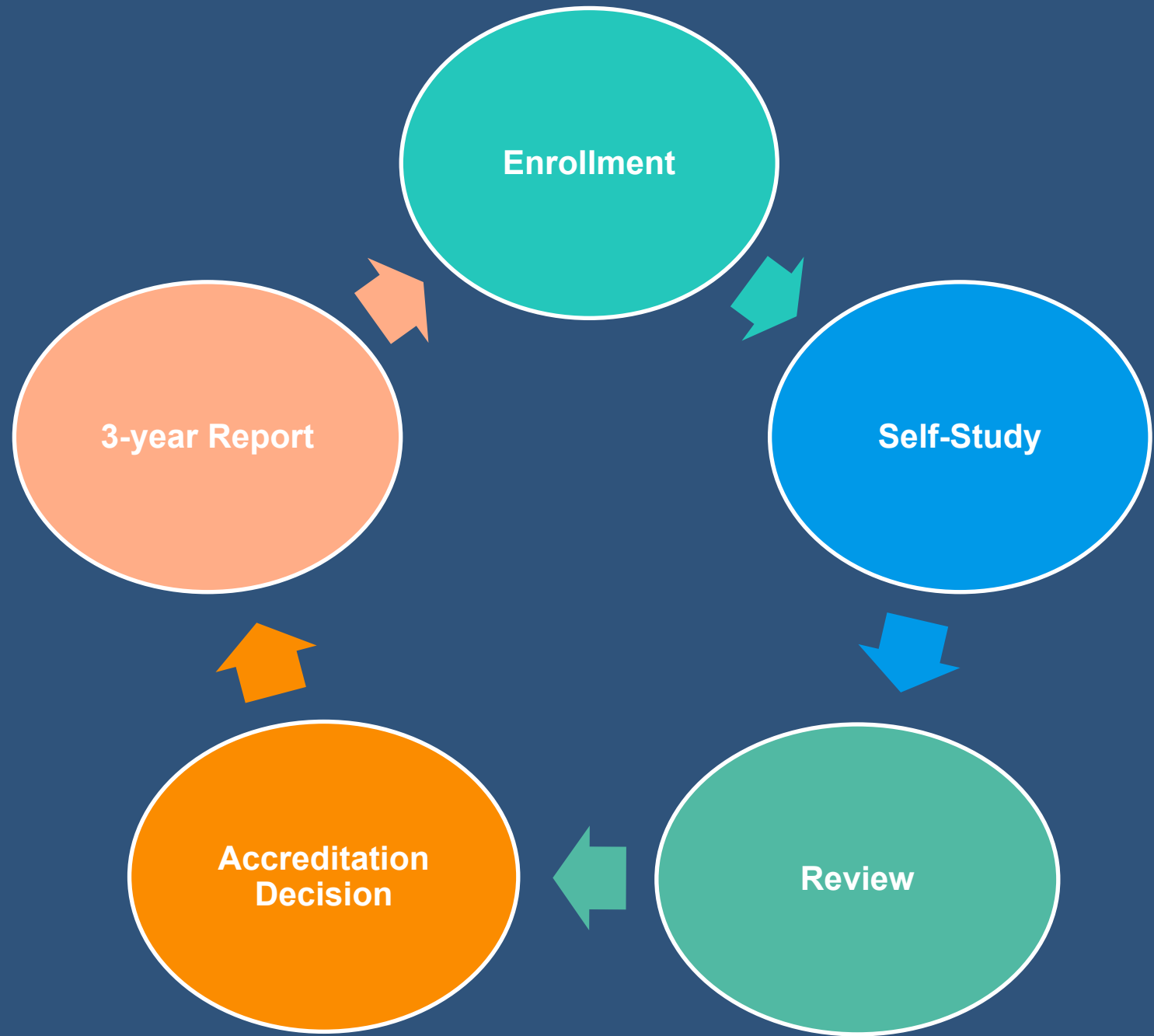




International
DYSLEXIA
Association®

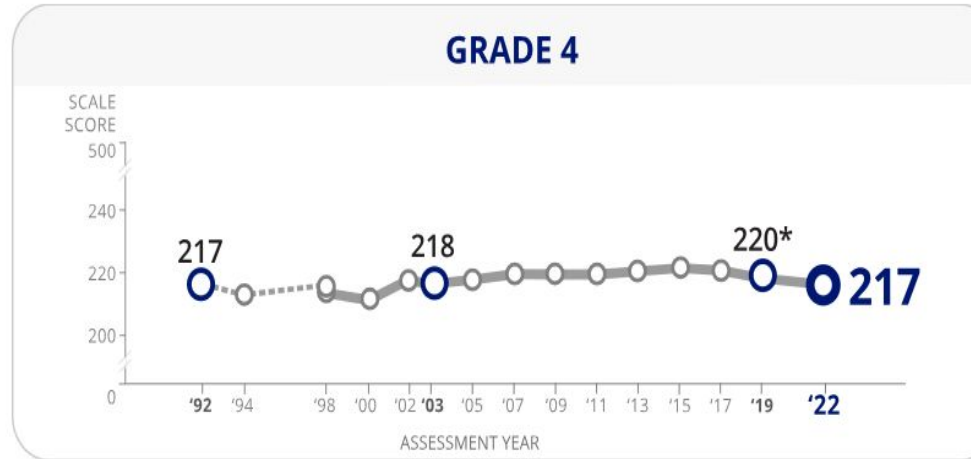
IDA Accreditation: The Why and The What

Purpose



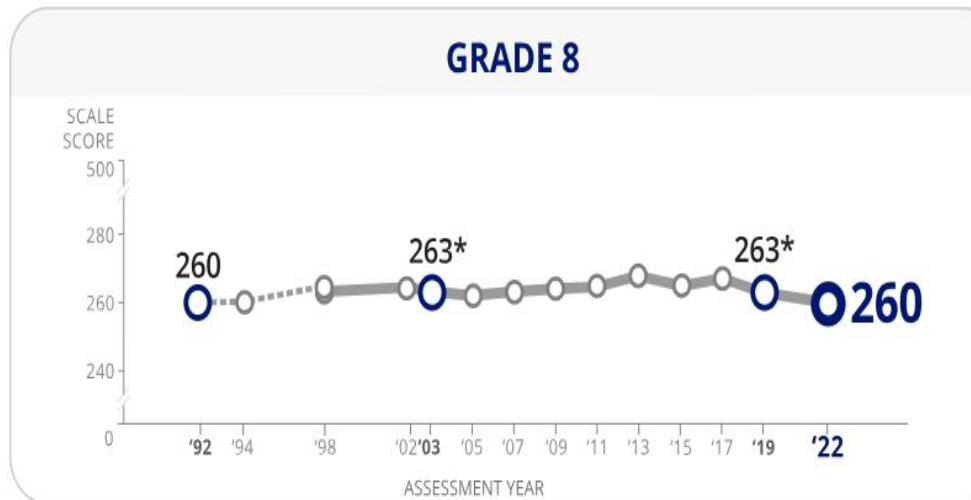


NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS



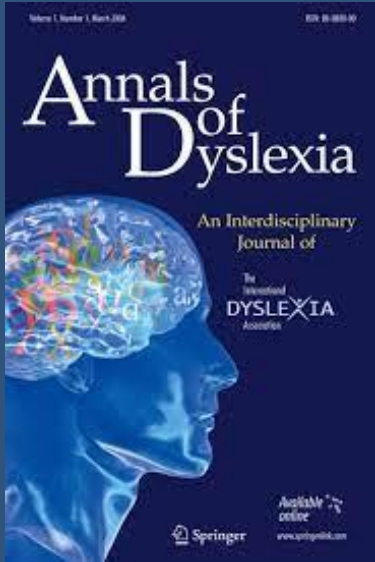
◊
No significant
score change
compared to 1992

↓ 3pts
compared to 2019



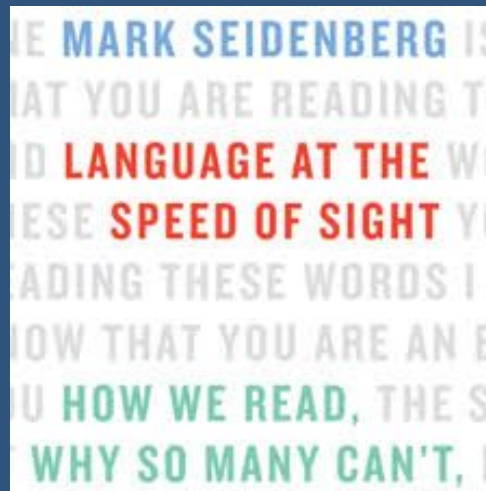
◊
No significant
score change
compared to 1992

↓ 3pts
compared to 2019



**Emily Binks-Cantrell
et al., 2012**

**Mark Seidenberg
2017**

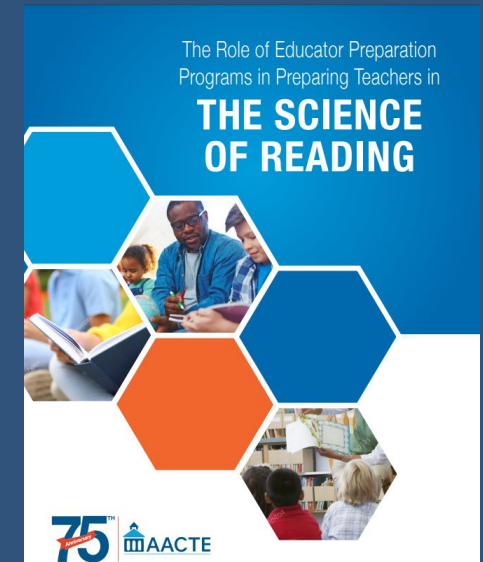


**Emily Binks-Cantrell
et al., 2022**



**Emily Binks-Cantrell
et al., 2022**

**Holly Lane &
Valentina Contesse
2023**



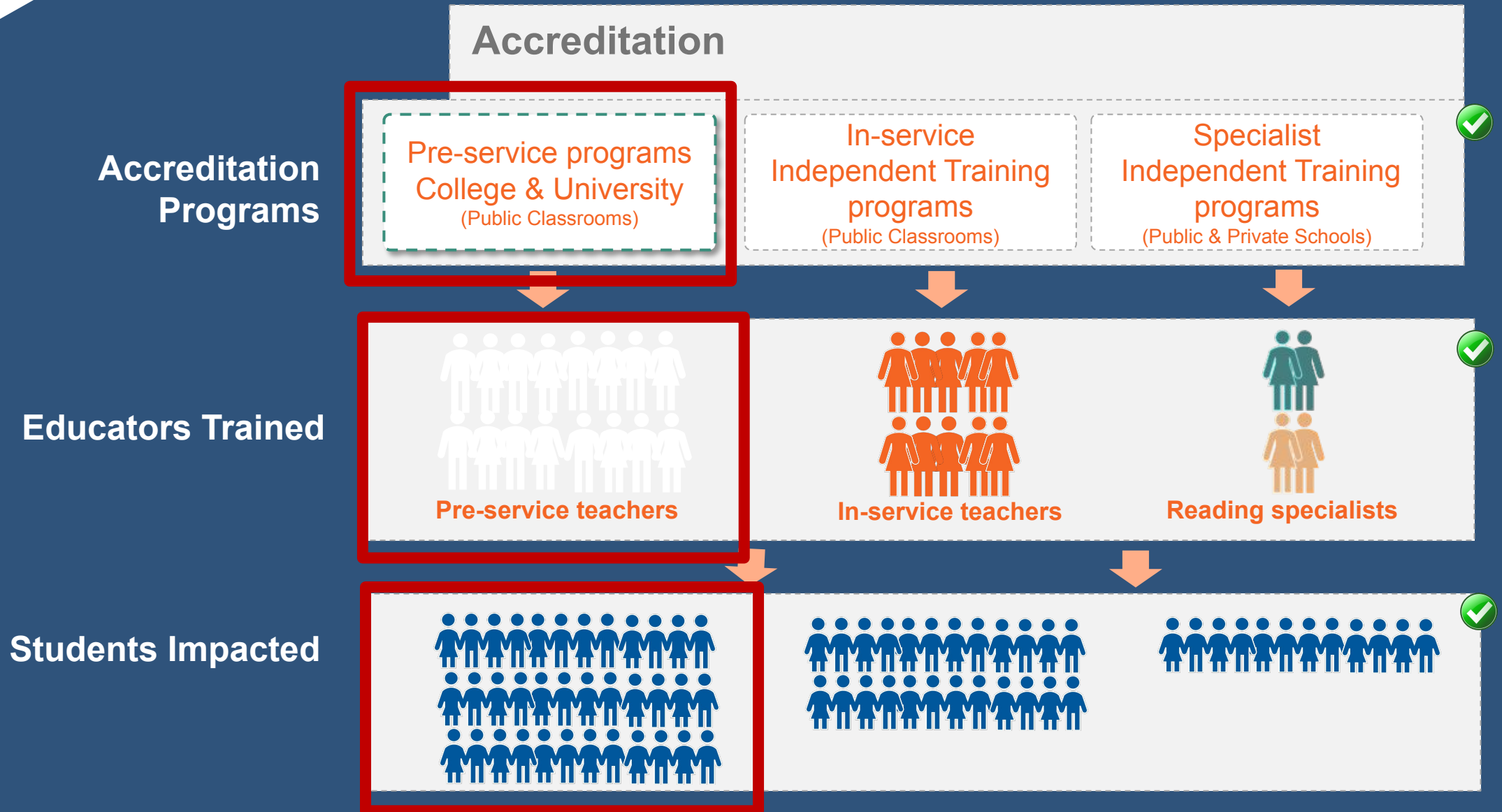
Direct Line of Accountability

University
Preparation
Programs

Teacher
Knowledge
and Skills

Student
Achievement

Target Ecosystem



Why IDA Accreditation?

To raise awareness among educator preparation programs about the importance of effective reading instruction

IDA's KPS



The Science of Reading The Basics

There are so many pieces to the Science of Reading that it can be difficult to know where to start. Here are a few highlights about what the Science of Reading IS and what it IS NOT. This knowledge will help you on your journey to teaching all children, including those with diverse needs and cultural backgrounds, to read.

What it IS

A Collection of Research

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.



Teaching Based on the 5 Big Ideas

Phonemic Awareness - The ability to identify and play with individual sounds in spoken words.

Phonics - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.

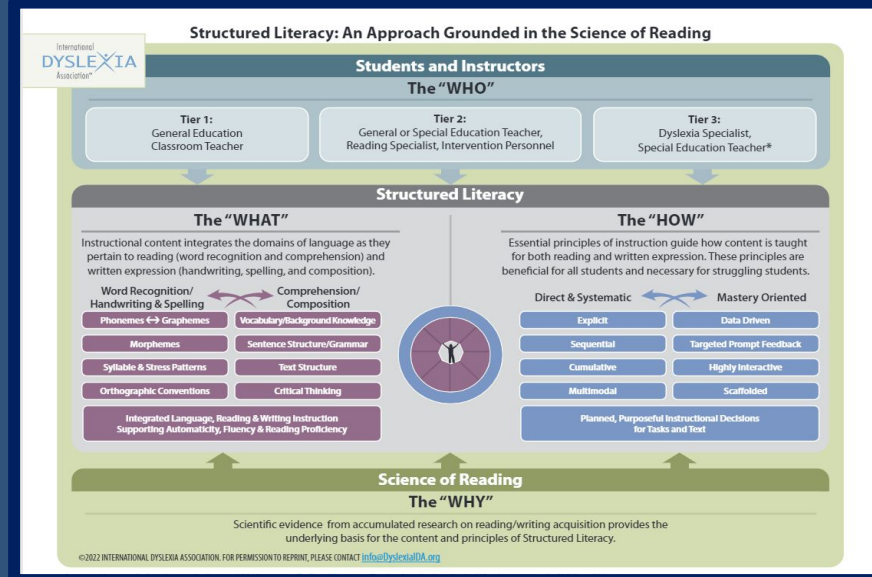
Fluency - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.

Vocabulary - Knowing what words mean and how to say and use them correctly.

Comprehension - The ability to understand what you are reading.

Ever Evolving

There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.



Accreditation

Programs that prepare general education or support personnel to provide:

***Whole group** reading and language arts instruction to students in general education contexts; and/or*

***Small group** instructional practice opportunities for students who are not meeting grade level reading expectations in general education tiered system of support.*

***45 clock hours** of 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.*

Accreditation PLUS

Programs that prepare targeted or intensive reading interventions with a Structured Literacy approach to support:

Individual and/or small groups of students who have a primary need for remediation of decoding-strand skills and encoding (phonemic awareness, phonics, and fluency).

Students may be deemed as “at-risk”, may have an identified Specific Learning Disability, or may have an identification of Dyslexia.



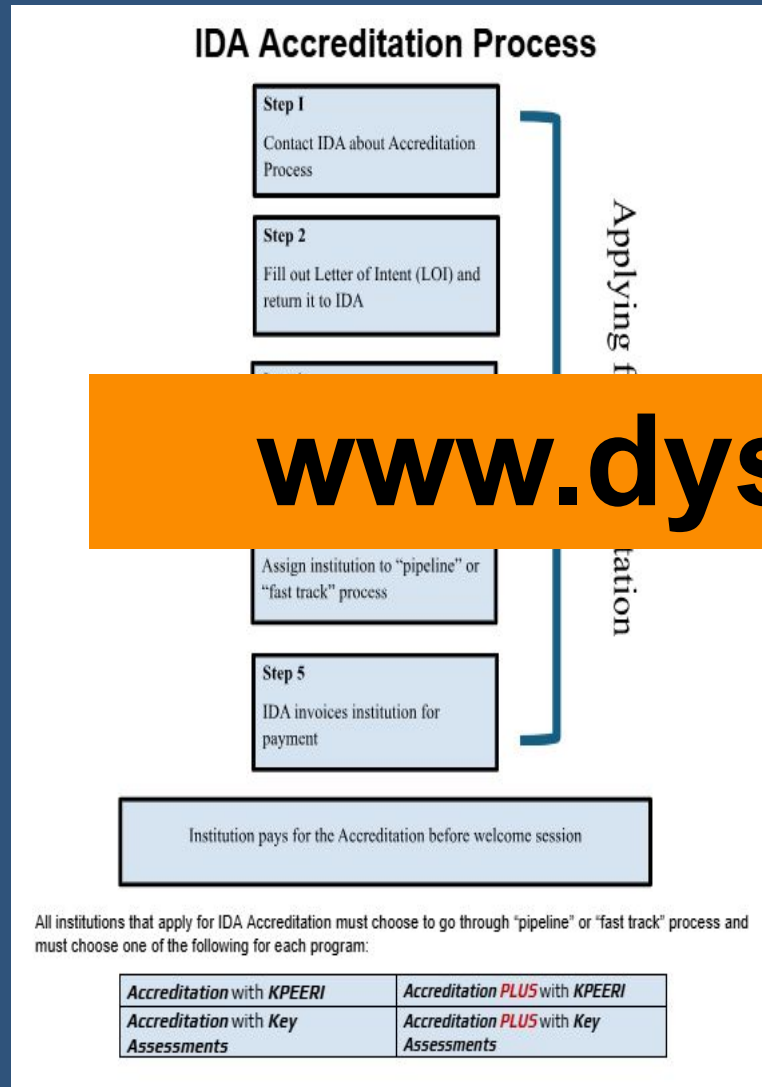
IDA’s Accreditation programs are preparing professionals to provide specialized, remedial reading interventions to students in a small group or one-on-one setting.

Cohort

Spring – Summer – Fall



<https://dyslexiaida.org/educator-preparation-program-accreditation/>



www.dyslexiaida.org

International Dyslexia Association's **ACCREDITATION PROCESS**

The IDA Accreditation is a rigorous and prestigious process that ensures educator preparation programs meet the highest standards in structured literacy, especially for students with dyslexia. Programs

For More Information Visit Our Website:
<https://dyslexiaida.org/>

Contact Information

IDA Accreditation

accreditation@dyslexiaida.org

