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. 1.4 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. 1.8 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.
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.3 Understand rationale for/adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
Standard 4: Structured Literacy Instruction G: Written Expression	4G.1 Understand the major skill domains that contribute to written expression. 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 use of assistive technology in written expression.

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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. 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.