



2021

Year in Review

Preparing and Supporting Educators

iris.peabody.vanderbilt.edu

iriscenter.com

OUR OBJECTIVE

The IRIS Center develops and disseminates open educational resources (OERs) about evidence-based instructional and behavioral practices (EBPs). Designed to translate research into practice, IRIS OERs are used in pre-service preparation and professional development (PD) activities.

RETURNING TO SCHOOL RESPONSE

Many students returning to classrooms in the fall had experienced grief and trauma related to the ongoing effects of the pandemic. Many others had spent more than a year in virtual or hybrid learning and needed refreshers in common classroom routines. Because of this, education experts anticipated that teachers might need additional tools, with special attention to issues of classroom behavior management and support.

Modules

- » Classroom Behavior Management (Part 1):
Key Concepts and Foundational Practices
Posted: July 25
- » Classroom Behavior Management (Part 2, Elementary):
Developing a Behavior Management Plan
Posted: August 19
- » Classroom Behavior Management (Part 2, Secondary):
Developing a Behavior Management Plan
Posted: August 30

Module Enhancements

- » “Returning to School” boxes
- » Information and resources to address student grief, trauma, and anxiety
- » Expanded information on cultural considerations



Case Study

- » Encouraging Appropriate Behavior
Posted: November 12

Fundamental Skill Sheet

- » Virtual Instruction: Behavior-Specific Praise
Posted: September 27

Parent Tip Sheets

- » How can I support my teen while he learns online?
Posted: March 8
- » How can I keep my teen engaged while she learns online?
Posted: April 1

“ I am always looking for ways to assist teachers with evidence-based practices. This is well done and easy to understand if you are struggling to manage misbehavior in the classroom.

School Leader

“ I was delighted to see cultural diversity added to the teacher’s toolkit when developing and understanding the components of the comprehensive behavior management plan.

Graduate Student

IRIS USE

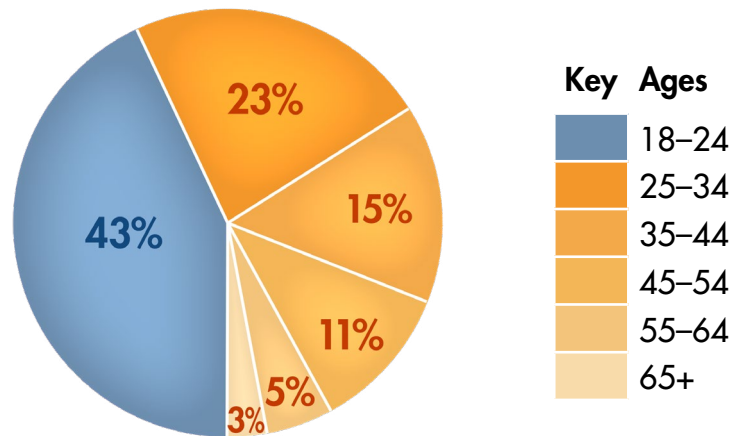
IRIS BY THE NUMBERS

1,844,918 Users	10 min., 40 sec. Average visit duration
3,973,936 Visits	30¢ Average cost per visit
23,194,025 Total pageviews	15.3 million Visits over the past 5 years

User Age Groups: IRIS is used at all stages of educators' careers.

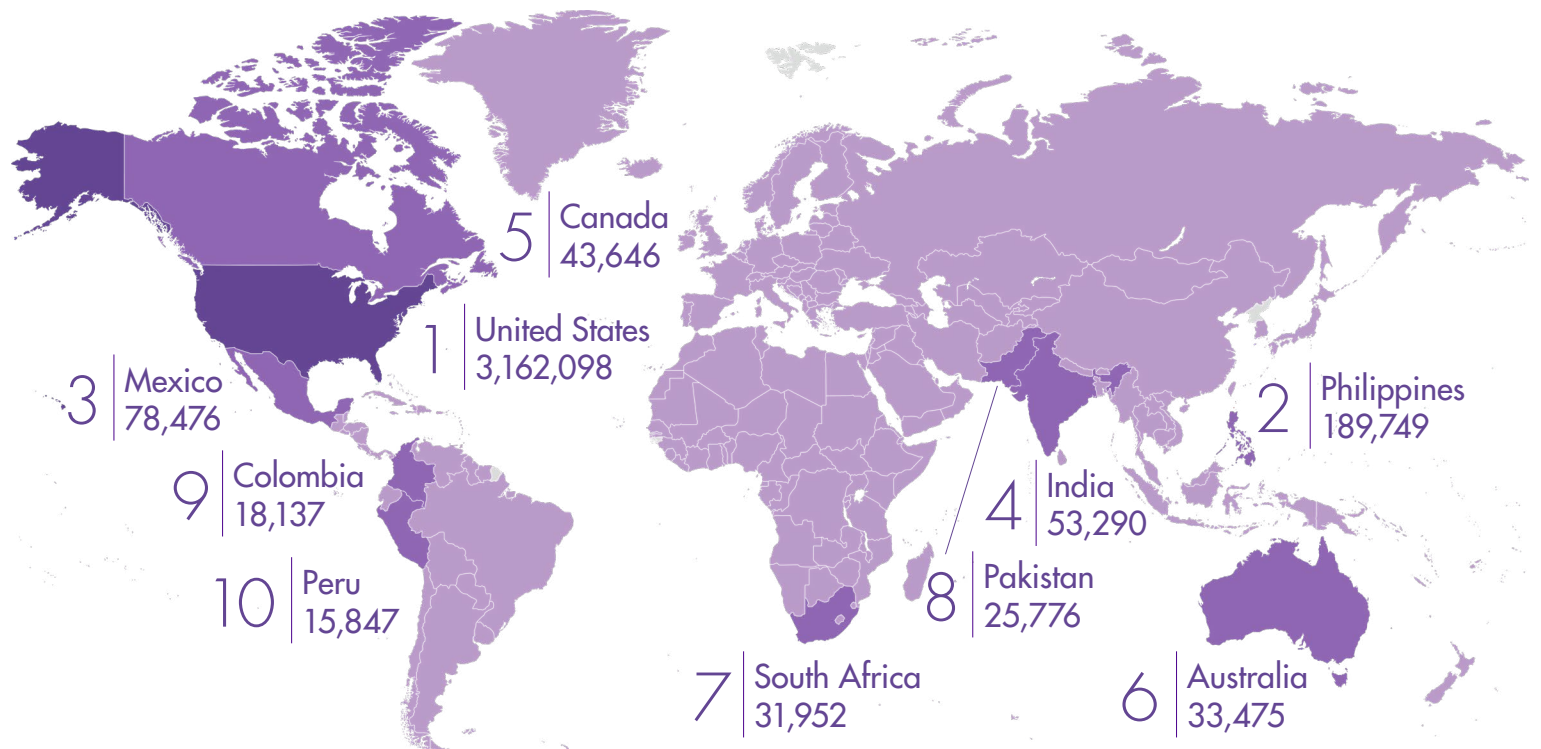
43% | College students and early career educators

57% | Experienced educators



GLOBAL USE

In 2021, IRIS was used in 223 countries and territories worldwide. The top 10 (by visits) are shown below.



SUPPORTING EDUCATION INFRASTRUCTURE

PREPARING EDUCATORS

IRIS resources are embedded in the national educator preparation infrastructure: undergraduate and graduate courses, field placements, and student teaching.

IRIS Use in Colleges and Universities

- * **1,036** colleges and universities with general and special education programs
- * **267** colleges and universities without educator preparation programs (EPPs)
- * **273** community colleges

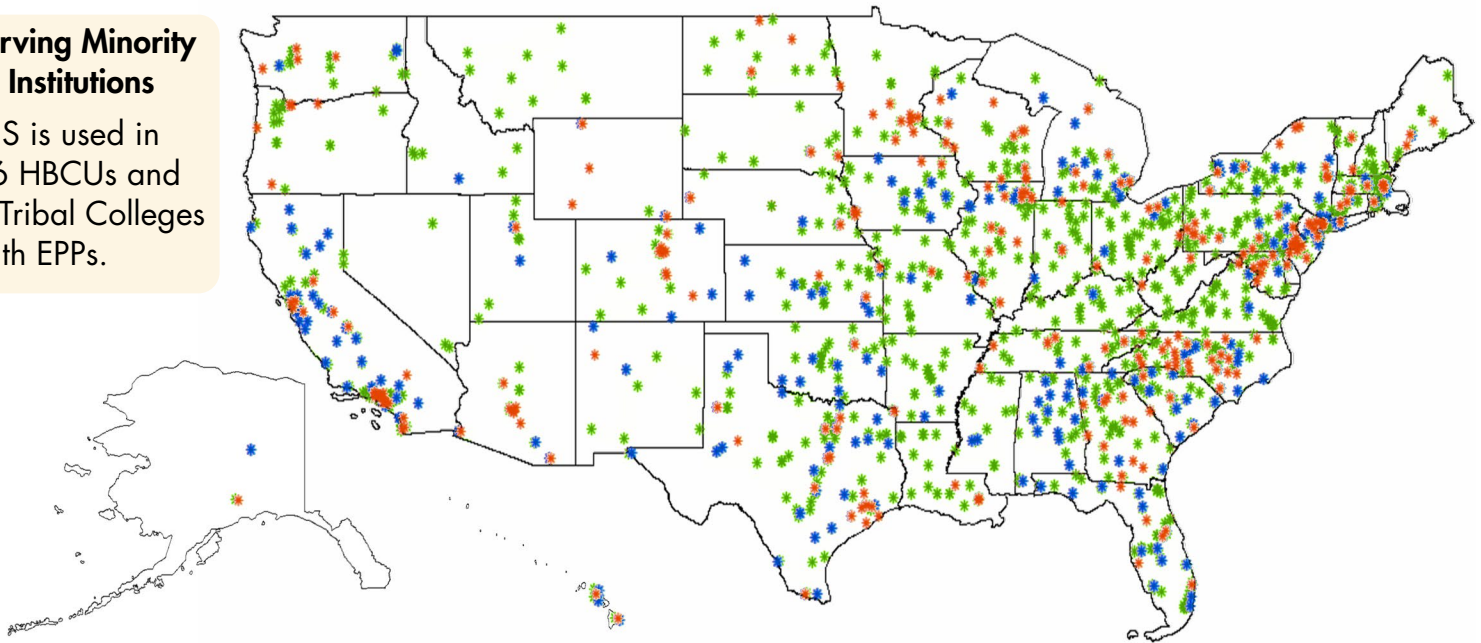
We're not just for teachers anymore!

College students in other areas also use IRIS:

- » Business management
- » Criminal justice
- » Human services
- » Health administration
- » Sociology
- » Prosthetics and orthotics

Serving Minority Institutions

IRIS is used in 56 HBCUs and 6 Tribal Colleges with EPPs.



“ This IRIS Module is very informative, accessible, and is available for continuous review in my toolkit. ”
College Faculty

“ An excellent resource to use when working with diversity in the classroom. ”
Undergraduate Student

“ The videos in the modules were beneficial. I am a visual learner and needed to see the strategies being implemented within an actual classroom. The information was organized and broken down so anyone could follow the material. ”
Graduate Student

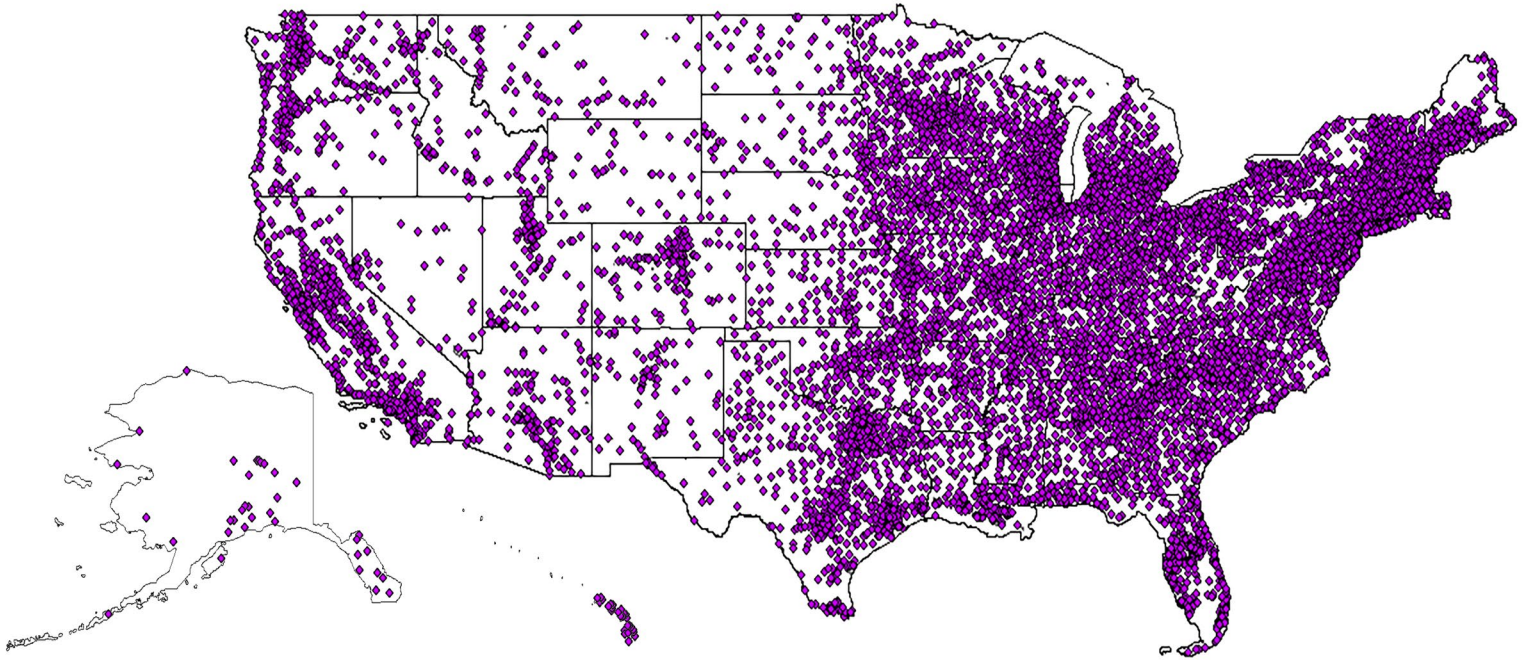
SUPPORTING EDUCATION INFRASTRUCTURE

SUPPORTING CURRENT EDUCATORS

IRIS resources support educator professional development and personalized learning across the career span, from first-year and early-career teachers to master educators.

IRIS Use Across the Country

1.2 million people in the United States accessed IRIS resources in 2021. Every dot on this geolocation map represents a town or city where IRIS was used.



TOP TEN STATES

State	Visits
1. California	389,181
2. Texas	253,194
3. New York	206,790
4. Florida	159,405
5. Georgia	155,954
6. Pennsylvania	150,967
7. Illinois	137,474
8. Ohio	109,607
9. North Carolina	103,432
10. Virginia	86,167

“ I learned almost as much in this module as I did in an entire course on planning and curriculum. ”
New Teacher

“ This IRIS Module made me realize there were some educational perspectives that I had forgotten about and certainly needed to readdress going forward. I believe it reinforced my perspective in many positive ways as it relates to how I perceive my students, their learning abilities, as well as their capabilities. Excellent module on diversity. ”
Experienced Teacher

CAREER TIMELINE: IRIS AT EVERY STAGE

"I really liked this module. It really helped me to know how a classroom should be set up, and helped me to realize many things that I never thought about before."

"IRIS has done a very good job of laying out the details to creating quality IEPs. It will be one of the most important aspects of my career and will affect every child I work with, so this module is extremely relevant. Thank you!"

Undergraduate Students

"This module was very helpful and the resources are a perfect beginning point for new or inexperienced educators in dealing with a very real and regular occurrence in the classroom and their practice."

"I thought that this module was very beneficial not just for myself as a teacher but it also could benefit parents and students."

Graduate Students

"I gained new knowledge in differentiated instruction. Before reading and watching the videos, I only vaguely knew about the topic. However now I am more informed and feel like I could actually apply it in the classroom."

"I am a veteran teacher who has good relationships with students, but every year there are a few students that I struggle reaching. This module was full of "aha" moments in which I gained new insight and strategies to assist me. Thank you so much!!!"

Experienced Teachers

IRIS resources are used by educators throughout their careers. From college student to new classroom instructor to seasoned veteran and soon-to-be retiree, IRIS is there for teachers and school leaders alike.

"This module provided a variety of information, resources, and practices that are highly helpful in my internship settings. Behavioral expectations apply very much in both my elementary and junior high school settings. Going over and reviewing each module gave me the opportunity to apply these with my students. Thank you."

Field-Placement Settings

"Thank you so much for offering these high-quality modules for free. I am a new teacher and completed my student teaching virtually during COVID. I am now a 1st-grade teacher, but am struggling tremendously in behavior management since we are in person. If you have additional resources to help, please send them my way! Thank you :)"

New Teacher

"The module sets up a nice framework. School leaders can use it to help with teacher initiation and retention."

"I have a much better and clearer understanding about devices and services needed in assisted technology, and how students not only need the use of devices but also have a need for support and services while using these devices."

School Leaders

IRIS PD CERTIFICATES

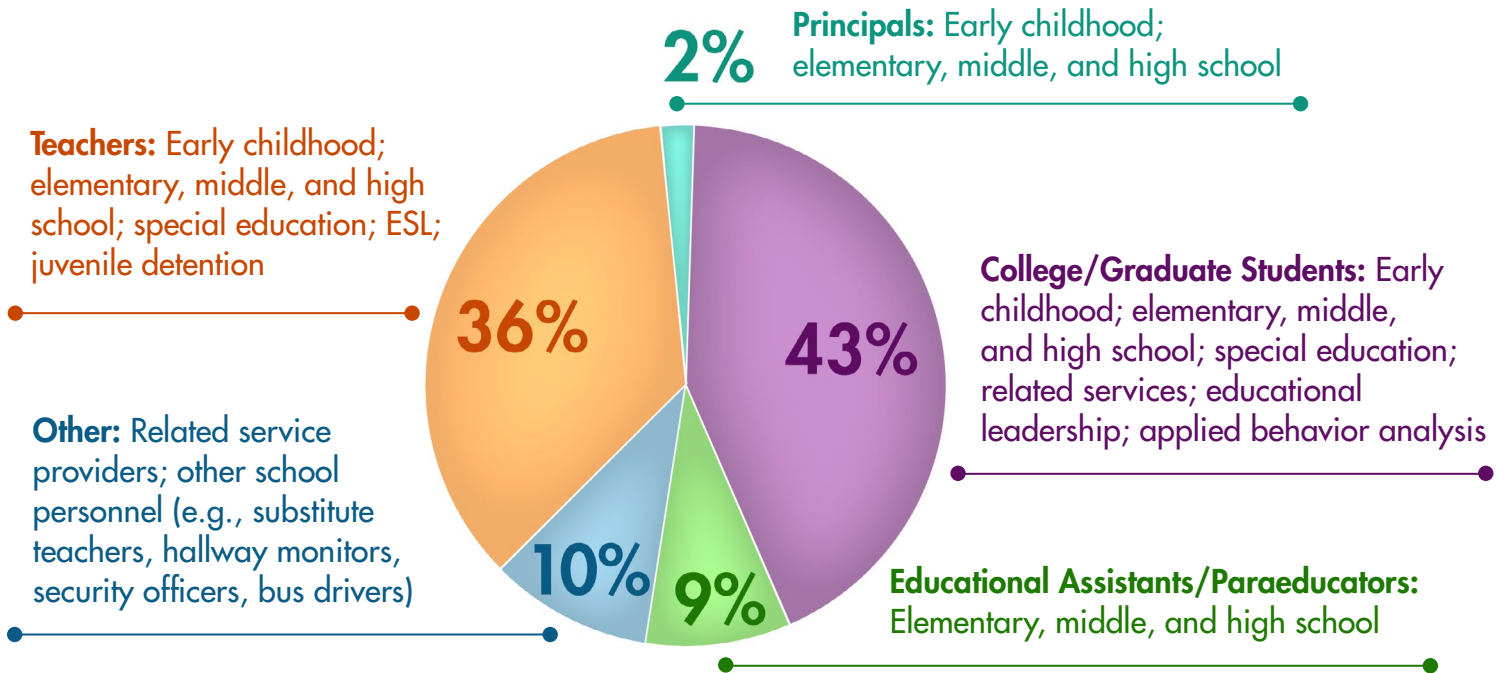
Educators can earn IRIS PD Certificates for module completion. In 2021, educators accessed:

98,858 | PD Certificates

\$4.9 | Million in FREE PD

A generous gift from the Wachs Family will help us provide free PD Certificates of Completion throughout 2022! More, the Wachs Family Endowed Fund for the IRIS Center will allow us to accept donations to support our mission and help keep our resources free in the future.

WHO'S ACCESSING PD CERTIFICATES?



IRIS resources are used by educators working in varied settings with diverse student populations. The 22,947 individuals who created PD accounts reported the following school demographics.

School Type*	
Public	69%
Private	9%
Charter	4%

Location*	
Urban	27%
Suburban	27%
Rural	21%

Students**	
Have disabilities	63%
Low-income backgrounds	61%
Culturally and racially diverse	55%
Limited English proficiency	37%

*Does not sum to 100% because of "N/A" responses (e.g., college students who weren't teaching).

**Sums to more than 100% because respondents could select multiple categories.

IRIS PD CERTIFICATES

WHAT ARE THEY ACCESSING?

Most Popular PD Certificates

	Visits
1. Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle	6,002
2. Accommodations: Instructional and Testing Supports for Students with Disabilities	5,715
3. Autism Spectrum Disorder (Part 1): An Overview for Educators	4,926
4. Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students	4,757
5. Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions	4,702

WHAT ARE THEY SAYING?

We surveyed IRIS users who earned a PD Certificate between March 2020 and February 2021. Here's what we learned from 1,860 respondents.

Increased Knowledge About EBPs

- » 80% reported feeling "knowledgeable" or "extremely knowledgeable" afterwards (compared to 32% before).
- » Experienced teachers rated their knowledge higher than other groups both before and after using IRIS.
- » New teachers reported greater growth than others.

“ I was a bit intimidated by the amount of work in this module, but I have to say that when you are done with it you really know the content.”
Special Education Teacher

Relevant and Useful

Respondents reported that IRIS provided them with helpful information and resources*:

Strategies to use with students	80%
Tools to complete PD requirements	80%
Links to helpful resources	77%

*As indicated by 4 or 5 on a 5-point Likert scale.

“ Fantastic information! I learned so much and took copious notes. This information is definitely immediately applicable in my practice!”
Early Intervention Provider

Trusted Source for PD

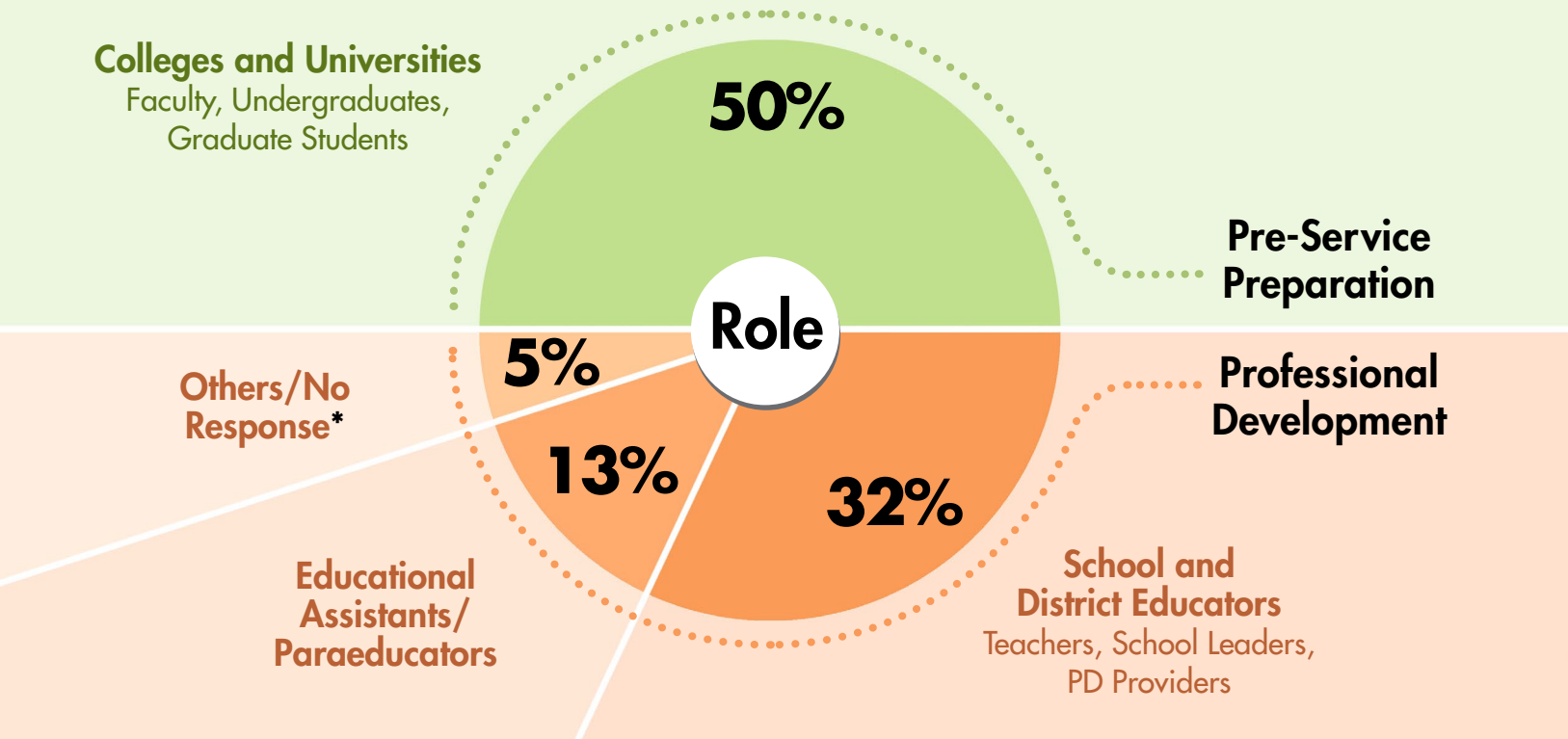
Required by district	34%
Required by school	33%
Certification renewal	10%
College assignment	10%
Required by state	8%
Other (e.g., earn PD hours, increase knowledge)	29%

Note: Respondents could select more than one category.

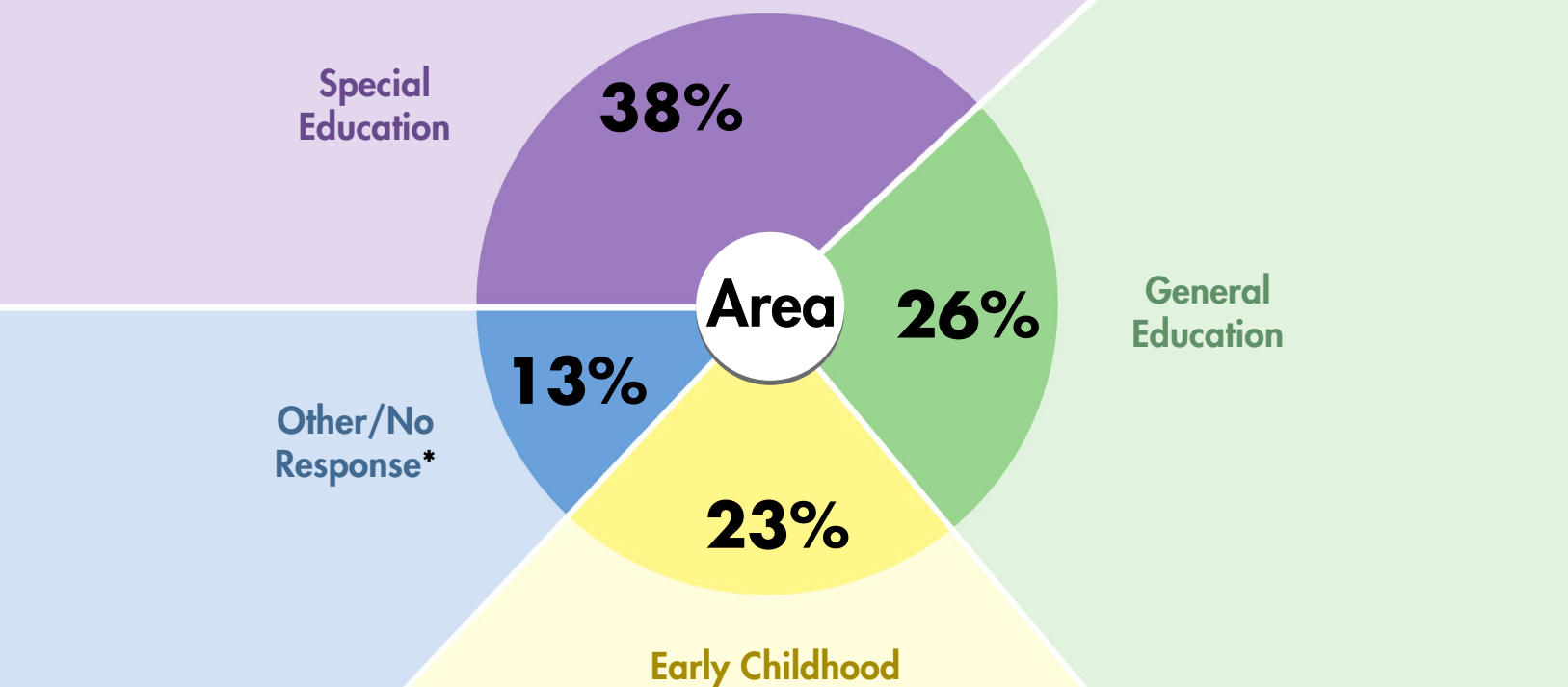
“ Great for earning PD hours online, especially with the current pandemic climate but also to keep abreast of developments that will prove beneficial to students.”
Elementary Teacher

IRIS USERS

The 9,419 respondents to our Online Module Feedback Form were equally distributed between pre-service preparation and professional development.



Whether for pre-service or professional development, users self-identified their focus area.



* Includes substitute teachers, parents, related service providers (e.g., school psychologists, school social workers, speech-language pathologists), and school support staff (e.g., hallway monitors, security officers, bus drivers).

IRIS RESOURCES

Aligned with professional standards, as well as with evidence-based and high-leverage practices, IRIS resources are used by educators to improve the learning and behavioral outcomes of all students, especially struggling learners and those with disabilities. These free OERs include the following.

73 | STAR Legacy Modules

These self-guided, self-paced multi-media resources scaffold information on instructional topics using text, expert interviews, interactive activities, and video clips.

Top 5 Modules

Visits

1.	Differentiated Instruction: Maximizing the Learning of All Students	242,749
2.	IEPs: Developing High-Quality Individualized Education Programs	179,559
3.	Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan	159,493
4.	Content Standards: Connecting Standards-Based Curriculum to Instructional Planning	151,734
5.	Early Childhood Environments: Designing Effective Classrooms	145,731

Module Ratings

In 2021, IRIS received 9,419 user responses to our Online Module Feedback Form. This diverse group rated our resources' quality, relevance, and usefulness on a 5-point scale.



18 | Case Study Units

Our case studies allow learners to analyze and synthesize information and respond to a number of common classroom issues and challenges through increasing levels of complexity and detail.

Top 5 Case Study Units

Visits*

1.	Defining Behavior	1,198
2.	Establishing Classroom Norms and Expectations	953
3.	Mathematics: Identifying and Addressing Student Errors	796
4.	Effective Room Arrangement: Elementary	738
5.	Measuring Behavior	703

* Unlike our interactive modules, case studies are PDFs typically downloaded once and used repeatedly in courses or PD activities. As such, "visits" reported here are a significant underestimate of actual use.

HELPING EDUCATORS LEARN ABOUT AND USE IRIS

IRIS VIRTUAL WORKSHOP

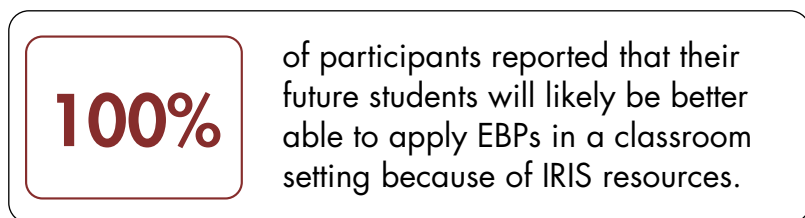
Objective: Increase knowledge about IRIS resources and how to use them in college courses

New audience: Future faculty (doctoral students and doctoral candidates)

Description: In this pilot four-week virtual workshop, participants:

- » Learned to use IRIS resources to deliver content about EBPs in their future courses.
- » Engaged with IRIS Ambassadors to discuss IRIS resources and how they can support course instruction.
- » Heard IRIS external evaluators share data on effective ways to use IRIS in college coursework.
- » Asynchronously, used an IRIS Module, *Online Course Design for College and University Faculty*, to draft a course syllabus, identify content, plan activities, and more.

Using a 5-point Likert scale, participants resoundingly endorsed the effectiveness of this workshop.



NEW: LEARNING PATHWAYS

Objective: Help states and districts develop a structured plan for PD and personalized learning, particularly for early career teachers

Description: These tools identify resources in high-need topic areas (e.g., behavior management, IEPs) and demonstrate how they can be sequenced and bundled to produce engaging activities to improve educators' knowledge and skills.



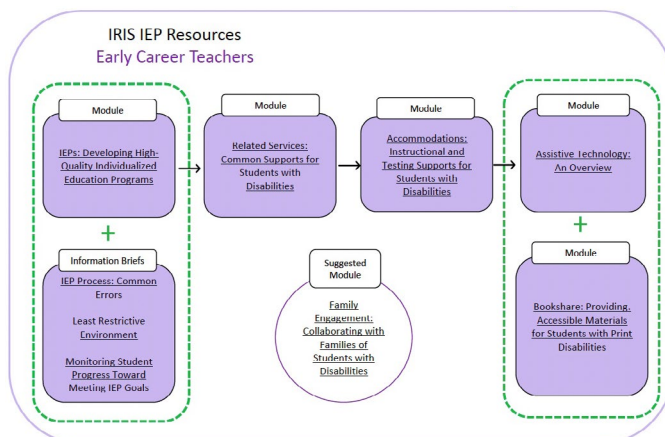
Returning Summer 2022

“ IRIS will be a tool that I use to fill in the gap from textbooks. The courses I will teach will help students learn about communication disorders. However, the textbooks will not provide some of the important content such as behavior management, IEPs, or evidence-based practices. IRIS Modules help supplement students' learning.

Workshop Participant ”

“ I like how we were encouraged to pass on what we learned to colleagues and other students. I really hope this program continues in the future. The four-week schedule was perfect and didn't feel like a commitment I was unable to fulfill.

Workshop Participant ”



EXTERNAL EVALUATION PROJECT

KNOWLEDGE AND DECISION-MAKING

Purpose: Evaluate the impact of engagement with IRIS OERs on the knowledge and decision-making of students enrolled in an online course. The project was an extension of a 2019 project conducted with students enrolled in a face-to-face (FTF) course

Findings

- » Students made significant gains in knowledge and decision-making skills that were maintained over time.
- » Distributed quizzing provided a differential boost to student learning.

Implications

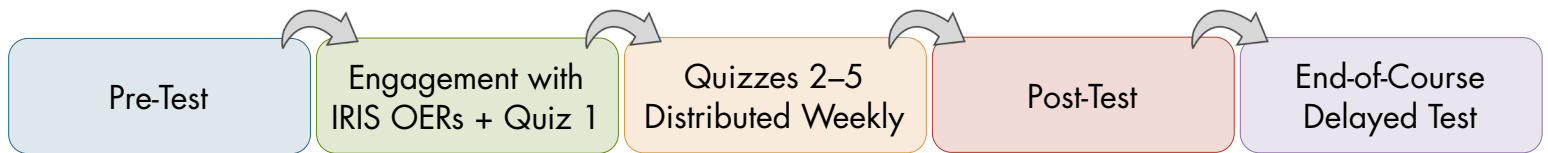
- » Increases in decision-making skills suggest application of knowledge to novel situations.
- » IRIS OERs improve students' learning outcomes in both virtual and FTF courses.

Subjects: 194 undergraduate and graduate students enrolled in online introduction to special education courses at the University of Virginia and California State University, Los Angeles, randomly assigned to a condition:

Group A: Weekly quizzes = 5 questions on IRIS-related content + 5 questions on other course content

Group B: Weekly quizzes = 10 questions on other course content only

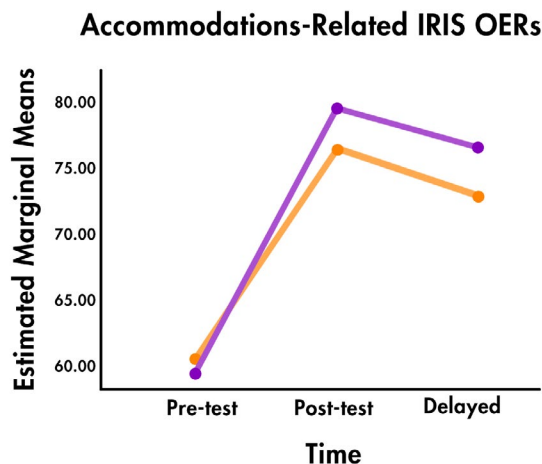
Method: Students completed the following sequence.



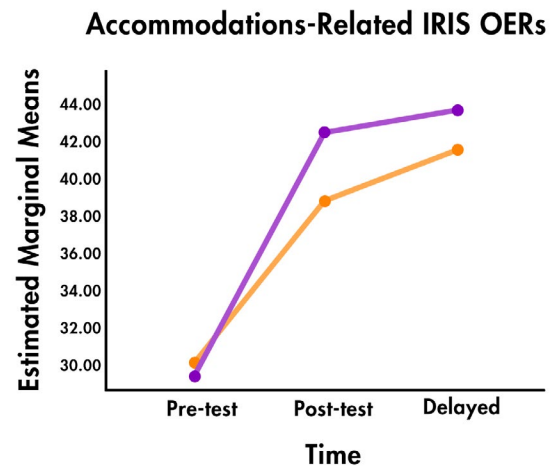
Results: Findings from the online courses were similar to those from the FTF courses.

- » Both groups made significant gains in knowledge and decision-making skills that were maintained on the delayed test.
- » Distributed quizzing (purple lines) enhanced student learning.

Online



Face-to-Face





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