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 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 F: Listening & 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.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.
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.