

STATE OF IOWA
BOARD OF EDUCATIONAL EXAMINERS
701 E. Court Ave., Suite A
Des Moines, Iowa 50309

Minutes

January 16, 2026

The Board of Educational Examiners (Board or BoEE) held a meeting on January 16, 2026. Chad Janzen, Board Chair, called the meeting to order at 8:30 a.m. Members attending were Kathy Behrens, Miranda Brus, Dr. Davis Eidahl, Eric St Clair, Dr. Daniel Zylstra, Paige Thorson, and Jennifer Sammons. Also in attendance was Mike Cavin, Executive Director, Beth Myers, Attorney, Lori Lavorato, Diane Dennis and Matthew Barron, Investigators, Lindsey Browning and Erin Hardisty, Assistant Attorneys General. Pam Bleam and Dr. Michael Pyevich were unable to attend.

Paige Thorson moved, with a second by Eric St Clair, to approve the agenda. **MOTION CARRIED UNANIMOUSLY**

Kathy Behrens moved, with a second by Davis Eidahl, to go into closed session for the purpose of discussing litigation, pursuant to Iowa Code sections 21.5(1)c. Roll call vote: Behrens – yes; Brus -yes; Eidahl – yes; Janzen – yes; St Clair – yes; Zylstra – yes; Thorson – yes; Sammons – yes; **MOTION CARRIED UNANIMOUSLY**

The Board entered closed session at 8:34 a.m. and returned to open session at 8:38 a.m.

Kathy Behrens moved, with a second by Eric St Clair to approve the consent agenda (minutes for December 19, 2025). **MOTION CARRIED UNANIMOUSLY.**

Kathy Behrens moved, with a second by Davis Eidahl, that the Board go into closed session for the purpose of discussing closed session minutes whether to initiate licensee disciplinary proceedings, the decision to be rendered in a contested case,

1 confidential health information, and mental health information, pursuant to Iowa
2 Code sections 21.5(1)(a), (d), and (f). Roll call vote: Behrens – yes; Brus -yes; Eidahl –
3 yes; Janzen – yes; St Clair – yes; Zylstra – yes; Thorson – yes; Sammons – yes;

4 **MOTION CARRIED UNANIMOUSLY**

5
6 The Board entered closed session at 8:39 a.m. and returned to open session at 10:29
7 a.m.

8
9 Kathy Behrens moved, with a second by Davis Eidahl that in case number 25-233,
10 the Board deny the motion to dismiss and the Board return the complaint and
11 investigative report to the investigator to gather further information, and return the
12 case to the Board for further consideration. **MOTION CARRIED UNANIMOUSLY**

13
14 Miranda Brus moved, with a second by Paige Thorson, that in case number 25-240,
15 the Board find probable cause to establish a violation of the Code of Professional
16 Conduct and Ethics, 282 IAC rules 25.3(1) b (1), and order the Board staff to proceed
17 with the case. **MOTION CARRIED UNANIMOUSLY**

18
19 Davis Eidahl moved, with a second by Miranda Brus, that in case number 25-256,
20 the Board find probable cause to establish a violation of the Code of Professional
21 Conduct and Ethics, 282 IAC rules 282 IAC rules 25.3(6)c and 25.3(8)a, and order the
22 Board staff to proceed with the case. **MOTION CARRIED UNANIMOUSLY**

23
24 Eric St Clair moved, with a second by Kathy Behrens, that in case number 25-261,
25 the Board find probable cause to establish a violation of the Code of Professional
26 Conduct and Ethics, 282 IAC rule 25.3(1) e (4) 3, and order the Board staff to proceed
27 with the case. Roll call vote: Behrens – yes; Brus -yes; Eidahl – yes; Janzen – yes; St
28 Clair – yes; Zylstra – no; Thorson – yes; Sammons – yes; **MOTION CARRIED**

29
30 Kathy Behrens moved, with a second by Jennifer Sammons, that in case number 25-
31 254, the Board find probable cause to establish a violation of the Code of Professional
32 Conduct and Ethics, 282 IAC rules 25.3(2) b, and order the Board staff to proceed
33 with the case. **MOTION CARRIED UNANIMOUSLY**

1
2 Eric St Clair moved, with a second by Daniel Zylstra, that in case number 25-284,
3 the Board find probable cause to establish a violation of the Code of Professional
4 Conduct and Ethics, 282 IAC rules 25.3(2) b, and order the Board staff to proceed
5 with the case. **MOTION CARRIED UNANIMOUSLY**

6
7 Paige Thorson moved, with a second by Miranda Brus, that in case number 25-198,
8 the Board find probable cause to establish a violation of the Code of Professional
9 Conduct and Ethics, 282 IAC rules 25.3(2) a, 25.3(6) c and 25.3(8) b, and order the
10 Board staff to proceed with the case. **MOTION CARRIED UNANIMOUSLY**

11
12 Kathy Behrens moved, with a second by Jennifer Sammons, that in case number 25-
13 264 the Board find probable cause to establish a violation of the Code of Professional
14 Conduct and Ethics, 282 IAC rules 25.3(2) b, and order the Board staff to proceed
15 with the case. **MOTION CARRIED UNANIMOUSLY**

16
17 Eric St Clair moved, with a second by Jennifer Sammons, that in case number 25-
18 270, the Board finds that the evidence gathered in the investigation, including witness
19 statements and the documentary evidence, does not substantiate the allegations in the
20 complaint, and that the Board therefore lacks probable cause to proceed with this
21 matter. **MOTION CARRIED UNANIMOUSLY**

22
23 Davis Eidahl moved, with a second by Daniel Zylstra, that in case number 25-223,
24 the Board find probable cause to establish a violation of the Code of Professional
25 Conduct and Ethics, 282 IAC rule 25.3(3) e and 25.3(8) a, and order the Board staff to
26 proceed with the case. **MOTION CARRIED UNANIMOUSLY**

27
28 Daniel Zylstra moved, with a second by Paige Thorson, that in case number 25-271
29 the Board find probable cause to establish a violation of the Code of Professional
30 Conduct and Ethics, 282 IAC rule 25.3(5) a (2), and order the Board staff to proceed
31 with the case. **MOTION CARRIED UNANIMOUSLY**

1 Eric St Clair moved, with a second by Miranda Brus, that in **case number 25-252**, the
2 Board finds that the evidence gathered in the investigation, including witness
3 statements and the documentary evidence, does not substantiate the allegations in the
4 complaint, and that the Board therefore lacks probable cause to proceed with this
5 matter. **MOTION CARRIED UNANIMOUSLY**

6
7 Paige Thorson moved, with a second by Kathy Behrens, that in **case number 25-192**,
8 the Board find probable cause to establish a violation of the Code of Professional
9 Conduct and Ethics, 282 IAC rule 25.3(6) d, and order the Board staff to proceed with
10 the case. **MOTION CARRIED UNANIMOUSLY**

11
12 Kathy Behrens moved, with a second by Daniel Zylstra that in **case number 25-230**,
13 the Board finds probable cause to establish a violation of the Code of Professional
14 Conduct and Ethics, 282 IAC rule 25.3(6) d, and order the Board staff to proceed with
15 the case. Roll call vote: Behrens – yes; Brus - yes; Eidahl – yes; Janzen – recused; St
16 Clair – yes; Zylstra – yes; Thorson – yes; Sammons – yes; **MOTION CARRIED**

17
18 Jennifer Sammons moved, with a second by Miranda Brus, that in **case number 25-**
19 **246** the Board finds that the evidence gathered in the investigation, including witness
20 statements and the documentary evidence, does not substantiate the allegations in the
21 complaint, and that the Board therefore lacks probable cause to proceed with this
22 matter. Roll call vote: Behrens – yes; Brus - yes; Eidahl – yes; Janzen – yes; St Clair –
23 yes; Zylstra – recused; Thorson – yes; Sammons – yes; **MOTION CARRIED**

24
25 Kathy Behrens moved, with a second by Jennifer Sammons, that the Board accept the
26 respondent's waiver of hearing and voluntary surrender in **case number 24-03** and
27 that the Board issue an order permanently revoking the license with no possibility of
28 reinstatement. **MOTION CARRIED UNANIMOUSLY**

29
30 Davis Eidahl moved, with a second by Eric St Clair, that the Board accept the
31 respondent's waiver of hearing and voluntary surrender in **case number 25-199** and
32 that the Board issue an order permanently revoking the license with no possibility of
33 reinstatement. **MOTION CARRIED UNANIMOUSLY**

1
2 Davis Eidahl moved, with a second by Jennifer Sammons, that in **case number 25-**
3 **10**, the Board accept the agreement submitted by the parties, and issue an Order
4 incorporating the agreement and imposing the agreed upon sanction. **MOTION**
5 **CARRIED UNANIMOUSLY**

6
7 Paige Thorson moved, with a second by Kathy Behrens, that in **case number 25-188**
8 the Board accept the agreement submitted by the parties, and issue an Order
9 incorporating the agreement and imposing the agreed upon sanction. **MOTION**
10 **CARRIED UNANIMOUSLY**

11
12 Kathy Behrens moved, with a second by Miranda Brus, that in **case number 25-114**,
13 the Board accept the agreement submitted by the parties, and issue an Order
14 incorporating the agreement and imposing the agreed upon sanction. **MOTION**
15 **CARRIED UNANIMOUSLY**

16
17 Miranda Brus moved, with a second by Paige Thorson, that in **case number 25-81**,
18 the Board reject the agreement submitted by the parties, and return the cases for
19 further proceedings consistent with this decision. **MOTION CARRIED UNANIMOUSLY**
20

21 Kathy Behrens moved, with a second by Daniel Zylstra, that in **case number 24-231**,
22 the Board accept the agreement submitted by the parties, and issue an Order
23 incorporating the agreement and imposing the agreed upon sanction. **MOTION**
24 **CARRIED UNANIMOUSLY**

25
26 Daniel Zylstra moved, with a second by Eric St Clair, that in **case number 25-119**,
27 the Board accept the agreement submitted by the parties, and issue an Order
28 incorporating the agreement and imposing the agreed upon sanction. **MOTION**
29 **CARRIED UNANIMOUSLY**

30
31 Kathy Behrens moved, with a second by Miranda Brus, that the Board not initiate
32 review of the proposed decision in **case number 22-193**, In the Matter of Kelvin
33 Kruger, and allow the proposed decision to become the final decision of the Board

1 unless an appeal is taken by one of the parties within the time allowed by rule. Roll
2 call vote: Behrens – yes; Brus -yes; Eidahl – yes; Janzen – recused; St Clair – yes;
3 Zylstra – yes; Thorson – yes; Sammons – yes; **MOTION CARRIED**

4
5 Paige Thorson moved, with a second by Kathy Behrens, to extend the 180-day
6 deadline for issuance of the final decision in **case number 25-170**. The seriousness of
7 the accused violation is of such a magnitude, additional time is required to complete a
8 comprehensive investigation and conclude the contested case process. Respondent did
9 not file an objection to the extension even though given an opportunity to object and
10 justice would not be served by dismissing a pending complaint concerning alleged
11 ethical wrongdoing of an educator, given the need to maintain safe learning
12 environments for Iowa students. **MOTION CARRIED UNANIMOUSLY**

13
14 Daniel Zylstra moved, with a second by Miranda Brus, to extend the 180-day deadline
15 for issuance of the final decision in **case number 25-156**. Although the respondent
16 has objected to the extended time, probable cause of an ethical violation has been
17 determined by the Board. Additional time is needed to schedule a hearing and
18 complete the contested case process. Retaining this pending licensing matter ensures
19 that any potential threats or risks to students are thoroughly evaluated while also
20 guaranteeing the educator has the opportunity to dispute the alleged ethical
21 wrongdoing. **MOTION CARRIED UNANIMOUSLY**

22
23 Kathy Behrens moved, with a second by Paige Thorson, to extend the 180-day
24 deadline for issuance of the final decision in **case number 25-159**. The seriousness of
25 the accused violation is of such a magnitude, additional time is required to complete a
26 comprehensive investigation and conclude the contested case process and respondent
27 did not file an objection to the extension even though given an opportunity to object.
28 Justice would not be served by dismissing a pending complaint concerning alleged
29 ethical wrongdoing of an educator given the need to maintain safe learning
30 environments for Iowa students. **MOTION CARRIED UNANIMOUSLY**

31
32 Daniel Zylstra moved, with a second by Jennifer Sammons, to extend the 180-day
33 deadline for issuance of the final decision in **case number 25-160**. Although the

1 respondent has objected to the extended time, probable cause of an ethical violation
2 has been determined by the Board. Additional time is needed to schedule a hearing
3 and complete the contested case process. retaining this pending licensing matter
4 reinforces the significance of due process for both the complainant and the respondent
5 within the licensing disciplinary system. **MOTION CARRIED UNANIMOUSLY**

6
7 Davis Eidahl moved, with a second by Kathy Behrens, to extend the 180-day deadline
8 for issuance of the final decision in **case number 25-161**, based on the need to
9 schedule the hearing or negotiate settlement and conclude the contested case process;
10 respondent does not object to the extension, and retaining this pending licensing
11 matter reinforces the significance of due process for both the complainant and the
12 respondent within the licensing disciplinary system. **MOTION CARRIED**

13 **UNANIMOUSLY**

14
15 Daniel Zylstra moved, with a second by Paige Thorson, to extend the 180-day deadline
16 for issuance of the final decision in **case number 25-162**, based on the need to
17 schedule the hearing or negotiate settlement and conclude the contested case process;
18 respondent does not object to the extension, and retaining this pending licensing
19 matter reinforces the significance of due process for both the complainant and the
20 respondent within the licensing disciplinary system. **MOTION CARRIED**

21 **UNANIMOUSLY**

22
23 Eric St Clair moved, with a second by Paige Thorson, to approve the closed session
24 minutes for December 19, 2025. **MOTION CARRIED UNANIMOUSLY**

25
26 Request for Reinstatement: **Case No. 23-134, In the Matter of Jessica Goodenow.**

27 Ms. Goodenow was charged with failing to protect the health and safety of students.
28 She received a sanction of: reprimand, probation for one year and was required to
29 complete an ethics course. Ms. Goodnow was present before the Board at the meeting.
30 The Board noted that she had met the timeline of the probation period and fulfilled the
31 requirements of the disciplinary order. Eric St Clair moved, with a second by Paige
32 Thorson, that in **case number 23-134**, the Board grant the application for
33 reinstatement as the reason for the suspension no longer exists and reinstatement is

1 in the public interest. It was further moved that the Board authorize the Executive
2 Director to sign the reinstatement order consistent with the Board's discussion.

3 **MOTION CARRIED UNANIMOUSLY**

4
5 Communication from the Public:

6 Public comments were heard by the Board.

7
8 Board Member Reports:

9 None

10
11 Executive Director's Report:

12 Legislative Report:

13 It is early in the session, and a few bills have been introduced, with more expected.

14 One introduced bill relates to verification of legal status as part of the licensure
15 application process and another bill relates to license renewal credits.

16
17 Agency Update:

18 BoEE staff is working through the process of using the SAVE Program, an online
19 service to verify legal presence. The BoEE office move to the Grimes Building is
20 currently scheduled for some time in February 2026. BoEE staff collaborated with
21 other Department of Education bureaus to implement a new process for Renewal
22 Program approval.

23
24 Financial Report:

25 Finances continue to be below prior-year levels and expectations; however,
26 expenditures have also decreased. Discussions are ongoing to identify potential
27 solutions.

28
29 License Report:

30 Renewal applications are being processed in less than 1 week with some being
31 processed within 48-hours. The majority of new Iowa graduate licensure has been
32 issued.

1 Petition for Waiver:

2 Paige Thorson moved, with a second by Daniel Zylstra, that the Board grant **PFW 26-**
3 **01, Henry Mbih**. Roll call vote: Behrens – yes; Brus -recused; Eidahl – yes; Janzen –

4 yes; St Clair – yes; Thorson – yes; Sammons – yes; Zylstra – yes; **MOTION CARRIED**

5 Reasons for granting: On December 29, 2025 the Board received a Petition from Mr.
6 Mbih requesting a waiver of the rules for the Master Educator Licensure. He is seeking
7 a waiver of the requirement for a Master’s degree. Current rules require applicants
8 possess a master’s degree to be eligible for a Master Educator License. Mr. Mbih
9 obtained a Bachelor degree from South Africa and a Doctorate from Iowa State
10 University and he seeks a Master Educator License. The Board found there was undue
11 hardship and getting a master’s degree after getting a doctorate would be difficult. The
12 rule from which Henry Mbih seeks a waiver is not specifically mandated by statute or
13 any other provision of law, and, accordingly, may be waived by the Board. If the waiver
14 was not granted, the board found it would jeopardize public health safety and welfare
15 because students would not have a highly qualified teacher.

16
17 Miranda Brus moved, with a second by Kathy Behrens, that the Board instruct the
18 staff to review the individual’s transcripts and grant the waiver in the areas where his
19 credit hours align within the science fields for **PFW 26-02, Robert Justice II**.

20 **MOTION CARRIED UNANIMOUSLY**

21 Reasons for granting: On January 5, 2026 the Board received a Petition from Justice
22 requesting a waiver of the rules for the Content specialist authorization. Mr. Justice is
23 seeking a waiver of the requirement for a Content Specialist Authorization. Current
24 rules require applicants will have completed a master’s degree or higher in an
25 endorsement area. Mr. Justice obtained a Content Specialist Authorization with
26 endorsements of 5-12 basic science and 5-12 Chemistry. He seeks a Content
27 Specialist Authorization with endorsements to include Biology, Earth Science, and All
28 Science. The Board obtaining a master’s degree for all would be a hardship. The rule
29 from which Robert Justice seeks a waiver is not specifically mandated by statute or
30 any other provision of law, and, accordingly, may be waived by the Board. The Board
31 found granting this waiver would not jeopardize the public health, safety or welfare of
32 anyone.

1 Paige Thorson moved, with a second by Miranda Brus, that the Board instruct the
2 staff to review the individual's transcripts and grant the waiver in the areas where his
3 credit hours align within the science fields for **PFW 26-03, Patrick Johnson MOTION**

4 **CARRIED UNANIMOUSLY**

5 Reasons for granting: On January 7, 2026 the Board received a Petition from
6 Johnston requesting a waiver of the rules for the Content specialist authorization. Mr.
7 Johnston is seeking a waiver of the requirement for a Content Specialist
8 Authorization. Current rules require applicants will have completed a master's degree
9 or higher in an endorsement area. He obtained a Content Specialist Authorization with
10 endorsements of 5-12 Biology. Mr. Johnston seeks a Content Specialist Authorization
11 with endorsements to include 5-12 Basic or All Science. The Board found getting a
12 master's degree for all would be a hardship and often rural districts need to hire a
13 science teacher with more than one endorsement area. The rule from which Patrick
14 Johnston seeks a waiver is not specifically mandated by statute or any other provision
15 of law, and, accordingly, may be waived by the Board. The Board found granting this
16 waiver would not jeopardize the public health, safety and welfare or anyone, as Mr.
17 Johnston has extensive experience in academia teaching and performing research.

18
19 Reports:

20 The annual reports for Licensing Fees and Home-Based Iowa were provided for Board
21 review.

22
23 There being no further business, Paige Thorson moved, with a second by Miranda
24 Brus, to adjourn the meeting at 11:52 a.m. **MOTION CARRIED UNANIMOUSLY.**

Approved Iowa Licensure Renewal Programs

Dec. 30, 2025



Department of Education

State of Iowa
Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

Administration

McKenzie Snow, Director

Teacher Quality & Innovation Division

Jay Pennington, Division Administrator

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Mike Cavin, Chief

Kelly Faga, Administrative Consultant

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Board of Educational Examiners

Chad Janzen, Chair, Sergeant Bluff-Luton CSD, Superintendent
Kathy Behrens, Vice Chair, Carroll, Kuemper Catholic Schools, Teacher
Pam Bleam, Manson Northwest Webster CSD, Elementary Counselor
Miranda Brus, Brody Middle School, Middle School Counselor
David Eidahl, Solon CSD Superintendent
Jennifer Sammon, Prairie Lakes AEA, Regional Administrator
Eric St Clair, Iowa Department of Education, Administrative Consultant
Dan Zylstra, Pella Christian, Head of Schools

Approved Iowa Licensure Renewal Programs

AEA Learning Online
Central Rivers AEA
Grant Wood AEA (GWAEA)
Great Prairie AEA (GPAEA)
Green Hills AEA
Iowa State Education Association (ISEA Professional Development Academy)
Heartland AEA
Keystone AEA
Mississippi Bend AEA (MBAEA)
Northwest AEA (NWAEA)
Prairie Lakes AEA (PLAEA)
Iowa Safe Schools
Members Impacting Students/Improving Curriculum (MISIC)
Professional Educators of Iowa (PEI)
School Administrators of Iowa (SAI)
West Des Moines Community Schools
Norwalk Community Schools
Cedar Rapids Community School District

Course Offerings from Oct 1, 2024 to Sept. 30, 2025

Approved teacher licensure renewal programs must conduct a minimum of ten different courses for teachers during the calendar year, or five different courses from administrator programs.

AEA Learning Online: AEA Learning Online provides a variety of self-paced trainings, authorizations, and courses available to Iowa educators. Many of these can be completed for continuing education units (CEUs), license renewal credits, and graduate credits. Currently, we deliver two authorization courses and eight license renewal courses in house, as well as 54 courses provided by vetted and approved outside providers.

Central Rivers AEA: Central Rivers offered 48 unique courses between Oct. 1, 2024 and Sept. 30, 2025, with a total of 62 sections. The courses focus heavily on literacy instruction and special education support across various age groups, with a strong emphasis on the LETRS (Language Essentials for Teachers of Reading and Spelling) program and specialized instruction for preschool children (SDI). Additionally, a significant portion of the offerings is dedicated to behavioral services, including the design of specialized plans, support for positive behaviors in early childhood, and behavioral support through the Paraeducator certification program. Finally, the curriculum includes numerous courses for Paraeducator certification, several Substitute Authorization training sessions, and professional development in specific mathematics domains (SOAR), professional learning communities (PLC), and book studies on educational topics.

Grant Wood AEA (GWAEA): 44 different courses offered 29 times

Great Prairie AEA (GPAEA): 19 Different Courses offered 14 times

Green Hills AEA (GHAEA): A total of 32 different courses 52 times were offered covering the content of Career and Technical, Early Childhood, Human Relations, Leadership, Literacy, Mentoring/Induction, Social Emotional, and Special Education.

Heartland AEA: 56 Different Courses/offered 68 times

ISEA Professional Development Academy: The Iowa State Education Association (ISEA) Academy continues to provide educators with the opportunity to participate in a variety of learning opportunities, trainings, providing resources/tools, and community support for educators to engage students, nurture learning, and excel in their profession. ISEA prides itself on the ability to offer support and advocacy for educators in every stage of their career to help them grow into their passion and be leaders for their students. The ISEA Academy offered 177 License Renewal courses from Oct. 1, 2024, to Sept. 30, 2025, with 137 of them being unique and offered once. Many courses are offered on a cyclical/repeated basis and with a graduate credit option. ISEA partners with the National Education Association (NEA) as a state affiliate to provide the NEA Micro-Credentials which are created by national subject-matter experts. ISEA courses continue to represent a wide range of topics including curriculum content areas such as literacy, social studies, arts, financial literacy, music, social-emotional behavioral health, teacher leadership, technology supports for the classroom, support classes for National Board Certification, ethics, and classroom management. Some courses were sponsored through local education associations or as district-level learning.

Keystone AEA: Keystone AEA offered 19 unique courses between Oct. 1, 2024 through Sept. 30, 2025 with a total of 25 sections. The courses were on many different topics. The topics cover a diverse range of professional development opportunities across several key areas, including foundational pedagogy and leadership through courses such as Touchstones of Good Teaching and the IPLA Cohort 22 Standard 6. Specialized content includes extensive literacy training through the LETRS program, math reform through The Math Pact and CGI, and specialized methods for subjects such as Agriculture Education, Family and Consumer Science, and teaching the Gifted and students with Autism. The list is rounded out by flexible, competency-based learning options, such as the Keystone

Micro-Credential series, and conference opportunities, such as RESET 25 and Iowa BEST STEMposium.

Mississippi Bend AEA (MBAEA): MBAEA offered a total of 35 professional learning courses, including 35 licensure renewal courses (0 canceled) and 2 graduate credit courses (0 canceled). Here is a list of our courses: <https://tinyurl.com/yc6t2ys6>

Northwest AEA (NWAEA): Northwest AEA offered 18 unique courses between Oct. 1, 2024 and Sept. 30, 2025, with a total of 62 sections. The topics represent a comprehensive suite of professional development courses for K-12 school staff. The primary areas of instruction include essential Paraeducator Certification courses and intensive content training, such as Specially Designed Instruction (SDI) for literacy, as well as offerings on evidence-based Classroom Management practices. Furthermore, the curriculum provides critical professional growth tracks, such as multi-year Mentoring and Induction for both new teachers and mentors, in addition to specialized training in areas like Restorative Practices, PBIS, and the integration of new technology like Artificial Intelligence.

Prairie Lakes AEA (PLAEA): At Prairie Lakes AEA, we offered 129 sessions with 82 unique courses. We prioritized evidence-based instruction by focusing heavily on the science of reading. The LETRS program was the centerpiece of these efforts, offering 25 different courses. To encourage deeper thinking and better classroom discussions, we included five courses on Authentic Intellectual Work (AIW), along with three specialized tracks for Specially Designed Instruction (SDI) to support students with significant disabilities. Our math program was another key piece, featuring three courses that covered Illustrative Math and the basics of fractions. Beyond core subjects, our professional development schedule was designed to support every role and workflow. We offered nine modules for paraeducators that covered certification, behavior management, and instructional support. For teachers, seven courses focused on collaborative coaching and improving daily workflows. We also addressed student well-being with five sessions on PBIS and classroom management, plus five courses specifically for early childhood educators. Finally, we rounded out the curriculum with training for Canvas, writing strategies, and student engagement, ensuring every staff member had a clear path for growth.

Iowa Safe Schools: Safe Schools Academy offers 52 classes ranging from 1-3 license renewal credits. Course topics are designed to appeal to a wide variety of educators and approach myriad realities of working with students today. From courses on student anxiety and eating disorders, to fostering civil discourse in the classroom, to safe social media use and tobacco prevention, Safe Schools Academy courses are designed to fulfill many educator PD needs.

Members Impacting Students/Improving Curriculum (MISIC): For the year 2024-2025, MISIC offered courses in three major categories: • Courses developed and facilitated by the MISIC team (1) Together We Achieve More – Improving Instruction, Impacting Students • Courses offered in partnership with other organizations (1) ISASP Reading & Science Rangefinding 2025, Pearson • MISIC's micro-credential bundles (22 different courses)

Professional Educators of Iowa (PEI): PEI provided credit for 11 classes covering eight different topics. The topics included dyslexia, ethics, legal issues, reading training, human trafficking, classroom differentiation, student behavior, screen time and mental health.

School Administrators of Iowa (SAI): SAI provides school leaders the opportunity to engage in a variety of credit-bearing learning opportunities. Our members can bundle any 3 full day workshops or Short Stack Series for a renewal credit. From Oct. 1, 2024 to Sept. 30, 2025, members could choose from 23 options (some repeats) covering a range of topics from strategies for reducing student anxiety and negative thinking to legal issues to The Four Essential Roles of Leadership® to teacher evaluation and plans of awareness/assistance to our Women in Leadership conference. Leaders had access to leadership coaching that included licensure renewal credit as well as the option of earning a renewal

credit through participation in ISFLC. We also provided credit-bearing opportunities to those involved as mentors in our mentoring program.

West Des Moines Community Schools: Throughout the school year, we continue to offer a multitude of courses. Course offerings are detailed in another question within this Google form.

Norwalk Community Schools: Norwalk Schools offers license renewal courses to provide teachers with flexible, high-quality professional learning that directly supports continuous growth while meeting licensure requirements. These asynchronous courses are intentionally aligned to district goals and our Model of Instruction, ensuring that educators can deepen their practice in ways that strengthen instruction, support student learning, and advance our shared priorities across the district.

Cedar Rapids Community School District: CRCSD offers a variety of courses that our teachers have access to in order to increase their knowledge and skills to help better equip them. The courses offered are a wide variety of topics and subjects. From October 2024 - September 2025, 18 unique courses were offered. Several of those courses offered multiple sessions (classes) of that same course. If you take into consideration the different sessions for each course, then there were 48 courses offered in the Staff Development System from 9-30-2024 to 10-1-2025

Courses Offered to Meet School District's Improvement Goals

Question: How many courses were offered within local school districts to meet that school district's improvement goals?

AEA Learning Online: 0

Central Rivers AEA: 43

Grant Wood AEA (GWAEA): 12 Total Courses

Great Prairie AEA (GPAEA): 21 Courses

Green Hills AEA (GHAEA): 12 Courses

ISEA Professional Development Academy: We are not aware of specifically providing our courses within a local school district to meet their school district's improvement goals, but we do have some districts who select our courses for adding as options to their professional development time requirements.

Heartland AEA: 107 courses

Keystone AEA: 9

Mississippi Bend AEA (MBAEA): A total of 18 courses were delivered within local school districts to directly support their individual improvement goals. An additional 17 region-wide courses were made available to ensure access for districts with fewer staff requiring targeted training, bringing the total to 35. <https://tinyurl.com/yc6t2ys6>

Northwest AEA (NWAEA): 34

Prairie Lakes AEA (PLAEA): 81

Iowa Safe Schools: 4

Members Impacting Students/Improving Curriculum (MISIC): 20

Professional Educators of Iowa (PEI): None

School Administrators of Iowa (SAI): N/A

West Des Moines Community Schools: All courses supported the district's improvement goals and strategic plan.

Norwalk Community Schools: 23

Cedar Rapids Community School District: All course proposals submitted for approval must demonstrate alignment with our District's improvement goals. The 16 unique courses offered during this window of time showed alignment and supported district improvement goals.

Needs Assessment Process

Explain the ongoing needs assessment process, including data sources used. Please provide a summary sentence or paragraph and if needed a link to additional information.

AEA Learning Online: Our ongoing needs assessments mainly come from five sources: individual relationships with district HR directors, our renewal advisory committee, AEA HR directors, AEA Chief Administrators, and participant completion feedback. I meet with five district HR directors annually to determine areas of improvement and/or content development. I meet with our advisory committee twice a year to update on progress from past meetings and get feedback on direction for the upcoming year. I work with nine AEA HR directors to make sure we are meeting the needs of Iowa's school districts and educators, as well as hear feedback from the field. I meet with the AEA Chief Administrators every other month to make sure we are meeting the needs of the entire state. We also ask every participant to rate and provide feedback on the impact of the learning experience completed through AEA Learning Online. I am always available for additional feedback and discussion on suggestions or pain points users (districts and/or educators) are experiencing using AEA Learning Online products, DE products offered through AEA Learning Online, or other provider content on the AEA Learning Online platform.

Central Rivers AEA: Strategic Programming & Stakeholder Engagement Data-Driven Program Development: We synthesize input from the Teacher Leader Advisory, Superintendent's Advisory, and internal staff to ensure our programming remains responsive and high-quality. Continuous Improvement: By auditing our course catalog alongside participant evaluation data, we strategically identify future growth opportunities and refine our offerings. [CRAEA Professional Learning Survey 24-25 Summary](#) sharing Customized Professional Learning: In response to shifting funding models, we have transitioned to a collaborative fee-for-service structure that focuses directly on specific school-level goals. Flexible Service Procurement: Our new model allows districts to purchase dedicated consultant days while we provide the essential backend registration and credit-bearing support. Regional Alignment: To solidify these partnerships, our Regional Administrators have conducted in-person visits to every district to ensure our resources align perfectly with their local vision and long-term priorities. Localized Support: We continue to offer flexible, individualized credit and registration solutions to meet the diverse and evolving needs of our educational community."

Grant Wood AEA (GWAEA):

[Professional Learning Advisory Council Slide Deck from Nov. 12, 2024](#)

[Professional Learning Advisory Council Slide Deck May 1, 2025](#)

Various Networks give feedback. Surveys for courses offered. Data given to Advisory group to recommend needs.

Great Prairie AEA (GPAEA): We use feedback from various groups including Curriculum Network, Superintendent's Advisory, internal staff groups, PL surveys we collect and phone calls we receive. We

also collect and look through all of our course offerings and evaluation data to determine future needs and improvements to programming here at Great Prairie. We do have a low rate of return on evaluations of courses, but our new system has a feature that reminds participants to fill out an evaluation. Due to funding changes and the need to provide our services for a fee we have had extensive discussions with districts and schools around their PL needs. Through this work we have focused our efforts on their specific district and school needs. We have changed our fee structures and districts and schools purchase days from our consultants and we provide the credit for those opportunities. Our Chief and Chief Academic Officer have been to each district to discuss their needs in person. We also continue to provide registration and credit opportunities to districts, schools, and groups based on their individual, local needs.

Green Hills AEA (GHAEA): Our ongoing needs assessment process is both individualized and systems-focused and grounded in the Iowa Professional Development Model as our continuous improvement framework. At the district level, we conduct annual District Service Plan (DSP) meetings with every public and non-public school to collaboratively identify strengths, needs, and service gaps based on local data and leadership input. In parallel, our Education Service Director team meets regularly to analyze trends and emerging priorities across the statewide system, allowing us to identify common challenges and proactively design solutions that extend beyond a single district. This dual approach—grounded in district voice, statewide data, and continuous improvement cycles—ensures that our supports remain responsive, equitable, and forward-facing.

ISEA Professional Development Academy: The ISEA Academy gathers feedback from individual course participants, along with feedback gathered by individual instructors for their courses. The ISEA Academy advisory committee (BBTLE) represents Iowa regions referred to as Councils, reflecting Iowa educator voices from across the state to assess the needs of the regional councils in their role on the committee. These representatives provide information from focus groups, council meetings, and one-to-one targeted conversations with educators related to the continuous improvement process for the ISEA Academy course content. We periodically review syllabi along with analyzing the survey feedback data gathered so to best provide information to guide us in recommending course revisions and suggestions for continually improving our course offerings. We also use the survey feedback gathered to guide us in recommending new courses to develop and provide.

Heartland AEA: We use feedback from various groups including Curriculum Network, Superintendent's Advisory, internal Heartland staff groups, PL surveys we collect and phone calls we receive. We also collect and look through all of our course offerings and evaluation data to determine future needs and improvements to programming here at Heartland. We do have a low rate of return on evaluations of courses, but our new system has a feature that reminds participants to fill out an evaluation. Due to funding changes and the need to provide our services for a fee we have had extensive discussions with districts and schools around their PL needs. Through this work we have focused our efforts on their specific district and school needs. We have changed our fee structures and districts and schools purchase days from our consultants and we provide the credit for those opportunities. Our Chief and Chief Academic Officer have been to each district to discuss their needs in person. We also continue to provide registration and credit opportunities to districts, schools, and groups based on their individual, local needs.

Keystone AEA: Strategic Programming & Stakeholder Engagement Data-Driven Program Development: We synthesize input from the Teacher Leader Advisory, Superintendent's Advisory, and internal staff to ensure our programming remains responsive and high-quality. Continuous Improvement: By auditing our course catalog alongside participant evaluation data, we strategically identify future growth opportunities and refine our offerings. [Keystone AEA PD Survey Data 24-25 Summary](#) Customized Professional Learning: In response to shifting funding models, we have transitioned to a collaborative fee-for-service structure that focuses directly on specific school-level goals. Flexible Service Procurement: Our new model allows districts to purchase dedicated consultant days while we provide the essential backend registration and credit-bearing support. Regional

Alignment: To solidify these partnerships, our Regional Administrators have conducted in-person visits to every district to ensure our resources align perfectly with their local vision and long-term priorities. [Professional Learning Partnerships Conversation \(PLPC\) Prep](#) Localized Support: We continue to offer flexible, individualized credit and registration solutions to meet the diverse and evolving needs of our educational community.

Mississippi Bend AEA (MBAEA): The ongoing needs assessment process includes gathering feedback and requests from AEA staff, PDAC, and LEA individuals and teams to identify agency-wide and district-specific priorities. In addition, survey data collected through the Professional Learning system for each course is reviewed by instructors and the department to inform continuous improvement and future offerings.

Northwest AEA (NWAEA): To determine what the need areas were for 24-25, the professional development advisory committee reviewed the following data from 23-24 Recommended Paras for 2023-2024 Northwest AEA Paraeducator Prep Annual Report 2024 [AEA Paraeducator Prep Annual Report 2024](#). The results from the [implementation survey](#) given in the spring of 2024 # of courses offered vs cancelled vs. # of participants another driving force in determining future courses is the Department of Education's initiatives, such as SDI and Mentoring and Induction.

Prairie Lakes AEA (PLAEA): Based on current research, professional development needs for certified district staff have evolved over time:

- **Past Needs:** Historically, PD emphasized classroom management, curriculum alignment, and basic technology integration, delivered mainly through “one-size-fits-all” workshops with limited customization (Gulamhussein, 2013).
- **Present Needs:** Current PD focuses on personalized and collaborative learning, data-informed practices, and social-emotional learning (SEL) for both teachers and students. Effective PD now includes continuous, job-embedded learning with a focus on practical application (Darling-Hammond et al., 2017).
- **Future Needs:** Looking ahead, PD is expected to emphasize technological integration, culturally responsive teaching, trauma-informed practices, and strategies to support diverse learners. Flexibility and adaptability will be crucial to address evolving educational technology and student needs (Bayar, 2022; OECD, 2021).

Iowa Safe Schools: Each class has an optional course evaluation survey that participants may complete upon finishing the course. These surveys are anonymous and available before final grades are received. The survey collects not only information about the participant's satisfaction with the course they took, but also assesses what kinds of courses they wish to see that they didn't, information about course access and usability, as well as relevance to their needs. The survey also collects information that helps us assess whether or not we successfully met our learning objectives.

Members Impacting Students/Improving Curriculum (MISIC): The ongoing needs assessment process includes input from the LRC Advisory Committee (twice a year), MISIC's Board of Directors (3 times a year), MISIC's Regional Steering Committee Members, MISIC staff (monthly), LRC participants through surveys upon course completion, feedback from conference and workshop participants, and feedback from partner-providers.

Professional Educators of Iowa (PEI): PEI conducts an annual survey of our membership related to educational issues. The survey questions are used to help assess teacher needs and course offerings to help those needs. We develop our PD from the following survey question. "PEI offers professional development and is always searching for courses which meet the changing needs of our members. Please provide suggested topics for professional development." Close to 300 responses were received to help direct course offerings for the year.

School Administrators of Iowa (SAI): SAI assesses our members' needs through a variety of methods. We gather feedback at the conclusion of each professional learning event and ask participants to identify additional learning needs. We also ask them about what from their learning they will transfer into practice. Our annual conference survey; input we collect at our district meetings; and formal and informal feedback we collect from both our Executive Committee, which meets monthly, and Representative Council, which meets five times per year, provide us additional sources of data that inform our professional learning design. We also gather feedback from our Executive Leaders group of approximately 275 superintendents. Furthermore, our professional learning advisory helps keep us abreast of emerging needs in the field. Data we collect from our mentoring program also serves to inform our professional learning platform, and the anecdotal information we gain from visiting districts contributes to our understanding of what our members need. Additionally, I belong to two national groups of role-alike colleagues. We engage in monthly conversations about educational issues of prominence and how we ensure our members have opportunity to experience learning related to these issues. These data and experiences help us ensure we are targeting the prioritized needs of our members with our offerings.

West Des Moines Community Schools: Needs assessment is based on data analysis of courses taken, requests for additional courses, and needs identified through professional learning surveys and our mentoring and induction program.

Norwalk Community Schools: Student achievement results, teacher perception of High Reliability Schools indicators (given 3 times a year), course feedback data, and building and district goals.

Cedar Rapids Community School District: Instructors create courses based on needs and best practice connected to the district goals. Feedback data from monthly professional learning surveys as well as data collection from an overall mid-year professional learning survey are utilized to determine professional learning needs of teaching staff. PL course registration data is also used to determine if a course is still relevant and should be offered during a specific term. Input from our PL Advisory Committee, launched in Spring 2025 is an additional avenue to collect feedback to guide our planning connected to course offerings.

Changes Made Based on the Data Collected

What changes were made to the licensure renewal program based on the data collected? Please provide a summary sentence or paragraph and if needed a link to additional information.

AEA Learning Online: In 2025, in collaboration with the DE, we updated all of the commonly required training experiences. We launched an improved way to access trainings (<https://aealearningonline.org/required-trainings/>). We overhauled our website to provide an updated/improved user experience. We worked with outside providers to offer additional content on our platform. We updated content in many of our in-house courses. We began development of a few new courses identified as high need areas by our users (Para Lite, Coaching Authorization, AI Ninja, Coaching Masterclass, Improved Classroom Management Strategies). We began work on combining two separate AEA platforms to help Iowa educators know where to go for Professional Learning.

Central Rivers AEA: Our Areas for growth based on the feedback were specific to instructional changes such as, Provide more concrete "task lists" and "next steps" rather than just introductory theory, the need for more time, differentiation for staff roles and access to materials. A "one-size-fits-all" approach was leaving our specialists and veteran teachers behind. When content feels repetitive or irrelevant to a specific role, engagement naturally drops. We adjusted our offerings to meet the needs of specific groups such as offering an elementary and a struggling reader and writers' session and a high school math session rather than a middle school/high school math session. To ensure sessions are off to a productive start right away, Instructors are encouraged to communicate and share what they can as much as possible with participants at least 48 hours ahead of time. This allows staff to

arrive with their materials already loaded, their questions pre-formulated, and their minds ready to focus on the work. We continued to offer SOAR (math) at the district and at-large level. Based on conversations with districts, and the requests for paraeducator support, we offered a high-quality instructional material workshop specifically for paraeducators. Our Rivers Hills School received numerous requests for a learning lab. As a result, we offered a 5-day Autism course which included a 2-day learning lab.

Grant Wood AEA (GWAEA): Due to funding changes and a fee for service model for PD, the statewide system is much more consistent and collaborative statewide. Brandie Gean and Kay Schmalen are the LRC for the entire statewide system and serve on the Ed Services team to ensure collaboration statewide on offerings, approval of courses by the DE, and fees structures. We meet with AEA representatives weekly. Due to changes, we have also discontinued our micro credentials. We have continued to emphasize the importance of MTSS structures and SEBH content and critical components of student engagement, social-emotional learning, student voice and choice, and feedback.

Great Prairie AEA (GPAEA): Due to funding changes and a fee for service model for PD, the statewide system is much more consistent and collaborative statewide. Brandie Gean and Kay Schmalen are the LRC for the entire statewide system and serve on the Ed Services team to ensure collaboration statewide on offerings, approval of courses by the DE, and fees structures. We meet with AEA representatives weekly.

Green Hills AEA (GHAEA): Due to funding changes and a fee for service model for PD, the statewide system is much more consistent and collaborative statewide. Brandie Gean and Kay Schmalen are the LRC for the entire statewide system and serve on the Ed Services team to ensure collaboration statewide on offerings, approval of courses by the DE, and fees structures. We meet with AEA representatives weekly.

ISEA Professional Development Academy: Through the ISEA Academy advisory committee (BBTLE) review of the data, recommendations were made to broaden our course list of various content areas (i.e., more literacy/reading, special education-related topics). We continue to add courses on these topics and others which arise as educational areas of interest. Several local associations created professional learning groups to create learning around social justice issues and improve intercultural competency. Some districts are adding our courses as options on their district professional development offerings. We continue to offer more courses in a live Zoom format or a hybrid version of live Zoom meetings with asynchronous online learning. A review of all license renewal/graduate-level courses are reviewed to ensure rigor and high standards of teaching and learning. Based on feedback received, we have been redesigning courses to be offered over a time-span in a “self-paced” model of delivery.

Heartland AEA: Due to funding changes and a fee for service model for PD, the statewide system is much more consistent and collaborative statewide. Brandie Gean and Kay Schmalen are the LRC for the entire statewide system and serve on the Ed Services team to ensure collaboration statewide on offerings, approval of courses by the DE, and fees structures. We meet with AEA representatives weekly.

Keystone AEA: Due to funding changes and a fee for service model for PD, the statewide system is much more consistent and collaborative statewide. Brandie Gean and Kay Schmalen are the LRC for the entire statewide system and serve on the Ed Services team to ensure collaboration statewide on offerings, approval of courses by the DE, and fees structures. We meet with AEA representatives weekly.

Mississippi Bend AEA (MBAEA): The Professional Development Advisory Committee plays a key role in guiding course design and identifying priorities for licensure renewal offerings. Based on data collected through LEA requests and ongoing collaborative conversations, we adjust and expand

professional development to better meet emerging needs. Most recently, we received approval to offer an ESL area of concentration for paraeducators, which was developed in direct response to administrator feedback.

Northwest AEA (NWAEA): Agenda Notes- https://docs.google.com/document/d/1GsQGiL-EJ4i0fqSUuoJLNai6m_fF5PI_-PvQWiuVLLg/edit?tab=t.0 The in-person Substitute authorization class has been canceled due to low enrollment, so we are no longer able to offer it. We added three additional restorative and PBIS classes based on specific requests for “more behavior support courses,” strategies for students with “trauma, ADHD, and extreme behaviors,” and more “mental health classes.” We added the course NW - Evidence-Based Practices to Support Classroom Management. “Participants will learn about evidence-based classroom strategies that focus on prevention and response to behavior.” This course became very popular and ended up offering six sessions. We added specific courses targeted to specific groups, such as Preschool Math, Gifted Education, paraeducators, behavior best practices, and ELLs.

Prairie Lakes AEA (PLAEA): Respondents identified a need to expand online offerings, particularly for renewal credit aligned with district goals. Areas of interest included:

- Specialized training in standardized grading, special education, PBIS, Restorative Practices, and specific content standards (e.g., literacy, math, and NGSS).
- Continued support for advertising PD opportunities and guidance on credit processes.

The Prairie Lakes AEA License Renewal Advisory Needs Assessment Report highlights key themes to inform future professional development (PD) efforts, particularly in offering flexible, accessible, and locally tailored options. Past successes included online self-paced courses and affordable, diverse PD formats, particularly book studies and district-specific options, which allowed for ease in renewal credit. Presently, online self-paced offerings remain a valued asset, particularly for fulfilling mandatory requirements, while specialized expertise in Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices has enhanced PD options. However, the recent system changes for credit registration have created challenges for some users, indicating a need for streamlined processes. Looking forward, respondents anticipate a need for expanded online courses for renewal credit, alignment with district goals, and specialized topics such as standardized grading, special education, and crisis prevention. There is also a strong demand for support in marketing and managing PD courses locally. Emphasizing collaboration, responsiveness, and adaptability to these diverse and evolving needs will be central to effective PD implementation.

Iowa Safe Schools: We update all courses annually to ensure content is up-to-date and reflective of the most recent laws and best-practices for Iowa's educators. For example, when the updates to Iowa Code 280.28 took effect, we updated all of our courses on bullying prevention accordingly.

Members Impacting Students/Improving Curriculum (MISIC): Data and feedback from our member districts indicated a desire to focus on • the social-emotional needs of staff and students • student engagement • implementation of updated Literacy & Math standards • individual teacher needs In response to the expressed needs, MISIC • Supported districts who designed specific courses to meet their learning goals • Created book studies for districts to use to meet their needs for SEL & student engagement • Hosted workshops and created courses to support Math & Literacy • Offered and evaluated micro-credential courses for individual teachers

Professional Educators of Iowa (PEI): Survey answers showed interest in classroom management, reading, dyslexia, differentiation, and teacher rights.

School Administrators of Iowa (SAI): As a result of the data we've collected, we have increased our capacity to offer in-district professional learning. We have also expanded the number of certified and credentialed coaches we have to offer individualized leadership coaching. In response to a request for more opportunities for our central office leaders, we have added a mastermind's group. Because these

small, solutions-focused cohorts have received such positive feedback, we continue to offer them. Our women in leadership mastermind have been especially well-received. Though we have not had sufficient numbers to move forward with our early career elementary principals' mastermind, we continue to offer it since the feedback we receive indicates a need.

West Des Moines Community Schools: New classes were added and some were offered again based on needs that were identified through the school improvement process, as well as aligning to our district strategic plan. These included courses to support culturally diverse and immigrant populations, as well as strengthening core instruction.

Norwalk Community Schools: The most recent change the committee made was to have base content for three-year cycles. While specific content can be added as needed, having courses run for three years gives teachers an opportunity to share learning with other colleagues and take advantage of classes over a longer period of time. It also saves the budget for more instruction/delivery of content, versus content creation.

Cedar Rapids Community School District: In response to data and feedback collected, multiple sessions of courses have been offered and/or courses have been discontinued. New courses aligning to district implementations and initiatives have been designed to support teacher needs.