



CERTIFICATION UPDATE

June 1, 2018

Approved by the CERI Board of Directors on May 29, 2018

In response to feedback secured from the educational community, the Center for Effective Reading Instruction (CERI) has refined its certification model with regard to structures, fees, and terms as articulated below.

CERI thanks you for your continued support of this important initiative.

Structured Literacy Classroom Teacher Knowledge Certificate SNAPSHOT SUMMARY	
Structured Literacy Classroom Teacher Knowledge Certificate: <ul style="list-style-type: none"> • Effective June 1, 2018 • Renewal: permitted with 10 CEU hours through May 31, 2020 	
Title Earned	<ul style="list-style-type: none"> • None
Minimum Degree Required	<ul style="list-style-type: none"> • AA/AS
Program of Study Recommended	<ul style="list-style-type: none"> • Minimum 45 Training Hours • Focus: Knowledge and Practice Standards for Teachers of Reading (KPS) • May Include: Online Modules; Guided Independent Study
Exam Requirement	<ul style="list-style-type: none"> • Passing Score on KPEERI Exam
Application Process and Fees	<ul style="list-style-type: none"> • Complete Online Application • Valid for 3 Years • \$150
Renewal Process and Fees (Prior to Expiration ¹) Renewal: permitted with 10 CEU hours through May 31, 2020	<ul style="list-style-type: none"> • Documentation of 30 KPS-Aligned CEU Hours (over 3 years) with Approved Provider • Complete Online Renewal Application • Renewal Valid for 3 Years • \$150 • NOTE: Certified Structured Literacy Teachers will renew into the Structured Literacy Classroom Teacher Knowledge Certificate category.

Common Role of Individuals Holding a Structured Literacy Classroom Teacher Knowledge Certificate:

Typically, individuals holding a Structured Literacy Classroom Teacher Knowledge Certificate serve as general education classroom teachers or support personnel who routinely provide or support: (1) whole group reading and language arts instruction to students in general education contexts; and/or (2) small group instructional practice

¹ Certification holders not renewing prior to expiration may be subject to additional fees.

opportunities for students who are not meeting grade level reading expectations in general education Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) contexts. Individuals holding a Structured Literacy Classroom Teacher Knowledge Certificate do not provide specialized, remedial reading interventions to students.

Knowledge and Practice Competencies:

All CERI certified professionals have a shared knowledge base; however, their levels of expertise with regard to practice differ.

All CERI certified professionals have knowledge of:

- Foundational Concepts
 - Development of Oral and Written Language
 - Structure of Language
 - Recognition of Reading Difficulties
 - Intervention Practices to Support Reading Difficulties
 - Assessment (instructional planning and student response)

- Structured Literacy Planning and Teaching
 - Lesson Planning Practices
 - Lesson Implementation Practices and Routines
 - Managing the Learning Environment

- Ethical Standards
 - Trust
 - Respect

Certified Structured Literacy/Dyslexia Interventionist

SNAPSHOT SUMMARY

- Effective June 1, 2018
- Individuals who graduated from or earned a certificate/certification with an IDA Accredited Program by September 1, 2018 will not be required to sit for the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) in order to apply for a certification with the Center for Effective Reading Instruction (CERI) at any point in time thereafter.
- Individuals completing a certification with an IDA Accredited Program after September 1, 2018, will be required to earn a passing score on the KPEERI in order to secure a certification with CERI.
- Individuals currently engaged in a course of study/practicum experience with an IDA Accredited Program, may apply according to existing certification requirements through May 31, 2020.
- Renewal: permitted with 10 CEU hours through May 31, 2020

Title Earned	<ul style="list-style-type: none"> • Certified Structured Literacy/Dyslexia Interventionist
Minimum Degree Requirement	<ul style="list-style-type: none"> • BA/BS
Program of Study Requirement	<ul style="list-style-type: none"> • Under Direction of IDA Accredited Partner • Minimum 90 Training Hours • 45 Hours: focus on the Knowledge and Practice Standards for Teachers of Reading (KPS) • 45 Hours: focus on assessment, progress monitoring, lesson planning, lesson delivery associated with decoding-strand skills (including phonological awareness, phonics, fluency) • May Include: Online Modules; Guided Independent Study
Practicum Requirement	<ul style="list-style-type: none"> • Under Direction of IDA Accredited Partner • 1 Student • Passing Score on Practicum Portfolio • Minimum: <ul style="list-style-type: none"> ○ 12 Consecutive Weeks (One Academic Semester) ○ 30 Sessions ○ 2x/week for 60 minutes non-consecutive days or 3x/week for 45 minutes ○ 3 Formal Lesson Observations/Conferences with Write-Up
Exam Requirement	<ul style="list-style-type: none"> • Passing Score on KPEERI Exam
Practicum Supervisor	<ul style="list-style-type: none"> • Appointed by IDA Accredited Partner, Approved by CERI
Application Process and Fees	<ul style="list-style-type: none"> • Complete Online Application • \$125: Valid for 1 Year • \$375: Valid for 3 Years
Renewal Process and Fees (Prior to Expiration²)	<ul style="list-style-type: none"> • 1 Year @ \$125: Documentation of 10 KPS-Aligned CEU Hours with Approved Provider • 3 Year @ \$375: Documentation of 30 KPS-Aligned CEU Hours with Approved Provider • Complete Online Renewal Application • NOTE: Certified Dyslexia Practitioners will renew into the Certified Structured Literacy/Dyslexia Interventionist category.
Renewal: permitted with 10 CEU hours through May 31, 2020	

Common Role of the Certified Structured Literacy/Dyslexia Interventionist:

Typically, the Certified Structured Literacy/Dyslexia Interventionist provides targeted or intensive reading intervention services that reflect the principles and practices of Structured Literacy to individual and small groups of

² Certification holders not renewing prior to expiration may be subject to additional fees.

students. Students typically have a primary need for decoding strand instruction (phonological awareness, phonics (including decoding and encoding), and fluency).

Knowledge and Practice Competencies:

All CERI certified professionals have a shared knowledge base; however, their levels of expertise with regard to practice differ.

All CERI certified professionals have knowledge of:

- Foundational Concepts
 - Development of Oral and Written Language
 - Structure of Language
 - Recognition of Reading Difficulties
 - Intervention Practices to Support Reading Difficulties
 - Assessment (instructional planning and student response)
- Structured Literacy Planning and Teaching
 - Lesson Planning Practices
 - Lesson Implementation Practices and Routines
 - Managing the Learning Environment
- Ethical Standards
 - Trust
 - Respect

Certified Structured Literacy/Dyslexia Interventionists have completed a supervised practicum experience designed to ensure their ability to adequately demonstrate applied mastery of the Knowledge and Practice Standards for Teachers of Reading (KPS), with an emphasis on Assessment, Structured Literacy Planning and Teaching, and Ethical Standards.

In addition to completing a supervised practicum experience, Certified Structured Literacy/Dyslexia Interventionists have completed a concurrent seminar that provided them with: (1) exposure to the diversity of struggling reader profiles, with an emphasis on developing readers, and the resulting implications for instruction; and, (2) access to a system of support through which they were able to secure professional feedback and guidance.

Certified Structured Literacy/Dyslexia Interventionists have demonstrated mastery in planning and delivering common KPS-aligned instructional practices and routines associated with:

- Principles and Practices of Structured Literacy Instruction
- Phonological and Phonemic Awareness
- Phonics and Word Recognition
- Automatic, Fluent Reading of Text

Certified Structured Literacy/Dyslexia Interventionists have also demonstrated mastery of:

- Essential literacy assessment practices for screening, goal setting, and progress monitoring of decoding-strand skills.
- Strategies to differentiate instruction for students in order to maximize student success

Certified Structured Literacy/Dyslexia Specialist
SNAPSHOT SUMMARY

- Effective June 1, 2018
- Individuals who graduated from or earned a certificate/certification with an IDA Accredited Program by September 1, 2018 will not be required to sit for the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) in order to apply for a certification with the Center for Effective Reading Instruction (CERI) at any point in time thereafter.
- Individuals completing a certification with an IDA Accredited Program after September 1, 2018, will be required to earn a passing score on the KPEERI in order to secure a certification with CERI.
- Individuals currently engaged in a course of study/practicum experience with an IDA Accredited Program, may apply according to existing certification requirements through May 31, 2020.
- Renewal: permitted with 10 CEU hours through May 31, 2020

Title Earned	<ul style="list-style-type: none"> • Certified Structured Literacy/Dyslexia Specialist
Minimum Degree Requirement	<ul style="list-style-type: none"> • BA/BS
Program of Study Requirement	<ul style="list-style-type: none"> • Under Direction of IDA Accredited Partner • Minimum 135 Training Hours • 45 Hours: focus on the Knowledge and Practice Standards for Teachers of Reading (KPS) • 45 Hours: focus on assessment, progress monitoring, lesson planning, lesson delivery associated with decoding-strand skills (including phonological awareness, phonics, fluency) • 45 Hours: focus on assessment, progress monitoring, lesson planning, lesson delivery associated with comprehension and writing-strand skills (including vocabulary, comprehension, written expression, written response) • May Include: Online Modules; Guided Independent Study
Practicum Requirement	<ul style="list-style-type: none"> • Under Direction of IDA Accredited Partner • 3 Heterogeneous Students • Passing Score on Practicum Portfolio • Minimum Each Student: <ul style="list-style-type: none"> ○ 12 Consecutive Weeks (Three Academic Semesters Total) ○ 30 Sessions ○ 2x/week for 60 minutes non-consecutive days or 3x/week for 45 minutes ○ 3 Formal Lesson Observations /Conferences with Write-Up
Exam Requirement	<ul style="list-style-type: none"> • Passing Score on KPEERI Exam
Practicum Supervisor	<ul style="list-style-type: none"> • Appointed by IDA Accredited Partner, Approved by CERI
Application Process and Fees	<ul style="list-style-type: none"> • Complete Online Application • \$150: Valid for 1 Year • \$450 Valid for 3 Years
Renewal Process and Fees (Prior to Expiration ³) Renewal: permitted with 10 CEU hours through May 31, 2020	<ul style="list-style-type: none"> • 1 Year @ \$150: Documentation of 10 KPS-Aligned CEU Hours with Approved Provider • 3 Year @ \$450: Documentation of 30 KPS-Aligned CEU Hours with Approved Provider • Complete Online Renewal Application • NOTE: Certified Dyslexia Therapists will renew into the Certified Structured Literacy/Dyslexia Specialist category.

³ Certification holders not renewing prior to expiration may be subject to additional fees.

Common Role of the Certified Structured Literacy/Dyslexia Specialist:

Typically, the Certified Structured Literacy/Dyslexia Specialist provides targeted reading instruction and support to individual and small groups of students with complex reading and writing profiles. They have completed extensive supervised practicum experiences dedicated to advancing the literacy profiles of students with Specific Learning Disabilities, including dyslexia, and are able to serve students who are at the beginning, intermediate, and advanced levels of reading, spelling, and writing instruction.

Knowledge and Practice Competencies:

All CERI certified professionals have a shared knowledge base; however, their levels of expertise with regard to practice differ.

All CERI certified professionals have knowledge of:

- Foundational Concepts
 - Development of Oral and Written Language
 - Structure of Language
 - Recognition of Reading Difficulties
 - Intervention Practices to Support Reading Difficulties
 - Assessment (instructional planning and student response)
- Structured Literacy Planning and Teaching
 - Lesson Planning Practices
 - Lesson Implementation Practices and Routines
 - Managing the Learning Environment
- Ethical Standards
 - Trust
 - Respect

Certified Structured Literacy/Dyslexia Specialists have completed three supervised practicum experiences designed to ensure their ability to adequately demonstrate applied mastery of the Knowledge and Practice Standards, with an emphasis on Assessment, Structured Literacy Planning and Teaching, and Ethical Standards.

In addition to completing three supervised practicum experiences, Certified Structured Literacy/Dyslexia Specialists have completed a concurrent seminar that provided them with: (1) exposure to the diversity of struggling reader profiles, with emphasis on intermediate and advanced profiles, and the resulting implications for instruction; and, (2) access to a system of support through which they were able to secure professional feedback and guidance.

Certified Structured Literacy/Dyslexia Specialists have demonstrated mastery in planning and delivering common KPS-aligned instructional practices and routines associated with:

- Principles and Practices of Structured Literacy Instruction
- Phonological and Phonemic Awareness
- Phonics and Word Recognition
- Automatic, Fluent Reading of Text
- Vocabulary
- Listening and Reading Comprehension
- Written Expression

Certified Structured Literacy/Dyslexia Specialists have also demonstrated mastery of:

- Essential literacy assessment practices for screening, goal setting, and progress monitoring of decoding-strand skills.

- Structured Literacy lesson planning and delivery routines to support vocabulary building and language development (oral and written).
- Structured Literacy lesson planning and delivery routines to teach text structure for the purpose of supporting reading comprehension and written expression.
- Before, during, and after reading strategies to promote reading comprehension.
- Structured Literacy approach to teaching foundational writing skills and composition
- Strategies to differentiate instruction for students in order to maximize student success

Note on Structured Literacy/Dyslexia Specialist Practicum:

Professionals may meet the stated criteria for certification as a Structured Literacy/Dyslexia Specialist by completing their practicum training through a single IDA Accredited Partner; or through a combination of up to three IDA Accredited Partners (one per assigned student), provided their portfolio documents that they have successfully impacted the literacy profile of three separate practicum students with profiles as follows:

- At least one student must require intervention with single syllable word reading.
- At least one student must require intervention with multi-syllable word reading.
- At least one student must require vocabulary, comprehension, or written response instruction.
- At least one student must be in elementary school.
- At least one student must be in middle/high school (or, may be an adult).

CERI certified Structured Literacy/Dyslexia Interventionists will receive credit for one student; individuals not holding a CERI certification will need to engage three students.

For example, a certification candidate may opt to complete the Certified Structured Literacy/Dyslexia Specialist requirements as follows (in accordance with program/approach specifications):

Student Grade	Student Needs	IDA Accredited Partner Supervising Practicum
Elementary	Single Syllable Words	Higher Education Practicum
Middle School	Multi-Syllable Words	Wilson Level I
Middle School	Multi-Syllable Words Vocabulary Development	AOGPE Certified

ALTERNATE ROUTE TO CERTIFICATION

An alternate route to certification is available for applicants who wish to document that they have completed training and practicum experiences that are equivalent to those required for Structured Literacy/Dyslexia Interventionist, and Structured Literacy/Dyslexia Specialist certifications, but:

1. These experiences were not completed under the direction and guidance of an IDA Accredited Partner (institution or organization); or,
2. The institution or organization they trained under was IDA Accredited Partner at the time they were undergoing training, but is no longer IDA Accredited Partner; or,
3. The organization they trained under is no longer in practice; or,
4. They've lost their practicum evaluation documentation; or,
5. They've been practicing as a tutor for students with dyslexia for more than 10 years, with local, state, or national recognition, but have no formal documentation of having completed a supervised practicum experience.

Applicants must:

1. Pass the KPEERI (formerly CEERI) exam;
2. Prepare an electronic portfolio that includes all necessary components, as documented below;
3. Submit a completed electronic Alternate Route application to CERI for evaluation;
4. Complete electronic credit card authorization for Alternate Route review.

ALTERNATE ROUTE TO CERTIFICATION PORTFOLIO REVIEW FEES	
Certification Sought	One Time Review Fee
Structured Literacy Teacher	No Alternate Route Available
Structured Literacy Interventionist	\$150
Structured Literacy Specialist	\$150

All Alternate Route Portfolios must include:

1. Personal statement of no more than 5 typewritten pages that address your equivalent qualifications, with an emphasis on documenting equivalent knowledge and skill to that of certification candidates prepared through an IDA Accredited Partner.
2. Evidence of earning passing score on the KPEERI (formerly CEERI).
3. Copy of resume.
4. Two letters of support from colleagues in the field who hold the same, or equivalent level, of certification. Letters should speak to (a) your competencies with regard to serving the needs of students from a Structured Literacy perspective, with reference to and alignment with the KPS, as appropriate; and, (b) their knowledge of your demonstrated ability to meaningfully impact student learning outcomes.

Structured Literacy Interventionist Alternate Route Portfolios must also include:

1. One letter of support from a parent of a student (or the student themselves, if of the age of consent) that:
 - (a) describes your relationship to the student;
 - (b) describes the frequency and duration of your work with the student; and,
 - (c) speaks to the measurable and observable impact your work had on the student.
2. One student, (developing reader emphasizing single syllable word reading) case study, complete with:
 - (a) background information;
 - (b) dates served;

- (c) pre-post assessment data;
- (d) priority scope and sequence established for the student that considers pre-assessment data and background information;
- (e) discussion of progress/lack of progress; (e) recommendations in response to post-assessment data. Case studies should be no more than 10 pages each.

Structured Literacy Specialist Alternate Route Portfolio must also include:

1. One letter of support from a parent of a student (or the student themselves, if of the age of consent) that:
 - (a) describes your relationship to the student;
 - (b) describes the frequency and duration of your work with the student;
and,
 - (c) speaks to the measurable and observable impact your work had on the student.

2. Three student case studies, complete with:
 - (a) background information;
 - (b) dates served;
 - (c) pre-post assessment data;
 - (d) priority scope and sequence established for the student that considers pre-assessment data and background information;
 - (e) discussion of progress/lack of progress; (e) recommendations in response to post-assessment data. Case studies should be no more than 10 pages each.

NOTE:

- At least one student must require intervention with single syllable word reading.
- At least one student must require intervention with multi-syllable word reading.
- At least one student must require vocabulary, comprehension, or written response instruction.
- At least one student must be in elementary school.
- At least one student must be in middle/high school (or, may be an adult).