

**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 Social Studies and CEOE Competencies

NCATE Curriculum Guidelines	CEOE Competencies
<p>1.0 History and the Social Sciences</p> <p>Some coursework is completed in each of the following fields:</p>	
<p>1.1 United States history.</p>	<p>0004 Understand the ideas and values that have shaped the culture of the United States.</p> <p>0005 Understand the causes and course of European exploration and settlement of North America, and examine political and economic relationships within and among the colonies.</p> <p>0006 Understand the principal causes and events of the Revolutionary War and the major political, constitutional, and economic developments related to the creation of the federal government and the establishment of U.S. society.</p> <p>0007 Understand the significance of westward movement in U.S. history and the political, economic, social, and cultural consequences of territorial expansion.</p> <p>0008 Understand the causes, course, and consequences of the Civil War and the continuing influence of the Civil War and Reconstruction period on U.S. society.</p>

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	<p>0009 Understand major political, military, social, economic, and cultural developments in the United States from 1877 to 1919.</p> <p>0010 Understand major political, military, social, economic, and cultural developments in the United States from 1920 to the present.</p> <p>0011 Understand major political, social, cultural, and economic developments, geographic features, and key eras and events in the history of the state of Oklahoma.</p>
<p>1.2 World history, non-western history. (Both may be in one course.)</p>	<p>0001 Understand major political, social, economic, cultural, and religious developments that shaped the course of world history through the thirteenth century.</p> <p>0002 Understand major political, social, economic, cultural, and religious developments that shaped the course of world history from the fourteenth century through the eighteenth century.</p> <p>0003 Understand major political, social, economic, cultural, and religious developments that shaped the course of world history from the nineteenth century to the present.</p>
<p>1.3 United States government and political science. (Both may be in one course.)</p>	<p>0004 Understand the ideas and values that have shaped the culture of the United States.</p> <p>0006 Understand the principal causes and events of the Revolutionary War and the major political, constitutional, and economic developments related to the creation of the federal government and the establishment of U.S. society.</p> <p>0012 Understand democratic principles and the structure, organization, and</p>

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	<p>operation of different levels of government in the United States.</p> <p>0013 Understand the U.S. election process and the roles of political parties and interest groups in the U.S. political system.</p> <p>0014 Understand the rights and responsibilities of individual citizens in a democratic society and the skills, knowledge, and values necessary for successful participation in democratic self-government.</p>
<p>1.4 Geography, world geography, and cultures. (All may be in one course.)</p>	<p>0016 Understand major physical features of the earth and the natural processes that shape the earth and influence living organisms.</p> <p>0017 Understand global and regional patterns of culture and relationships between geography and history.</p> <p>0018 Understand global and regional patterns of population movement, rural/urban settlement, resource distribution, and land use and development.</p>
<p>1.5 Economics.</p>	<p>0015 Understand the components, organization, and operation of the U.S. economy and the basic principles of consumer economics.</p>
<p>2.0 Courses that include cross-cultural perspectives and gender studies.</p>	<p>0017 Understand global and regional patterns of culture and relationships between geography and history.</p> <p>0019 Understand concepts related to the structure and organization of human society and the processes of socialization and social interaction.</p>
<p>3.0 Course or courses that focus on methodology of the disciplines</p>	<p>0020 Understand how to locate, gather, and organize primary and secondary</p>

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(historiography and/or social science research methods). A separate course is not required.	<p>information using standard historical and social science resources and research methodologies.</p> <p>0021 Understand and apply methods for evaluating sources of social science information.</p> <p>0022 Understand how to formulate issues or frame questions, analyze and synthesize information, make generalizations, reach supportable judgments and conclusions, and interpret and communicate social science information in various formats.</p>
4.0 Courses that include problem solving, critical thinking, and applications skills.	<p>0021 Understand and apply methods for evaluating sources of social science information.</p> <p>0022 Understand how to formulate issues or frame questions, analyze and synthesize information, make generalizations, reach supportable judgments and conclusions, and interpret and communicate social science information in various formats.</p>
<p>5.0 Professional Education</p> <p>Quality instruction is provided in each of the following areas of professional study:</p>	
<p>5.1 Social studies (not generic) methods course that prepares teacher candidates to select, integrate, and translate knowledge and methodology from history and social science disciplines appropriate to the school level; includes experiences in curriculum design for different settings; and addresses the multicultural aspects of social studies teaching.</p>	<p>0020 Understand how to locate, gather, and organize primary and secondary information using standard historical and social science resources and research methodologies.</p> <p>0021 Understand and apply methods for evaluating sources of social science information.</p> <p>0022 Understand how to formulate issues or frame questions, analyze and synthesize information, make generalizations, reach supportable judgments and conclusions, and</p>

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	<p>interpret and communicate social science information in various formats.</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>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>0006 (OPTE) The teacher understands</p>

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	<p>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>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> <p>0009 (OPTE) The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.</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>0011 (OPTE) The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.</p> <p>0012 (OPTE) 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</p>

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	<p>well-being.</p> <p>0013 (OPTE) The teacher understands the legal aspects of teaching, including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.</p>
<p>5.2 Communication skills required in social studies; reading, writing, and speaking.</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>0001 (OGET) Identify a writer's point of view and intended meaning.</p> <p>0002 (OGET) Analyze the relationship among ideas in written material.</p> <p>0003 (OGET) Use critical reasoning skills to evaluate written material.</p> <p>0004 (OGET) Recognize the roles of purpose and audience in written communication.</p> <p>0005 (OGET) Recognize unity, focus, and development in writing.</p> <p>0006 (OGET) Recognize effective organization in writing.</p> <p>0007 (OGET) Recognize sentences that effectively communicate intended messages.</p> <p>0008 (OGET) Recognize standard conventions of formal written English usage in the United States.</p> <p>0021 (OGET) Prepare an organized, developed composition in edited English in response to instructions regarding content, purpose, and audience.</p>
<p>5.3 Early systematic school experiences in a range of school settings and with a variety</p>	<p>N/A</p>

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<p>of students of varying cultural, socioeconomic, racial, and ethnic backgrounds, including students with special needs.</p>	
<p>5.4 Full-time student teaching experience for a minimum of ten weeks in social studies, history, or a social science discipline at the grade level(s) for which licensure is sought; supervised by university or college personnel with successful experience (at the grade level for which they are preparing students) and advanced training in the teaching of social studies or a social science discipline.</p>	<p>N/A</p>