

APPROVED AT 1/16/2020 MEETING

Further Recommendations were added below on Aug. 10, 2020

See Recommendation #7

*Task Force to Analyze the Implementation of Laws Governing Dyslexia Instruction and Training
Recommendations for Consideration: Educator Competencies¹*

Submitted by: Educator Competencies Subcommittee

Distributed to Task Force: January 10, 2020

Scheduled for Presentation: January 16, 2020

Further Recommendations Presented: September 17, 2020

Approved on 9/17/20

Educator Competencies Subcommittee: Members:

Allison Van Etten (Chair), Laura Carl, Amy Geary and Judith Rosenfield

Primary Charge:

Propose recommendations for the structured literacy content knowledge and pedagogy that teacher preparation candidates should master in order to be able to effectively and consistently meet the needs of students at risk for reading failure, including students with dyslexia.

Process:

In accordance with this subcommittee's primary charge, members reviewed and discussed Public Acts 15-97, 16-92 and 17-3. As the term "Structured Literacy" is used in all of the Public Acts, referenced, this subcommittee utilized the International Dyslexia Associations Knowledge and Practice Standards for Teachers of Reading (KPS) as a foundation for educator competencies. This subcommittee also reviewed the Foundations of Reading Test (FORT) Objectives and created a crosswalk between the KPS and the FORT as outlined below. The subcommittee has provided adequate opportunity for feedback to all Task Force members, received and incorporated feedback and presents its recommendations for educator competencies.

Recommendations:

1. Approve recommended minimum competencies, listed below, for ALL Educator Prep Programs.

¹ Please note that these recommendations address pre-service educator competencies vs. in-service professional development (forthcoming).

2. Approve recommended minimum competencies, listed below, for educator preparation programs preparing candidates for the CT #305 educator certification.
 - a. Increase the minimum clock hours required by Public Act 15-97² (currently twelve clock hours) to (determine) in order to permit development of minimum competencies.
3. Approve recommended minimum competencies, listed below, for educator preparation programs preparing candidates for the CT #113 educator certification.
 - a. Increase the minimum clock hours required by Public Act 15-97³ (currently twelve clock hours) to (determine) in order to permit development of minimum competencies.
4. Approve recommended minimum competencies, listed below, for educator preparation programs preparing candidates for the CT #165 educator certification.
5. Approve recommended minimum competencies, listed below, for educator preparation programs preparing candidates for the CT #102 educator certification.
6. Develop an annotated listing of *sample course assignments*, aligned with competencies listed below, for higher education faculty review and consideration.
7. Additional recommendation as of Aug. 10, 2020:

- o Understand how morphology (base words, suffixes and prefixes that indicate changes in verb tense, parts of speech, possession and plurality) informs spelling. (Addressed in FORT Objective 004)

Rationale: Knowledge of morphemes informs reading and spelling. See for example:

(https://link.springer.com/chapter/10.1007/978-94-017-1731-1_6):

(1) when there is more than one way to represent a sequence of sounds, spelling is often determined by morphology (e.g., the end sounds of “emotion” and “magician” are the same but spelling differs for morphological reasons);

(2) there may be phonological changes in the base form when an affix is added to it but the spelling of the base form is often preserved, maintaining the meaning connection between the two forms clear (e.g., the final consonant sound in “magic” changes when the suffix “ian” is added but the spelling is preserved);

²Presently states that: “any program of teacher preparation leading to professional certification shall include, as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall (1) be incorporated into requirements of student major and concentration, and (2) on and after July 1, 2015, include not fewer than **twelve clock hours** of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 1 of this act.”

³Presently states that: “any program of teacher preparation leading to professional certification shall include, as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall (1) be incorporated into requirements of student major and concentration, and (2) on and after July 1, 2015, include not fewer than **twelve clock hours** of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 1 of this act.”

(3) the fixed spelling of an affix — such as the “ed” for past regular verbs — may actually flout letter sound correspondences (e.g., “list” and “kissed” have the same rime but “list” is spelled phonetically whereas “kissed” represents the past tense in a way that flouts letter-sound correspondences);

(4) sometimes a decision about where to parse words in reading is crucial for word identification and is based on the morphemes it contains (e.g., in the words “unimportant” and “uniform” the sequence “uni” is parsed differently because “un” and “uni” are the prefixes in these words, respectively).and

(5) the use of suffixes can change the grammatical property of a word. For example, adding -tion to vacate changes the verb into a noun, vacation. There are spelling rules related to this such as when to use -tion, -sion and -cion.

For Future Discussion:

1. Should the preparation of related services area professionals (e.g. Speech and Language Pathologists, School Psychologists, Social Workers, Occupational Therapists) include instruction in matters pertaining to dyslexia-specific identification and remediation best practices that intersect with their professional discipline.

**KPS STANDARD 1:
Foundations of Literacy Acquisition**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 17% Rating of Representation Strength ⁴	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			ALL Educator Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113) ⁵	Remedial Reading and Remedial Language Arts, 1–12 (#102) & Comprehensive Special Education, K–12 (#165)
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.	0 NA No reference to this framework or full slate of terms.	X	X	X
1.2	Understand that learning to read, for most people, requires explicit instruction.	0 NA No reference to reading acquisition research.	X	X	X
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.	1 Partial See: Subarea 1: Objectives 3 and 4 See: Subarea 2: Objectives 5 and 7	X	X	X
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development	0 NA No reference to cognition or behavior	X	X	X
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.	1 Weakly Implied See final example of each objective.	X	X	X
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.	0 NA No reference to research findings.		X	X
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).	0 NA No reference to this type of lens.	X	X	X
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	0 NA No reference to developmental progressions.	X	X	X
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.	1 Partial		X	X

⁴ 0=Not Present; 1=Weakly Implied; 2=Present

⁵ RECOMMENDATION: Increase 12-Hour Minimum Clock Hour Requirement

KPS STANDARD 2:

Knowledge of Diverse Reading Profiles, Including Dyslexia

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 10% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			All Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113)	Remedial Reading and Remedial Language Arts, 1–12 (#102) & Comprehensive Special Education, K–12 (#165)
2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.	0 NA No reference to dyslexia.	X	X	X
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. *including basic processes and procedures for referral to special education.	0 NA No reference to laws pertaining to learning disabilities or dyslexia.	X	X	X
2.3	Identify the distinguishing characteristics of dyslexia* (see definition)	0 NA No reference to dyslexia.	X	X	X
2.4	Understand how reading disabilities vary in presentation and degree.	0 NA No reference to reading disabilities.	X	X	X
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.	1 Implied Subarea 3: Objective 8	X	X	X

**KPS STANDARD 3:
Assessment**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 44% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			All Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113)	Remedial Reading and Remedial Language Arts, 1–12 (#102) & Comprehensive Special Education, K–12 (#165)
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.	2 Subarea 3: Objective 8	X	X	X
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).	2 Subarea 3: Objective 8		X	X
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.	1 Implied Subarea 3: Objective 8		X	X
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.	0 NA No reference to identifying students at risk for reading difficulties.		X	X
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.	1 Implied Subarea 3: Objective 8		X	X
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.	1 Partial		X	X
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.	0 NA No reference to interpreting dx tests.			X
3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.	0 NA No reference to communicating assessment data with students, /parents, peers.		X	X

KPS STANDARD 4A:

Essential Principles and Practices of Structured Literacy Instruction

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 0% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			All Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113)	Remedial Reading and Remedial Language Arts, 1-12 (#102) & Comprehensive Special Education, K-12 (#165)
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.	0 NA No reference to structured language and literacy teaching or systematic (beyond noncontextualized vocabulary instruction), cumulative, teacher-directed instruction.	X	X	X
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.	0 NA No reference.		X	X
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.	0 Weakly Implied See final example of each objective.	X	X	X

KPS STANDARD 4B:

Structured Literacy: Phonological & Phonemic Awareness Instruction

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 36% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			All Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113)	Remedial Reading and Remedial Language Arts, 1–12 (#102) & Comprehensive Special Education, K–12 (#165)
4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.	0 NA No reference to consonant or vowel phonemes.			X
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.	2 Subarea 1: Objective 1			X
4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.	2 Subarea 1: Objective 1			X
4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.	0 NA No reference to developmental progressions – reference to levels.		X	X
4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.	1 Partial Subarea 1: Objective 1			X
4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.	0 NA No reference to these practice considerations.		X	X
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.	0 NA			X

KPS STANDARD 4C:

Structured Literacy: Phonics and Word Recognition Instruction

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 13% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			All Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113)	Remedial Reading and Remedial Language Arts, 1–12 (#102) & Comprehensive Special Education, K–12 (#165)
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.	2 Subarea 1: Objective 3		X	X
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.	0 NA No reference to systematic, cumulative, teaching of decoding or spelling skills.		X	X
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.	0 NA No reference to structured phonics lesson planning methods.		X	X
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.	0 NA No reference to these concepts.			X
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	0 NA No reference to these concepts.	X	X	X
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.	0 NA No reference to irregular word reading instruction.		X	X
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.	0 Subarea 1: Objective 4		X	X
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.	0 NA No reference to decodable texts		X	X

**KPS STANDARD 4D:
Structured Literacy: Fluency Instruction**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 50% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			All Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113)	Remedial Reading and Remedial Language Arts, 1–12 (#102) & Comprehensive Special Education, K–12 (#165)
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.	2 Subarea 1: Objective 3, Objective 4	X	X	X
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.	2 Subarea 1: Objective 3		X	X
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.	0 NA No reference to developmental progression.		X	X
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.	0 NA Use of instructional technologies referenced generically: see: Subarea 3: Objective 10	X	X	X

KPS STANDARD 4E:

Structured Literacy: Vocabulary Instruction

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT: 88% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			All Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113)	Remedial Reading and Remedial Language Arts, 1–12 (#102) & Comprehensive Special Education, K–12 (#165)
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.	2 Subarea 2: Objective 5	X	X	X
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.	1 Implied: Subarea 2: Objective 5		X	X
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.	2 Subarea 2: Objective 5		X	X
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.	2 Subarea 2: Objective 5		X	X

KPS STANDARD 4F:

Structured Literacy: Listening and Reading Comprehension

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT:0% Rating of Representation Strength	Recommended Minimum Competencies: Program of Study Pursuant to Public Act 15-97		Recommended Minimum Competencies: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			All Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113)	Remedial Reading and Remedial Language Arts, 1–12 (#102) & Comprehensive Special Education, K–12 (#165)
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.	0 NA Comprehension not addressed in this manner.	X	X	X
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.	0 NA No reference to instructional routines		X	X
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.	0 NA No reference to sentence-level comprehension.		X	X
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.	0 NA No reference to research.		X	X
4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.	0 NA No reference to role of teacher.		X	X

KPS STANDARD 4G:

Structured Literacy: Written Expression

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT:0% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			All Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113)	Remedial Reading and Remedial Language Arts, 1–12 (#102) & Comprehensive Special Education, K–12 (#165)
4G.1	Understand the major skill domains that contribute to written expression.	0 NA Written expression not addressed separate from concepts of print/alphabetic principle and response to text.		X	X
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.	0 NA No reference to research-based principles for teaching letter formation (manuscript or cursive)		X	X
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.	0 NA No reference to research-based principles. Spelling addressed incidentally as a vehicle through which phonics skills are reinforced.		X	X
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.	0 NA No reference to the writing process or developmental phases.		X	X
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.	0 NA No reference to assistive technology.	X	X	X

**KPS STANDARD 5:
Ethical Practices**

Knowledge and Practice Standards for Teachers of Reading		KPS Representation in FORT:0% Rating of Representation Strength	Recommended Minimum: Program of Study Pursuant to Public Act 15-97		Recommended Minimum: Program of Study w/ Supervised Practicum Pursuant to Public Acts 16-92 & PA 17-3
			All Prep Programs 12 Clock Hours Requirement	Elementary 1-6 (#305) & Integrated ECE/SPEC N-3 (#113)	Remedial Reading and Remedial Language Arts, 1–12 (#102) & Comprehensive Special Education, K–12 (#165)
5.1	Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorder.	0 NA Ethics not addressed.		X	X
5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.	0 NA Ethics not addressed.		X	X
5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.	0 NA Ethics not addressed.		X	X
5.4	Respect objectivity by reporting assessment and treatment results accurately, and truthfully.	0 NA Ethics not addressed.		X	X
5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees	0 NA Ethics not addressed.		X	X
5.6	Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.	0 NA Ethics not addressed.			
5.7	Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.	0 NA Ethics not addressed.		X	X
5.8	Support just treatment of individuals with dyslexia and related learning difficulties.	0 NA Ethics not addressed.		X	X
5.9	Respect confidentiality of students or clients.	0 NA Ethics not addressed.		X	X
5.10	Respect the intellectual property of others.	0 NA Ethics not addressed.		X	X

Summary of Core Competencies: 12 Clock Hours

Detection/Recognition

- 1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
- 1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge
- 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
- 1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
- 1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development
- 1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
- 2.1 Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
- 2.3 Identify the distinguishing characteristics of dyslexia* (see definition)
- 3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
- 2.4 Understand how reading disabilities vary in presentation and degree.
- 2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
- 2.2. Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes. *including basic processes and procedures for referral to special education.

Evidence-Based Structured Literacy Interventions:

- 1.2 Understand that learning to read, for most people, requires explicit instruction
- 4A1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
- 4D1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
- 4E1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
- 4F1 Know/apply in practice considerations for factors that contribute to deep comprehension.
- 4A3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
- 4C5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
- 4D4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.
- 4G5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.