRIS continues our search for a new programmer. This active and ongoing search will proceed with a new round of interviews with potential candidates in the coming quarter.
- ❖ **Constant Contact Cleanup:** We spent a good deal of time this quarter tidying up our Constant Contact listserv, specifically deleting accounts that CC considers “suspended” (i.e., have “bounced back” a certain number of times, which can occur when people switch jobs or retire). Meanwhile, we add new subscribers at an unprecedented rate.

**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.

⇒ **Module for Faculty:** In collaboration with Vanderbilt University’s Center for Teaching (CFT), IRIS has developed and posted a new resource to help faculty learn how to move their courses from face-to-face to hybrid and virtual instruction during the ongoing COVID-19 pandemic: ***Online Course Design for College and University Faculty***. Because many smaller universities do not have this level of support for their faculty, we believe this new module offers significant assistance and will possibly even be used outside the field of education. The module leads faculty through the course-development process with the option of selecting only those pages they need help with or working through the entire module.

- ⇒ **Supporting Families During COVID-19:** Since the posting of *Parents: Supporting Learning During the COVID-19 Pandemic* in the spring, schools and teachers have worked to provide guidance and resources to support learning in multiple ways. In accordance with our obligation to expand and update the resource to fit shifting circumstances (e.g., schools and districts working to provide carefully planned and organized instruction, the fact that most parents now have at least some experience with virtual learning and learning at home, the process of virtual IEP meetings becoming more commonplace), IRIS posted a revised version of the module during this quarter.
  
- ⇒ **Family Engagement:** IRIS has posted a revision of our *Collaborating with Families* module with recommendations from Karen Harrison, Executive Director of STEP (Support and Training for Exceptional Parents), Inc., Tennessee’s Parent Training and Information Center. *Family Engagement: Collaborating Families of Students with Disabilities* highlights some of the key factors that affect these families and outlines some practical ways to build relationships and create opportunities for involvement. It also features information on working with families during the COVID-19 pandemic.
  
- ⇒ **Module Revision:** IRIS is revising a number of our existing modules and module series with updated information and expanded resources.
  - ❖ **Assistive Technology:** An updated version of this resource on the importance of assistive technology for students with special learning needs—*Assistive Technology: An Overview*—is currently underway with content revised by Dave Edyburn of the University of Central Florida. Although we anticipated posting this module before the fall semester, it was put on hold so that IRIS could complete the new module for faculty (see above). We now plan to keep the current module in place for the fall and post the revised resource to the IRIS Website in December, after fall courses have ended.
  
  - ❖ **Classroom Behavior Management:** Work has begun on revisions to our module series on classroom behavior management. Kathleen Lane, the original content expert for *Addressing Disruptive and Noncompliant Behaviors Parts 1 and 2*, has provided revisions for *Part 1* and is now working on the second module in the sequence. The development of these modules, which requires in-classroom video shoots, is scheduled for Year 4 when health and safety guidelines allow for safe access to schools, classrooms, and students.
  
  - ❖ **Writing Performance:** During this quarter, Tanya Santangelo of Arcadia University, an expert recommended by Steve Graham, has been revising *Improving Writing Performance: A Strategy for Writing Persuasive Essays*. IRIS plans to post this revised module in Year 4.

- ❖ **Self-Regulated Strategy Development:** During this quarter, Karen Harris (one of the original content experts) and Debra McKeown reviewed and provided recommendations for revising *SRSD: Using Learning Strategies To Enhance Student Learning*. In the coming quarter, we will discuss with them how to move forward.

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

- ⇒ **Collection Reformat:** IRIS is updating our entire collection of case study units with a newer, more scaffolded, and appealing format to match our improved product-quality standards. This work was put on hold to complete the above-mentioned resources addressing COVID-19. Work toward this goal will continue throughout the coming quarter and likely beyond.
- ⇒ **Effective Room Arrangement:** IRIS is developing a new case study unit, *Effective Room Arrangement: High School*, which we hope to post in December, after fall courses have ended.

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

- ⇒ **Course/PD Activities Update:** IRIS is overhauling our course/PD activities collection (110 resources in all). Almost every activity will be revised, and a few outdated and/or unused resources will be removed from the IRIS Website entirely. We are also in the process of updating the resources' format and design to match our improved product-quality standards. With the exception of six case-based activities, we anticipate the posting of some of these revised activities in December, once fall courses have ended.
- ⇒ **New Activities:** IRIS is currently developing a suite of new activities to complement our recently revised module on collaborating with families. These new resources will be available early in the coming quarter.

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

- ⇒ **Collection Overhaul:** Our entire collection of info briefs is undergoing a significant overhaul. Spearheaded by Deb Smith and Shedah Hajghassemali, this huge undertaking will examine our collection of 338 information briefs with an eye toward removing older or outdated resources and, if possible, replacing them with more recent versions. To make the task

more manageable, we will begin with six topic areas: Content Instruction, Differentiated Instruction, Disabilities, Learning Strategies, Reading, Early Childhood, plus a separate pull-out for Evidence-Based Practices. A survey for reviewers has been developed and reviewers identified and contacted. Reviews on two topics (EC and EBPs) is currently underway.

- ⇒ **New IRIS Info Briefs:** IRIS is developing several new briefs—tips sheets for parents—to complement the *Parents: Supporting Learning During the COVID-19 Pandemic* module. Also, in response to consumer feedback following the removal of our outdated module on effective school practices, during Year 4 IRIS will develop an information brief on collaboration between teachers and principals, among teachers, and between school personnel and parents.

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

- ⇒ **EBP Summaries:** IRIS is updating our collection of evidence-based practice summaries. These research summaries covering instructional strategies and interventions offer information that includes level of effectiveness as well as the age groups for which a given strategy or intervention is designed. Links to the original reports are also provided for those who might wish to explore further. IRIS Evidence-Based Practices Workgroup lead Bryan Cook (the University of Virginia) and Lysandra Cook have reviewed the summaries tool, offering feedback and suggestions for revision and improvement. The process is currently on hold and will recommence during future quarters.
- ⇒ **IRIS Glossary:** This searchable glossary of definitions for the disability-related terms covered in many of our resources is currently undergoing revision. We have created a master list of terms and begun the process of reviewing and updating them. Once complete, we will share this resource with the National Center on Intensive Intervention (NCII), which we expect to do in the first quarter of Year 4. For more on this, see the **Collaboration** section below.
- ⇒ **Book Tool:** Curated in conjunction with Mary Anne Prater, this search tool contains information and synopses of children’s and young adult literature about or having to do with people with disabilities. We will update the tool with some 100 new titles by the end of 2020.
- ⇒ **Articles:** IRIS posts information on articles that are either about or reference our center and our evidence-based instructional resources. During this quarter, we reviewed a slate of recent articles for possible inclusion and posting to the Articles & Reports section of our Website by the end of 2020.

**COLLABORATION & WORKGROUP ACTIVITIES:** *IRIS works in collaboration with other national centers, nationally recognized education experts, and our own IRIS Ambassadors and Workgroups to improve our ability to develop resources, disseminate information about all things IRIS, and offer technical assistance and training.*

- ⇒ **CFT:** As we mentioned above, IRIS collaborated with Vanderbilt’s Center for Teaching (CFT) to develop a new resource to help faculty learn how to move their courses from face-to-face to virtual instruction during the COVID-19 pandemic, ***Online Course Design for College and University Faculty***. Post-launch, we continue to work with CFT to fine-tune this popular resource.
  
- ⇒ **NCII:** The National Center on Intensive Intervention builds the capacity of state and local education agencies, universities, practitioners, and others to support implementation of intensive intervention in literacy, mathematics, and behavior for students with severe and persistent learning or behavioral needs. IRIS continues to collaborate with NCII on a number of fronts, information about which can be found below.
  - ❖ **IRIS Glossary:** Once IRIS has completed revisions to our online glossary of disability related terms, NCII will host that resource on their own site, rather than develop their own, thus reducing a possible redundancy of effort between our two centers. We hope to complete this process in first quarter of Year 4.
  
  - ❖ **Module Revisions:** Our collaboration to revise two modules previously developed in conjunction with NCII, ***Intensive Intervention (Part 1)*** and ***Intensive Intervention (Part 2)***, continues. We will revise content for Part 1 and Part 2 in Year 4. Revisions include adding information about the Taxonomy of Intervention Intensity, which was developed after the original posting of these modules.

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

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

- ⇒ **NAESP Principal Insights Newsletter:** Throughout the quarter, IRIS disseminated of Sponsored Content in the twice-weekly newsletter of the National Association of Elementary School Principals (NAESP). The purpose of this ad was to increase brand awareness among school administrators and to focus on supporting educators during COVID-19. The sponsored content ad provided links to four new and revised IRIS Modules and the IRIS Professional Development Options page.

- ⇒ **American Association of Community Colleges (AACC):** IRIS disseminated information about its new module, *Online Course Design for College and University Faculty*, to this professional organization to increase brand awareness with community college faculty. Information was disseminated through a social media package, which included a Facebook post and tweets. In addition, an advertisement was placed in the AACC digital newsletter, Community College Daily, which provided a direct link to our new module for faculty.
- ⇒ **TED Eblast:** On August 7, the Teacher Education Division issued a special email release highlighting our module for college and university faculty on online course design. The email went out to 1,736 TED members.
- ⇒ **OSEP Newsletter:** Likewise in August, an edition of the OSEP Newsletter highlighted both our *Online Course Design for College and University Faculty* and *Parents: Supporting Learning During the COVID-19 Pandemic* modules. In addition, OSEP highlighted our module *Family Engagement: Collaborating with Families of Students with Disabilities* as part of its “20 Tweets for 2020” special during the month of August.
- ⇒ **The IRIS Standard:** In September, a new edition of the IRIS newsletter—*The IRIS Standard*—was distributed to our email list of some 12,000 subscribers. This latest back-to-school installment focused on our newest resources, online tools, and information to help educators respond to a variety of instructional circumstances and challenges. This included the two modules we created in response to the COVID-19 pandemic. As always, archived editions of the *Standard* are also available on the IRIS Website.
- ⇒ **Social Media:** Our center’s social media following and number of engagements continue to grow at a rapid rate. As of this report, IRIS has 3,404 (compared to 3,148 last quarter) followers on Twitter. Our Twitter impressions for the quarter totaled almost 82,000, yet another sign of sustained robust growth.

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

- ⇒ **CEEDAR Webinar:** In September, IRIS took part in an “Affinity Group” Webinar hosted by our partner center CEEDAR. IRIS conducted a 15-minute presentation to over 80 college and university faculty on our recent module for college and university faculty about online course design.
- ⇒ **IRIS Ambassadors Assemble:** In September, IRIS hosted a meeting of our Ambassadors to inform them of our new and revised resources. IRIS also requested the Ambassador’s feedback on several topics, including ideas for dissemination during the pandemic and suggestions for COVID-related resources and topics needed by faculty and teachers.



- ⇒ **Conference Proposals and Professional Conferences:** Prior to the pandemic, proposals were submitted for conferences listed in our dissemination plan to ensure that IRIS continues to reach our target audiences and increase the number of users. Due to COVID-19, four conferences across the summer and fall that IRIS was to attend were cancelled. Additionally, we submitted a proposal to ASCD. However, they later shifted the focus and topics, which did not align with our resources. However, IRIS has submitted several proposals for conferences scheduled for first quarter of 2021. We continue to monitor developments related to COVID-19 to prepare for a potential pivot in delivery to virtual presentations.
- ⇒ **CEC Conference:** A pair of IRIS proposals—one covering the center’s latest resources and online tools, another covering free professional development resources for educators during COVID-19—has been accepted for the 2021 meeting of the Council for Exceptional Children. The conference will be held virtually on March 8-13 next year.
- ⇒ **DCDT Bronze-Level Sponsor:** In other CEC-related news, IRIS will be a Bronze-Level sponsor for CEC’s Division on Career Development and Transition [International Virtual Conference](#) on October 23–24. This sponsorship includes the posting of the IRIS logo on the conference mobile app, on the conference Website, and in promotional emails. Three conference registrations are also included at this sponsorship level. We hope this sponsorship will increase awareness of IRIS for the 900 attendees expected to take part.

**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.
  - ❖ **Region 3 Comprehensive Center:** Funded by the U.S. Department of Education, the Region 3 Comprehensive Center (R3CC) provides technical assistance to state education agencies (SEAs) in the Virgin Islands and Puerto Rico. R3CC requested TA to explore opportunities for professional development to support the Puerto Rico Department of Education. The goal is to support teachers to efficiently and successfully provide services to students with disabilities. This work was completed this quarter. Together, IRIS and R3CC identified 17 IRIS resources that support the identified area of needs of the Puerto Rico Department of Education. These identified needs include:

- Communication with families about legal rights related to special education, IDEA and state laws.
- Multi-Tiered Systems of Support
- Differentiated instruction to meet the needs of all students
- Making instructional changes (e.g., accommodations, modifications) so that content is more accessible to students with special needs
- Use of assistive technologies
- Identifying appropriate interventions and strategies

❖ **IRIS Virtual Workshop:** To increase knowledge of how to use IRIS OERs about evidence-based practices in professional development for educators (e.g., by LEAs and SEAs), IRIS held an orientation meeting for our pilot virtual workshop this quarter. This workshop, which will continue in quarter 4, incorporates a blended delivery system. Our target audience members are educators who design or facilitate professional learning at the school, district, or state level. Participants for this workshop, which will span three additional weeks in October, include representatives from:

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

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

	July	August	September	Total
2019	3,456	5,489	5,575	<b>14,520</b>
2020	6,139	6,655	9,483	<b>22,277</b>

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

- ❖ **Approved PD Provider Status:** IRIS continues to pursue status in every state as an approved PD provider. We are currently in contact with officials from Pennsylvania to gain further understanding of their requirements. This quarter we continue our review of requirements in Michigan, Wisconsin, and Kentucky. In addition, by special request, we will add a review of requirements in Massachusetts.
  - ❖ **PaTTAN:** IRIS has experienced an increase in other educational entities using our resources to support their professional learning. In August, the Pennsylvania Training and Technical Assistance Network (PaTTAN) reached out with a request to share IRIS resources with its educational community to help improve student success through home-school-community partnerships.
  - ❖ **Fort Worth Independent School District:** After considering alternative ways to provide professional development during virtual learning, Fort Worth ISD chose to use the free PD Certificates option on the IRIS Website. Currently, they have 590 users accessing a range of modules including:
    - Early Childhood Environments: Designing Effective Classrooms
    - IEPs: Developing High-Quality Individualized Education Programs
    - ASD Parts 1 and 2
    - Differentiated Instruction
- ⇒ **School & District Platform Expansion:** Our School & District Platform is a user-friendly and flexible online tool that can help school leaders to organize and track their teachers' ongoing professional development activities. Recent items of note include:
- ❖ **Updating Accounts:** IRIS continues to update existing accounts in our School & District Platform, and regularly contact schools and districts whose accounts have expired regarding possible renewal.
  - ❖ **Leckie Education Campus:** IRIS is currently working with this Washington, DC, school district, which wishes to offer professional development for its special education staff.

**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.*

- ⇒ **Field-Testing:** Because many faculty are using online instruction for the first time, we have postponed field-testing until the spring when we plan to field-test ***IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs*** (commenced last year but needs about 20 more students), **Family Engagement: Collaborating with Families of Students with Disabilities**, and **Assistive Technology: An Overview**.

- ⇒ **Evaluation Project 2, Replication: Impact of IRIS on Knowledge and Decision-Making Purpose:** The intent of this project is to replicate the fall 2019 evaluation project about the impact of engagement with specific IRIS OERs on teachers' knowledge and ability to make instructional decisions. Project 2, Replication launched in August 2020 at the University of Virginia (UVA) and California State University, Los Angeles (CSULA). Drs. Sayeski and Hamilton-Jones (University of Georgia, UGA) coordinated and managed the project in partnership with key faculty and instructors at UVA and CSULA. Similar to Phase 1 of the project, which was conducted at UGA in fall 2019, participants in the replication project were drawn from introduction to special education courses; however, while course delivery was face-to-face in Phase 1 at UGA, courses are 100% online at the replication sites. Enrollment is robust, yielding an excellent sample size: 57 participants at UVA and 133 students at CSULA. Implementation at both sites is on schedule for completion by the end of the academic term.
- ⇒ **Project Outcomes:** IRIS continues to collect data related to the project outcomes outlined in our logic model: increased awareness and knowledge of IRIS resources and, subsequently, of evidence-based practices. We will collect these data from participants at the conclusion of each upcoming IRIS conference or meeting presentation (whether face-to-face or virtual) by asking them to complete a brief survey. We plan to collect pre-assessment and post-assessment data from participants in the IRIS Virtual Workshops. Additionally, we will continue to monitor the IRIS Website analytics (e.g., the number of visitors to our Website, number of sessions, length of time per visit, resource use) for both formative and summative purposes.
- ⇒ **Case Study Interviews:** In collaboration with Michele Rovins at the National Center for Systemic Improvement (NCSI), IRIS has conducted interviews with school system personnel related to how they are using IRIS materials as part of their teacher training. Subsequently, Michele Rovins created three case-study reports: Latricia Bronger and Christi Rhodes with the Greater Louisville Education Cooperative, Jill Hilst with the Oklahoma State Dept. of Education Bootcamp program, and Dianna Clemmons and Steven Prater with the Texas Education Association. We will continue to interview and create case-study reports until we reach our goal of ten. In the meantime, IRIS will use the existing interviews and reports to create new IRIS Stories to post on the Website home page.
- ⇒ **Developmental Evaluation:** IRIS continues to use a developmental evaluation approach to refine the methods we use to measure our project outcomes related to increased knowledge of how to use IRIS resources and increased infusion of IRIS resources. This quarter IRIS continued to track the decision-making processes involved in the pandemic-related adjustments to our work.

⇒ **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 **3,411** respondents to this survey. The tables below contain a bit more information about those respondents. Similar to last quarter, the increase in use by paraprofessionals/educational assistants is substantial.

**Table 1. Current Positions**

Respondents	Number
College Student	845
Graduate Student	709
Experienced Teacher	692
Instructional Assistant/Paraprofessional	544
New Teacher	267
Other	158
School Leader	97
Missing	14
PD Provider	32
College Faculty	33
Parent	20
<b>Total</b>	<b>3,411</b>

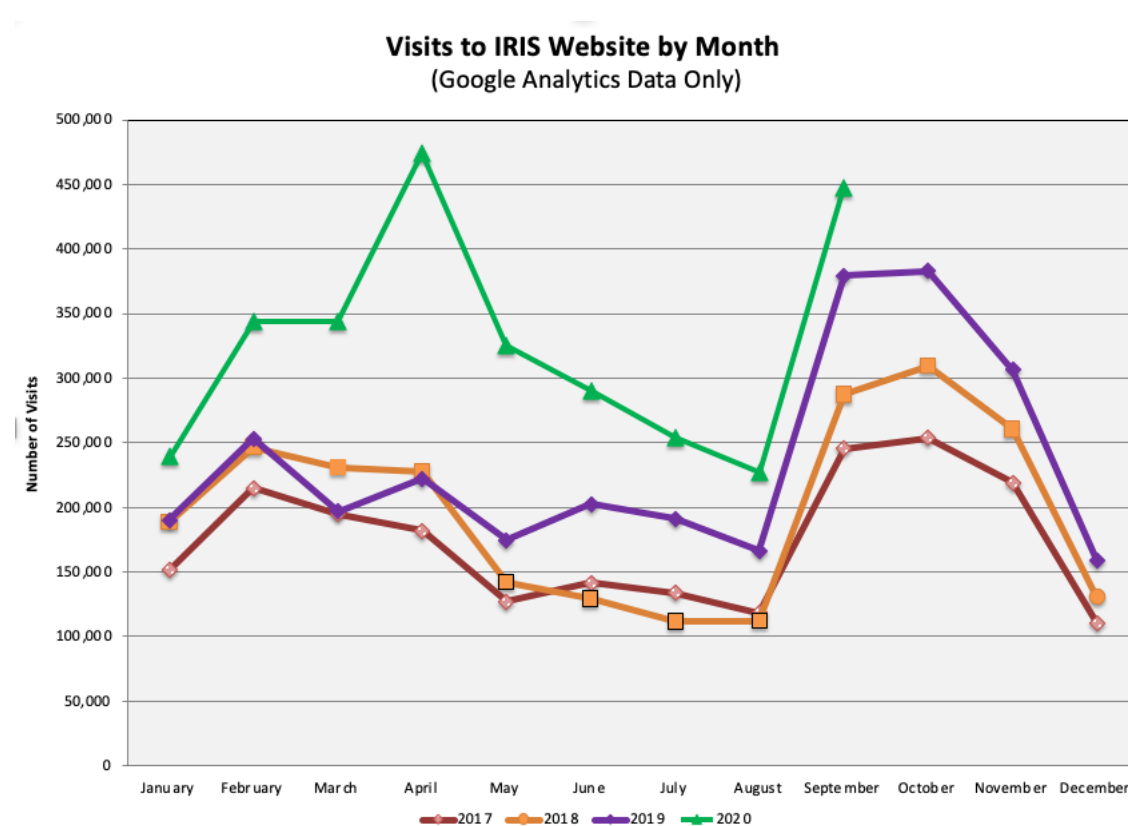
**Table 2. Education Area**

Response	Number
Special Education	1,412
General Education	832
Early Childhood Education	541
Other	363
Early Childhood Special Education	190
Missing	47
Early Intervention Services	26
<b>Total</b>	<b>3,411</b>

**Table 3. Module Ratings**

	Mean Ratings
Quality	4.6
Relevance	4.6
Usefulness	4.6

**Website Visitor Data:** During the second quarter, GoogleAnalytics data showed **928,647 visits** to the IRIS Website, an increase of **18% over the same period last year**. Overall, the number of visits is on track to hit **3 million** during the first week of October.



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

- ⇒ **John Harwood:** The IRIS Center celebrated Webmaster John Harwood’s 30th anniversary at Vanderbilt University.
- ⇒ **Janice Brown:** After 17 years of service as the IRIS Center’s data guru and one of our chief resource developers, IRIS bids farewell to Janice Brown. We thank her for everything she has done to make the IRIS Center what it is today and wish her all the best in whatever comes next.
- ⇒ **Pam Lehman:** IRIS welcomes new team member Pam Lehman, who will bring her considerable skills to our center’s technical assistance activities and contribute to resource development as time permits.