The IRIS Center Quarterly Report

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Administrative Progress Report:

Year 5 Extension

Submitted To:

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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 highlights from the previous three months. We invite you to read on for further details of all this and so much more.

- IRIS completed and posted the **2022 Year in Review**.
- IRIS hosted an **exhibit booth at the ESEA Conference**.
- IRIS hosted an **exhibit booth and conducted five presentations at the CEC Convention and Expo**, engaging directly with over 1,800 educators.
- IRIS conducted a final **User Survey** to gather information about desired resources and topics, use of different resources, and preferred means of dissemination.

PROJECT INFRASTRUCTURE: *IRIS is in the process of completing all activities and closing out accounts. This process will be completed by August 31, 2023, the end of the no-cost extension.*

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.

⇒ **Classroom Behavior Management:** As part of the revision process of two popular modules, *Addressing Disruptive and Noncompliant Behaviors Parts 1* and *2*, we decided to expand this series. In addition to the two elementary versions that posted in July, we are also nearing the completion of a pair of modules for secondary-level educators. The main content for these modules was completed in July, and last quarter we created examples to illustrate student behaviors more aligned with secondary students and completed a five-hour photo and video shoot. The first module will include two series of videos: the first demonstrates the acting-out cycle with one student (Ava) and the second provides practice opportunities with a different student (Sam) related to the acting-out cycle. The second module will include videos of a teacher addressing student behavior using evidence-based strategies

such as behavior-specific praise and active supervision. In all, these modules will include 25 video clips. This quarter, we have clipped the videos and added upper thirds to denote student and teacher behaviors throughout. To increase the instructional effectiveness of the demonstration videos, we will also add commentary from Dr. Johanna Staubitz, a Vanderbilt University faculty member and director of VU's applied behavior analysis (ABA) program, to the end of each video to point out salient student and teacher actions. On completion of this process early next quarter, we will post these two modules.

Universal Design for Learning: Our module, *Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students*, is currently under revision. In January, two CAST Implementation Specialists reviewed the currently posted content and provided written recommendations and then followed up by a phone call to discuss the recommendations. The Implementation Specialists, who are currently revising the content to reflect changes to the UDL framework and incorporate principles around equity, will deliver it by April 30. Although the content is being developed under IRIS 4, IRIS staff will then "IRISize" the content and post the revised module using IRIS 5 funding.

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 more than 300 information briefs has been undergoing a significant overhaul, which includes removing older or outdated resources and adding more recent and relevant briefs. To make the task more manageable, we have categorized briefs under topic areas for review by expert panels. Six topic areas (Disability; Evidence-Based Practices; Early Childhood; Learning Strategies; Content Instruction; and Reading, Literacy, and Language Arts) have already been reviewed. This quarter, reviewers completed their feedback for seven additional topic areas (MTSS, Transition, Mathematics, Juvenile Justice, Differentiated Instruction, Accommodations, and IEPs). Recommended briefs were added to the collection and many outdated briefs were deleted. More topics will be sent to reviewers early next quarter. We hope to complete the revision of the entire collection this spring.

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.

⇒ **IRIS Glossary:** This searchable glossary of definitions for the disability-related terms covered in many of our resources is currently undergoing revision. The revised content was delivered to IRIS in mid-December. We anticipate posting that revision next quarter. Once complete, we will share this resource with the National Center on Intensive Intervention (NCII).

⇒ **High-Leverage Practices Alignment Tool:** This tool allows users to identify which IRIS Modules and Case Studies align with high-leverage practices in special education. Angela Patti, an expert on high-leverage practices who was recommended by the CEEDAR Center, provided information on five recently revised or developed modules. We updated the tool in January with the content she provided.

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.*

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.

⇒ **NACCTEP:** IRIS renewed its Educational Partnership Membership with the National Association of Community College Teacher Education Programs (NACCTEP). This membership allows IRIS multiple opportunities throughout the year to increase knowledge and awareness of IRIS resources among community college teacher preparation faculty.

⇒ **Year in Review:** The IRIS Year in Review was completed in early February. In addition to annual highlights, this edition included a comparison of IRIS 4 activities (funding cycle 2018-2022) to those completed in IRIS 3 (2013-2017). It contained information about IRIS use (both in the United States and across the world), the shift in IRIS users across time, IRIS modules, IRIS PD certificates, and how people use IRIS.

Presentation & Outreach Efforts: Throughout the year, IRIS attends local, regional, and national conferences to keep target audiences up to date on new and revised IRIS resources. Information about upcoming presentations is below.

⇒ **Conference Proposals, Presentations, and Booths:** Our dissemination plan is designed to reach an ever-increasing number of diverse user groups.

❖ **ESEA Conference:** A pre-recorded IRIS video presentation, *Free Online Professional Development Materials on Evidence Based Practices,* was available to both virtual and in-person attendees of the 2023 National Association of ESEA State Program Administrators Conference, held in Indianapolis, Indiana on February 1-4, 2023. Although we do not have a record of in-person attendees who viewed the presentation, 63 people attended virtually. Additionally, more than 170 participants visited the IRIS in-person exhibit booth to learn about IRIS professional development opportunities.

❖ **CEC Conference:** IRIS participated in the 2023 Council for Exceptional Children Convention and Expo, which was held March 1-4 in Louisville, Kentucky. In addition to an exhibit booth, IRIS conducted five presentations, all of which are described below. The response of attendees was overwhelmingly positive, and our survey data as well as anecdotal data indicate that we reached a large number of educators who were previously unaware of IRIS.

- Exhibitor Booth—IRIS staff and ambassadors shared information with more than 1,600 faculty, district and state PD providers, and independent learners about IRIS resources and professional development opportunities. Additionally, 66 attendees visited the virtual booth.
- Presentations—The five presentations were attended by more than 200 participants.
    - o "High-Quality IEPs: Using Online Resources to Support Hybrid Professional Development" —IRIS staff and a representative from a Kentucky school system shared how the district conducted hybrid trainings to develop a common understanding of IEPs for more than 1,200 new and experienced teachers, and how the district has continued to build on that initial professional development with advanced topics trainings using other IRIS Modules.
    - o "Using IRIS Resources for Flexible Professional Development in High-Need Topics" —IRIS staff highlighted ways that IRIS resources can be bundled into personalized learning pathways to improve educators' knowledge and skills to help accelerate students' post-pandemic learning recovery.
    - o "Supporting Early Career Educators with IRIS Center Resource Learning Pathways" —IRIS staff shared ways to bundle IRIS resources to provide instruction on the must-have skills that new teachers need. The target audience were those responsible for onboarding early career educators, including those with emergency certifications, long-term substitutes, and others filling vacancies caused by ongoing teacher shortages.
    - o "Web-based Resources to Help Prevent and Address Disruptive Student Behaviors"—IRIS staff highlighted seven modules and our collection of fundamental skills sheets related to addressing challenging behavior.
    - o "Program Chair Invited: Office of Special Education National Center Slam: Practical Teacher Tools"—During this Center Slam (a session that provided a plethora of practical ideas from the Office of Special Education National Centers), IRIS staff provided an eight-minute overview of three "must" use tools for teachers.

Survey data were collected for the first four presentations listed above. Of the more than 200 that attended, 109 completed the surveys. Questions related to quality, relevance, and usefulness used a five-point Likert scale, with five being the highest score. Highlights for the four presentations are listed below.

Quality: Average—4.2 (range from 4.0 to 4.4)
Relevance: Average—4.2 (range from 4.0 to 4.5)
Usefulness: Average—4.2 (range from 4.0 to 4.5)

A surprising number of presentation attendees reported that they were unaware of IRIS, so IRIS' participation in this conference proved beneficial for dissemination purposes. Following is the percent of attendees who reported either very little or no awareness prior to the presentations.

Not at all: Average—36% (range from 10% to 58%)
Very little: Average—15% (range from 6% to 23%)
Total (Not at all + Very little): Average—51% (range from 16% to 81%)

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 faculty, doctoral students, and district- and school-based leaders to increase the knowledge and use of IRIS resources. Notes on our recent activities can be found below.

⇒ **IRIS Workshop for Doctoral Scholars:** While at the CEC Convention and Expo, IRIS staff met with IRIS Ambassadors (Jordan Lukins, Kimberly Snow, and Darcie Peterson) to begin planning a summer workshop for doctoral scholars and doctoral candidates. This hybrid workshop, with both synchronous and asynchronous components, is intended to increase doctoral scholars' knowledge of IRIS resources and to build their capacity to infuse IRIS resources about evidence-based practices into their future courses. IRIS and Ambassadors will discuss the range and depth of IRIS resources and share how these resources can infused into course instruction. The workshop will be conducted across four sessions: June 6, 8, 13, and 15. An announcement will be sent out early next quarter. Twenty-five slots will be available on a first-come, first-served basis.

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.*

⇒ **IRIS User Survey:** In January, IRIS sent out a User Survey through our listserv, Website, and social media platforms. Much like the Needs Assessment Survey conducted at the beginning of IRIS 4, this final survey asked users about desired resource topics, the type of resources they would like, and preferred ways to receive updates or information from IRIS. By collecting similar data, we will be able to determine shifts in desired products, the ways in which the resources are being used, and preferred means of dissemination across the five-year funding cycle. Additionally, we asked respondents about their familiarity with and use of different IRIS resources and resource components (e.g., audios, videos, STAR sheets) to get a sense of what resources are the most relevant and useful. Finally, the survey collected demographic data as well as information about user roles and areas to ensure that we are meeting the needs of a diverse group of educators. The data are currently being analyzed and will be reported next quarter.

⇒ **Field-Testing**: This quarter, one faculty member began field-testing the module *Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle*. This faculty member will complete field-testing early next quarter; data will be reported in the next quarterly report.

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.*

⇒ **Partnerships:** IRIS develops partnerships with other organizations to develop and disseminate information about our resources. Read on to learn about our work in this area this quarter.

  ⇒ **NACCTEP:** As an Educational Partnership Member of NACCTEP, IRIS seeks to increase knowledge and awareness of IRIS resources among community college teacher preparation faculty. This quarter, IRIS renewed its Educational Partnership Membership to continue to disseminate information about IRIS resources among community college teacher preparation faculty.