



# The IRIS Center Quarterly Report

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Administrative Progress Report:

Year 4/Quarter 1

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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 2020 [Year 4/Quarter 1]

**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, which coincided with the end of the calendar year 2020. We invite you to read on for further details of all this and so much more.

- For the first time ever, the IRIS Center’s Website surpassed **4,000,000 visits** in a single calendar year.
- IRIS has updated our module for faculty, ***Online Course Design for College and University Faculty*** to better address circumstances presented by the upcoming spring academic semester.
- IRIS continued to update our module ***Parents: Supporting Learning During the COVID-19 Pandemic*** to reflect the changing circumstances presented by the ongoing pandemic.
- Our center posted a **substantially revised and updated version** 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)**.
- By the end of 2020, IRIS users had accessed **181,957 free IRIS PD Certificates of Completion (a value of over \$9 million)**.

**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.*

- ⇒ **Year 4 Workplan:** Our Year 4 workplan is currently under development and will be submitted to our OSEP Project Officer for review early in the coming quarter. Our workplan guides our efforts in the areas of development, dissemination, TA& training, collaboration, and evaluation.
- ⇒ **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.

- ❖ **Programmer:** IRIS continues our search for a senior programmer. This active and ongoing search will proceed with a new round of interviews with potential candidates in the coming quarter.
- ❖ **Wordpress:** Following a Wordpress update of jQuery, we addressed a number of issues with our Website's own javascript code.
- ❖ **Programming Conflicts:** IRIS addressed a plug-in conflict with our Website's recently implemented accessibility dashboard that was causing some problems with our popular Behavior Tool.
- ❖ **Traffic Control:** IRIS is looking at our log files to see whether they can be adjusted to better show the traffic volume our Website receives from institutions of higher learning.

**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.

- ⇒ **Supporting Families During COVID-19:** Because of the ever-shifting circumstances in K-12 schools (e.g., schools and districts moving between face-to-face, hybrid, or virtual instruction to adjust to changes in COVID cases), IRIS revised the content of our module **Parents: Supporting Learning During the COVID-19 Pandemic** to reflect current circumstances for the spring semester. Additional supporting content is noted below (see the item on **New IRIS Tip Sheets** below).
- ⇒ **Module Revisions:** 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**—was developed with content revised by Dave Edyburn of the University of Wisconsin-Madison. This revised content, with its greater emphasis on AT for students with high-incidence disabilities, was posted in December.

- ❖ **Module Revisions Underway:** Updates and expansions of the following modules are in progress (as noted in their individual descriptions [see below]) and were scheduled to post in Year 4. However, we are currently rethinking resource development for the upcoming year. As we develop our Year 4 Workplan, we are considering the types of resources that will best help educators (and parents) support their students' learning during the COVID-19 pandemic. As such, these modules may be put on hold so that we can be more responsive to current needs. Additionally, some of these modules are reliant on in-class video shoots, which we will be unable to complete until such a time as health-and-safety guidelines allow for safe access to schools, classrooms, and students.
- ❖ **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 requires in-classroom video shoots, which we are unable to complete for the foreseeable future.
- ❖ **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*.
- ❖ **Self-Regulated Strategy Development:** Karen Harris (one of the original content experts) and Debra McKeown have 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.

- ⇒ **Effective Room Arrangement:** IRIS developed a new case study unit, *Effective Room Arrangement: High School*, which posted in late October.
- ⇒ **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 resources addressing COVID-19. Work toward this goal will continue in Year 4.

**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 entirely. We are also in the process of updating the resources' format to match our improved product-quality standards. Because they are revisions of current resources, we plan to post this collection at the end of the spring semester.
- ⇒ **New Activities:** IRIS is currently developing a suite of new activities to complement our recently revised module on family engagement. These new resources will be available early in the coming quarter.

**Fundamental Skill Sheets:** Practical and informative, Fundamental Skill Sheets offer educators quick primers (or reminders!) about discrete skills and practices indispensable to their role as effective classroom teachers.

- ⇒ **FSS for Virtual Environments:** IRIS is currently working with Kathleen Lane from the center for the Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T) to collaboratively develop a set of fundamental skill sheets (FSS) that describe low-intensity strategies for virtual learning environments. IRIS will align this content with our current FSSs and add videos demonstrating both examples and nonexamples of implementation at the elementary and secondary levels. The content for the first two, behavior-specific praise and pre-correction, is in progress. Filming in virtual settings was conducted in December at Unlocking Children's Potential (UCP) charter schools in Florida. Angelica Fulchini, an IRIS Technology Innovation Post-Doctoral Scholar, coordinated the filming for the needed videos, working with a teacher and students from those schools. We anticipate posting these first two FSS 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 ShedeH Hajghassemali Castronovo, this huge undertaking will examine our collection of more than 300 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 identified six topic areas for initial review: Content Instruction, Differentiated Instruction, Disabilities, Learning Strategies, Reading, Early Childhood, plus a separate pull-out for Evidence-Based Practices. Reviews by a panel of experts has been completed for three topics (EC, EBPs, and Disability). Recommended

briefs will continue to be posted or replaced throughout the year. Additionally, work has begun on three additional topics: Learning Strategies, Content Instruction, and Reading. We anticipate sending briefs on these topics out for expert review in the upcoming quarter.

- ⇒ **New IRIS Tip Sheets:** IRIS has developed a pair of new tip sheets for parents to complement the *Parents: Supporting Learning During the COVID-19 Pandemic* module. “How Can I Help My Elementary Child Stay Focused During Online Learning?” and “My Child Says She Doesn’t Like Online Learning. How Can I Help?” are now available (in English and Spanish) in the module, as well as in our newly created COVID-19 resources section. In addition, the content for a third tip sheet on supporting teens while during distance learning has been developed and will be posted early next quarter.
  
- ⇒ **New Information Brief:** 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 Year 4. For more on this, see the **Collaboration** section below.
  
- ⇒ **Book Tool:** Curated in conjunction with Mary Anne Prater, the author and co-author of seven books and dozens of academic journal articles on teaching students with developmental difficulties as well as special and general education topics, this search tool contains information and synopses of children’s and young adult literature about or having to do with people with disabilities. The tool was updated this quarter with approximately 100 new titles and reposted to the IRIS Website.

⇒ **Web Resource Directory:** The Web Resource Directory has been updated with new centers and reposted to the IRIS Website.

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

⇒ **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 in the coming quarter.

**Website Updates:** The IRIS Website is our center's primary dissemination tool. As such, we work hard to keep it updated with the latest information so that our consumers are always informed about what is happening at IRIS.

⇒ **New COVID-19 Resources Section:** Due to the critical importance of such resources, IRIS has created a new section of our Website where all of our materials related to the COVID-19 pandemic can be browsed and accessed by parents, faculty, teachers, and others. We will continue to add resources to this page as they are developed.

**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.

⇒ **CASE Weekly Update Newsletter:** In November, IRIS was featured in the Sponsored Content section in the weekly newsletter of the Council of Administrators of Special Education. 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 IRIS Modules as well as to the IRIS Professional Development Options page.

⇒ **American Association of Community Colleges (AACC):** In December, IRIS disseminated information to this professional organization to increase brand awareness with community college faculty. As in September, 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, *Online Course Design for College and University Faculty*. We have already made arrangements to disseminate information through this organization in January 2021.

- ⇒ **IRIS Newsletter:** On October 30, the *IRIS Standard* was disseminated to our listserv. Our fall newsletter showcased the module ***Parents: Supporting Learning During the COVID-19 Pandemic***, included information for faculty and professional development providers, and highlighted partner resources for continued learning during the pandemic.
- ⇒ **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 3,600 (compared to 3,404 last quarter) followers on Twitter. Our Twitter impressions for the quarter totaled almost 84,000, yet another sign of sustained robust growth.
- ⇒ **Partnerships:** IRIS develops relationships with other organizations to disseminate information about our resources to broader and more diverse audiences. Read on to learn about our work in this area this quarter.
  - ❖ **NCSI:** To further our dissemination efforts through our partnership with the National Center for Systemic Improvement, we began submitting our COVID-related resources for inclusion in their COVID-19 Resource Hub. We will continue to add more resources in the coming quarter.
  - ❖ **Ci3T:** IRIS began developing two new Fundamental Skills Sheets (FSS) with the center for Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T). These FSS, the first in a series, will address foundational instructional practices for virtual environments. We hope to post the first two, ***Behavior-Specific Praise*** and ***Precorrection***, early in the next quarter. Ci3T will also link to these resources.
  - ❖ **Project WIN:** Additionally, in the upcoming quarter we hope to partner with Project WIN (Wyoming Instructional Network, a project of the Wyoming Department of Education, Division of Special Education Programs). Upon review of their Website, which is funded by a State Personnel Development Grant from the U.S. Department of Education, Office of Special Education Programs (OSEP), we noticed that though they link to a number of IRIS resources, several IRIS resources that align with their topics are not listed. This quarter we began identifying additional IRIS resources that might benefit their constituents.

**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.

- ⇒ **Conference Proposals and Preparation:** Prior to the pandemic, proposals were submitted for conferences listed in our dissemination plan. Due to COVID-19, three fall conferences we were to attend have been cancelled. However, IRIS has submitted several proposals for virtual conferences scheduled for the first quarter of 2021 and is continuing to monitor developments related to COVID-19. Because these spring conferences will be held virtually,



IRIS is preparing for this new platform. In addition to reviewing and updating handouts and preparing videos, we are researching and preparing virtual giveaways and ensuring that any technology requirements are in place.

- ⇒ **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 meeting of the Council for Exceptional Children 2021 Convention/Expo. This event, which is being referred to as CEC L.I.V.E (Learning Interactive Virtual Event), will be held March 8–13. In addition to the presentations, IRIS will host a virtual exhibit booth.
- ⇒ **National ESEA Conference:** IRIS will host a virtual exhibit booth and participate in an expo showcase session promo package at this conference, which will be held on February 8–11, 2021.
- ⇒ **New York State CEC:** On November 16, IRIS was the featured presenter for the New York State CEC fall Webinar series, a virtual alternative to their annual conference. The Webinar recording of the guided tour of the IRIS Website and an overview of our resources was [posted on the organization’s Website](#) for those unable to attend.
- ⇒ **OSEP Office Hours: Conversations with Colleagues:** In October and November, IRIS participated in this virtual activity hosted by OSEP, sharing information about IRIS resources with colleagues in the Personnel Development Program Network.

**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.
- ❖ **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 completed a pilot virtual workshop this quarter. Our target audience members were educators who designed or facilitated professional learning at the school, district, or state level. Participants for this workshop included 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)

The workshop, which spanned one week in September and three weeks in October, incorporated a blended-delivery system. While participating in synchronous learning, participants engaged with panels of professionals who discussed how IRIS OERs were used to support their organizations' professional learning goals. Panelists for this workshop included representatives from:

- Texas Education Agency (TEA)
- Oklahoma State Department of Education (OSDE Boot Camp)
- Greater Louisville Education Cooperative (GLEC)

Throughout this workshop, participants provided feedback that indicated the pilot was a success. Participant comments were overwhelmingly positive:

- "I have loved being part of this pilot! I am so glad you extended the invitation. I can't imagine the work it took to get off the ground, so kudos to you and your team!"
- "I love all the resources I have explored as a part of the workshop."
- "This was tremendously valuable! Many kudos to Tanya and the IRIS team that put in all the work to get this going!"
- "Already I can see an amazing job on resources and access for others to maneuver the website with greater ease."
- "Truly differentiated and well-developed opportunity for learning and sharing. You all refreshed my learning!"

Furthermore, participants noted that they would have been interested in participating in a longer workshop (e.g., five weeks rather than four), as they wanted to continue to increase their knowledge of IRIS OERS and further discuss the plethora of information provided by the panelists.

After completing this workshop, the IRIS TA team discussed revisions for future workshops. It was determined that only one panelist, or organization, per week would share how they used IRIS OERs to support their learning goals. Participants were excited and engaged with the panelists and more time for discussion, along with a question-and-answer period could have been allotted for a more productive learning experience. In addition to this, we determined that the number of workshop participants should be no greater than 10, as a smaller group allows for better discussion and individualized support.

- ⇒ **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.

	October	November	December	Total
2019	6,313	6,025	4,157	<b>16,495</b>
2020	9,071	10,166	6,807	<b>26,044</b>

- ⇒ **Improved Universal TA:** As the demand for IRIS PD Certificates has expanded, so too has the need for IRIS Technical Assistance. Last quarter, the IRIS TA team collected 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 our findings, we have spent time creating and organizing sample email responses to frequently asked questions. This allows us to streamline the process and shorten our response time. In addition to this, 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. This quarter we continue our review of requirements in Iowa, Kansas, Nebraska, North Dakota, and South Dakota.
- ⇒ **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.
  - ❖ **Collierville Schools:** IRIS is currently in touch with the Collierville, TN, school district, which is interested in offering professional development for its special education teachers.

**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 Projects:** The evaluation projects are supported by a subcontract from Vanderbilt University to the University of Georgia (UGA). Drs. Sayeski and Hamilton-Jones of UGA coordinate, manage, and actively participate in the effort.
  - ❖ **Project 2 (Phase 2), Impact of IRIS on Knowledge and Project Decision-Making Replication:** As reported in the previous quarterly report, the intent of Project 2 (Phase 2) was to replicate the fall 2019 evaluation project, conducted at UGA, about the impact of engagement with specific IRIS OERs on teachers' knowledge and ability to make instructional decisions. Two replication sites participated during the fall of 2020: University of Virginia (UVA) and California State University, Los Angeles (CSULA). Data collection efforts are completed. Analysis and dissemination will be conducted by the UGA team and available for the next quarterly report.
  - ❖ **Project 3, Fidelity of Implementation:** The purpose of Project 3 is to examine the effect of engagement with IRIS open-educational resources and the TeachLiveE classroom simulation on special education teachers' implementation of evidence-based practices. During fall 2020, planning for Project 3 (Fidelity of Implementation) was conducted. The evaluation project, a collaboration between faculty at UGA and the University of Central Florida (UCF), will be conducted in two phases beginning in the spring of 2021. For phase 1, three special education student teachers (coordinated by UGA) will complete a set of IRIS OERs on the topic of classroom management and participate in TeachLiveE simulations with the intent of practicing the skills taught in the IRIS OERs. Data on the student teachers' fidelity of implementation will be collected within their student teaching placements. For phase 2, the same model will be used with inservice, elementary-level special educators (coordinated by UCF). The effectiveness of IRIS resources, TeachLiveE simulator training, and mentor debriefing will be evaluated. IRB approval for phase 1 (UGA) has been secured. IRB review for phase 2 (UCF) is currently underway.

- ⇒ **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. Normally, we would collect these data from participants at the conclusion of each IRIS conference or meeting presentation, which would take place in a face-to-face format. We are awaiting instructions from the upcoming spring conference coordinators in order to plan for post-presentation surveys. As mentioned above, we collected pre- 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.
- ⇒ **External Evaluator:** IRIS has contracted with Compass Evaluation and Research for external evaluation activities; Sarah Heinemeier is the lead external evaluator. Compass is currently working with IRIS team members to update the IRIS evaluation plan and logic model and initiate and engage in qualitative and quantitative data collection (e.g., case study interviews, workshop assessments, Google Analytics data).
- ⇒ **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, with 5 being the highest rating (see Table 3). This quarter there were **3,588** respondents to this survey, an increase of 177 over the previous quarter. The tables below contain a bit more information about those respondents. Similar to the previous two quarters, the increase in use by paraprofessionals/educational assistants is substantial.

**Table 1. Current Positions**

Respondents	Number	Percent
College Student	782	22%
Experienced Teacher	767	21%
Instructional Assistant/Paraprofessional	723	20%*
Graduate Student	488	14%
New Teacher	334	9%
Other*	260	7%
School Leader	148	4%
No response	30	1%
PD Provider	24	1%
College Faculty	24	1%
Parent	8	<1%
<b>TOTAL</b>	<b>3588</b>	<b>100%</b>

*\*106 individuals who self-identified as "Other" further described themselves using terms synonymous with instructional assistants (e.g., 1:1 aide, EA, parapro). If added to the "instructional assistant/paraprofessional" category, these individuals would increase that percentage of respondents to 23%.*

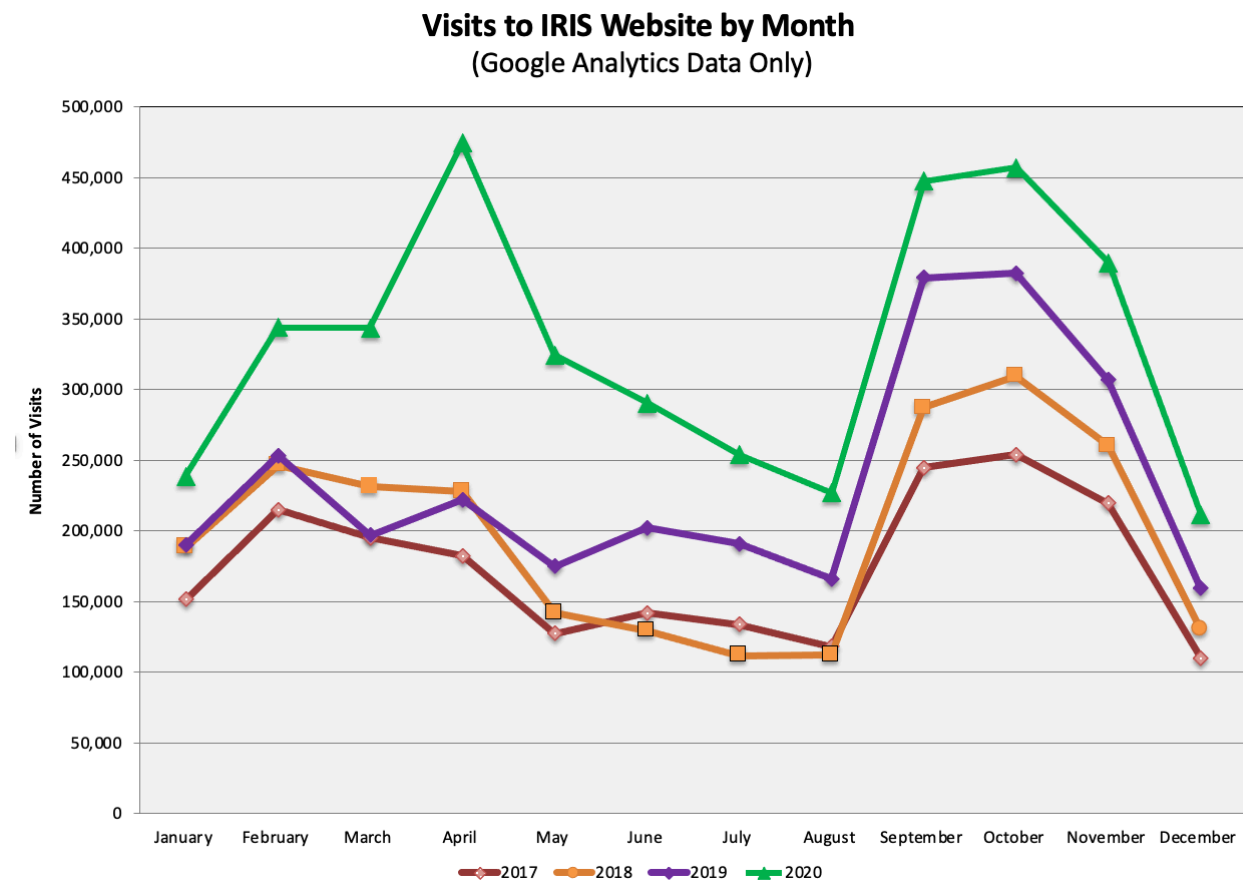
**Table 2. Education Area**

Respondents	Number	Percent
Special Education	1387	39%
General Education	1075	30%
Early Childhood Education	518	14%
Other	354	10%
Early Childhood Special Education	153	4%
No response	84	2%
Early Intervention	17	0%
<b>TOTAL</b>	<b>3588</b>	<b>100%</b>

**Table 3. Module Ratings**

	Mean Ratings
Quality	4.5
Relevance	4.5
Usefulness	4.5

**Website Visitor Data:** During the third quarter, Google Analytics data showed **1,058,670 visits** to the IRIS Website, an increase of **25% over the same period last year**. Overall, the Website hosted **4,003,566 visits** during 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.*

⇒ **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 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.
  
- ⇒ **Ci3T:** The center for the Concentrated, Integrated Three-Tiered Model of Prevention (Ci3T) assists schools in creating a comprehensive systems-oriented approach to support the academic, behavioral, and social competencies of all students; promote collaboration and teaming between all school and community stakeholders; and support educators' efficacy and well-being through data-informed professional learning, clear expectations for staff and students, and supportive, positive environments. As was mentioned above, IRIS is currently working with Kathleen Lane of Ci3T to develop a set of fundamental skill sheets that describe and demonstrate low-intensity strategies for virtual learning environments.

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

- ⇒ **Tanya Collins:** IRIS bids a fond farewell with best wishes to Tanya Collins, our former Technical Assistance Coordinator, who departed the center in October. We look forward to crossing paths with her in her role as a technical assistance specialist at Westat.