



INTERNATIONAL DYSLEXIA ASSOCIATION

PROGRAM ACCREDITATION | ACCREDITATION@DYSLEXIAIDA.ORG

PROGRAM REVIEW AND ACCREDITATION

Promoting and Recognizing Educator Preparation Excellence in Reading

HANDBOOK

Updated – 8/7/2024

*Programs are Strongly Encouraged to Visit the IDA Website
For the Most Current Program Review and Accreditation Policies, Information and
Resources www.dyslexiaida.org*

International Dyslexia Association

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Dear Colleagues:

On behalf of The International Dyslexia Association (IDA), we want to thank the professional community, parents, and others who provided input into the development of the **IDA Program Review and Accreditation Handbook**.

So why did IDA create a process for programs to receive IDA's Program Accreditation? It was to protect the interests of the candidates, the academic institutions themselves, and potential employers, by ensuring that the educational preparation programs offered have attained a level that meets or exceeds standards that were developed by experts in the science of reading and structured literacy. While accreditation does not ensure that every graduating candidate will become a successful professional, it does guarantee that the candidate has demonstrated a certain set of skills and abilities that are reflected in the accreditation criteria.

In 2013, IDA's Educational Training Initiative (ETI) committee analyzed a wide range of educator preparation program accreditation models. Many of these models taxed applicants with what amounted to burdensome time and financial commitments. It was not uncommon for example, to find models assessing fees of more than \$20,000 for a five-year accreditation period. On the other end of the educator preparation program accreditation spectrum were smaller "boutique" models that charged modest fees for programs to engage with applicants, but these models most often lacked standards-based infrastructures and broad investment from the educational community.

IDA's Program Review and Accreditation features a standards-based accreditation model that is uniquely aligned with the *Knowledge and Practice Standards (KPS) for Teachers of Reading* and is moderately priced. Alignment with the KPS provides programs with a comprehensive evidence and science-based reading preparation framework sufficient to guide the development of their curriculum - [Knowledge and Practice Standards for Teaching Reading and Spelling: Implementing Structured Literacy](#)

As programs begin the important work of documenting their curriculum and practicum experiences en route to pursuing IDA Program Accreditation, IDA encourages them to proudly showcase yet preserve their unique identities and to protect these identities when making curricular refinements. Programs need not present a "cookie cutter" model of candidate preparation; rather, it's recommended that they highlight the inimitable aspects of their program and the specialized talents and contributions of their faculty.

Should your program have questions regarding the IDA Program Review and Accreditation process, please do not hesitate to reach out to us at accreditation@dyslexiaida.org

Sincere regards,

IDA's Educator Training Initiatives (ETI)
Committee Members

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<ul style="list-style-type: none"> ● Application Process, Timelines, Fees ● Review Decisions ● Preparing the 3-Year Interim Report ● KPEERI exam ● IDA Accredited Program Seal ● Request for Marketing Materials ● Becoming a Reviewer 	<ul style="list-style-type: none"> ● Knowledge and Practice Standards for Teachers of Reading (KPS) ● Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) ● Reading Rockets: Reading 101 Modules ● Scheduling a meeting with the Chief Academic Officer

IDA’s Program Review and Accreditation Initiative

The International Dyslexia Association’s (IDA) Program Review and Accreditation initiative is unique to other accrediting models in that it promotes the systematic evaluation and refinement of educator preparation programs against IDA’s research-based Knowledge and Practice Standards (KPS) for Teachers of Reading.

When an educator preparation program (EPP) displays the IDA Accredited Program seal and advertises itself as an IDA Accredited Program, the public is assured that program completers have engaged in a rigorous, standards-based preparation program designed to promote candidate mastery of the principles and practices of Structured Literacy™.

For select programs awarded Accredited Program ^{PLUS} recognition, the public is assured that program graduates have engaged intensive supervised practicum experiences that were sufficiently designed and staffed to promote applied mastery of the principles and practices of Structured Literacy™ in the service of preventing reading failure and remediating off-track readers with profiles characteristic of/identifications of Dyslexia.

Guiding Principles of IDA Program Accreditation

IDA’s Program Review and Accreditation – in both spirit and practice- is guided by the following principles:

1. Prioritize the Interests of K-12 Students Above All Else
2. Embrace Diverse Models of Educator Preparation
3. Maximize Student Impact Through Innovative Partnerships Designed to Advance Improved EPP in the Science of Reading Through Structured Literacy Instruction
4. Commit to a Growth-Oriented Mindset

Value of IDA Program Accreditation

IDA Program Review and Accreditation provides a framework for EPP's to engage in ongoing self- assessment and refinement with focused attention on preparing classroom ready educators who possess the prerequisite knowledge and skill to prevent reading failure and to remediate at-risk readers, including those with Dyslexia.

K-12 students are most affected by an IDA Review and Accreditation Program because graduates of accredited programs will be developing, delivering, monitoring and refining K-12 students' reading and language arts programming.

When an educator graduates from an IDA Accredited Program, parents and community members are assured that a child's reading, and language arts instruction are delivered by a professional whose training was directed by an educational program committed to standards-based excellence in structured literacy and the science of reading.

Superintendents and principals understand the critically significant role that educators graduating from an IDA Accredited Program can play in preventing reading failure and in remediating at-risk students and students with a reading difficulty, dyslexia or other reading disabilities. Understandably, administrators take pride in being able to advertise that a strong percentage of their faculty and staff have graduated from – or completed a course of training through- an IDA Accredited Program.

The Knowledge and Practice Standards (KPS) for Teachers of Reading

Reading difficulties are the most common cause of academic failure and underachievement. The National Assessment of Educational Progress consistently finds that about 31% of all fourth graders read at a level described as "below basic," and only about a third are proficient or advanced. Between 15 and 20% of young students demonstrate significant weaknesses with language processes, including but not limited to phonological processing, which are the root cause of Dyslexia and related learning difficulties. Of those who are referred to special education services in public schools, approximately 85% are referred because of their problems with language, reading, and/or writing. Informed and effective classroom instruction, especially in the early grades, can prevent and relieve the severity of many of these problems. For those students with Dyslexia or language-based learning disorders who need specialized instruction outside of the regular class, competent intervention from a specialist can lessen the impact of the disorder and help the student overcome the most debilitating symptoms.

Teaching reading effectively, especially to students who are struggling, requires considerable knowledge and skill by the educator. Regrettably, current licensing and professional development practices endorsed by many states are insufficient for the preparation and support of teachers and specialists. Researchers found that teachers must have the opportunity to learn about effective reading instruction from knowledgeable teacher educators, then have the opportunity to apply it in the classroom with support (Binks-Cantrell, 2021)

Researchers are finding that those with reading specialist and special education licenses often know no more about research-based, effective practices in the science of reading, than those with a general education teaching license (Cheesman et al., 2009; McCombes-Tolis & Feinn, 2008; Washburn et al., 2017). The majority of practitioners at all levels have not been prepared in sufficient depth to recognize early signs of risk, to prevent reading problems, or to teach students with Dyslexia and related learning difficulties successfully. Inquiries into teacher preparation in reading have revealed a pervasive absence of substantive content and academic rigor in many courses that lead to certification of teachers and specialists. Analyses of teacher licensing tests show that typically, very few are aligned with current research on effective instruction for students at risk. And finally, existing standards for preparation of teachers of reading address literacy very broadly, but in much less detail than is specified here. To address these gaps, The Center for Effective Reading Instruction (CERI), has adopted these standards for knowledge, practice, and ethical conduct.

The Knowledge and Practice Standards (KPS) for Teachers of Reading (2018) outline the (1) content knowledge necessary to teach essential reading and writing skills and strategies to students in general, intervention, and remedial contexts; 2) universal principles and practices of effective instruction; and 3) ethical conduct expected of professional educators and clinicians.

Underlying the KPS are assumptions about the nature, prevalence, manifestations, and treatments for reading and writing difficulties that are supported by research and by accepted diagnostic guidelines. These assumptions are as follows:

- Reading skills are distributed on a continuum; students may experience mild, moderate, or severe problems with some or all of the essential subskills of reading. Mild and moderate difficulties are most likely to be addressed in through general education with supplemental small group support.
- Reading difficulty, especially when manifested early in reading development, involves inaccurate and/or slow recognition of printed words.
- Dyslexia is the appropriate name for disorders of word recognition and spelling that originate from core problems in phonological and/or orthographic processing. Many, if not most, students with word-level reading and spelling problems will never receive an official diagnosis or be served through special education, but will nonetheless be the responsibility of general education and intervention teachers.
- A smaller subgroup of students demonstrates primary difficulties with language comprehension, in conjunction with adequate word recognition skills.
- Some students experience a primary problem with the development of fluent, automatic reading, and the slow rate of their reading impairs their academic functioning.
- Various kinds of reading and writing difficulties require different approaches to instruction. One program or approach will not meet the needs of all students.
- Although early intervention is the most effective way to prevent and ameliorate learning problems, individuals with Dyslexia and other reading difficulties can be helped at any age.
- Dyslexia and related learning difficulties often exist in individuals with aptitudes, talents, and abilities that enable them to be successful in many domains.

The KPS serves as the cornerstone of IDA’s Educator Training Initiatives – a set of coordinated initiatives committed to advancing standards-based educator preparation in reading for the benefit of all students. Programs seeking accreditation with IDA must provide evidence that their curriculum adequately reflects the KPS standards and sub-standards, that program completers have developed adequate mastery of KPS-aligned knowledge and related skills; and, that faculty possess the requisite KPS-aligned expertise to effectively prepare and support program candidates.

A complete copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk>. An abbreviated summary of the KPS is provided in [Appendix A](#) for reference; however, programs should consult the full document when preparing accreditation applications. In an effort to help programs that previously aligned the programs to the 2010 KPS, a crosswalk between the 2010 and 2018 KPS can be found in [Appendix B](#).

IDA Accreditation Course Syllabi

All programs should have a “Foundational” course that provides an overview of the central elements and revisit them in more detail with practice application across the additional courses. The list of readings should include required text, additional supplemental readings, and suggested readings. Assignments, engaging in class activities and methods of evaluation (check for understanding) should be identified for each session within the course. The specific topics and sequence of topics within each course should be identified. A table in each course syllabus should articulate how each of the sessions address and assess the topics. Additional professional standards that are addressed in each course should be listed along with the IDA standards.

The syllabi should include:

1. **How Students Learn to Read:** Research from cognitive science on how children learn to read and why some have difficulty to learn, including dyslexia and English Learners.
2. **Essential Elements of Instruction** - the “WHAT”: Reading skills that support literacy and how student needs change across development.
3. **Essential Principles of Instruction** - the “HOW”: Instructional approaches that are based on research and best practice.
4. **Tiered Systems of Support** (MTSS/RTI): The application of data-based decision making grounded within a comprehensive assessment system to support all students.

Impact Metrics

All programs seeking IDA Accreditation are required to select from one of two metrics designed to evaluate candidates’ mastery of the KPS at program completion.

1. **KPEERI**

The [Knowledge and Practice Exam for Effective Reading Instruction](#) (KPEERI) was developed under the guidance of *Applied Measurement Professionals*, with the input of 1,200 educators. This standardized exam is designed to test an individual’s understanding of literacy development, literacy difficulties, and structured based educational techniques and principles as detailed in the KPS. The KPEERI exam is computerized based, consists of 110 multiple choice questions, and is administered by MeazureLearning (formally Scantron). It can be taken at home by a proctor or at a Scantron exam site. For more information about KPEERI exam can be found here: <https://effectivereading.org/>.

All programs seeking IDA Program Accreditation are required to have their instructors and practicum supervisors take and pass the KPEERI exam either before, during the pipeline sessions, or by the 3-year Interim reporting cycle. In order to apply to take the KPEERI exam, you must submit an application to [The Center for Reading Instruction](#) (CERI). Once your application is approved and processed you will receive a Notice to Schedule (NTS) email from our testing provider, MeazureLearning (previously Scantron), to access their online scheduling portal to schedule a time and location to take the exam. General information related to the exam can be found in the [KPEERI Handbook](#). Any exceptions must be approved ahead of time.

2. **Key Assessments**

Key assessments are a coordinated set of KPS-aligned assessments administered to all program candidates at key points of their studies. These assessments are designed to measure a candidate’s knowledge/skill related to a particular set of KPS. Programs that choose key assessments must have 6 key assessments (7th is optional).

- ✓ Key Assessment 1: KPS 1 (**Foundations**)
- ✓ Key Assessment 2: KPS 3 and KPS 5 (**Assessment**)
- ✓ Key Assessment 3: KPS 2 (**Diversity**)
- ✓ Key Assessment 4: KPS 4 and KPS 5 (**Lesson Planning**)
- ✓ Key Assessment 5: KPS 4 and KPS 5 (**Lesson Delivery**)
- ✓ Key Assessment 6: **Program Choice**
- Key Assessment 7: (**OPTIONAL**) Program Choice

For more information about the required components and the alignment of to the 6 key assessment to the KPS see [Appendix J](#)

All programs seeking IDA Program Accreditation who are doing Key Assessments must agree to have at least 10% of their candidates take the KPEERI exam by the 3-year Interim reporting cycle and increase 10 % each year after. The results from taking the KPEERI exam are to be used to evaluate how well the program prepares candidates and should be used to compare passing rate with the programs Key Assessments. Also, all programs seeking IDA Program Accreditation are required to have their instructors and practicum supervisors take and pass the KPEERI exam either before, during the pipeline sessions, or by the 3-year Interim reporting cycle.

Accreditation Categories and Requirements

Application requirements vary depending upon the category of program accreditation sought. A narrative description of each category is provided here; a table summarizing the broad application requirements associated with each follows directly afterwards.

Accreditation

Programs seeking IDA's *Accreditation* status are preparing candidates to serve as **general education classroom teachers or support personnel** to provide or support: (1) whole group reading and language arts instruction to students in general education contexts; and/or (2) small group instructional practice opportunities for students who are not meeting grade level reading expectations in general education setting. This accreditation category is awarded to programs that provide evidence that their curriculum is at least 45 clock hours, and is adequately aligned with the KPS sufficient for candidates to earn a passing score on the KPEERI exam.

IDA's *Accreditation* programs **are not** preparing professionals to provide specialized, remedial reading interventions to students in a small group or one-on-one setting. They may have a practicum that includes limited modeling of skills, corrective feedback and follow-up coaching.

Accreditation ^{PLUS}

Programs seeking **Accreditation ^{PLUS}** status are programs that are preparing candidates to provide **targeted or intensive** reading interventions that reflect the principles and practices of Structured Literacy™ to individual and small groups of students who have a primary need for reading and writing remediation. Students may be deemed as “at-risk”, may have an identified Specific Learning Disability, or may have an identification of Dyslexia. The program should have one of the following:

Minimum 90 hours of training (Interventionist)

- 45 hours: focus on the Knowledge and Practice Standards (KPS) for Teachers of Reading
- 45 hours: focus on assessment, progress monitoring, lesson planning, lesson delivery associated with word recognition (decoding strand including phonemic awareness, phonics, and fluency)

Minimum 135 hours of training (Specialist)

- 45 hours: focus on the Knowledge and Practice Standards (KPS) for Teachers of Reading
- 45 hours: focus on assessment, progress monitoring, lesson planning, lesson delivery associated with word recognition (decoding strand including phonemic awareness, phonics, and fluency)
- 45 hours: focus on assessment, progress monitoring, lesson planning, lesson delivery associated with comprehension and writing strand skills (including vocabulary, comprehension, written expression and response)

These programs **are** preparing professionals to provide **specialized, intensive remedial** reading interventions to students in a small group or one-on-one setting. The central elements of an Accreditation PLUS program must have courses that (a) their curriculum is adequately aligned with the KPS sufficient for candidates to earn a passing score on the KPEERI exam, (b) they require candidates to complete at least one supervised Structured Literacy™ practicum experience; and (c) their supervised Structured Literacy™ practicum experience(s) are implemented by appropriately credentialed faculty and designed to ensure that candidates meet **minimum** Structured Literacy™ practice and competency/components.

Specific minimum practicum requirements:

- Passing Score on Portfolio (**see below*)
- Instructional Focus: One and Two Syllable Words (including words with inflectional endings and common prefixes and suffixes) and/or Multi-Syllable Words (Including words with common prefixes, derivational suffixes, and common Latin suffixes)

1. Practicum **(targeted small group instruction)**

Small group

1:3 to 1:5 ratio group

1 Semester

Minimum:

- 12 - 18 Weeks of Student Contact
- 15-20 Minute Lessons
- 12 to 36 Sessions total (1-2X week)
- 3 Formal Observations

**This will allow a student to receive 15 – 40 minutes of instruction a week.*

2. Practicum **PLUS (targeted intervention)**

1 Student (Maximum of 1 Student Change Due to Attrition)

1:1 or 1:3 ratio group

1 Semester

Minimum:

- 12 - 18 Weeks of Student Contact
- 30 - 40 Minute Intervention Sessions
- 24 - 54 Sessions total (2-3X week)
- 3 Formal Observations

**This will allow a student to receive 60 – 120 minutes of instruction a week.*

3. Practicum **PLUS+ (intensive intervention)**

1 Student (Maximum of 1 Student Change Due to Attrition)

1:1 ratio group

1 Semester

Minimum:

- 12 -18 Weeks of Student Contact
- 45 - 60 Minute Intervention Sessions
- 24 - 54 Sessions total (2-3X week)
- 3 Formal Observations

**This will allow a student to receive 90 - 180 minutes of instruction a week*

4. Practicum **Advanced (CERI aligned SLDI - intensive intervention)**

1 Student (Maximum of 1 Student Change Due to Attrition)

1:1 ratio group

2 semesters

Minimum:

- 12 -18 Weeks of Student Contact (**Total of 24-36 weeks**)
- 45 - 60 Minute Intervention Sessions
- 48 - 108 Sessions total (2-3X week)
- 3 Formal Observations

**This will allow a student to receive 90 - 180 minutes of instruction a week*

5. Practicum **Advanced (CERI aligned SLDS - intensive intervention)**

3 Heterogeneous Students

1:1 ratio group

2 semesters

Minimum:

- 12 -18 Weeks of Student Contact **(Total of 24-36 weeks)**
 - 45 - 60 Minute Intervention Sessions
 - 48 - 180 Sessions total (2-3x/week)
 - 3 Formal Observations
- *This will allow a student to receive 90 - 180 minutes of instruction a week*

Video requirements:

- One video of a candidate doing a lesson *(this should include the lesson plan with notes)*
- One video of the supervisor providing feedback to the candidate after the lesson *(this includes written feedback)*. The supervisor can provide feedback face to face or through zoom

Portfolio or Case study documenting minimum practicum requirements:

One student, (at-risk/struggling or a developing reader) case study, complete with:

- a. background information
- b. dates served; number of weeks and sessions per week (minimum: 14 weeks / 4-45 mins / 28 sessions)
- c. pre-post assessment data
- d. priority scope and sequence established for the student that considers pre-assessment data and background information
- e. discussion of progress/lack of progress
- f. recommendations in response to post-assessment data
- g. Documentation of supervisory sessions, minimum of 3

For programs desiring CERI certification for their graduates, make sure to review the practicum requirements for the interventionist and specialist level.

<https://effectivereading.org/dyslexia-interventionist/> or <https://effectivereading.org/dyslexia-specialist/>

Accreditation Application Process, Timelines and Fees

Application of Interest

The IDA Program Review and Accreditation initiative accepts applications throughout the year and creates cohorts for review three times per year: Fall, Spring, and Summer. Successful applications are awarded IDA Program Accreditation for a period of five years from the date the decision letter is issued. Applicants interested in participating in the process must first complete an Initial Application of Interest (AOI) Form.

Letter of Intent

Upon submission of the Application of Interest, the application will be assessed for program criteria. Once assessed if accepted, the applicant will receive via email a Letter of Intent form indicating intent of accreditation process, desired start dates and whether the applicant is choosing Fastrack or Pipeline application option. *Please note that while IDA makes every effort to grant requested options, selections are based on volume, timelines, and capacity.*

Accreditation Options

There are two options for a program can choose. **The Fastrack Option** is recommended for re-accreditation or experienced applicants with strong knowledge of the application process and comprehensive ready to submit content. **The Pipeline option** is recommended for programs that are new to the process. Programs or institution that choose this option is put into cohorts to participate in a facilitative coaching process.

Fastrack Option

This option allows an applicant to apply and complete the application process within 5 – 6 months. During the 5 – 6 months intensive applicants are expected to upload all required components based on specific timelines with limited margin for error. The required information is expected to be accurate, detailed and timely in order to complete the process. This ensures that reviewers are able to complete the process as efficiently and effectively as possible. Reviewers are limited in the feedback provided to applicants during the process.

Upon completion of the Application process, applicants will be notified of acceptance or denial. If an applicant is denied, it may be recommended that they enter into the Pipeline Option for further coaching where they will be eligible to complete the process at their own pace.

The following calendar summarizes key submission and reporting deadlines for the **Fastrack Option**:

	SPRING	SUMMER	FALL
DUE: Letter of Intent (LOI) signed	At least 30-60 days prior to Part I deadline.	At least 30-60 days prior to Part I deadline.	At least 30-60 days prior to Part I deadline.
DUE: ● FULL APPLICATION FEE	December or before	April or before	July or before
DUE: COMPLETE APPLICATION (WRITTEN) PART 1 – PART 5	February	June	September
APPLICATION RELEASED TO EXAMINER TEAM	March	July	October
DUE: PRACTICUM FILM AND DOCUMENTATION ¹	April	August	November
INTERVIEWS/COMMUNICATION COMMENCE	April – May	August – September	November-December
APPLICATION RELEASED TO PEER REVIEW TEAM	May	October	January
REVIEW COMPLETE	June	November	February
DECISION LETTER ISSUED	July	November	February
(OPTIONAL) CONFERENCE CALL WITH PROGRAM DIRECTOR AND REVIEW TEAM CHAIR	August	December	March

Pipeline Option

This option is self-paced and provides group facilitative coaching throughout the process and allows an applicant up to 12 months to complete the accreditation application process. The Pipeline option is a comprehensive coaching program that offers applicants one year of facilitative assistance to include:

1. Five (5) 1 hour group coaching sessions. Each session is based on the five-part application and administered via live webinar presentations conducted by an experienced Facilitative Coach. All webinars are interactive and allow for dialogue and Q&A. The purpose of the sessions is to provide participants with more detailed information of what is expected within each part of the application. Samples and demonstrations will be provided during each presentation.
2. Access to facilitator presentations and webinars. All webinar presentations will be made available for review throughout the pipeline process. Applicants will be provided links to evaluate via YouTube or some other video portal.
3. Two (2) additional group discussion chats conducted by an experienced team member that may include but not limited to: IDA Accreditation Chair, program facilitator, past successful applicant and/or experienced reviewer. These chat sessions serve as another way to ask questions, seek assistance or hear ideas that may assist in completing a successful application.
4. Evaluation and feedback on uploaded material prior to full reviewer submission. During the pipeline process applicants are encouraged to upload application parts at least 4-6 weeks after each webinar. Upon upload completion, each section will be reviewed by the accreditation team for accuracy and completeness. Feedback may be provided to improve each section.

After completion and upload of all parts the application will be assigned to a review team for evaluation. The following calendar summarizes key submission and reporting deadlines for the Pipeline Option:

	SPRING	SUMMER	FALL
DUE: ● APPLICATION OF INTEREST FORM ● LOI ● DOWN PAYMENT FEE	At least 30-60 days prior to Part I deadline. January 1st or earlier	At least 30-60 days prior to Part I deadline. May 1st or earlier	At least 30-60 days prior to Part I deadline. September 1st or earlier
WELCOME WEBINAR	December	April	August
PART I – FACILITATIVE SESSION	January Part I: Upload 4-6 weeks after Due February 27	May Part I: Upload 4-6 weeks after Due June 30	September Part I: Upload 4-6 weeks after Due September 30
PART II – FACILITATIVE SESSION	February Part II: Upload 4-6 weeks after Due March 31	June Part II: Upload 4-6 weeks after Due July 31	October Part II: Upload 4-6 weeks after Due November 31
GROUP DISCUSSION	February	June	September
PART IV – FACILITATIVE SESSION	March Part IV: Upload 4-6 weeks after Due April 30	July Part IV: Upload 4-6 weeks after Due August 31	November Part IV: Upload 4-6 weeks after Due November 30
PART V – FACILITATIVE SESSION	April Part III: Practicum Film & Documentation: Upload Due May 31	August Part III: Practicum Film & Documentation: Upload Due September 30	December Part III: Practicum Film & Documentation: Upload Due January 31

GROUP DISCUSSION	<i>April/May</i>	<i>August/September</i>	<i>December/January</i>
PART III – FACILITATIVE SESSION	<i>May</i> Part V: Upload 4-6 weeks after	<i>September</i> Part V: Upload 4-6 weeks after	<i>January</i> Part V: Upload 4-6 weeks after
GROUP DISCUSSION	<i>June</i>	<i>October</i>	<i>February</i>
FULL SUBMISSION DUE	<i>July or sooner</i>	<i>November or sooner</i>	<i>March or sooner</i>
REVIEW COMMENCE	<i>August - September</i>	<i>December - January</i>	<i>April - May</i>
REVIEW COMPLETE	<i>October</i>	<i>February</i>	<i>June</i>
DECISION LETTER ISSUED	<i>October-November</i>	<i>February - March</i>	<i>June - July</i>

Guidance for Addressing Program Deficiencies and Resubmission

Programs identified as needing substantial revisions must address the deficiencies outlined in their report. We strongly encourage these programs to participate in the upcoming pipeline sessions as they work to update and enhance their educational preparation programs. Once the program has addressed all the deficiencies, they should resubmit their materials for an updated review.

Suggested Due Dates:	SPRING	SUMMER	FALL
RESUBMISSION DUE	December - March	April - July	August - November
REVIEW COMMENCE	March or sooner	July or sooner	November or sooner
REVIEW COMPLETE	May or sooner	September	January
DECISION LETTER ISSUED	March - June	July to October	November -February

Please note that although the pipeline process **allows 12 months** to complete this is a self-paced process, therefore applicants may complete their application and seek assignment to a review team before 12 months. All webinars and group sessions are optional but highly recommended.

Accreditation Period

All programs are accredited for a period of 5 Years from the date of the decision letter. During this period of time, programs are expected to gather candidate and program performance data annually, for inclusion in a Year Three Interim Report (see below). IDA reserves the right to rescind accreditation, based on evaluation data and/or feedback.

Fees

IDA Program Review and Accreditation Fees are applied to support Educator Training Initiatives, with an emphasis on strengthening the program accreditation process and improving/expanding the supports, services, and resources offered to accredited programs. Specifically, fees are used to support the personnel and non-personnel costs associated with the accreditation initiative. Members of the Program Accreditation Review Team receive no monetary compensation but do receive a complimentary professional membership with IDA. Every effort is made to follow prudent management practices to restrain costs while providing high quality services to the community.

Fees associated with IDA Program Review and Accreditation are listed below and are subject to change, so make sure you have the most recent application. Fees include the initial review, review of the 3-year interim report (with response to conditions, if required), and the use of an individualized IDA Accredited Program seal valid for a period of 5 years from date of decision (for use on all print and electronic materials). Fast Track applicants are required to pay all fees upfront.

Once the program begins, there will be *no refunds*. IDA will extend a credit for the amount (for future enrollment) up to two years of receipt. If the program does not rejoin a cohort in two years, they forfeit the deposit.

Institutions of Higher Education that are interested in pursuing accreditation for multiple programs are encouraged to consider creating a core set of coursework for inclusion across programs. Doing so will reduce the application cost for secondary programs as noted on the next page.

Process Fee

Accreditation Fees	
One Program Application with Key Assessments.	\$6,000 /5 years
One Program Application with KPEERI	\$3,500 / 5 years
Accreditation Plus Fees	
One Program Application with Key Assessments	\$6,750/5 years
One Program Application with KPEERI	\$5,200/5 years
Application for Two+ Programs with Matched Coursework Core	
Two+ Program Applications with Matched Coursework Core and Key Assessments	Per Program: \$4,000/5 years
Two+ Program Applications with Matched Coursework Core and KPEERI	Per Program: \$3,250/5 years
Use of Accreditation Seal by Program Satellite Sites or Partner Training Sites	
Satellite Site or Training Site Individualized Seal for one year	\$750 Annually
Satellite Site or Training Site Individualized Seal with KPEERI	\$1,500/5 years
Satellite Site or Training Site Individualized Seal with Key Assessment	\$2,500/5 years

Pipeline Fee Schedule

Applicants choosing the Pipeline program have the option of paying the entire application fee upfront or paying in three equal installments. The following timeline outlines when payments are due if selecting the installment option.

	SPRING	SUMMER	FALL
DUE: ● DOWN PAYMENT FEE	January 1st or earlier Submit 1 st payment	May 1st or earlier Submit 1 st payment	September 1st or earlier Submit 1 st payment
	March Submit 2 nd payment before Part II upload.	July Submit 2 nd payment before Part II upload.	November Submit 2 nd payment before Part II upload.
	May Final payment before Part V upload.	September Final payment before Part V upload.	December Final payment before Part V upload.

Yearly IDA Accreditation Survey

IDA Accredited Programs are accredited for a period of 5 years from the date of the decision letter. During this period, it is IDA's responsibility to maintain oversight for compliance purposes. It is the program's responsibility to gather candidates and program performance data to monitor continued success or to inform when changes are needed. To help us maintain our monitoring and compliance, we will be asking all the accredited programs to fill out a yearly survey.

Three Year Interim Report

Programs are required to submit a brief Three-Year Interim Report. The purpose of this report is to provide programs with the opportunity to analyze, review, reflect on, and respond to candidate and program performance data collected annually to date. A template will be made available to Accredited Programs and will require submission of changes of the following types of information:

1. changes to curriculum
2. changes to faculty
3. candidate performance data on Key Assessments or the KPEERI
4. program completion rates
5. narrative explaining what they have done to address the Review Team's recommendations

For Accredited Program^{PLUS} programs, the following additional documentation required:

- Exemplar Candidate Portfolio (electronic submission)
- Two Cycles of Summative Candidate Performance Data from Practicum Rubric (disaggregated)
- Two Cycles of Summative Instructors and Practicum Supervisor Evaluation Data (quantitative and qualitative)

Some programs may be required to submit a "Year One Interim Report". If the Review Team recommends that the accredited program submit a "year one interim report", a template will be made available to the Accredited Program. This interim report will be due one-year from accreditation and the review team will evaluate the response to determine if the accreditation will continue for the remainder of the 5-year period. If a program does not meet the

"Year One Update" requirements, the program will be required to address deficiencies identified by the Review Team, reapply, and enter the next pipeline cohort.

Reviewer Qualifications

Presently, the IDA Program Review and Accreditation Team Application <https://dyslexiaida.org/wp-content/themes/IDAchildtheme/images/ACCREDITATION-fillable-Program-Review-and-Accreditation-Team-Application-September-2-2018.pdf> requires review team applicants to document their professional credentials, including degrees and certifications, relevant to the theory and practice of scientifically-based reading instruction and/or the treatment of Dyslexia and related reading and language difficulties. In addition, applicants are required to document administrative or instructional leadership roles in an educator preparation program that prepares candidates to serve the reading and/or remedial reading needs of students. Review teams established for programs will include only those individuals who hold adequate credentials and experience to evaluate programs seeking specific categories of accreditation. For more information about becoming a Reviewer, please visit: <http://nc.dyslexiaida.org/wp-content/uploads/sites/41/2018/09/IDA-Program-Accreditation-Review-Team-Application-September-2018.pdf>

How Accreditation Decisions are Made

The IDA Program Review and Accreditation Team reviews all evidence provided by the applicant and determines the degree to which the evidence supports the KPS, the criteria for each section of the application, and identifies areas of notable strength or deficiencies.

The team generates a written report that includes a summary of how the applicant addressed each section of the application with consideration for thoroughness, quality, and strength of evidence. The team provides a recommendation for accreditation category, which may differ from the requested accreditation category. When warranted, the team designates areas for improvement or conditions to be met prior to the granting of accreditation.

If the team determines that minor refinements are warranted, they will table the review in order to provide the program with the opportunity to respond to specified conditions within a designated period of time.

Programs that require substantive revisions will be required to address deficiencies identified by the Review Team and reapply at a later date, enter the next pipeline, or continue in the pipeline program for facilitative assistance. These programs will be considered "In Review" status (and will be reviewed as Pipeline programs).

Programs recommended for accreditation are presented to the IDA Executive Board for a vote. Following this vote, IDA's Accreditation Chair informs the program or provider in writing of its decision. Programs not meeting stated conditions within the designated period of time as outlined in the IDA Program Review will be required to reapply.

Programs may only appeal a denial or revocation of accreditation status. Programs may not appeal "In Review" status a pending demonstration of adequate growth in relation to areas/stipulations cited for improvement.

Technologies Required to Complete the Application

Programs will need to create either a Drop Box, Google Drive or OneDrive folder for all their documents and resources. Within the program's folder, there should be a folder for each part of the application. (link must be shared in Part I of the application).

Programs applying for Accreditation^{PLUS} may need to create a YouTube account or provide a recorded practicum video. If a program chooses to do a YouTube, they will need the video to be saved in private mode and uploaded to YouTube. The YouTube practicum videos will need to be shared in Part 2 of the application. If a program chooses to use Zoom or any other video recording platform to record practicum videos, they will need to upload the MP4 file to the Part 2 folder or provide a link to the recording in part 2 of the application.

Overview of Application Components

Part I of the IDA Program Review and Accreditation application provides assurances that program administration supports the application moving forward for review and evaluation. Additionally, Part I of the application provides a context for understanding the program's reason(s) for seeking accreditation and provides an overview of the program's structure and curriculum.

- **Section A: Program Profile**
 - Signed Institutional Authorization Form
 - Payment Submitted via Quickbooks: *IDA Accreditation Review and Application*
Attention: *IDA Accreditation Chair*
- **Section B: Program Information**
 - Reason for Seeking Accreditation
 - List of readings
 - Describe – physical facilities, equipment, clerical staff
- **Section C: Program Curriculum and Instruction Overview**
 - Outline of sequence of study
 - Describe – adaptations, ongoing feedback, intervention, policies, behavior

Part II of the IDA Program Accreditation application requires programs to document evidence that coursework prepares candidates to master the KPS. Programs are required to prepare and submit the following:

- **Section A: List (prefix-number-name) each course syllabus** (SEE [APPENDIX C](#)) submitted for review
- **Section B: Documentation of Syllabi**
 - Link to a Google Drive or something similar containing a complete set of course syllabi formatted according to guidelines provided
 - Table 1: Syllabus Summaries (SEE [APPENDIX D](#))
 - KPS Coverage Self-Study Tool (SEE [APPENDIX E](#))

Part III of the IDA Program Review and Accreditation application requires programs seeking Accredited Program^{PLUS} accreditation to document how practicum and practicum supervision prepares candidates to master application of the KPS. Programs are required to complete and submit the following:

- **Section A: Documentation of the Program's Ability to Develop a Practicum**
 - Describe [minimum practicum requirements](#) (SEE page 8), supervisor's knowledge and skills, practicum, student characteristics
- **Section B: Portfolio or Case Study Documenting minimum practicum requirements**
 - One student, (at-risk/struggling or a developing reader) case study, complete with:
 - a. background information;
 - b. dates served; number of weeks and sessions per week (minimum:14 weeks / 30-60 mins / 28 sessions)
 - c. pre-post assessment data;
 - d. priority scope and sequence established for the student that considers pre-assessment data and background information;
 - e. discussion of progress/lack of progress;
 - f. recommendations in response to post-assessment data.
 - g. Documentation of supervisory sessions, minimum of 3 (See [APPENDIX F](#) or Programs Rubric)

□ **Section C: Practicum Evidence -Videos**

1. Link to video recordings (SEE [APPENDIX G](#)) or other access to video footage, with quality lighting and audio, of:
 - ✓ Practicum Lesson Videos from a candidate going through the program
*this could include two videos to complete a full lesson
 - ✓ Practicum Supervisor Video Conferencing with Candidate re: Lesson Observation (30-60 Minutes)
2. Copies of “Consent(s) to Film”

Part IV of the IDA Program Accreditation application requires programs to provide documentation that program faculty/instructors possess the requisite credentials, knowledge, and skills to deliver KPS-aligned content instruction or to supervise KPS-aligned practicum experiences. Programs are required to prepare and submit:

- **Section A: Faculty/instructors credentials, knowledge, and skills**
1. Copies of all instructor/practicum supervisor resumes formatted according to guidelines provided
 2. Completed *Statement of Professional Expertise* (SEE [APPENDIX H](#)) for each faculty member/instructor/supervisor
 3. Summary of Instructor/Supervisor Credentials (SEE [APPENDIX I](#))

Part V of the IDA Program Accreditation application requires programs to provide documentation of program impact on candidate achievement. Programs are required to prepare and submit the following:

- **Section A: Candidates sit for the Knowledge and Practice Examination for Effective Reading Instruction (KPERI)** (SEE [APPENDIX J](#))
- **Section B: Candidates are taking Key Assessments throughout the program**
1. Name of Assessment
 2. Course Key Assessment is Embedded In/Week
 3. KPS Alignment (SEE [APPENDIX F](#))
 4. Description of the Assessment Provided to Candidates on Course Syllabus (SEE [APPENDIX K](#))
 5. Description of Procedures for Collecting, Analyzing, Reporting, and Responding to Key Assessment Data
 6. Description of Procedures for Remediating Candidates Not Meeting Benchmark Target
 7. Copy of Key Assessment
 8. Copy of Key Assessment Grading Rubric (if Performance Assessment or Product) OR Grading Key (if Test or Quiz)

APPENDICES

APPENDIX A
ABBREVIATED SUMMARY OF THE KPS

Does Not Include Knowledge and Practice Examples

Standard 1: Foundations of Literacy Acquisition	
1.1	Understand the (5) language processing requirements of proficient reading and writing: Phonological, Orthographic, Semantic, Syntactic, Discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phoneme awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.8	Know phases in the typical developmental progression of: Oral Language, Phoneme Awareness, Decoding Skills, Printed Word Recognition, Spelling, Reading Fluency, Reading Comprehension, and Written Expression.
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	
2.1	Recognize the tenets of the (2003) IDA definition of Dyslexia, or any accepted revisions thereof.
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including Dyslexia and other reading and language disability subtypes.
2.3	Identify the distinguishing characteristics of Dyslexia.
2.4	Understand how reading disabilities vary in presentation and degree.
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
Standard 3: Assessment	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed, etc.).
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum Based Measures, including graphing techniques.
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
3.8	Integrate, summarize and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

Standard 4: Structured Literacy™ Instruction	
Substandard A: Essential Principles and Practices of Structured Literacy™ Instruction	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multi-sensory and multimodal language learning techniques.
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
Substandard B: Phonological and Phonemic Awareness	
4B.1	Understand rationale for/ Identify, pronounce, classify, and compare all of the consonant phonemes and all of the vowel phonemes of English.
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.
4B.3	Understand/apply in practice considerations for phoneme awareness difficulties.
4B.4	Know/apply in practice consideration for the progression of phoneme awareness skill development, across age and grade.
4B.5	Know/apply in practice considerations for the general and specific goals of phoneme awareness instruction.
4B.6	Know/apply in practice considerations for the principles of phoneme awareness instruction: brief, multisensory, conceptual, articulatory, auditory verbal.
4B.7	Know/apply in practice considerations for the utility of print and on-line resources for obtaining information about languages other than English.
Substandard C: Phonics and Word Recognition	
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single and multi-syllable regular word reading.
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
4C.4	Know/apply in practice considerations for using multi-sensory routines to enhance student engagement and memory.
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multi-syllabic words.
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
Substandard D: Automatic, Fluent Reading of Text	
4D.1	Know/apply in practice considerations for the role of fluent word level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress monitoring practices.
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Substandard E: Vocabulary	
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
Substandard F: Listening and Reading Comprehension	
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text comprehension processes.
Substandard G: Written Expression	
4G.1	Understand the major skill domains that contribute to written expression.
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

Standard 5: Professional Dispositions and Practices	
5.1	Strive to do no harm and to act in the best interest of struggling readers and readers with Dyslexia and other reading disorders.
5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.
5.4	Respect objectivity by reporting assessment and treatment results accurately, honestly, and truthfully.
5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.
5.6	Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.
5.7	Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.
5.8	Support just treatment of individuals with Dyslexia and related learning difficulties.
5.9	Respect confidentiality of students or clients.
5.10	Respect the intellectual property of others.

APPENDIX C SYLLABUS GUIDELINES



All syllabi must include the following components:

1. KPS Statement:

The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnaqdfz1xy0v98j5vt1wk>.

2. Course instructor name, email
3. Course catalog (or published) description
4. For Practicum: Course cap (the maximum number of candidates that can enroll in the course)
5. Course calendar to include meeting session number; dates; times
6. Required assignments: activities; accountable reading
7. End of day assessment; quiz

Practicum syllabi must:

✓ Require candidates to maintain a practicum portfolio that includes the following components:

1. PART A: Pre-Instruction
 1. Student Demographics
 2. Record Review
 3. Pre-Assessment - Results to Guide Instruction
 4. Instructional Goals – Developed in Response to Pre-Assessment and Record Review
 5. Proposed Scope and Sequence of Instruction with Rationale
 6. Proposed Progress Monitoring Plan (Measures, Frequency, Decision Rules)
2. Part B: During Instruction
 1. Lesson Plans with Student Artifacts and Candidate Reflections
 2. Formal Lesson Observations Completed by Supervisor with Candidate Reflection/Response
 3. Completed IDA Practicum Evaluation Rubric (SEE: [APPENDIX F](#)) or Programs Evaluation Rubric
3. Part C: Post-Instruction
 1. Post-Assessment Results
 2. Statement/Discussion of Impact
 3. Proposed Recommended Next Steps with Rationale

All programs should have a “Foundational” course that provides an overview of the central elements and revisit them in more detail with practice application across the additional courses. The list of readings should include required text, additional supplemental readings, and suggested readings. Assignments, engaging in class activities and methods of evaluation (check for understanding) should be identified for each session within the course. The specific topics and sequence of topics within each course should be identified. A table in each

course syllabus should articulate how each of the sessions address and assess the topics. Additional professional standards that are addressed in each course should be listed along with the IDA standards.

Structure of the Syllabi

General Information	<ul style="list-style-type: none"> • Course Information • Prerequisites Course • Description Course Objectives • *Field Experiences/Coaching
Required Texts and Materials	<ul style="list-style-type: none"> • Textbooks Readings • Web Resources • *see suggested list of resources - TBD
Standards	<ul style="list-style-type: none"> • Knowledge and Practice Standards (KPS) for teaching Reading • State and Common Core Standards • Other aligned standards
Methods of Evaluation	<ul style="list-style-type: none"> • Overview for Grading • Description of Course Check for Understanding or (Key Assessments)
Course Schedule	<ul style="list-style-type: none"> • Weekly List of Topics • Language and Learning Targets • Readings /Engaging Activities • Assignments/Homework • Quizzes/Exams
*Instructor Resources	<ul style="list-style-type: none"> • Alternative Texts/Readings • Additional Resources • Notes to Instructors

As the faculty of universities and independent programs, it is important to prepare the next generation of educators to understand the science of reading and the components of structured literacy. The term "reading science" or "science of reading" includes a consensus of interdisciplinary knowledge and a set of practices grounded in the substantial scientific research base on how children learn to read, the essential skills required for reading, high-yield instructional practices, and systems of support that improve outcomes for all students, including those with reading disabilities. Each element is defined and explained more fully in this document.

Why the Science of Reading

The science of reading represents an extensive body of research explaining the cognitive and neural pathways of reading and best practices for reading instruction. Much is known about how children learn to read, why some struggle, and how to effectively instruct and intervene. The fields of neurology, linguistics, cognitive psychology, learning science, school psychology and educational psychology have generated the evidence of information about teaching reading, however, much of this information is not known by classroom teachers.

The syllabi should include:

- 1. How Students Learn to Read:** Research from cognitive science on how children learn to read and why some have difficulty to learn, including dyslexia and English Learners.
- 2. Essential Elements of Instruction - the "WHAT":** Reading skills that support literacy and how student needs change across development.
- 3. Essential Principles of Instruction - the "HOW":** Instructional approaches that are based on research and best practice.
- 4. Tiered Systems of Support (MTSS/RTI):** The application of data-based decision making grounded within a comprehensive assessment system to support all students.

1. How Students Learn to Read

Most students do not learn to read naturally. In fact, research demonstrates while 30-35 percent of students learn to read relatively easily with broad instruction, 40-50 percent of students will benefit from an explicit, systematic, code-based approach to reading instruction, and 15-20 percent of students have a reading disorder, such as dyslexia, and will most likely not become fluent readers without an explicit, systematic, code-based approach (Young, 2012). Structured literacy is an approach to reading instruction grounded in seminal and replicated reading science designed to ensure that all students are given a solid foundation in reading and writing.

Learning to speak is a natural process that has evolved over thousands of years. Time has allowed the human brain to become "hard-wired" for listening and speaking, and as long as children are exposed to the sounds and words of their language, they, too, will begin the natural process of learning to speak. As children have more interactions with their caregivers, their words turn into phrases and their phrases into sentences. By the time they begin attending school, many have acquired a vocabulary of thousands of words. Parents and other caregivers did not sit down and explain in any kind of detail the sounds that came together to make words, nor did they have to explain the structure of proper sentences. The entire process just happened.

Conversely, alphabetic writing is a relatively new human invention just 5,000 years old (Moats, 2019). In the scope of human evolution, writing is a very recent accomplishment, meaning human brains are not yet "hard-wired" for a natural acquisition of reading and writing. The science of reading has demonstrated that learning to read and write is not a natural act (Carreker, 2020). For children to learn how to read, teachers must provide instruction that is explicit, systematic, and cumulative (Castles, Rastle, & Nation, 2018; Gough & Hillinger, 1980; National Institute of Child Health and Human Development, 2000; Seidenberg, 2017).

Reading and the Brain

Thanks to developments in neuroscience and technology, researchers are now able to target key learning centers in the brain and identify the areas and neural pathways that the brain employs for reading. Reading is a complex task from the beginning, and the sounds infants encounter set language acquisition skills in motion by providing a structure for language-based communication. The brain is learning the rules of language that will later be incorporated into reading. By the time a child is ready to read effectively, the brain has coordinated sounds to language and now is prepared to coordinate language to reading and reading to comprehension (Burns, 2017).

Dyslexia and Other Reading Difficulties

Researchers have made considerable progress in understanding all types of reading difficulties (Fletcher et al., 2007, 2018; Kilpatrick, 2015; Oakhill et al., 2020). Among all poor readers, about 10-15 percent have below average phonemic awareness and decoding skills. Their oral vocabulary and listening comprehension will be at least average while their fluency and reading comprehension could be below average due to those decoding problems. However, they will often learn well orally, when someone reads aloud to them, or when topics are discussed. When they are able to decode text themselves, reading comprehension will be strong. This group of poor readers present with the profile of “Specific Word Reading Difficulty” - Dyslexia.

Commented [1]: I added the citation

Another group of poor readers (3-5 percent) are profiled with “Specific Comprehension Difficulties”- Hyperlexia. These students appear to have difficulties with oral vocabulary and listening comprehension, as well as fluency, but this is due to language difficulties, not poor decoding abilities. These students display good foundational reading skills, but their problems are with the higher order thinking processes required for language and reading comprehension.

The last group of poor readers (65-75 percent) are profiled with “Mixed Reading Difficulties”. These are the students that really struggle. Their decoding and reading comprehension are both below average. Their decoding, inability to rapid and automatic name and language comprehension, may all be below average which directly impact fluency (i.e., accuracy, rate, phrasing, punctuated expression, prosody and ability to deeply comprehend when reading).

Early intervention is key to help not only students with dyslexia but other reading difficulties to learn to read and write. Seventy-five percent of children who display reading problems in the third grade will remain poor readers into high school unless they receive effective literacy instruction.

English Learners

There are many similarities in effective instruction for ELs and non-ELs. Programs that include many familiar elements of effective instruction also help boost ELs’ achievement (Goldenberg, 2008). There is substantial research that support the use of Structured Literacy approach for students learning English as a second language, as well as students at-risk for literacy acquisition (Baker et al.,2014; Gersten et al., 2009). Students who receive principles of instruction such as explicit, systematic literacy instruction are more likely to become biliterate (Cardenas Hagan, 2011).

2. Essential Elements of Instruction - the “What”

Five Essential Components of Reading

In April of 2000, The National Reading Panel released a report of its meta-analysis of the reading research to date. The findings were based on rigorous reviews of experimental studies resulting in a summary of the scientific evidence for what and how to teach beginning and struggling readers. The report was organized around five necessary skill areas required of proficient readers. Since publication, subsequent research has only confirmed and extended the original findings, thus providing even greater scientific support for these essential skills.

Component	Definition
Phonemic Awareness	A set of metalinguistic skills including blending, segmenting, and manipulating individual speech sounds (phonemes).
Phonics	Matching sounds (phonemes) to letters (graphemes) for use in reading and spelling.
Fluency	Reading connected text with accuracy, appropriate rate, punctuated expression, reasoned phrasing, and prosody.
Vocabulary	Knowing the meaning of words in speech and text through incidental and intentional instruction
Comprehension (Listening & Reading)	A set of cognitive processes, skills and strategies, which work together to build deep understanding and critical thinking.

Structured Literacy Components

Structured literacy is an evidence-based approach to effective instruction designed to ensure that all students acquire literacy. Over several decades of interdisciplinary empirical studies, termed the science of reading, researchers have come to consensus on integral content, principles, and practices which are foundational to the structured literacy approach. The International Dyslexia Association created a new [infographic](#) on how Structured Literacy is an approach that is grounded in the Science of Reading (2023) which includes the domains of language and principles of instruction.

Structured Literacy – Domains of Language	
Word Recognition, Transcription, and Spelling	
Component	Definition
Phonetics	The linguistic study of the place and manner of articulation of speech sounds in a language while respecting linguistic diversity.
Phonology	The study of the spoken units of speech in a language ranging from largest to smallest (i.e., sentence, word, syllable, onset-rime, and phoneme).
Sound-Symbol (Alphabetic Principles)	The rule system and unconscious process of mapping phonemes (i.e., individual speech sounds) to graphemes (i.e., a letter or letter combination) in an alphabetic writing system.
Syllable & Syllable Patterns	Knowing the defining elements of a syllable, stress patterns, the syllable types, and how to divide words into syllables.
Morphology	The study of the smallest units of meaning (morphemes). Includes the identification and production of prefixes, suffixes, roots, and Greek combining word forms.

Orthography & Spelling	The regularity of phoneme/grapheme correspondence in encoding, having the ability to analyze spelling errors and how they relate to reading and writing proficiency
Comprehension and Composition	
Component	Definition
Semantics	The meaning of words, phrases, sentences, and text. Includes multiple meanings, figurative language, idioms and puns.
Vocabulary/ Background Knowledge	The amount of information or knowledge a student has on a particular concept, experience, information and text structure that is relevant to a text.
Syntax	The system of rules governing proper word order in a sentence. Includes understanding clauses, phrases, transitions, cohesive ties, connectives, and coherence.
Sentence Structure/ Grammar	The order of all the parts in a sentence: subject, predicate, objects, phrases, punctuation, etc. The rules of our language system and structure of language.
Text Structure/ Text Features	The ability to navigate genres and text structures including cause and effect, compare and contrast, problem and solution, definition, simple listing, chronological listing, and argument. Acquire understanding how common text features support building deep comprehension (e.g., title, table of contents, graphs, icons, tables, charts, illustrations with captions, etc.).
Inferences	The ability to engage with the explicit text in combination with prior knowledge (i.e., the individual's fund of knowledge), background knowledge (i.e., the necessary knowledge provided by the educator) and connotative understandings to infer meaning.
Critical Thinking	The process of reflecting on the validity of what you have read in light of your prior knowledge and understanding of the world.
Discourse	The organization of spoken and written communication or the exchange of information and ideas.
Pragmatics	The social rules of a language that can consist of eye contact or taking turns and the use and interpretation of language.
Print Conventions	The conventions in an alphabetic writing system that includes, letter formation, capitalization, punctuation, and directionality.
Written Expression	The ability to teach grammar, sentence structure, sentence level writing, paragraph writing, narrative and expository writing, and academic composition (e.g., open responses. Constructed response and argument)
Integrated Language, Reading & Writing Instruction Supporting Fluency and Reading Proficiency	

Simple View of Reading (Gough & Tunmer, 1986)

Structured literacy is built on the foundation of the Simple View of Reading (SVR). SVR is a scientific theory that is based on research indicating that reading comprehension is the product of decoding (word-level reading) and language comprehension. The equation depicted in The Simple View articulates that neither decoding nor language comprehension alone can produce reading comprehension. When one or the other is absent, reading comprehension will not occur. Although depicted simply, the skill domains of decoding and language comprehension include complex constructs, each of which needs to be understood separately and as it relates to the others. Decoding (word level reading) includes print concepts, phonological awareness, phonics and word recognition, and word knowledge. Language Comprehension includes prior knowledge (the fund of knowledge brought by the individual to the reading encounter), background knowledge (the knowledge provided by the educator necessary to access the text). (Hennessey, N. 2020)

Four-Part Processor (Seidenberg & McClelland, 1989)

Research by cognitive psychologists suggests the two processes represented in The Simple View of Reading (decoding and language comprehension) are generated by phonological, orthographic, meaning, and context processors. Those processors are depicted and extended in Seidenberg & McClelland's Four-Part Processor model of reading. The model is a simplified representation of the cognitive processes of the anatomy and function of the reading brain that provides a framework for why reading instruction should focus on certain skills, and what to consider as targets of intervention when reading problems occur.

Reading Rope (Scarborough, 2001)

Hollis Scarborough classic "Reading Rope" is an infographic to help us understand the connection between word recognition and language comprehension. The rope represents the components, strands, and skill areas that weave together as an integrated whole in order for reading comprehension to take place.

Phases of Development (Ehri, 1996 & 2014)

Ehri and her colleagues created a model that conceptualizes word reading development into four phases, pre-alphabetic, early alphabetic, later alphabetic, and consolidated alphabetic. Each stage illustrates how word-reading develops for typical children between the ages of four and six. The model also demonstrates how phonemic awareness skills and orthographic mapping are crucial foundational skills for children to develop automatic sight word recognition (Moats & Tolman, 2019).

The research models or infographics that are explained above converge around scientific evidence of the essential components of reading. They show why automatic processing of sounds, letters, and morphemes, as well as language comprehension, word meanings and knowledge come together in what we recognize as reading comprehension. Teachers must know the structures of language, how these skills are developed and work together in the brain to result in reading, how to assess these skills, and what research says about the best ways to teach these skills. This knowledge will equip teachers to provide assessment, instruction, and intervention that will increase reading outcomes.

3. Essential Principles of Instruction – the “How”

While some children seem to learn to read regardless of the instruction they receive, for most students, instruction can make the difference between reading or not reading. Evidence-based structured literacy instruction benefits all students. When general educators use explicit instruction in the structure of the language, reading proficiency rates improve drastically. Research-based instruction provides the bridge between this fundamental belief and how to make this a powerful reality in daily classroom practices.

Research has determined that instruction based on the principles of structured literacy is essential for beginning readers and older struggling readers, and also helps high-performing students. Systematic instruction follows a logical sequence from easier to harder skills, building more complex skills after establishing pre-requisite skills. Based on the science concluding that reading is an “unnatural” skill, explicit instruction does not assume children will learn the core components of reading on their own, but instead provides a controlled and supportive environment in which to learn the skills correctly the first time through modeling, differentiation, guided practice with immediate corrective feedback, and sufficient repetition in multiple contexts to support mastery and automaticity.

Structured Literacy - Principles of Instruction	
Direct & Systematic	
Component	Definition
Explicit Instruction	Explicit instruction means that students are directly taught each language skill and given many opportunities for guided, collaborative, and independent deliberate practice. Teachers provide modeling of each skill and in-the-moment feedback.
Sequential	Skills are taught in a logical order, sequentially moving from the most foundational skills to the more complex ones. Teachers who use this type of teaching also continue to practice and review previously learned skills.
Cumulative	The goal of cumulative instruction is to make sure that students have the foundational knowledge they need to learn a new skill. Students continue to practice and review previously learned skills.
Multisensory/ Multimodal Instruction	This method involves intentional planning for engagement, motivation, and stamina building by having the learner interact simultaneously or in close sequence with the material, using two or more of their sensory “modalities”. or in close sequence with the material using two or more of their sensory “modalities”.

Mastery Oriented	
Component	Definition
Diagnostic/Data Driven	The use of informal and formal assessment to continuously monitor progress and identify the skill level and needs of individual students. Teachers should monitor accuracy and skill mastery before moving on to more complex concepts.
Targeted Feedback	Targeted, timely and specific feedback gives students an idea of what they did well and how they can improve in relation to the learning criteria.
Highly Interactive	A technique that seeks to get students actively engaged in the learning process (i.e., brainstorming; think, pair, share; response board; sorting; etc.)
Scaffolded	The process of breaking lessons into manageable units with the teacher providing decrease levels of support as the student grasps new concepts and master new skills.
Instructional Decision	The process for data gathering of different assessment tools for making informed instructional decisions to improve student outcomes.
Planned, Purposeful Instructional Decisions for Tasks and Text	

Teaching reading is a high-stakes endeavor that must be approached by a skilled professional with a sense of urgency. Waiting for failure is not an option. The neurological networks for reading proficiency are established early and with adequate repetition through wide and varied reading experiences that trend over time to be quite stable. Students who struggle with reading at the end of first grade are likely to still struggle at the end of fourth grade. Intervening with struggling readers may take intensive resources and support. Teachers need the benefit of instructional approaches that have been proven to work. The best opportunity for better reading outcomes involves teachers who know how students learn to read, know what component skills are essential, and know how to match student needs to instruction on those skills.

4. Tiered Systems of Support (MTSS/RTI)

The most efficient approach in providing support to a student is a three-tier system of instruction in which all students can access the type and amount of instructional support they need to be skilled readers, without having to fail first. Such models use student data in the collaborative problem-solving process to match student needs to instruction and social-emotional positive behavioral supports. A tiered system of support preserves continuity across the tiers while providing increasingly intensive instructional support that improves reading outcomes for all students.

Tier 1 (Primary Prevention)	Instruction that is done with all students in the general education classroom, which is research-based, highly differentiated in whole group and skill-based small group formats, and results in at least 80% of students to reach reading goals.
Tier 2 (Secondary Prevention)	Small-group instruction for a small number of students who are at some risk, provided in addition to (not instead of) Tier 1, that is more explicit and systematic, for the purpose of accelerating learning and closing the gap for about 15% of students.
Tier 3 (Tertiary Prevention)	Even more individualized and intensive instructional support for students who are not making adequate progress with Tiers 1 and 2, for the purpose of supporting the remaining 5% of students to reach reading goals.
Alterable Variables	In collaborative problem-solving teams, educators consider time of day, size of group, frequency, duration, the qualifications of the service provider (e.g., certified training), and the least restrictive environment.

Collaborative Problem Solving

The systematic process of asking and answering questions with data is called collaborative problem solving and is part of an MTSS/RTI model within the education setting. The process is used to identify the problem and why it is happening, then identify evidence-based interventions that will help rectify the problem and monitor progress to determine if the level of response to intervention met with success. If not, all alterable variables are examined so as to prevent any delay in special education eligibility.

Step	Question
1	Define the Problem: Which students need instructional support?
2	Analyze the Problem: Why is the problem happening?
3	Develop and Implement Plan: What should be done to help?
4	Monitor and Evaluate Plan: Did the help work?

Comprehensive Assessment System

Teachers are both consumers and producers of the assessment data used within the problem-solving process. Direct measurement of the five components of reading and writing informs the success of multi-tiered systems of support. Schools that implement a tiered system of support engage teachers in using assessment data to guide decisions about scheduling, grouping, resource allocation, curriculum and instruction, intervention planning and evaluation, and communicating with parents.

Comprehensive Assessment System includes the following:

- Universal Screening (measures that identify the level of risk for reading failure for all students)
- Diagnostic (Informal and/or formal measures that determine strengths and target needs).
- Progress Monitoring (measures that monitor students' growth towards a criterion-based benchmark).
- Interim (measures that monitor students' knowledge and skills established as goals).
- Formative (measures of student learning during the teaching experience which allow the teacher to immediately adjust instruction).
- Summative (measure of achievement and/or competency at the end of a unit of study or session of learning).

Conclusion

It is important that teachers know how to read the research so they can have a deeper understanding of how students learn to read. Unfortunately, teachers are not always equipped with the widely known information about how children learn to read, why some children struggle with reading, and what can be done to prevent and intervene. As a result, many students are not reading at grade level. This complex problem will require a multi-faceted solution. The information presented in this document provides the general reading course content that can start to bridge the gap between research and practice. Effective professional learning can help teachers deepen their understanding of literacy instruction and improve student outcomes. The evidence is clear, that in order to increase literacy outcomes for all learner depends on highly trained administrators, educators, and staff who are committed to partnering with students, families, and the greater community to afford equity in accessing literacy for all.

Resources

The International Dyslexia Association (IDA) offers a comprehensive range of resources on dyslexia and structured literacy to support educators, parents, and professionals. Among these resources are essential books in the IDA bookstore, such as:

- [Facts About Dyslexia and Other Reading Problems](#) by Moats & Dakin, and the
- [A Companion to Basic Facts About Dyslexia and Other Reading Problems](#)
- [Basic Facts About Assessment of Dyslexia: Testing for Teaching](#) by Lowell, Felton & Hook

The [IDA's digital library](#) holds a 75th Anniversary special edition of the IDA Perspectives on Language and Literacy [Structured Literacy: Grounded in the Science of Reading](#), that features insightful articles from leading experts in the field, including Reid Lyon, Kareem Weaver, Barbara Wilson, Linea Ehri, Steve Graham, Kate Cain, Spear-Swerling, Odegard, and Cardenas-Hagan. To view past IDA Perspectives, [click here](#)

On the IDA website you will find [fact sheets](#) that further enhance understanding of topics such as:

- Building Phoneme Awareness: Know what Matters
 - Dyslexia and the Brain
 - English Learners & Dyslexia
- and many more...

These resources are designed to equip stakeholders with the knowledge and tools necessary to effectively address and support individuals with reading difficulties including dyslexia.

APPENDIX D
SYLLABI SUMMARY
This is an example



The **Syllabi Summary** is crucial for IDA reviewers as it provides a concise, at-a-glance overview of the course’s content, including key standards, objectives/topics, readings, assignments, activities, quizzes, and checks for understanding. This summary enables reviewers to quickly assess how the course aligns with IDA KPS standards and best practices for literacy instruction. By highlighting key components such as instructional strategies, assessment methods, and learning outcomes, the summary ensures the course meets the necessary criteria for effective literacy education.

	KPS Alignment	Objective/ Topic	Accountable Readings/Videos/On-line modules	Assignments/Activities	End of day assessment/ check for understanding
Day 1					

APPENDIX E
KPS Coverage Self-Study Tool
COVERAGE OF THE IDA'S KPS STANDARDS THROUGH COMPETENCIES

The **Structured Literacy Syllabi Self-Study Tool** looks at all components of evidence-based literacy instruction that is required to develop a proficient level of skills + knowledge + ability for educators to exhibit the competencies *in or awareness of* the knowledge and practices of the Science of Reading and Structured Literacy. Local education agencies (LEAs) must provide professional learning for in-service educators to meet these requirements, and educator preparation programs (EPPs) must address these same requirements within their programs of study for preservice teachers. This resource addresses programs that prepare educators in the Science of Reading through Structured Literacy:

- The **Science of Reading**, is a vast, interdisciplinary body of scientifically based* research about reading and issues related to reading and writing (The Reading League, 2022)
- **Structured Literacy** is defined as an approach to teaching that integrates speaking, listening, reading, and writing by providing explicit, systematic, diagnostic-prescriptive instruction in phonological and phonemic awareness, sound-symbol correspondence (phonics), syllables, morphology, semantics, and syntax (International Dyslexia Association, 2020).

For more information, visit <https://dyslexiaida.org/structuredliteracy/>

This tool is designed to help educator preparation programs (EPPs) at universities, colleges, and independent training programs to refine their syllabi by articulating the components within the [Knowledge and Practice Standards for Teachers of Reading](#) from the International Dyslexia Association (IDA KPS), with the [Evidence-Based Reading Instruction for Grades K-5](#), and [Evidence-Based Practices for Writing Instruction](#) from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center. To help clarify what essential components of proficiencies within a training, we adapted the competencies within the [Rhode Island Science of Reading and Structured Literacy Syllabi Refinement Tool](#).

Directions:

This tool has been developed to help the program determine the level of implementation supported by the evidence within the course. The topic headings are categorized as either introduced, reviewed, or applied. Coverage of these topics should be evident in readings and lectures throughout all courses or modules. Faculty are required to specify the names of their core courses or modules. Topics introduced early in the course should be revisited to reinforce and deepen knowledge. The application of learning should be demonstrated through course assignments, evaluations, and field experiences. Each topic's coverage should be clearly marked using the following labels: R=course readings, L=lectures, E=assignments/quizzes/exams, and F=field experiences.

Implementation Levels	Introduced	Reviewed	Applied Experience
Identify which implementation level is supported by your evidence within your course syllabi	There is proficient evidence that the standard and/or component are included in the syllabus, and the topic is introduced in the course.	There is proficient evidence that the standard and/or component are included in the syllabus, and the topic is reviewed later in another course.	There is proficient evidence that the standard and/or component are included in the syllabus, and the topic is demonstrated and practiced with another educator or student.

Type of Evidence	R=Course Readings	L=Lectures	E=Assignments and/or Evaluation	F=Field Experience
Identify which type of evidence(s) covers the topic within the course syllabi	There are readings (textbook, articles, artifacts, etc.) that provide the information about the topic(s).	There are class lectures, presentations, videos (power points, handouts, etc.) that provide the information about the topic(s).	There are assignments or quizzes/exams that provides understanding of the information about the topic(s).	There are field experiences that provide application of the information about the topic(s)

	Introduced	Reviewed	Applied Experience
EXAMPLE	410/610 Foundations of Literacy Acquisition and Development Week 3 - Chall's stages of Reading Dev; Birsh pp 82-139 <i>Chapter 3 Pre-reading/Literacy Skills</i> ; Simple View of Reading; Scarborough's Rope Assignment 2: Language and Literacy Development R, L, E	450/650 Reading Instruction and Intervention Week 1 – Review of Chall's stages of Reading Dev.; Birsh: Chapter 3; Simple View of Reading; Scarborough's Rope Activity: "Gallery Walk" review of theories Quiz: Theoretical models R, L, E	

IDA Standards with Reading Competencies

IDA Standard1: Foundations of Literacy Acquisition 1.1-1.9 &

IDA Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia 2.1-2.5

Competency I: How Students Learn to Read

Demonstrate and apply foundational knowledge on the science of reading development and reading difficulties derived from interdisciplinary research with special emphasis on language/literacy needs of students with dyslexia and other language-based learning disabilities.

Knowledge and Understanding Related to the Reading Process, Science of Reading Research and Methods

- Theoretical models of oral and written language
- How the brain learns to read
- Permanent word storage and orthographic mapping
- Neurobiological learning differences including dyslexia and developmental language disorder
- Literacy needs of all students including students with dyslexia and language-based learning difficulties

IDA Standard 4: Structured Literacy Instruction: PA 4B.1-4B.7, Phonics 4C.1-4C.8, Fluency 4D.1-4D.4, Vocabulary 4E.1-4E.4, Comprehension 4F.1-4F.5, Writing 4G.1-4G.5

Competency II: Essential Elements of Instruction - the "WHAT"

Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review based on analysis of student data.

Knowledge and Skills Related to Phonology

- Phonology
- Phonological Awareness
- Phonemic Awareness
- Articulation of the Sounds

Knowledge and Skills Related to Phonics, Decoding, and Encoding

- Alphabetic Principle
- Decoding
- Correspondence of letters and sounds (Phonics)
- Encoding
- Syllable Types
- Syllable Division Rules
- Schwa (An unstressed vowel sound)
- Morphology Supports Word Composition and Spelling (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)

- Spelling rules and generalizations
- Student text selection including decodable text

Knowledge and Skills Related to Fluency

- Fluency: accuracy, rate, and prosody
- Instruction and Practice of Fluency

Knowledge and Skills Related to Vocabulary

- Teaching vocabulary directly and indirectly
- Developing vocabulary through oral language
- Morphology Supports Word Comprehension and Vocabulary Building Across Contents
- Multiple meanings and contexts
- Choosing Words for Explicit Instruction

Knowledge and Skills Related to Comprehension and Writing

- Listening and Reading Comprehension
- Background Knowledge
- Grammar
- Text Structures
- Pre-Reading, During Reading, and After Reading: Metacognitive Strategies to support Executive Functioning
- Connecting writing to readings to further comprehension (e.g., explicit instruction in pronoun referents, cohesive ties, and syntax elements including sentence types and sentence combination activities)

IDA Standards 4: Structured Literacy Instruction: Principles and Practices 4A.1-4A.3

Competency III: Essential Principles of Instruction “the HOW”

Effective instruction through structured literacy for all students and how to differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities.

Knowledge and Understanding of the Principals of Structured Literacy Instruction

- Systematic
- Explicit
- Incorporating interactive and engaging multiple modalities
- Code emphasis vs. meaning emphasis in student texts, teaching approaches, and curriculum materials
- Differentiating and scaffolding instruction for students with reading difficulties including Dyslexia and other learning difference
- Accommodations for students with dyslexia (e.g., audiobooks, speech-to-text)

IDA Standards 3: Assessment 3.1-3.8

Competency IV: Tiered System of Support

Select and conduct assessments, analyze assessment data to inform instruction, and communicate findings with students, families, and other educators

Knowledge and Understanding of Formal and Informal Assessment

- Diagnostic and prescriptive approach to reading assessment (what students can do/what students have difficulty with)
- Criterion and/or normed referenced assessment measures
- Using screening and diagnostic assessment measures to understand a student’s learning profile
- Using progress monitoring assessment measures to monitor student’s progress towards growth
- Communicating findings of assessment data with students, families, and other educators

IDA Standards 5: Professional Disposition and Practice 5.1-5.10

Competency V: Professional Disposition and Practice

The values, character traits, actions, attitudes, and beliefs of educators as they interact with students, families, community members, and professional colleagues and that underlie ethical behavior.

Intended Audiences and Considerations

This tool is designed to support syllabi refinement for EPPs preparing educators in the knowledge of the Science of Reading through Structured Literacy approach for pre-K through 5th-grade classroom educators, reading specialists, English Language Learner teachers, and pre-K through 12th grade special educators.

The tool is designed to be used collaboratively by EPP’s administration/leadership and faculty/instructors as a self-assessment of current coursework. The topic headings identify the four competencies and each of the IDA KPS standards with CEEDAR components that should be included within an IDA accredited program’s coursework. Coverage of the competencies, standards, syllabi, and components should be found through course readings and lectures and seen across courses and revisited to support deepening knowledge. Application of learning should be evident in course assignments and evaluations, as well as in field experiences. This alignment coverage provides the foundation for pre-service and in-service teachers to understand the science of reading and to implement instructional practices that are consistent with evidenced-based structured literacy approach.

Appendix F

IDA Practicum Rubric - Accreditation **PLUS**

A [structured literacy](#) lesson that incorporates the following elements can significantly enhance reading instruction:

1. **Stating the Goal:** Clearly articulate the objective of the lesson at the outset. This helps students understand what they are expected to learn and achieve by the end of the lesson. For example, "Today, we will focus on decoding multisyllabic words using syllable division rules."
2. **Explicit Instruction:** Provide direct and clear explanations of the concepts being taught. For instance, demonstrate how to break down a multisyllabic word into syllables and explain the rules for each step. Explicit instruction ensures that students understand the material and know how to apply it.
3. **Systematic Instruction:** Follow a structured sequence of steps that build on prior knowledge and gradually introduce new concepts. Begin with foundational skills and progressively move to more complex tasks. This systematic approach helps reinforce learning and prevents gaps in understanding.
4. **Meaningful Interactions:** Engage students in discussions and activities that relate to their interests and real-life experiences. For example, use words from familiar contexts to practice syllable division, making the learning more relevant and engaging.
5. **Multiple Opportunities:** Provide students with various chances to practice the skills being taught. This could include individual practice, partner work, and group activities. Repeated practice helps solidify learning and build confidence.
6. **Immediate Feedback:** Offer prompt and constructive feedback to guide students as they practice new skills. Correct errors and provide encouragement to help students improve and stay motivated.
7. **Scaffolding:** Use supportive strategies to assist students as they develop new skills. For example, model the process of decoding a word and then gradually release responsibility to students as they gain proficiency. Scaffolding helps students build competence and independence.

By integrating these elements into a structured literacy lesson, educators can create a comprehensive and effective instructional experience that supports the diverse needs of students and promotes successful learning outcomes

- [Structured Literacy and Typical Literacy Practices: Understanding Differences to Create Instructional Opportunities \(Spear-Swerling, 2018\)](#)

[Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties \(Moats, 2019\)](#)

APPENDIX G GUIDELINES FOR PREPARING AND SUBMITTING PRACTICUM VIDEO FOOTAGE

The purpose of capturing video-recorded classroom instruction/intervention is to provide as authentic and complete a view of the candidates teaching as possible. The video-recorded entries convey to the reviewers how the candidate applies the components or principles of structured literacy, the decisions that the candidate makes, the climate that is created in the classroom/small group session, and the ways in which the candidate engages with the student(s) in learning. Reviewers are not able to visit the classes; therefore, a video recording is the only illustration of these key components, principles and practices. The following provides technical advice, guidelines, and helpful information about making effective video recordings of the candidates' teaching practice.

Permission:

You and the candidate must secure permission from the parents or legal guardians of all students in the videos. Ensure that parents understand that the video recordings are not about the students, but are intended for professional discussions with other teachers about the best ways to teach, and that the students will never be identified by their full names. If, for some reason, a student's parents refuse to grant permission, please ensure that the student is seated out of the camera's range.

Equipment:

We recommend the following equipment, to make video recordings of the session:

- Video camera or cell phone
- Tripod to ensure consistent, smooth coverage (if possible)
- External microphone for improved audio (optional)

Recording Guidelines:

In order for a Reviewer to have enough information to perform an evaluation, you need to record:

1. **The candidates' actions**
2. **The majority of the student's actions**
3. **Clear audio of the candidate and the student(s)**

The video recording should show that the candidate is effectively engaging the entire class, small group or one-on-one session. The video should show some interaction with a student(s) (not every student must be shown).

You and the candidate should make sure that the lesson plan is included with the recording and any additional notes or context about the lesson might be helpful for the reviewer (e.g., does this lesson introduce new material or is it review? What is the level of the students in the class?).

Filming Tips:

1. If possible, use a tripod. Having the camera/ cell phone in a fixed position eliminates the wobbly effect of an unsteady hand.
2. Point the camera/ cell phone at the speaker. Place the camera at the side of the room and, if possible, set it up high on a counter or table.
3. Record continuously rather than stopping the camera/ cell phone or moving rapidly back and forth between people.
4. Engage another adult to operate the camera/ cell phone, if possible.
5. Turn on all the lights and open curtains and blinds. If there are windows along one side of the classroom, point the camera/ cell phone away from (rather than into) that light.

6. Close the classroom door and windows to minimize background noise, if possible.
7. Repeat student responses to make them audible on the video if students speak in a low voice.

Test Your Video:

Test Your Video Once you have transferred the video file from your camera/phone to your computer. Please watch the video on your computer to test the video and audio quality before uploading it to your platform (DropBox, Google Drive, Box, etc.).

- Can you clearly hear the instructions given by the teacher?
- Can you clearly hear responses given by students?
- Is writing on the chalkboard/whiteboard clearly visible (if important to lesson)?

The video recording of the teaching and observation feedback must be unedited. If your recording appears to have been edited, the entire entry will not be scored. The submission maybe one full lesson or multiple videos to show a complete lesson

**APPENDIX H
STATEMENT OF PROFESSIONAL EXPERTISE**



STATEMENT OF PROFESSIONAL EXPERTISE

TO BE COMPLETED BY ALL COURSE INSTRUCTORS AND PRACTICUM SUPERVISORS

This is an example

IDA recognizes the multiple pathways that lead to teaching/training/supervision/coaching excellence.

Please provide a statement that outlines how you acquired knowledge and skills in key areas of literacy instruction:

- How students learn to read (reading and the brain, dyslexia, English learners, diverse population, etc.)
- Essential Elements of Evidence-based Instruction (Structured Literacy, Science of Reading, etc.)
- Essential Principles of Instruction (explicit, systematic, cumulative, engaging, multi-model, etc.)
- Systems of Support (data analysis, comprehensive assessments, problem solving, etc.)

An expertise statement that covers these areas demonstrates your comprehensive understanding of literacy instruction and your ability to apply this knowledge in practice. It highlights your readiness to deliver effective, evidence-based instruction and to support diverse learners through well-informed and strategic approaches.

APPENDIX I SUMMARY OF INSTRUCTOR AND PRACTICUM SUPERVISOR CREDENTIALS

Programs are required to document that instructors and practicum supervisors possess adequate content knowledge, literacy coaching coursework or experience, and practical experience sufficient to effectively deliver KPS-aligned content instruction and to supervise KPS-aligned practicum.

MEETING INSTRUCTOR AND PRACTICUM SUPERVISOR REQUIREMENTS	
Content Knowledge	<i>To demonstrate content knowledge, the instructor(s) and practicum supervisor(s) are required to successfully take the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI). A copy of the exam results is required for verification purposes.</i>
Credentials	<i>It is crucial for instructor(s) and practicum supervisor(s) to possess advanced credentials such as Ph.D., Ed.D., or M.Ed. in fields like Speech and language, literacy/reading instruction, reading intervention, assessment, and MTSS/RTI. These qualifications ensure they have a deep understanding of evidence-based practices and current research in the science of reading and structured literacy. Additionally, certifications from reputable organizations such as ASHA, CERI, IMSLEC, OGA, Wilson, LETRS, or ALTA further validate their expertise and commitment to maintaining high standards in instructional methods. These credentials collectively ensure that instructors and practicum supervisors are well-equipped to provide effective, research-driven literacy instruction and intervention especially for students at risk for reading difficulties including dyslexia, to teacher candidates.</i>
Literacy Coaching	<i>Instructor(s) and practicum supervisor(s) are to have coursework and/or training in literacy coaching. This is essential for fostering effective instructional practices and supporting continuous teacher development. Additionally, training as a supervisor equips the instructor/supervisor with the skills necessary to mentor and guide other educators. This combination ensures they can provide high-quality professional development, implement evidence-based literacy interventions, and lead instructional improvements across educational settings. Such preparation is vital for creating a collaborative, informed, and responsive learning environment that enhances literacy outcomes for teacher candidates.</i>
Practical Experience	<p><i>Instructor(s) and practicum supervisor(s) are to have coursework and/or training in at least two of the following: remedial intervention, consulting and/or administration.</i></p> <p><i>Possessional practical experience in delivering Structured Literacy interventions for students with remedial reading needs, including those with dyslexia, is essential. It ensures that the instructor can effectively model instructional techniques, tailoring them to meet the diverse needs of struggling readers.</i></p> <p><i>Having consulting experience ensures that the instructor can guide novice educators in designing, implementing, and monitoring Structured Literacy interventions. This consulting expertise allows the instructor to promote the application of evidence-based practices across educational settings.</i></p> <p><i>Supervising experience is equally vital, as it guarantees that the instructor can provide novice educators with the necessary mentorship and guidance, helping them translate theoretical knowledge into practical teaching strategies. This supervision ensures that future teachers are well-prepared to support students with dyslexia and other reading difficulties, ultimately fostering a more inclusive and effective educational environment.</i></p>

APPENDIX J IMPACT METRICS

Option I: Require candidates to sit for the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI), formerly the Certification Examination for Effective Reading Instruction (CEERI), as a requirement of program completion.

The 110-item, computer-based KPEERI exam was developed under the guidance of Applied Measurement Professionals (AMP), with the input of 1,200 educators. The exam, available in multiple forms, reflects the full scope of the KPS and includes three types of items:

1. Recall (34%)
2. Application (48%)
3. Analysis (18%)

Sample exam items and a detailed content outline can be found here:
<https://effectivereading.org/wp-content/uploads/2018/04/Exam-Sample.pdf>.

Programs opting for this choice are required to have the candidates take the KPEERI exam and will receive an annual performance report that can be used to: (a) help inform curricular refinements; and (b) populate the Year Three Interim Report (see below). It is important to note that candidates who pass the KPEERI exam are eligible for a credential with IDA's subsidiary, the Center for Effective Reading Instruction (CERI). More information about certification requirements can be found here: www.effectivereading.org.

Programs choosing this option will receive a registration code to share with candidates.

Option II: Key Assessments (SEE APPENDIX K) are a coordinated set of KPS-aligned assessments administered to ALL program candidates and key points of their studies. These assessments are designed to measure candidate knowledge/skill related to a particular set of KPS. Key assessments must include the following components:

1. Name of Assessment
2. Course Key Assessment is Embedded In/Week
3. KPS Alignment (see note below)
4. Description of the Assessment Provided to Candidates on Course Syllabus (SEE [APPENDIX H](#))
5. Description of Procedures for Collecting, Analyzing, Reporting, and Responding to Key Assessment Data
6. Description of Procedures for Remediating Candidates Not Meeting Benchmark Target
7. Copy of Key Assessment
8. Copy of Key Assessment Grading Rubric (if Performance Assessment or Product) OR Grading Key (if Test or Quiz)

Note: The following alignments are required:

- Key Assessment 1: KPS I (Foundations)
- Key Assessment 2: KPS 3 and KPS 5 (Assessment)
- Key Assessment 3: KPS 2 (Diversity)
- Key Assessment 4: KPS 4 and KPS 5 (Lesson Planning)
- Key Assessment 5: KPS 4 and KPS 5 (Lesson Delivery)
- Key Assessment 6: Program Choice
- Key Assessment 7: (OPTIONAL) Program Choice

**APPENDIX K
KPS-ALIGNED KEY ASSESSMENTS**

To Be Completed by Programs NOT Requiring Candidates to Take the KPEERI. This is an example

Key Assessment
[Redacted]

ALIGNED WITH: [Redacted]

Verify:

- If Key Assessment is a Test: Grading Key Attached
- If Key Assessment is a Performance Assessment or Product: Exemplar and Completed Grading Rubric (Aligned with KPS) Attached

Description of the Assessment Provided to Candidates on Course Syllabus

Description of Procedures for Collecting, Analyzing, Reporting, Responding to Key Assessment Data

Description of Procedures for Remediating Candidates Not Meeting Key Assessment Benchmark Standard