



# The IRIS Center Quarterly Report

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Administrative Progress Report:

Year 3/Quarter 1

Submitted To:

Sarah Allen  
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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.



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## Quarterly Report January – March 2020 [Year 3/Quarter 1]

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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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**COVID-19:** In response to the widespread outbreak of the novel coronavirus in the United States and throughout the world, Vanderbilt University and Peabody College have instituted a mandatory remote work period that affects every person and department on campus, IRIS included. As of the writing of this report, IRIS staff are working from home and will continue to do so until directed otherwise. In the meantime, much of our current efforts are directed toward disseminating information about our resources to those who might find them particularly useful in the context of distance learning and virtual instruction. Additionally, just prior to the end of this reporting period, OSEP made a special request for a module to help parents support their children's continuity of learning while schools are closed. IRIS team members have initiated the background research for this module's content.

**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 3 Schedule:** Due to changes in internal U.S. Department of Education policies, the IRIS Center's Year 3 budget period will end on October 31, and as such will comprise a 10-month period. Our Year 5 will comprise 14 months.
- ⇒ **Year 3 Workplan:** In cooperation with OSEP, the IRIS Center's sharpened, more focused workplan has been submitted and approved, the number of milestones reconfigured to reflect our 10-month schedule and the recommendations that resulted from our 3+2 review. Further, our response to the 3+2 recommendations was approved by OSEP. We look forward with great eagerness to the work ahead.
- ⇒ **Annual Performance Report:** Work on this OSEP requirement is underway. The report will be submitted on or before its due date of May 1.

⇒ **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.

- ❖ **Telecommuting:** The sudden shift to work from home necessitated some quick thinking from IRIS technical staff, setting up remote access to our server, as well as making certain that staff knew how to use programs and communications applications not usually required during on-site work.
- ❖ **Learning Management System:** IRIS is in the early stages of potentially replacing our School & District Platform’s existing dashboard—used by school administrators and district leaders to manage their teachers’ professional development progress—with a more sophisticated learning management system (LMS). Such a system would facilitate more fluid use by IRIS users, with greater flexibility, more accurate data tracking, better customization of the modules, and expanded options for tests, among much else.
- ❖ **Enhanced Navigation & User Interface:** In the past, clicking a link in an IRIS Module to access a definition or an audio or video transcript (among other links leading to local content) would take users to another page, after which they would be required to navigate back to the main content to continue. No longer. Thanks to a programming update, these elements are now available to IRIS users via drop-down interfaces that simplify navigation and make accessing a module’s content easier and more convenient than ever. Implementation of this programming update will continue into the coming quarter.
- ❖ **Amazon:** IRIS has relocated our Website’s log files to Amazon Web Services.

**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 Amid COVID-19:** By special request from OSEP, the IRIS Center is developing a module to help support parents whose children are unable to attend school during the outbreak of the novel coronavirus and therefore learning from home. With assistance from the American Institutes of Research (AIR), who will provide a literature review, IRIS has been tasked to create and post this resource as quickly as possible, in as little as three weeks or less. The module will be available in the coming quarter.
- ⇒ **Module Revision:** IRIS is revising a number of our existing modules and module series with updated information and expanded resources.
- ❖ **Collaborating with Families:** IRIS is working on a revision of our module about *Collaborating with Families* with recommendations from Karen Harrison, Executive Director of STEP (Support and Training for Exceptional Parents), Inc., Tennessee’s Parent Training and Information Center. We hope to post the updated resource before the fall semester.
  - ❖ **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 developed by Dave Edyburn of the University of Central Florida. We hope to post the resource to the IRIS Website in August.
  - ❖ **Classroom Behavior Management:** Work has begun on revisions to our module series on classroom behavior management. Efforts toward these updates will be ongoing throughout the remainder of the IRIS 4 project. More specific information about this process can be found below.
    - Although revisions to *Classroom Management Parts 1 and 2* were scheduled for Year 3, this work has been temporarily suspended as it requires photo shoots with school-aged students in an authentic environment. IRIS will complete the necessary photo shoots when public health conditions will allow us to proceed safely. Meanwhile, IRIS will develop or revise two alternate modules, one of which is *Assistive Technology* and the other to support families amid the COVID-19 as requested by OSEP (see above).
    - Kathleen Lane, the original content expert for *Addressing Disruptive and Noncompliant Behaviors Parts 1 and 2*, has reviewed the content and provided recommendations on how to move forward with revisions. She has also agreed to make these revisions and to deliver the updated content in the coming quarters. The development of these modules is scheduled for Year 4.

- Kathleen Lane, the original content expert for *Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan*, again reviewed content for that resource. Based on her feedback, we have decided to split this module in two: one module to focus on the steps to conduct an FBA and another on developing a behavior intervention plan. Additionally, Dr. Lane will develop content for a new module on identifying students who would benefit from an FBA. The development of these modules is slated for Year 5.
- ❖ **Intensive Intervention:** IRIS staff have met with personnel from the National Center on Intensive Intervention (NCII) on multiple occasions to discuss how to revise the two-part IRIS Module series on intensive intervention to align with NCII's new taxonomy of intensive intervention. IRIS will begin revising Part 1 in Year 3, with plans to post in Year 4. The center will also begin the revision of Part 2 once NCII provides guidance on an assessment component, the hypothesis testing approach.
- ❖ **Writing Performance:** During this quarter, Steve Graham of Arizona State University, who provided the original content, reviewed and recommended revisions for *Improving Writing Performance: A Strategy for Writing Persuasive Essays*. Tanya Santangelo of Arcadia University, an expert recommended by Steve Graham, has agreed to revise the content by the end of the next quarter. 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 agreed to review and provide recommendations for revising *SRSD: Using Learning Strategies To Enhance Student Learning*. We look forward to their feedback in the coming quarter.

**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. 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 the second or third quarter of this year.

**Fundamental Skill Sheets:** Practical and informative, IRIS Fundamental Skill Sheets offer educators quick primers or reminders about discrete skills and practices indispensable to their role as effective classroom teachers. Fundamental skill sheets cover everything from specific praise to proximity control.

⇒ **Criterion-Specific Rewards:** For Year 3, IRIS is creating a new fundamental skill sheet covering criterion-specific rewards. IRIS will complete the necessary video shoots when public health conditions will allow us to proceed safely.

⇒ **Contingent Instructions:** Likewise for Year 3, IRIS is creating a new fundamental skill sheet covering contingent instructions. As above, IRIS will complete the necessary video shoots when public health conditions will allow us to proceed safely.

**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.

**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, 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.

⇒ **New IRIS Info Brief:** In response to consumer feedback following the removal of our module on effective school practices, IRIS will develop an information brief on collaboration between teachers and principals, among teachers, and between school personnel and parents.

**Faculty and PD Supports:** The IRIS Center develops resources for college faculty and professional development providers. These resources, located in the Using IRIS section of our Website, are designed to facilitate the incorporation of information about evidence-based practices into personnel preparation.

⇒ **Updating the Collection:** The removal of older IRIS Modules from our Website during the previous quarter created a ripple effect throughout our faculty and PD resources that necessitated a significant amount of work. For one, our collection of Wrap-Around Content Maps had to be reconfigured to account for the now-deleted modules. Other faculty and PD resources required similar treatment.

**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 3. For more on this, see the **Collaboration** section below.
- ⇒ **Film Tool:** This searchable database, which represents an attempt to catalogue the representation of people with disabilities in motion pictures, has been updated with 20 new titles.
- ⇒ **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. An update of this tool is currently underway, which we hope to complete and post in the fall before the end of Year 3.

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

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

- ⇒ **Sponsored Content:** Throughout the quarter, IRIS disseminated *sponsored content*—a type of information dissemination that resembles an ad and provides background about our resources— in the newsletters of the National Association of Elementary School Principals (NAESP) and the Council of Administrators of Special Education (CASE). The purpose of the sponsored content was to increase brand awareness among school administrators, particularly ahead of the NAESP summer conference where we will have an exhibit booth and be making presentations (pending COVID-19 outcomes). Data showed that these activities were well-received: The resulting number of visits to the IRIS Website by those who clicked on the newsletter link was double that of other content sponsorships in the CASE newsletter.
- ⇒ **ESEA:** A sponsorship email, which was sent to the members of the Elementary and Secondary Education Act Network (ESEA) prior to our participation in the February conference in Atlanta, was likewise successful. Made up of state ESEA Program Administrators and their staff, this organization is charged with managing their states' federal education programs and ensuring compliance with federal regulations. The great interest shown by participants who attended our presentation and visited our exhibition booth (see more below under **Presentation & Outreach Efforts**), as well as the number of contacts we made, assured the IRIS team of the continued need for participation in this conference in order to inform this new audience about our resources.
- ⇒ **AMLE:** In January, IRIS mailed a packet of information regarding our professional development options to the directors that attended the Association of Middle Level Educators (AMLE) conference in Nashville in November 2019.
- ⇒ **TEDLines:** In February, an article about the latest IRIS resources appeared in *TEDLines*, a digital newsletter published by the Teacher Education Division.
- ⇒ **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 2,873 followers on Twitter and 2,436 on Facebook. Our Twitter impressions for the quarter totaled 108,200, yet another sign of sustained robust growth.



⇒ **The IRIS Standard:** A new edition of the IRIS newsletter—*The IRIS Standard*—is currently in development, with a focus on supporting educators during this current period of social distancing and virtual teaching. We hope to distribute it to our users at some point in the coming quarter. Archived editions of the *Standard* are also available on the IRIS Website.

**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.

⇒ **Expanded Presence at Professional Conferences:** With conference season again upon us, IRIS made a concerted effort to identify those with more new and different audiences than ever before, including general educators, school administrators, school psychologists, and others.

⇒ **PIE:** On January 27–30, IRIS hosted an information booth at the annual Partners in Education Conference in Nashville, Tennessee, where we met and discussed IRIS resources with more than 250 visitors.

⇒ **CEC:** On February 5–8, IRIS presented on our high-quality IEP module series at the 2020 conference of the Council for Exceptional Children in Portland, Oregon. Attendance at the presentation on high-quality IEPs was 200 people. Larry Wexler, Mitchell Yell, and David Bateman were on hand as co-presenters.

⇒ **ESEA:** On February 4–7, IRIS shared information about our resources on student instructional and testing accommodations at the national conference of the Elementary and Secondary Education Act in Atlanta, Georgia, with approximately 60 people in attendance. We also hosted an information booth in the exhibition hall where we had 261 visitors.

⇒ **NASP:** On February 18–21, IRIS shared information about our resources at the annual meeting of the National Association of School Psychologists in Baltimore, Maryland. The number of visitors to our booth was 498. IRIS Ambassador Sally Barton-Arwood was on hand to lend her assistance.

⇒ **AACTE:** On February 28–March 1, IRIS shared information about our resources at the annual meeting of the American Association of Colleges for Teacher Education (AACTE) in Atlanta, Georgia. During this conference, almost 200 people visited our booth. Once again, IRIS Ambassador Sally Barton-Arwood was on hand to lend her assistance.

- ⇒ **NAESP:** On July 11–14, IRIS will make an appearance at the annual meeting of the National Association of Elementary School Principals (NAESP) in Louisville, Kentucky, where we will present on IRIS professional development offerings and our two-part module series on high-quality IEPs.
- ⇒ **Expanding Our Dissemination Reach.** IRIS completed the second step of an analysis of potential collaboration with roughly 150 organizations and agencies from a list provided by OSEP. In the first step, the organizations and agencies were divided into categories: Those with which IRIS already has relationships, those with which IRIS has no existing relationships but are possibilities for future dissemination activities, and those whose work or missions do not align with IRIS at all. During the next step, IRIS consultants Deb Smith and ShedeH Hajghassemali assessed the Websites of the roughly 70 entities with which IRIS has no existing relationship to identify those which could potentially disseminate information about the IRIS Website and/or key resources to their constituent groups. Based on this analysis, each organization/agency's Website was assigned a level of alignment: 1=high alignment and should be contacted, 2=medium alignment and less potential for contact, 3=low or no alignment. Shown below are the final numbers assigned to each group:

Alignment #1: 12

Alignment #2: 11

Alignment #3: 40

The consultants were not able to locate a small number of entities on the list (n=6) so those were removed entirely. Work to contact the entities with alignments of 1 or 2 will continue throughout the coming quarters.

**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.
- ❖ **TEA:** IRIS is working with the Tennessee Education Association to establish a partnership. Our goal is to work alongside them to share IRIS resources with their 25,000+ members.
  - ❖ **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.

- ❖ **UCP:** Angelica Fulchini, an IRIS Technology Innovation Post-Doctoral Scholar, is mentoring 34 first-year teachers at seven fully inclusive elementary charter school campuses as part of the Unlocking Children’s Potential (UCP) Teacher Mentorship Program. In addition to bi-monthly classroom visits and virtual visits throughout the month, each month Dr. Fulchini posts an IRIS spotlight, which includes a link to an IRIS Module, to help strengthen teacher skills.
  - ❖ **IRIS Virtual Workshop:** To increase knowledge of how to use IRIS OERs about evidence-based practices in pre-service preparation, professional development for educators (e.g., by LEAs, SEAs), or TA and training provided by OSEP-funded center staff, IRIS plans to host a three-session virtual workshop in September that will occur across a three-week timespan. The target audience will be educators who design or facilitate professional learning at either the state, district, or federal level.
- ⇒ **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:** IRIS has experienced a massive and unprecedented spike in the number of users accessing professional development certificates for IRIS Modules. This quarter alone, our users accessed **34,030** certificates in our PD Certificates for Teachers section (a **90%** increase over the previous quarter), many of them doing so immediately following the school closings necessitated by the outbreak of COVID-19. While our certificates for *Addressing Disruptive and Noncompliant Behaviors (Part 1)* and *IEPs: Developing High-Quality Individualized Education Programs* remain our most accessed resources, another interesting bit of data reveals that *Collaborating with Families* has seen vastly increased access, going from 118 certificates accessed in February to 1,078 in March, an indication of the shift in educators’ focus during this time.
  - ❖ **Approved PD Provider:** This quarter IRIS renewed our efforts to pursue status in every state as an approved PD provider. Our strategy is to systematically target states with the most number of visits to our Website: California, Texas, New York, Florida, and Pennsylvania. By request, Illinois is also on our list. We have reviewed the requirements for Illinois, New York, and Pennsylvania. Requests for applications are currently in progress.
  - ❖ **Washington State:** IRIS is approved by the Professional Educator Standards Board in the state of Washington to provide continuing education hours (clock hours), which is effective October 1, 2019, through September 30, 2020. This quarter, we will resubmit for continued approval in 2021.

- ❖ **New Certificates Available:** Certificates for our modules on progress monitoring in mathematics and reading instruction are now available in the professional development section of the IRIS Website.
  
- ⇒ **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.
  
  - ❖ **North Carolina:** North Carolina's Alamance-Burlington School District uses our School & District Platform to manage its professional development activities. This quarter, three more schools became active, comprising in total some 841 educators throughout the district. In light of COVID-19, the district also added paraprofessionals to the groups it manages through the customizable administrator dashboard.
  
  - ❖ **The Master's Academy:** IRIS continues its work with the Master's Academy in Seminole County, Florida, to create a sequence of professional learning for the school's 65 educators. The Academy is considering the use of our School & District Platform to custom tailor its PD activities, as well as to provide greater accountability for the professional learning of its teachers.
  
  - ❖ **NJ Department of Juvenile Corrections:** IRIS has been contacted by New Jersey's Department of Juvenile corrections, which wishes to offer professional development to educators who teach youth in juvenile correctional facilities via the IRIS School & District Platform.
  
  - ❖ **Ocasta School District, Washington:** IRIS is also working with this school district, which wishes to offer professional development for its special education staff.
  
  - ❖ **Grundy County Schools, Tennessee:** This school district is interested in enrolling 65 special educators in professional development activities using our School & District Platform.

**EVALUATION:** *The IRIS evaluation plan is designed to yield information to guide project activities and to assess whether our goals, objectives, and outcomes have been achieved. Formative and summative data are used to monitor project implementation procedures.*

- ⇒ **Module Field-Testing:** In the previous quarter, we began field-testing three 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*. Last quarter, five faculty completed field-testing procedures for the accommodations module and partially completed the procedures for the IEP modules. This quarter two more faculty field-tested, one completing procedures for *IEPs: Developing High-Quality Individualized Education Programs*, the other *IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs*. To date, 272 graduate and undergraduate students have responded to the field-testing survey.
- ⇒ **Evaluation Projects:** Preliminary results are available for Evaluation Project 2, directed by Kristin Sayeski and Bethany Hamilton-Jones at the University of Georgia. This second project evaluated the impact of engagement with specific IRIS OERs on pre-service teachers' level of knowledge and ability to make instructional decisions. Participants were randomly assigned to one of two engagement conditions: single exposure or distributed practice. Select findings are described below:
- ❖ Participants in both conditions made statistically significant gains in knowledge from pretest to posttest.
  - ❖ Participants in both conditions also made statistically significant gains in decision-making skills from pretest to posttest.
  - ❖ Posttest scores of participants in the distributed practice condition were significantly higher than those of participants in the single-exposure condition. These findings indicate that distributed practice provided participants with an instructional boost when compared to the single-exposure condition.

Currently, Drs. Sayeski and Hamilton-Jones are working on identifying two replication sites for Evaluation Project 2, which is scheduled to take place in the fall.

- ⇒ **Project Outcomes:** IRIS continues to collect data related to the project outcomes outlined in our logic model: increased awareness and knowledge of IRIS resources and, subsequently, of evidence-based practices. We will collect these data from participants at the conclusion of each upcoming IRIS conference or meeting presentation by asking them to complete a brief survey. Additionally, we will continue to monitor the IRIS Website analytics (e.g., number of visitors to our Website, number of sessions, length of time per visit, resource use).

- ⇒ **Case Study Interviews:** In collaboration with Michele Rovins at the National Center for Systemic Improvement (NCSI), IRIS has been conducting interviews with school system personnel related to how they are using IRIS materials as part of their teacher training. The resulting case study reports will be used to document the variety of ways in which state and district school systems are infusing IRIS resources into their professional learning activities for teachers. In time, we also hope to be able to collect outcome data related to teacher performance.
- ⇒ **Developmental Evaluation:** IRIS continues to work in collaboration with the Center to Improve Program and Project Performance (CIPP) to monitor and update our evaluation plan. We are currently using 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.
- ⇒ **Data Summary:** Our data summary handout for 2019 is now complete, printed, and ready to deliver to OSEP for distribution.
- ⇒ **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 3,236 respondents to this survey.

**Table 1. Current Positions**

Respondents	Number
Experienced Teacher	831
College Student	720
Other (e.g., parent)	639
Graduate Student	504
New Teacher	307
School Leader	160
PD Provider	32
College Faculty	23
Missing	20
<b>Total</b>	<b>3,236</b>

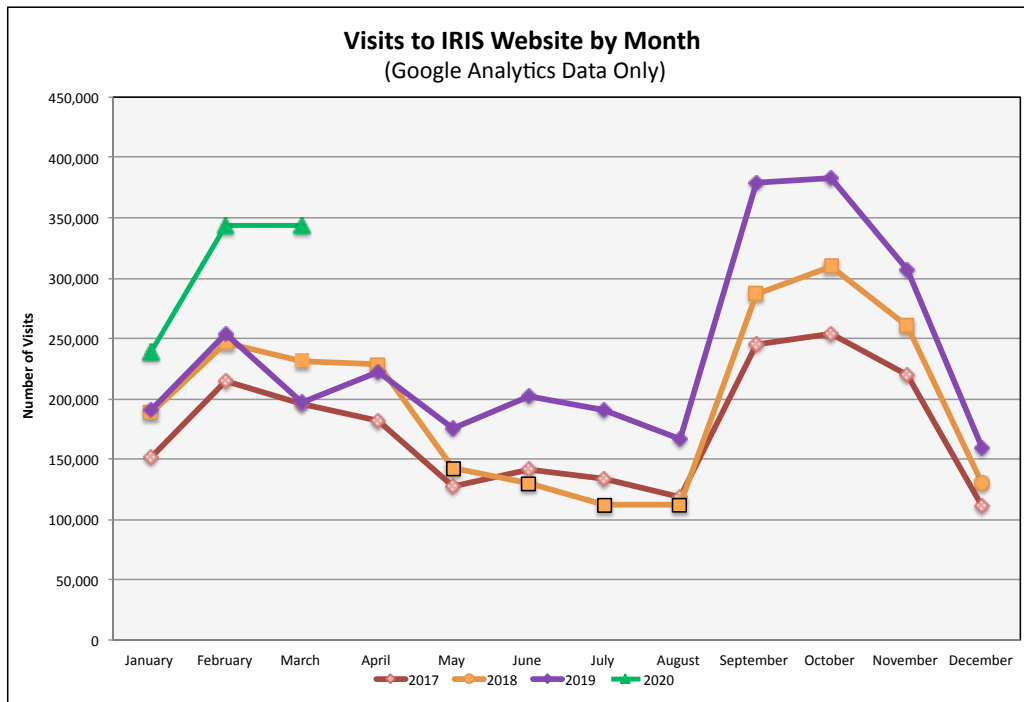
**Table 2. Education Area**

Response	Number
Special education	1,274
General education	919
Early childhood education	445
Other	357
Early childhood special education	174
Missing	36
Early intervention services	31
<b>Total</b>	<b>3,236</b>

**Table 3. Module Ratings**

	Mean Ratings
Quality	4.5
Relevance	4.6
Usefulness	4.5

**Website Visitor Data:** During the first quarter of 2020, GoogleAnalytics data showed nearly 1 million visits (926,458) to the IRIS Website. Website visits during this quarter **increased 45% over the same period last year**. As you might recall, during the first quarter of last year, the IRIS Website experienced an unexpected dramatic decrease in the number of visits (see graphic below). The reason for this drop was tracked back to a coding error that was subsequently corrected, restoring our data to previous levels.



**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.

- ❖ **Module Revisions:** Our collaboration to revise two modules previously developed in conjunction with NCII, *Intensive Intervention (Part 1)* and *Intensive Intervention (Part 2)*, continues. As previously mentioned, we will begin to develop content for Part 1 in Year 3, with an eye toward posting that resource in Year 4. Revisions include adding information about the Taxonomy of Intervention Intensity, which was developed after the original posting of these modules.
  
- ⇒ **HLP Videos:** IRIS continues to collaborate with CEEDAR, CEC, CCSO, 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.

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

- ⇒ **Pam Dismuke:** Our longtime Administrative Support, Pam Dismuke celebrated 20 years at IRIS. A tireless organizer, scheduler, and navigator of all university and departmental bureaucratic processes, no matter how byzantine, Pam is indispensable to keeping IRIS up and running smoothly. Without a hint of hyperbole, the center simply would not be the same without her.
  
- ⇒ **Student Worker:** IRIS welcomes our new student worker, Stephanie Thompson, a Masters candidate in the Special Education Program.