



INTERNATIONAL DYSLEXIA ASSOCIATION

PROGRAM ACCREDITATION | ACCREDITATION@DYSLEXIAIDA.ORG

PROGRAM REVIEW AND ACCREDITATION
Promoting and Recognizing Educator Preparation Excellence in Reading

HANDBOOK

FALL 2021

*Programs are Strongly Encouraged to Visit the IDA Website
For the Most Current Program Review and Accreditation Policies, Information and Resources*
www.dyslexiaida.org

Dear Colleagues:

On behalf of The International Dyslexia Association (IDA), we wish to thank the professional community, parents, and others who provided input into the development of the *IDA Program Review and Accreditation Handbook*.

So why did IDA create a process for programs to receive IDA's Program Accreditation? It was to protect the interests of the candidates, the academic institutions themselves, and potential employers, by ensuring that the educational programs offered have attained a level that meets or exceeds standards that were developed by experts in the field of literacy and dyslexia. While accreditation does not ensure that every graduating candidate will become a successful professional, it does guarantee that the candidate has demonstrated a certain set of skills and abilities that are reflected in the accreditation criteria.

In 2013, IDA's Educational Training Initiative (ETI) committee analyzed a wide range of educator preparation program accreditation models. Many of these models taxed applicants with what amounted to burdensome time and financial commitments. It was not uncommon for example, to find models assessing fees of more than \$20,000 for a five-year accreditation period. On the other end of the educator preparation program accreditation spectrum were smaller "boutique" models that charged modest fees for programs to engage with applicants, but these models most often lacked standards-based infrastructures and broad investment from the educational community.

IDA's Program Review and Accreditation features a standards-based accreditation model that is uniquely aligned with the *Knowledge and Practice Standards (KPS) for Teachers of Reading* and is moderately priced. Alignment with the KPS provides programs with a comprehensive evidence and science-based reading preparation framework sufficient to guide the development of their curriculum - [Knowledge and Practice Standards for Teaching Reading and Spelling: Implementing Structured Literacy](#)

As programs begin the important work of documenting their curriculum and practicum experiences en route to pursuing IDA Program Accreditation, IDA encourages them to proudly showcase yet preserve their unique identities and to protect these identities when making curricular refinements. Programs need not present a "cookie cutter" model of candidate preparation; rather, it's recommended that they highlight the inimitable aspects of their program and the specialized talents and contributions of their faculty.

Should your program have questions regarding the IDA Program Review and Accreditation process, please do not hesitate to reach out to us at accreditation@dyslexiaida.org

Sincere regards,

IDA's Educator Training Initiatives (ETI)
Committee Members

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Contacts

ACCREDITATION	EDUCATOR TRAINING INITIATIVES (ETI): OTHER
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<ul style="list-style-type: none"> • Application Process, Timelines, Fees • Review Decisions • Preparing the 3-Year Interim Report • KPEERI exam • IDA Accredited Program Seal • Request for Marketing Materials • Becoming a Reviewer 	<ul style="list-style-type: none"> • Knowledge and Practice Standards for Teachers of Reading (KPS) • Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) • Reading Rockets: Reading 101 Modules • Scheduling a meeting with the Chief Academic Officer

IDA’s Program Review and 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 displays the IDA Accredited Program seal and advertises itself as an IDA Accredited Program, the public is assured that program completers have engaged 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 Educator Preparation Practices in the Science of Reading (Structured Literacy™)
4. Commit to a Growth-Oriented Mindset

Value of IDA Program Accreditation

IDA Program Review and Accreditation provides a framework for educator preparation programs 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 off-track 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 important 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.

The Knowledge and Practice Standards (KPS) for Teachers of Reading

Reading difficulties are the most common cause of academic failure and underachievement. The National Assessment of Educational Progress consistently finds that about 31% of all fourth graders read at a level described as "below basic," and only about a third are proficient or advanced. 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 or language-based learning disorders 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 who are struggling, 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 who are responsible for enabling *all* students to read and write.

Researchers are finding that those with reading specialist and special education licenses often know no more about research-based, effective practices in the science of reading, 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 difficulties 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. And finally, existing standards for preparation of teachers of reading address literacy very broadly, but in much less detail than is specified here. To address these gaps, CERI has adopted these standards for knowledge, practice, and ethical conduct.

The Knowledge and Practice Standards (KPS) for Teachers of Reading (2018) outline the (1) content knowledge necessary to teach essential reading and writing skills and strategies to students in general, intervention, and remedial contexts; 2) universal principles and practices of effective instruction; and 3) ethical conduct expected of professional educators and clinicians.

Underlying the KPS are assumptions about the nature, prevalence, manifestations, and treatments for reading and writing difficulties that are supported by research and by accepted diagnostic guidelines. These assumptions are as follows:

- Reading skill is distributed on a continuum; students may experience mild, moderate, or severe problems with some or all of the essential subskills of reading. Mild and moderate difficulties are most likely to be addressed in through general education with supplemental small group support.
- Reading difficulty, especially when manifested early in reading development, involves inaccurate and/or slow recognition of printed words.
- Dyslexia is the appropriate name for disorders of word recognition and spelling that originate from core problems in phonological and/or orthographic processing. Many, if not most, students with word-level reading and spelling problems will never receive an official diagnosis or be served through special education, but will nonetheless be the responsibility of general education and intervention teachers.
- A smaller subgroup of students demonstrates primary difficulties with language comprehension, in conjunction with adequate word recognition skills.
- Some students experience a primary problem with development of fluent, automatic reading, and the slow rate of their reading impairs their academic functioning.
- Different kinds of reading and writing difficulties require different approaches to instruction. One program or approach will not meet the needs of all students.
- Although early intervention is the most effective way to prevent and ameliorate learning problems, individuals with Dyslexia and other reading difficulties can be helped at any age.
- ✓ Dyslexia and related learning difficulties often exist in individuals with aptitudes, talents, and abilities that enable them to be successful in many domains.

The KPS serve as the cornerstone of IDA's Educator Training Initiatives – a set of coordinated initiatives committed to advancing standards-based educator preparation in reading for the benefit of all students. Programs seeking accreditation with IDA must provide evidence that their curriculum adequately reflects the KPS standards and sub-standards, that program completers have developed adequate mastery of KPS-aligned knowledge and related skills; and, that faculty possess the requisite KPS-aligned expertise to effectively prepare and support program candidates.

A complete copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk>. An abbreviated summary of the KPS is provided in [Appendix A](#) for reference; however, programs should consult the full document when preparing accreditation applications.

In an effort to help streamline programs' efforts to align existing course syllabi with the newly refined KPS, a crosswalk between the 2010 and 2018 KPS can be found in [Appendix B](#).

Accreditation Categories and Requirements

Application requirements vary depending upon the category of program accreditation sought. A narrative description of each category is provided here; a table summarizing the broad application requirements associated with each follows directly afterwards.

Accredited Program

Typically, programs seeking Accredited Program status are programs that 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 Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) contexts. These programs are not preparing professionals to provide specialized, remedial reading interventions to students.

This accreditation category is awarded to programs that provide evidence that their curriculum is adequately aligned with the KPS sufficient for candidates to earn a passing score on the KPEERI exam.

Accredited Program ^{PLUS}

Typically, programs seeking Accredited Program ^{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 remediation of decoding-strand skills (phonological awareness, phonics, and fluency). Students may be deemed as “at-risk”, may have an identified Specific Learning Disability, or may have an identification of Dyslexia.

This accreditation category is awarded to programs that provide evidence 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 thresholds.

Specific minimum practicum requirements:

- ✓ Passing Score on Portfolio
- ✓ Instructional Focus: One and Two Syllable Words (including words with inflectional endings and common prefixes and suffixes) OR Multi-Syllable Words (Including words with common prefixes, derivational suffixes, and common Latin suffixes)
 - 1 Student (Maximum of 1 Student Change Due to Attrition)
 - 1:1, 1:3, 1:5 ratio
 - Minimum:
 - 14 Weeks of Student Contact
 - 45 Minute Intervention Sessions
 - 28 Sessions
 - 3 Formal Observations

Portfolio or Case study documenting minimum practicum requirements:

One student, (developing reader emphasizing single syllable word reading) case study, complete with:

- a. background information
- b. dates served; number of weeks and sessions per week (minimum:14 weeks / 45 mins / 28 sessions)
- c. pre-post assessment data
- d. priority scope and sequence established for the student that considers pre-assessment data and background information
- e. discussion of progress/lack of progress
- f. recommendations in response to post-assessment data
- g. Documentation of supervisory sessions, minimum of 3

For programs desiring CERI certification for their graduates, make sure to review the practicum requirements for the interventionist and specialist level. <https://effectivereading.org/dyslexia-interventionist/>

		Noteworthy Application Requirements				
	Program Completers Are Typically...	Part I Submit In advance	Part II Impact Curriculum	Part III Practicum	Part IV Faculty Credentials	Part V
Accredited Program	General education classroom teachers or support personnel who 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 Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) contexts.	<input type="checkbox"/> Part I of Application in Full <input type="checkbox"/> Payment	Each Course, Including Practicum: <input type="checkbox"/> Syllabus for each course, session or day (SEE APPENDIX C) <input type="checkbox"/> KPS Coverage Rubric (SEE APPENDIX E) <input type="checkbox"/> Accountable Reading Summary (SEE APPENDIX D)	NA	Each Instructor: <input type="checkbox"/> Statement of Professional Expertise (SEE APPENDIX H) <input type="checkbox"/> Summary of instructor and Practicum Supervisor Credentials (SEE APPENDIX I)	Select One: <input type="checkbox"/> Candidates required to sit for the KPEERI (SEE Option I APPENDIX J) <input type="checkbox"/> Six KPS-Aligned Key Assessments (SEE Option II APPENDIX K) *Developed by Program
Accredited Program ^{PLUS}	Professionals who provide targeted or intensive reading interventions that reflect the principles and practices of Structured Literacy™ to individual and small groups of students with a primary need for remediation of decoding-strand skills (phonological awareness, phonics, and fluency). Students may be deemed as “at-risk”, may have an identified Specific Learning Disability, or may have an identification of Dyslexia.	<input type="checkbox"/> Part I of Application in Full <input type="checkbox"/> Payment	Each Course, Including Practicum: <input type="checkbox"/> Syllabus for each course, session or day (SEE APPENDIX C) <input type="checkbox"/> KPS Coverage Rubric (SEE APPENDIX E) <input type="checkbox"/> Accountable Reading Summary <input type="checkbox"/> (SEE APPENDIX D)	<input type="checkbox"/> Portfolio or Case Study documenting minimum practicum requirement <input type="checkbox"/> IDA or Program’s Practicum Evaluation Rubric filled out (SEE APPENDIX F) <input type="checkbox"/> Video of candidate delivering a complete phonics lesson (SEE APPENDIX G) Video of the practicum supervisor conferencing with the candidate (SEE APPENDIX G)	Each instructor: <input type="checkbox"/> Statement of professional expertise (SEE APPENDIX H) <input type="checkbox"/> Summary of instructor and Practicum Supervisor Credentials (SEE APPENDIX I)	Select One: Candidates required to sit for the KPEERI (SEE Option I APPENDIX J) <input type="checkbox"/> <input type="checkbox"/> Six KPS-Aligned Key Assessments (SEE Option II APPENDIX K) *Developed by Program

The Virtual Site Visit

IDA's Program Review and Accreditation **may** require a virtual site visit for programs applying for Accredited Program^{PLUS} status. Components of the virtual site visit include the following:

1. Review of (submitted) practicum footage and clarifying conversations with practicum supervisor and candidate
2. Submission of detailed practicum case study or portfolio.
3. Clarifying conversations with the following individuals/groups of individuals:
 - program completers
 - current candidates
 - current instructors
 - community partners
 - the Program Director
 - the program's administrative head or Dean

Programs are advised that the Program Review and Accreditation Team has the option to require a site visit, at the expense of the program, if the documentation provided and the follow-up interviews conducted do not adequately represent essential aspects of the program sufficient for an informed evaluation to be conducted. Programs have the option to decline the site visit and instead, withdraw their application without prejudice. Programs opting for the latter may revise and resubmit their application under a new IDA Program Review and Accreditation cycle. Refunds are not granted for programs opting to withdraw and reengage at a later date.

A schedule for the Virtual Site Visit will be developed collaboratively by the Program Accreditation and Review Team Chair and the applicant.

Accreditation Application Process, Timelines and Fees

The IDA Program Review and Accreditation initiative accepts applications three times per year: Fall, Spring, and Summer. Successful applications are awarded IDA Program Accreditation for a period of five years from the date the decision letter is issued. Applicants interested in participating in the process must first complete an Initial Application of Interest Form.

Letter of Intent

Upon submission of the Application of Interest, the application will be assessed for program criteria. Once assessed if accepted the applicant will receive via email a Letter of Intent form indicating intent of accreditation process, desired start dates and whether the applicant is choosing Fastrack or Pipeline application option. Please note that while IDA makes every effort to grant requested options, selections are based on volume, timelines and capacity.

Once the LOI has been fully executed, the applicant will be required to register via the Accreditation Online portal and submit payment/fees based on agreed upon option (Fast Track or Pipeline).

Accreditation Fastrack Option

The Accreditation Fastrack option allows an applicant to apply and complete the application process within 3 – 5 months. During the 3 – 5 months intensive applicants are expected to upload all required components based on specific timelines with limited margin for error. Required information is expected to be accurate, detailed and timely in order to complete the process. This ensures that reviewers are able to complete the process as efficiently and effectively as possible. Reviewers are limited in the feedback provided to applicants during the process.

Upon completion of the Application process, applicants will be notified of acceptance or denial. If an applicant is denied, it may be recommended that they enter into the Pipeline Option for further coaching where they will be eligible to complete the process at their own pace.

The Fastrack Option is recommended for experienced applicants with strong knowledge of the application process and comprehensive ready to submit content.

The following calendar summarizes key submission and reporting deadlines for the *Fastrack Option*:

	FALL	SPRING	SUMMER
APPLICATION OF INTEREST FORM LOI	At least 30-60 days prior to Part I deadline.	At least 30-60 days prior to Part I deadline.	At least 30-60 days prior to Part I deadline.
DUE: • APPLICATION PART I • FULL APPLICATION FEE	July 15th	December 15th	April 15th
DUE: COMPLETE APPLICATION (WRITTEN)	September	February	June
APPLICATION RELEASED TO REVIEW TEAM	September	February	June
REVIEW COMMENCES	September	February	June
DUE: PRACTICUM FILM AND DOCUMENTATION ¹	October	March	July
INTERVIEWS/COMMUNICATION COMMENCE	November	April	August
REVIEW COMPLETE	December	May	September
DECISION LETTER ISSUED	January	June	October
(OPTIONAL) CONFERENCE CALL WITH PROGRAM DIRECTOR AND REVIEW TEAM CHAIR	February	July	November

Accreditation Pipeline Option

The Accreditation Pipeline option is a new option which allows an applicant up to 12 months to complete the accreditation application process. This option is self-paced and provides group facilitative coaching throughout the process.

The Pipeline option is a comprehensive coaching program that offers applicants one year of facilitative assistance to include:

1. Five (5) 1 ½ hour group coaching sessions. Each session is based on the five-part application and administered via live webinar presentations conducted by an experienced Facilitative Coach. All webinars are interactive and allow for dialogue and Q&A. The purpose of the sessions is to provide participants with more detailed information of what is expected within each part of the application. Samples and demonstrations will be provided during each presentation.
2. Access to facilitator presentations and webinars. All webinar presentations will be made available for review throughout the pipeline process. Applicants will be provided links to evaluate via YouTube or some other video portal.
3. Three (3) additional group discussion chats conducted by an experience three-member team that may include but not limited to: IDA Accreditation Chair, program facilitator, past successful applicant and/or experienced reviewer. These chat sessions serve as another way to ask questions, seek assistance or hear ideas that may assist in completing a successful application.
4. Evaluation and feedback on uploaded material prior to full reviewer submission. During the pipeline process applicants are encouraged to upload application parts at least 4-6 weeks after each webinar. Upon upload completion, each section will be reviewed by the accreditation team for accuracy and completeness. Feedback may be provided to improve each section.

After completion and upload of all parts the application will be assigned to a review team for evaluation. The following calendar summarizes key submission and reporting deadlines for the Pipeline Option:

	FALL	SPRING	SUMMER
DUE: <ul style="list-style-type: none"> APPLICATION OF INTEREST FORM LOI DOWN PAYMENT FEE 	At least 30-60 days prior to Part I deadline.	At least 30-60 days prior to Part I deadline.	At least 30-60 days prior to Part I deadline.
Welcome webinar	3 RD Week July	2 nd Week December	1 st Week April
PART I – FACILITATIVE SESSION	August Part I: Upload within 4-6 weeks.	January Part I: Upload within 4-6 weeks.	May Part I: Upload within 4-6 weeks.
PART II – FACILITATIVE SESSION	September Part II: Uploaded within 4-6 weeks	February Part II: Uploaded within 4-6 weeks	June Part II: Uploaded within 4-6 weeks
GROUP DISCUSSION	September	February	June
PART III – FACILITATIVE SESSION	October Part III: Practicum Film & Documentation to be uploaded within 4-6 weeks.	March Part III: Practicum Film & Documentation to be uploaded within 4-6 weeks.	July Part III: Practicum Film & Documentation to be uploaded within 4-6 weeks.
PART IV – FACILITATIVE SESSION	November Part IV: Uploaded within 4-6 weeks	April Part IV: Uploaded within 4-6 weeks	August Part IV: Uploaded within 4-6 weeks
GROUP DISCUSSION	November	April	August
PART V – FACILITATIVE SESSION	December Part V: Uploaded within 4-6 weeks	May Part V: Uploaded within 4-6 weeks	September Part V: Uploaded within 4-6 weeks
GROUP DISCUSSION	December	May	September
FULL SUBMISSION	January or sooner	June or sooner	October or sooner
APPLICATION RELEASED TO REVIEW TEAM	15-30 days after submission	15-30 days after submission	15-30 days after submission
REVIEW COMMENCES	March	August	December
INTERVIEWS COMMENCE	April	September	January
REVIEW COMPLETE	May	October	February
DECISION LETTER ISSUED	June	November	March
(OPTIONAL) CONFERENCE CALL WITH PROGRAM DIRECTOR AND REVIEW TEAM CHAIR	June	November	March

Please note that although the pipeline process allows 12 months to complete this is a self-pace process, therefore applicants may complete their application and seek assignment to a review team before 12 months. All webinars and group sessions are optional but highly recommended.

Accreditation Period

All programs are accredited for a period of 5 Years from the date of the decision letter. During this period of time, programs are expected to be gathering candidate and program performance data annually, for inclusion in a Year Three Interim Report (see below).

¹ For Accredited Program ^{PLUS}

Fees

IDA Program Review and Accreditation Fees are applied to support Educator Training Initiatives, with an emphasis on strengthening the program accreditation process and improving/expanding the supports, services, and resources offered to accredited programs. Specifically, fees are used to support the personnel and non-personnel costs associated with the accreditation initiative. Members of the Program Accreditation Review Team receive no monetary compensation, but do receive a complimentary professional membership with IDA. Every effort is made to follow prudent management practices to restrain costs while providing high quality services to the community.

Fees associated with IDA Program Review and Accreditation are listed below and are subject to change, so make sure you have the most recent application. Fees include the initial review, review of the 3-year interim report (with response to conditions, if required), and the use of an individualized IDA Accredited Program seal valid for a period of 5 years from date of decision (for use on all print and electronic materials). Fast Track applicants are required to pay all fees upfront.

Once the program begins, there will be *no refunds*. IDA will extend a credit for the amount (for future enrollment) up to two years of receipt. If the program does not rejoin a cohort in two years, they forfeit the deposit.

Institutions of Higher Education that are interested in pursuing accreditation for multiple programs are encouraged to consider creating a core set of coursework for inclusion across programs. Doing so will reduce the application cost for secondary programs as noted below.

Accreditation Fees	
One Program Application with Key Assessments.	6,000 /5 years
One Program Application with KPEERI	3,500 / 5 years
Accreditation Plus Fees	
One Program Application with Key Assessments	6,750/5 years
One Program Application with KPEERI	5,200/5 years
Application for Two+ Programs with Matched Coursework Core	
Two+ Program Applications with Matched Coursework Core and Key Assessments	Per Program: 4,000/5 years
Two+ Program Applications with Matched Coursework Core and KPEERI	Per Program: \$3,250/5 years
Use of Accreditation Seal by Program Satellite Sites or Partner Training Sites	
Satellite Site or Training Site Individualized Seal for one year	\$750 Annually
Satellite Site or Training Site Individualized Seal with Key Assessment	\$1,500/5 years
Satellite Site or Training Site Individualized Seal with KPEERI	\$2,500/5 years

Pipeline Fee Schedule

Applicants choosing the Pipeline program have the option of paying the entire application fee upfront or paying in three equal installments. The following timeline outlines when payments are due if selecting the installment option.

	FALL	SPRING	SUMMER
DUE: <ul style="list-style-type: none"> APPLICATION OF INTEREST FORM LOI DOWN PAYMENT FEE 	At least 30-60 days prior to Part I deadline. 1 st Payment due	At least 30-60 days prior to Part I deadline. 1 st Payment due	At least 30-60 days prior to Part I deadline. 1 st Payment due
	October Submit 2 nd payment before Part III upload.	March Submit 2 nd payment before Part III upload.	July Submit 2 nd payment before Part III upload.
	January or sooner Final payment before full submission.	June or sooner Final payment before full submission.	October or sooner Final payment before full submission.

Year Three Interim Report

Programs are required to submit a brief Year Three Interim Report. The purpose of this report is to provide programs with the opportunity to analyze, review, reflect on, and respond to candidate and program performance data collected annually to date. A template will be made available to Accredited Programs and will require submission of the following types of information:

1. changes to curriculum
2. changes to faculty
3. candidate performance data on Key Assessments or the KPEERI
4. program completion rates

For Accredited Program^{PLUS} programs, the following additional documentation *may be* required:

- Exemplar Practicum Portfolio
- Summative Candidate Performance on IDA Practicum Rubric
- Summative Practicum Supervisor Evaluation Data

Reviewer Qualifications

Presently, the IDA Program Review and Accreditation Team Application (<https://dyslexiaida.org/wp-content/themes/IDAchildtheme/images/ACCREDITATION-fillable-Program-Review-and-Accreditation-Team-Application-September-2-2018.pdf>) requires review team applicants to document their professional credentials, including degrees and certifications, relevant to the theory and practice of scientifically-based reading instruction and/or the treatment of Dyslexia and related reading and language difficulties. In addition, applicants are required to document administrative or instructional leadership roles in an educator preparation program that prepares candidates to serve the reading and/or remedial reading needs of students. Review teams established for programs will include only those individuals who hold adequate credentials and experience to evaluate programs seeking specific categories of accreditation. For more information about becoming a Reviewer, please visit: <http://nc.dyslexiaida.org/wp-content/uploads/sites/41/2018/09/IDA-Program-Accreditation-Review-Team-Application-September-2018.pdf>

How Accreditation Decisions are Made

The IDA Program Review and Accreditation Team reviews all evidence provided by the applicant and determines the degree to which the evidence supports the KPS and identifies areas of notable strength or deficiencies.

The team generates a written report that includes a summary of how the applicant addressed each of the standards, with consideration for thoroughness, quality, and strength of evidence. The team provides a recommendation for accreditation category, which may differ from the requested accreditation category. When warranted, the team designates areas for improvement or conditions to be met prior to the granting of accreditation.

If the team determines that minor refinements are warranted, they will table the review in order to provide the program with the opportunity to respond to specified conditions within a designated period of time.

Programs that require substantive revisions will be required to address deficiencies identified by the Review Team and reapply at a later date, enter or continue in the pipeline program for facilitative assistance. These programs will be considered “In Review” status (and will be reviewed as Pipeline programs).

Programs recommended for accreditation are presented to the IDA Executive Board for a vote. Following this vote, IDA's Accreditation Chair informs the program or provider in writing of its decision. Programs not meeting stated conditions within the designated period of time as outlined in the IDA Program Review will be required to reapply.

Programs may only appeal a denial or revocation of accreditation status. Programs may not appeal "In Review" status a pending demonstration of adequate growth in relation to areas/stipulations cited for improvement.

Technologies Required to Complete the Application

The application process requires programs to access IDA's online Program Review and Accreditation Application portal, available via the IDA website: www.dyslexiaida.org.

In addition, programs will need to create a Drop Box file into which designated documents and resources will be posted for access by an assigned Review Team (link must be shared in Part I of the application).

Finally, programs will need to create a YouTube account into which practicum video documentation, saved in private mode, can be uploaded. The link to these practicum videos will need to be shared in the body of Part 2 of the application.

Overview of Application Components

Part I of the IDA Program Review and Accreditation application provides assurances that program administration supports the application moving forward for review and evaluation. Additionally, Part I of the application provides a context for understanding the program's reason(s) for seeking accreditation and provides an overview of the program's structure and curriculum.

- **Section A: Signed Authorization Form I Institution of Higher Ed**
 - Signed Institutional Authorization Form
 - Payment Submitted via Mail:
IDA Program Review and Accreditation
Attention: IDA Accreditation Chair
International Dyslexia Association 40 York Road: Suite 400
Baltimore, MD 21204
- **Section B: Program Profile, submitted via email or Dropbox**
 - Program Contacts
 - Program Information
 - Reason for Seeking Accreditation
 - Program Resources
 - Program Curriculum and Instruction

Part II of the IDA Program Accreditation application requires programs to document evidence that coursework prepares candidates to master the KPS. Programs are required to prepare and submit the following:

- **Section A: List (prefix-number-name) each course syllabus (SEE [APPENDIX C](#)) submitted for review**
- **Section B: Documentation of Syllabi**
 - Link to a Drop Box account containing a complete set of course syllabi formatted according to guidelines provided
 - Table 1: Accountable Reading Summaries (SEE [APPENDIX D](#))
 - KPS Coverage Rubric (SEE [APPENDIX E](#))

Part III of the IDA Program Review and Accreditation application requires programs seeking Accredited Program^{PLUS} accreditation to document how practicum and practicum supervision prepares candidates to master application of the KPS. Programs are required to complete and submit the following:

- **Section A: Documentation of the Program's Ability to Develop a Practicum**
 - Signed to confirm that syllabi have been submitted
 - Meets [minimum practicum requirements](#) (SEE page 7)
 - Practicum supervisors possess the knowledge and skills in instruction and coaching
 - Characteristics for practicum
 - Describe the practicum
- **Section B: Portfolio or Case Study Documenting minimum practicum requirements**
 - One student, (developing reader emphasizing single syllable word reading) case study, complete with:
 - a. background information;
 - b. dates served; number of weeks and sessions per week (minimum:14 weeks / 45 mins / 28 sessions)
 - c. pre-post assessment data;
 - d. priority scope and sequence established for the student that considers pre-assessment data and background information;
 - e. discussion of progress/lack of progress;
 - f. recommendations in response to post-assessment data.
 - g. Documentation of supervisory sessions, minimum of 3 (See [APPENDIX F](#) or Programs Rubric)

□ **Section C: Practicum Evidence -Videos**

1. Link to private YouTube account (SEE [APPENDIX G](#)) or other access to video footage, with quality lighting and audio, of:
 - ✓ Practicum Supervisor Observing Full Lesson (Approximately 50-60 Minutes)
 - ✓ Practicum Supervisor Conferencing with Candidate re: Lesson Observation (30-60 Minutes)
2. Copies of "Consent(s) to Film"

Part IV of the IDA Program Accreditation application requires programs to provide documentation that program faculty/instructors possess the requisite credentials, knowledge, and skills to deliver KPS-aligned content instruction or to supervise KPS-aligned practicum experiences. Programs are required to prepare and submit:

□ **Section A: Faculty/instructors credentials, knowledge, and skills**

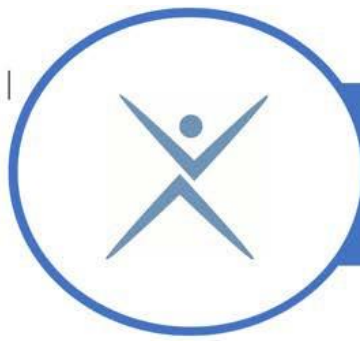
1. Copies of all instructor/practicum supervisor resumes formatted according to guidelines provided
2. Completed *Statement of Professional Expertise* (SEE [APPENDIX H](#)) for each faculty member/instructor/supervisor
3. Summary of Practicum Instructor/Supervisor Credentials (SEE [APPENDIX I](#)) - Accreditation Program ^{PLUS} only

Part V of the IDA Program Accreditation application requires programs to provide documentation of program impact on candidate achievement. Programs are required to prepare and submit the following:

□ **Section A: Candidates sit for the *Knowledge and Practice Examination for Effective Reading Instruction* (KPERRI) (SEE [APPENDIX J](#))**

□ **Section B: Candidates are taking Key Assessments throughout the program**

1. Name of Assessment
2. Course Key Assessment is Embedded In/Week
KPS Alignment (SEE **Appendix F**)
3.)
4. Description of the Assessment Provided to Candidates on Course Syllabus (SEE [APPENDIX K](#))
5. Description of Procedures for Collecting, Analyzing, Reporting, and Responding to Key Assessment Data
6. Description of Procedures for Remediating Candidates Not Meeting Benchmark Target
7. Copy of Key Assessment
8. Copy of Key Assessment Grading Rubric (if Performance Assessment or Product) OR Grading Key (if Test or Quiz)



INTERNATIONAL DYSLEXIA ASSOCIATION

PROGRAM ACCREDITATION | ACCREDITATION@DYSLEXIAIDA.ORG

PROGRAM REVIEW AND ACCREDITATION
Promoting and Recognizing Educator Preparation Excellence in Reading

APPLICATION COMPONENTS

Applicants are advised that an accompanying handbook and online application submission portal can be located on the IDA website. This document is provided for planning purposes only.

FALL 2021

*Programs are Strongly Encouraged to Visit the IDA Website
For the Most Current Program Review and Accreditation Policies, Information and Resources*
www.dyslexiaida.org

IDA Program Review and Accreditation Application Components

PART I

Institutional Authorization to Apply and Program Profile

Preparer Attestation

By checking each box and signing below, I attest that Part I of the IDA Program Accreditation Application, including all necessary sections, signatures, attachments, and payments, is complete for the above-named program.

Section A: Signed Institutional Authorization Form and Payment

Section B: Program Profile

Contacts

Program Information

Reason(s) for Seeking IDA Program Accreditation

Program Resources

Program Curriculum and Instruction

In addition, I have taken care to establish a Drop Box account to include the following folders into which specified materials will be added (additional materials may be added at the discretion of the Program Director)

- Curriculum
 - Syllabi
 - Accountable Reading Summary (SEE [APPENDIX D](#))
 - KPS Coverage Rubric (SEE [APPENDIX E](#))
- Practicum-for Accredited Program^{PLUS} applicants
 - KPS-aligned lesson observation and practicum evaluation rubrics
- Virtual Site Visit: for Accredited Program^{PLUS} applicants
 - Link to YouTube Video(s) (SEE [APPENDIX G](#))
 - Signed Consent to Film
 - Student Baseline Assessment
 - Candidate's Lesson Plan with Notes Taken During Lesson
 - Supervisors' Observation Notes
 - Completed Observation Rubric(s)
 - Current Practicum Syllabus (SEE [APPENDIX C](#))
 - Name and contact information for supervisor and candidate featured in footage and permission to contact these individuals for interview purposes
- Impact Metrics:
 - Key Assessments

Drop Box Account Link: _____

YouTube Account Link: _____

Signature of Preparer: _____ Title: _____

Email: _____ Phone: _____ Date: _____

Section A - Signed Institutional Authorization Form and Payment

Institutions of Higher Education seeking IDA Program Accreditation for one of their program offerings (e.g. major, certificate, degree, certification) must secure the informed written consent of the following individuals as a required component for Part I of their application:

- Program Director
- Program Chair and/or Dean

Independent Educator Preparation Programs seeking IDA Program Accreditation for one of their program offerings must secure informed written consent from the following individuals as a required component for Part I of their application:

- Program Director
- President of Organization/Agency

Section A – Signatures and dates

Name	
Title	
Signature	
Date	

Name	
Title	
Signature	
Date	

Name	
Title	
Signature	
Date	

Payment made out to International Dyslexia Association (Memo: Accreditation) should be mailed to:

IDA Program Review and Accreditation
 Attention: Mary Wennersten
 Director, Program Accreditation, International Dyslexia Association
 40 York Road: Suite 400
 Baltimore, MD 21204

CHECK NUMBER	
AMOUNT	

Section B – Program Profile

Section B – Contact Information

Name of Preparer	
Title	
Phone	
Institutional Email	
Institutional Mailing Address	
Preparer's Signature	

Name of Program Director, <i>(if different from preparer)</i>	
Title	
Phone	
Email	
Institutional/Organizational Mailing Address	

Contacts

Program Completers		Contact 1	Contact 2	Contact 3
	Name			
	Cell			
	Email			
	Date of Completion			

Current Candidates Enrolled in Practicum		Contact 1	Contact 2	Contact 3
	Name			
	Cell			
	Email			
	Anticipated Date of Completion			

Current Instructors (Must Include Practicum Supervisor Responsible for Supervising Candidates Listed Above)		Instructor 1	Instructor 2	Instructor 3
	Name			
	Cell			
	Email			
	Date of Completion			

Community Partner(s) (Optional)	Name: Cell: Email: Relationship:
------------------------------------	---

Program Director	Name: Cell: Email:
------------------	--------------------------

Program Administrative Head or Dean	Name: Cell: Email:
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Section B – Program Information

Date Application Initiated	
Date Program Intends to Submit Complete Application for Review	<input type="checkbox"/> First Friday in September. Year: _____ <input type="checkbox"/> First Friday in February. Year: _____ <input type="checkbox"/> First Friday in April. Year: _____
Name of Institution/Organization	
Type of Program	<input type="checkbox"/> Institution of Higher Education (IHE) <input type="checkbox"/> Independent Educator Preparation Program
Name of Educator Preparation Program Seeking Accreditation	
Degree and/or Certifications Associated with Program Seeking Accreditation	<input type="checkbox"/> Baccalaureate <input type="checkbox"/> Master's <input type="checkbox"/> Specialist or Certificate of Advanced Study <input type="checkbox"/> Doctorate <input type="checkbox"/> No Degree: Independent Certificate or Certification Program <input type="checkbox"/> No Degree: State Certification, License, Endorsement <input type="checkbox"/> Other: Specify _____
Category of Program Accreditation Sought	<input type="checkbox"/> Accredited Program <input type="checkbox"/> Accredited Program ^{PLUS}
State(s) Program Offered In	
Site(s) Program Offered At	
Number of Program Graduates or Completers (for Program Seeking Accreditation) During Most Recent Calendar Year	
If Program Candidates are Required to Pass a State Reading Exam:	<input type="checkbox"/> Name of Exam <input type="checkbox"/> Pass Rate for Most Recent Calendar Year

Section B - Reasons for Seeking IDA Program Accreditation

Briefly describe the program's reason(s) for seeking IDA Accreditation:

Section B- Program Resources

1. If this program resides within an Institution of Higher Education (IHE), it must be regionally accredited and a copy of the official letter from the accreditor indicating that the sponsoring institution holds current regional accreditation must be provided.

Institution of Higher Education: Copy of Accreditation Letter Attached

Independent Educator Preparation Program: No Accreditation Letter Required

2. List all reading and reading/language arts coursework that candidates enrolled in the program are required to complete (Prefix/Number/Title) and place an * besides coursework that the program will align with the Knowledge and Practice Standards (KPS) for Teachers of Reading. Programs are advised that *all* reading, and reading/language arts syllabi must accompany the full application even if only a subset are being aligned with the KPS. (*see Appendix I*)

3. Briefly describe the **program's physical facilities** (classrooms, offices, clinical/practicum space) that are accessible, appropriate, safe, and sufficient to achieve the program's missions and goals:

4. Briefly describe the **educational and clinical/practicum materials and technical equipment** (e.g., document cameras, LCD projectors, videoconferencing programs, etc.) that program faculty/instructors have access to in order to adequately support candidate training and practicum supervision:

5. Briefly describe **the program's access to clerical and technical staff**, including Graduate Assistants, to support the work of program faculty/instructors and the needs of candidates sufficient for the program to meet its mission and goals:

Section B. Program Curriculum and Instruction- Overview

1. Outline the program's sequence of study. Then:
 - briefly describe how this **sequence prepares candidates to pass** the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI)
 - For programs seeking Accredited Program **PLUS** accreditation, please also comment on how your program's **curriculum is delivered in a manner** sufficient for candidate to meet designated practicum expectations:

2. Briefly describe how the **program makes reasonable adaptations in curriculum, policies, and procedures** to accommodate diverse candidates and candidates with disabilities:

3. Briefly describe when and how the **program provides candidates with ongoing feedback** and/or advisement during coursework:

4. Briefly describe how the **program identifies and supports candidates in need of intervention** during coursework:

5. Briefly **describe how the program informs candidates about program-specific policies and procedures**, expectations regarding academic integrity and honesty, ethical practice, program completion requirements, pathways for professional credentialing with the Center for Effective Reading Instruction (CERI), and procedures for filing a complaint against the program.

6. Briefly **describe if and how the program evaluates and monitors candidates' professional behaviors**, skills, and practices during coursework, how concerns are addressed, and how decisions are made to suspend or exit candidates:

(END PART I OF APPLICATION)

Submit Part I as Soon as it is Complete: See Timelines

PROGRAM REVIEW AND ACCREDITATION APPLICATION COMPONENTS

PART II

Documentation of the Program's Ability to Develop Candidate Application of the KPS Through Coursework

1. List (prefix-number-name) each course syllabus (SEE [APPENDIX C](#)) submitted for review:

2. Sign below to confirm that:
 - a. Link to a Drop Box account or something similar containing a complete set of course syllabi formatted according to guidelines provided
 - b. An Accountable Reading Summary (SEE [APPENDIX D](#)) has been completed for each course syllabus and placed in a Drop Box account for reference by the Review Team

3. KPS Coverage Rubric (SEE [APPENDIX E](#)) has been completed for each standard and rubrics have been placed in a Drop Box account for reference by the review team.

PROGRAM REVIEW AND ACCREDITATION APPLICATION COMPONENTS

PART III

Accredited Program ^{PLUS} **Applicants Only**

Documentation of the Program's Ability to Develop Candidate Application of the KPS Through Practicum

1. Sign below to confirm that syllabi have been submitted for all practica and that syllabi adhere to guidelines articulated in Part II of the Handbook version of the Application:

2. Describe how your **program meets the practicum requirements for the accreditation category** that you are seeking. Minimum requirements can be found in in Section III [Overview](#) (see *page 15-16*).

3. Professionals in the field are deeply committed to ensuring that practicum supervision provides candidates with access to instructors who themselves possess the knowledge and skills to serve students' reading needs AND who possess skills in providing instructional coaching and supports to adult learners.

Please describe how your **program ensures that instructors assigned to supervise practicum possess this unique combination of skills** (e.g., selection criteria, candidate evaluations of supervisor efficacy, formal observation/evaluation by Program Director or peer review committee, etc.).

4. Describe how **your program identifies students that meet the required profile characteristics** for practicum participation for the Accreditation level that your program is seeking.

5. Provide a brief narrative description of **what the practicum execution looks like in practice**. What would reviewers “see” if they were to observe practicum being implemented? (What would the space look like; how would candidates utilize the space; how would the supervisor interact with candidates and students, etc.)

6. Sign below to confirm that:

1. A copy of:
 - a) IDA's observation and practicum evaluation rubric(s) [APPENDIX F](#) or Programs observation rubric(s) are included with this application; or
 - b) A copy of your program's observation and practicum evaluation rubric(s) are included with the application
2. A detailed portfolio or case study (preferably from the same instructor / student in video).
3. Video footage of practicum has been prepared for the Review Team according to guidelines provided in [APPENDIX G](#).
4. Copies of the following have been submitted with this application in order to facilitate a review of the practicum video footage:
 - a) Signed Consent(s) to Film
 - b) Student's Baseline Assessment
 - c) Candidate's Lesson Plan with Notes Taken During Lesson
 - d) Supervisor's Observation Notes
 - e) Completed Observation Rubric(s)
 - f) Current Practicum Syllabus (SEE [APPENDIX C](#))
 - g) Name and contact information for supervisor and candidate featured in footage and permission to contact these individuals for interview purposes

7. Provide links to YouTube video footage of practicum:

PROGRAM REVIEW AND ACCREDITATION APPLICATION COMPONENTS

PART IV

Faculty Credentials

Sign below to confirm that the following documents have been uploaded to DropBox for access by the Review Team:

1. a copy of each faculty member/instructor/practicum supervisor's resume (applicants are advised that resumes should be abbreviated to include relevant work experience from the past 10 years that is directly related to their ability to prepare candidates to master those KPS that are included on their course and/or practicum syllabi²);

² Please note that reviewers will be looking for evidence that the presentations, publications, service-related initiatives, and personal professional development activities of the instructor are meaningfully aligned with the KPS listed on their course/practicum syllabi.

2. Completed *Statement(s) of Professional Expertise* (template provided) for each faculty member/instructor/practicum supervisor; (SEE [APPENDIX H](#))
3. Table 3: *Summary of Instructor and Practicum Supervisor Credentials* (template provided). (SEE [APPENDIX I](#))

PROGRAM REVIEW AND ACCREDITATION APPLICATION COMPONENTS

PART V
Impact Metrics

All Program seeking IDA Program Accreditation are required to select form one of two impact metrics designed to evaluate candidates’ mastery of the KPS at program completion. Programs should reference [APPENDIX J](#) for an overview of the available options, then respond to the following questions:

Which metric will the program be requiring of candidates in order to ensure mastery of the KPS? (check one box):

Option I: Candidates will be required to sit for the KPEERI.

For Programs selecting **Option I:** the IDA Accreditation Manager will contact the Program Director to arrange a discounted KPEERI rate for candidates.

Please describe below how you will collect the KPERRI data from CERI and how you will evaluate your programs impact on candidate’s achievement on the KPERRI.

OR

Option II: Candidates will be required to complete a set of six KPS-Aligned Key Assessments (SEE [APPENDIX K](#))

For Programs selecting **Option II:** [Appendix J](#) must be completed and submitted in full for each of the six required Key Assessments.

Please describe below how you will collect your Key Assessment data and how you will evaluate your programs impact on candidate’s achievement (strength/weakness).

Sign below to confirm that [Appendix F](#) has been completed and submitted in full with this application:

APPENDICES

APPENDIX A

ABBREVIATED SUMMARY OF THE KPS

Does Not Include Knowledge and Practice Examples

Standard 1: Foundations of Literacy Acquisition	
1.1	Understand the (5) language processing requirements of proficient reading and writing: Phonological, Orthographic, Semantic, Syntactic, Discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phoneme awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.8	Know phases in the typical developmental progression of: Oral Language, Phoneme Awareness, Decoding Skills, Printed Word Recognition, Spelling, Reading Fluency, Reading Comprehension, and Written Expression.
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	
2.1	Recognize the tenets of the (2003) IDA definition of Dyslexia, or any accepted revisions thereof.
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including Dyslexia and other reading and language disability subtypes.
2.3	Identify the distinguishing characteristics of Dyslexia.
2.4	Understand how reading disabilities vary in presentation and degree.
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
Standard 3: Assessment	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.2	Understand basic principles of test construction and formats (e.g. reliability, validity, criterion, normed, etc.).
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum Based Measures, including graphing techniques.
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
3.8	Integrate, summarize and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

Standard 4: Structured Literacy™ Instruction	
Substandard A: Essential Principles and Practices of Structured Literacy™ Instruction	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including: explicit, systematic, cumulative, teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multi-sensory and multimodal language learning techniques.
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
Substandard B: Phonological and Phonemic Awareness	
4B.1	Understand rationale for/ Identify, pronounce, classify, and compare all of the consonant phonemes and all of the vowel phonemes of English.
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.
4B.3	Understand/apply in practice considerations for phoneme awareness difficulties.
4B.4	Know/apply in practice consideration for the progression of phoneme awareness skill development, across age and grade.
4B.5	Know/apply in practice considerations for the general and specific goals of phoneme awareness instruction.
4B.6	Know/apply in practice considerations for the principles of phoneme awareness instruction: brief, multisensory, conceptual, articulatory, auditory verbal.
4B.7	Know/apply in practice considerations for the utility of print and on-line resources for obtaining information about languages other than English.
Substandard C: Phonics and Word Recognition	
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single and multi-syllable regular word reading.
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
4C.4	Know/apply in practice considerations for using multi-sensory routines to enhance student engagement and memory.
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multi-syllabic words.
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
Substandard D: Automatic, Fluent Reading of Text	
4D.1	Know/apply in practice considerations for the role of fluent word level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress monitoring practices.
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Substandard E: Vocabulary	
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
Substandard F: Listening and Reading Comprehension	
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text comprehension processes.
Substandard G: Written Expression	
4G.1	Understand the major skill domains that contribute to written expression.
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

Standard 5: Professional Dispositions and Practices	
5.1	Strive to do no harm and to act in the best interest of struggling readers and readers with Dyslexia and other reading disorders.
5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.
5.4	Respect objectivity by reporting assessment and treatment results accurately, honestly, and truthfully.
5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.
5.6	Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.
5.7	Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.
5.8	Support just treatment of individuals with Dyslexia and related learning difficulties.
5.9	Respect confidentiality of students or clients.
5.10	Respect the intellectual property of others.

APPENDIX B

CROSSWALK BETWEEN RETIRED 2010 KPS AND THE NEWLY ADOPTED 2018 KPS

The purpose of this document is to support Accredited Programs in their efforts to bring coursework aligned with the 2010 Knowledge and Practice Standards for Teachers of Reading (KPS) into compliance with the newly adopted 2018 KPS.

The 2018 KPS consists of Standards and Sub-Standards that reference examples of coursework and practicum/fieldwork expectations.

Knowledge and Practice Standards for Teachers of Reading 2010-2018 CROSSWALK		
2010	2018 <i>Standard Only: Does Not Include Knowledge and Practice Examples</i>	
	Standard I: Foundations of Literacy Acquisition	
A1	1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
NEW	1.2	Understand that learning to read, for most people, requires explicit instruction.
A5, E1, E5	1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
A2	1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
A3	1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
A2	1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
C1	1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
A4	1.8	Know phases in the typical developmental progression of: oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
A6	1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia		
C2	2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
C6	2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
C4	2.3	Identify the distinguishing characteristics of dyslexia.
C3	2.4	Understand how reading disabilities vary in presentation and degree.
C5	2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
Standard 3: Assessment		
D1	3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
D2 Part I	3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed, etc.).
NEW Implied by D4	3.3	Interpret basic statistics commonly utilized in formal and informal assessment.
D2 Part 2	3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.

D3	3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum Based Measures, including graphing techniques.
D4	3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
D5	3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
NEW Implied D5, D6	3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.
Standard 4: Structured Literacy Instruction		
Substandard A: Essential Principles and Practices of Structured Literacy Instruction		
NEW Embedded E-1.4, E-2.2, E-2.3, E-4.2	4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
E-2.3	4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
E-2.5	4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
Substandard B: Phonological and Phonemic Awareness		
B1	4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
E-1.2	4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.
NEW	4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.
E-1.2	4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
E-1.1	4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
E-1.4	4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
E-1.6	4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.
Substandard C: Phonics and Word Recognition		
B2, B3, B4, B6, B7	4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
E-2.1	4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
E-2.4	4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
E-2.3	4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.
E-2.5	4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
B5	4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
NEW	4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.
NEW	4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
Substandard D: Automatic, Fluent Reading of Text		
E-3.1	4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
E-3.3, E-3.4, E-3.5	4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.
E-3.2	4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
E-3.2	4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Substandard E: Vocabulary		
E-4.1	4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
E-4.5	4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
E-4.2	4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
E-4.2 E-4.3	4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
Substandard F: Listening and Reading Comprehension		
E-5.1	4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.
E-5.2	4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
NEW, B9, E-5.4	4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
E-5.1	4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
E-5.5	4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.
Substandard G: Written Expression		
E-6	4G.1	Understand the major skill domains that contribute to written expression.
E-6	4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
NEW	4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.
NEW	4G.4	Know/apply in practice considerations for the developmental phases of the writing process.
E-6	4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.
Standard 5: Professional Dispositions and Practices		
5.1	5.1	Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.
5.2	5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
5.3	5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.
5.4	5.4	Respect objectivity by reporting assessment and treatment results accurately, and truthfully.
5.5	5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.
5.6	5.6	Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.
5.7	5.7	Avoid conflicts of interest when possible, and acknowledge conflicts of interest when they occur.
5.8	5.8	Support just treatment of individuals with dyslexia and related learning difficulties.
5.9	5.9	Respect confidentiality of students or clients.
5.10	5.10	Respect the intellectual property of others.

APPENDIX C

SYLLABUS GUIDELINES

All syllabi must include the following components:

1. KPS Statement:

The International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading Coursework is aligned with IDA's Knowledge and Practice Standards (KPS) for Teachers of Reading. The KPS outline the knowledge and skill that all teachers of reading should possess. Standard 1 addresses foundational concepts, derived from interdisciplinary research, about reading development and reading difficulties. Standard 2 covers knowledge of diverse reading profiles, including dyslexia. Standard 3 pertains to knowledge of assessment. Standard 4 addresses Structured Literacy™ teaching, offering detailed guidance with regard to the nature of effective instruction in each major domain (phonological sensitivity and phoneme awareness; phonics and word recognition; reading fluency; vocabulary; listening and reading comprehension; and written expression). Standard 4 also offers guidance regarding expectations for teachers engaged in field work or practicum (e.g., in interpretation of assessments, planning differentiated instruction, lesson design, corrective feedback, and so forth). Standard 5 delineates ethical standards for the profession. A copy of the KPS can be found here: <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5yt11wk>.

2. Course instructor name, email
3. Course catalog (or published) description
4. For Practicum: Course cap (the maximum number of candidates that can enroll in the course)
5. Course calendar to include: meeting session number; dates; times
6. Required assignments: activities; accountable reading
7. End of day assessment; quiz

Practicum syllabi must:

- ✓ Require candidates to maintain a practicum portfolio that includes the following components:
 1. PART A: Pre-Instruction
 1. Student Demographics
 2. Record Review
 3. Pre-Assessment - Results to Guide Instruction
 4. Instructional Goals – Developed in Response to Pre-Assessment and Record Review
 5. Proposed Scope and Sequence of Instruction with Rationale
 6. Proposed Progress Monitoring Plan (Measures, Frequency, Decision Rules)
 2. Part B: During Instruction
 1. Lesson Plans with Student Artifacts and Candidate Reflections
 2. Formal Lesson Observations Completed by Supervisor with Candidate Reflection/Response
 3. Completed IDA Practicum Evaluation Rubric (SEE: [APPENDIX C](#)) or Programs Evaluation Rubric
 3. Part C: Post-Instruction
 1. Post-Assessment Results
 2. Statement/Discussion of Impact
 3. Proposed Recommended Next Steps with Rationale

Programs may use their own KPS-aligned practicum evaluation rubrics to support individual observations. Either the IDA's or the Program's rubric should be used in part to determine the candidate's final grade and whether or not the candidate has met the performance standards of the program itself.

A copy of completed IDA Summative Practicum Evaluation Rubrics or the Program's Evaluation Rubric should be provided to the candidate and should be retained for Year 3 Interim Report(ing) and re-accreditation application purposes.

APPENDIX D
ACCOUNTABLE READING SUMMARY

To Be Completed for Each Course Submitted for Review

All readings listed on syllabi are expected to:

- Appear on the course calendar in APA format.
- Be accompanied by parenthetical reference to KPS citations that they are aligned with, if applicable (e.g. KPS 4A.1)
- Be accompanied by a brief statement indicating how it is that the instructor will monitor candidates' understanding of readings (*e.g. Quick Write, Facilitated Discussion, Threaded Discussion, etc.*): this must be apparent on the syllabus (SEE [APPENDIX C](#)) as well.

Record KPS-aligned readings assigned for designated weeks below. There is no need to include non-KPS aligned readings here.

Rows may be added/deleted: once completed, the following template may be embedded into an instructor's syllabus.

WEEK	ASSIGNED READINGS (APA FORMAT)	KPS ALIGNMENT	HOW INSTRUCTOR MONITORS CANDIDATE UNDERSTANDING
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

APPENDIX E

KPS Coverage Rubric

DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

<p align="center">KPS STANDARD 1 FOUNDATIONS OF LITERACY ACQUISITION</p>		ACCOUNTABLE READING	KEY ASSESSMENT ⁵	Score
		<p align="center">COURSE and DATE</p> <p align="center">Ex. RLD 429: September 2</p>	<p align="center">KPEERI OR Key Assessment Number/ When Administered Ex. Key Assessment 2: RLD 429</p>	
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.			
1.2	Understand that learning to read, for most people, requires explicit instruction.			
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.			
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.			
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.			
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.			
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).			
1.8	Know phases in the typical developmental progression of: oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.			
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.			
REVIEW TEAM USE				
<p>KPS 1 ACCREDITATION CRITERIA:</p> <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 15-18 ▪ SUBSTANDARDS DEVELOPING: 10-14 • SUBSTANDARDS NOT MET: 0-9 			<p>KPS STANDARD 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

KPS Coverage Rubric

DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

KPS STANDARD 2 KNOWLEDGE OF DIVERSE READING PROFILES, INCLUDING DYSLEXIA		ACCOUNTABLE READING	KEY ASSESSMENT ⁷	Score
		COURSE and DATE Ex. RLD 429: September 2	KPEERI OR Key Assessment Number/ When Administered Ex. Key Assessment 2: RLD 429	
2.1	Recognize the tenets of the (2003) IDA definition of Dyslexia, or any accepted revisions thereof.			
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including Dyslexia and other reading and language disability subtypes.			
2.3	Identify the distinguishing characteristics of Dyslexia.			
2.4	Understand how reading disabilities vary in presentation and degree.			
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.			
REVIEW TEAM USE				
KPS 2 ACCREDITATION CRITERIA: <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 8-10 ▪ SUBSTANDARDS DEVELOPING: 6-7 • SUBSTANDARDS NOT MET: 0-5 			KPS STANDARD 1: <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

KPS Coverage Rubric
 DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY
 ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

KPS STANDARD 3 ASSESSMENT		ACCOUNTABLE READING	KEY ASSESSMENT ⁹	Score
		COURSE and DATE Ex. RLD 429: September 2	KPEERI OR Key Assessment Number/ When Administered Ex. Key Assessment 2: RLD 429	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.			
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed, etc.).			
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.			
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.			
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum Based Measures, including graphing techniques.			
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.			
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.			
3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.			
REVIEW TEAM USE				
KPS 3 ACCREDITATION CRITERIA: <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 13-16 ▪ SUBSTANDARDS DEVELOPING: 9-12 • SUBSTANDARDS NOT MET: 0-8 			KPS STANDARD 1: <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

KPS Coverage Rubric

DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

KPS STANDARD 4A STRUCTURED LITERACY™ INSTRUCTION: ESSENTIAL PRINCIPLES AND PRACTICES OF STRUCTURED LITERACY™ INSTRUCTION		ACCOUNTABLE READING	KEY ASSESSMENT ¹¹	Score
		COURSE and DATE Ex. RLD 429: September 2	KPEERI OR Key Assessment Number/ When Administere Ex. Key Assessment 2: RLD 429	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.			
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.			
4A.3	Understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. _____			
REVIEW TEAM USE				
KPS 4A ACCREDITATION CRITERIA: <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 5-6 ▪ SUBSTANDARDS DEVELOPING: 3-4 • SUBSTANDARDS NOT MET: 0-2 			KPS STANDARD 1: <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

KPS Coverage Rubric

DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

KPS STANDARD 4B STRUCTURED LITERACY™ INSTRUCTION: PHONOLOGICAL AND PHONEMIC AWARENESS		ACCOUNTABLE READING	KEY ASSESSMENT ¹³	Score
		COURSE and DATE Ex. RLD 429: September 2	KPEERI OR Key Assessment Number/ When Administered Ex. Key Assessment 2: RLD 429	
4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.			
4B.2	Understand/apply in practice considerations for categories of phonological sensitivity.			
4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.			
4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.			
4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.			
4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.			
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.			
REVIEW TEAM USE				
KPS 4B ACCREDITATION CRITERIA: <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 11-14 ▪ SUBSTANDARDS DEVELOPING: 8-10 • SUBSTANDARDS NOT MET: 0-7 			KPS STANDARD 1: <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

KPS Coverage Rubric

DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

KPS STANDARD 4C STRUCTURED LITERACY™ INSTRUCTION: PHONICS AND WORD RECOGNITION		ACCOUNTABLE READING	KEY ASSESSMENT ¹⁵	Score
		COURSE and DATE Ex. RLD 429: September 2	KPEERI OR Key Assessment Number/ When Administere Ex. Key Assessment 2: RLD 429	
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.			
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.			
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.			
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.			
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.			
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.			
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.			
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.			
REVIEW TEAM USE				
KPS 4C ACCREDITATION CRITERIA: <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 13-16 ▪ SUBSTANDARDS DEVELOPING: 9-12 • SUBSTANDARDS NOT MET: 0-8 			KPS STANDARD 1: <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

KPS Coverage Rubric
 DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY
 ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

KPS STANDARD 4D STRUCTURED LITERACY™ INSTRUCTION: AUTOMATIC, FLUENT READING OF TEXT		ACCOUNTABLE READING	KEY ASSESSMENT¹⁷	Score
		COURSE and DATE Ex. RLD 429: September 2	KPEERI OR Key Assessment Number/ When Administered Ex. Key Assessment 2: RLD 429	
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.			
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.			
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and <u>progress-monitoring</u> practices.			
4D.4	Know/apply in practice <u>considerations</u> for appropriate uses of assistive technology for students with serious limitations in reading fluency.			
REVIEW TEAM USE				
KPS 4D ACCREDITATION CRITERIA: <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 7-8 ▪ SUBSTANDARDS DEVELOPING: 5-6 • SUBSTANDARDS NOT MET: 0-4 			KPS STANDARD 1: <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

KPS Coverage Rubric

DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

KPS STANDARD 4E STRUCTURED LITERACY™ INSTRUCTION: VOCABULARY		ACCOUNTABLE READING	KEY ASSESSMENT ¹⁹	Score
		COURSE and DATE Ex. RLD 429: September 2	KPEERI OR Key Assessment Number/ When Administered Ex. Key Assessment 2: RLD 429	
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.			
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.			
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.			
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.			
REVIEW TEAM USE				
KPS 4E ACCREDITATION CRITERIA: <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 7-8 ▪ SUBSTANDARDS DEVELOPING: 5-6 • SUBSTANDARDS NOT MET: 0-4 			KPS STANDARD 1: <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

KPS Coverage Rubric
 DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY
 ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

KPS STANDARD 4F STRUCTURED LITERACY™ INSTRUCTION: LISTENING AND READING COMPREHENSION		ACCOUNTABLE READING	KEY ASSESSMENT ²¹	Score
		COURSE and DATE Ex. RLD 429: September 2	KPEERI OR Key Assessment Number/ When Administered Ex. Key Assessment 2: RLD 429	
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.			
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.			
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.			
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.			
4F.5	Know/apply in practice considerations for the teacher’s role as an active mediator of text-comprehension processes.			
REVIEW TEAM USE				
KPS 4F ACCREDITATION CRITERIA: <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 8-10 ▪ SUBSTANDARDS DEVELOPING: 6-7 • SUBSTANDARDS NOT MET: 0-5 			KPS STANDARD 1: <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

KPS Coverage Rubric

DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

KPS STANDARD 4G STRUCTURED LITERACY™ INSTRUCTION: WRITTEN EXPRESSION		ACCOUNTABLE READING	KEY ASSESSMENT ²³	Score
		COURSE and DATE Ex. RLD 429: September 2	KPEERI OR Key Assessment Number/ When Administered Ex. Key Assessment 2: RLD 429	
4G.1	Understand the major skill domains that contribute to written expression.			
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.			
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.			
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.			
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.			
REVIEW TEAM USE				
KPS 4G ACCREDITATION CRITERIA: <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 8-10 ▪ SUBSTANDARDS DEVELOPING: 6-7 • SUBSTANDARDS NOT MET: 0-5 			KPS STANDARD 1: <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

KPS Coverage Rubric

DOCUMENTING COVERAGE OF THE KPS THROUGH ACCOUNTABLE READINGS AND KEY ASSESSMENTS NOTE: KPS MARKED WITH AN * MUST BE AT TARGET

KPS STANDARD 5 PROFESSIONAL DISPOSITIONS AND PRACTICE		ACCOUNTABLE READING	KEY ASSESSMENT ²⁵	Score
		COURSE and DATE Ex. RLD 429: September 2	KPEERI OR Key Assessment Number/ When Administered Ex. Key Assessment 2: RLD 429	
5.1	Strive to do no harm and to act in the best interests of struggling readers and readers with Dyslexia and other reading disorders.			
5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.			
5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.			
5.4	Respect objectivity by reporting assessment and treatment results accurately, and truthfully.			
5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.			
5.6	Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.			
5.7	Avoid conflicts of interest when possible, and acknowledge conflicts of interest when they occur.			
5.8	Support just treatment of individuals with Dyslexia and related learning difficulties.			
5.9	Respect confidentiality of students or clients.			
5.10	Respect the intellectual property of others.			
REVIEW TEAM USE				
KPS 5 ACCREDITATION CRITERIA: <ul style="list-style-type: none"> ▪ SUBSTANDARDS TARGET: 16-20 ▪ SUBSTANDARDS DEVELOPING: 11-15 • SUBSTANDARDS NOT MET: 0-10 			KPS STANDARD 1: <ul style="list-style-type: none"> <input type="checkbox"/> MET <input type="checkbox"/> DEVELOPING <input type="checkbox"/> NOT MET 	

Program: _____
 OBS. Date: _____ OBS #: _____
 Candidate: _____



Appendix F
IDA Practicum Rubric
Accreditation PLUS

Program: _____
 OBS. Date: _____ OBS #: _____
 Candidate: _____

SUMMATIVE PRACTICUM EVALUATION: PRINCIPLES OF STRUCTURED LITERACY™ OBSERVED DURING TEACHING
 Principle Target(s) Observed with Quality Ratings (met – 2 pts, developing – 1 pts, not met – 0 pts)

Instructional Components: *Educator Training Initiatives Brief: Structured Literacy™: An Introductory Guide; IDA 2019*

KPS	PRINCIPLE	√ OBSERVED PRINCIPLES	QUALITY RATING OF TARGETS <i>Throughout Lesson</i>	NOTES
4A.1	State Goals and Purpose	Instructional tasks are modeled and clearly explained, especially when first introduced or when a child is having difficulty. <input type="checkbox"/> Clearly states the goal or purpose <input type="checkbox"/> Proceeds in step-by-step fashion <input type="checkbox"/> Speaks clearly and makes eye contact		
4A.1	Explicit Instruction	Highly explicit instruction is provided. (not only in important foundational skills such as decoding and spelling, but also in higher-level aspects of literacy such as syntax, reading comprehension, and text composition) <input type="checkbox"/> Sets the purpose for the instruction <input type="checkbox"/> Identifies important details of new concept <input type="checkbox"/> Instructions have only one interpretation <input type="checkbox"/> Makes connections to previously learned information/ material		
4A.1	Systematic Instruction	Important prerequisite skills are taught before students are expected to learn more advanced skills. <input type="checkbox"/> Set clear, specific, challenging, and measurable goals <input type="checkbox"/> Organize and sequence lesson logically <input type="checkbox"/> Support students in organizing new knowledge by providing scaffolds and structures for learning		
4A.1	Meaningful Interactions	Meaningful interactions with language occur during the lesson. <input type="checkbox"/> Provides & elicits background information <input type="checkbox"/> Emphasizes key features of new concepts <input type="checkbox"/> Uses visuals/manipulatives to teach content as necessary <input type="checkbox"/> Makes conceptual relationships overt <input type="checkbox"/> Engages students in discourse around new concepts		

Educator Training Initiatives Brief: Structured Literacy™: An Introductory Guide; IDA 2019

4A.1	Multiple Opportunities	<p>Multiple opportunities are provided to practice instructional tasks.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides more than one opportunity to practice each new skill <input type="checkbox"/> Provides opportunities for practice after each step in instruction <input type="checkbox"/> Provides extra practice based on accuracy of student responses 		
4A.1	Immediate Feedback	<p>Well targeted corrective feedback is provided after initial student responses.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct responses: provides affirmations <input type="checkbox"/> Error responses: provides prompt correction with model <input type="checkbox"/> Limit corrective language to task at hand <input type="checkbox"/> Ensures mastery before moving on 		
4A.1	Motivation	<p>Student effort is encouraged.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides feedback during & after task completion <input type="checkbox"/> Provides specific feedback about student's accuracy and/or effort <input type="checkbox"/> Majority of feedback is positive <input type="checkbox"/> Celebrates or displays examples of student success in reading 		
4A.1	Scaffolding	<p>Lesson engagement during teacher-led instruction is monitored and scaffolded.</p> <p style="text-align: center;">“I do..., We do...”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employs previously taught independent work routines & procedures <input type="checkbox"/> Models task before allowing students to work independently <input type="checkbox"/> Checks for student understanding of tasks <input type="checkbox"/> Encourages use of previously learned strategies or routines when students come to a task they don't understand <input type="checkbox"/> Independent work completed w/ high level of accuracy 		
4A.1	Engagement	<p>Lesson engagement during independent work is monitored and facilitated.</p> <p style="text-align: center;">“You do...”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gains student attention before initiating instruction <input type="checkbox"/> Paces lesson to maintain attention <input type="checkbox"/> Maintains close proximity to students <input type="checkbox"/> Transitions quickly between tasks <input type="checkbox"/> Intervenes w/ off-task students to maintain their focus 		
4A.1	Student Performance	<p>Students successfully complete activities at a high criterion level of performance before moving on to more advanced skills.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Elicits high % age of accurate responses from group <input type="checkbox"/> Elicits high % age of accurate responses <input type="checkbox"/> Holds same standard of accuracy for high and low performers 		

Additional Comments from Supervisor:



Educator Training Initiatives Brief: Structured Literacy™: An Introductory Guide; IDA 2019



Appendix F
IDA Practicum Rubric
Accreditation PLUS

Program: _____
 OBS. Date: _____ OBS #: _____
 Candidate: _____

Program: _____
 OBS. Date: _____ OBS #: _____
 Candidate: _____

SUMMATIVE PRACTICUM EVALUATION RUBRIC: PHONICS LESSON PLANNING AND DELIVERY Principle Target(s) Observed with Quality Ratings (met – 2 pts, developing – 1 pts, not met – 0 pts)				
KPS	PRACTICE	√ OBSERVED PRACTICES	QUALITY RATING OF TARGETS <i>Throughout Lesson</i>	INSTRUCTIONAL GROWTH TARGETS <i>Identify Areas of Improvement: Accuracy and/or Consistency</i>
5.1 5.4 5.9 5.10	Professional Dispositions	<input type="checkbox"/> Strive to do no harm and to act in the best interest of struggling readers and readers with Dyslexia and other reading disorders. <input type="checkbox"/> Respect objectivity by reporting assessment and treatment results accurately, honestly, and truthfully <input type="checkbox"/> Respect confidentiality of students or clients. <input type="checkbox"/> Respect the intellectual property of others.		
3.5 4B.4 4C.2 4G.3	Pre-Instruction	<input type="checkbox"/> Materials/setting properly prepared and organized <input type="checkbox"/> Utilizes a sound scope and sequence of instruction <input type="checkbox"/> Activities appropriate for student’s developmental level <input type="checkbox"/> Effectively selects, administers, scores, interprets, graphs CBMs to monitor student progress		
4A.2 4A.3 4C.4 4C.5 4D.4	Differentiation <i>NOTE: Only Warranted Indicators Must Be Observed</i>	<input type="checkbox"/> Adapts the length of tasks, time limits, scaffolds to enable student success and progress <input type="checkbox"/> Utilizes tactile and kinesthetic aids, as warranted <input type="checkbox"/> Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed		
4G.1 4G.2	Handwriting	<input type="checkbox"/> Models letter formation with VAKT support <input type="checkbox"/> Groups letters for practice that require similar motor patterns, and explicitly teach those basic pencil strokes <input type="checkbox"/> Build fluency in letter formation through frequent, distributed practice and brief, timed activities		
4B.1- 4B.7	Phonemic Awareness Warmup	<input type="checkbox"/> Utilizes instructional routines to teach key skills <input type="checkbox"/> EL: Explicitly teaches phonemes not present in L1, as warranted		
4C.2	Introduction and Review of Sound Spellings	Utilizes routines to effectively teach/develop: <input type="checkbox"/> letter-sound associations		
4C.1 4C.2 4C.7	Phonics Concept + Blending Routines	Utilizes routines to teach/develop: <input type="checkbox"/> regular word reading through syllable instruction (marking, sorting) <input type="checkbox"/> multi-syllable word reading through use of a variety of strategies, including syllable division and isolation of roots and affixes Utilizes routines to teach/develop: <input type="checkbox"/> blending skills to support accurate regular word reading		

Additional Comments from Supervisor:

APPENDIX G

GUIDELINES FOR PREPARING AND SUBMITTING PRACTICUM VIDEO FOOTAGE

Requirements:

Good lighting, audio, camera angles are essential. A camera set on a tripod beside the teacher and student is recommended over a moving camera, which can be distracting. The camera angle should capture the candidate, student, student's work in progress, and the location of the supervisor.

Programs are required to submit two videos:

1. Video of candidate delivering a complete phonics lesson to a student.

2. Video of the practicum supervisor conferencing with the candidate after the lesson.

To establish a private YouTube channel, programs should follow these steps:

Programs should establish a PRIVATE YouTube channel where a copy of the practicum video(s) will be uploaded so they can be located by the IDA Program Review and Accreditation Team. Private channels are not accessible to the public.

1. Go to YouTube.com, click on the section where it says signup in the top corner of the screen.

2. Create a username under the signup screen, which will be visible to your users.
Enter your email address, location, postal code, date of birth and gender.

3. Deselect the option, "Let others find my channel on YouTube if they have my email address." Review the terms of use and click, "I accept" to proceed.

4. Choose a password and re-enter that password in the box below.
Enable or disable web history depending on your personal preferences.
Complete the word verification at the bottom of the screen and click, "Create my new account."

5. Check your email for an email from YouTube.
The email will provide you with instructions necessary to verify your account, follow all instructions and verify your account.

6. Sign into your YouTube account.
Click on your channel located at the upper right corner of the screen.
Once you are on channel go to "settings" menu located above your selected videos.

7. Select, "no" under the make channel visible option.
This will keep your YouTube channel from being visible to the general public.
Click, "Save Changes."

To upload a video to YouTube, follow these steps:

1. Log in to YouTube
2. Choose the upload arrow button near the upper right-hand corner of the page.
3. Set an “UNLISTED” privacy setting on your video. This will allow only those people with a link to the video to view it.
4. Click the large arrow button and select the video you want to upload from your files or drag and drop the file. You will see the progress of the upload on a status bar.
5. Once uploaded, the video has to “process”. Again, the status bar will show the progress of the video processing.
6. You will be asked to title your video. Please use these formats:
 - a. Name of Program – Practicum Video
 - b. Name of Program-Practicum Conference Video
7. Your videos will have unique URLs that you must share with the Review Team Chair for distribution.

To share your video with the Review Team Chair:

1. Email him/her a copy of the URLs that accompany each of your videos. Be sure to confirm receipt and functionality.

APPENDIX H
STATEMENT OF PROFESSIONAL EXPERTISE

STATEMENT OF PROFESSIONAL EXPERTISE			
TO BE COMPLETED BY ALL COURSE INSTRUCTORS AND PRACTICUM SUPERVISORS			
Instructor			
Email			
Course 1 Prefix, Number, Title		Primary KPS Addressed by Course 1	
Course 2 Prefix, Number, Title		Primary KPS Addressed by Course 2	
Course 3 Prefix, Number, Title		Primary KPS Addressed by Course 3	
Course 4 Prefix, Number, Title		Primary KPS Addressed by Course 4	

IDA recognizes the multiple pathways that lead to teaching/training/supervision/coaching excellence.

Please share with the IDA Program Accreditation Review Team how it is that you acquired knowledge and skill associated with the KPS cited above sufficient to prepare, supervise, and/or evaluate others en route to developing the same. Whenever possible, please cite evidence from your resume.

APPENDIX I

SUMMARY OF INSTRUCTOR AND PRACTICUM SUPERVISOR CREDENTIALS

Programs are required to document that instructors and practicum supervisors possess adequate content knowledge, literacy coaching coursework or experience, and practical experience sufficient to effectively deliver KPS-aligned content instruction and to supervise KPS-aligned practicum.

MEETING INSTRUCTOR AND PRACTICUM SUPERVISOR REQUIREMENTS	
Content Knowledge	<i>Evidence of:</i> A. Passing Score on KPEERI
Literacy Coaching	<i>Evidence of <u>One</u> of the Following (must for Accreditation PLUS):</i> A. Literacy Coaching Coursework/Training in Literacy Coaching on Transcript; or, B. Trainer or Supervisor-Level Coaching Credential
Practical Experience	Evidence of a minimum of <u>three years' practical experience</u> , including evidence of <u>two</u> of the following as documented on the Transcript or Resume: A. Intervention Experience: experience delivering KPS-aligned Structured Literacy™ interventions for students with remedial reading needs, including those with profiles characteristic of Dyslexia; B. Consulting Experience: experience consulting with schools/districts re: designing, implementing, and monitoring the provision of KPS-aligned Structured Literacy™ interventions for students with remedial reading needs, including those with profiles characteristic of Dyslexia; C. Supervision Experience: experience supervising teacher candidates in delivering KPS-aligned Structured Literacy™ interventions for students with remedial reading needs, including those with profiles characteristic of Dyslexia.
Candidate Development	<i>Submission of Each of the Following at Year 3 Interim Report:</i> A. Exemplar Candidate Portfolio (electronic submission) B. Two Cycles of Summative Candidate Performance Data Using IDA Practicum Rubric (disaggregated) C. Two Cycles of Summative Practicum Supervisor Evaluation Data (quantitative and qualitative)

Documentation of Practicum Supervisor Credentials Against Stated Requirements					
Instructor/Supervisor's Name	Assigned Courses	Passing Score on KPEERI (Required)	Literacy Coaching Evidence	Practical Experience Evidence	Candidate Development Evidence Submitted? (Required in Year 3)
		<input type="checkbox"/> Yes	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	<input type="checkbox"/> Not Required <input type="checkbox"/> Yes
		<input type="checkbox"/> Yes	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	<input type="checkbox"/> Not Required <input type="checkbox"/> Yes
		<input type="checkbox"/> Yes	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	<input type="checkbox"/> Not Required <input type="checkbox"/> Yes
		<input type="checkbox"/> Yes	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	<input type="checkbox"/> Not Required <input type="checkbox"/> Yes

APPENDIX J IMPACT METRICS

Option I: Require candidates to sit for the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI), formerly the Certification Examination for Effective Reading Instruction (CEERI), as a requirement of program completion.

The 110-item, computer-based KPEERI exam was developed under the guidance of Applied Measurement Professionals (AMP), with the input of 1,200 educators. The exam, available in multiple forms, reflects the full scope of the KPS and includes three types of items:

1. Recall (34%)
2. Application (48%)
3. Analysis (18%)

Sample exam items and a detailed content outline can be found here: <https://effectivereading.org/wp-content/uploads/2018/04/Exam-Sample.pdf>.

Programs opting for this choice are eligible to secure a significantly reduced examination registration rate for candidates (\$100 versus \$150) and will receive an annual performance report that can be used to: (a) help inform curricular refinements; and (b) populate the Year Three Interim Report (see below). It is important to note that candidates who pass the KPEERI are eligible for a credential with IDA's subsidiary, the Center for Effective Reading Instruction (CERI). More information about certification requirements can be found here: www.effectivereading.org.

Programs choosing this option will receive a registration code to share with candidates.

Option II: Key Assessments are a coordinated set of KPS-aligned assessments administered to ALL program candidates and key points of their studies. These assessments are designed to measure candidate knowledge/skill related to a particular set of KPS. Key assessments must include the following components:

1. Name of Assessment
2. Course Key Assessment is Embedded In/Week
3. KPS Alignment (see note below)
4. Description of the Assessment Provided to Candidates on Course Syllabus (SEE [APPENDIX H](#))
5. Description of Procedures for Collecting, Analyzing, Reporting, and Responding to Key Assessment Data
6. Description of Procedures for Remediating Candidates Not Meeting Benchmark Target
7. Copy of Key Assessment
8. Copy of Key Assessment Grading Rubric (if Performance Assessment or Product) OR Grading Key (if Test or Quiz)

Note: The following alignments are required:

- Key Assessment 1: KPS 1 (Foundations)
- Key Assessment 2: KPS 3 and KPS 5 (Assessment)
- Key Assessment 3: KPS 2 (Diversity)
- Key Assessment 4: KPS 4 and KPS 5 (Lesson Planning)
- Key Assessment 5: KPS 4 and KPS 5 (Lesson Delivery)
- Key Assessment 6: Program Choice
- Key Assessment 7: (OPTIONAL) Program Choice

APPENDIX K

KPS-ALIGNED KEY ASSESSMENTS

To Be Completed Only by Programs NOT Requiring Candidates to Take the KPEERI Prior to Program Completion

Key Assessment 1 FOUNDATIONS ALIGNED WITH: KPS 1	NAME OF KEY ASSESSMENT: _____ COURSE KEY ASSESSMENT IS EMBEDDED IN: _____
VERIFY: <input type="checkbox"/> If Key Assessment is a Test: Grading Key Attached <input type="checkbox"/> If Key Assessment is a Performance Assessment or Product: Exemplar and Completed Grading Rubric (Aligned with KPS) Attached	
Description of the Assessment Provided to Candidates on Course Syllabus	
Description of Procedures for Collecting, Analyzing, Reporting, Responding to Key Assessment Data	
Description of Procedures for Remediating Candidates Not Meeting Key Assessment Benchmark Standard	

Key Assessment 2

ASSESSMENT

ALIGNED WITH: KPS 3 AND KPS 5

NAME OF KEY ASSESSMENT: _____

COURSE KEY ASSESSMENT IS EMBEDDED IN: _____

VERIFY:

- If Key Assessment is a Test: Grading Key Attached
- If Key Assessment is a Performance Assessment or Product: Exemplar and Completed Grading Rubric (Aligned with KPS) Attached

Description of the Assessment Provided to Candidates on Course Syllabus

Description of Procedures for Collecting, Analyzing, Reporting, Responding to Key Assessment Data

Description of Procedures for Remediating Candidates Not Meeting Key Assessment Benchmark Standard

Key Assessment 3

DIVERSITY

ALIGNED WITH: KPS 2

NAME OF KEY ASSESSMENT: _____

COURSE KEY ASSESSMENT IS EMBEDDED IN: _____

VERIFY:

- If Key Assessment is a Test: Grading Key Attached
- If Key Assessment is a Performance Assessment or Product: Exemplar and Completed Grading Rubric (Aligned with KPS) Attached

Description of the Assessment Provided to Candidates on Course Syllabus

Description of Procedures for Collecting, Analyzing, Reporting, Responding to Key Assessment Data

Description of Procedures for Remediating Candidates Not Meeting Key Assessment Benchmark Standard

Key Assessment 4
PRINCIPLES OF LESSON PLANNING
ALIGNED WITH: KPS 4 AND KPS 5

NAME OF KEY ASSESSMENT: _____
COURSE KEY ASSESSMENT IS EMBEDDED IN: _____

VERIFY:

- If Key Assessment is a Test: Grading Key Attached
- If Key Assessment is a Performance Assessment or Product: Exemplar and Completed Grading Rubric (Aligned with KPS) Attached

Description of the Assessment Provided to Candidates on Course Syllabus

Description of Procedures for Collecting, Analyzing, Reporting, Responding to Key Assessment Data

Description of Procedures for Remediating Candidates Not Meeting Key Assessment Benchmark Standard

Key Assessment 5

PRINCIPLES OF LESSON DELIVERY

ALIGNED WITH: KPS 4 AND KPS 5

NAME OF KEY ASSESSMENT: _____

COURSE KEY ASSESSMENT IS EMBEDDED IN: _____

VERIFY:

- If Key Assessment is a Test: Grading Key Attached
- If Key Assessment is a Performance Assessment or Product: Exemplar and Completed Grading Rubric (Aligned with KPS) Attached

Description of the Assessment Provided to Candidates on Course Syllabus

Description of Procedures for Collecting, Analyzing, Reporting, Responding to Key Assessment Data

Description of Procedures for Remediating Candidates Not Meeting Key Assessment Benchmark Standard

Key Assessment 6: REQUIRED

PROGRAM CHOICE: _____

ALIGNED WITH: KPS _____

NAME OF KEY ASSESSMENT: _____

COURSE KEY ASSESSMENT IS EMBEDDED IN: _____

VERIFY:

- If Key Assessment is a Test: Grading Key Attached
- If Key Assessment is a Performance Assessment or Product: Exemplar and Completed Grading Rubric (Aligned with KPS) Attached

Description of the Assessment Provided to Candidates on Course Syllabus

Description of Procedures for Collecting, Analyzing, Reporting, Responding to Key Assessment Data

Description of Procedures for Remediating Candidates Not Meeting Key Assessment Benchmark Standard

Key Assessment 7: OPTIONAL

PROGRAM CHOICE: _____

ALIGNED WITH: KPS _____

NAME OF KEY ASSESSMENT: _____

COURSE KEY ASSESSMENT IS EMBEDDED IN: _____

VERIFY:

- If Key Assessment is a Test: Grading Key Attached
- If Key Assessment is a Performance Assessment or Product: Exemplar and Completed Grading Rubric (Aligned with KPS) Attached

Description of the Assessment Provided to Candidates on Course Syllabus

Description of Procedures for Collecting, Analyzing, Reporting, Responding to Key Assessment Data

Description of Procedures for Remediating Candidates Not Meeting Key Assessment Benchmark Standard