

What is IDA Accreditation?

IDA 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.

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 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.

Common Role of the CERI Certified Structured Literacy Educators

A **Structured Literacy Classroom Teacher** is a general education educator who uses evidence-based reading instruction to teach entire classes or small groups of students. These teachers often work within school-wide support systems like Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS), focusing on helping students who are behind in reading but do not require intensive, individualized support. They hold a certificate that shows they understand the core principles of structured literacy, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. However, their role does **not include** delivering highly specialized or therapeutic instruction for students with diagnosed learning disabilities like dyslexia.

A **Structured Literacy Dyslexia Interventionist or Specialist**, on the other hand, is a highly trained educator who provides **intensive, individualized instruction** to students with significant reading challenges, including dyslexia and other Specific Learning Disabilities (SLD). These specialists are equipped to assess reading difficulties, design personalized learning plans, and deliver structured, sequential, and diagnostic instruction. They have completed **extensive supervised practicum experiences** and advanced coursework, which prepare them to work with students at all levels of reading development. Their training goes far beyond that of a classroom teacher, enabling them to deliver the kind of deep intervention that struggling readers need to make meaningful progress