

**Certification Examinations for Oklahoma Educators (CEOE)
Framework Development Correlation Table**

The Framework Development Correlation Table provides information about possible alignment of some of the knowledge and skills contained within the CEOE framework for a test field with other conceptualizations of the knowledge and skills of a field. It was produced using Oklahoma and educator association standards documents that were publicly available at the time of framework development. In the preparation of the Correlation Table, the alignment of a CEOE test competency with standards documents was indicated if the content of a standard was covered, in whole or in part, by the CEOE test competency. For some CEOE test competencies, multiple standards from Oklahoma, or other documents were aligned with the content of a CEOE test competency. An indication of alignment in the Correlation Table does not necessarily imply complete congruence of the content of a CEOE test competency with the standard.

Matrix Showing Match between Oklahoma Full Subject Matter Competencies for Early Childhood Education and CEOE Competencies

Oklahoma Subject Matter Competencies	CEOE Competencies
<i>The candidate for licensure and certification knows, understands, and uses:</i>	
<p>Competency A: Factors that influence the development of young children, the sequence and interdependency of all areas, (i.e., physical, social, emotional, cognitive, and language) and uses that knowledge to meet the needs and characteristics of the group and individual children (birth to eight years of age) while respecting their unique rates of development.</p>	0001 Understand expressive and receptive language development and how to provide learning experiences that encourage children's development and use of language and literacy skills.
	0002 Understand emergent literacy strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.
	0003 Understand phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.
	0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.
	0006 Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.
	0007 Understand second-language

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	<p>acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.</p> <p>0008 Understand the cognitive development of young children and how to provide instructional opportunities and a classroom environment that offer children opportunities to develop a range of cognitive skills and abilities.</p> <p>0015 Understand how to promote young children's development of self-concept, self-discipline, motivation, and autonomy through the use of positive child guidance strategies and the creation of appropriate learning environments and experiences.</p> <p>0016 Understand how to promote young children's social development, including respect for all individuals and groups, through creation of a learning environment that fosters cooperation, responsibility, leadership, and appreciate of diversity.</p> <p>OPTE 0001 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels, including early childhood, elementary, middle level, and secondary.</p> <p>OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing</p>

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	<p>opportunities for success.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.</p>
<p>Competency B: Positive child guidance strategies which help children learn to make responsible decisions regarding their own behavior and contributes to the development of self-control, self-motivation, and self-respect.</p>	<p>0015 Understand how to promote young children's development of self-concept, self-discipline, motivation, and autonomy through the use of positive child guidance strategies and the creation of appropriate learning environments and experiences.</p> <p>0016 Understand how to promote young children's social development, including respect for all individuals and groups, through creation of a learning environment that fosters cooperation, responsibility, leadership, and appreciate of diversity.</p> <p>OPTE 0001 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all grade levels, including early childhood, elementary, middle level, and secondary.</p> <p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing</p>

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	opportunities for success.
<p>Competency C: The knowledge of how young children think, process information, and develop concepts in content areas including language, literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.</p>	<p>0001 Understand expressive and receptive language development and how to provide learning experiences that encourage children's development and use of language and literacy skills.</p> <p>0002 Understand emergent literacy strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.</p> <p>0003 Understand phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.</p> <p>0004 Understand word identification strategies and the use of explicit and implicit instruction to promote children's knowledge and skills in applying word identification strategies.</p> <p>0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.</p> <p>0006 Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.</p> <p>0007 Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.</p> <p>0008 Understand the cognitive development of young children and how to provide instructional opportunities and a classroom environment that offer children opportunities to develop a</p>

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	<p>range of cognitive skills and abilities.</p> <p>0009 Understand interrelationships among content areas, skills and concepts that may be applied across the curriculum, strategies for integrating curriculum, and procedures for assessing children to determine appropriate curriculum.</p> <p>0010 Understand fundamental knowledge, skills, and concepts in mathematics and how to provide developmentally appropriate learning opportunities to enhance young children's mathematical understanding.</p> <p>0011 Understand fundamental knowledge, skills, and concepts in social studies and how to provide developmentally appropriate experiences that promote young children's exploration and learning in this area.</p> <p>0012 Understand fundamental knowledge, skills, and concepts in science and how to provide developmentally appropriate experiences that promote young children's inquiry, exploration, and learning in this area.</p> <p>0013 Understand the role of the arts, including visual arts, music, creative movement, dance, and drama, in the overall development of young children and how to provide children with a range of meaningful experiences in the arts.</p> <p>0014 Understand young children's physical development; their needs related to personal health, safety, and nutrition; and strategies for providing developmentally appropriate experiences in these areas.</p> <p>OPTE 0001 The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and</p>

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	<p>physical development at all grade levels, including early childhood, elementary, middle level, and secondary.</p> <p>OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p>
<p>Competency D: Integrative approaches (e.g., themes, topics, projects) to enable children to see and experience content areas and make meaningful connections to the child's life experience.</p>	<p>0009 Understand interrelationships among content areas, skills and concepts that may be applied across the curriculum, strategies for integrating curriculum, and procedures for assessing children to determine appropriate curriculum.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p>
<p>Competency E: Curriculum in regards to the children's needs and interests, as well as, developmentally appropriate skills and concepts.</p>	<p>0001 Understand expressive and receptive language development and how to provide learning experiences that encourage children's development and use of language and literacy skills.</p> <p>0002 Understand emergent literacy strategies</p>

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	<p>for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.</p> <p>0003 Understand phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.</p> <p>0004 Understand word identification strategies and the use of explicit and implicit instruction to promote children's knowledge and skills in applying word identification strategies.</p> <p>0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.</p> <p>0006 Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.</p> <p>0007 Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.</p> <p>0008 Understand the cognitive development of young children and how to provide instructional opportunities and a classroom environment that offer children opportunities to develop a range of cognitive skills and abilities.</p> <p>0009 Understand interrelationships among content areas, skills and concepts that may be applied across the curriculum, strategies for integrating curriculum, and procedures for assessing children to determine appropriate curriculum.</p> <p>0010 Understand fundamental knowledge,</p>

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	<p>skills, and concepts in mathematics and how to provide developmentally appropriate learning opportunities to enhance young children's mathematical understanding.</p> <p>0011 Understand fundamental knowledge, skills, and concepts in social studies and how to provide developmentally appropriate experiences that promote young children's exploration and learning in this area.</p> <p>0012 Understand fundamental knowledge, skills, and concepts in science and how to provide developmentally appropriate experiences that promote young children's inquiry, exploration, and learning in this area.</p> <p>0013 Understand the role of the arts, including visual arts, music, creative movement, dance, and drama, in the overall development of young children and how to provide children with a range of meaningful experiences in the arts.</p> <p>0014 Understand young children's physical development; their needs related to personal health, safety, and nutrition; and strategies for providing developmentally appropriate experiences in these areas.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p>
<p>Competency F: Developmentally appropriate strategies when planning, implementing, articulating, and evaluating (e.g., play, independent work, small group projects, groups</p>	<p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction</p>

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<p>discussions, cooperative learning, open-ended questions, inquiry, and problem solving experiences).</p>	<p>based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p>
<p>Competency G: A bias-free learning environment (indoors and outdoors) which is physically and psychologically safe for young children through the use of a balanced schedule, learning centers, and appropriate transitions and routine.</p>	<p>OPTE 0003 The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus providing opportunities for success.</p>
<p>Competency H: Curriculum, strategies, schedules, and the environment to meet the specific needs, interests, and experiences of all children with complex characteristics (i.e., adapting for those with disabilities, developmental delays, diverse cultures, or special abilities).</p>	<p>0007 Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.</p> <p>0017 Understand how various types of materials and resources, including current technology, can be used in early childhood classrooms to support children's learning.</p> <p>OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p>
<p>Competency I: Collaboration strategies regularly with families and other agencies in the community to enhance and support children's learning and</p>	<p>0018 Understand the historical, philosophical, social, and ethical foundations of early childhood education programs and major</p>

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development.	<p>organizations that serve young children.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p>
<p>Competency J: Behaviors that recognize and respect diversity, how it influences learning, and builds connections among children's families, communities and schools.</p>	<p>0007 Understand second-language acquisition and how to facilitate the English language development of young children with diverse linguistic backgrounds.</p> <p>0018 Understand the historical, philosophical, social, and ethical foundations of early childhood education programs and major organizations that serve young children.</p> <p>OPTE 0002 The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0012 The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.</p>
<p>Competency K: Performance assessment (i.e., observation and documentation) and formal assessment to evaluate young children's development and learning for the purpose of planning</p>	<p>0001 Understand expressive and receptive language development and how to provide learning experiences that encourage children's development and</p>

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<p>appropriate and challenging programs, environments, and interactions and adapting for individual differences.</p>	<p>use of language and literacy skills.</p> <p>0002 Understand emergent literacy strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.</p> <p>0003 Understand phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.</p> <p>0004 Understand word identification strategies and the use of explicit and implicit instruction to promote children's knowledge and skills in applying word identification strategies.</p> <p>0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.</p> <p>0006 Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.</p> <p>0008 Understand the cognitive development of young children and how to provide instructional opportunities and a classroom environment that offer children opportunities to develop a range of cognitive skills and abilities.</p> <p>0010 Understand fundamental knowledge, skills, and concepts in mathematics and how to provide developmentally appropriate learning opportunities to enhance young children's mathematical understanding.</p> <p>0011 Understand fundamental knowledge, skills, and concepts in social studies and how to provide developmentally appropriate experiences that promote</p>

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	<p>young children's exploration and learning in this area.</p> <p>0012 Understand fundamental knowledge, skills, and concepts in science and how to provide developmentally appropriate experiences that promote young children's inquiry, exploration, and learning in this area.</p> <p>0013 Understand the role of the arts, including visual arts, music, creative movement, dance, and drama, in the overall development of young children and how to provide children with a range of meaningful experiences in the arts.</p> <p>0014 Understand young children's physical development; their needs related to personal health, safety, and nutrition; and strategies for providing developmentally appropriate experiences in these areas.</p> <p>0015 Understand how to promote young children's development of self-concept, self-discipline, motivation, and autonomy through the use of positive child guidance strategies and the creation of appropriate learning environments and experiences.</p> <p>0016 Understand how to promote young children's social development, including respect for all individuals and groups, through creation of a learning environment that fosters cooperation, responsibility, leadership, and appreciate of diversity.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p>

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	OPTE 0008 The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.
Competency L: Formative and summative evaluation measures to ensure comprehensive quality of the total program for children, in reciprocal partnerships with families, and the community.	0018 Understand the historical, philosophical, social, and ethical foundations of early childhood education programs and major organizations that serve young children.
Competency M: The historical, social, and ethical foundations of early childhood education which enables the teacher to articulate a philosophy and rationale for appropriate principles and practices.	0018 Understand the historical, philosophical, social, and ethical foundations of early childhood education programs and major organizations that serve young children.
Competency N: Self evaluation of teaching techniques and outcomes and modifies curriculum, strategies, schedules and environment to maximize the learning environment and enhance psychological safety for children.	OPTE 0010 The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.
Competency O: Knowledge to advocate for children by articulating to family, community and others the goals and methods used in the early childhood classroom.	0018 Understand the historical, philosophical, social, and ethical foundations of early childhood education programs and major organizations that serve young children.
Competency P: Instructional strategies/plans based on the Oklahoma core curriculum.	0001 Understand expressive and receptive language development and how to provide learning experiences that encourage children's development and use of language and literacy skills. 0002 Understand emergent literacy strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive

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	<p>disposition toward literacy.</p> <p>0003 Understand phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.</p> <p>0004 Understand word identification strategies and the use of explicit and implicit instruction to promote children's knowledge and skills in applying word identification strategies.</p> <p>0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.</p> <p>0006 Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.</p> <p>0009 Understand interrelationships among content areas, skills and concepts that may be applied across the curriculum, strategies for integrating curriculum, and procedures for assessing children to determine appropriate curriculum.</p> <p>0010 Understand fundamental knowledge, skills, and concepts in mathematics and how to provide developmentally appropriate learning opportunities to enhance young children's mathematical understanding.</p> <p>0011 Understand fundamental knowledge, skills, and concepts in social studies and how to provide developmentally appropriate experiences that promote young children's exploration and learning in this area.</p> <p>0012 Understand fundamental knowledge, skills, and concepts in science and how to provide developmentally appropriate</p>

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	<p>experiences that promote young children's inquiry, exploration, and learning in this area.</p> <p>0013 Understand the role of the arts, including visual arts, music, creative movement, dance, and drama, in the overall development of young children and how to provide children with a range of meaningful experiences in the arts.</p> <p>0014 Understand young children's physical development; their needs related to personal health, safety, and nutrition; and strategies for providing developmentally appropriate experiences in these areas.</p> <p>OPTE 0005 The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community, and adapts instruction based upon assessment and reflection.</p> <p>OPTE 0006 The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.</p>
<p>Competency Q: Understands and applies the following competencies in reading instruction as appropriate to the abilities of the student.</p>	
<p>i. Knows the stages of language development and the structure of the English language and alphabetic writing system including phonology, morphology, and orthography and their relationships to spelling and meaning.</p>	<p>0001 Understand expressive and receptive language development and how to provide learning experiences that encourage children's development and use of language and literacy skills.</p>
<p>ii. Understands that primary language (oral) directly impacts the secondary languages</p>	<p>0001 Understand expressive and receptive language development and how to</p>

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<p>(reading, writing, spelling). Knows and applies knowledge of implicit and explicit instruction in developing oral language. Knows the relationships of oral language to literacy.</p>	<p>provide learning experiences that encourage children's development and use of language and literacy skills.</p> <p>0002 Understand emergent literacy strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.</p>
<p>iii. Knows the developmental process of reading in order to assess, interpret, describe, develop appropriate instruction, monitor, reteach and reassess students' reading performance for concepts about print, phonological and phonemic awareness, phonics, spelling, word recognition, vocabulary, comprehension, fluency, and writing.</p>	<p>0002 Understand emergent literacy strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.</p> <p>0003 Understand phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.</p> <p>0004 Understand word identification strategies and the use of explicit and implicit instruction to promote children's knowledge and skills in applying word identification strategies.</p> <p>0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.</p> <p>0006 Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.</p>
<p>iv. Identifies and applies all developmental levels of phonemic awareness to provide appropriate instruction in understanding words are made up of phonemes and that phonemes can be rearranged and manipulated to make different words that compose oral speech.</p>	<p>0003 Understand phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.</p>
<p>v. Knows and provides appropriate systematic explicit and implicit</p>	<p>0004 Understand word identification strategies and the use of explicit and</p>

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phonological instruction for the application of spelling-sound correspondences for word analysis and for structural analysis for word recognition and word meaning development.	implicit instruction to promote children's knowledge and skills in applying word identification strategies.
vi. Knows and applies the relationships between spelling patterns and sounds of speech; knows how to support the student at each stage of spelling development; knows how to focus direct and indirect instruction to guide the student toward spelling proficiency.	0006 Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.
vii. Knows and applies knowledge of appropriate explicit and implicit instruction for vocabulary development, (e.g., singular and plural).	0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.
viii. Knows and applies strategies that promote comprehension and strategies to support children's understanding for the various elements of the different genres of text.	0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.
ix. Knows and applies strategies and instructional approaches to support response to text and promote comprehension for literal, inferential, and critical/evaluative level, (e.g., guided reading, literature and research circles).	0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.
x. Knows and applies knowledge of instructional techniques to assist students with self-monitoring and self-corrections, (i.e., semantics, syntax, and graphophonics).	0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.
xi. Knows and applies the instructional strategies which contribute to the development of fluent reading.	0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.
xii. Knows how to promote children's interest and engagement in reading and writing.	0002 Understand emergent literacy strategies for fostering young children's literacy, including creation of a classroom

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	<p>environment that encourages a positive disposition toward literacy.</p> <p>0005 Understand reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.</p> <p>0006 Understand writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.</p>
<p>Competency R: Understands and applies the following competencies in mathematics instruction as appropriate to the abilities of the student.</p> <ul style="list-style-type: none"> i. Builds on children's natural interest in mathematics and uses it to make sense of their physical and social worlds. ii. Establishes mathematics curriculum based on current knowledge of young children's cognitive, linguistic, physical and social-emotional development that builds on children's varying experiences. iii. Uses teaching practices that enhance children's problem-solving and reasoning processes which includes representing, communicating, and connecting mathematical ideas. iv. Understands that the curriculum should be coherent and compatible with known relationships and sequences of important mathematical ideas and that provides for children's deep and lasting interaction with key mathematical ideas. v. Introduces mathematical concepts, methods, and language through a variety of appropriate experiences and teaching strategies, including integrating mathematics with other activities and allowing ample time, 	<p>0010 Understand fundamental knowledge, skills, and concepts in mathematics and how to provide developmentally appropriate learning opportunities to enhance young children's mathematical understanding.</p>

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<p>materials and teacher support for children to explore and manipulate mathematical ideas.</p> <p>vi. Enhances children's mathematical knowledge, skills and strategies by providing an ongoing process of collecting information from multiple sources to determine a student's strengths and weaknesses in order to plan appropriate educational services.</p>	
<p>Competency S: Understands and applies the following competencies in science instruction as appropriate to the abilities of the student.</p> <p>i. Plans an inquiry-based science program that develops a curriculum design to meet the interests, knowledge, understanding, abilities and experiences of students in a framework of yearlong and short-term goals for students.</p> <p>ii. Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.</p> <p>iii. Guides and facilitates learning through focused interaction with students, recognizes and responds to student diversity, and encourages and models the skills of inquiry in order for all students to participate in science learning.</p> <p>iv. Uses ongoing multiple methods and systematically gathers data about students understanding and abilities.</p> <p>v. Designs and manages learning environments that provide students with the time, space and resources needed for developing science skills.</p> <p>vi. Uses a variety of instructional strategies to implement an integrated/interdisciplinary curriculum and understands the interaction between the sciences and</p>	<p>0012 Understand fundamental knowledge, skills, and concepts in science and how to provide developmentally appropriate experiences that promote young children's inquiry, exploration, and learning in this area.</p>

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the process skills.	
<p>Competency T: Understands and applies the following competencies in social studies instruction as appropriate to the abilities of the student.</p> <ul style="list-style-type: none"> i. Designs and manages learning environments that provide opportunities for students to exhibit traits of good citizenship in a variety of settings and situations. ii. Selects teaching and assessment strategies that support the development of student understanding of their community and culture. 	<p>0011 Understand fundamental knowledge, skills, and concepts in social studies and how to provide developmentally appropriate experiences that promote young children's exploration and learning in this area.</p>
<p>Competency U: Understands and applies the following competencies in the use of technology as appropriate to the abilities of the student.</p> <ul style="list-style-type: none"> i. Bases the use of technology on the knowledge of how young children think, process information and develop concepts in content areas. ii. Enhances children's cognitive and social abilities through the appropriate use of technology. iii. Integrates technology into the learning environment and uses it as one of many options to support children's learning. iv. Promotes equitable access to technology for all children and their families. 	<p>0017 Understand how various types of materials and resources, including current technology, can be used in early childhood classrooms to support children's learning.</p>
<p>Competency V: Advocates in collaboration with parents for more appropriate technology applications for all children.</p>	<p>0018 Understand the historical, philosophical, social, and ethical foundations of early childhood education programs and major organizations that serve young children.</p>