

Coursework in a dyslexia endorsement program should be aligned with International Dyslexia Association (IDA) [Knowledge and Practice Standards \(KPS\)](#). For a complete list of concepts and applications covered under each standard please see the [IDA Knowledge and Practice Standards Document](#). A list of approved programs in Georgia that offer a Dyslexia Endorsement can be found [here](#). The Georgia Professional Standards Commission (GaPSC) Dyslexia Endorsement Rule can be found [here](#).

### Concepts that Should be Included in a Dyslexia Endorsement Program for Educators

The basic coursework guidelines presented below are aligned with International Dyslexia Association (IDA) Knowledge and Practice Standards (KPS). When searching for a Dyslexia Endorsement program, review the syllabi and course descriptions with an eye toward the content and concepts described below.

#### 1. Knowledge of Dyslexia and Other Learning Disorders

Content should provide learners with the knowledge of the definitions and characteristics of dyslexia and other related disorders. This includes dyslexia's neurobiological origins, its effect on language and literacy development, and the variations in the processing and development of the various elements of language and literacy among students with and without dyslexia, as well as aspects of cognition and behavior that might affect reading. An examination of the traits of readers with typical and atypical reading development should be covered. Content should also address the historical development of the field, relevant laws, and policies. Current federal and state laws and policies should be addressed in relation to students' right to a free and appropriate public education (FAPE) per the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

#### 2. Foundation Concepts about Oral and Written Language Learning (*typically in a Foundations of Reading and Written Expression Course*)

The course should provide an examination of the history of English and its relevance to language disabilities. All levels of expressive and receptive language, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), sentence formation (syntax) and pragmatics (social aspects of spoken and written discourse) should be explored.

#### 3. Knowledge of the Structure of Language (*typically in an Advanced Phonics and Phonemic Awareness course*)

Content should focus on cognitive development and advanced English structured language concepts relating to reading and spelling. Content ought to address accommodations, modifications and teaching strategies, including structured language techniques that may be used for students with dyslexia in the regular classroom, small group, or 1:1 setting.

#### 4. Assessment for Planning Instruction (*typically in a Diagnosis/Assessment in Reading course*)

Learners will gain an understanding of the referral, assessment, and placement process for identifying a student with dyslexia or other reading problems. Data-based decision-making is a process for making informed decisions about instructional needs, the effectiveness of instruction, and level of intensity needed within a multi-level prevention system. Data-based decision-making and progress reporting should be discussed within the context of a Multi-Tiered System of Supports (MTSS) framework, including the differences between and purposes for screening, progress-monitoring, diagnostic, and outcome assessments. Psychometric properties of tests should also be covered.

**5. Instructional Strategies in Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension** (*typically in a reading strategies course and/or a field experience or reading practicum course*)

**a. Instructional Methods**

Focus on application of explicit, systematic, cumulative teaching strategies for readers who struggle in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. Candidates will demonstrate competence in the use of evidence-based interventions for teaching language comprehension, literacy, and writing, including accommodations for students displaying characteristics of dyslexia and/or other related disorders.

**b. Applied Field Experience/ Reading Practicum Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension**

Candidates participate in classroom-based, clinical, or 1:1 tutoring while being overseen by a qualified instructor integrating assessments, diagnostic, and prescriptive intervention knowledge across all 5 skills identified in the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary, comprehension.

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**Instructor Qualifications**

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When selecting the Dyslexia Endorsement program that is a best fit for you, it is important to research and consider the credentials and qualifications of the instructors who are teaching the courses. Below are some areas to consider in your research:

- The instructor’s personal scholarship in the most recent 10 years (publications, presentations, etc.) are aligned with the designated KPS associated with the course/topics being covered.
- The instructor’s professional development history in the most recent 10 years (workshops led, conferences attended, professional trainings participated in, etc.) is aligned with the designated KPS associated with the course/topics being covered.
- The instructor has a minimum of three years’ practical experience, including, but not limited to:
  - **Intervention Experience:** Experience delivering KPS-aligned Structured Literacy™ interventions for students with remedial reading needs, including those with profiles characteristic of Dyslexia;
  - **Consulting Experience:** Experience consulting with schools/districts re: designing, implementing, and monitoring the provision of KPS-aligned Structured Literacy™ interventions for students with remedial reading needs, including those with profiles characteristic of Dyslexia;
  - **Supervision Experience:** Experience supervising teacher candidates in delivering KPS-aligned Structured Literacy™ interventions for students with remedial reading needs, including those with profiles characteristic of Dyslexia.

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**Required Texts and Readings**

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Required texts and readings should reflect each of the 5 concept areas listed above. The texts used should be from a reputable publisher and published within the last 10 years, and need to provide a scientific foundation of dyslexia and related reading difficulties. Additional readings and materials should also be included as a supplement to the required textbooks.

An excellent resource for those who are researching Dyslexia Endorsement programs is, [“Integrating reading foundations: A tool for college instructors of pre-service teachers”](#) (Dombek, J . L ., Lee, L ., Foorman, B ., & Underwood, P . (2021). This tool is designed to assist college instructors in building pre-service teachers’ knowledge of evidence-based strategies for helping students in kindergarten through grade 3 acquire the language and literacy skills to succeed academically. This tool is intended for use in conjunction with the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade practice guide produced by the What Works Clearinghouse™ (WWC), an investment of the Institute of Education Sciences at the U.S. Department of Education.

The International Dyslexia Association's "[Dyslexia in the Classroom: What Every Teacher Needs to Know](#)" handbook is another excellent resource for current and future educators. The handbook covers such topics as: Signs and symptoms of dyslexia; Classroom strategies, tips, and tools; Components of effective reading instruction; and Screening, evaluation, and diagnosis.

## Dyslexia Endorsement Program Checklist

Dyslexia Concepts	1 = Lowest/No criteria met 2 = 3 or more areas not met 3 = 1-2 areas not met 4 = Highest/All criteria met			
<ul style="list-style-type: none"> <li>● Knowledge of dyslexia and other learning disorders</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>● Foundation concepts about oral and written language learning</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>● Knowledge of the structure of language</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>● Assessment for planning instruction</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>● Instructional strategies in phonemic awareness, phonics, fluency, vocabulary, and comprehension (both the course(s) and field experience must be included)                             <ul style="list-style-type: none"> <li>○ Reading strategies course(s)</li> <li>○ Applied field experience/ reading practicum phonemic awareness, phonics, fluency, vocabulary and comprehension</li> </ul> </li> </ul>	1	2	3	4
Instructor Qualifications				
<ul style="list-style-type: none"> <li>● Instructor’s scholarship is aligned with KPS associated with the course/topics being covered</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>● Instructor’s professional development experience is aligned with KPS associated with the course/topics being covered</li> </ul>	1	2	3	4
<ul style="list-style-type: none"> <li>● Instructor has minimum of 3 years’ practical experience (i.e., intervention, consulting and/or supervision experiences with KPS-aligned structured literacy</li> </ul>	1	2	3	4
Required Readings				
<ul style="list-style-type: none"> <li>● Required textbooks align with each of the 5 concept areas and provide a scientific foundation of dyslexia and related reading difficulties. Textbooks are from a reputable publisher and published within the last 10 years.</li> </ul>	1	2	3	4