

Good afternoon, my name is Suzanne Carreker. I am vice president of research and program development at Neuhaus Education Center. Neuhaus Education Center is a nonprofit organization in Houston that is dedicated to preventing reading failure. We provide professional development in research-based methods of literacy instruction to teachers. Since our inception in 1980, we have provided professional development to more than 60,000 teachers. I have been with the center for 23 years

I am a Certified Academic Language Therapist and Qualified Instructor. I serve on the board of the International Dyslexia Association and am currently a doctoral candidate in the College of Education and Human Development at Texas A&M University. This afternoon I would like to address teacher preparation and the impact of teacher preparation on the prevention and the early detection and treatment of reading disorders such as dyslexia.

Skilled reading is critical to educational advancement, economic opportunity, and lifelong learning. Unfortunately, 15 to 20% of school-aged children will experience reading failure because their reading and language processing disorders are left unidentified and untreated. Another 20 to 30% of school-aged children are at risk for reading failure because the instruction they are receiving does not meet their needs. The best prevention against reading failure is quality research-based reading instruction that is delivered to all students by knowledgeable and skilled teachers.

Skilled reading requires 1) adequate decoding, the quick and accurate translation of alphabetic symbols on a page into words and 2) adequate comprehension, the instantaneous attachment of meaning to words. Both components, decoding and comprehension, are necessary but not sufficient alone. Difficulty in either component can result in overall reading failure.

Difficulties in decoding may stem from an inability to perceive individual speech sounds in spoken words, an inability to connect sounds to letters consistently and accurately, an inability to rapidly recognize words held in memory, and/or an inability to read grade-level text at a rate that facilitates the processing of meaning. Difficulties with comprehension may be the result of inefficient decoding, lack of

fluency, inadequate vocabulary, insufficient background knowledge, the inability to integrate information, poor working memory, and/or lack of awareness of semantic relationships. As you can see, reading failure can occur for myriad reasons; however, what is needed for the prevention and the early detection and treatment of reading failure is the same: That is, quality research-based reading instruction delivered to all students by highly knowledgeable and skilled teachers.

The solution for prevention and early detection and treatment lies in the preparation of preservice and inservice teachers. But, how well are colleges and universities and current professional development opportunities preparing teachers to prevent, detect, and treat reading difficulties that can lead to overall reading failure?

A recent study we conducted at Neuhaus Education Center sheds light on the answers to these questions. The participants in our study were 36 preservice teachers or teacher candidates who were completing their last semester of study at a university before entering their student teaching placements and 38 inservice teachers with between 3 and more than 20 years of teaching experience. We assessed the participants' literacy-related content knowledge. The participants were asked, for example, to count the number of speech sounds in 10 words. No

participants correctly counted the speech sounds in all 10 words. Surprisingly, only 22% of the inservice teachers correctly counted the speech sounds in the word *string* – /s/ /t/ /r/ /i/ /ng/ – and only 8% of the preservice teachers correctly counted the speech sounds in the word.

The ability to perceive individual speech sounds in spoken words is crucial for students who are learning to read. If teachers do not possess this knowledge, how can they recognize and treat students whose basic difficulty in learning to read is the inability to perceive speech sounds in spoken words? The teachers in our study possessed insufficient knowledge of speech sounds and knowledge about other language structures that are important to successful reading. Clearly, preparation at preservice and inservice levels had not provided these teachers with this knowledge. Our study is one of numerous studies that have demonstrated that the majority of teachers lack the literacy-related content knowledge needed to prevent, recognize, and treat reading disorders.

Effective methods of reading instruction for students at risk or who have been identified with dyslexia or other learning disabilities are supported by research and are methods that are explicit, systematic, cumulative, and multisensory, in that the methods integrate listening, speaking, reading, and writing. The content of

effective instruction must emphasize the structure of language, including the speech sound system or phonology, the writing system or orthography, structure of sentences and written discourse or syntax, meaningful parts of words or morphology, and meaning relationships among words or semantics.

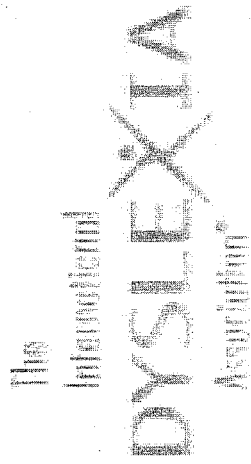
Information about reading development, language structures, the assessment of reading skills and underlying processes, and explicit research-based reading instruction must become the core of preparation programs in our colleges and universities. This core knowledge provides teacher candidates with the *what* and the *how* to teach reading. Equally important is the *how well* teacher candidates teach this core knowledge. Core knowledge about explicit research-based reading instruction must be accompanied by practical application. It is not enough for teacher candidates to only study and read about research-based reading instruction; they must have supervised teaching with students. We need to think creatively about how we can provide post- baccalaureate apprenticeships, where, before they are certified, teacher candidates work side-by-side with knowledgeable and skilled teachers on a daily basis and learn how to teach all students to read, especially those students who are struggling to learn to read. Or can such apprenticeships be embedded in current preparation programs, pre-graduation and pre-certification and in addition to traditional student teaching placements, so that preservice

teachers are ready to prevent reading failure the minute they entered their own classrooms?

Inservice teachers who do not possess sufficient literacy-related content knowledge must be given opportunities to gain this knowledge. Because the field of reading is continually being informed by research, professional development opportunities must continually update all teachers on the most recent information about the identification and treatment of reading disorders such as dyslexia. There eight professional development centers in Texas similar to Neuhaus Education Center that are accredited by the International Multisensory Structured Language Education Council or IMSLEC that could work in partnership with the Region Service Centers to provide needed professional development on explicit research-based reading instruction to inservice classroom teachers.

The ultimate treatment of intractable reading disorders should fall to dyslexia specialists who are required to complete rigorous preparation standards and are licensed by the State. However, the prevention and the early detection and treatment of reading difficulties are the responsibility of all teachers. Not just the specialists. All teachers require appropriate and adequate preparation in our colleges and universities and through ongoing professional development.

The International Dyslexia Association has written Knowledge and Practice Standards for Teachers of Reading. There are two levels of standards – Level I for classroom teachers and Level II for dyslexia and reading specialists. The standards include the knowledge that teachers of reading should have and the standards include the practice that ensures reading instruction is delivered well. These standards can serve as the bedrock for all teacher preparation programs and all programs that prepare reading and dyslexia therapists. Well-prepared classroom teachers can prevent or ameliorate the impact of reading disorders such as dyslexia, so all students can reach their full potential.



Knowledge and Practice Standards for Teachers of Reading

International Dyslexia Association,
Professional Standards and Practices Committee
2010

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INTRODUCTION

Purpose of These Standards

The International Dyslexia Association (IDA) offers these standards to guide the preparation, certification, and professional development of those who teach reading and related literacy skills in classroom, remedial, and clinical settings. The term *teacher* is used throughout this document to refer to any person whose responsibilities include reading instruction. The standards aim to specify what any individual responsible for teaching reading should know and be able to do so that reading difficulties, including dyslexia, may be prevented, alleviated, or remediated. In addition, the standards seek to differentiate classroom teachers from therapists or specialists who are qualified to work with the most challenging students.

Although programs that certify or support teachers, clinicians, or specialists differ in their preparation methodologies, teaching approaches, and organizational purposes, they should ascribe to a common set of professional standards for the benefit of the students they serve. Compliance with these standards should assure the public that individuals who teach in public and private schools, as well as those who teach in clinics, are prepared to implement scientifically based and clinically proven practices.

Background: Why These Standards Are Necessary

Reading difficulties are the most common cause of academic failure and underachievement. The National Assessment of Educational Progress consistently finds that about 36% of all fourth graders read at a level described as "below basic." Between 15 and 20% of young students demonstrate significant weaknesses with language processes, including but not limited to phonological processing, that 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 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 experiencing difficulty, requires considerable knowledge and skill. Regrettably, current licensing and professional development practices endorsed by many states are insufficient for the preparation and support of teachers and specialists. Researchers are finding that those with reading specialist and special education licenses often know no more about research-based, effective practices than those with a general education teaching license. 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 disabilities 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. To address these gaps, IDA has adopted these standards for knowledge, practice, and ethical conduct.

IDA Professional Standards

Research-based Assumptions about Dyslexia and Other Reading Difficulties

These standards are broadly constructed to address the knowledge and skill base for teaching reading in preventive, interventive, and remedial settings. Underlying the standards are assumptions about the nature, prevalence, manifestations, and treatments for dyslexia that are supported by research and by accepted diagnostic guidelines. These assumptions characterize dyslexia in relation to other reading problems and learning difficulties, as follows:

- Dyslexia is a language-based disorder of learning to read and write originating from a core or basic problem with phonological processing intrinsic to the individual. Its primary symptoms are inaccurate and/or slow printed word recognition and poor spelling – problems that in turn affect reading fluency and comprehension and written expression. Other types of reading disabilities include specific difficulties with reading comprehension and/or speed of processing (reading fluency). These problems may exist in relative isolation or may overlap extensively in individuals with reading difficulties.
- Dyslexia often exists in individuals with aptitudes, talents, and abilities that enable them to be successful in many domains.
- Dyslexia often coexists with other developmental difficulties and disabilities, including problems with attention, memory, and executive function.
- Dyslexia exists on a continuum. Many students with milder forms of dyslexia are never officially diagnosed and are not eligible for special education services. They deserve appropriate instruction in the regular classroom and through other intervention programs.
- Appropriate recognition and treatment of dyslexia is the responsibility of all educators and support personnel in a school system, not just the reading or special education teacher.
- Although early intervention is the most effective approach, individuals with dyslexia and other reading difficulties can be helped at any age.

How to Use These Standards

The standards outline the 1) content knowledge necessary to teach reading and writing to students with dyslexia or related disorders or who are at risk for reading difficulty; 2) practices of effective instruction; and 3) ethical conduct expected of professional educators and clinicians. Regular classroom teachers should also have the foundational knowledge of language, literacy development, and individual differences because they share responsibility for preventing and ameliorating reading problems.

The standards may be used for several purposes, including but not limited to:

- course design within teacher certification programs;
- practicum requirements within certification programs;
- criteria for membership in IDA's coalition of organizations that provide training and supervision of teachers, tutors, and specialists (note that additional requirements for membership are to be determined);
- criteria for the preparation of those professionals receiving referrals through IDA offices; and

IDA Professional Standards

- a content framework for the development of licensing or certification examinations.

How to Read the Standards

The Standards include two major sections. Section I addresses foundation concepts, knowledge of language structure, knowledge of dyslexia and other learning disorders, administration and interpretation of assessments, the principles of structured language teaching, and ethical standards for the profession. Section II addresses skills to be demonstrated in supervised practice. In Section I, Standards A, B, C, and E are presented in two columns. The column on the left refers to content knowledge that can be learned and tested independent of observed teaching competency. The column on the right delineates the practical skills of teaching that depend on or that are driven by content knowledge. The exception to this format is Standard D. It includes a third column on the right that specifies in greater detail what the teacher or specialist should be able to do.

Many of the standards are followed by the designation of (Level 1) or (Level 2). These designations indicate whether the standard should be met by novice teachers in training (Level 1) or by specialists with more experience and greater expertise (Level 2). In Section II, the recommended standards for preparation of teachers and specialists are distinguished by these two levels.

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SECTION I: KNOWLEDGE AND PRACTICE STANDARDS

A. Foundation Concepts about Oral and Written Learning

Content Knowledge	Application
<ol style="list-style-type: none"> 1. Understand and explain the language processing requirements of proficient reading and writing <ul style="list-style-type: none"> • Phonological (speech sound) processing • Orthographic (print) processing • Semantic (meaning) processing • Syntactic (sentence level) processing • Discourse (connected text level) processing 2. Understand and explain other aspects of cognition and behavior that affect reading and writing <ul style="list-style-type: none"> • Attention • Executive function • Memory • Processing speed • Graphomotor control 3. Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values). 4. Know and identify phases in the typical developmental progression of <ul style="list-style-type: none"> • Oral language (semantic, syntactic, pragmatic) • Phonological skill 	<ol style="list-style-type: none"> 1. a. Explain the domains of language and their importance to proficient reading and writing (Level 1). b. Explain a scientifically valid model of the language processes underlying reading and writing (Level 2). 2. a. Recognize that reading difficulties coexist with other cognitive and behavioral problems (Level 1). b. Explain a scientifically valid model of other cognitive influences on reading and writing, and explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes (Level 2). 3. Identify (Level 1) or explain (Level 2) major research findings regarding the contribution of environmental factors to literacy outcomes. 4. Match examples of student responses and learning behavior to phases in language and literacy development (Level 1).

IDA Professional Standards

- Printed word recognition
- Spelling
- Reading fluency
- Reading comprehension
- Written expression

5. Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.

6. Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).

7. Know reasonable goals and expectations for learners at various stages of reading and writing development.

5. Explain how a weakness in each component skill of oral language, reading, and writing may affect other related skills and processes across time (Level 2).

6. Identify the most salient instructional needs of students who are at different points of reading and writing development (Level 2).

7. Given case study material, explain why a student is/is not meeting goals and expectations in reading or writing for his or her age/grade (Level 1).

Explanatory Notes

An extensive research base exists on the abilities that are important in learning to read and write, including how these abilities interact with each other, how they are influenced by experience, and how they change across development. Teachers' knowledge of this research base is an essential foundation for the competencies and skills described in subsequent sections of this document.

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B. Knowledge of the Structure of Language

Content Knowledge	Application
<p>Phonology (The Speech Sound System)</p> <ol style="list-style-type: none"> 1. Identify, pronounce, classify, and compare the consonant and vowel phonemes of English. <p>Orthography (The Spelling System)</p> <ol style="list-style-type: none"> 2. Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek. 3. Define <i>grapheme</i> as a functional correspondence unit or representation of a phoneme. 4. Recognize and explain common orthographic rules and patterns in English. 5. Know the difference between “high frequency” and “irregular” words. 6. Identify, explain, and categorize six basic syllable types in English spelling. 	<ol style="list-style-type: none"> 1. a. Identify similar or contrasting features among phonemes (Level 1). b. Reconstruct the consonant and vowel phoneme inventories and identify the feature differences between and among phonemes (Level 2). 2. Recognize typical words from the historical layers of English (Anglo-Saxon, Latin/Romance, Greek) (Level 1). 3. Accurately map graphemes to phonemes in any English word (Level 1). 4. Sort words by orthographic “choice” pattern; analyze words by suffix ending patterns and apply suffix ending rules. 5. Identify printed words that are the exception to regular patterns and spelling principles; sort high frequency words into regular and exception words (Level 1). 6. Sort, pronounce, and combine regular written syllables and apply the most productive syllable division principles (Level 1).

IDA Professional Standards

<p>Morphology</p> <p>7. Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.</p> <p>Semantics</p> <p>8. Understand and identify examples of meaningful word relationships or semantic organization.</p> <p>Syntax</p> <p>9. Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure.</p> <p>10. Identify the parts of speech and the grammatical role of a word in a sentence.</p> <p>Discourse Organization</p> <p>11. Explain the major differences between narrative and expository discourse.</p> <p>12. Identify and construct expository paragraphs of varying logical structures (e.g., classification, reason, sequence).</p> <p>13. Identify cohesive devices in text and inferential gaps in the surface language of text.</p>	<p>7. a. Recognize the most common prefixes, roots, suffixes, and combining forms in English content words, and analyze words at both the syllable and morpheme levels (Level 1). b. Recognize advanced morphemes (e.g., chameleon prefixes) (Level 2).</p> <p>8. Match or identify examples of word associations, antonyms, synonyms, multiple meanings and uses, semantic overlap, and semantic feature analysis (Level 1).</p> <p>9. Construct and deconstruct simple, complex, and compound sentences (Level 1).</p> <p>10. a. Identify the basic parts of speech and classify words by their grammatical role in a sentence (Level 1). b. Identify advanced grammatical concepts (e.g., infinitives, gerunds) (Level 2).</p> <p>11. Classify text by genre; identify features that are characteristic of each genre, and identify graphic organizers that characterize typical structures (Level 1).</p> <p>12. Identify main idea sentences, connecting words, and topics that fit each type of expository paragraph organization (Level 2).</p> <p>13. Analyze text for the purpose of identifying the inferences that students must make to comprehend (Level 2).</p>
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IDA Professional Standards

Explanatory Notes

Formal knowledge about the structure of language—recognizing, for example, whether words are phonetically regular or irregular; common morphemes in words; and common sentence structures in English—is not an automatic consequence of high levels of adult literacy. However, without this kind of knowledge, teachers may have difficulty interpreting assessments correctly or may provide unintentionally confusing instruction to students. For instance, struggling readers are likely to be confused if they are encouraged to sound out a word that is phonetically irregular (e.g., *some*), or if irregular words, such as *come* and *have*, are used as examples of a syllable type such as “silent e.” Similarly, to teach spelling and writing effectively, teachers need a knowledge base about language structure, including sentence and discourse structure. Research suggests that acquiring an understanding of language structure often requires explicit teaching of this information and more than superficial coverage in teacher preparation and professional development.

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IDA Professional Standards

C. Knowledge of Dyslexia and Other Learning Disorders

Content Knowledge	Application
<ol style="list-style-type: none"> 1. Understand the most common intrinsic differences between good and poor readers (i.e., cognitive, neurological, and linguistic). 2. Recognize the tenets of the NICHD/IDA definition of dyslexia. 3. Recognize that dyslexia and other reading difficulties exist on a continuum of severity. 4. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.). 5. Identify how symptoms of reading difficulty may change over time in response to development and instruction. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Recognize scientifically accepted characteristics of individuals with poor word recognition (e.g., overdependence on context to aid word recognition; inaccurate nonword reading) (Level 1). b. Identify student learning behaviors and test profiles typical of students with dyslexia and related learning difficulties. (Level 2). 2. Explain the reasoning or evidence behind the main points in the definition (Level 1). 3. Recognize levels of instructional intensity, duration, and scope appropriate for mild, moderate, and severe reading disabilities (Level 1). 4. Match symptoms of the major subgroups of poor readers as established by research, including those with dyslexia, and identify typical case study profiles of those individuals (Level 2). 5. Identify predictable ways that symptoms might change as students move through the grades (Level 2).

IDA Professional Standards

<p>6. Understand federal and state laws that pertain to learning disabilities, especially reading disabilities and dyslexia.</p>	<p>6. a. Explain the most fundamental provisions of federal and state laws pertaining to the rights of students with disabilities, especially students' rights to a free, appropriate public education, an individualized educational plan, services in the least restrictive environment, and due process (Level 1). b. Appropriately implement federal and state laws in identifying and serving students with learning disabilities, reading disabilities, and dyslexia (Level 2).</p>
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Explanatory Notes

To identify children with dyslexia and other learning disabilities, teachers must understand and recognize the key symptoms of these disorders, as well as how the disorders differ from each other. In order to plan instruction and detect older students with learning disabilities who may have been overlooked in the early grades, teachers also should understand how students' difficulties may change over time, based on developmental patterns, experience, and instruction, as well as on increases in expectations across grades.

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IDA Professional Standards

D. Interpretation and Administration of Assessments for Planning Instruction

Content Knowledge	Application	Observable Competencies for Teaching Students with Dyslexia and Related Difficulties
<ol style="list-style-type: none"> Understand the differences among screening, diagnostic, outcome, and progress-monitoring assessments. Understand basic principles of test construction, including reliability, validity, and norm-referencing, and know the most well-validated screening tests designed to identify students at risk for reading difficulties. Understand the principles of progress-monitoring and the use of graphs to indicate progress. Know the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading skills, spelling, and writing. Recognize the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators. 	<ol style="list-style-type: none"> Match each type of assessment and its purpose (Level 1). Match examples of technically adequate, well-validated screening, diagnostic, outcome, and progress-monitoring assessments (Level 1). Using case study data, accurately interpret progress-monitoring graphs to decide whether or not a student is making adequate progress (Level 1). Using case study data, accurately interpret subtest scores from diagnostic surveys to describe a student's patterns of strengths and weaknesses and instructional needs (Level 2). Find and interpret appropriate print and electronic resources for evaluating tests (Level 1). 	<ol style="list-style-type: none"> Administer screenings and progress monitoring assessments (Level 1). Explain why individual students are or are not at risk in reading based on their performance on screening assessments (Level 1). Display progress-monitoring data in graphs that are understandable to students and parents (Level 1). Administer educational diagnostic assessments using standardized procedures (Level 2). Write reports that clearly and accurately summarize a student's current skills in important component areas of

IDA Professional Standards

6. Interpret measures of reading comprehension and written expression in relation to an individual child's component profile.	6. Using case study data, accurately interpret a student's performance on reading comprehension or written expression measures and make appropriate instructional recommendations.	reading and reading comprehension (Level 2). 6. Write appropriate, specific recommendations for instruction and educational programming based on assessment data (Level 2).
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Explanatory Notes

Teachers' ability to administer and interpret assessments accurately is essential both to early identification of students' learning problems and to planning effective instruction. Appropriate assessments enable teachers to recognize early signs that a child may be at risk for dyslexia or other learning disabilities, and the assessments permit teachers to target instruction to meet individual student's needs. Teachers should understand that there are different types of assessments for different purposes (e.g., brief but frequent assessments to monitor progress versus more lengthy, comprehensive assessments to provide detailed diagnostic information), as well as recognize which type of assessment is called for in a particular situation. Teachers need to know where to find unbiased information about the adequacy of published tests, and to interpret this information correctly, they require an understanding of basic principles of test construction and concepts such as reliability and validity. They also should understand how an individual student's component profile may influence his or her performance on a particular test, especially on broad measures of reading comprehension and written expression. For example, a child with very slow reading is likely to perform better on an untimed measure of reading comprehension than on a stringently timed measure; a child with writing problems may perform especially poorly on a reading comprehension test that requires lengthy written responses to open-ended questions.

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IDA Professional Standards

E-1. Structured Language Teaching: Phonology

Content Knowledge	Observable Competencies for Teaching Students with Dyslexia and Related Difficulties
<ol style="list-style-type: none"> 1. Identify the general and specific goals of phonological skill instruction. 2. Know the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation). 3. Identify the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds. 4. Understand the principles of phonological skill instruction: brief, multisensory, conceptual, and auditory-verbal. 5. Understand the reciprocal relationships among phonological processing, reading, spelling, and vocabulary. 	<ol style="list-style-type: none"> 1. Explicitly state the goal of any phonological awareness teaching activity (Level 1). 2. a. Select and implement activities that match a student's developmental level of phonological skill (Level 1). b. Design and justify the implementation of activities that match a student's developmental level of phonological skill (Level 2). 3. Demonstrate instructional activities that identify, match, blend, segment, substitute, and delete sounds (Level 1). 4. a. Successfully produce vowel and consonant phonemes (Level 1). b. Teach articulatory features of phonemes and words; use minimally contrasting pairs of sounds and words in instruction; support instruction with manipulative materials and movement (Level 2). 5. a. Direct students' attention to speech sounds during reading, spelling, and vocabulary instruction using a mirror, discussion of articulatory features, and so on as scripted or prompted (Level 1). b. Direct students' attention to speech sounds during

IDA Professional Standards

<p>6. Understand the phonological features of a second language, such as Spanish, and how they interfere with English pronunciation and phonics.</p>	<p>reading, spelling, and vocabulary instruction without scripting or prompting (Level 2).</p> <p>6. Explicitly contrast first and second language phonological systems, as appropriate, to anticipate which sounds may be most challenging for the second language learner (Level 2).</p>
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Explanatory Notes

Phonological awareness, basic print concepts, and knowledge of letter sounds are foundational areas of literacy. Without early, research-based intervention, children who struggle in these areas are likely to continue to have reading difficulties. Furthermore, poor phonological awareness is a core weakness in dyslexia. Ample research exists to inform teaching of phonological awareness, including research on the phonological skills to emphasize in instruction, appropriate sequencing of instruction, and integrating instruction in phonological awareness with instruction in alphabet knowledge. Teachers who understand how to teach these foundational skills effectively can prevent or ameliorate many children's reading problems, including those of students with dyslexia.

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E-2. Structured Language Teaching: Phonics and Word Recognition

Content Knowledge	Observable Competencies for Teaching Students with Dyslexia and Related Difficulties
<ol style="list-style-type: none"> 1. Know or recognize how to order phonics concepts from easier to more difficult. 2. Understand principles of explicit and direct teaching: model, lead, give-guided practice, and review. 3. State the rationale for multisensory and multimodal techniques. 4. Know the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing. 5. Understand research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed. 	<ol style="list-style-type: none"> 1. Plan lessons with a cumulative progression of word recognition skills that build one on another (Level 1). 2. Explicitly and effectively teach (e.g., information taught is correct, students are attentive, teacher checks for understanding, teacher scaffolds students' learning) concepts of word recognition and phonics; apply concepts to reading single words, phrases, and connected text (Level 1). 3. Demonstrate the simultaneous use of two or three learning modalities (to include listening, speaking, movement, touch, reading, and/or writing) to increase engagement and enhance memory (Level 1). 4. Plan and effectively teach all steps in a decoding lesson, including single-word reading and connected text that is read fluently, accurately, and with appropriate intonation and expression (Level 1). 5. Adapt the pace, format, content, strategy, or emphasis of instruction according to students' pattern of response (Level 2).

Explanatory Notes

The development of accurate word decoding skills—that is, the ability to read unfamiliar words by applying phonics knowledge—is an essential foundation for reading comprehension in all students. Decoding skills often are a central weakness for students with

IDA Professional Standards

learning disabilities in reading, especially those with dyslexia. Teachers' abilities to provide explicit, systematic, appropriately sequenced instruction in phonics is indispensable to meet the needs of this population, as well as to help prevent reading problems in all beginning readers. Teachers should also understand the usefulness of multisensory, multimodal techniques in focusing students' attention on printed words, engaging students, and enhancing memory.

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E-3. Structured Language Teaching: Fluent, Automatic Reading of Text

Content Knowledge	Observable Competencies for Teaching Students with Dyslexia and Related Difficulties
<ol style="list-style-type: none"> 1. Understand the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read. 2. Understand reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction. 3. Define and identify examples of text at a student's frustration, instructional, and independent reading level. 4. Know sources of activities for building fluency in component reading skills. 5. Know which instructional activities and approaches are most likely to improve fluency outcomes. 6. Understand techniques to enhance student motivation to read. 	<ol style="list-style-type: none"> 1. Assess students' fluency rate and determine reasonable expectations for reading fluency at various stages of reading development, using research-based guidelines and appropriate state and local standards and benchmarks (Level 1). 2. Determine which students need a fluency-oriented approach to instruction, using screening, diagnostic, and progress-monitoring assessments (Level 2). 3. Match students with appropriate texts as informed by fluency rate to promote ample independent oral and silent reading (Level 1). 4. Design lesson plans that incorporate fluency-building activities into instruction at sub-word and word levels (Level 1). 5. Design lesson plans with a variety of techniques to build reading fluency, such as repeated readings of passages, alternate oral reading with a partner, reading with a tape, or rereading the same passage up to three times. (Level 1) 6. Identify student interests and needs to motivate independent reading (Level 1).

IDA Professional Standards

<p>7. Understand appropriate uses of assistive technology for students with serious limitations in reading fluency.</p>	<p>7. Make appropriate recommendations for use of assistive technology in general education classes for students with different reading profiles (e.g., dyslexia versus language disabilities) (Level 2).</p>
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Explanatory Notes

Reading fluency is the ability to read text effortlessly and quickly as well as accurately. Fluency develops among typical readers in the primary grades. Because fluency is a useful predictor of overall reading competence, especially in elementary-aged students, a variety of fluency tasks have been developed for use in screening and progress-monitoring measures. Furthermore, poor reading fluency is a very common symptom of dyslexia and other reading disabilities; problems with reading fluency can linger even when students' accuracy in word decoding has been improved through effective phonics intervention. Although fluency difficulties may sometimes be associated with processing weaknesses, considerable research supports the role of practice, wide exposure to printed words, and focused instruction in the development and remediation of fluency. To address students' fluency needs, teachers must have a range of competencies, including the ability to interpret fluency-based measures appropriately, to place students in appropriate types and levels of texts for reading instruction, to stimulate students' independent reading, and to provide systematic fluency interventions for students who require them. Assistive technology (e.g., text-to-speech software) is often employed to help students with serious fluency difficulties function in general education settings. Therefore, teachers, and particularly specialists, require knowledge about the appropriate uses of this technology.

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E-4. Structured Language Teaching: Vocabulary

Content Knowledge	Observable Competencies for Teaching Students with Dyslexia and Related Difficulties
<ol style="list-style-type: none"> 1. Understand the role of vocabulary development and vocabulary knowledge in comprehension. 2. Understand the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction. 3. Know varied techniques for vocabulary instruction before, during, and after reading. 4. Understand that word knowledge is multifaceted. 5. Understand the sources of wide differences in students' vocabularies. 	<ol style="list-style-type: none"> 1. Teach word meanings directly using contextual examples, structural (morpheme) analysis, antonyms and synonyms, definitions, connotations, multiple meanings, and semantic feature analysis (Levels 1 and 2). 2. Lesson planning reflects: <ol style="list-style-type: none"> A. Selection of material for read-alouds and independent reading that will expand students' vocabulary. B. Identification of words necessary for direct teaching that should be known before the passage is read. C. Repeated encounters with new words and multiple opportunities to use new words orally and in writing. D. Recurring practice and opportunities to use new words in writing and speaking.

Explanatory Notes

Vocabulary, or knowledge of word meanings, plays a key role in reading comprehension. Knowledge of words is multifaceted, ranging from partial recognition of the meaning of a word to deep knowledge and the ability to use the word effectively in speech or writing. Research supports both explicit, systematic teaching of word meanings and indirect methods of instruction such as those involving inferring meanings of words from sentence context or from word parts (e.g., common roots and affixes). Teachers should

IDA Professional Standards

know how to develop students' vocabulary knowledge through both direct and indirect methods. They also should understand the importance of wide exposure to words, both orally and through reading, in students' vocabulary development. For example, although oral vocabulary knowledge frequently is a strength for students with dyslexia, over time, low volume of reading may tend to reduce these students' exposure to rich vocabulary relative to their typical peers; explicit teaching of word meanings and encouragement of wide independent reading in appropriate texts are two ways to help increase this exposure.

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IDA Professional Standards

E-5. Structured Language Teaching: Text Comprehension

Content Knowledge	Observable Competencies for Teaching Students with Dyslexia and Related Difficulties
<ol style="list-style-type: none">1. Be familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.2. Contrast the characteristics of major text genres, including narration, exposition, and argumentation.3. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.4. Identify in any text the phrases, clauses, sentences, paragraphs and “academic language” that could be a source of miscomprehension.5. Understand levels of comprehension including the surface code, text base, and mental model (situation model).	<ol style="list-style-type: none">1. a. State purpose for reading, elicit or provide background knowledge, and explore key vocabulary (Level 1). b. Query during text reading to foster attention to detail, inference-making, and mental model construction (Level 1). c. Use graphic organizers, note-taking strategies, retelling and summarizing, and cross-text comparisons (Level 1).2. Lesson plans reflect a range of genres, with emphasis on narrative and expository texts (Level 1).3. Model, practice, and share written responses to text; foster explicit connections between new learning and what was already known (Level 1).4. Anticipate confusions and teach comprehension of figurative language, complex sentence forms, cohesive devices, and unfamiliar features of text (Level 2).5. Plan lessons to foster comprehension of the surface code (the language), the text base (the underlying ideas), and a mental model (the larger context for the ideas) (Level 2).

IDA Professional Standards

<p>6. Understand factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.</p>	<p>6. Adjust the emphasis of lessons to accommodate learners' strengths and weaknesses and pace of learning (Level 2).</p>
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Explanatory Notes

Good reading comprehension is the ultimate goal of reading instruction. Reading comprehension depends not only upon the component abilities discussed in previous sections, but also upon other factors, such as background knowledge and knowledge of text structure. In order to plan effective instruction and intervention in reading comprehension, teachers must understand the array of abilities that contribute to reading comprehension and use assessments to help pinpoint students' weaknesses. For instance, a typical student with dyslexia, whose reading comprehension problems are associated mainly with poor decoding and dysfluent reading, will need different emphases in intervention than will a poor comprehender whose problems revolve around broad weaknesses in vocabulary and oral comprehension. In addition, teachers must be able to model and teach research-based comprehension strategies, such as summarization and the use of graphic organizers, as well as use methods that promote reflective reading and engagement. Oral comprehension and reading comprehension have a reciprocal relationship; good oral comprehension facilitates reading comprehension, but wide reading also contributes to the development of oral comprehension, especially in older students. Teachers should understand the relationships among oral language, reading comprehension, and written expression, and they should be able to use appropriate writing activities to build students' comprehension.

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E-6. Structured Language Teaching: Handwriting, Spelling, and Written Expression

Content Knowledge	Observable Competencies for Teaching Students with Dyslexia and Related Difficulties
<p>Handwriting</p> <ol style="list-style-type: none"> 1. Know research-based principles for teaching letter naming and letter formation, both manuscript and cursive. 2. Know techniques for teaching handwriting fluency. <p>Spelling</p> <ol style="list-style-type: none"> 1. Recognize and explain the relationship between transcription skills and written expression. 2. Identify students' levels of spelling development and orthographic knowledge. 3. Recognize and explain the influences of phonological, orthographic, and morphemic knowledge on spelling. <p>Written Expression</p> <ol style="list-style-type: none"> 1. Understand the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation). 	<p>Handwriting</p> <ol style="list-style-type: none"> 1. Use multisensory techniques to teach letter naming and letter formation in manuscript and cursive forms (Level 1). 2. Implement strategies to build fluency in letter formation, and copying and transcription of written language (Level 1). <p>Spelling</p> <ol style="list-style-type: none"> 1. Explicitly and effectively teach (e.g., information taught is correct, students are attentive, teacher checks for understanding, teacher scaffolds students' learning) concepts related to spelling (e.g., a rule for adding suffixes to base words) (Level 1). 2. Select materials and/or create lessons that address students' skill levels (Level 1). 3. Analyze a student's spelling errors to determine his or her instructional needs (e.g., development of phonological skills versus learning spelling rules versus application of orthographic or morphemic knowledge in spelling) (Level 2). <p>Written Expression</p> <ol style="list-style-type: none"> 1. Integrate basic skill instruction with composition in writing lessons.

IDA Professional Standards

<p>2. Know grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.</p> <p>3. Understand appropriate uses of assistive technology in written expression.</p>	<p>2. a. Select and design activities to teach important components of writing, including mechanics/conventions of writing, composition, and revision and editing processes.</p> <p>b. Analyze students' writing to determine specific instructional needs.</p> <p>c. Provide specific, constructive feedback to students targeted to students' most critical needs in writing.</p> <p>d. Teach research-based writing strategies such as those for planning, revising, and editing text.</p> <p>e. Teach writing (discourse) knowledge, such as the importance of writing for the intended audience, use of formal versus informal language, and various schemas for writing (e.g., reports versus narratives versus arguments).</p> <p>3. Make appropriate written recommendations for the use of assistive technology in writing.</p>
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Explanatory Notes

Just as teachers need to understand the component abilities that contribute to reading comprehension, they also need a componential view of written expression. Important component abilities in writing include basic writing (transcription) skills such as handwriting, keyboarding, spelling, capitalization, punctuation, and grammatical sentence structure; text generation (composition) processes that involve translating ideas into language, such as appropriate word choice, writing clear sentences, and developing an idea across multiple sentences and paragraphs; and planning, revision and editing processes. Effective instruction and intervention in written expression depend on pinpointing an individual student's specific weaknesses in these different component areas of writing, as well as on teachers' abilities to provide explicit, systematic teaching in each area. Teachers must also be able to teach research-based strategies in written expression, such as those involving strategies for planning and revising compositions, and they should understand the utility of multisensory methods in both handwriting and spelling instruction. Assistive technology can be especially helpful for students with writing difficulties. Teachers should recognize the appropriate uses of technology in writing (e.g., spell-checkers can be valuable but do not replace spelling instruction and have limited utility for students whose misspellings are not recognizable). Specialists should have even greater levels of knowledge about technology.

IDA Professional Standards

References

Level 1

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F. Follow Ethical Standards for the Profession

Ethical Principles for Service Providers, Conference Exhibitors, and Advertisers

These principles are to be used by employees, board members, and branch officers of the International Dyslexia Association (IDA) in deciding whether members, conference exhibitors, conference or workshop presenters, and/or advertisers in IDA publications are serving the best interest of the public. These principles are intended to safeguard and promote the well-being of individuals with dyslexia and related learning difficulties, to promote the dissemination of reliable and helpful information, and to ensure that standards of best practice are upheld by the organization and its activities.

Practitioners, publishers, presenters, exhibitors, advertisers, and any others who provide services to individuals with dyslexia and related difficulties:

1. strive to do no harm and to act in the best interests of those individuals;
2. maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field;
3. avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments;
4. respect objectivity by reporting assessment and treatment results accurately, honestly, and truthfully;
5. avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services;
6. respect the training requirements of established credentialing and accreditation organizations supported by IDA;
7. engage in fair competition;
8. avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur;
9. support just treatment of individuals with dyslexia and related learning difficulties;
10. respect confidentiality of students or clients; and
11. respect the intellectual property of others.

SECTION II: GUIDELINES PERTAINING TO SUPERVISED PRACTICE OF TEACHERS OF STUDENTS WITH DOCUMENTED READING DISABILITIES OR DYSLEXIA WHO WORK IN SCHOOL, CLINICAL, OR PRIVATE PRACTICE SETTINGS¹

Training programs for individuals who are learning to work with challenging students often distinguish levels of expertise by the skills and experience of the individual and the amount of supervised practice required for certification. These levels are labeled differently by various programs and are distinguished here by the designation of “Level I” and “Level II.”

- A. Level I individuals are practitioners with basic knowledge who:
1. demonstrate proficiency to instruct individuals with a documented reading disability or dyslexia;
 2. implement an appropriate program with fidelity; and
 3. formulate and implement an appropriate lesson plan.
- B. Level II individuals are specialists with advanced knowledge who:
1. may work in private practice settings, clinics, or schools;
 2. demonstrate proficiency in assessment and instruction of students with documented reading disabilities or dyslexia;
 3. implement and adapt research-based programs to meet the needs of individuals.

To attain Level I status, an individual must:

- pass an approved basic knowledge proficiency exam;
- complete a one-to-one practicum with a student or small group of one to three well-matched students who have a documented reading disability. A recognized, certified instructor* provides consistent oversight and observations of instruction delivered to the same student(s) over time, and the practicum continues until expected proficiency is reached.**
- demonstrate (over time) instructional proficiency in all Level I areas outlined on IDA Knowledge and Practice Standards, Section I that is responsive to student needs.
- Document significant student progress with formal and informal assessments as a result of the instruction.

To attain Level II status, an individual must:

- Pass an approved advanced knowledge proficiency exam
- Complete a 1:1 practicum with a student or small group of well-matched students (1–3) who have a documented reading disability. A recognized, certified instructor* provides consistent oversight and observations of instruction delivered to the same student(s) over time, and the practicum continues until expected proficiency is reached.**

¹ (Tier 3 in an RTI system; students who may be eligible for special education or intensive intervention; students referred for clinical services because of learning difficulties; or students who qualify for dyslexia intervention services where available.)

IDA Professional Standards

- Demonstrate (over time) diagnostic instructional proficiency in all Level 1 and 2 areas outlined on IDA Standards document, Section I.
- Provide successful instruction to several individuals with dyslexia who demonstrate varying needs and document significant student progress with formal and informal assessments as a result of the instruction.
- Complete an approved educational assessment of a student with dyslexia and/or language-based reading disability, including student history and comprehensive recommendations.

*A recognized or certified instructor is an individual who has met all of the requirements of the level they supervise but who has additional content knowledge and experience in implementing and observing instruction for students with dyslexia and other reading difficulties in varied settings. A recognized instructor has been recommended by or certified by an approved trainer mentorship program that meets these standards. The trainer mentorship program has been reviewed by and approved by the IDA Standards and Practices Committee.

**Documentation of proficiency must be 1) completed by a recognized/certified instructor providing oversight in the specified program; 2) completed during full (not partial) lesson observations; and 3) must occur at various intervals throughout the instructional period with student.

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