

2025-26 List of Approved AEA Professional Development

In accordance with the requirements of Iowa Code 256.9(36) and 273.2(3)b, the department requested AEAs to submit professional development offerings for approval. The goal is to ensure consistent professional development offerings across the state that support the implementation and continuous improvement of Iowa's strategic priorities. AEAs are authorized to provide the professional development on this list in the 2025-26 school year. This is the final approved list as of July 1, 2025.

Iowa Education Priorities

Below are the eleven strategic priorities. All priority areas with available courses offered by one or more authorized AEAs are hyperlinked to their course offerings, found starting on page 2 of this document.

1. [Narrow and Close Achievement Gaps for Students with Disabilities](#)
2. [Narrow and Close Achievement Gaps for Students who are English Learners](#)
3. [Improve and Transform Low-Performing Schools through Continuous Improvement Leadership](#)
4. [Develop a Strong Teacher Pipeline](#)
5. [Implement High-Quality Instructional Materials](#)
6. [Provide Structured Literacy Instruction Aligned with the Science of Reading](#)
7. [Support Evidence-based Instructional Practices for Math](#)
8. [Support Evidence-based Instructional Practices for Science](#)
9. [Support Evidence-based Instruction for Students who are Talented and Gifted](#)
10. [Strengthen College and Career Pathways](#)
11. [Strengthen Systems for Behavioral and Mental Health Support](#)

Course List by Strategic Priority Area

Narrow and Close Achievement Gaps for Students with Disabilities

Course Title	Authorized AEA(s)	Description
ACHIEVE	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	The courses and modules within the ACHIEVE System for Special Education (ages 3-21) will provide professional learning opportunities delivered in real-time instruction and/or Zoom-led, and may also include modeling and practicing some of the components outlined in the ACHIEVE User Guide at a more comprehensive level. Professional Learning may also include a focus on best practices.
Conventional Math for Students on Alternate Assessment	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This course focuses on a comprehensive framework for teaching mathematical concepts to students on alternate assessment. Designed for those progressing through the Iowa Essential Elements in alignment with the Iowa Core Standards, the course emphasizes an approach that connects mathematics and literacy instruction. Teachers will explore methods for identifying whether students are at an emergent or conventional level of mathematical understanding, and receive practical strategies and routines tailored to conventional learners. Participants will engage in hands-on mathematical activities aimed at deepening their understanding of evidence-based math practices, as well as accessing High-Quality Instructional Materials (HQIM). This course will provide the tools needed to support meaningful math learning for students on the alternate assessment.
DE SDI Module: K-6 SDI Literacy	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Aligned with the SDI Framework, this professional development initiative aims to develop and implement tools and processes that support teachers in delivering effective, specially designed instruction to improve literacy outcomes for learners with disabilities.

Course Title	Authorized AEA(s)	Description
DE SDI Module: Literacy for Students with Significant Disabilities	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Aligned with the SDI Framework, this professional development initiative aims to develop and implement tools and processes that support teachers in delivering effective, specially designed instruction to improve literacy outcomes for learners with significant cognitive disabilities. <ul style="list-style-type: none"> • Provide educators foundational knowledge and skills to expand language, communication, and comprehensive literacy skills for early emergent readers and writers. • Support IEP teams in developing their interprofessional collaboration knowledge and skills in order to diagnose, design, and deliver high-quality, specially designed language, communication and literacy instruction.
DE SDI Module: Preschool SDI Literacy	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Aligned with the SDI Framework, this professional development supports teachers and providers in diagnosing, designing, and delivering effective specially designed instruction through the use of evidence-based tools and processes, aiming to improve the outcomes of preschool learners in inclusive settings.
DE SDI Module: Secondary Transition	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Aligned to the SDI Framework, this professional development initiative supports secondary school teams in diagnosing, designing, and delivering effective, specially designed instruction through the use of evidence-based practices and predictors to improve the postsecondary outcomes for learners with disabilities.
Emergent Math for Students on Alternate Assessment	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This course focuses on a comprehensive framework for teaching mathematical concepts to students on alternate assessment. Designed for those progressing through the Iowa Essential Elements in alignment with the Iowa Core Standards, the course emphasizes an approach that connects mathematics and literacy instruction. Teachers will explore methods for identifying whether students are at an emergent or conventional level of mathematical understanding and receive practical strategies and routines tailored to emergent learners. Participants will engage in hands-on mathematical activities aimed at deepening their understanding of evidence-based math practices, as well as accessing High-Quality Instructional Materials (HQIM). This course will provide the tools needed to support meaningful math learning for students on the alternate assessment.

Course Title	Authorized AEA(s)	Description
Five-Day Autism	Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Northwest AEA Prairie Lakes AEA	Participants will participate in an immersive training designed to equip educators and support staff with practical, hands-on strategies for enhancing the learning environment for students with autism. Participants will engage in activities that teach them how to effectively structure classrooms and lessons to meet diverse needs, emphasizing the integration of evidence-based practices such as visual schedules, reinforcement systems, communication systems and tools to support functional and social communication skills. Through interactive workshops and collaborative exercises, attendees learn how to foster meaningful engagement and communication in their classrooms while ensuring that instructional methods align with best practices in autism education. Student volunteers offer practitioners opportunities to experience real-world applications. Finally, a parent panel provides practitioners with a global view of the whole child and allows practitioners to expand their perspectives as they support students with diverse needs.
High Leverage Practices for Special Education	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	High-leverage practices (HLP's) are a structured, systematic approach to teaching that involves clear, direct teaching of concepts and skills. "The idea that there is a relatively small set of key practices all educators should know and have in their toolbelt is not only logical, but it is connected immediately with overwhelmed teacher educators, professional development providers, and educators all struggling to learn and implement a seemingly endless list of evidence-based and other practices." (CEDAR center). This High-Leverage Practices Professional Learning will provide educators with clear teaching strategies around collaboration, data-driven planning, instruction in behavior and academics, and intensify and intervene as needed. This comprehensive course is designed for PK-12 special education and general education teachers seeking to enhance their instructional practices through high-leverage practices. Participants will study and implement collaboration, data-driven planning, instruction in behavior and academics, and intensify and intervene.
Meeting the Needs of Diverse Early Childhood Learners	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This course centers on the seven recommended practices from the Preparing Young Children for School practice guide. To enhance support for students with disabilities, the course also intentionally integrates the DEC Recommended Practices, with a specific focus on Instruction. These evidence-based strategies are designed to strengthen social-emotional development, math, and literacy skills, ensuring an inclusive and effective learning experience for all students.

Course Title	Authorized AEA(s)	Description
Structured Teaching for Special Education: Expanded Professional Development	Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Participants will participate in an immersive training designed to equip educators and support staff with practical, hands-on strategies for enhancing the learning environment for students with autism. Participants will engage in activities that teach them how to effectively structure classrooms and lessons to meet diverse needs, emphasizing the integration of evidence-based practices such as visual schedules, reinforcement systems, communication systems and tools to support functional and social communication skills. Through interactive workshops and collaborative exercises, attendees learn how to foster meaningful engagement and communication in their classrooms while ensuring that instructional methods align with best practices in autism education. Student volunteers provide opportunities for practitioners to experience real-world application. Finally, a parent panel provides practitioners with a global view of the whole child and allows for practitioners to expand their perspectives as they support students with diverse needs.
Structured Teaching for Students with Autism Spectrum Disorders	Grant Wood AEA Great Prairie AEA Green Hills AEA Northwest AEA Prairie Lakes AEA	Participants will participate in an immersive training designed to equip educators and support staff with practical, hands-on strategies for enhancing the learning environment for students with autism. Participants will engage in activities that teach them how to effectively structure classrooms and lessons to meet diverse needs, emphasizing the integration of evidence-based practices such as visual schedules, reinforcement systems, communication systems and tools to support functional and social communication skills. Through interactive workshops and collaborative exercises, attendees learn how to foster meaningful engagement and communication in their classrooms while ensuring that instructional methods align with best practices in autism education. Student volunteers provide opportunities for practitioners to experience real-world application.
SWD Explicit Instruction	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Explicit instruction is a structured, systematic approach to teaching that involves clear, direct teaching of concepts and skills. The evidence for providing explicit instruction in the areas of literacy and math is extensive for all students, including students with disabilities. The Explicit Instruction course will enable educators to unlock the power of clear, structured teaching.

Narrow and Close Achievement Gaps for Students who are English Learners

Course Title	Authorized AEA(s)	Description
Supporting English Learners in the General Education Classroom through the SIOP Model	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Supporting English Learners in the General Education Classroom through the SIOP Model is a dynamic training designed for teachers, administrators, instructional coaches, and district specialists who support English Learners in their setting. Through explicit instruction, modeling, and reflection on the eight components of the SIOP Framework, participants will develop a clear understanding of how to support students' language development and ensure access to core instruction in all content areas, as well as explore the stages of second language acquisition and acculturation. This course will provide participants with an evidence-based framework to guide differentiated lesson planning, delivery, and assessment that meet the needs of ELLs and other diverse learners. Participants will consider how to implement high-quality instructional materials to support ELs in all core content classes. Supporting English Learners in Literacy, Math, and other content areas will be learned through the eight components of the SIOP Framework, which have a rich evidence base.
Support for English Learners in the Grade Level or Content Classroom	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This course is designed to provide general education teachers with effective strategies for differentiating instruction for multilingual English learners at all language proficiency levels. Teachers will learn how to use language scaffolds to help students access grade-level content, access high-quality instructional materials, and develop the academic skills necessary for success across subjects. Participants will explore evidence-based techniques to adapt instruction for ELs at each proficiency level, ensuring they can fully engage with core content. The session will cover key actions and practical approaches, including universal scaffolding strategies that support all learners. These strategies will focus on clear learning objectives, visual aids, interaction supports, and formative assessments to track student progress and adjust instruction as needed.

Improve and Transform Low-Performing Schools through Continuous Improvement Leadership

Course Title	Authorized AEA(s)	Description
The Firm Goals, Flexible Means: Honoring Your Learners (UDL)	Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Northwest AEA Prairie Lakes AEA	We know students, regardless of age, are individuals with different learning needs and preferences. As they work towards firm goals and outcomes, how do you design lessons to honor each of your learners? The Universal Design for Learning (UDL) Guidelines offer proactive considerations for teachers as they design a more accessible and equitable learning environment. During this course, we will delve into the key concepts of the UDL Guidelines and help build an educator's capacity to develop learning opportunities that empower students to become expert learners!

Course Title	Authorized AEA(s)	Description
The Formative Assessment (Instructional) Process	Central Rivers AEA	Members of our team have been supporting districts and schools in the formative assessment process for over 10 years. This process has a direct relationship to all of the MTSS conceptual areas. Many of the districts and schools that have requested this professional learning have self-identified as underperforming, and many have targeted this learning in an action plan that was developed as a result of their ESSA designation. For all the practices targeted in the professional learning process of formative assessment, there is a robust evidence base.
Implementation Science for Educational Initiatives with Ongoing Coaching	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Professional learning around implementation science in the educational setting is an ongoing, dynamic process that focuses on building the necessary knowledge, skills, and capacities for successful and sustainable implementation of educational initiatives. Grounded in the NIRN (National Implementation Research Network) implementation science model, this professional learning begins with building the leadership team's capacity to understand and apply key concepts, such as implementation drivers, fidelity of implementation, and sustainability. Leaders and educators engage in targeted professional development to deepen their understanding of the core components of effective implementation, including the role of staff competencies, organizational supports, and data systems for monitoring progress.
Leveraging Tools, Strategies, and Best Practices to Enhance the Coaching Cycle	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	In this professional learning experience, participants will examine instructional coaching practices that are proven to have significant positive impact on student learning, engagement and achievement. Emphasis will be placed on principles of student-centered coaching, coaching cycles, embedding standards into coaching conversations, and leveraging adult learning principles. Participants will be expected to implement and reflect upon student-centered coaching practices in their own school setting.
MTSS Setting Up Robust Systems of Student Supports	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This professional learning session will provide an in-depth exploration of Iowa's Multi-Tiered System of Supports (MTSS) framework, emphasizing the state's continuous improvement cycle. Participants will learn how to set meaningful goals, develop action plans, and apply data-driven decision-making to enhance student outcomes at different levels of the system—classroom, school, and district.

Develop a Strong Teacher Pipeline

Course Title	Authorized AEA(s)	Description
Mentoring and Induction	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	<p>The state of Iowa requires a two-year induction program for all new teachers. This mentoring and induction course follows the guidelines set forth by Iowa Code and is intended to positively impact classroom instruction, increase student achievement, and sustain quality teachers in the education field. Each session introduces the Iowa Teaching Standards, provides training in research-based strategies and quality first instruction, leads new teachers through the requirements of licensure, and gives an overview of Chapters 25 and 26 of Ethics for Educators.</p> <p>New teachers learn classroom strategies, engage in peer collaboration, and reflect with their mentor to improve their teaching practices and meet standard licensing requirements. Provides instructional coaching based on the needs of beginning educators and their work toward proficiency on the Iowa Teaching Standards, and provides professional development focused on learning and improving teacher practices. Participates in peer collaboration in regularly scheduled sessions to share instructional strategies and discuss classroom challenges.</p> <p>Mentors learn specific skills on how best to coach their new teachers through their first two years. Provides training for mentors to understand and use the coaching stances of collaborating, consulting, and coaching as they work with their new teachers.</p>

Implement High-Quality Instructional Materials

Course Title	Authorized AEA(s)	Description
Evidence-Based Process for Review and Selection of High-Quality Instructional Materials (HQIM)	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	<p>In this professional learning session, educators and decision-makers will engage in an in-depth exploration of the evidence-based process for reviewing and selecting High Quality Instructional Materials (HQIM). Participants will develop a strong foundation in understanding what HQIM are, why they matter, and how to apply rigorous selection criteria to ensure instructional materials effectively support student learning. There will focus on unpacking the essentials of HQIM, highlighting their role in fostering student achievement, promoting educational equity, and supporting teacher effectiveness. Educators will explore research-backed criteria for selecting HQIM, including alignment to standards, instructional design, accessibility, and usability. Participants will engage in hands-on activities, analyzing sample materials through an evidence-based lens to determine their quality and effectiveness. Additionally, this professional learning will emphasize the importance of a structured, transparent review process that involves educators, stakeholders, and data-driven decision-making. By the end of the session, participants will be equipped with practical tools and strategies to implement a systematic approach to HQIM selection, ensuring that all students have access to engaging, standards-aligned, and impactful instructional resources. *When Iowa's list of Optional HQIM for literacy and math are released, the list would be embedded in this professional learning as potential HQIM to review.</p>

Course Title	Authorized AEA(s)	Description
Implementation of High-Quality Instruction Materials with Ongoing Support	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Implementing High-Quality Instructional Materials (HQIM) requires a structured and sustainable professional learning approach rooted in implementation science. This ensures that educators, school leaders, and stakeholders receive the necessary training, resources, and collaborative opportunities to effectively integrate HQIM into daily instruction. It is a dynamic and ongoing process that requires a strategic, research-based approach. By combining initial training, equitable access, collaborative planning, and leadership development, educators will be empowered to deliver high-quality instruction that leads to meaningful student learning. Through continuous professional learning and support, schools can create a sustainable model for HQIM implementation that drives excellence in teaching and learning.

Provide Structured Literacy Instruction Aligned with the Science of Reading

Course Title	Authorized AEA(s)	Description
Dyslexia: Understanding Its Impact on Reading, Spelling and Writing	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This professional development course provides educators with a comprehensive understanding of dyslexia and effective structured literacy strategies to support students with reading difficulties. Participants will learn to define dyslexia—what it is and what it is not—clarifying common misconceptions. The course will explore the impact of dyslexia on reading, writing, and spelling, emphasizing the challenges students may face in the classroom. There is a demonstrated need for this professional development based on current student state-wide literacy data and educator knowledge gaps in this area as identified by the Iowa Dyslexia Task Team. Educators will be introduced to the principles of structured literacy instruction, including what to teach and how to teach it, to ensure evidence-based, systematic, and explicit instruction aligned with the science of reading research. The course will also cover evidence-based structured literacy strategies aligned with the science of reading that can improve reading, spelling, and writing outcomes for students with dyslexia and other literacy-related difficulties. Participants will leave with actionable strategies to enhance literacy instruction for all learners, with a focus on students with dyslexia and other reading-related difficulties. Professional development will introduce new knowledge and skills through participants reading articles, engaging in interactive discussions, watching videos that deepen knowledge and model strategies, participating in guided and independent practice of the strategies with colleagues and receiving feedback. Ongoing job-embedded coaching and feedback will be provided between learning sessions.

Course Title	Authorized AEA(s)	Description
Intensifying Structured Literacy Instruction for Struggling Readers	Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hill Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA	<p>This professional development course aims to equip K-12 educators with the knowledge and skills to provide intensive, structured literacy instruction within a Multi-Tiered System of Supports (MTSS). Using evidence-based strategies rooted in the Orton-Gillingham methodology, teachers will learn how to design systematic and explicit instruction tailored to students' specific needs based on diagnostic data. The course emphasizes supporting struggling readers, including those with dyslexia, through targeted interventions that enhance student achievement. Additionally, implementation will be reinforced through coaching sessions, aligning with the Specially Designed Instruction (SDI) framework. This course will be divided into an elementary and secondary strand in order to differentiate instruction for the respective groups.</p> <p>This course equips educators with strategies to support students with dyslexia, focusing on foundational skills instruction and intervention. Participants will learn the five key reading components: phonemic awareness, phonics, vocabulary, fluency, and comprehension. They will explore the neurological basis of dyslexia, its impact on literacy, and how to identify challenges early. The course covers effective strategies for phonemic awareness, phonics, vocabulary building, fluency, and reading comprehension, with a focus on multi-modal, scaffolded instruction. It also addresses differentiating instruction for diverse learners, including students with disabilities and English learners, and offers evidence-based interventions and tiered support for struggling readers.</p>
Intensive Structured Literacy	Keystone AEA	This course is designed to address the most intensive needs in your school building, including students who have a diagnosis and/or characteristic of Dyslexia, where data suggests a need for intensified instruction, which may include special education services. Instruction will focus on students who need intensified decoding, encoding, and fluency instruction at the most foundational level. A structured literacy approach will be used to teach intentional lessons based on student need.
LETRS for Early Educators	Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Keystone AEA Prairie Lakes AEA	LETRS® For Early Childhood Educators professional learning provides deep knowledge of literacy instruction for the youngest learners. The more children know about language and literacy before they begin kindergarten and first grade, the better equipped they are to succeed in literacy learning and beyond. The course will define early literacy and language, the processes involved, and the developmental sequences by which these skills develop; describe strategies and learning activities that are engaging, effective, and developmentally appropriate; and discuss how assessment procedures and data can be used to plan and implement instruction for the youngest learners.

Course Title	Authorized AEA(s)	Description
LETRS for Elementary Educator	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Lexia LETRS® For Elementary Educators provides a professional learning course of study based in the science of reading for elementary educators. The course teaches the how, what, and why of literacy acquisition to improve instructional practice and achieve long-term systemic change in literacy instruction. This course will distinguish between the research base for best practices and other competing ideas not supported by scientific evidence and demonstrate how language, reading, and writing are related to one another. Participants will learn to make instructional decisions and program choices with reference to scientific research evidence, strategic use of assessments, and observations of students; deliver comprehensive, integrated language and literacy instruction as defined by standards and by research for a given grade, age, or ability level; facilitate early identification and intervention with reading challenges, including dyslexia; and provide an educator experience that validates and affirms diverse experiences and promotes an inclusive understanding of the world.
Science of Reading	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This professional development is designed to deepen educators' understanding of the Science of Reading, providing them with the knowledge and skills to implement structured literacy instruction effectively. Educators will explore the foundational skills essential for literacy development, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Through explicit instruction, modeling, and reflection on the "five big ideas" of literacy, participants will develop a clear understanding of how to support students' reading development. Emphasis will be placed on using assessment data—such as screening and formative assessments—to inform and differentiate instruction, ensuring alignment with core instructional practices.

Support Evidence-based Instructional Practices for Math

Course Title	Authorized AEA(s)	Description
8 Effective Mathematical Teaching Practices	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This professional development opportunity will focus on the Eight Effective Mathematics Teaching Practices, designed to strengthen instruction and support teachers in delivering high-quality math learning experiences. By the end of this professional development, teachers will be equipped with strategies to deepen students' mathematical understanding, enhance problem-solving skills, and support equitable access to rigorous math content. This training will empower educators to lead in building a culture of excellence in math instruction.

Course Title	Authorized AEA(s)	Description
Making Sense of Mathematics and Teaching K-8 Series	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	The Making Sense of Mathematics and Teaching K-8 series of eight courses is designed to increase K-8 student achievement by improving teachers' mathematical content knowledge for teaching, changing their beliefs about how children learn to align with research, and improving their instructional strategies. The series of courses addresses the content areas required to secure a K-8 Iowa Mathematics Endorsement.
Math Intervention for Responsive Teaching	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	The Intended Goals for Math Intervention for Responsive Teaching are as follows: Participants engage with and learn the progression for critical math domain areas that require the most amount of focus for future student success. This professional learning also equips teachers to apply research-based explicit and systematic intervention across MTSS Tiers and special education. Participants learn to use resources from the Supplemental and Intensive Tiers Guide to identify students' math knowledge, pinpoint foundational areas for growth, and set aligned goals and activities in the crucial math domain areas.
Numeracy Project 2.0	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This professional learning on the Numeracy Project is designed to support teachers, teacher leaders, administrators, and consultants in understanding the progression of foundational numeracy skills. It offers a comprehensive framework for recognizing and guiding students' development in numeracy. Participants will learn how to connect and reinforce concepts within and across grade levels, creating a coherent learning progression that builds upon prior knowledge.
SOAR: Supporting Ongoing Achievement Responsibly	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Participants learn to use SOAR tools and materials to identify students' math knowledge, pinpoint foundational areas for growth, and set aligned goals and activities. This professional learning also equips teachers to apply the research-based Effective Math Teaching Practices across all instruction levels while experiencing the 8 Effective Math Teaching Practices from our facilitators.

Course Title	Authorized AEA(s)	Description
Universal Mathematics for Early Childhood	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This course enhances the teaching of early mathematics by equipping educators with strategies, knowledge, and tools to implement effective, engaging, and developmentally appropriate math instruction in their classrooms. Alignment between Iowa Early Learning Standards, the Gold Assessment and evidence-based practices to support the development of number sense and the depth of key concepts for children in early childhood classrooms will be highlighted.

Support Evidence-based Instructional Practices for Science

Course Title	Authorized AEA(s)	Description
OpenSci Ed	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	OpenSciEd empowers educators to move beyond traditional science teaching by collaborating with leading researchers and educators to create curricula that align with how students learn most effectively. Successfully implementing this program requires a deep understanding of the instructional routines embedded in the curriculum, as well as the foundational principles that support active student sensemaking of phenomena. Fostering a student-centered classroom through a social constructivist approach is key to delivering a high-quality learning experience. In this course, teachers will gain insight into the lesson progressions within a unit and how these lessons reinforce the core principles of the curriculum.

Support Evidence-based Instruction for Students who are Talented and Gifted

Course Title	Authorized AEA(s)	Description
Primary Talented and Gifted Identification and Services for Students	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	The AEA provides ongoing system-level support for gifted and talented programs, including identification data systems, aligned student identification and services and program evaluation. Implementation of data systems, curriculum, and instructional strategies for serving gifted and talented students is part of both professional development opportunities and ongoing individual district support. This course focuses on the identification and programming for gifted and talented students in the primary grades (strategic priority 9, Support Evidence-Based Instruction for Students who are Talented and Gifted). Teachers will learn effective strategies for recognizing giftedness early through observation and data collection, with an emphasis on using such data to drive effective programming. This will address focus areas (2) Identification of talented and gifted students and (3) support for serving talented and gifted learners in the classroom.

Strengthen College and Career Pathways

Course Title	Authorized AEA(s)	Description
Enhancing School Counselor Programs for Impact	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	<p>This professional development class is designed for school counselors looking to refine, revise, and elevate their school counseling programs. Through a blend of hands-on activities, collaborative discussions, and expert-led insights, participants will explore strategies for aligning their program with national standards, setting measurable goals, and implementing data-driven practices to maximize student support. By the end of the course, counselors will leave with a customized, actionable plan to enhance their program's effectiveness, strengthen student outcomes, and better support academic, career, and social-emotional development in their school communities.</p> <p>This learning is aligned with the ASCA National Model, an evidence-based framework for school counseling which is designed to have positive effects on student outcomes and The ASCA National model also assists school counselors in incorporating themes of leadership, collaboration, advocacy, systemic change, and equity into their programs.</p>

Strengthen Systems for Behavioral and Mental Health Support

Course Title	Authorized AEA(s)	Description
Adverse Childhood Experiences (ACES)	Green Hills AEA Grant Wood AEA Great Prairie AEA Heartland AEA Keystone AEA Prairie Lakes AEA	Adverse Childhood Experiences, more commonly known as ACEs, are stressful or traumatic events experienced during childhood. Research shows these events impact brain development and are related to health problems throughout the lifespan. Participants learn about the ACEs research and approaches to foster trauma-informed, healing-centered environments for children, families, and communities.
Child Mental Health First Aid	Grant Wood AEA Green Hills AEA Keystone AEA	This was rolled into the Youth Mental Health First Aid and is not a separate course.
Deeper Learning on the FBA Process and How It Leads to Intervention Planning	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This course will provide information related to the functional behavior assessment (FBA) process and how the process informs behavior intervention planning (BIP) for students displaying challenging behavior. Participants will learn about and practice collecting behavioral data via indirect and direct assessments (i.e. ABC data) on students they are involved with and will understand and practice analyzing the data they have collected. Content on how to use behavioral assessment data to inform interventions will be addressed. Content about the principles of behavior will be embedded throughout the course.

Course Title	Authorized AEA(s)	Description
Early Childhood Positive Behavior Interventions and Supports (EC PBIS)	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Early Childhood PBIS refers to Positive Behavioral Interventions and Support (PBIS) implementation within early childhood settings. The Pyramid Model is a multi-tiered framework with a continuum of evidence-based practices to promote expected behavior, prevent problem behavior, and intervene when students need more support. (Including needs of all three tiers in the MTSS framework.) This model addresses the needs and contexts unique to programs serving infants, toddlers and preschoolers, including children in public school early childhood classrooms. It includes the practices, procedures, and data collection measures appropriate for young children and their families. Professional development is facilitated by AEA personnel who have experience providing professional development and coaching in the area of behavior and mental health support systems.
Enhancing Relationships with Tier 2 SEBH Interventions	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Participants will learn about the systems for adult behavior to implement practices for at risk students that are evidenced-based. Opportunities will be given to develop data decision rules to determine students who need Tier 2 interventions and once students are receiving the intervention, if they are responding. A menu of evidenced-based interventions with necessary critical features will be provided, including Check-in-Check-out (CICO), Check in/Check-Out with Modified Features (CICO-WMF), Social-Academic Instructional Groups (SAIG) and Check & Connect. Teams will learn how to assess fidelity and outcome data and to write action plans based on their data through the continuous improvement process. This course will help teams develop systems and structures for implementing Tier 2 interventions for SEBH in the most efficient and effective manner, including ensuring that Tier 1 Supports are in place,
Essential Foundation in Collaborative Problem Solving (level 1)	Central Rivers AEA	Through lectures, role-play, video examples, case studies, and breakout groups, participants will learn how to identify what is causing unmet expectations and challenging behavior and how to address those causes using a relational and replicable process. Structured team time and coaching is provided for participants to develop action plans to support implementation within their unique school settings as well as to establish processes for monitoring implementation fidelity to improve student outcomes. The goal of the Collaborative Problem Solving (CPS) approach is to reduce challenging behavior, teach kids the skills they lack, and build relationships with the adults in their lives.
Evidence-Based Practices to Support Classroom Management	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Participants will learn about evidence-based classroom strategies that focus on prevention and response to behaviors. Participants will be given examples and provided practice in implementing the strategies. These practices will be linked to school-wide systems and data for implementation and outcomes.

Course Title	Authorized AEA(s)	Description
Non-violent Crisis Prevention and Intervention (CPI)	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	CPI training in schools is a program designed to equip educators and staff with strategies to prevent and de-escalate disruptive or potentially harmful behaviors. The training emphasizes proactive techniques to maintain a safe and supportive learning environment. CPI focuses on recognizing early warning signs, effective communication, and non-violent crisis intervention methods. It also includes strategies for safely managing physical aggression when necessary, with an emphasis on reducing the need for physical intervention.
Positive Behavioral Interventions and Supports (PBIS): Tier 1, Tier 2, and Tier 3	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. Participants will learn about evidence-based practices for proactively and responsively addressing student behavior at the universal, supplemental and intensive (Tier 1, Tier 2 and Tier 3) levels within a multi-tiered system of support. <ul style="list-style-type: none"> • Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. • Tier 2 supports refer to the practices and systems that enable targeted interventions for students who are not successful with Tier 1 supports alone. • At Tier 3, students receive more intensive, individualized behavioral and academic supports.
PREPaRE Workshop 1: Comprehensive School Safety Planning: Prevention Through Recovery	Central Rivers AEA Grant Wood AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	In this 1-day workshop, participants will learn how to establish and sustain comprehensive school safety efforts that attend to both physical and psychological safety. The workshop addresses critical components needed to develop, exercise, and evaluate safety and crisis teams and plans and conduct building vulnerability assessments. The model also integrates school personnel and community provider roles in providing school-based crisis preparedness and response activities.
PREPaRE Workshop 2 - Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools	Central Rivers AEA Grant Wood AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This 2-day workshop develops the knowledge and skill required to provide immediate mental health crisis interventions to the students, staff, and school community members who have been simultaneously exposed to an acute traumatic stressor. The knowledge and skill developed within this session also help to build a bridge to the psychotherapeutic and trauma-informed mental health response sometimes required to address challenges associated with trauma exposure. This workshop is an excellent course for all mental health professionals in your district who provide mental health crisis intervention services.

Course Title	Authorized AEA(s)	Description
SEBH Tier Two Intervention Strategies	Central Rivers AEA Great Prairie AEA Heartland AEA Keystone AEA Northwest AEA Prairie Lakes AEA	Participants will learn about evidence-based practices for proactively and responsively supporting student behavior at the supplemental (Tier 2) level within a multi-tiered system of support. Practices and instruction focus on prevention strategies to support student needs in educational environments, including classrooms, hallways, lunchrooms, playgrounds, etc. Content will be provided to understand the evidence base of multi-tiered systems of support and effective practices to meet student needs. Coaching is provided during a structured action planning session.
Teen Mental Health First Aid (TMHFA)	Grant Wood AEA Great Prairie AEA Green Hills AEA Keystone AEA	Teen Mental Health First Aid (TMHFA) teaches teens in grades 9-12, or ages 14-18, how to identify, understand and respond to signs of mental health and substance use challenges among their friends and peers
Youth Mental Health First Aid (YMHFA)	All 9 AEAs Central Rivers AEA Grant Wood AEA Great Prairie AEA Green Hills AEA Heartland AEA Keystone AEA Mississippi Bend AEA Northwest AEA Prairie Lakes AEA	This course is designed to teach parents, family members, teachers, school staff, neighbors, and other caring adults about (1) the unique risk factors and warning signs of mental health problems in adolescents, (2) the importance of early intervention, and (3) how to help an adolescent experiencing a mental health challenge or crisis. The course is focused on information that participants can use to help youth ages 12-18.