

Pre-Accreditation Checklist for IDA Accreditation

This checklist includes **essential items** that must be completed or prepared before an institution can move forward with an IDA Program Review and Accreditation application.

Part I: Program Assurances, Profile, and Curriculum Overview

- Have a clear rationale for seeking IDA accreditation
- Have key courses that cover all IDA KPS standards in sequence of study
 - Universities: Minimum of 3 courses
 - Independent Programs: Minimum of 45 clock hours & at least 5 days
- Have a list/bibliography of required and suggested course texts and resources

Part II: Coursework Alignment with IDA Knowledge and Practice Standards (KPS)

Course Syllabi Submission

- Identify if program is in-person / hybrid / asynchronous / synchronous
- List of key courses covering IDA KPS standards
 - Universities: Minimum of 2 courses
 - Independent Programs: 45 clock hours & at least 5 days
- List or bibliography of course readings, videos, websites, etc.

Documentation of Each Syllabi

- Breakdown of each class/session:
 - Class objectives/topics
 - Main IDA standards covered (limited list)
 - Reading/textbook/videos
 - Major in class activities/project/assignment + grading rubric
 - Quizzes/tests/exams
 - Homework
- Provide copies of:
 - PowerPoint slides and videos used in class
 - Journal articles or online resources
 - Assignment/worksheet instructions and descriptions

Part III: Practicum Design, Documentation, and Supervision

Well described practicum syllabi and explanation of candidate selection based on minimum requirements: *If your institution provides field experience or practicum below the minimum requirements, then it will only be recognized as an "Accreditation" program.*

Practicum Minimum Requirements (choose which practicum):

Practicum (targeted small group instruction)

1 student

- 1:1, 1:3, 1:5 ratio group

1 semester

- 6–18 weeks of student contact
- 45 - 60 min instruction/intervention
- 2–3 sessions per week (90 – 180 min)
- 2–3 formal observations

Practicum "Targeted" (CERI aligned – SLDI)

1 student

- 1:1, 1:3, 1:5 ratio group

2 Academic Semesters (full year)

- 12–18 weeks (24–36 total)
 - 45–60 min intervention
 - 2–3 sessions per week (90 – 180 min)
 - 3 formal observations
- *must provide 35 -100 hours of instruction

Practicum "Intensive" (CERI aligned – SLDS)

3 student

- 1:1, 1:3, 1:5 ratio group

2 Academic Semesters (full year)

- 12–18 weeks (24–36 total)
 - 45–60 min intervention
 - 2–3 sessions per week (90 – 180 min)
 - 3 formal observations
- *must provide 100 to 300 hours of instruction

Have at least one cohort (5 candidates) that completed the program under review

Have at least one cohort (5 candidates) that completed the practicum requirements

Candidate Practicum Portfolio or Case Study

- Include one complete case study with:
 - Dates served, number of weeks & sessions/week
 - Pre- and post-assessment data
 - Progress monitoring data + graphs with aim/target scores
 - Priority scope and sequence based on data
 - Discussion of student progress/lack of progress
 - Recommendations based on post-assessment data
 - Documentation of at least 3 supervisory sessions

Practicum Evidence – Video Requirements

- Video of candidate conducting a lesson (include lesson plan + notes)
- Video of supervisor providing feedback (include written feedback)

Part IV: Faculty and Supervisor Qualifications

- Resumes/CVs for each instructor/supervisor per IDA format
- Statement of Professional Expertise which describes how the instructor/supervisor continues learning
- Faculty professional development plan or continuing education requirements
- Faculty have taken the KPEERI exam

Part V: Evidence of Program Impact on Candidate Learning and Readiness

- Option A: Knowledge and Practice Exam for Effective Reading Instruction (KPEERI)**
 - Who will pay for the KPEERI exam?
 - Institution will pay for candidates to take the KPEERI
 - Institution will require candidates to pay for KPEERI
 - When will the KPEERI exam be required?
 - Take and pass before graduation/completing program and receiving the diploma/certificate

- Take and pass no more than 2 - 3 months after graduating/completing the program to receive diploma/certificate
- Who will schedule candidates to take the KPEERI exam?
 - Institution will plan and schedule when the exam will be taken by a group or individual
 - Individual candidate will plan and schedule when the exam will be taken
- How will the institution collect KPEERI data?
 - Require the candidate to submit CERI scores to the institution
 - Contact CERI at least once a year for report

Option B: Key Assessment

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.

- Institution will inform all candidates about the KPEERI exam
- Institution will inform all candidates about CERI certification
- Have a plan to communicate with CERI to monitor how many candidates sit for the KPEERI exam

Have plan to collect KPEERI data once a year to evaluate how well the program prepares candidates

Rationale for KPEERI Participation Requirement in IDA Program Accreditation

All programs seeking IDA Program Accreditation that utilize Key Assessments must agree to have a minimum of 10% of their candidates take the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) by the 3-year Interim Reporting cycle. Additionally, programs are expected to increase participation by 10% each subsequent year.

The purpose of this requirement is to provide programs with an objective, nationally recognized measure to evaluate how effectively they are preparing candidates in alignment with the Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPEERI exam serves as a valuable external benchmark, offering an opportunity to compare candidates' passing rates with internal Key Assessment performance data. This comparison helps

identify alignment, validate program effectiveness, and highlight areas needing improvement.

We recognize that some Institutions of Higher Education (IHEs) may not be able to require their candidates to take the KPEERI due to institutional policies or state regulations. In such cases, we ask that programs actively monitor KPEERI participation and make a good-faith effort to reach the 10% benchmark. Programs should still collect and analyze any available data to identify trends, assess candidate readiness, and make data-informed adjustments to curriculum, instruction, and program design to strengthen candidate preparation and ensure alignment with IDA standards.

By participating in the KPEERI and using the results for continuous improvement, programs demonstrate a commitment to high standards and evidence-based preparation of educators equipped to deliver effective reading instruction.