# 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. |
| Standard 3: Assessment | 3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.<br><br>3.5 Understand/apply the principles of progress monitoring and reporting with CBMs, including graphing techniques. |
| 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.<br><br>4A.3 Understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning. |
| Standard 4: Structured Literacy Instruction C: Phonics & Word Recognition | 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. |
| Standard 4: Structured Literacy Instruction D. 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.<br><br>4D.2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.<br><br>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.<br><br>4D.4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency. |

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|---|---|
| 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.<br><br>5.2 Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.<br><br>5.3 Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.<br><br>5.4 Respect objectivity by reporting assessment and treatment results accurately, and truthfully.<br><br>5.5 Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.<br><br>5.6 Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.<br><br>5.7 Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.<br><br>5.8 Support just treatment of individuals with dyslexia and related learning difficulties.<br><br>5.9 Respect confidentiality of students or clients.<br><br>5.10 Respect the intellectual property of others. |