IDA Knowledge & Practice Standards:

Ensuring Quality in How We Teach Reading

Liz Liptak, Director of Professional Development
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Reading at the Federal Level

• 12 years since the National Reading Panel
• The end of Reading First
• Lots of talk about “teacher quality” but little on knowledge and skills required to teach reading
• Little accountability for research-based practices in schools
The State and District Level

- School budgets are tight
- Few states with rigorous teacher licensing standards (NCTQ reports)
- Few teachers trained or certified in any structured language approach
- Grants are not going towards building teaching expertise
Momentum has slowed ....

• But struggling readers remain
• NAEP scores consistently find about 35% of fourth graders reading at the “below basic” level
• Reading difficulties, including dyslexia, are common
• Effective instruction and teacher training is the key
Lots of Standards!

• Common Core State Standards
• International Reading Association standards guide university programs in reading
• Council for Exceptional Children guide programs in special education
Why IDA Standards?
IDA Standards Fill a Gap

• Common Core State Standards focus on student outcomes and college readiness
• CC do not focus on early reading skills
• CC do not address the needs of dyslexic/LD/low achievers
• IRA and CEC are too general
Vision Behind the IDA Standards

• To become “the gold standard” in what teachers need to know and demonstrate to teach reading to ALL children

• Systemic change in the way teachers and specialists are trained to work with dyslexic and other struggling readers
IDA Standards Committee

- Louisa Moats, chair
  (Reading IS Rocket Science)
- Suzanne Carreker
- Rosalie Davis
- Phyllis Meisel
- Louise-Spear Swerling
- Barbara Wilson
About the IDA Standards

• The most comprehensive, evidence-based standards for reading (74 items)
• Written for general educators/specialists
• Addresses needs of all students: dyslexic, struggling and proficient readers
• Not a curriculum, but the foundation for good reading instruction
Sections on ...

- Oral and Written Language Learning: a rich research base on these abilities
- Dyslexia and Other Language Disorders
- How to Interpret and Administer Assessments (to plan instruction)
- Ethical Standards for the Profession
Sections on ...

The Structure of Language

- Phonology (the speech sound system)
- Orthography (the spelling system, rules and patterns, six syllable types)
- Morphology (English morphemes/influences)
- Semantics (meaning)
- Discourse (different genres of text: narrative and expository; paragraphs, main idea)
Sections on ...

Structured Language Teaching

- Phonology
- Phonics and Word Study
- Fluent, Automatic Reading of Text
- Vocabulary
- Text Comprehension
- Handwriting, Spelling, Written Expression
Phonology

• The sound system of language
• Poor phonological awareness with dyslexia
• Teachers should know how phonological skills develop (e.g., listening, rhyme, sentence, syllable, onset-rime, differentiating phonemes)
• Instructional activities should include activities in identifying, blending, segmenting, substituting, and deleting sounds
Phonics and Word Study

• Decoding skills: ability to read unfamiliar words by applying knowledge of phonics
• A major weakness for students with dyslexia and other learning disabilities in reading
• Important to provide explicit and systematic instruction in the appropriate sequence
• Use multisensory and multimodal techniques: listening, speaking, movement, touch, reading, and/or writing
Fluent, Automatic Reading of Text

- Ability to read text quickly and accurately
- Essential for good comprehension (NRP)
- Research supports the role of practice
- Match students with appropriate texts according to fluency rate to promote independent oral and silent reading
Vocabulary

• Vocabulary development and knowledge plays a key role in reading comprehension
• Research supports both direct and indirect methods of instruction
• Good teaching provides wide exposure to words, both orally and through reading (important for rich vocabulary development)
Text Comprehension

- The ultimate goal of reading (instruction)
- Builds upon earlier components, as well as background knowledge and text structure
- Need to assess and pinpoint the weaknesses
- Research-based comprehension strategies: background knowledge, inferences, summarization, graphic organizers
Handwriting, Spelling, Written Expression

• Often overlooked, fluent handwriting improves written composition

• Spelling is a complex linguistic skill that reflects how well students understand language: errors reveal a lot!

• Translating ideas into language: word choice, sentence and paragraph construction; revising and editing
Effective Instruction is ...

- Structured
- Explicit
- Systematic
- Multisensory
Effective Instructors

• Trained and certified in a structured language approach
• Use Orton-Gillingham-based methods
• Titles and degrees (e.g. reading specialist, literacy instructor, M. Ed., special education) do not guarantee they have this training
Questions to Ask Service Providers:

- Do you use explicit and systematic instruction in reading?
- Are you trained/certified in a structured language reading program, such as Orton-Gillingham?
- How much experience do you have working with dyslexic children?
- Have you assessed my child’s decoding skills?
- Will my child’s IEP include science-based reading instruction?
How Standards Will be Used

• To guide course content in teacher training programs (university and independent)
• To develop an exam for IDA certification for individuals (including practicum)
• To guide instructional reading programs
• To help parents select and advocate for good teaching methods
Teacher Training in Universities: Where it All Begins

• In September 2011, IDA invited over 800 Schools of Education to have their reading programs reviewed using the IDA Standards
• January-April 2012, IDA conducted reviews and recognized nine university programs
• Mostly graduate; both general and special ed programs reviewed
• A small start, but created a dialogue
Other Teacher Training Programs

Recently recognized:

• IMSLEC (International Multisensory Structured Language Education Council)

• National Institute of Learning Development
Future Activities and Goals

• Second round of reviews in 2014
• Outreach to universities through sample course content, webinars
• Including IDA Standards in accreditation of programs through NCATE/CAEP?
• Working with states on incorporating IDA Standards into legislation, training and licensure
Future Activities (cont.)

• Development of exam and process for individual recognition/certification
• Training professionals in the Standards at all levels and through various means
Help IDA Spread the Word

• Mention the IDA Standards to faculty members, teachers, and administrators
• Cite the Standards in articles, other publications
• Explain their importance in systemic change
Contact Info:

Liz Liptak, Director of Professional Development
International Dyslexia Association
40 York Road
Baltimore, MD 21204
Email: Eliptak@interdys.org