


# Knowledge and Practice Standards Projects



2016

International  
**DYSLEXIA**  
Association®

 the Center for Effective  
Reading Instruction

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# 1 in 5

International  
**DYSLEXIA**  
Association®

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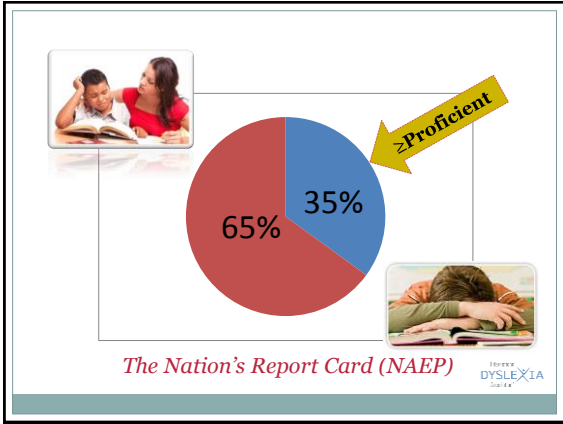
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*...doing the same thing over and over again and expecting different results.*

Albert Einstein

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*The significant problems we have cannot be solved with the same level of thinking we were using when we created them.*

Albert Einstein

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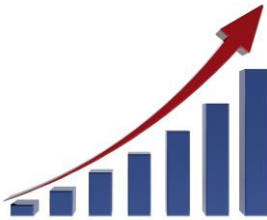
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## **Be Part of the Solution**



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### **IDA believes that**

- 1) all individuals have the right to achieve their potential
- 2) individual learning abilities can be strengthened
- 3) social, educational, and cultural barriers to language acquisition and use must be removed.

<http://eida.org/>

Member of  
**DYSLEXIA**  
Leaders

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## What is Structured Literacy?

Instruction that emphasizes:

- The structure of language
  - the speech sound system (phonology)
  - the writing system (orthography)
  - the structure of sentences (syntax)
  - meaningful word parts (morphology)
  - meaning (semantics)
- The organization of spoken and written discourse for deep reading and effective written communication
- Other aspects of cognition and behaviors that may affect literacy acquisition




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## IDA Standards

IDA Knowledge and Practice Standards for Teachers of Reading

- Teachers, particularly PreK-3
- Dyslexia therapists
- Interventionists
- Literacy Coaches
- Clinicians
- Tutors
- Literacy Volunteers




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### IDA STANDARDS

(eida.org)

Standard A Oral & Written Language	Standard B Structure of Language	Standard C Dyslexia/Related Disorders	Standard D Assessment, Interpretation, Planning	Standard E-1 Phonology	Standard E-2 Phonics/Word Recognition
7	13	6	6	6	5
Standard E-3 Fluency	Standard E-4 Vocabulary	Standard E-5 Text Comprehension	Standard E-6 Handwriting	Standard E-6 Spelling	Standard E-6 Written Expression
7	5	6	2	3	3
Standard F Ethical Standards					
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## Why a Certification Exam?

- The IDA standards are the metric to measure the quality of preparation programs.
- Certification proves that a teacher has the knowledge to teach reading well.
- The proof of knowledge comes by passing an exam.




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## Exam Development Timeline

- August 2014** – Contract with Applied Measurement Professionals finalized
- September 2014** – Exam Committee met in KC for job task analysis
- December 2014** – Survey of job tasks sent to +5,000 individuals
- February 2015** – Results of +1,200 respondents analyzed
- March 2015** – Exam Committee reviewed data
- April 2015** – Item writing workshops convened via web conferencing
- June 2015** – Item review and selection
- Late summer 2015** – Establishing a passing score
- Spring 2016** – Exam ready!




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### JOB TASKS BASED ON THE IDA KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING

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#### 1. FOUNDATIONAL CONCEPTS

##### A. Oral and Written Learning

1. Domains of language processing
  - a. distinguish among the domains of language processing requirements associated with proficient reading and writing
    - Phonological - speech sound
    - Orthographic – print
    - Semantic – meaning
    - Syntactic – sentence level
    - Discourse – connected text level
  - b. explain a validated model of language processes underlying reading and writing
2. Cognition and behavior
  - a. explain how aspects of cognition and behavior affect reading and writing
    - Attention
    - Self-regulation
    - Memory
    - Processing speed
    - Grapho-motor control




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### The Exam Items

- Two forms of the computer-based exam
- 100 multiple choice items
- Three types of items

Identified  
DYSLEXIA  
Indicator

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### The Exam Items

- **Recall** (34%) - A *recall* item requires the examinee to remember specific information.
- **Application** (48%) - An *application* item requires the examinee to make use of knowledge.
- **Analysis** (18%) - An *analysis* item requires the examinee to consider and use data to solve a problem or make an instructional decision.

Identified  
DYSLEXIA  
Indicator

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### Recall

The study of meaning-carrying units of language is

- A. semantics.
- B. morphology.
- C. orthography.
- D. pragmatics.

Identified  
DYSLEXIA  
Indicator

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### Application

A student makes the following errors on a spelling test: *blat* for *blast*, *fel* for *felt*, and *sit* for *sift*. The student's underlying difficulty is in

- A. syntax.
- B. orthography.
- C. phonology.
- D. semantics.



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### Application

A student makes the following errors on a written composition: *ilegal* for *illegal*, *attract* for *attract*, and *oposite* for *opposite*. The student would benefit from instruction in

- A. combining forms.
- B. chameleon prefixes.
- C. phonemic segmentation.
- D. free morphemes.



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### Analysis

At mid-year, a second-grade student's fluency rate is 55 words correct per minute. The student's weekly spelling test average is 65%. The student's scores on a standardized reading assessment with a mean of 50 and a standard deviation of 21.06 are listed below.

Subtest	Score
Listening Comprehension	61
Reading Comprehension	30
Vocabulary	39
Word Attack	31
Word Identification	27
Spelling	29



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### Analysis (cont.)

While reading aloud, this student misreads the word *steep* as *step*. To meet the student's instructional need, the teacher should have the student

- A. look at the picture on the page to help cue the correct pronunciation of the word.
- B. reread the sentence that contains the word repeatedly to improve fluency.
- C. listen to the teacher dictate the word, say the word, and segment the word into sounds.
- D. identify the syllable type, determine the vowel sound, and read the word.



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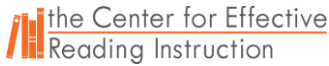
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#### A 501 (c) (6)

- 1. Further evidence-based approaches to reading and learning
- 2. Help all students acquire the highest levels of literacy and thrive
- 3. Certify teachers and interventionists using a structured literacy approach

<http://effectivereading.org/>

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- 1) Accredite university preservice programs
- 2) Administer and maintain the certification exam
- 3) Certify individuals
- 4) Develop training modules
- 5) Maintain a virtual directory of certified individuals
- 6) Showcase exemplary schools and districts that invest in highly knowledgeable and skilled teachers of reading to ensure that all students learn to read well

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Module	Title
One	Foundation Concepts about Oral and Written Learning
Two	Knowledge of the Structure of Language
Three	Knowledge of Dyslexia and Other Learning Disorders
Four	Interpretation and Administration of Assessments for Planning Instruction
Five	Phonology
Six	Letter Recognition and the Alphabetic Principle
Seven	Phonics and Word Recognition
Eight	Fluent, Automatic Text Reading
Nine	Vocabulary
Ten	Morphology
Eleven	Text Comprehension
Twelve	Handwriting
Thirteen	Spelling
Fourteen	Written Composition
Fifteen	Assistive Technology
Sixteen	Ethical Standards for the Profession

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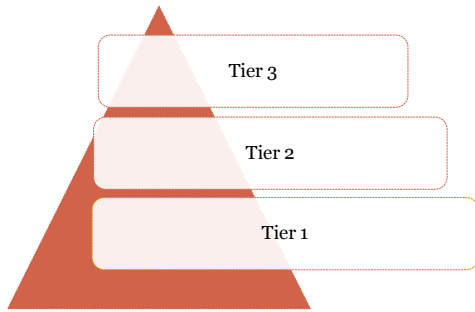
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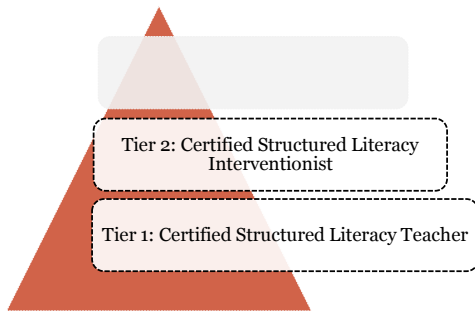
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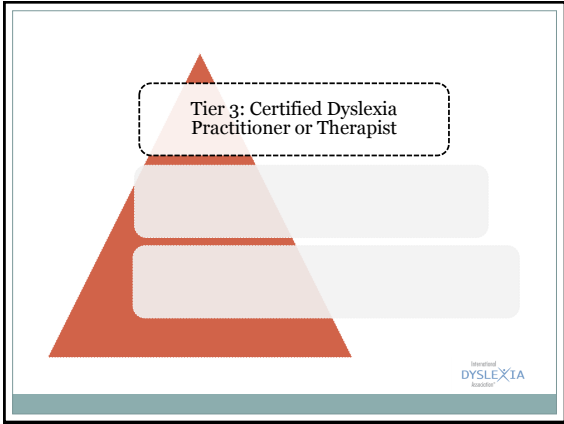
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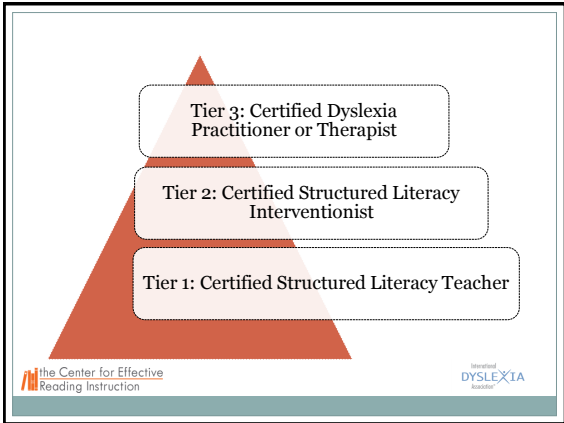
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### IDA's Destiny Pathways

- Stakeholders realize their full potential and advance our destiny.
- Everyone will know about IDA, dyslexia, and the scope of our challenge.
- IDA will be the go to organization internationally.
- We will advance our brand with unprecedented impact and speed.
- We will articulate with impatience and clarity that reading is a civil right.
- We will generate funds to assure that resources are available.

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## The Professional Development

- 1) is complementary to the district's existing literacy instruction
- 2) is geared toward making sure all students learn to read well
- 3) is primarily focused on students not meeting grade-level benchmarks, with a primary target of those in the 39<sup>th</sup>ile to 25<sup>th</sup>ile.

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## A Major Goal

80% of principals, development specialists, and coaches will pass CEERI and attain Tier I Certification

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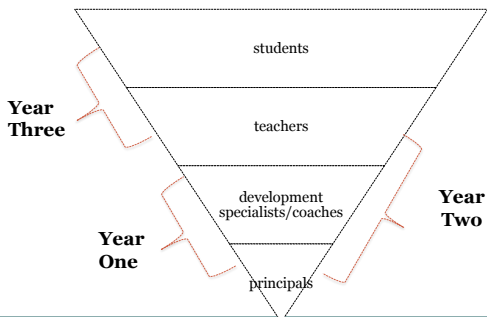
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## Multi-year rollout



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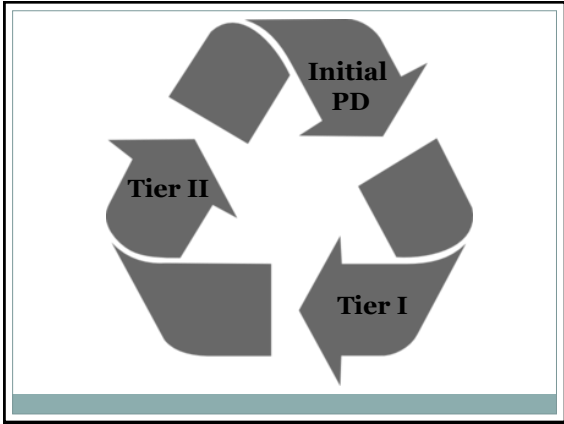
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First in the country to have  
Tier II Certified Literacy Coaches, Development  
Specialists, and Principals  
Tier I Certified and Classroom Teachers

**1**

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The first large scale study to tie  
**TEACHER KNOWLEDGE AND SKILL** to  
**STUDENT READING ACHIEVEMENT**

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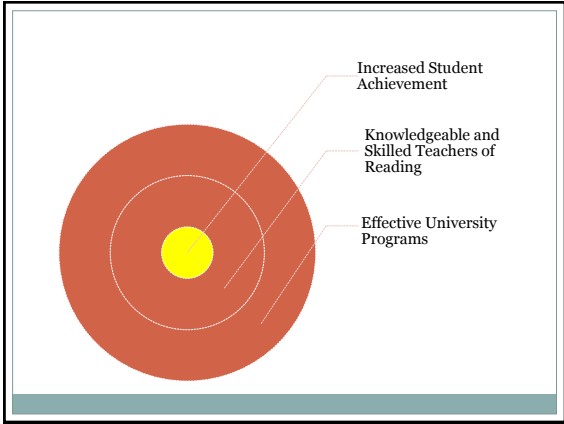
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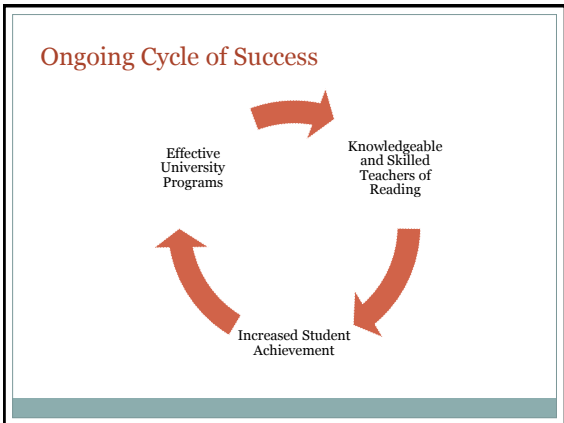
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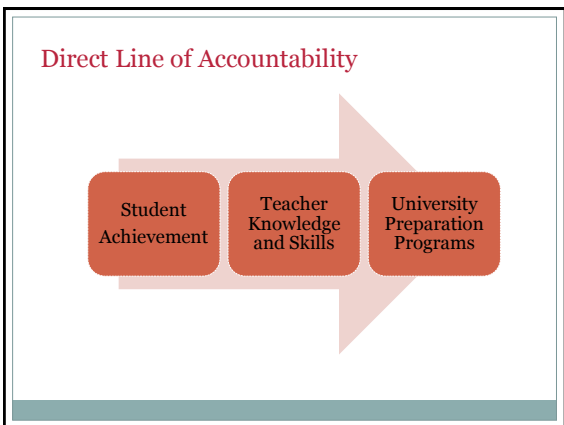
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