2026-27 List of Approved AEA Professional Development

In accordance with Iowa Code 256.9(36) and 273.2(3)b, the department requested that AEAs 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 as of January 31, 2026.

Iowa Education Priorities:

Below are the eleven strategic priorities. All priority areas with available courses offered by one or more authorized AEA are hyperlinked to their course offerings, 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
NEW 2026 Access for All Package	All 9 AEAs	uPar is a tool that incorporates elements of Universal Design for Learning (UDL), Assistive Technology (AT), High Leverage Practices (HLP) and Accessible Educational Materials (AEM) to make reading more accessible for all learners. uPar identifies whether students benefit from listening to and seeing text, using text-to-speech, to comprehend narrative and informational text. While it evaluates the benefit of text-to-speech for individual students, it can be administered more resourcefully to a group of students in typically less than one class period. uPar can also be used to periodically recheck the effectiveness of text-to-speech for students. Read&Write is a literacy support software for all learners, especially those with specific learning needs. Read&Write also supports teachers in easily creating higher-level learning activities and opportunities for students to develop independent learning. This train-the-trainer content provides an overview of the reading, writing, and study skills features within the Read&Write toolbar.
ACHIEVE	All 9 AEAs	The courses and modules within the ACHIEVE System for Special Education (ages 3-21) will provide professional learning opportunities delivered in real time, in-person instruction, and/or via Zoom. They may also include modeling and practicing the components outlined in the ACHIEVE User Guide in greater depth.
Conventional Math for Students on Alternate Assessment	All 9 AEAs	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	Aligned with the SDI Framework, this professional development initiative aims to develop and implement tools and processes to support teachers in delivering effective, specially designed instruction that improves literacy outcomes for learners with disabilities.

Course Title	Authorized AEA(s)	Description
DE SDI Module: Literacy for Students with Significant Disabilities	All 9 AEAs	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. ● Provide educators with 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	Aligned with the SDI Framework, this professional development initiative aims to develop and implement tools and processes to support teachers in delivering effective, specially designed instruction that improves literacy outcomes for learners with significant cognitive disabilities. ● Provide educators with 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 to diagnose, design, and deliver high-quality, specially designed language, communication and literacy instruction.
DE SDI Module: Secondary Transition	All 9 AEAs	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	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 Great Prairie Green Hills Heartland Northwest Prairie Lakes	Participants will engage in an immersive training designed to equip educators and support staff with practical, hands-on strategies to enhance 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 helps them expand their perspectives as they support students with diverse needs.
High Leverage Practices for Special Education	All 9 AEAs	High-leverage practices (HLPs) 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 for collaboration, data-driven planning, instruction in behavior and academics, and for intensifying and intervening 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 intensification and intervention.
Meeting the Needs of Diverse Early Childhood Learners	All 9 AEAs	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 and math and literacy skills, ensuring an inclusive and effective learning experience for all students.
NEW 2026 Peer to Peer: Building Social Connections	All 9 AEAs	This professional development introduces how to establish a peer-to-peer support program, which uses the evidence-based practice of peer-based instruction to integrate students with social skills deficits into general education settings. In this model, trained peers model appropriate academic and social behaviors throughout the school day, offering support to students with Autism Spectrum Disorder (ASD) and similar deficits to foster independence and socialization. The training will detail specific development steps, covering recruitment, ongoing training, implementation and sustaining practice.

Course Title	Authorized AEA(s)	Description
NEW 2026 Special Education Paraeducator Professional Learning	All 9 AEAs	This professional development course is designed to equip educational support staff with the knowledge, tools, and strategies needed to effectively support students across academic, behavioral, communication, and functional domains. Participants will gain a deeper understanding of their roles, collaboration with teams, and best practices in working with students with diverse needs.
Structured Teaching for Special Education: Expanded Professional Development	Central Rivers Grant Wood Great Prairie Green Hills Keystone Mississippi Bend Northwest Prairie Lakes	Participants will engage in an immersive training designed to equip educators and support staff with practical, hands-on strategies to enhance 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 application. Finally, a parent panel provides practitioners with a global view of the whole child and helps them expand their perspectives as they support students with diverse needs.
Structured Teaching for Students with Autism Spectrum Disorders	Grant Wood Great Prairie Green Hills Northwest Prairie Lakes	Participants will engage in an immersive training designed to equip educators and support staff with practical, hands-on strategies to enhance 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 application.
SWD Explicit Instruction	All 9 AEAs	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 literacy and math is extensive for all students, including those 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
NEW 2026 Creating a Language-Rich Environment for English Learners	All 9 AEAs	Creating a Language-Rich Environment for English Learners will train participants to establish evidence-based expectations and strategies for their classrooms, with a focus on engaging English Learners. Grade-level and content teachers will experience the expectations and strategies as learners themselves and relate them to real-life classroom examples. Participants will gain skills and strategies to accommodate students at all proficiency levels, as well as establish routines to hold all students accountable for rigorous, grade-level language and content learning. Reflection on the implementation of expectations and strategies will be expected.
Supporting English Learners in the General Education Classroom through the SIOP Model	All 9 AEAs	This course is a dynamic training designed for teachers, administrators, instructional coaches, and district specialists who support English Learners in their settings. 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 across all content areas, and will also 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 ELs 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	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 Grant Wood Great Prairie Green Hills Heartland Keystone Northwest Prairie Lakes	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!
NEW 2026 The Formative Assessment Instructional Process (FAIP)	All 9 AEAs AEA Learning Online	This course will provide participants with a beginning understanding of the Formative Assessment process. Learning opportunities for this class will focus on the practices of the process. They will move forward to consider aspects such as learning goals and success criteria, activities to elicit evidence of student learning/thinking, instructional modifications based on collected evidence of learning, descriptive feedback, self-assessment, and peer assessment. The importance of a collaborative and respective classroom environment will also be addressed. Participants will be expected to apply concepts in their classroom/school actively and to share implementation experiences with other participants frequently.
Implementation Science for Educational Initiatives with Ongoing Coaching	All 9 AEAs	Professional learning in implementation science in the educational setting is an ongoing, dynamic process that focuses on building the knowledge, skills, and capacities needed for the successful and sustainable implementation of educational initiatives. Grounded in the NIRN (National Implementation Research Network) implementation science model, this professional learning begins by building the leadership team's capacity to understand and apply key concepts, including 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	In this professional learning experience, participants will examine instructional coaching practices that are proven to have a 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	This professional learning session will provide an in-depth exploration of Iowa's Multi-Tiered System of Supports (MTSS) framework, with an emphasis on 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 the classroom, school, and district levels.

Course Title	Authorized AEA(s)	Description
NEW 2026 Team Initiated Problem-Solving (TIPS)	Central Rivers Grant Wood Great Prairie Green Hills Keystone Mississippi Bend Northwest Prairie Lakes	Team Initiated Problem Solving (TIPS) is an evidence-based practice for efficient and effective meetings. Team-Initiated Problem Solving (TIPS) is a conceptual model for problem-solving that has been operationalized into a set of practical procedures for use during meetings of school-based problem-solving teams, such as Positive Behavior Interventions and Supports (PBIS). The model can be used for any school-based meeting. Use of TIPS procedures can help team members identify, address, and resolve students' social and academic behavior problems. It can also be applied to MTSS and other systems work. (www.pbis.org)

Developing a Strong Teacher Pipeline

Course Title	Authorized AEA(s)	Description
Mentoring and Induction	All 9 AEAs	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 the 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 for licensure, and gives an overview of Chapters 25 and 26 of Ethics for Educators. 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. Mentors learn specific coaching skills to support their new teachers during 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.

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	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 be an unpacking of 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 is released, the list will be embedded in this professional learning as a potential HQIM to review.
Implementation of High-Quality Instructional Materials with Ongoing Support	All 9 AEAs	Implementing High-Quality Instructional Materials (HQIM) requires a structured, sustainable professional learning approach grounded 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.
NEW 2026 Intentional Teacher for Early Childhood Educators	All 9 AEAs	AEA consultants will provide learning and collaboration for district preschool teams around foundational practices in Early Childhood. This content includes growing an understanding and implementation of evidence-based practices in early childhood, including content-specific areas of literacy, math and social-emotional behavioral practices, along with program structures that include Teaching Strategies GOLD, classroom environment, program standards, the Iowa Early Learning Standards and learning supports to create a high-leverage play-based learning environment to maximize student 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	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 statewide student 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 articles, interactive discussions, videos that deepen knowledge and model strategies, and guided and independent practice of the strategies with colleagues and feedback. Ongoing job-embedded coaching and feedback will be provided between learning sessions.
NEW 2026 Elementary Writing	All 9 AEAs	This professional learning course is designed to deepen elementary educators' understanding and application of evidence-based writing instruction aligned with the Iowa Academic Standards for ELA and the Iowa definition of the Science of Reading. Participants will explore instructional practices that ensure access for all learners, including students with disabilities and English Learners, through differentiated instruction, scaffolding, and explicit teaching strategies. The course emphasizes high-quality instruction, frequent opportunities to write across content areas, and development of transcription skills (handwriting, typing, spelling, sentence construction). Participants will learn to use assessment data, fidelity checklists, and coaching feedback to inform instruction and improve classroom outcomes, ultimately building educator capacity to deliver evidence-based writing instruction that supports all learners."

Course Title	Authorized AEA(s)	Description
Intensifying Structured Literacy Instruction for Struggling Readers	Central Rivers Grant Wood Great Prairie Green Hill Heartland Keystone Mississippi Bend Northwest	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 to design systematic, 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 a secondary strand to differentiate instruction for the respective groups. 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	This course is designed to address the most intensive needs in your school building, including students who have a diagnosis and/or characteristics of Dyslexia, for whom data suggest 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 deliver intentional lessons tailored to student needs.
LETRS for Early Educators	Central Rivers Grant Wood Great Prairie Green Hills Keystone Prairie Lakes	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 Educators	All 9 AEAs	Lexia LETRS® for Elementary Educators provides a professional learning course of study based on 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 unsupported 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	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.
NEW 2026 Secondary Science of Reading: Advancing Literacy	All 9 AEAs	This course extends the principles of the Science of Reading into secondary education, emphasizing how evidence-based literacy practices support adolescent learners across content areas. Participants will explore the application of phonology, phonics, morphology, vocabulary, and comprehension within complex text instruction, as well as the reciprocal relationship between reading and writing. Educators will learn to assess and differentiate foundational literacy skills for all learners—including English learners and students with disabilities—and to use assessment data to inform instruction. Grounded in research and aligned with the Iowa Academic Standards for English Language Arts and Literacy, the course integrates the implementation of high-quality instructional materials, classroom observation, and ongoing professional support to strengthen instructional coherence and improve student outcomes.

Course Title	Authorized AEA(s)	Description
NEW 2026 Secondary Writing	All 9 AEAs	This professional learning course is designed to deepen secondary educators' understanding and application of evidence-based writing instruction aligned with the Iowa Academic Standards for ELA and the Iowa definition of the Science of Reading. Participants will explore instructional practices that ensure access for all learners, including students with disabilities and English Learners, through differentiated instruction, scaffolding, and explicit teaching strategies. The course emphasizes high-quality instruction and frequent opportunities to write across content areas with a focus on sentence construction. Participants will learn to use assessment data, fidelity checklists, and coaching feedback to inform instruction and improve classroom outcomes, ultimately building educator capacity to deliver evidence-based writing instruction that supports all learners.

Support Evidence-based Instructional Practices for Math

Course Title	Authorized AEA(s)	Description
NEW 2026 5 Practices for Orchestrating Productive Mathematics Discussions	All 9 AEAs	Teachers will learn a five-step process—anticipating, monitoring, selecting, sequencing, and connecting—that helps structure whole-class discussions around student thinking. They'll explore how anticipating requires predicting how students might solve a problem and what solutions may emerge; monitoring means observing students during the lesson to spot patterns of thinking and decide which strategies to bring forward; selecting involves choosing responses or work samples that will be most productive for the class to consider; sequencing is about arranging those selected student works—often moving from concrete to abstract or simpler to more complex—to scaffold understanding; and connecting guides students to see relationships among the different strategies and representations, relating them to key mathematical ideas. The result is better management of student responses, deeper mathematical understanding, and stronger student agency and learning.
8 Effective Mathematical Teaching Practices	All 9 AEAs	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
NEW 2026 Building Fact Fluency by Graham Fletcher	All 9 AEAs	This professional learning session is designed to support educators in effectively implementing Graham Fletcher's Building Fact Fluency Kits to strengthen students' foundational understanding of addition, subtraction, multiplication, and division. Participants will explore the philosophy behind fact fluency as more than memorization—emphasizing flexibility, strategy, and conceptual understanding. Through hands-on experiences with the kits, teachers will engage in rich mathematical tasks that mirror how students build fluency, explore multiple problem-solving pathways, and deepen number sense. Educators will also examine the structure and routines embedded in the resources and learn how to use the assessment tools, strategy cards, and visual models to meet the needs of diverse learners.
NEW 2026 Developing Numerical Fluency from the Ground Up	All 9 AEAs AEA Learning Online	This course equips educators with research-based practices to build students' fluency in foundational math facts, aligned to the Iowa Academic Standards. Participants will explore the progression of fluency skills, apply data-driven instructional strategies, and implement systems that support all learners in developing strong mathematical foundations.
Making Sense of Mathematics and Teaching K-8 Series	All 9 AEAs	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, aligning their beliefs about how children learn with research, and strengthening 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	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 focus for future student success. This professional learning also equips teachers to apply research-based, explicit, and systematic interventions 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	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' numeracy development. Participants will learn how to connect and reinforce concepts within and across grade levels, creating a coherent learning progression that builds upon prior knowledge.

Course Title	Authorized AEA(s)	Description
NEW 2026 Number Talks	All 9 AEAs	This course will help educators and their students deepen their pedagogical content knowledge for building computational fluency and number sense through the implementation of Number Talks. Participants will engage with the Iowa Academic Standards for Mathematics and the book Number Talks: Whole Number Computation by Sherry Parrish. The course will focus on understanding the grade-specific expectations and cross-grade-level learning progressions of the Iowa Academic Standards for Mathematics for basic facts and multi-digit computation. The course will also focus on engaging in conversations about meaningful mathematics, developing computational strategies based on place value, number relationships, and the properties of operations, and building computational fluency.
SOAR: Supporting Ongoing Achievement Responsibly	All 9 AEAs	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.
Universal Mathematics for Early Childhood	All 9 AEAs	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 the 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	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 curriculum's core principles.

Supporting 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	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
NEW 2026 Building and Sustaining High-Quality K-12 Computer Science	All 9 AEAs	This professional learning series supports districts in fulfilling the state requirements established by HF 2629, mandating computer science (CS) instruction and a comprehensive K–12 CS plan. Educators will design, strengthen, and sustain CS programs aligned with the Iowa Computer Science State Plan (2022–26), ensuring equitable access, curriculum alignment, and instructional quality. Participants examine components of a high-quality CS program, including curriculum sequencing and integration with career and technical education (CTE) pathways, specifically the Information Systems pathway. Using state templates and local data, participants identify access gaps and develop compliant, actionable plans. Connected to Iowa's Credentials to Computer Science Careers and led by AEA Computer Science Consultants, sessions provide practical tools and district-specific planning support, resulting in a compliant, ready-to-implement plan to prepare students for high-skill, high-demand technology fields.

Course Title	Authorized AEA(s)	Description
Enhancing School Counselor Programs for Impact	All 9 AEAs	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 to align their program with national standards, set measurable goals, and implement 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. This learning aligns with the ASCA National Model, an evidence-based framework for school counseling designed to improve student outcomes. The ASCA National Model also helps school counselors incorporate themes of leadership, collaboration, advocacy, systemic change, and equity into their programs.
NEW 2026 Strengthening College and Career Pathways: The Role of Teacher Librarians in Leading Effective School Library Programs	All 9 AEAs	Supporting Iowa's vision for college and career readiness, this professional development positions teacher librarians as leaders in developing students' essential skills, such as literacy, inquiry, research, digital citizenship, and ethical AI use. Participants learn to integrate these competencies into instructional partnerships, resource design, and student experiences, thereby strengthening collaboration with school counselors and contributing to Iowa's career pathway framework. Grounded in the evidence-based frameworks of the AASL National School Library Standards, the Iowa School Library Program Standards, and the Future Ready Librarians Framework, the course includes activities that establish baselines through pre- and post-assessments, set measurable goals using data, and manage resources equitably. Teacher librarians develop actionable, research-supported plans tailored to their schools, ensuring effective, high-quality programs that advance student achievement and postsecondary opportunities.
NEW 2026 Teaching and Leading with Artificial Intelligence (AI): Building Instructional Capacity and Workforce Readiness	All 9 AEAs	This professional development series supports Iowa schools in responsibly implementing artificial intelligence (AI) in alignment with the state's "AI in IA" guidance. By building shared understanding across roles, educators will be able to discuss AI with students, apply district expectations, and make informed decisions about AI tools in learning. Participants explore the capabilities of various AI types, their presence in student tools and their impact on Iowa industries such as agriculture, healthcare, business and manufacturing. Through discussion and scenario-based examples, educators practice guiding students in evaluating AI-generated information and making informed tool choices. The interaction sessions focus on immediately actionable strategies across all grades and content areas.

Strengthen Systems for Behavioral and Mental Health Support

Course Title	Authorized AEA(s)	Description
Adverse Childhood Experiences (ACES)	Central Rivers Green Hills Grant Wood Heartland Keystone Northwest Prairie Lakes	Adverse Childhood Experiences, more commonly known as ACEs, are stressful or traumatic events experienced during childhood. Research shows that these events impact brain development and are associated with health problems throughout the lifespan. Participants learn about ACEs research and approaches to foster trauma-informed, healing-centered environments for children, families, and communities.
NEW 2026 Behavior Basics: Understanding the Function of Behavior and Application within MTSS	All 9 AEAs	Behavior Basics is a course designed to increase understanding of research-based behavior principles, establish a consistent approach to addressing behavior challenges through a functional lens, and recognize how behavior principles are embedded in PBIS/MTSS for Social Emotional Behavioral Health (SEBH). This course will provide an overview of the functional concepts of behavior and an understanding of how they apply to each tier (1, 2, and 3). This will also include how these principles can be used to establish effective interventions across each tier.
Child Mental Health First Aid	Grant Wood Green Hills Keystone	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	This course will provide information on the functional behavior assessment (FBA) process and how it informs behavior intervention planning (BIP) for students displaying challenging behavior. Participants will learn about and practice collecting behavioral data via indirect and direct assessments (e.g., ABC data) on students they are involved with, and will understand and practice analyzing the data they collect. 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)	All 9 AEAs	Early Childhood PBIS refers to the implementation of Positive Behavioral Interventions and Supports (PBIS) in 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 provide additional support 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 practices, procedures, and data-collection measures appropriate for young children and their families. Professional development is facilitated by AEA personnel with experience providing professional development and coaching in behavior and mental health support systems.

Course Title	Authorized AEA(s)	Description
NEW 2026 Educator Well-Being	All 9 AEAs	This course will focus on evidence-based considerations and strategies for systemic and individual well-being. These strategies are often at no cost to districts. They are based on multiple data sources, indicating that educator well-being leads to better student outcomes, and that educators who feel supported by their systems also achieve better student outcomes.
Enhancing Relationships with Tier 2 SEBH Interventions	All 9 AEAs	Participants will learn about systems for adult behavior and implement evidence-based practices for at-risk students. Opportunities will be provided to develop data-driven decision rules to identify students who need Tier 2 interventions and, once students are receiving the intervention, to determine whether they are responding to it. A menu of evidence-based interventions with the 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 most efficiently and effectively, including ensuring that Tier 1 Supports are in place.
Essential Foundation in Collaborative Problem Solving (level 1)	Central Rivers	Through lectures, role-play, video examples, case studies, and breakout groups, participants will learn how to identify the causes of unmet expectations and challenging behavior and address them using a relational, replicable process. Structured team time and coaching are provided to help participants develop action plans to support implementation in 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	Participants will learn about evidence-based classroom strategies focused on prevention and behavior response. Participants will be given examples and provided practice in implementing the strategy. 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	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
Positive Behavioral Interventions and Supports (PBIS): Tier 1, Tier 2, and Tier 3	All 9 AEAs	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. ● Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive, 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 Grant Wood Green Hills Heartland Keystone Mississippi Bend Northwest Prairie Lakes	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 Grant Wood Green Hills Heartland Keystone Mississippi Bend Northwest Prairie Lakes	This 2-day workshop develops the knowledge and skills 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 skills 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 Great Prairie Heartland Keystone Northwest Prairie Lakes	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 students' needs in educational environments, including classrooms, hallways, lunchrooms, and playgrounds. 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.

Course Title	Authorized AEA(s)	Description
NEW 2026 Systematic Approach to Suicide Prevention	All 9 AEAs	School districts are encouraged to attend as a team. Attendees (school teams) will become familiar with the model school district policy on suicide prevention and will explore best practices in mental health response and referral. Topics will include scope and definitions, risk factors/protective factors, prevention/intervention/postvention strategies, and implementation plans. In addition, considerations around equity, culture, and community involvement will be reviewed. District school teams will leave with a good understanding of what a quality systemic suicide prevention plan should entail and strategies for implementing it in their setting(s).
NEW 2026 The Practicing Educator	AEA Learning Online	At its core, whole-child education seeks to create conditions for every student to thrive, both in and beyond the classroom. This approach is grounded in decades of developmental and educational research showing that students learn best when their basic needs for safety, belonging, and emotional regulation are met, and when instruction connects learning to purpose and relationships. The Practicing Educator is a self-paced course focused on providing educators with knowledge and skills to create conditions that allow all students to succeed in school and to recognize potential risks students may encounter, so they can provide Tier 1 supports or help learners access Tier 2 or 3 supports. A clear path from knowing the risks, identifying them in a student, and providing appropriate responses (Tier 1, 2, or 3) will result in better outcomes for students.
Teen Mental Health First Aid (TMHFA)	Grant Wood Green Hills Keystone	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)	Central Rivers Grant Wood Green Hills Heartland Keystone Mississippi Bend Northwest Prairie Lakes	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 focuses on information that participants can use to help youth ages 12-18.