

**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 NCATE Curriculum Guidelines for Middle Level English and CEOE Competencies

NCATE Curriculum Guidelines	CEOE Competencies
<p>1.0 Structure of the Initial Program</p> <p>The institution establishes an identifiable curriculum for preservice English language arts teachers.</p>	
1.1 English language arts majors complete an identifiable course of study.	N/A
1.2 The program contains content, methodology, on-campus experiences, and field experiences designed especially for teaching English language arts.	N/A
1.3 College/university faculty in both English and education model effective pedagogy and attitudes.	N/A
<p>2.0 Knowledge of English Language Arts</p> <p>Through required instruction, related experiences, and assessment, the program prepares English language arts teachers who are knowledgeable about language, literature, oral and written composition, and nonprint media.</p>	
2.1 The program prepares students who will possess knowledge and understanding of the English language arts, including:	
2.1.1 language acquisition and	0014 Understand the use of reading strategies and metacognitive techniques

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development;	<p>to construct meaning and aid comprehension.</p> <p>0022 Understand fundamental concepts relating to the structure, acquisition, use, and analysis of language.</p>
2.1.2 the history of language;	0021 Understand the historical, social, cultural, and technological influences shaping the English language.
2.1.3 English grammar;	<p>0009 Edit written texts to achieve clarity, unity, and effective organization.</p> <p>0010 Apply knowledge of standard English grammar, usage, and mechanics.</p>
2.1.4 dialects and levels of usage;	0021 Understand the historical, social, cultural, and technological influences shaping the English language.
2.1.5 various purposes of language.	<p>0001 Understand listening and speaking for information and understanding.</p> <p>0002 Understand listening and speaking for literary response and expression, personal appreciation, and entertainment.</p> <p>0003 Understand listening and speaking for critical analysis, evaluation, and persuasion.</p> <p>0004 Understand listening and speaking for social interaction in a variety of formal and informal situations.</p> <p>0005 Understand writing for information and understanding.</p> <p>0006 Understand writing for personal expression and social interaction.</p> <p>0007 Understand writing for critical analysis, evaluation, and persuasion.</p> <p>0011 Apply skills for reading for information and understanding.</p>

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	<p>0012 Apply skills for reading for literary response and personal enjoyment.</p> <p>0013 Apply skills for reading and viewing for critical analysis and evaluation.</p>
<p>2.2 The program prepares students who will possess knowledge and understanding of the reading process, including:</p>	
<p>2.2.1 ways students respond to literature;</p>	<p>0012 Apply skills for reading for literary response and personal enjoyment.</p> <p>0019 Understand classic and contemporary literature for young adolescents.</p> <p>0023 Understand the interrelationship of language arts skills and their integration within other content areas.</p>
<p>2.2.2 ways students read for different purposes.</p>	<p>0011 Apply skills for reading for information and understanding.</p> <p>0012 Apply skills for reading for literary response and personal enjoyment.</p> <p>0013 Apply skills for reading and viewing for critical analysis and evaluation.</p> <p>0014 Understand the use of reading strategies and metacognitive techniques to construct meaning and aid comprehension.</p> <p>0019 Understand classic and contemporary literature for young adolescents.</p> <p>0023 Understand the interrelationship of language arts skills and their integration within other content areas.</p>
<p>2.3 The program prepares students who will possess knowledge and understanding of an extensive range of literature, including:</p>	
<p>2.3.1 British, American, and world literature;</p>	<p>0018 Understand the social and cultural aspects of literature, including the ways in which literary works and movements</p>

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			both reflect and shape culture and history. 0020 Understand major themes, characteristics, trends, writers, and works in American, British, and world literature.
2.3.1.1	works of adolescent literature;	0019	Understand classic and contemporary literature for young adolescents.
2.3.1.2	works by female writers;	0015	Understand genres of fiction and drama and their characteristic features.
		0016	Understand genres of nonfiction and their characteristic features.
		0017	Understand forms of poetry and their characteristic features.
		0018	Understand the social and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape culture and history.
		0019	Understand classic and contemporary literature for young adolescents.
		0020	Understand major themes, characteristics, trends, writers, and works in American, British, and world literature.
2.3.1.3	works by writers of color and/or ethnic diversity;	0015	Understand genres of fiction and drama and their characteristic features.
		0016	Understand genres of nonfiction and their characteristic features.
		0017	Understand forms of poetry and their characteristic features.
		0018	Understand the social and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape culture and

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	<p>history.</p> <p>0019 Understand classic and contemporary literature for young adolescents.</p> <p>0020 Understand major themes, characteristics, trends, writers, and works in American, British, and world literature.</p>
<p>2.3.1.4 works of theory and criticism.</p>	<p>0018 Understand the social and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape culture and history.</p> <p>0020 Understand major themes, characteristics, trends, writers, and works in American, British, and world literature.</p>
<p>2.4 The program engages students in the practice of oral and written composition and prepares students who will possess knowledge and understanding of:</p>	
<p>2.4.1 composing processes;</p>	<p>0005 Understand writing for information and understanding.</p> <p>0006 Understand writing for personal expression and social interaction.</p> <p>0007 Understand writing for critical analysis, evaluation, and persuasion.</p> <p>0008 Understand how to use the writing process to develop and refine written texts.</p> <p>0009 Edit written texts to achieve clarity, unity, and effective organization.</p> <p>0010 Apply knowledge of standard English grammar, usage, and mechanics.</p>
<p>2.4.2 different forms of oral and written discourse;</p>	<p>0001 Understand listening and speaking for information and understanding.</p>

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	<p>0002 Understand listening and speaking for literary response and expression, personal appreciation, and entertainment.</p> <p>0003 Understand listening and speaking for critical analysis, evaluation, and persuasion.</p> <p>0004 Understand listening and speaking for social interaction in a variety of formal and informal situations.</p> <p>0005 Understand writing for information and understanding.</p> <p>0006 Understand writing for personal expression and social interaction.</p> <p>0007 Understand writing for critical analysis, evaluation, and persuasion.</p>
2.4.3 writing for different purposes;	<p>0005 Understand writing for information and understanding.</p> <p>0006 Understand writing for personal expression and social interaction.</p> <p>0007 Understand writing for critical analysis, evaluation, and persuasion.</p> <p>0023 Understand the interrelationship of language arts skills and their integration within other content areas.</p>
2.4.4 writing for different audiences.	<p>0005 Understand writing for information and understanding.</p> <p>0006 Understand writing for personal expression and social interaction.</p> <p>0007 Understand writing for critical analysis, evaluation, and persuasion.</p>
2.5 The program prepares students who will possess knowledge and understanding of nonprint media, including:	

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<p>2.5.1 the relationship between nonprint and print media;</p>	<p>0001 Understand listening and speaking for information and understanding.</p> <p>0003 Understand listening and speaking for critical analysis, evaluation, and persuasion.</p> <p>0005 Understand writing for information and understanding.</p> <p>0007 Understand writing for critical analysis, evaluation, and persuasion.</p> <p>0016 Understand genres of nonfiction and their characteristic features.</p>
<p>2.5.2 the relationship between media and other aspects of culture.</p>	<p>0018 Understand the social and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape culture and history.</p>
<p>3.0 Pedagogy for English Language Arts</p> <p>Through required instruction, related experiences, and assessment, the program prepares students in pedagogy for the English language arts.</p>	
<p>3.1 The program prepares students who will possess appropriate knowledge about and skills in instruction, planning, and the teaching of English language arts, including:</p>	
<p>3.1.1 employing suitable objectives, strategies, and materials for the English language arts program;</p>	<p>0003 (OPTE) 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>0005 (OPTE) The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the</p>

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	<p>community, and adapts instruction based upon assessment and reflection.</p> <p>0006 (OPTE) 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>3.1.2 using instructional strategies that help students explore and relate personal experiences and develop interpretation;</p>	<p>0001 (OPTE) 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>0002 (OPTE) 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>0003 (OPTE) 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>0004 (OPTE) The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.</p> <p>0006 (OPTE) 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</p>

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	technology.
3.1.3 organizing students for effective whole-class, small-group, and individual work;	0006 (OPTE) 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.
3.1.4 selecting and using materials appropriate to diverse cultural groups and individual learning styles;	0002 (OPTE) The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
3.1.5 applying research findings in studying and in teaching the English language arts.	<p>0003 (OPTE) 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>0006 (OPTE) 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>0007 (OPTE) The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>0010 (OPTE) 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.</p>
3.2 The program prepares students who will	

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possess knowledge and understanding of instructional assessment, including:	
3.2.1 ability to design varied assessment instruments and procedures;	0008 (OPTE) 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.
3.2.2 ability to interpret assessment data and provide assessment results to students, parents, and others.	0005 (OPTE) 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. 0008 (OPTE) 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>4.0 Attitudes for English Language Arts</p> <p>Through required instruction, related experiences, and assessment, the program promotes and strengthens professional attitudes needed by English language arts teachers, including:</p>	
4.1 attitudes that acknowledge the worth of all learners, including those learners diverse in culture and abilities;	0002 (OPTE) The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners. 0003 (OPTE) 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. 0005 (OPTE) The teacher plans instruction

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	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.
4.2 a willingness to take informed stands on issues of concern to the profession;	N/A
4.3 the ability to analyze and reflect on instruction—their own and that of others;	<p>0005 (OPTE) 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>0010 (OPTE) 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.</p>
4.4 a commitment to personal and professional growth.	<p>0004 (OPTE) The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.</p> <p>0010 (OPTE) 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.</p>
<p>5.0 Field-Based Experiences for English Language Arts</p> <p>The program requires field-based</p>	

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experiences for English language arts majors.	
5.1 Prior to student teaching or internships, English language arts students observe and participate in language arts classrooms with certified, experienced teachers.	N/A
5.2 During student teaching or internships, students spend at least ten weeks in an English language arts classroom teaching groups of students, mentored by a certified, experienced teacher and a university/college supervisor.	N/A