Knowledge and Practice Standards Projects

2016

International Dyslexia Association

Academic Success
Economic Opportunities
Active Civic Participation
Quality of Life
Lifelong Learning

1 in 5
...doing the same thing over and over again and expecting different results.

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

Albert Einstein

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/
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

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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<tbody>
<tr>
<td>Oral &amp; Written Language</td>
<td>Structure of Language</td>
<td>Dyslexia/Related Disorders</td>
<td>Assessment, Interpretation, Planning</td>
<td>Phonology</td>
<td>Phonics/Word Recognition</td>
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<td>Standard E-3</td>
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<td>Standard E-5</td>
<td>Standard E-6</td>
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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.

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!

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

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
**The Exam Items**

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

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**Recall**

The study of meaning-carrying units of language is

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

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.

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.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Score</th>
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<tbody>
<tr>
<td>Listening Comprehension</td>
<td>61</td>
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<tr>
<td>Reading Comprehension</td>
<td>30</td>
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<tr>
<td>Vocabulary</td>
<td>39</td>
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<tr>
<td>Word Attack</td>
<td>31</td>
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<tr>
<td>Word Identification</td>
<td>27</td>
</tr>
<tr>
<td>Spelling</td>
<td>29</td>
</tr>
</tbody>
</table>
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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The Center for Effective Reading Instruction

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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The Center for Effective Reading Instruction

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

- **Tier 3**: Tier 3
- **Tier 2**: Tier 2 Certified Structured Literacy Interventionist
- **Tier 1**: Tier 1 Certified Structured Literacy Teacher
Tier 3: Certified Dyslexia Practitioner or Therapist

Tier 2: Certified Structured Literacy Interventionist

Tier 1: Certified Structured Literacy Teacher

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.
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%ile to 25%ile.

A Major Goal

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

Multi-year rollout

Year Three

Year Two

Year One

students

teachers

development specialists/coaches

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

The first large scale study to tie TEACHER KNOWLEDGE AND SKILL to STUDENT READING ACHIEVEMENT
Increased Student Achievement
Knowledgeable and Skilled Teachers of Reading
Effective University Programs

Ongoing Cycle of Success

Increased Student Achievement
Knowledgeable and Skilled Teachers of Reading
Effective University Programs

Direct Line of Accountability

Student Achievement
Teacher Knowledge and Skills
University Preparation Programs