

IRIS resources are embedded throughout Alabama's personnel preparation system.

Challenge

The Alabama state legislature authorized the development of a temporary special education certificate (TSEC) program to address teacher shortages. The Alabama State Department of Education had only three months to develop the program.

IRIS

- » Provided support for the online learning session component of TSEC.
- » Connected Alabama with people who had successfully embedded IRIS resources into programs in two other states. They shared information, tips, and lessons from:
 - › Oklahoma Boot Camps
 - › Greater Louisville Education Cooperative (GLEC) hybrid professional development on IEPs in Kentucky

Solution

Alabama built six professional learning sessions in Schoology, an online platform. Five of the learning sessions included IRIS resources. TSEC candidates work through 16 IRIS Modules and upload their PD Certificates for Educators into Schoology. IRIS resources were also used to build interactive activities in the TSEC platform.

Progress to Date

- » 136 of 180 TSEC teachers in Cohort 1 finished the required TSEC professional learning sessions in the first year of the program (2022–2023 school year).
- » There are currently 152 TSEC teachers registered for Cohort 2 (2023–2024 school year).

More than **20,000** educators at all stages of their careers accessed IRIS resources in 2023.

Initial Preparation

Preservice: IRIS is used in 20 colleges and universities across the state.

Alternative Certification Routes: 16 IRIS Modules are embedded in the TSEC program.

Onboarding

All new hires must complete three IRIS Modules.

- » Classroom Behavior Management (Part 1)
- » Classroom Behavior Management (Part 2)
- » Universal Design for Learning

Professional Development

Alabama education coordinators and directors use IRIS resources in trainings and recommend specific resources based on regional and individual needs.

TSEC Sessions and IRIS Modules

Alabama

Planning and the Learning Environment

- » IEPs: Developing High-Quality Individualized Education Programs
- » Accommodations: Instructional and Testing Supports for Students with Disabilities
- » Related Services: Common Supports for Students with Disabilities
- » Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

Development and Characteristics of Learners

- » Autism Spectrum Disorder (Part 1): An Overview for Educators
- » Cultural and Linguistic Differences: What Teachers Should Know

Instruction

- » Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings
- » Differentiated Instruction: Maximizing the Learning of All Students
- » Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students
- » MTSS/RTI: Mathematics
- » High-Quality Mathematics Instruction: What Teachers Should Know
- » Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas
- » Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies

Assessment

- » The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns
- » RTI (Part 1): An Overview

Foundations and Professional Responsibilities

- » Family Engagement: Collaborating with Families of Students with Disabilities

I have learned so much quality information that I have been able to apply to everyday teaching.

TSEC Participant

Scan for more about the impact in Alabama.

