



The IRIS Center Quarterly Report Year 1, Quarter 4

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Quarterly Report July – September 2023

Our Quarter at a Glance: The IRIS Center presents these quarterly reports as a narrative of our efforts and as 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 partnered with other centers and SEAs in the areas of development, dissemination, and evaluation.
- In collaboration with CAST, we revised the module *Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students*.
- We began revising *Functional Behavioral Assessment*, another high-use module that, due to its large size, will be broken into three separate modules. Content for the first was completed.
- We made a host of updates to the Website and our online tools.
- IRIS revised the entire collection of Module Wrap-Around Content Maps.
- We kicked off our fall IRIS Prep Talk series for faculty, all of which align to OSEP initiatives and priorities, with a session on centers that develop resources aligned with the guidance on positive supports for behavior and discipline.
- Under the direction of our external evaluator, we began two IRIS Impact Stories.

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 2 Work Plan:** During this quarter, we drafted a preliminary Year 2 Work Plan. We will finalize the work plan early next quarter and submit to our project officer for review.
- ⇒ **Careers at IRIS:** This quarter we hired a new editor, Nicholas Shea. Not only does he have years of editing experience, but he has also served as a paraeducator in more recent years and has special education knowledge and classroom experience. His expected start date is October 2. Additionally, we have been reviewing applicants for two other positions: an educational consultant and a part-time video editor to assist with graphics and other visual elements. Because we have been unable to hire a senior programmer (web developer), we are now working with two programmers from Vanderbilt University IT on a short-term basis while we explore other options.
- ⇒ **Quarterly Progress Reviews:** At the end of each quarter, we conduct progress reviews with individual staff members to discuss progress on established goals and projects, areas for

improvement, and areas of concern. These reviews were conducted the last week of September.

- ⇒ **Website Infrastructure:** This quarter, our webmaster and our senior programming consultant spent a considerable amount of time addressing two issues related to our PD Certificates for Educators: First, users were getting a “busy” icon (i.e., a spinning ball) when moving through the checkout process. Although this is normal, occasionally the spinning did not resolve, and users could not put the module in the cart. A temporary measure was put into place until the issue was resolved. Second, pretest and posttest scores were not correctly matched to the user. This has also been addressed.

- ⇒ **Website Accessibility:** In the past, IRIS has used accessiBe—a website plug-in that helps organizations comply with ADA and WCAG 2.1 guidelines for website accessibility. Because of the soaring costs of accessiBe, after extensive research this quarter we switched to UserWay, which offers a comparable service at a more affordable pricing structure.

- ⇒ **Website Updates:** This quarter, we began updating the IRIS website and will continue to do so during the next quarter. This update consisted of adding, deleting, moving, and replacing items. Although updates this quarter are noted below, there were two major updates: First, we deleted numerous resources that were outdated or not heavily used. Second, based on feedback from faculty at the 2022 TED Conference, we created a page to archive items that were out of date but that constituents wanted continued access to.
 - ❖ Added
 - Universal Design for Learning topic area added to IRIS Resource Locator (IRL)

 - ❖ Deleted
 - For Independent Learners section deleted from Resources tab
 - Sample Syllabi Collection deleted from For Faculty section
 - Curriculum Matrices Collection deleted from For Faculty section
 - Age Groups/Grades search feature deleted from IRL
 - IRIS Alignment Tools link under Resources tab

 - ❖ Moved to the newly created Archived Resources section under the Resources tab
 - SiMR and CEEDAR ICs alignment tools
 - Modules
 - *Guiding the School Counselor: An Overview of Roles and Responsibilities*
 - *School Nurses: Roles and Responsibilities in the School Setting*
 - *Content Standards: Connecting Standards-Based Curriculum to Instructional Planning*
 - *Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities*

 - ❖ Replaced the existing School & District Webpage with the new [IRIS+ School and District Platform](#) page

⇒ **Google Analytics Data Extraction:** As of July 1, the standard Google Analytics (GA) data processing system, known as Universal Analytics (UA), stopped processing data. Those using GA were required to switch to GA4, the upgrade. In addition, users had to download and store any historical UA data because it would eventually be deleted from the Google servers. IRIS has roughly 12 years of UA data records, with as many as 4 million sessions per year, so this resulted in significant data download and storage issues. We hired a GA4 consultant, Grace Guste, to help us do this. During the past quarter, she created a custom script to extract data from UA and load it into BigQuery, which is a data warehouse for data storage. This saved IRIS approximately \$2,000 in extraction costs because it eliminated the need to buy a program to do this. In addition, she has been working on numerous UA reports (e.g., events, frequency versus recency, new versus returning users, users by month, users by quarter). (Learn more in the Evaluation section.)

COLLABORATION & WORK GROUP ACTIVITIES: *IRIS works in collaboration with other national centers, nationally recognized education experts, and our own IRIS Ambassadors and Work Groups 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.

- ❖ **NCII and PROGRESS Center:** Representatives from IRIS, the National Center on Intensive Intervention (NCII), and the PROGRESS Center meet monthly (as needed) to share ideas and discuss possible collaborative efforts.
- ❖ **CAST:** IRIS collaborated with CAST to revise our module *Universal Design for Learning: Creating a Learning Environment That Challenges and Engages All Students*, which was posted to the Website in August. (For more on this, view the Product Development section.)
- ❖ **National Center on Accessible Educational Materials (AEM):** As part of the *Universal Design for Learning* module revision, IRIS interviewed three AEM representatives (see the Product Development section).
- ❖ **National Association of Community College Teacher Education Programs (NACCTEP):** As an NACCTEP Education Partner, IRIS recorded a podcast in September to share information about the center and several new and updated modules with community college faculty across the nation (see the Communication & Dissemination section).
- ❖ **Educators Rising:** This organization, which is considered a Grow Your Own program, has a national curriculum that is included in high school classes and after-school programs for students who want to become teachers. IRIS began collaborating with

Educators Rising in July 2022 (IRIS 4) to develop a crosswalk of IRIS resources that align with the organization’s Year Two curriculum so that they could embed those resources, with instructions and tips for teachers, into the curriculum. This quarter Educators Rising shared a draft of their Special Education Advanced Topics lesson. This five-day lesson is built into a PowerPoint, which begins with a slide noting that the lesson was created in partnership with the IRIS Center, provides a summary of the center, and features the IRIS logo. Subsequently, IRIS is featured in the following ways:

- Day 2—There are three references to the IRIS Center related to the ABC model and appropriate consequence, as well as links to two interactive activities in the *Functional Behavioral Assessment* module.
- Day 3—IRIS is referenced for content on assessment.
- Day 4—IRIS is heavily referenced for content related to functional behavior assessments and curriculum-based assessments. Numerous links are provided to IRIS material, including module content; examples and demonstration videos; a challenge video; and practice opportunities in the modules *Functional Behavioral Assessment*, *Progress Monitoring: Reading*, and *Progress Monitoring: Mathematics*.
- Day 5—This day, which focuses on family engagement, draws heavily from the IRIS Module *Family Engagement*. The curriculum for this day includes watching the Challenge video for this module as well as viewing the module’s content related to getting to know families, their roles, and barriers to their engagement.

❖ **Alabama State Department of Education:** Along with our external evaluator, Sarah Heinemeier, we are partnering with the Alabama State Department of Education to develop an IRIS Impact Story. (To learn more, see the Evaluation section.)

❖ **Texas Education Service Center, Region 20 (ESC-20):** Along with our external evaluator, Sarah Heinemeier, we are also partnering with ESC-20—one of 20 Education Service Centers in Texas that “support local districts in attaining the missions, goals, and objectives set forth by the Texas Education Agency” and one of five that support transition—to develop an IRIS Impact Story. (To learn more, see the Evaluation section.)

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 and in today’s classrooms by teachers, as well as by PD providers.*

Product Development Identification Process: IRIS will continue to use data to guide the development and revision of IRIS resources.

- ⇒ **Identification of Resources:** This quarter, we began reviewing data from the 2023 User Survey to guide IRIS 5 resource development during Year 2 and beyond. Overall, classroom behavior management garnered the most requests for additional resources (based on the combined ratings of faculty, PD providers, and independent learners). This aligns with OSEP’s recent guidance on positive and proactive approaches to discipline as well as the IRIS analytics data, which indicate that our resources on behavior are the most sought after. Although we had already planned to revise the module *Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan*, this validates that the revision of this module should be prioritized. During this revision, this module will be divided into three modules to better meet the needs of our constituents (for more on this, see the Modules section).
- ⇒ **Revision of Existing Resources:** To identify and prioritize resources to be revised, IRIS is conducting a crosswalk between the date the resources were developed, the number of visits they receive (analysis of Google Analytics data), and current need (based on the IRIS User Survey data and the Secretary’s priorities). This process is underway, and the resources to be revised will be reported in a Year 2 quarterly report.

Modules: As 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 a few.

- ⇒ **Universal Design for Learning:** We completed the revision of the module [Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students](#). The content, which was developed by two CAST implementation specialists under IRIS 4, was “IRISized” using IRIS 5 funding. The greatly revised and enhanced module, which was posted on August 11, now aligns with CAST’s updated framework; addresses learner variability and learner agency; includes sixteen interviews with representatives from CAST, the National Center on Accessible Educational Materials (AEM), and a teacher; and offers six new interactive activities. Additionally, implementation examples and practice opportunities are provided for elementary, middle, and high school levels in different subject areas—just one way the module promotes the use of UDL.
- ⇒ **Functional Behavioral Assessment:** We are in the process of revising our module *Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan*. Dr. Johanna Staubitz, director of Vanderbilt University’s applied behavioral analysis (ABA) program, began revising the content in June. Because consumer feedback indicates that this module takes a considerable amount of time to complete and contains an abundance of information, based on Dr. Staubitz’s recommendation, we decided to divide the content into three modules. The first, which will focus on understanding behavior, will

be broad enough to pair with other modules in our behavior management series. The second will focus on the process of conducting a functional behavioral assessment. And the third will provide information on how to develop a behavioral intervention plan (BIP). Dr. Staubitz delivered the content for the first module in July, at which time the IRISizing began. Team reviews were conducted in August and September. During the next quarter, we will complete the Challenge video, Wrap-Up, and audio interviews. We anticipate posting this module by the end of next quarter. Although content outlines were developed for the second and third modules, the content will be developed in upcoming quarters.

- ⇒ **Progress Monitoring:** Our modules *Progress Monitoring: Mathematics* and *Progress Monitoring: Reading* are currently being revised in accordance with feedback from an external panel of reviewers. For this revision, we will update the research with some recent findings, clarify some content, and expand the content to include more information about making data-based instructional decisions. As part of this expansion, we will develop a video and an accompanying IRIS Information Brief to illustrate a method for evaluating students' progress. We anticipate completing this revision next quarter.
- ⇒ **Classroom Diversity: An Introduction to Student Differences:** Our module *Classroom Diversity: An Introduction to Student Differences* will be revised in Year 2 to reflect changes and updates within the field. Additionally, the videos within this module will be updated with new images. Although preliminary work has begun, the revised module will be completed in an upcoming year.
- ⇒ **Title Changes:** While reviewing data for resource usage, we noticed that two modules—[*Study Skills Strategies \(Part 1\): Foundations for Effectively Teaching Study Skills*](#) and [*Study Skills Strategies \(Part 2\): Strategies that Improve Students' Academic Performance*](#)—were not receiving as many visits as would be expected, given that the content in the modules is in high demand. Our theory is that although users would value the content, they are not using the modules because the titles do not effectively communicate the content that is covered. For this reason, we decided to experiment with titles. While the currently titled modules will continue to be available, early next quarter we will also post these modules with revised titles that we think will garner more visits: *Executive Functions (Part 1): Understanding Why Some Students Struggle* and *Executive Functions (Part 2): Strategies to Improve Students' Academic Performance*. We will monitor the Google Analytics usage data to see if simply changing the title will result in more individuals using these modules.

Case Studies: These multipart resources ask users to analyze and respond to several problem-based classroom issues and challenges—for example, classroom norms and expectations, algebra instruction, or classroom arrangement—through increasing levels of complexity and detail.

- ⇒ **Reading Case Studies:** Although initial work on revising the first of three reading case study units (including *Comprehension and Vocabulary: Grades 3–5*, *Early Reading*, and *Fluency*

and Word Identification: Grades 3–5) began in previous quarters, this work was put on hold last quarter. Work on these case study units will resume in the coming quarter.

⇒ **Math Case Studies:** This quarter, Kim Paulsen began revising a pair of algebra case studies. As the original content developer and an expert in this area, she reviewed the content and determined that revisions should include updated research references and additional STAR Sheets on note-taking and foldable activities. We anticipate posting these case studies at the end of the semester to avoid disrupting coursework during the semester.

⇒ **IRIS Interviews:** After conducting interviews with experts and practitioners for the module *Universal Design for Learning: Creating a Learning Environment That Challenges and Engages All Students*, we realized that we had more audio clips than we could feasibly incorporate into the module. As such, we created three stand-alone IRIS interviews, all of which delve deeper into the content and expand the dialogue around UDL. These interviews, which are linked within the module and can also be accessed independently through our IRIS Resource Locator, are titled:

- [Universal Design for Learning \(UDL\): Overview and Future Direction](#) (Lindsay E. Jones)
- [Universal Design for Learning \(UDL\): A Teacher's Implementation](#) (Sarah Wisecarver)
- [Universal Design for Learning: Creating an Equitable Classroom](#) (Jenna Gravel and Nicole Tucker-Smith)

⇒ **Book Tool:** We once again worked with Mary Anne Prater-Doty to update the Children's Book Tool. This year she reviewed and recommended 69 books to add to this collection. This tool now includes more than 620 books about individuals with disabilities, which are appropriate for students ranging from preschool through 12th grade and beyond.

⇒ **Film Tool:** IRIS updated the Film Tool, adding 12 new films that catalogue the portrayal of individuals with disabilities in motion pictures. This tool includes the title of the film, year, distributor, a brief synopsis, and the disability it portrays. This tool is intended to stimulate discussion around the ways in which individuals and groups are portrayed in popular media.

COMMUNICATION & DISSEMINATION: *IRIS communicates and disseminates news of its resources through a wide variety of means, both universal and targeted. The IRIS Website, awareness activities, conference presentations and exhibition appearances, and a multipart social media presence are all key components in our plan to increase awareness of IRIS resources about EBPs and services.*

Communication and Dissemination Strategic Planning: IRIS will continue to use data to guide our communication and dissemination efforts.

⇒ **Dissemination and Communication Plan:** Next quarter, we will develop a dissemination and communication plan. To help us determine the most effective means of reaching our constituent groups, we reviewed the IRIS 4 User Survey data that was collected early in

2023 about preferred ways to receive updates or information from IRIS. The data indicate that most constituents prefer to receive information through a listserv notice. Although we will prioritize this method of communication and dissemination, we will also consider ways to broaden our efforts to reach new audiences.

- ⇒ **Dissemination Community of Practice:** This quarter, IRIS representatives participated in the Dissemination Community of Practice (CoP) for OSEP’s Technical Assistance Centers. The goals of the CoP are to amplify each other’s voices; gain knowledge and strategies to further each center’s dissemination reach; make communications more accessible and culturally appropriate; and improve evaluation of dissemination efforts. By participating in this group, IRIS hopes to discover innovative ways to reach new and diverse audiences. In July’s meeting, Naomi Tyler, the IRIS Center director, [presented on IRIS dissemination analytics \(the IRIS presentation starts at 53:20\)](#).
- ⇒ **Deactivation of X/Twitter Account:** Based on the data mentioned in the above presentation, IRIS discontinued its X/Twitter account. Despite a following of more than 4,700 individuals and an active account that posted numerous times per week, actual click-throughs from this social media platform to the IRIS Website and its resources were minimal. This user behavior correlated with the IRIS 4 User Survey response data, which indicated IRIS consumers do not prefer to get information via social media.

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:** During fall 2023, IRIS kicked off a new three-part interactive Prep Talk series, which introduces teacher educators to OSEP-funded centers and their resources that relate to federal priorities. Representatives from these centers will share resources and discuss ideas for incorporating them into the design and delivery of teacher preparation courses. This fall’s sessions focus on:

- ❖ **OSEP Guidance on Positive Supports for Behavior and Discipline (September 22):** This IRIS Prep Talk featured Heather George from the Center on Positive Behavioral Interventions & Supports (PBIS); Kathleen Lane from Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T); and Johanna Staubitz from the Vanderbilt Applied Behavior Analysis program. The session was attended by 11 college and university faculty who all provided positive feedback about the session. Eight participants responded to the welcome poll, 10 to the wrap-up poll, and two to the exit survey. Overall, the average quality, relevance, and usefulness ratings (based on a 5-point Likert scale) were 4.9, 5.0, and 5.0, respectively. Respondents also

IRIS Prep Talk Feedback

“This was excellent! Three presenters with < 10 mins each was great pacing - enough time to highlight key resources and then the handouts are so helpful to be able to explore more.”
(September 22, 2023)

rated the extent that their awareness of IRIS resources increased; 50% indicated it had increased *extremely* and another 30% indicated it had increased *very*. Although participants' responses were overwhelmingly positive, attendance was low.

- ❖ **Expect, Engage, and Empower: Successful Transitions for All! initiative (October 12):** This IRIS Prep Talk on transition will feature Mary Morningstar and Deanne Unruh from the National Technical Assistance Center on Transition: The Collaborative (NTACT:C).
- ❖ **Universal Design for Learning (November 6):** For this IRIS Prep Talk on UDL, we will be joined by Susan Shapiro and Shauntā Singer from CAST (the content experts who revised the IRIS UDL module) as well as Jordan Lukins, who IRISized the module content.

As we develop the Year 2 Work Plan, we will consider whether to host an IRIS Prep Talk series in the future. Given that the amount of time required to organize and prepare for a Prep Talk session is substantial and attendance for these sessions is historically low, we will be carefully reviewing the data for the next two sessions to determine if these activities are an effective means of disseminating information. Additionally, we decided not to record the fall Prep Talk series. Again, the number of views for previously recorded Prep Talks did not warrant the time and effort required to prepare the video for posting (e.g., editing the transcript, adding closed captioning).

⇒ **Module Awareness Webinars:** This quarter, IRIS hosted four awareness webinars in August to disseminate information about three recently posted modules. To better meet the needs of our constituents, we conducted webinars for college and university faculty (i.e., faculty webinars) as well as for educators, school leaders, and professional development providers (i.e., educator webinars). These webinars featured the modules:

- ❖ *Addressing Challenging Behaviors (Parts 1 and 2, Secondary)*— August 8 (faculty webinar)
- ❖ *Addressing Challenging Behaviors (Parts 1 and 2, Secondary)*— August 10 (educator webinar)
- ❖ *Universal Design for Learning*— August 20 (faculty webinar)
- ❖ *Universal Design for Learning*— August 20 (educator webinar)

IRIS Webinar Feedback

- *“Well articulated and organized logically. Please keep doing these sessions as new/revised modules are available.”*
- *“. . . clear detailed presentation. I appreciate the input regarding student comments and how to be successful using the modules.”*

For each webinar, participants were asked to rate the extent to which their awareness of IRIS resources increased using a 5-point Likert scale ranging from 1 (*not at all*) to 5 (*extremely*). They were also asked to rate the webinar's quality, relevance, and usefulness using a 5-point Likert scale ranging from 1 (*poor*) to 5 (*excellent*). Following are the results for each webinar. Although participants' responses were overwhelmingly positive, attendance was low. Given the amount of time required to host a webinar, we will be

considering alternate methods to disseminate information about new resources more effectively and efficiently.

	Number of Participants (Respondents)	Increased Awareness of IRIS Resources	Quality (Avg Rating)	Relevance (Avg Rating)	Usefulness (Avg Rating)
<i>Addressing Challenging Behaviors</i> (Faculty)	3 (3)	<ul style="list-style-type: none"> Extremely or Very: 66.6% Somewhat: 33.3% 	5	5	5
<i>Addressing Challenging Behaviors</i> (Educator)	8 (6)	<ul style="list-style-type: none"> Extremely or Very: 40% Somewhat: 60.0% 	4.4	4.4	4.4
<i>Universal Design for Learning</i> (Faculty)	8 (7*)	<ul style="list-style-type: none"> Extremely or Very: 83.3% Somewhat: 16.7% 	4.7	4.3	4.3
<i>Universal Design for Learning</i> (Educator)	14 (11*)	<ul style="list-style-type: none"> Extremely or Very: 88.9% Somewhat: 11.1% 	4.3	4.2	4.5

* Because the exit poll was anonymized, the number of unique visitors was impossible to determine.

- ⇒ **CEC Partner Solutions Directory:** Information on IRIS was updated in the [CEC Partner Solutions Directory](#), in which IRIS is a showcase partner. The information available on IRIS for the 2023–2024 school year includes information about IRIS and descriptions and links to 10 featured resources, five informational handouts, and five IRIS YouTube videos.
- ⇒ **Pathways Alliance:** In August, an IRIS representative attended a webinar hosted by the U.S. Department of Education, *Developing High-Quality Registered Apprenticeship Programs to Address Teacher Shortages: National Guidelines for Apprenticeship Standards*. During the webinar, IRIS learned about Pathways Alliance, a “coalition of leading organizations dedicated to supporting and implementing diverse and inclusive educator preparation pipelines, including teacher residency programs.” Subsequently, IRIS submitted a number of resources—the overall IRIS Website, IRIS Learning Pathways, and the For PD Providers section of the IRIS Website—to be considered for inclusion in this organization’s resource library.

- ⇒ **National Association of Community College Teacher Education Programs (NACCTEP) Podcast (upcoming):** As an NACCTEP Education Partner, IRIS was invited to share about the IRIS Center and recently posted resources. In this [NACCTEP Now podcast \(episode 24\)](#), which was recorded on September 5 and posted on September 19, Sarah Semon shared about our recently posted modules (the two-part module series on addressing challenging behaviors at the secondary level and the revised module on Universal Design Learning [UDL]), overviewed the fall IRIS Prep Talks Priority Practice Series, and offered tips for incorporating IRIS resources into community college courses.
- ⇒ **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 grow at an outstanding rate, increasing to 69,580 total enrollees this quarter.
- ⇒ **Social Media:** Our center’s social media following and number of engagements continue to grow. As of this report, IRIS has 3,194 followers on Facebook, 1,556 on LinkedIn, and 1,390 on YouTube. As mentioned above, the IRIS account was deactivated on September 4, 2023.

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 recently conducted and upcoming presentations is below.

- ⇒ **OSEP Project Directors’ Conference:** IRIS attended the in-person 2023 OSEP Combined Leadership and Project Directors’ Conference July 24–26 in Arlington, Virginia. The attendance at our presentation *Are You Using IRIS Resources Effectively? Your Students May Disagree* was greater than expected, with approximately 75 attendees. Forty attendees completed the postpresentation survey. Using a 5-point Likert scale, they rated quality, relevance, and usefulness as 4.7, 4.5, and 4.5, respectively. Additionally, 90% of respondents reported that their awareness of IRIS resources had increased *extremely* (40%) or *very* (50%). Throughout the conference, we also met with colleagues from other centers (e.g., National Center for Systemic Improvement, CAST, National Center on Accessible Educational Materials, Bookshare) to discuss collaborative efforts.

OSEP Project Directors’ Conference Presentation Feedback

- *“I was only somewhat aware of IRIS but was interested in learning more as I plan my first syllabus. I learned about so many resources that I can incorporate. Such a fabulous website!”*
- *“Appreciate the work that the IRIS Center has done over the years. The resources have been invaluable. Thank you for all your work and efforts.”*
- *“Thank you! IRIS modules are amazing – students often comment on how they enjoy them and actually asked for more! I am going to use the activity sheets in class and the skill sheets.”*

⇒ **School SLP Conference:** On August 4, 2023, at the request of the [Vanderbilt Medical Center's Child Language and Literacy Lab](#) (CLLL), IRIS presented at the 11th Annual School SLP Conference at Vanderbilt. The goal of the hybrid conference was to meet the professional development needs of school speech-language pathologists. The two-hour IRIS session showcased four resources: IRIS Modules, their accompanying PD Certificates of Completion, Fundamental Skill Sheets, and Information Briefs. The 38 participants (nine in person, 29 virtual) spent time exploring each of those resources in topics of need or interest and then brainstormed ways that they could use them in their own work, share them with colleagues and parents, and use them for onboarding and professional development for new hires and SLP assistants. The session was also recorded and available for remote access through August 31, 2023. Twenty participants filled out the post presentation survey, which utilized a 5-point Likert scale. The results were positive, with average scores of 4.5, 4.3, and 4.4 for quality, relevance, and usefulness, respectively. Additionally, 95% of respondents reported that their awareness of IRIS resources had increased *extremely* (60%) or *very* (35.0%).

School SLP Presentation Feedback

- *"This will save me so much time to help support & train staff members! Very grateful to know about this resource."*
- *"This was GREAT! Keep making more videos, modules, and Fundamental Skill Sheets. Wonderful!"*

⇒ **Statewide Leadership Meeting in Missouri:** In August, at the request of a Missouri compliance officer who attended the IRIS PD Provider Workshop in June, IRIS presented at the Missouri Statewide Leadership Meeting for compliance officers and general education supervisors. During this presentation, we provided an overview of the IRIS Website and shared tips for PD providers on how to integrate IRIS resources into trainings. Afterward, we developed and delivered a curated list of IRIS resources that aligned with their statewide priorities for the 2023–2024 school year.

⇒ **2023 Annual International Division on Career Development and Transition (DCDT) Conference (upcoming):** IRIS will host a booth to exhibit IRIS resources related to postsecondary transition at the Annual DCDT Conference in Reno, NV, October 18–21.

⇒ **2023 Annual Teacher Education Division (TED) Conference (upcoming):** IRIS will present exciting new and updated IRIS resources to support teacher preparation programs at the 2023 TED Conference in Long Beach, CA, October 30–November 2. Sessions include:

- ❖ *Are You Using IRIS Resources Effectively? Your Students May Disagree* (Single Paper Session)
- ❖ *All the Latest Resources and Online Tools from the IRIS Center* (Quick Chat)
- ❖ *Doctoral Students and Early Career Faculty: Using IRIS Resources for Course Planning* (Hands-On Workshop)

⇒ **CEC 2024 Convention & Expo:** IRIS will host an exhibit booth at the CEC 2024 Convention & Expo in San Antonio, TX, in March 2024. Additionally, IRIS submitted four presentation proposals. Although we have yet to hear back as to whether they have been accepted, we expect confirmation early next quarter.

TECHNICAL ASSISTANCE & TRAINING: *IRIS works to increase the knowledge and capacity of faculty and professional development providers to use IRIS resources to instruct their target audiences about evidence-based practices (EBPs). By doing this, we hope to increase their capacity to infuse IRIS resources about EBPs in college and university educator preparation programs and in state- or district-initiated PD activities.*

Universal TA & Training Tools: To help faculty and PD providers effectively infuse IRIS resources into their coursework and PD activities, IRIS provides an assortment of universal tools that are accessible on the IRIS Website. The following tools have been revised this quarter:

⇒ **Tip Sheets:** This quarter, the *Top Tips for Faculty* and *Top Tips for Professional Development Providers* were revised. The *Top Tips for Faculty* includes more recommendations for using IRIS Modules and Case Studies, a new section on how to use the Coursework Planning Forms to effectively integrate IRIS resources into individual courses, and examples of how to incorporate IRIS resources across programs without overusing them. The *Top Tips for Professional Development Providers* includes information about the Learning Pathways and examples of Planning Forms. The corresponding Website pages that include a more expanded version of these tips were also updated to reflect these changes.

⇒ **Coursework Planning Forms:** The Coursework Planning Forms, a collection of seven fillable forms designed to help faculty revise either their individual courses or overall curricula for the initial preparation of education professionals, have been reviewed and will be revised early in the next quarter. Updates will include options for thinking about all IRIS resources, as well as a new Planning Form that focuses on a specific topic (e.g., IEPs, behavior) and how IRIS resources can be distributed across classes and semesters.

⇒ **Wrap-Around Content Maps:** This quarter, IRIS revised our collection of Wrap-Around Content Maps for 69 modules to reflect our updated collection of information briefs, to include new resources, and to delete archived resources. The Wrap-Around Content Maps for the case studies will be completed early next quarter.

TA & Training Services: To increase faculty and professional development providers' knowledge of how to use IRIS resources, we offer a variety of services.

⇒ **IRIS Office Hours:** This quarter, we piloted IRIS Office Hours, a new method for providing individualized and small-group support to college and university faculty, instructors, and graduate teaching assistants on how to effectively use IRIS resources in coursework and across multiple courses in teacher preparation programs. The sessions offered an open forum for participants to ask questions and generate ideas about how to use IRIS resources

in their courses. Attendance was very low for these events (only two attendees across the four events). The first two sessions were held on Mondays, August 7 and 14. To ensure that the low attendance was not due to the chosen weekday or time of year, as the dates were during a busy preparation period, the next two sessions were held on different days and were later in the year (Wednesday, September 13, and Friday, September 15). The change in days and months seemed to have little impact. For this reason, we are considering discontinuing IRIS Office Hours for faculty and devoting our time to activities that are more fruitful. On the positive side, one participant from a school district was very excited to learn about all the IRIS resources and plans to share what she learned with other school leaders.

⇒ **IRIS PD Provider Workshop:** As reported last quarter, the IRIS Center hosted a four-session seminar in June, with weekly sessions each Wednesday (June 7, 14, 21, and 28). The hybrid workshop (i.e., containing synchronous and asynchronous activities) was designed to help school and district professional development providers develop a professional learning plan that infused IRIS resources into district or state curricula for professional learning. Though this workshop took place during Quarter 3, data were incomplete at that time. The data collection process was completed, and the data were analyzed this quarter. Participants included one school PD provider and several district or regional PD providers. They reported serving a range of educators: early childhood, general education (elementary and secondary), special education (elementary and secondary), paraeducators, related service providers, and administration. Of the eight participants who attended one or more of the sessions, six completed the final evaluation survey. Survey responses, which were based on a 5-point Likert scale, are summarized below.

- ❖ The average ratings of the quality, relevance, and usefulness of the seminar were 4.5, 4.5, and 4.7, respectively.
- ❖ 66.7% of the respondents (four out of six) reported the workshop as *extremely* or *very* responsive to their context and needs.
- ❖ 100% rated the extent to which their knowledge or understanding increased regarding how to use IRIS resources to instruct target audiences as *extremely* or *very*.
- ❖ 100% noted that they were *extremely* or *very* likely to use IRIS resources in future PD activities.
- ❖ 100% reported that, after attending the workshop, they will use IRIS resources more effectively in the future. This contrasts with the 83% (five out of six) who prior to the workshop reported that they used IRIS resources *slightly* or *somewhat* effectively.

⇒ **Approved PD Providers:** IRIS continues to pursue approved provider status in states that maintain an approved provider list. IRIS is currently an approved PD provider in California, Kentucky, Massachusetts, and Texas. This quarter, IRIS submitted renewal listings for Arkansas, Nevada, and Rhode Island, all of which are currently under review. Although most states do not have approved provider lists, IRIS will continue to conduct a thorough review to determine if any states have developed an approval process and to update any IRIS information that may be posted on state Websites.

⇒ **PD Certificates for Educators:** This quarter 35,388 PD Certificates were accessed. The top-five certificates accessed this quarter are noted below.

Module Title	Certificates Accessed
Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices	2,627
Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle	2,092
Accommodations: Instructional and Testing Supports for Students with Disabilities	1,970
IEPs: Developing High-Quality Individualized Education Programs	1,899
Autism Spectrum Disorder (Part 1): An Overview for Educators	1,501

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.*

⇒ **Survey Revisions:** IRIS continued to revise surveys and data collection forms to align with outcomes in the Evaluation Plan. This quarter, IRIS revised the two remaining surveys: Expert Review surveys and the Field-Testing surveys.

⇒ **External Evaluator:** Sarah Heinemeier of Compass Evaluation and Research continues to lead our evaluation efforts. Following are the main activities she engaged in this quarter.

❖ **Google Analytics Data Analysis:** The Website data help the IRIS team make development, dissemination and communication, and technical assistance and training decisions. Her full analysis of our quarterly data is included in the attached report, which includes information on Website visits, visitors, user acquisitions, pages viewed per session, page depth, session duration, and more.

❖ **Google Analytics Setup and Data Extraction:** As mentioned earlier, Google Analytics upgraded platforms, moving from Universal Analytics (UA) to G4. Because the data from UA was available for a limited time, Compass worked with a Google Analytics consultant, Grace Guste, to ensure the data from the past twelve years were extracted from UA for retrospective analyses. Additionally, Compass and IRIS collaborated with Grace to create reports that would pull data that we analyze on a regular basis.

❖ **Impact Stories:** Through IRIS Impact Stories, we hope to gather information from college and university faculty as well as state and district personnel about their capacity to infuse IRIS resources about evidence-based practices into college or university educator preparation coursework and state- or district-initiated PD activities. Additionally, we hope to capture more information about the state’s use of IRIS Modules to support its workforce development. To develop IRIS Impact Stories, Compass will conduct

interviews and focus groups with faculty, administrators, educators, and other professionals. In some cases, Compass will also administer surveys to educators and paraeducators to gauge changes in classroom practices. This quarter, IRIS collaborated with Compass to finalize the Impact Story design, which includes overarching questions that align with our Evaluation Plan as well as sample protocols and methodologies. The overall design was initially discussed with and approved by the Center to Improve Program and Project Performance (CIPP) during the development of the Evaluation Plan. Additionally, we identified potential “cases” for an Impact Story and had initial meetings with two agencies that agreed to participate: the Alabama State Department of Education (ALSDE) and the Texas Region-20 Education Service Center (ECS-20). We then met with representatives of each agency to discuss the process and how to move forward with the Impact Story design and implementation. Compass plans to proceed with interviews early next quarter and draft the Impact Stories by the end of the quarter. Following is a brief description of each case.

- **Alabama State Department of Education:** In Alabama, Compass and IRIS are working with the office that coordinates certification for professionals in an alternate certification or alternate licensure path, which requires completion of both university courses and IRIS Modules. The ALSDE used lessons learned from previous IRIS Stories about the Oklahoma Boot Camps, a method for addressing teacher shortages, and the Greater Louisville Education Cooperative in Kentucky, which provided professional development training on high-quality IEPs to more than 1,200 new and experienced teachers. The ALSDE representative noted that IRIS Modules aligned with the state’s objectives and learning requirements for its professionals. In addition to key state staff, Sarah will also interview teachers who are participating in the alternate certification process and, potentially, local administrators. Finally, Sarah will analyze available Website data for usage patterns.
 - **Texas ECS-20:** In Texas, Compass and IRIS are working with ECS-20, one of the state’s five regional agencies that support transition. This regional office, which covers 94 districts, uses three IRIS Modules to help meet state and federal requirements related to secondary transition. Among other things, Sarah plans to explore the nature and extent to which IRIS resources help address the agency’s plans and goals; interview special education directors, transition designees, district administrators and educators, and peers in other regional offices; and analyze available Website data for usage patterns across the 94 districts.
- ⇒ **Module Feedback:** The IRIS Module Feedback Form, an online survey, asks respondents to self-identify their current positions and areas in which they work and to rate our modules’ quality, relevance, and usefulness on a 5-point Likert scale (5 being the highest rating). This quarter, there were a total of 2,993 respondents to the Module Feedback Form. The tables below contain a bit more information about those respondents.

Table 1. Current Positions

Respondents	Number
Experienced Teacher	894
Graduate Student	525
College Student	420
Instructional Assistant/Paraeducator	412
New Teacher	330
Other	127
School Leader	102
Missing	94
Professional Development Provider	39
College Faculty	26
Alternate Certification Program Instructor	15
Parent	9
Total	2,993

Table 2. Education Areas

Response	Number
Grades K–5 general education	898
Grades 6–12 special education	725
Grades K–5 special education	718
Grades 6–12 general education	710
Early intervention/early childhood	415
Other	197
Missing	148
Total	3,811*

**Note: Because respondents could select more than one option, the total for this question exceeds the number of respondents.*

Table 3. Module Ratings

	Mean Ratings
Quality	4.5
Relevance	4.6
Usefulness	4.6
Effectiveness	4.6
Efficiency	4.5
Cultural Relevance	4.5

⇒ **Website Visitor Data:** During this quarter, Google Analytics data showed 1,088,532 visits to the IRIS Website, an increase of 18.9% over the same period in 2022. As depicted in the graph below, this quarter’s monthly data reflect the typical “IRIS spider” pattern (lower use during the summer followed by an increase once the fall semester begins).

Visits to IRIS Website by Month
(Google Analytics Data Only)

