International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading Alignment

Standard	Substandards
Standard 1: Foundations of Literacy Acquisition	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. 1.6 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 literacy achievment.
Standard 3: 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 CBMs, including graphing techniques. 3.6 Know and utilize in practice informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing. 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 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 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.

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Standard	Substandards
Standard 4: Structured Literacy Instruction B: Phonological and Phonemic Awareness	4B.1 Understand rational 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 levels of phonological sensitivity. 4B.3 Understand/apply in practice considerations for phoneme awareness difficulties. 4B.4 Know/apply in practice considerations 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.
Standard 5: Professional Dispositions and Practices	5.1 Strive to do no harm, maintain confidentiality, and 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, 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.