The IRIS Center Quarterly Report

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Administrative Progress Report:

Year 5/Quarter 2

Submitted To:

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Quarterly Report
January – March 2022
[Year 5/Quarter 2]

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.

- The 2021 Year in Review summarizes highlights from last year, including:
    - 4 million Website visits for the second year in a row
    - Use in over 1,500 colleges and universities
- Representatives from IRIS made five virtual presentations at the CEC Conference, and sponsored virtual booths at both the CEC and ESEA conferences.
- IRIS partnered with SEZP, a zone of public middle and high schools in Springfield, MA, to create eight learning pathways with over 60 IRIS resources that address key MA DESE competency areas. These pathways were developed for a program for educators pursing licensure to teach students with disabilities.
- The inaugural IRIS Prep Talks series, which featured four TA&D network centers—PROGRESS, AEM, Bookshare, and CADRE—was successful.
- IRIS has developed a partnership with Educators Rising to infuse IRIS resources into their curriculum for high school students who are interested in teaching careers.
- IRIS shifted to a new listserv host to comply with Vanderbilt University's IT updated data security protocols.

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.*

⇒ **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.

  ❖ **Contractual Agreements:** IRIS staff spent considerable time working with the Vanderbilt General Counsel's office on language associated with relevant agreements required to work with school districts and organizations (e.g., non-disclosure, data protection). Additionally, we worked with this office to craft language to include on the Website to protect IRIS assets.

❖ **Learning Management System:** Efforts are underway to replace our School & District Platform's dashboard with a more sophisticated learning management system (LMS). 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. The LearnDash platform is being configured to work seamlessly with IRIS's main WordPress site and to display the information needed by school and district administrators. We anticipate this will be completed by early summer, at which time we will begin beta testing.

❖ **Speedier dashboard:** The LMS previously mentioned will be much more efficient than the current School & District Platform's dashboard and be able to manage large numbers of users. While awaiting the implementation of the LMS, we had to address the long load time of the current platform. This was accomplished by optimizing the SQL database indexes.

❖ **New Listserv Host:** Due to security upgrades within the Vanderbilt IT infrastructure, in January IRIS was required to switch to a new digital marketing platform for disseminating our newsletter and e-blasts. As the first step, IRIS transferred approximately 25,000 individual records from Constant Contact to MyEmma, Vanderbilt's new provider. The annual subscription to MyEmma is covered through Vanderbilt's institutional license, thereby creating savings for IRIS.

❖ **Careers at IRIS:** The IRIS Website now hosts a "Careers at IRIS" tab where visitors can find information about career or parttime opportunities at IRIS. Two recent postings—for Ed Consultant and TA Coordinator positions—have attracted an overwhelming number of applicants, some of whom we have asked to complete a written assignment as the next stage of the process. Likewise, IRIS has posted openings for summer interns, as well as a 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.

⇒ **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 focusing on collaborative planning by general and special education teachers to effectively include students with significant cognitive disabilities in general education classrooms. This quarter, TIES Center staff delivered updated content based on collaborative discussions the previous quarter. IRIS plans to resume the development of the module in May and post the resource on the IRIS Website in the summer.

⇒ **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. This quarter, IRIS completed a draft of the first module. We are currently collaborating with a Vanderbilt University faculty member who has agreed to spearhead the development of the in-classroom videos that we would like to include. This spring she and a couple of Vanderbilt graduate students will develop the scripts and oversee the filming of these videos. We hope to begin work on the second module early next quarter. During the development process, we decided to expand this series. Instead of two modules, we will develop an elementary and a secondary version for each. We plan to post these four modules this summer.

⇒ **Spanish Translations:** This quarter, we posted *Manejo de la conducta en el salón de clases (Parte 1): Conceptos clave y prácticas fundamentals,* the Spanish translation of *Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices*. Other recently revised modules are currently being translated and will be posted next quarter.

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:** Through collaborative efforts with Kathleen Lane from the center for the Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T), IRIS posted the first of two fundamental skill sheets (FSS) that describe low-intensity strategies for virtual learning environments during the last quarter (*Virtual Instruction: Behavior-Specific Praise*). The second FSS, *Virtual Instruction: Precorrection*, will post next quarter once the demonstration video is completed.

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 is 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. This quarter, reviewers completed their feedback for three topic areas (Learning Strategies; Content Instruction; and Reading, Literacy, and Language Arts). Recommended briefs were added to the

collection and many outdated briefs were deleted. This extensive revision to the information brief collection required that we update the Wrap-Around Content Maps for modules and case studies, which was a substantial task—one that will have to be repeated throughout this process. We plan to send additional topics to reviewers in the coming quarter.

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 great progress was made on this resource during the previous quarter, it has once again been put on hold to address other priorities. 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.

⇒ **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. This quarter Angela Patti, an expert on high-leverage practices provided alignment information for modules and case studies developed or revised since the last review and the tool was updated accordingly.

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.

⇒ **IRIS Prep Talks:** Across the spring semester, IRIS is hosting a four-part series of Prep Talks. This new activity will introduce college and university faculty to other OSEP-funded centers and offer an opportunity to learn about free, ready-to-use resources to support course instruction in key topic areas.

  ❖ **PROGRESS Center:** In February, IRIS was joined by Donna Sacco and Shaylyn Quinn from the PROGRESS Center for IRIS' first-ever Prep Talk. They shared information about the center's resources on IEP development, with a special focus on resources to create high-quality present levels of academic achievement and functional performance (PLAAFP) statements. Additionally, we shared information about IRIS resources that could be used to support this topic. Feedback from participants indicated the inaugural prep talk was a success! Click here to view this Prep Talk.

❖ **AEM and Bookshare:** In March, IRIS was joined by Cynthia Curry from the National Center on Accessible Educational Materials (AEM) and Lara Rondberg from Bookshare, who focused on accessible educational materials. More specifically, Cynthia highlighted AEM resources that can help support teachers' awareness and application of accessible formats (e.g., audio, braille, digital text). Next, Lara introduced Bookshare, a free ebook library through which students with print disabilities can access textbooks, novels, and more. Additionally, IRIS representatives shared information about IRIS resources related to accessibility. [Click here to view this Prep Talk.](#)

The table below highlights data for the two Prep Talks conducted this quarter. The respondents' overwhelmingly positive feedback, as well as the rich discussions that occurred during the sessions, point to the success of these Prep Talks.

	IRIS Prep Talk: PROGRESS Center	IRIS Prep Talk: AEM and Bookshare
Number Registered	127	70
Number of Attendees	64 + 81 YouTube views	37 + 34 YouTube views
Number of Survey Respondents	21	11
Rating of the Session	Quality: 4.7	Quality: 4.7
	Relevance: 4.8	Relevance: 4.6
	Usefulness: 4.9	Usefulness: 4.6
Percent of respondents reporting that they are "very" or "extremely" likely to rethink or redesign some component of work after hearing guest presentation	PROGRESS: 95%	AEM: 91% Bookshare: 55%
Extent of awareness of resources from IRIS and guest centers that can be combined to increase depth or breadth of coverage on this topic	Topic: IEPs Percent of respondents reporting "very" or "extremely": 100%	Topic: Accessible Educational Materials Percent of respondents reporting "very" or "extremely": 73%
Quotes	- This was so helpful, and I'm excited to go through the resources! - Love the resources. Thanks for getting the word out! - Thank you so much! This has been informative and will be helpful! - Thanks much. I look forward to hearing more from the PROGRESS Center.	- Informative session and did like getting together with others in the field. - Thank you SO MUCH. I learned more in an hour than I have at many other webinars. I plan to spread the word for sure! - Thank you for an informative webinar.

⇒ **National Association of Community College Teacher Education Programs (NACCTEP) Educational Partnership:** For the past year, IRIS has been collaborating with NAACTEP to increase awareness of our resources among community college teachers. To enhance this effort, IRIS just became the first Educational Partnership Member of NACCTEP. Through this collaborative opportunity, IRIS will be featured as a partner on NACCTEP's Website, allowed to submit articles in their quarterly newsletter, present at a monthly coffee chat, and be promoted through their social media platforms.

⇒ **Congressional District Staff Visit:** On February 25, at the request of Vanderbilt University's Division of Government and Community Relations, Naomi Tyler presented information about IRIS resources and ways in which these resources are being used to address teacher shortages to Alexander Gonzalez, the national education policy staffer for Senator Marsha Blackburn.

⇒ **Listserv Notices:** Our current contacts list, through which we disseminate our newsletters as well as occasional e-blasts (e.g., announcements about new or revised modules, field-testing opportunities), continues to increase at an outstanding rate, increasing to over 30,000 enrollees this quarter.

⇒ **Social Media:** Our center's social media following and number of engagements continue to grow at a steady pace. As of this report, IRIS has 4,510 followers on Twitter (compared to 4,358 last quarter), yet another sign of sustained growth.

⇒ **Spring Newsletter:** A new edition of our periodic newsletter, the *IRIS Standard*, will be released next quarter to keep our users up-to-date about all things IRIS, including new and upcoming resources, activities with IRIS partners, and a glimpse at our recent Year in Review.

⇒ **IRIS Awards:** This year marks our second annual IRIS Awards! Coinciding with Oscar week, the IRIS awards highlight popular IRIS resources and give us an opportunity to interact with IRIS users across our various social media channels.

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.

❖ **National Resource Center for Paraeducators (NRCP):** To increase awareness about and the use of IRIS resources among paraeducators, IRIS was a Platinum Sponsor for the NRCP Eastern Region Virtual Conference in January. As such, IRIS was featured in a full-page ad in the NRCP booklet, mentioned in the conference welcome message as well as throughout the conference, and promoted through their social media

platforms. Additionally, IRIS wrote an article, which was featured in the organization's newsletter.

❖ **CEC Conference:** In February, IRIS participated in the 2022 CEC Convention & Expo and 100th Anniversary Celebration as both exhibitor and presenter.

  ▪ **Virtual Presentations:** Four IRIS presentations (previously recorded in November and listed below) were available to view during the virtual portion of the conference and will continue to be accessible through July. For the fourth presentation, we were joined by Jill Hilst and Angelica Scruggs, who shared how they have used IRIS resources in the field.

     o *Online Professional Learning for Educators To Support Learning Recovery for Students*
     o *What's New at the IRIS Center: Our Latest Products To Meet Your Ever-Changing Needs*
     o *Using IRIS Resources for Flexible and Timely Professional Development and Personalized Learning in High-Need Topics*
     o *Using IRIS Center Resources To Address Teacher Shortages and Professional Learning Needs: Examples from the Field*

Combined Polling Data for the Presentations
Describe IRIS in One Word.
• PD
• Thorough
• Practical
• Relevant
• Complete
• Comprehensive
• Helpful
• Beneficial

     Each presentation included the option to view and download pertinent IRIS handouts and materials.

  ▪ **Virtual Exhibit Booth:** At the virtual booth, IRIS shared information about our updated classroom behavior management modules and fundamental skill sheets on behavioral practices, other modules on high-need topic areas (e.g., progress monitoring, IEPs, collaborating with families), and professional development options. Additionally, IRIS held a raffle and twenty winners received our "IRIS swag bag", several of which shared their excitement and appreciation on their social media posts. Push notifications were sent to CEC Conference attendees throughout the event to increase awareness of IRIS as well as to increase the number of visits to our booth.

  ▪ **CEC OSEP National Center Teacher Slam Session: Practical Teacher Tools:** In January, we developed a 5-minute video for a program chair invited session at the CEC 100th Anniversary Conference. Participants in the panel were recommended by OSEP and represented its TA&D Centers. The IRIS video

featured the IRIS free Professional Development Certificates and has since been posted to the IRIS YouTube Channel. Click here to view.

❖ **National ESEA Conference:** In February, IRIS hosted a virtual booth at the 2022 Elementary and Secondary Education Act Network (ESEA) Conference. Visitors to our booth were able to view a video about IRIS resources, view and download IRIS handouts, and connect with us through the chat feature. To increase awareness of IRIS and to increase the number of visits to our booth, push notifications were sent to ESEA Conference attendees throughout the event.

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 resources. Notes on our recent activities to this purpose can be found below.

❖ **New TA Products:** This quarter IRIS has developed a number of universal and targeted TA products.

▪ **Resource Spotlights:** IRIS Resource Spotlights are brief but informative overviews of specific resources, module series, or product types. This quarter, we developed a number of these handouts for dissemination during the annual CEC conference and for subsequent use whenever and wherever they might prove useful. The new Spotlights cover our case study resources as a whole, as well as our progress monitoring and mathematics case studies in particular.

▪ **Learning Pathways:** IRIS continues to develop learning pathways to help states and districts develop a structured plan for PD and personalized learning. 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 educator's knowledge and skills. This quarter, IRIS developed eight learning pathways for the Springfield Empowerment Zone Partnership (see below).

❖ **Springfield Empowerment Zone Partnership (SEZP):** In January, IRIS partnered with SEZP, a zone of public middle and high schools in Springfield, MA that are part of the local school district. SEZP was in the process of building out a support program for educators pursuing licensure for teaching students with disabilities and were interested in our PD opportunities. The IRIS TA team created eight learning pathways recommending over 60 IRIS resources to address the Massachusetts

Department of Elementary & Secondary Education (DESE) Subject Matter Knowledge Competency Areas. Competency Areas included:

- Behavior Management Principles of Students with Disabilities
- Differentiated Learning Strategies
- Individualized Education Plans, Behavior Intervention Plans, and Functional Behavioral Assessments
- Assistive Technology
- Educational Terminology for Students with Mild to Moderate Disabilities

⇒ **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, as well as to regularly contact schools and districts whose accounts have expired regarding possible renewal.

- ❖ **Platform Queries:** This quarter, the IRIS TA team met with, performed demonstrations of the School & District Platform for, or sent quotes to school districts in Michigan, San Juan, and Massachusetts.

⇒ **PD Certificates for Educators:** IRIS PD Certificates for Educators allow individual users to pursue certificates for professional development hours.

- ❖ **Top-Five:** IRIS keeps careful tabs on which of our resources are the most popular, and our PD offerings are no different. This quarter 30,355 PD Certificates were accessed. The top-five certificates accessed this quarter are noted below.

Module Title	Certificates Accessed
Accommodations: Instructional and Testing Supports for Students with Disabilities	1,870
Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle	1,824
Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students	1,741
Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices	1,692
Differentiated Instruction: Maximizing the Learning of All Students	1,687

⇒ **Micro-Credentials:** IRIS received ten submissions or resubmissions during this quarter. The submission and award/deny rates are below.

Micro-credential	Submissions	Award	Deny	Resubmissions	Award	Deny
Presentation Accommodations	2	1	1	1	0	1
Response Accommodations	1	n/a	1	2	2	0
Setting Accommodations	2	1	1	1	1	0
Timing and scheduling Accommodations	1	1	0	0	n/a	n/a

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.*

⇒ **Year in Review:** A major undertaking, our annual Year in Review highlights the expanding reach of the IRIS Center through charts, graphs, and infographics. This document is then used to raise awareness about IRIS accomplishments throughout the year that was. We invite you to view our most recent Year in Review.

⇒ **Field-Testing:** This quarter, three faculty were recruited to field-test two modules in the spring: *Classroom Behavior Management (Part 2, Elementary)* and *How Administrators Can Support the Development and Implementation of High-Quality IEPs*, both of which have been partially field-tested. Additionally, this quarter data for the five modules field-tested in the prior quarter were analyzed. The tables below highlight some of these data.

Quality, Relevance, and Usefulness: Faculty and students were asked to rate the quality, relevance, and usefulness of the module using a five-point Likert scale that ranged from 1.0 (Poor) to 5.0 (Excellent).

Module	Respondents	Number of Respondents	Quality	Relevance	Usefulness
Assistive Technology	Faculty	1*	5.0	5.0	5.0
	Students	47	4.1	4.5	4.3
Classroom Behavior Management (Part 1)	Faculty	1	5.0	5.0	5.0
	Students	62	3.5	3.7	3.5
Classroom Behavior Management (Part 2, Elementary)	Faculty	1	5.0	5.0	5.0
	Students	17	4.3	4.2	4.5
Classroom Behavior Management (Part 2, Secondary)	Faculty	1	4.0	5.0	5.0
	Students	46	4.1	4.2	4.1
Family Engagement	Faculty	1	5.0	5.0	5.0
	Students	55	4.0	4.3	4.2

*Only one of two faculty members completed the faculty survey.

Student- Average Rating: Students were asked to rate the extent to which their awareness of, knowledge of, and ability to use evidence-based practices (EBPs) increased as a result of using the IRIS Module. They rated these items using a five-point Likert scale ranging from 1.0 (Not at All) to 5.0 (Extremely).

Module	Number of Respondents	Awareness of EBPs	Knowledge of EBPs	Ability to Use EBPs
Assistive Technology	47	4.1	4.2	4.1
Classroom Behavior Management (Part 1)	62	3.8	3.9	3.7
Classroom Behavior Management (Part 2, Elementary)	17	4.4	4.4	4.0
Classroom Behavior Management (Part 2, Secondary)	46	4.2	4.3	4.2
Family Engagement	55	4.1	4.2	4.0

⇒ **IRIS Pilot Virtual Workshop for OSEP Interns Six-month Follow Up Survey:** Last summer, IRIS completed a virtual workshop to increase doctoral students' knowledge of IRIS and how IRIS resources can be used in course instruction. Targeting OSEP interns, doctoral students, and doctoral candidates, participants learned how to use free online resources from the IRIS

Center to deliver content about evidence-based practices in their future courses. Six months later, participants completed a follow-up survey to further evaluate the workshop. Feedback from the survey indicate the workshop was a success.

Evaluation survey data indicate that 100% of participants indicated that since participating in the workshop, their understanding of how to use IRIS Center resources has increased extremely (5) or moderately (4), based on a five-point Likert scale.

> **Participant Comments**
>
> - "I loved the IRIS workshop! I am grateful that I had the opportunity to learn about the resources available through IRIS. My hope is that more colleagues become aware of the wealth of resources provided through IRIS."
> - "I am thankful for the opportunity to have had the chance to participate in the workshop."

⇒ **Prep Talks:** Survey respondents for our first two Prep Talks—one with the PROGRESS Center on February 11 and the other with AEM and Bookshare on March 11—were overwhelmingly positive. The data are included in the Dissemination section above.

⇒ **External Evaluator:** Sarah Heinemeier of Compass Evaluation and Research continues to analyze data accessed through GoogleAnalytics, which helps the IRIS team make development and dissemination decisions. This quarter, she analyzed a variety of data that were reported in the Year in Review (see above). Additionally, she analyzed our quarterly data and created a full report (see attached), which includes information on Website visits, visitors, user acquisitions, pages viewed per session, page depth, session duration, and more. Of particular interest to the U.S. Department of Education might be the outbound traffic data (see pp. 7-8)—where IRIS users go after leaving the IRIS site, often via recommended materials or embedded links in IRIS resources. Once again, and consistent across quarters, the top outbound site is ies.ed.gov (Institute for Education Sciences); other OSEP-and ED-funded centers are frequent destinations as well (e.g., CPIR, CEEDAR, NCII, Center on Instruction, the National Professional Development Center on Autism Spectrum Disorder). And our Kahoot! Quizzes, which have been a consistent top outbound destination, are now in second place validating the use of these formative assessment tools for both IHE and PD use.

⇒ **Evaluation Projects:** The IRIS evaluation projects below are supported by a subcontract to the University of Georgia (UGA), coordinated and managed by Dr. Kristin Sayeski.

❖ **Impact Survey II (Fall 2021):** In 2019, the UGA evaluation team conducted a survey of IRIS users (Impact Survey I). Respondents included faculty, university students, professional development providers, and professional development recipients. In early December, a similar survey (Impact Survey II) was conducted (via our Website and listserv) to determine whether there have been changes in who IRIS users are,

which IRIS open-educational resources (OERs) are used, how IRIS OERs are used, and the perceived value of IRIS OERs. The survey remained open through January 2022. An initial summary of the findings is outlined in an infographic developed by Dr. Sayeski (see attached). Of interest:

- Although GoogleAnalytics data, which can only track online resource engagement, show relatively limited use of resources that are downloadable PDF files (i.e., case studies, activities, fundamental skill sheets), respondents indicate that they use these types of IRIS resources as much as, or more than, the fully Web-based IRIS Modules.
- Respondents reported more use of "lesser known" resources (i.e., activities, fundamental skill sheets, PD tools) than was reported in 2019.
- Over half of the respondents indicated that the COVID-19 pandemic influenced the way that they utilized IRIS resources, either via increased or different use.

The survey also contained feedback to a series of open-ended questions from nearly 1,100 respondents. Those responses are currently undergoing qualitative analysis and will be reported in the next quarterly report.

⇒ **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 2,715 respondents to this survey. The tables below contain a bit more information about those respondents.

Table 1. Current Positions

Respondents	Number
College Student	827
Graduate Student	544
Experienced Teacher	499
Instructional Assistant/Paraprofessional	342
New Teacher	254
Other	90
School Leader	83
College Faculty	34
Missing	20
PD Provider	19
Parent	3
Total	2,715

Table 2. Education Areas

Response	Number
Special Education	904
General Education	836
Early Childhood Education	492
Other	240
Early Childhood Special Education	148
Missing	57
Early Intervention Services	38
Total	2,715

Table 3. Module Ratings

	Mean Ratings
Quality	4.6
Relevance	4.6
Usefulness	4.6

⇒ **Website Visitor Data**: During this quarter, GoogleAnalytics data showed 1,081,699 visits to the IRIS Website, a decrease of 4.2% over the same period in 2021. As depicted in the graph below, this year's monthly data reflect the typical "IRIS spider" pattern (monthly use increases at the beginning of the spring semester—January and February—and subsequently decreases in March—generally due to spring breaks). We hypothesize that we are seeing a slight decline in the pandemic-related boosts of 2020 and 2021 and continue to work on strategic communications plans for 2022 to build on those early boosts.

Visits to IRIS Website by Month
(Google Analytics Data Only)
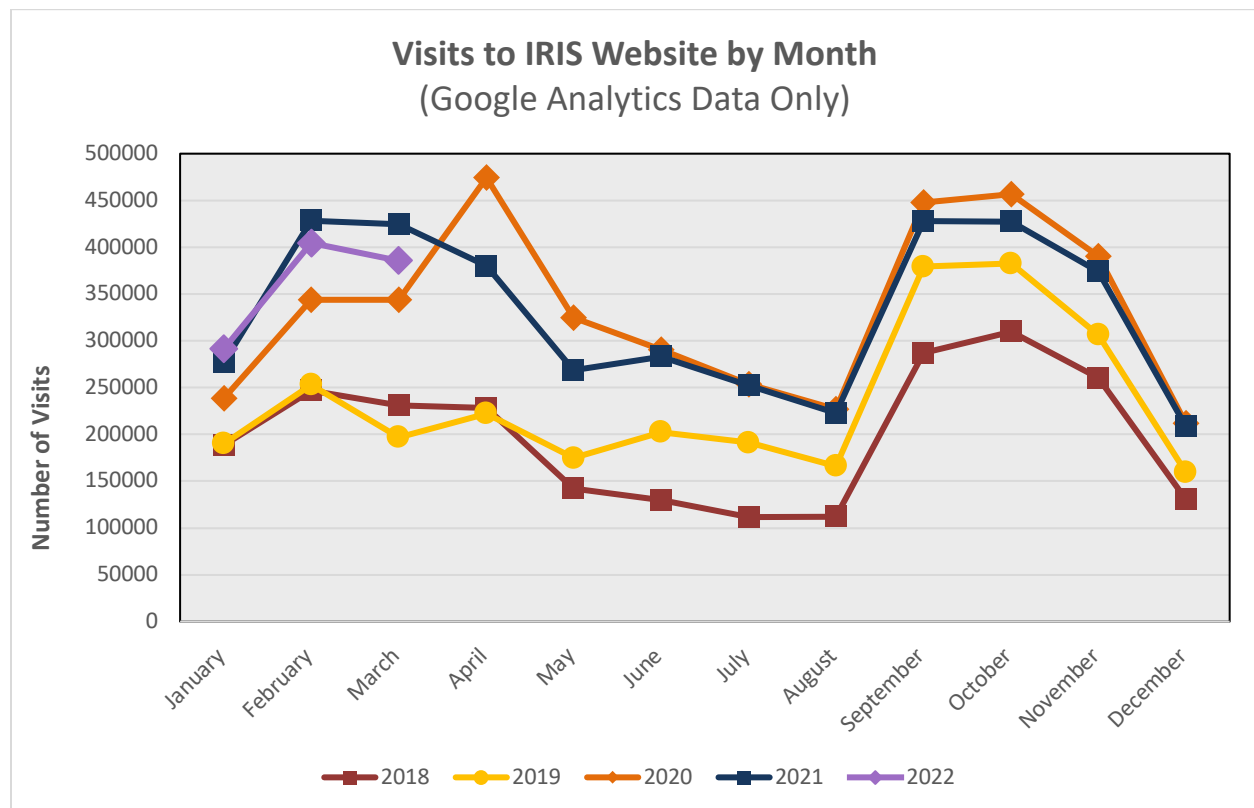
COLLABORATION & WORKGROUP ACTIVITIES: *IRIS works in collaboration with other national centers, nationally recognized education experts, and our own IRIS Ambassadors and Workgroups to improve our ability to develop resources, disseminate information about all things IRIS, and offer technical assistance 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.

❖ **University of Central Florida, Debriefscape Stepping-up Grant:** Dr. Angelica Fulchini-Scruggs serves as the IRIS liaison for the OSEP-funded Stepping Up Grant: *DebriefScape™ Suite: Personalized Dashboard and Open Education Resources for STEM Coaches to Support Special Education Teachers*. IRIS' role in the UCF Stepping Up grant is to help align IRIS open access educational resources to be embedded in

the Debriefscape tool to help support special education teachers in the critical areas of science, technology, engineering, and mathematics (STEM). During this quarter, Dr. Scruggs supported the IRIS-Debriefscape collaboration by identifying IRIS resources that align with six teacher skill areas: establish learning environments; provide constructive feedback for behavior; design instruction; adapt tasks and materials; strategies to promote engagement; and provide constructive feedback for learning. More topic areas and IRIS resources will be identified next quarter.

❖ **Ci3T:** In collaboration with the center for Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T), IRIS is nearing completion on the development of the second fundamental skill sheet that describes a low-intensity strategy for virtual learning environments. As noted above, this new resource on virtual precorrection will be posted to the IRIS Website next quarter. Ci3T will also provide a link for its users.

❖ **TIES Center:** As mentioned above, IRIS is collaborating with 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.

❖ **NCII and PROGRESS Center:** Representatives from IRIS, the National Center on Intensive Intervention (NCII), and the PROGRESS Center continue to meet monthly (as needed) to share ideas and to discuss possible collaborative efforts. Below are examples of collaborative efforts this quarter.

  ▪ **NCII:** Because of overlapping goals of IRIS and NCII, we are perfect dissemination partners and continue sharing information about the other's resources. Additionally, 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 5.

  ▪ **PROGRESS Center:** This center was the first OSEP-funded center to be featured in our IRIS Prep Talks (see the Dissemination section for more on this).

❖ **Educators Rising:** IRIS is working with representatives from Educators Rising, a movement that provides Grow Your Own programming, to embed IRIS resources into their national curriculum for high school students. This quarter, IRIS met with representatives of Education Rising to discuss next steps. More, IRIS developed a crosswalk of our resources that align with Educators Rising year two curriculum. We are excited about this opportunity to partner with this new user group.