



# The IRIS Center Quarterly Report

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Administrative Progress Report:

Year 2/Quarter 3

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.



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

## Quarterly Report July – September 2019 [Year 2/Quarter 3]

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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.

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**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 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.

- ❖ **PD Data:** IRIS is developing a tool to more accurately track the use of our various online PD options, an important step given the rapid growth in demand we have seen in recent months. Additionally, new and returning users will be asked to complete a brief, one-time-only survey to help us learn more about who is using our PD resources, what types of schools and districts they teach in, and what students they serve. As more and more individual educators, schools, and districts learn about and take advantage of IRIS PD, we remain committed to offering the best possible user experience.
- ❖ **IRIS Listserv Sign-Up:** IRIS has imported a new listserv sign-up feature to 1) collect more data about our users (e.g., professional role, area of instruction) and 2) increase efficiency by replacing the previous sign-up tool. Because we collect more types of user demographic data than the standard sign-up format allows, our previous feature required new email addresses to be entered into our email database by hand.

**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. This module will be reviewed by a panel of external reviewers very early in the next quarter.

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

- ❖ **High-Quality IEP Module:** Final feedback from a panel of expert reviewers regarding our *IEPs: Developing High-Quality Individualized Education Programs* module has been returned to the IRIS Center, resulting in slight tweaks to the resource.
- ❖ **Disability Awareness:** Our much-used module on disability awareness—*What Do You See? Perceptions of Disability*—has been updated with new content, including more recent data and statistics, and reformatted to match our current standards. The module is now available on the IRIS Website, though further revisions will be posted in December, following the end of the current academic semester.
- ❖ **Classroom Behavior Management:** In Year 3, IRIS will revise our 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 sent our module on *Collaborating with Families* to Karen Harrison, Executive Director of STEP (Support and Training for Exceptional Parents), Inc., Tennessee’s Parent Training and Information Center, to review and provide feedback on possible revisions.
- ❖ **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*—is currently undergoing revision. We have received content from Erica Lembke of the University of Missouri and Robert Alexander Smith of the University of Southern Mississippi.
- ❖ **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 in early development. Dave Edyburn of the University of Central Florida has reviewed the original module and offered feedback regarding needed updates with an eye toward revising the content this fall.
- ❖ **Modules in Spanish:** A pair of IRIS Modules in Spanish—*Adaptaciones: Apoyos de Enseñanza y Evaluación para Estudiantes con Discapacidades* and *Entornos de la primera infancia: Diseño de aulas efectivas*—have been posted to our Website, bringing our total number of modules in Spanish to 33.
- ❖ **Vision Series:** Our plan to revise our three-part module series on working with students with visual disabilities is currently on hold pending completion of revisions to older resources.

**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 unit is underway. We expect to post the updated resource at some point 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. 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.
- ⇒ **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.

**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 reviewing and editing our course/PD activities collection (110 resources in all) to change or remove outdated terminology and information, as well as to update the resources' format and design to match our current standards. We expect to complete this process 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.

- ⇒ **Books 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 50 new titles and reposted to the IRIS Website.
- ⇒ **Films Tool:** The ways in which individuals and groups are portrayed in popular media can have a profound effect on how they are viewed by society at large. This tool represents an attempt to catalogue the representation of people with disabilities in motion pictures. The tool was updated this quarter with 20 new films and reposted to the IRIS Website.
- ⇒ **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. Meanwhile, this resource has been updated with information briefs matched to our module on developing and implementing high-quality IEPs.
- ⇒ **IRIS Information Brief on IEPs:** IRIS has created a number of information briefs to help learners delve more deeply into some of the content included in our module *IEPs: How School Administrators Can Support the Development and Implementation of High-Quality IEPs*. The new resources—"IEP Process: Common Errors," "IEP Team Members," "Least Restrictive Environment," and "Monitoring Student Progress Toward Meeting IEP Goals"—are now available on the IRIS Website.

**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 presentation schedule, during which multiple conference 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 is actively compiling a list of all community colleges with education programs in the United States with an eye toward disseminating information packets to them in the coming quarter. Due to the large number of such programs, we will send these packets out in batches covering 5–6 states at a time.
- ⇒ **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 2,338 followers on Twitter and 2,356 on Facebook. Our Twitter impressions for September totaled 34,200, up 26% the previous month, yet another sign of sustained robust growth.
- ⇒ **The IRIS Standard:** A new edition of the IRIS newsletter—The IRIS Standard—was distributed to our users via the IRIS listserv as well as via our various social media channels. Featuring items about new and upcoming IRIS resources, partner spotlights to highlight the back-to-school related resources of our fellow OSEP centers, and facts and information about the IRIS Center itself, the *IRIS Standard* is yet another tool in our growing dissemination efforts. Archived editions of the *Standard* are also now available on the IRIS Website.
- ⇒ **Sponsored Content:** IRIS is piloting the use of ads and sponsored content in the weekly CASE (Council of Administrators of Special Education) newsletter to create initial brand recognition (see <http://multibriefs.com/briefs/CASE/CASE093019.php>). We intend to follow up at future conferences with presentations and exhibit booths.

**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 have sent proposal submissions to more than 15 conferences and meetings through the early part of 2020, targeting audiences that include general educators, school administrators, school psychologists, and others.
- ⇒ **IEP Rollout:** A special focus of our upcoming conference presentations and appearances will be on our recent modules on the development and implementation of high-quality IEPs.
- ⇒ **OSEP Project Directors Meeting:** On July 22–24, IRIS hosted a poster session at the annual OSEP Project Directors Meeting in Washington, DC, sharing information about how IRIS resources can be infused into professional development activities.
- ⇒ **MNPS:** On August 1, IRIS hosted an information booth at the annual convening of the Metro Nashville Public School’s Department of Special Education.

- ⇒ **State CEC:** IRIS proposals—covering our module series on high-quality IEPs and serving as an introduction to the IRIS Center and our resources—have been accepted to state CEC conferences in Arkansas, California, Florida, and Tennessee. IRIS team members and Ambassadors will conduct these presentations.
- ⇒ **OSEP:** In October, IRIS will conduct a presentation for OSEP staff, where we will share information about how IRIS resources have expanded over the years, how they are being used nationwide, and highlight our recent modules on developing, implementing, and supporting high-quality IEPs.
- ⇒ **SPDG:** Also in October, IRIS will attend the Special Development Personnel Grant national conference in Washington, DC. IRIS team members will lead a focus group to explore what types of modules SPDGs are developing, how familiar they are with IRIS resources, and how IRIS can better meet their needs. IRIS will also conduct a “15x15” session in which IRIS will present three examples of how states and districts have used our resources followed by 15 minutes of questions, and a full presentation on our IEP modules.
- ⇒ **TED:** On November 5–8, the IRIS Center will host a pair of presentations at this year’s meeting of the Teacher Education Division in New Orleans, Louisiana, where we will focus on our recent modules on high-quality IEPs and other new and coming IRIS resources.
- ⇒ **LEAD:** On November 5–7, IRIS will host an information booth at this year’s meeting of the Tennessee Department of Education’s LEAD in Nashville, Tennessee. We expect to dispense materials to around 100 attendees.
- ⇒ **Middle Level Education:** On November 7–9, IRIS will host an exhibition booth at the annual conference for Middle Level Education in Nashville, Tennessee, where we will share information on all our latest resources with an anticipated 200 attendees.
- ⇒ **PIE:** On January 27–30, IRIS will host an information booth at the annual Partners in Education Conference in Nashville, Tennessee. We anticipate handing out materials to approximately 75 participants.
- ⇒ **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 2–7, 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, where we have made arrangements to distribute materials to around 200 visitors.



- ⇒ **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.
  
- ⇒ **IRIS Ambassadors:** On September 23, IRIS held a call with our IRIS Ambassadors to discuss the new IEP Module Toolkit, which we uploaded to the Ambassador Folder in Basecamp. In particular, we focused on our “Key Talking Points for the HQ IEP Module.” This document highlights the training map for the module and includes talking points the Ambassadors should address during awareness and training opportunities that focus on our two recent modules on high-quality IEPs. We wanted to ensure the Ambassadors are informed of the nuances of the modules’ content, as well as the wealth of “hidden gems” built into the modules, such as the aforementioned information briefs on LRE, progress monitoring, IEP team members, and common IEP errors. After incorporating the Ambassadors’ feedback, “final” versions of the PowerPoint and training maps were made available for them to download, along with presentation handouts.

**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. In August, IRIS staff conducted a webinar for the 20 Education Service Centers (ESCs) in Texas.
  
  - ❖ **OSEP & MSIP:** Also in August, IRIS team members virtually presented information about IRIS resources to the Office of Special Education Programs (OSEP) / Monitoring & State Improvement Planning Division (MSIP). Seventy-three attendees representing various states attended.
  
  - ❖ **CCSSO:** In September, IRIS had a call with the Council of Chief State School Officers (CCSSO) regarding a joint webisode scheduled for December 12 for public officials who head departments of elementary and secondary education in the United States and five U.S. territories and including the Department of Defense Education Activity. Together CCSSO and IRIS will disseminate information on our latest module *IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs*.

- ⇒ **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 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.
  - ❖ **Washington & IRIS PD:** IRIS was invited to submit a request to become an authorized provider of professional development in the state of Washington. The approval process took place in September 2019 and we were subsequently approved.
- ⇒ **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.
- ⇒ **Expanded Contacts:** IRIS is developing a list of contacts in Washington State and Tennessee with the support of Nick French and our own student workers, the goal of which is to create resources for communication (e.g., email, brochures) specific to these audiences for dissemination during the summer months.
- ⇒ **U.S. Department of Defense:** IRIS Ambassador ShedeH Hajghassemali continues to work with Tina Diamond at the U.S. Department of Defense about the introduction and use of IRIS resources in DOD schools.
- ⇒ **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. The videos are scheduled for development later this year.

⇒ **Micro-credentials:** Recent upticks in use, after a “quiet” period during the summer, can now include see 3-4 submissions per day. Given that each assessment takes roughly an hour, the use of—and subsequent grading of and responding to—IRIS Micro-credentials continues to represent a substantial effort among IRIS 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.*

⇒ **Module Field-Testing:** On September 4, 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*. Over 100 people responded to this request, and so far we have selected five people to field-test. We are looking for 2–3 more education leadership faculty to field-test the IEP module for school administrators.

**Evaluation Projects:** Evaluation Project 2 is underway 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.

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

- ⇒ **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 number of visitors to our Website.
  
- ⇒ **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 1,679 respondents to this survey.

**Table 1. Current Positions**

Respondents	Number
College Student	501
Graduate Student	437
Experienced Teacher	380
New Teacher	169
Other (e.g., parent)	105
School Leader	35
College Faculty	31
PD Provider	16
Missing	5
<b>Total</b>	<b>1,679</b>

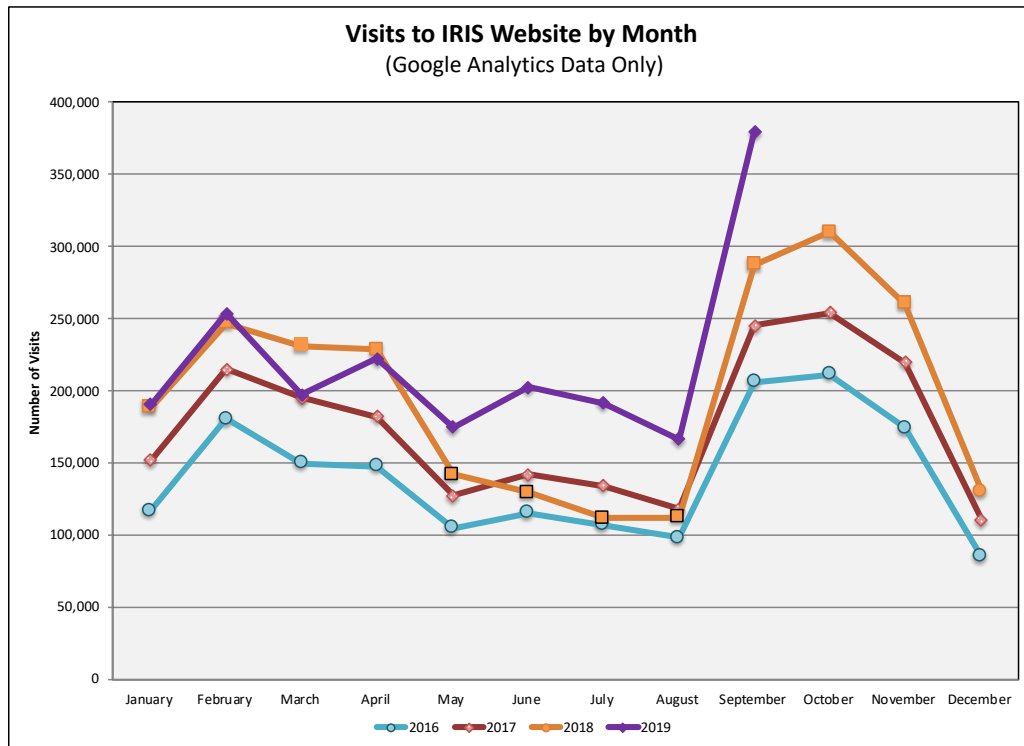
**Table 2. Education Area**

Response	Number
Special education	587
General education	452
Early childhood education	292
Other	208
Early childhood special education	98
Early intervention services	27
Missing	10
<b>Total</b>	<b>1,679</b>

**Table 3. Module Ratings**

	Mean Ratings
Quality	4.5
Relevance	4.6
Usefulness	4.5

**Website Visitor Data:** During the Third Quarter of 2019, GoogleAnalytics counted 736,633 visits to the IRIS Website, well more than three quarters of a million. Over half of these visits (379,306) occurred during the month of September, a new record high for a single month. Moreover, Website visits during this quarter were up a truly remarkable **44%** over the same period last year.



**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.

- ⇒ **Understood:** Traditionally serving primarily as a resource for the parents and families of struggling learners, Understood is in the process of expanding its resource offerings to reach a broader constituency, focusing on educators. To that end, Understood (rather than create all new resources from scratch) has contacted IRIS, among others, requesting permission to share our and their resources. In response, IRIS sent Understood a list of our most used resources, including our top-ten most popular modules and fundamental skill sheets. More on these developments will appear in future reports.
- ⇒ **HLP Videos:** IRIS continues to collaborate with CEEDAR, CEC, CCSSO, and the Center on Great Teachers and Leaders to review and disseminate 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.
- ⇒ **Deaf-Blind Center:** IRIS took part in a conference call with the Deaf-Blind Center to share our experiences with our professional development options (i.e., PD Certificates of Completion, the School & District Platform, and micro-credentials).
- ⇒ **PBIS:** IRIS also met via telephone with Kent McIntosh from the Center for Positive Behavioral Intervention & Supports to discuss issues related to center sustainability.
- ⇒ **CCSSO:** As mentioned above, IRIS held a call in September with the Council of Chief State School Officers (CCSSO) regarding a joint webisode on December 12 for public officials who head departments of elementary and secondary education in the United States and the District of Columbia, the Department of Defense Education Activity, and five U.S. territories.

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

- ⇒ **Student Worker:** IRIS bids farewell to Haley Blankenship, our student worker over the summer. We welcome Gulmira Montgomery, a Master's student in the Department of Special Education, who will be working with us this semester.
- ⇒ **Spanish Translator:** IRIS also bids farewell to Alejandro Botia Botia, our most recent Spanish translator.