# 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 March 31, 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 its 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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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. |
| Best Practices for Implementation for Transition | Green Hills AEA<br>Heartland AEA | This professional learning session focuses on best practices for supporting students with disabilities (SWD) in their transition to postsecondary success. Participants will review postsecondary outcome data and its impact on daily practices, focusing on effective IEP development and implementation. The session will cover Iowa's Model of Transition Assessment and the SDI Transition Framework, and explore the Heartland Future Ready Transition Action Plan, along with other resources to enhance transition planning and decision-making. Emphasis will also be placed on building leadership capacity to support SWD through collaborative planning and action, ensuring strong transitions and improved outcomes. |
| Conventional Math for Students on Alternate Assessment | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 alternate assessment. |

| Course Title | Authorized AEA(s) | Description |
|---|---|---|
| DE SDI Module: K-6 SDI Literacy | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>Prairie Lakes AEA | Aligned to the SDI Framework, this professional development initiative is aimed to develop and implement tools and processes to aid teachers in delivering effective specially designed instruction to improve the literacy outcomes for learners with disabilities. |
| DE SDI Module: Literacy for Students with Significant Disabilities | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>Prairie Lakes AEA | Aligned to the SDI Framework, this professional development initiative is aimed to develop and implement tools and processes to aid teachers in delivering effective specially designed instruction to improve the literacy outcomes for learners with significant cognitive disabilities.<br>• Provide educators foundational knowledge and skills to expand language, communication, and comprehensive literacy skills for early emergent readers and writers.<br>• 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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>Prairie Lakes AEA | Aligned to 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 to improve the outcomes of preschool learners in inclusive settings. |
| DE SDI Module: Secondary Transition | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>Prairie Lakes AEA | Aligned to the SDI Framework, this professional development initiative supports secondary school teams in diagnosing, designing, delivering effective specially designed instruction through the use of evidence-based practices and predictors to improve the postsecondary outcomes for learners with disabilities. |

| Course Title | Authorized AEA(s) | Description |
|---|---|---|
| Emergent Math for Students on Alternate Assessment | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 alternate assessment. |
| High Leverage Practices for Special Education | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 The 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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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<br>Great Prairie AEA<br>Green Hills AEA<br>Northwest AEA<br>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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 |
|---|---|---|
| Support for English Learners in the Grade Level or Content Classroom | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 and access to 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<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Northwest AEA<br>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 which empower students to become expert learners! |
| 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 who 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 of the practices targeted in the professional learning of the formative assessment process, there is a very robust evidence base. |

| Course Title | Authorized AEA(s) | Description |
|---|---|---|
| Implementation Science for Educational Initiatives with Ongoing Coaching | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 Coaching Cycle | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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. |

# 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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>Prairie Lakes AEA | 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. |
| Implementation of High-Quality Instruction Materials with Ongoing Support | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 |
|---|---|---|
| Intensifying Structured Literacy Instruction for Struggling Readers | Central Rivers AEA<br>Grant Wood AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA | 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.<br><br>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. |
| 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<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Keystone AEA<br>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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 address the content areas required to secure a K-8 Iowa Mathematics Endorsement. |
| Math Intervention for Responsive Teaching | Central Rivers AEA<br>Keystone AEA | The Intended Goals for Math Intervention for Responsive Teaching is as follows: Participants engage with and learn the progression for critical math domain areas that requires 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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 Curriculum and evidence-based practices to support 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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 |
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| Primary Talented and Gifted Identification and Services for Students | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>Prairie Lakes AEA | The AEA provides ongoing system level supports for gifted and talented programs, including identification data systems, aligned student identification and services and program evaluation. Implementation of data systems and curriculum and instructional strategies for serving gifted and talented students are 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, and emphasis will be given to 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 |
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| Enhancing School Counselor Programs for Impact | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>Prairie Lakes AEA | 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.<br><br>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. |

## Strengthen Systems for Behavioral and Mental Health Support

| Course Title | Authorized AEA(s) | Description |
|---|---|---|
| Adverse Childhood Experiences (ACES) | Green Hills AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Heartland AEA<br>Keystone AEA<br>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<br>Green Hills AEA<br>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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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. |
| Early Childhood Positive Behavior Interventions and Supports (EC PBIS) | Grant Wood AEA<br>Great Prairie AEA<br>Heartland AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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. |

| Course Title | Authorized AEA(s) | Description |
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| Enhancing Relationships with Tier 2 SEBH Interventions | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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. |
| Non-violent Crisis Prevention and Intervention (CPI) | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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. |

| Course Title | Authorized AEA(s) | Description |
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| Positive Behavioral Interventions and Supports (PBIS): Tier 1, Tier 2, and Tier 3 | **All 9 AEAs**<br>Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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.<br>• 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.<br>• Tier 2 supports refers to the practices and systems that enable targeted interventions for students who are not successful with Tier 1 supports alone.<br>• 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<br>Grant Wood AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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<br>Grant Wood AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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. |
| SEBH Tier Two Intervention Strategies | Central Rivers AEA<br>Great Prairie AEA<br>Heartland AEA<br>Keystone AEA<br>Northwest AEA<br>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<br>Great Prairie AEA<br>Green Hills AEA<br>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 |

Version 2.1

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| Youth Mental Health First Aid (YMHFA) | Central Rivers AEA<br>Grant Wood AEA<br>Great Prairie AEA<br>Green Hills AEA<br>Heartland AEA<br>Keystone AEA<br>Mississippi Bend AEA<br>Northwest AEA<br>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 participants can use to help youth ages 12-18. |