



The IRIS Center Quarterly Report

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Administrative Progress Report:

Year 4/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.



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Quarterly Report April – June 2021 [Year 4/Quarter 3]

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 began a technical assistance workshop designed to increase doctoral students' knowledge of IRIS and how IRIS resources can be used in course instruction.
- Our vast collection of course/PD activities (110 resources in all) received a significant content and format update.
- IRIS participated in a Webinar about monitoring plans for IEPs hosted by the PROGRESS Center and in collaboration with the National Center on Intensive Intervention (NCII).
- IRIS made preparations to present as well as to host a virtual booth at the July OSEP Project Director's Meeting, which will be held in July.

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 4 Workplan:** The IRIS Year 4 workplan, approved by our OSEP Project Officer, will guide our efforts in the areas of development, dissemination, TA & training, collaboration, and evaluation.
- ⇒ **Website Programming Updates & Improvements:** Many significant improvements to our 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.
 - ❖ **Learning Management System:** Plans to replace our School & District Platform's dashboard with a more sophisticated learning management system (LMS) are moving forward. IRIS will implement the LearnDash PD platform, facilitating a more fluid interface for our users and offering greater flexibility, more accurate data-tracking, improved customization of modules, and expanded options for assessments, among much else.

- ❖ **Listserv Sign-Ups:** A new automated process signs up educators who create professional development accounts for our IRIS listserv, which in turn is used to disseminate our quarterly newsletters as well as occasional e-blasts (e.g., announcements about new or revised modules, field-testing opportunities). Doing so has grown our current contacts list by several thousand.
- ❖ **Programmer:** IRIS continues our search for a senior level WordPress programmer.

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:** Michael Rosenberg and Lori Jackman—the original content experts for **Classroom Management Parts 1 and 2**—agreed to revise the content for these modules. Additionally, Lori Delale-O’Connor from the University of Pittsburgh will revise the content for pages about the cultural influences on behavior. To meet the needs of educators who will return to in-person learning this fall, we will be adding “Return to School” boxes with information and tips about managing classroom behavior, which may create some unique challenges after such an extended time away. Additionally, we will be adding links to external resources on topics such as student grief and anxiety to help teachers identify and address these concerns, which will most likely be more prevalent during the upcoming school year.

- ❖ **Classroom Behavior Management (1):** During this quarter, the experts delivered the content for Part 1. Although it originally described the components of a comprehensive behavior management plan, the revised content will cover key principles, culturally sustaining practices, and foundational practices related to comprehensive classroom behavior management. This first module is in progress and is expected to post in July, in time for the onboarding of new educators.
- ❖ **Classroom Behavior Management (2):** Pursuant to the above, our content experts are currently reworking and enhancing the content for **Classroom Management Part 2**. As they do so, the content of these modules will result in **two modules**: one focusing on classroom behavior management at the elementary level, and a second targeting middle and high school. We hope to post these modules in August so that they are available to help prepare teachers for the fall semester.

- ⇒ **Supporting Families During COVID-19:** Because of the ever-shifting circumstances in K-12 schools (e.g., many students will return to in-person learning this fall), IRIS is in the process of revising the content of our module ***Parents: Supporting Learning During the COVID-19 Pandemic*** to reflect current circumstances for the fall semester. As part of this revision, we will be adding a page on how parents can help prepare their child for a return to in-person learning. These revisions will post in August so that they are available for parents as their children return to either at-home or in-person learning (or a combination of the two).
- ⇒ **Module Revisions Underway:** Updates and expansions of the following modules were scheduled to post in Year 4. However, many of these were put on and remain on hold as we respond to the needs of educators and parents during the COVID-19 pandemic. Additionally, some of these modules are reliant on in-class video shoots, which we will be unable to complete until such a time as public health guidelines allow for safe access to schools, classrooms, and students. As such, they will not be completed in Year 4.
- ❖ **Classroom Behavior Management:** Kathleen Lane, the original content expert for ***Addressing Disruptive and Noncompliant Behaviors Parts 1 and 2***, has provided revisions for ***Part 1*** and is now working on the second module in the sequence. The development of these modules requires in-classroom video shoots, which we are unable to complete for the foreseeable future.
 - ❖ **Writing Performance:** Tanya Santangelo of Arcadia University, an expert recommended by Steve Graham (the original content contributor), has been revising ***Improving Writing Performance: A Strategy for Writing Persuasive Essays***. We anticipate receiving the revisions from the content expert and completing the module during Year 5.
 - ❖ **Self-Regulated Strategy Development:** Karen Harris (one of the original content experts) and Debra McKeown have reviewed and provided recommendations for revising ***SRSD: Using Learning Strategies To Enhance Student Learning***. This module is temporarily on hold.
- ⇒ **Inclusion of Students with Significant Cognitive Disabilities:** IRIS is collaborating with the TIES Center, the national technical assistance center on inclusive practices and policies, to develop a module that focuses on collaborative planning by general and special education teachers to effectively include students with significant cognitive disabilities in general education classrooms. The TIES Center plans to develop and deliver the content to IRIS by the end of August. Our center will then “IRIS-ize” the content and host the module on our Website. We anticipate posting this module in Year 5.

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.

- ⇒ **Encouraging Appropriate Behavior:** Christina Curran, the original content developer of *Encouraging Appropriate Behavior*, has revised the content. This case study unit outlines positive behavior management techniques that can be employed with individual students who have behavioral concerns that are not effectively addressed by comprehensive classroom rules. We will begin IRIS-izing the content as soon as the three classroom behavior management modules (listed above) are completed. Although we plan to complete this case study by the end of Year 4, we will post in December after fall courses have ended.
- ⇒ **Collection Reformat:** In May, IRIS updated and posted our entire collection of case study units (with the exception of those listed above). These case study units now have a newer, more scaffolded, and appealing format to match our improved product-quality standards.

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:** A major undertaking this year has been to overhaul our course/PD activities collection (110 resources in all). In addition to updating and enhancing the content, we are upgrading the resources' format and design to match our improved product-quality standards. During this quarter, we revised 70 activities and posted them in May at the end of the semester so as to not interfere with college coursework. Another 12 were completed in June and will post in early August, following the end of the summer semester. Also in August, three outdated and/or unused resources will be removed from the IRIS Website entirely. The remaining activities, as well as the answer keys will be completed by the end of Year 4 (October 31), but we will post in December, once courses have ended.
- ⇒ **New Activities:** IRIS developed four new activities, which will be available early in the coming quarter. Two complement our revised module on family engagement, one complements our revised module on assistive technology, and another explores how individuals with physical disabilities are portrayed in the media. Although not reported in the previous quarter, we developed and posted three activities related to school administrators' roles during the IEP process to accompany our IEP module for administrators.

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.

⇒ **FSS for Virtual Environments:** IRIS is currently collaborating with Kathleen Lane from the center for the Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T) to develop two fundamental skill sheets (FSS) that describe low-intensity strategies for virtual learning environments. These FSS were temporarily put on hold so that the center could revise and post at least two classroom behavior management modules in time for the fall semester. Production on these FSS is anticipated to resume in early September. We are in the final stages of development for the first FSS on behavior-specific praise and anticipate in posting in the fall. Work will then shift to the second FSS on precorrection, which is already in progress.

Parent Tip Sheets: Short, user-friendly, and to-the-point, our tip sheets offer parents strategies, tips, and suggestions for supporting their children's learning they can put into practice right away.

⇒ **New Resource:** IRIS has developed a fourth tip sheet for parents to complement the *Parents: Supporting Learning During the COVID-19 Pandemic* module. "**How can I keep my teen engaged while she learns online?**" is now available in the module, as well as in our COVID-19 resources section and is also available in Spanish.

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 more than 300 information briefs with an eye toward removing older or outdated resources and adding more recent and relevant briefs. To make the task more manageable, we identified topic areas for initial review. Work for three topic areas (Early Childhood, Disability, and Evidence-Based Practices) were previously completed. Additionally, work has begun on three additional topics: Learning Strategies, Content Instruction, and Reading. We anticipate sending briefs on these topics out for expert review in the upcoming quarter. Recommended briefs will be posted throughout the year.

⇒ **New Information Brief:** In response to consumer feedback following the removal of our now outdated module on effective school practices, during Year 4 or 5 IRIS will develop an information brief on collaboration between teachers and principals, among teachers, and between school personnel and parents.

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. Although this has been on hold to address other priorities, next quarter we hope to have an IRIS intern move this task forward. Once complete, we will share this resource with the National Center on Intensive Intervention (NCII), which we expect to do in Year 5. For more on this, see the **Collaboration** section below.

⇒ **IRIS Film Tool:** This tool represents an attempt to catalogue the representation of people with disabilities in motion pictures. In May, we updated the film tool with 19 new titles.

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.

⇒ **Website Updates:** The IRIS Website is the universal dissemination vehicle for the center. During the third quarter:

❖ The [Internal IRIS Reports](#) section of the site was reorganized to provide users with a more organized, streamlined, and visually helpful method for accessing annual data summaries, archived *IRIS Standard* newsletters, and quarterly reports. Additional entries were included in the Magazines and Newsletters segment of the [Articles](#) page.

❖ **PD Certificate Listserv Expansion:** The sign-up process for individuals setting up a PD Certificate account was modified to obtain permission to add their contact information to the IRIS listserv/newsletter database. This allows us to send e-blasts and newsletters to these consumers, a change that has resulted in an increase in our dissemination potential by several thousand new contacts.

⇒ **YouTube Updates:** In May, IRIS added three videos to our YouTube Channel to increase awareness about the ways in which educators can use IRIS resources.

❖ **Angelica Fulchini Scruggs Shares Her IRIS Story:** This video highlights how IRIS resources were used to increase the professional knowledge of first-year teachers at a charter school in Florida.

- ❖ **Tricia Bronger Shares Her IRIS Story:** In this video, viewers learn how an IRIS Module was used in a hybrid training to increase the knowledge of over 1,200 educators regarding high-quality IEPs.
 - ❖ **Navigating the IRIS School & District Platform:** Developed for school administrators who want to assign and track module completion and PD certificates earned by large numbers of educators, this video demonstrates the features of the IRIS School & District Platform.
- ⇒ **OSEP's June 2021 Update:** IRIS submitted information about and links to four parent tip sheets (in English and Spanish) to be included in this newsletter for OSEP grantees and stakeholders. The tip sheets highlighted were:
- ❖ [My child says she doesn't like online learning. How can I help? \(Spanish version\)](#)
 - ❖ [How can I help my elementary child stay focused during online learning? \(Spanish version\)](#)
 - ❖ [How can I support my teen while he learns online? \(Spanish version\)](#)
 - ❖ [How can I keep my teen engaged while she learns online? \(Spanish version\)](#)
- ⇒ **NCSI COVID-19 Resource Hub:** During this quarter, two of the above-mentioned parent tip sheets were submitted for inclusion in the National Center for Systemic Improvement's (NCSI) COVID-19 Resource Hub, which serves as a clearinghouse for COVID-related resources developed by federally funded centers. The other two were submitted during the prior quarter.
- ⇒ **CASE Weekly Update Newsletter:** IRIS continued our sponsored content ad in the weekly newsletter of the Council of Administrators of Special Education (CASE) and featured resources to support school administrators as their focus shifted toward school re-openings and the return to in-person learning. The sponsored content ad provided links to four IRIS Modules as well as to the IRIS Professional Development Options page.
- ⇒ **Learning Forward, the Professional Learning Association Weekly News Brief:** Throughout the third quarter, IRIS was also featured in the Sponsored Content section of *Professional Learning News*, a new weekly publication of Learning Forward. The purpose of this ad was to increase brand-awareness to members who work in educator professional development. The sponsored content ad included links to four IRIS Modules and our professional development page for educators.

⇒ **National Association of Community College Teacher Education Programs (NACCTEP)**

Conference Sponsorship: IRIS was a silver-level sponsor of the National Association of Community College Teacher Education Programs' (NACCTEP) virtual conference series in April. The goal of this sponsorship was to increase awareness of IRIS resources among community college teacher educators. As a silver-level sponsor, information about IRIS was shared both before and after two of their four sessions: *And How Are the Children: The Urgency for Culturally Responsive Practice* (April 9) and *Now, More Than Ever: Professional Ethics in the Pandemic Era* (April 16). For this sponsorship, the IRIS tagline that accompanies the IRIS logo was adapted slightly to *Free Resources for Teacher Education*.

⇒ **Community College Database:** In April, IRIS staff met with Lennon Audrain who is creating a comprehensive database of community colleges with teacher preparation programs and other related courses. In previous years, IRIS collected very similar information in an effort to disseminate information about our resources to community college faculty. Following this meeting, we shared this information with Mr. Audrain. After the completion of the database, IRIS will be able to access the data for dissemination purposes, saving us a substantial amount of time and effort, which would be required to update our files. IRIS staff also met with Jaci King, who develops the list of college and university educator preparation programs for the American Association of Colleges of Teacher Education (AACTE), to learn more about that database and available community college data.

⇒ **Monthly Coffee Chat:** On May 21, IRIS was the featured presenter at the NACCTEP Monthly Coffee Chat. During this virtual meeting, IRIS staff offered a guided tour of the IRIS Website and overviewed the module, *Accommodations: Instructional and Testing Supports for Student with Disabilities*. Information about our presentation, as well as a link to the IRIS Website, was posted on NACCTEP's Website (<https://nacctep.weebly.com/coffee-chats.html>). IRIS continues to attend NACCTEP coffee chats and share relevant resources to faculty in attendance.

⇒ **NACCTEP Summer Newsletter:** In early June, IRIS submitted an article that was published in the NACCTEP summer newsletter that provided an overview of our resources, particularly IRIS Modules, and how faculty can locate information that aligns with content for their courses.

⇒ **PROGRESS Center Webinar:** In June, IRIS participated in a Webinar about monitoring plans for IEPs. Hosted by the PROGRESS Center and in collaboration with the National Center on Intensive Intervention (NCII), the Webinar was attended by approximately 110 education professionals from across the U.S. IRIS staff presented on IRIS progress monitoring resources and participated in a Q&A to address follow-up questions regarding additional IRIS resources, use by large groups of educators from a school or district, approved provider status, and more.

- ⇒ **CEC Partner Directory:** In July, the Council for Exceptional Children (CEC) will launch a new Partner Resource Directory. IRIS will have a dedicated entry in the directory highlighting ten IRIS resources.
- ⇒ **CEC Professional Forum:** We continue to monitor and respond to questions posed on the CEC Forum to make educators aware of IRIS resources, though other CEC members frequently recommend IRIS resources as well.
- ⇒ **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 4,093 (compared to 3,879 last quarter) followers on Twitter. Our Twitter impressions for that period totaled more than 103,000 (compared to 84,000 for the previous quarter), yet another sign of sustained and robust growth.
 - ❖ **IRIS Awards:** In April, IRIS hosted the first annual IRIS Awards to increase engagement with our Twitter followers. Occurring during the week prior to the Academy Awards, these tongue-in-cheek awards were tweeted daily and included:
 - Best Performance by an Illustrated Character in an IRIS Module: Ms. Rollison (based on voting by IRIS Twitter followers)
 - Best Set Design in an IRIS Case Study: an unexpected tie between *Effective Room Arrangement: Elementary* and *Effective Room Arrangement: Middle & High School*
 - Best Performance by a Doctoral Intern (in a Fundamental Skill Sheet video): Caitlyn Majeika (who gave a nice acceptance tweet)
 - Outstanding Achievement in the Field by an IRIS Influencer: Jason Chow (who, true to his award, gave an acceptance tweet that contributed to over 17,000 Twitter impressions)
- ⇒ **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.
 - ❖ **Educators Rising:** In a virtual meeting this quarter, IRIS shared information about our resources and discussed potential opportunities for a partnership with Educators Rising, a nationwide Career and Technical Education (CTE) program which inspires high school students to pursue careers in education. Educators Rising has asked IRIS to review its Inclusive Learning Environments lesson plan to identify where IRIS resources can be infused.

- ❖ **Ci3T:** In collaboration with the center for Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T), IRIS is developing a pair of fundamental skill sheets. The first on virtual behavior-specific praise will post this fall. The second on virtual precorrection is still under development. Ci3T will also link to these resources.
- ❖ **CEEDAR Center:** IRIS attended the CEEDAR Center's Cross-State Convening June 22–24.

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:** IRIS has developed a conference dissemination plan that extends into the second quarter of 2022 and aims to reach a number of diverse user groups.
- ❖ **CEC 2021 Virtual Exhibit Booth and Presentation Final Numbers:** Although the Council for Exceptional Children (CEC) 2021 virtual conference took place in March, the virtual exhibit booth will remain “open” until June 13. In total, we hosted around 229 visitors.
- ❖ **Alabama MEGA Conference Presentation:** In July, IRIS will conduct a virtual presentation which will be pre-recorded and posted on the conference's Website for attendees to view on demand. The presentation, *A Reliable Friend in a Time of Change: Free Professional Development from the IRIS Center*, serves as an introduction to IRIS, details our growing PD options, and features interviews with IRIS users in Kentucky, Oklahoma, and Florida who share how they use IRIS for professional development.
- ❖ **Project Director's Meeting:** IRIS will present at this year's virtual OSEP Project Director's Meeting, which will be held in July. The session—which will cover resources about the development and implementation of high-quality IEPs from three OSEP-funded centers—is a result of cross-center collaboration with the PROGRESS Center and the National Center on Intensive Intervention (NCII).
- ❖ **OSEP Leadership and Project Director's Virtual Conference Booth:** IRIS will host a virtual booth at the OSEP Leadership and Project Directors' Conference on July 19–22, 2021. This booth will include a short introductory video about IRIS and feature five IRIS Modules.
- ❖ **TED Conference:** This conference, whose attendees are primarily faculty in special education teacher preparation programs, will take place in Ft. Worth, Texas, in November. IRIS has submitted proposals for a presentation and a two-hour workshop for doctoral students and new faculty.

- ❖ **CEC Conference:** IRIS submitted four conference presentation proposals and will host an exhibit booth at the 2022 CEC Convention & Expo and 100th Anniversary Celebration. This event will be held in Orlando, Florida on January 16–19, 2022.
- ❖ **National ESEA Conference:** IRIS will host an exhibit booth at the Elementary and Secondary Education Act Network (ESEA) conference, which will be held February 16–19, 2022, in New Orleans. The exhibit booth package includes a customized sponsorship email about IRIS that will be sent to ESEA members prior to the conference. We also submitted a presentation proposal to highlight IRIS resources.

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.

- ❖ **IRIS Pilot Virtual Workshop for OSEP Interns:** To increase doctoral students' knowledge of IRIS and how IRIS resources can be used in course instruction, IRIS is completing a pilot virtual workshop. Our target audience members are OSEP interns, doctoral students, and doctoral candidates. In this workshop, participants will learn how to use free online resources from the IRIS Center to deliver content about evidence-based practices in their future courses. More specifically, participants will:
 - Identify resources that support their courses' core content
 - Select wrap-around and supporting materials to add breadth or depth to key topics
 - Learn how the resources can be effectively used in face-to-face, hybrid, and online instruction
 - Explore other course planning resources

The pilot workshop, which spanned two weeks in June and will continue for two weeks in July, incorporates a blended-delivery system. Participants for this workshop include doctoral students from Howard University, University of Central Florida, and LeHigh University as well as two IRIS summer interns, a doctoral student from California State University, Los Angeles and a newly minted doctoral graduate from the University of North Carolina, Chapel Hill. While participating in the first synchronous session, participants engaged with IRIS Ambassadors who discussed the range and depth of IRIS resources and shared how IRIS resources can support course instruction. IRIS ambassadors leading the weekly workshop synchronous sessions are Sally Barton-Arwood, Darcie Peterson, and Kimberly Snow.

⇒ **PD Certificates for Educators:** IRIS PD Certificates for Educators allow individual users to pursue certificates for professional development hours. The table below gives some sense of how much growth in use our PD options have seen over the past few months, as compared to the same months in 2019 and 2020. As districts responded to the pandemic-related needs of their educators, April–June 2020 proved to be an unprecedented period with a dramatic increase in the number of individuals signing up for PD certificates. As expected, sign-ups for April–June 2021 decreased compared to 2020; however, the numbers for this period in 2021 compared to the same period in 2019 reveal a dramatic increase (April: 320% increase, May: 109% increase, and June: 165% increase). The top-five PD Certificates accessed this quarter were:

1. Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (1,923 certificates)
2. Accommodations: Instructional and Testing Supports for Students with Disabilities (1,661 certificates)
3. Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions (1,592 certificates)
4. Autism Spectrum Disorder (Part 1): An Overview for Educators (1,456 certificates)
5. Differentiated Instruction: Maximizing the Learning of All Students (1,396 certificates)

PD Certificate Use: April Through June

	April	May	June	Total
2019	2,854	3,285	3,735	9,874
2020	53,837	32,829	13,228	99,894
2021	11,999	6,873	7,251	26,123

⇒ **Micro-credentials:** IRIS received 11 submissions during this quarter for the following micro-credentials:

- ❖ Presentation accommodations: four submissions, one resubmission; three awarded, two denied
- ❖ Response accommodations: three submissions; two awarded, one denied
- ❖ Setting accommodations: two submissions; one awarded, one denied
- ❖ Timing and scheduling accommodations: one submission; it was denied

⇒ **Approved PD Provider Status:** IRIS continues to pursue status in every state as an approved PD provider. This quarter we continue our review of requirements in Montana, Nevada, and New Mexico.

- ⇒ **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 to regularly contact schools and districts whose accounts have expired regarding possible renewal.
 - ❖ **Ocosta School District:** In May, IRIS enrolled new educators from this district in our School & District Platform.
 - ❖ **Platform Queries:** IRIS is currently working with two Tennessee school districts who are interested in setting up accounts for the 2021–2022 school year: Marion County Schools and Monroe County Schools.
- ⇒ **IRIS Stories:** IRIS stories are developed to share how our resources are used throughout the United States and around the world. This quarter, IRIS began working on a story that shares the experience of Jennifer Sears, an Assistant Professor of Education at the University of North Georgia, where she teaches courses in Early Childhood Education.
- ⇒ **Website Navigation Videos:** IRIS continues to add navigation videos to the Website. Two videos posted this quarter. These brief video tutorials help our visitors better understand how to use the HLP Alignment Tool and navigate the IRIS 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.*

Annual Performance Report: The IRIS annual performance report (APR) was submitted in May. Highlights from that report included the pivot to pandemic-related supports for parents and educators at both the K-12 and higher education levels, including the development of new resources (e.g., Parents: Supporting Your Child During the COVID-19 Pandemic; Online Course Design for College and University Faculty) and increased dissemination and technical assistance support via virtual presentations and workshops and the PD Certificates for Educators.

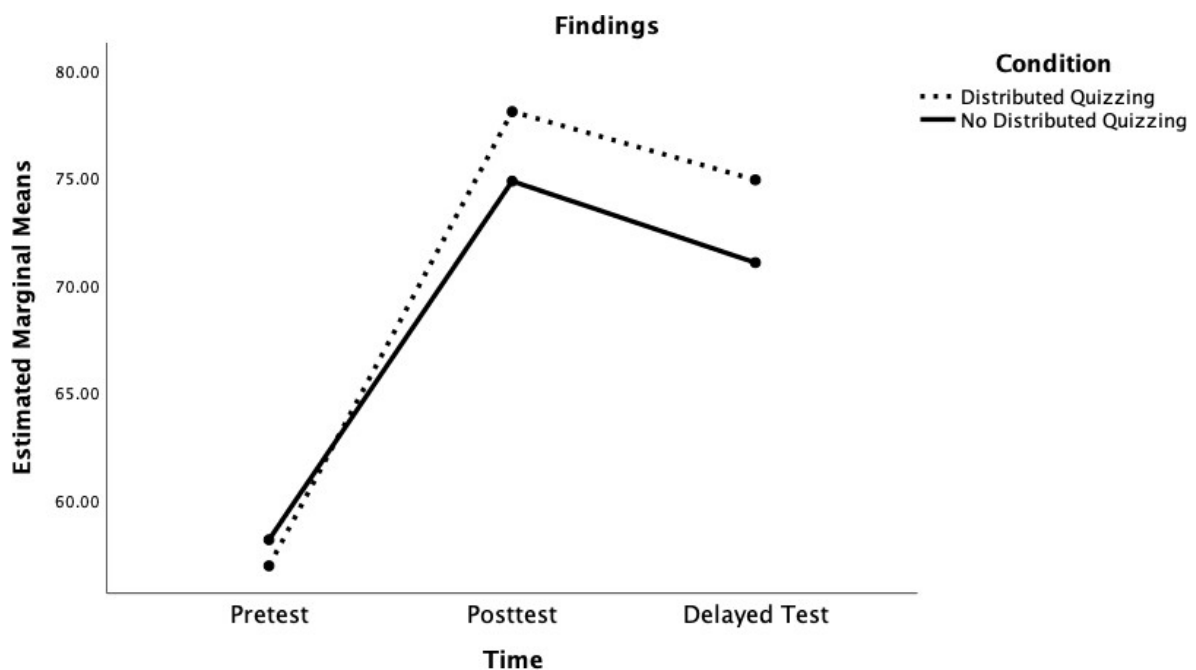
Field-Testing: Because of the many pandemic-related challenges that continue to be time-consuming for faculty, we have postponed field-testing until the fall when we plan to field-test IEPs: How Administrators Can Support the Development and Implementation of High- Quality IEPs (partially field-tested), Family Engagement: Collaborating with Families of Students with Disabilities, and Assistive Technology: An Overview. Additionally, we plan to field-test the revised classroom management modules that are currently under development: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices, Classroom Behavior Management (Part 2: Elementary): Developing a Comprehensive Behavior Management Plan

and Classroom Behavior Management (Part 2: Secondary): Developing a Comprehensive Behavior Management Plan.

Evaluation Projects: The IRIS evaluation projects are supported by a subcontract from Vanderbilt University to the University of Georgia (UGA). Dr. Sayeski, associate professor (UGA), coordinates and manages all evaluation projects.

⇒ **Project 2 (Phase 2), Impact of IRIS on Knowledge and Project Decision-Making Replication:**

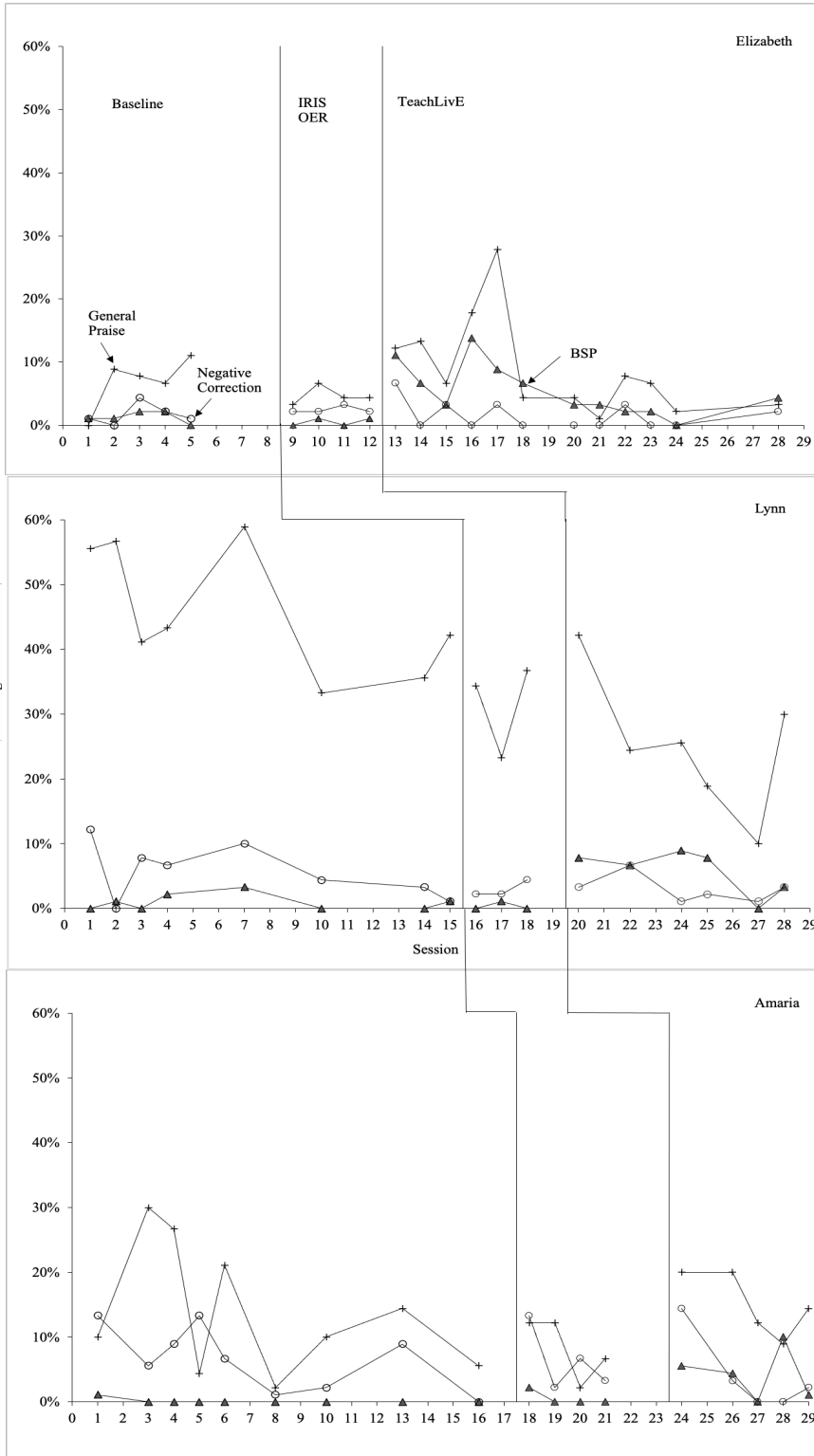
The intent of Project 2 (Phase 2) was to replicate the fall 2019 evaluation project, conducted at UGA, about the impact of engagement with specific IRIS open educational resources (OERs) on teachers' knowledge and ability to make instructional decisions. Two replication sites participated during the fall of 2020: University of Virginia (UVA) and California State University, Los Angeles (CSULA). Findings from UVA and CSULA implementation reflected similar change in teacher knowledge and instructional decision-making. Specifically, there was a statistically significant difference between participants' pretest scores and their scores on the posttest and delayed tests scores, $F(1, 141) = 218.091, p < .0001$, The partial eta-squared ($\eta^2 = .607$) indicating a large effect size. These findings indicate that engagement with IRIS OER content resulted in meaningful gains in participant learning and learning was maintained for the delayed test. In addition to examining the impact of IRIS OER engagement on participant learning, we also examined the effects of distributed quizzing provided on student learning. To examine this, participants were randomly assigned to either a distributed quizzing or no quizzing condition. Although, participants' posttest and delayed test scores were higher in the distributed quizzing condition, there was not a statistically significant difference between the two groups (see Figure below).



Covariates appearing in the model are evaluated at the following values: University Code = 1.39

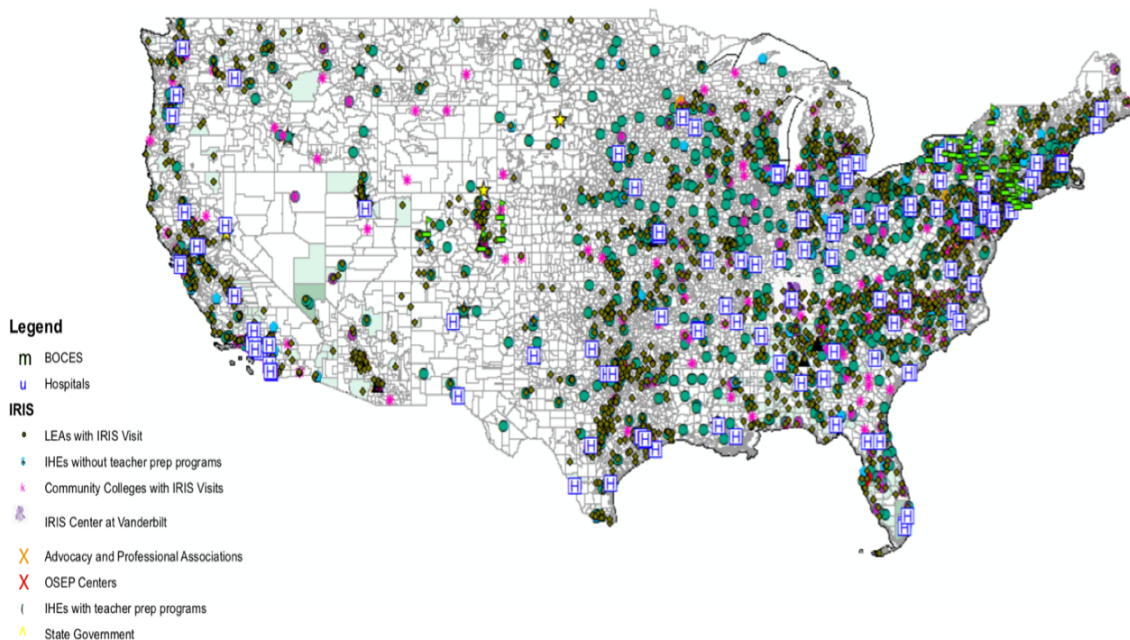
Finally, qualitative analysis of short-answer, decision-making questions revealed changes in participant knowledge. Specifically, after engagement with the IRIS OERs related to accommodations, participants were able to differentiate between target and access skills, identify educationally meaningful accommodations, and know the difference between presentation, response, and timing and scheduling accommodations.

- ⇒ **Project 3:** The purpose of Project 3 was to examine the effect of engagement with IRIS open educational resources (OERs) and the TeachLivE classroom simulation on special education teachers' implementation of evidence-based practices. Project 3 was launched in spring 2021. For the evaluation project, three special-education student teachers agreed to participate in the single-case evaluation of the impact of IRIS OER content combined with a TeachLivE intervention. During the first phase of the project, participants reviewed the IRIS Fundamental Skill Sheet on Behavior-Specific Praise and completed the IRIS Case Study, Encouraging Appropriate Behavior: Level B, Case 1. For the case study, the participants applied their knowledge of behavior-specific praise to develop an intervention for the case-study student. After the case study activity, data were collected on participants' use of behavior-specific praise in their student teaching settings. For phase two of the study, the participants engaged in four 10-minute TeachLivE sessions during which they practiced using behavior-specific praise. After each 10-minute session, participants received feedback and coaching related to their use of behavior-specific praise. Then, data were collected on participants' use of behavior-specific praise in their student teaching settings. Findings indicated that engagement with IRIS OER content did not result in change in teacher behavior. However, when combined with practice using the TeachLivE simulation an immediate change in teacher behavior occurred. Change in behavior, though, did not remain stable over time. Therefore, change in teacher behavior requires both practice and sustained support over time.



- ⇒ **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. Normally, we would collect these data from participants at the conclusion of each IRIS conference or meeting presentation, which would take place in a face-to-face format. Additionally, we continue to monitor the IRIS Website analytics (e.g., the number of visitors to our Website, number of sessions, length of visit, resource use) for both formative and summative purposes.

- ⇒ **External Evaluator:** This quarter, Sarah Heinemeier of Compass Evaluation and Research has continued working on a density map (see sample map below) to illustrate the use of IRIS resources across the nation by different user groups, including state agencies; OSEP partner centers, advocacy groups, and professional associations; IHEs with *and* without general and special education teacher preparation programs; community colleges with teacher education programs; LEAs; hospitals; and boards of cooperative educational services. Although this work is in progress, the map below illustrates preliminary data. She will present her findings to OSEP personnel on July 7 along with Kristin Sayeski who will present her findings on the Evaluation Projects.



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 **1,935** respondents to this survey. The tables below contain a bit more information about those respondents.

Table 1. Current Positions

Respondents	Number
College Student	460
Graduate Student	505
Experienced Teacher	439
Instructional Assistant/Paraprofessional	191
New Teacher	153
Other	79
School Leader	58
Missing	22
PD Provider	19
College Faculty	15
Parent	3
Total	1,935

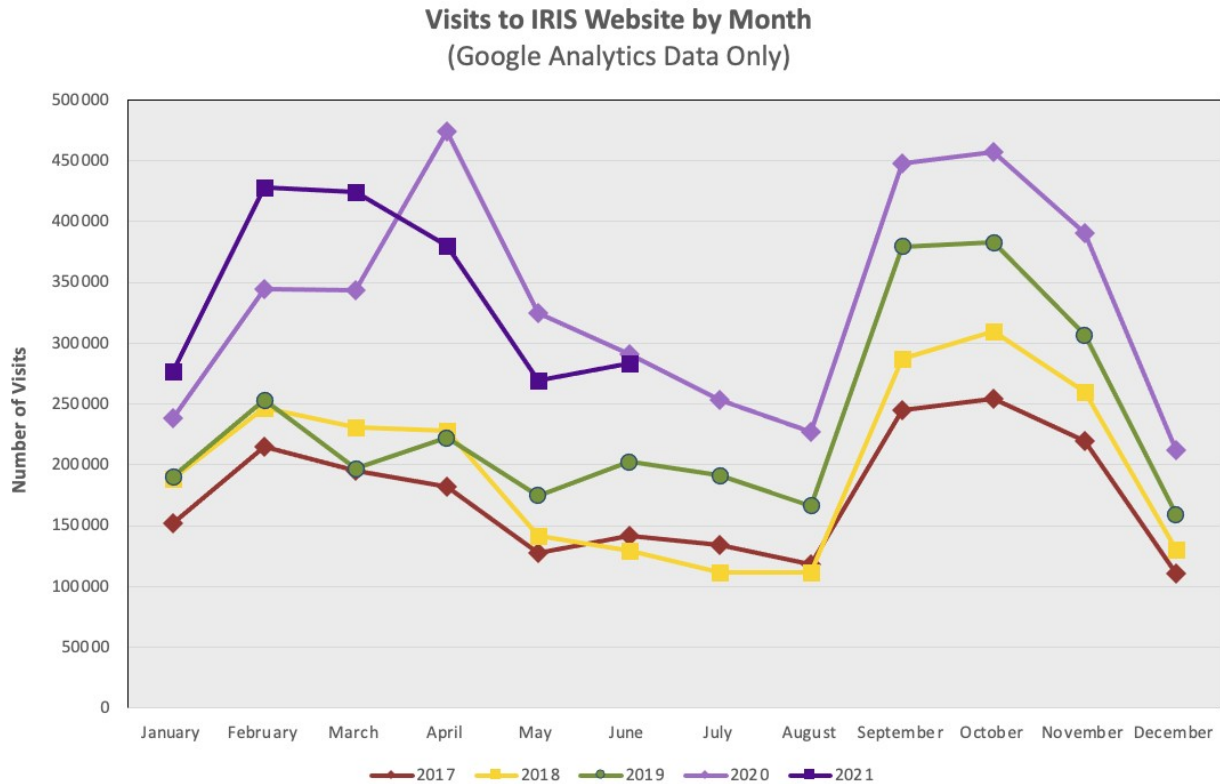
Table 2. Education Area

Response	Number
Special Education	713
General Education	525
Early Childhood Education	303
Other	206
Early Childhood Special Education	117
No response	49
Early Intervention Services	22
Total	1,935

Table 3. Module Ratings

	Mean Ratings
Quality	4.6
Relevance	4.6
Usefulness	4.6

Website Visitor Data: During the second quarter, GoogleAnalytics data showed **931,835 visits** to the IRIS Website, a decrease of **14.5% over the same period last year**. A look at the graph below highlights the unusual use pattern that caused this decrease. This year's monthly data reflect the typical "IRIS spider" pattern for the spring (monthly use increases at the beginning of the semester—January and February—and subsequent decreases in March—generally due to spring breaks—and continued decreases at the end of the semester. However, the same time period for 2020 reflects the pandemic-related surge in use in the second half of March (resulting in no decrease from February), April, and May. Overall, we still have a 2.2% increase over 2020. Though we anticipate our usual lower numbers across the summer, we predict that the fall semester use will be significantly higher than that of 2020.



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. We hope to complete this process in Year 4 or very early in Year 5.
- ❖ **Webinar:** As mentioned earlier, IRIS participated in a June Webinar about monitoring plans for IEPs, hosted by the PROGRESS Center and in collaboration with NCII. The Webinar was attended by approximately 110 education professionals from across the United States.

- ❖ **Future Activities:** Representatives from IRIS, NCII, and the PROGRESS Center will co-present at the virtual OSEP Project Directors Meeting in July. The presentation will address high-quality IEPs and the resources from the three centers that are available to support their development.
- ⇒ **Ci3T:** As was mentioned above, IRIS is currently working with Kathleen Lane of Ci3T to develop a set of fundamental skill sheets that describe low-intensity strategies for virtual learning environments.
- ⇒ **TIES Center:** As mentioned earlier, IRIS is collaborating with the TIES Center, the national technical assistance center on inclusive practices and policies, to develop a module that focuses on collaborative planning by general and special education teachers to effectively include students with significant cognitive disabilities in general education classrooms.
- ⇒ **Educators Rising:** IRIS is working with representatives from Educators Rising to embed IRIS resources into their curriculum for high school students. The initial curricular topic area is focused on inclusive school environments.

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

- ⇒ **IRIS Summer Internship Program:** IRIS is implementing our first ever summer internship program, which commenced in June. Applicants went through a rigorous application process that included, among other things, research and development of an IRIS teacher tip sheet. This summer's inaugural class of interns includes:
 - ❖ Nicole Homerin, a doctoral student at the University of California, Los Angeles
 - ❖ Sara Ioannou, currently a research assistant at Vanderbilt University
 - ❖ Jordan Lukins, a 2021 graduate from the University of North Carolina, Chapel Hill with a Ph.D. in Applied Developmental Sciences and Special Education
- ⇒ **Farewell to Bianca Jefferson:** IRIS resource developer Bianca Jefferson begins a new position at the Tennessee Department of Education in July. We look forward to "seeing" her virtually when our IRIS and TN work aligns and wish her well in her new role.