



**Full, Subject-matter  
Competencies  
for  
Licensure and Certification**

**Revised  
February 2002**



**SANDY GARRETT  
State Superintendent of Public Instruction  
Oklahoma State Department of Education**

# **Full, Subject-matter Competencies for Licensure and Certification**

The teacher candidate for licensure and certification shall demonstrate in-depth knowledge of subject matter as reflected in the standards of learned societies recognized by the National Council for the Accreditation of Teacher Education (NCATE). In program areas where NCATE has not recognized a learned society, the standards of a learned society appropriate to the subject area shall be used.

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**GENERAL COMPETENCIES  
FOR LICENSURE AND CERTIFICATION**

[Adopted May 23, 1996, by the State Board of Education as required by Legislative House Bill 1549 for creation of a competency-based teacher preparation program to be implemented July 1, 1997]

- 1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**
- 2. 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.**
- 3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.**
- 4. 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.**
- 5. 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.**
- 6. 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.**
- 7. 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.**
- 8. 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.**

9. **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.**
10. **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.**
11. **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.**
12. **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.**
13. **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.**
14. **The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.**
15. **The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.**

#### Primary Sources of Competencies

- Competencies 1-10 are based on “Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue,” prepared by the Council of Chief State School Officers’ Interstate New Teacher Assessment and Support Consortium.
- Competencies 11-13 were developed as a result of input from Oklahoma educators.
- Competencies 14 and 15 are based on Oklahoma law.

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## ART EDUCATION

The candidate for licensure and certification:

- Has a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum.
- Has an understanding of past, current, and future trends and issues in art education as well as art education research.
- Has a knowledge of developmentally appropriate visual art content including aesthetics, art criticism, and art history, around a core of art production.
- Has a working knowledge of and has had experience in integration of the arts with other fine arts areas as well as other academic disciplines.
- Understands and has experience in the application of the elements and principles of art and design.
- Understands art history including various styles, periods, ethnic groups, and cultures from around the world.
- Has a knowledge of aesthetics (the field of study that relates to beauty in the arts) and art criticism (art review and commentary), along with teaching strategies appropriate for both areas that involve a variety of media and awareness of developmental levels.
- Understands and has experience in various methods of art production and creative development including drawing, figure drawing, color and design, painting, printmaking, sculpture, clay, applied design, and technology. Additional experience should involve metal, stone, fiber, papermaking, wood, and mixed media.
- Has proficiency in teaching strategies that are developmentally appropriate and inclusive of various student learning styles and is sensitive to the needs of diverse ethnic and cultural groups and those with disabilities.
- Develops a portfolio of his/her own artwork.
- Understands that contests and competitions have a valuable place in art education; however, they should not drive the development of the local curriculum.
- Has a knowledge of a wide variety of arts resources including community resources, materials, equipment, and information about exhibitions and/or major collections.
- Recognizes the important role of technology in education and that it may serve as a supportive tool in art education.
- Understands the art-related competencies in Oklahoma's core curriculum and knows how to incorporate them into various art classes.

Representation of development committee: Oklahoma Art Education Association, university art education departments, district fine arts coordinators/supervisors, and art teachers at all levels.

Sources:

- National Standards for Arts Education
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)
- Professional Standards of the National Art Education Association

**COMPETENCIES FOR LICENSURE AND CERTIFICATION**  
**BUSINESS EDUCATION**

Competencies for business education are fulfilled by meeting competencies for career and technology business.

# **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

## **DRIVER/SAFETY EDUCATION**

The candidate for licensure and certification:

- Applies, models, and teaches appropriate learning strategies for the safe operation of motor vehicles.
- Understands the social and emotional forces that influence the psychological makeup of young drivers and how these forces affect their driving behavior.
- Understands basic driving maneuvers including the universal concepts of defensive driving.
- Understands the physical laws of nature and the statutory laws that govern the safe operation of motor vehicles.
- Has an understanding of the basic mechanical systems that make up a motor vehicle and their influence on its operational limits.

Representation of development committee: public school director of transportation and driver's education.

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## EARLY CHILDHOOD EDUCATION

The competencies related to Early Childhood Education relate more specifically to the processes of learning and/or information processing than presentation of specific subject matter. Subject matter competencies may be taken from the PK-12 competencies developed by the subject matter committees.

The candidate for licensure and certification:

- Understands 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 of the group and individual children (birth to eight years of age) while respecting their unique rates of development.
- Uses 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.
- Bases curriculum decisions on the understanding 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.
- Integrates curriculum to enable children to see and experience the connection among all content areas and make better sense of all aspects of their world.
- Develops and evaluates units of study in terms of the children's interests and developmentally appropriate skills and concepts.
- Plans, implements, and articulates developmentally appropriate strategies including play, independent work, small group projects, group discussions, cooperative learning, open-ended questions, inquiry, and problem-solving experiences.
- Provides a 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.
- Adapts curriculum, strategies, schedules, and the environment to meet the specific needs, interests, and experiences of all children including those with disabilities, developmental delays, diverse cultures, or special abilities.
- Collaborates regularly with families and other agencies in the community to enhance and support children's learning and development.
- Recognizes and respects diversity, how it influences learning, and builds connections among children's families, communities, and student activities.
- Uses performance assessment (i.e., observation and documentation) and formal assessment to evaluate young children's development and learning for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.

- Develops and uses formative and summative evaluation measures to ensure comprehensive quality of the total program for children, families, and the community.
- Understands 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.
- Understands and applies the following competencies in reading instruction.
  - 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.
  - Understands that primary language (oral) directly impacts the secondary languages (reading, writing, spelling). Knows and applies knowledge of implicit and explicit instruction in developing oral language. Knows the relationship of oral language to literacy.
  - Knows the developmental process of reading in order to assess, interpret, describe, develop appropriate instruction, monitor, reteach and reassess student's reading performance for concepts about print, phonological and phonemic awareness, phonics, spelling, word recognition, vocabulary, comprehension, fluency, and writing.
  - 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.
  - Knows and provides appropriate systematic explicit and implicit phonological instruction for the application of spelling-sound correspondences for word analysis and for structural analysis for word recognition and word meaning development.
  - 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.
  - Knows and applies knowledge of appropriate explicit and implicit instruction for vocabulary development, e.g., prefixes, suffixes and roots.
  - Knows and applies strategies that promote comprehension and strategies to support children's understanding for the various elements of the different genres of text.
  - 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.
  - Knows and applies knowledge of instructional techniques to assist students with self-monitoring and self-corrections, i.e., semantics, syntax, and graphophonics.
  - Knows and applies the instructional strategies which contribute to the development of fluent reading.
  - Knows how to promote children's interest and engagement in reading and writing.

- Is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

Representation of development committee: principals, teachers, university professors, and teachers of early childhood education.

Sources:

- Guidelines for Preparation of Early Childhood Professionals; Position Statement of the National Association Education of Young Children, 1995.
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)
- The Early Childhood Generalists Standards for National Board Certification; National Board for Professional Teaching Standards, September 1995.

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## ELEMENTARY EDUCATION

The competencies developed in specific subject areas such as mathematics, art, science, etc., have been developed on a prekindergarten through 12th grade continuum. Because of this, it is unnecessary for the elementary education competencies to address anything more than the processes through which the subject matter competencies will be presented in the classroom.

The candidate for licensure and certification:

- Understands his/her role and the variety of approaches to the organization of elementary schools.
- Understands the essential nature and importance of interaction and communication with students, parents, community members and colleagues.
- Models the role of the lifelong learner.
- Understands the role of the teaching profession in curriculum change and school improvement.
- Understands the link between child development, curriculum, and instruction.
- Understands and uses a variety of strategies to (a) select methods of assessment appropriate to each of the subject matter areas and to the age, development, and characteristics of students, (b) interpret and communicate assessment results accurately and ethically, and (c) integrate information gained from assessments into instructional plans.
- Has a knowledge of current research findings about teaching and learning.
- Analyzes his/her teaching practices through a variety of techniques.
- Understands appropriate classroom management systems and discipline practices.
- Understands the selection and use of materials, resources, and technology appropriate to individual differences.
- Creates an environment that facilitates learning experiences which make subject matter meaningful to students.
- Understands the subject matter areas common to the elementary curriculum and the integration of those subject matter areas.
- Facilitates learning groups as appropriate to the needs and/or interests of students and the goals of the lesson.
- Understands and applies the following competencies in reading instruction.
  - 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.

- Understands that primary language (oral) directly impacts the secondary languages (reading, writing, spelling). Knows and applies knowledge of implicit and explicit instruction in developing oral language. Knows the relationship of oral language to literacy.
- Knows the developmental process of reading in order to assess, interpret, describe, develop appropriate instruction, monitor, reteach and reassess student's reading performance for concepts about print, phonological and phonemic awareness, phonics, spelling, word recognition, vocabulary, comprehension, fluency, and writing.
- 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.
- Knows and provides appropriate systematic explicit and implicit phonological instruction for the application of spelling-sound correspondences for word analysis and for structural analysis for word recognition and word meaning development.
- 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.
- Knows and applies knowledge of appropriate explicit and implicit instruction for vocabulary development, e.g., prefixes, suffixes and roots.
- Knows and applies strategies that promote comprehension and strategies to support children's understanding for the various elements of the different genres of text.
- 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.
- Knows and applies knowledge of instructional techniques to assist students with self-monitoring and self-corrections, i.e., semantics, syntax, and graphophonics.
- Knows and applies the instructional strategies which contribute to the development of fluent reading.
- Knows how to promote children's interest and engagement in reading and writing.
- Understands interdisciplinary teaching and collaboration.
- Understands that all students can develop proficiencies in the Oklahoma core curriculum.

Representation of development committee: elementary teachers including Teacher of the Year finalists, elementary principals, and professors of teacher education.

Sources:

- Information from the National Council for Accreditation of Teacher Education (NCATE) Elementary Education Task Force
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## ENGLISH

The candidate for licensure and certification:

- Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic).
- Applies comprehension, analysis, interpretation, synthesis and evaluation of auditory, written, and visual messages.
- Applies appropriate learning strategies for reading, writing, studying, and researching.
- Communicates effectively in speaking and writing, using appropriate language conventions.
- Understands the influences of social and historical contexts and culture on language and literature and adapts instruction accordingly.
- Uses the understanding of language acquisition and language learning processes to develop student proficiencies and to modify instruction for second-language learners.
- Establishes a reflective and creative learning environment.
- Uses a variety of assessment strategies to evaluate student proficiencies in the language arts and to modify instruction appropriately.
- Uses technology to accomplish professional goals and to develop student's literacy proficiencies.
- Understands and teaches strategies appropriate to a variety of forms (genres), text organizations, and structures, including functional print and informational print.
- Understands the literacy process (i.e., reading process and writing process), and provides effective instruction in literacy skills and strategies.
- Understands, teaches, and implements Oklahoma's core curriculum.

Representation of development committee: Language Arts Consortium, members of the Oklahoma Council of Teachers of English, the Oklahoma Reading Council, the Oklahoma Reading Consortium, and teachers from higher education.

Sources:

- International Reading Association (IRA) and the National Council of Teachers of English (NCTE) Standards for the English Language Arts
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

# APPENDIX

## English

### Language Systems:

Phonetic - the letter/sound system of a particular language

Semantic - the meaning system of a given language

Syntactic - the structure, order, and organization of a given language

Pragmatic - the use of a particular language and its conventions that convey meaning in a cultural context

### Auditory and Visual Messages:

Auditory Messages - spoken language, intonation

Visual Messages - visual graphics such as illustrations, pictures, photographs, symbols and signs, body language, facial expressions

Written Messages - connected discourse, text

Language Conventions: grammar, figurative language, mechanics, specialized vocabulary, technical terms

Genre: a particular type of literature (i.e., short story, novel, poem, essay, drama)

Functional Print: environmental print messages (i.e., signs, logos, labels, directions)

Informational Print: (i.e., reference materials, telephone books, almanacs, dictionaries)

# **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

## **FAMILY AND CONSUMER SCIENCES**

Competencies for family and consumer sciences are fulfilled by meeting competencies for career and technology family and consumer sciences.

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## FOREIGN LANGUAGES

**Listening (K-12).** The candidate for licensure and certification:

- Understands main ideas and supporting details of oral presentations and conversations (e.g., prepared speeches, news broadcasts, interviews, short lectures).
- Understands spontaneous speech on a variety of basic topics.
- Comprehends sustained conversation or narrative of general topics (secondary only).

**Speaking (K-12).** The candidate for licensure and certification:

- Narrates and describes events, objects, and activities with supporting details.
- Participates in spontaneous, face-to-face conversation involving more complicated skills and social situations, such as elaborating, apologizing, debating.
- Initiates, sustains, and closes a general conversation.
- Displays some ability to support opinions, explain in detail, and make assumptions (secondary only).
- Uses varied strategies, such as paraphrasing or restating, to facilitate communication in the language being studied (secondary only).

**Reading (K-12).** The candidate for licensure and certification:

- Reads authentic (from the culture of the language studied) materials, such as selected short stories, poetry, and other literary works, articles, personal correspondence, and simple technical material written for the general reader.
- Comprehends facts in authentic (from the culture of the language studied) texts and materials and makes appropriate inferences.
- Comprehends authentic (from the culture of the language studied) communications via various media and technology.

**Writing (K-12).** The candidate for licensure and certification:

- Communicates by writing simple facts and ideas.
- Expresses narratives and descriptions of a factual nature.
- Writes professional and social correspondence (secondary only).

**Culture (K-12).** The candidate for licensure and certification:

- Is knowledgeable about the products of the culture of the language being taught.

- Is knowledgeable about practices of the culture of the language being taught.
- Is able to compare and contrast local culture and cultures of the language being taught.

**Second Language Acquisition (K-12).** The candidate for licensure and certification:

- Is knowledgeable about first language development and its relation to second language learning.
- Is knowledgeable about varied teaching approaches, methods, and strategies.
- Is knowledgeable about varied second language assessment strategies and techniques that are developmentally appropriate.

**The Oklahoma Core Curriculum.** The candidate for licensure and certification:

- Understands Oklahoma's core curriculum for languages, and implements the skills and knowledge appropriate to the level(s) taught.

Representation of development committee:

Languages Coordinator, Oklahoma State Department of Education  
 District Foreign Language coordinators  
 Teachers of French and Spanish K-12  
 Board Members of the Oklahoma Foreign Language Teachers' Association  
 University professor

Sources:

- American Council on the Teaching of Foreign Languages (ACTFL) *Provisional Program Guidelines for Foreign Languages*
- American Council on the Teaching of Foreign Languages (ACTFL) *Standards for Foreign Language Learning: Preparing for the 21st Century*
- Teachers of English to Speakers of Other Languages (TESOL) *Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States*
- *The Journal of Educational Issues of Language Minority Students*
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11 - 103.6 (a)

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## JOURNALISM

The candidate for licensure and certification:

- Maintains current knowledge of concepts, theories, and practical application of such in the field of journalism, including those associated with print media, news gathering, writing, research, graphic design, photography, technology, law, and ethics.
- Applies comprehension, analysis, interpretation, and evaluation of auditory, written, and visual communication. Projects can be created based on this knowledge, i.e., newspapers, yearbooks, magazines, or broadcasts.
- Applies appropriate learning strategies for research, writing, organization, editing, and presentation of written and visual messages to different audiences.
- Communicates effectively in oral presentation, written communication, and visual design.
- Understands the influence of social and historical context of culture on journalism and adapts instruction accordingly.
- Understands the impact and importance of cultural diversity on the communication process.
- Establishes a reflective and creative learning environment.
- Uses a variety of assessment strategies and teaching methods to encourage creativity, to inspire critical thinking, to develop problem-solving techniques, and to establish and maintain excellence in all journalism pursuits.
- Uses technology to accomplish professional goals and to develop students' journalistic proficiencies in all aspects of the subject, including, but not limited to, desktop publishing, photojournalism, written communication, graphic design, and research.
- Understands and can teach strategies appropriate to a variety of journalistic areas, including print media, graphic arts, printing technology, broadcast media, electronic media, advertising, business management practices, public relations, and professional writing.
- Is prepared to teach students in the following areas: desktop publishing; writing for print and electronic media; editing; photography and videography; graphic design and typography; headline, preview, promotion, and caption writing.
- Is prepared to teach research skills; interviewing; ethics, law and responsibilities of the press; journalism history; television, video, radio and multimedia production; staff management, organization and leadership techniques; business management and accounting procedures.
- Is knowledgeable of professional resources, including state, regional, and national scholastic press associations, workshops, conferences, contests, and publications.
- Understands the importance of effective verbal and visual communication skills.

- Understands the role of co-curricular and extracurricular activities in the development of student interests as an extension of classroom instruction.
- Understands, teaches, and implements Oklahoma’s core curriculum.

Representation of development committee: Language Arts Consortium, members of the Oklahoma Council of Teachers of English, the Oklahoma Reading Council, the Oklahoma Reading Consortium, and teachers from higher education.

Sources:

- Oklahoma Interscholastic Press Association
- Oklahoma’s Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)
- University of Oklahoma professor

# **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

## **LIBRARY-MEDIA SPECIALIST**

The candidate for licensure and certification:

- Defines a program of information literacy and integrates it into the curriculum.
- Defines a school library media program emphasizing information problem-solving skills and integrates it into the curriculum.
- Motivates and guides students and faculty in recognizing literature as an essential base of cultural and practical knowledge and in reading for pleasure as well as for information.
- Communicates effectively with students, faculty, staff, administrators, parents, other colleagues, and the general public by the ability to:
  - develop and implement an effective public relations program to communicate library media program goals, needs, and accomplishments.
- Applies basic principles of evaluating and selecting resources and equipment to support the educational goals of the school by the ability to:
  - develop selection policies which reflect curricular and instructional objectives, and informational and recreational needs of students and teachers.
  - develop criteria for evaluating and selecting specific print and non-print materials and equipment.
  - develop a collection of bibliographic aids, tools, and other sources to obtain current reviews and information about materials and equipment.
  - develop and implement procedures for preview, evaluation, selection, and acquisition of materials and equipment consistent with the district policy.
  - reevaluate and maintain materials and equipment.
- Uses resources to support the personal, developmental, and curricular needs of students, and the instructional development needs of the faculty by the ability to:
  - use a variety of ways to access information, including the use of new technologies.
  - provide specific information and resources in response to reference requests and recommend resources which support the curriculum.
  - conduct programs that include guidance in reading, listening, and viewing experiences.
  - assist students and staff in identifying, obtaining, using and/or producing media in appropriate formats for specific learning objectives.
  - supervise students and staff in media production and equipment operation.

- advocate resource-based learning through work with other faculty to identify appropriate instructional strategies and creative uses of resources.
- Recognizes the value of new technologies for information and instruction and assists faculty and students in their use by the ability to:
  - recognize the importance of technological advancement to the education process.
  - demonstrate an understanding of the basic concepts, terminology, and applications of emerging technology.
  - recognize curricular implications that result from emerging technology and educational trends.
  - provide leadership in incorporating innovations into education.
  - identify sources of information related to technological advancements.
  - provide technical advice and services for educational access to technology.
- Implements policies and procedures for effective and efficient acquisition, cataloging, processing, circulating, and maintaining equipment and resources to ensure access by the ability to:
  - classify and catalog all print and nonprint media according to professionally accepted systems.
  - organize and maintain a current catalog and shelf list of all media.
  - implement procedures for initial processing, circulation, maintenance, service, and inventory of equipment and materials.
- Develops, implements, and evaluates school library media programs, including management of personnel, resources, and facilities by the ability to:
  - assess the informational and instructional needs of students and faculty.
  - establish short- and long-range goals based on identified needs, the goals and objectives of the school district, state and national guidelines, and research findings.
  - prepare, justify, and administer a library media program budget.
  - prepare plans for new or renovated library media facilities.
  - develop policies that assure optimum use of materials, equipment, facilities, and staff to support the curriculum.
  - train, supervise, and evaluate support staff, volunteers, and student helpers.
  - apply federal and state laws pertaining to media including those regarding copyright, privacy, and access to materials.

- prepare statistical records and written reports.
- assess and implement the use of new technologies for library media center management, educational applications, and information retrieval.
- evaluate the library media program based on established goals and standards.
- apply effective management principles.
- advocate, initiate, and implement agreements for resource sharing.
- Serves as a learning facilitator within schools and as a leader of faculty, administration, and students in the development of effective strategies for teaching and learning with the ability to:
  - teach traditional and electronic skills in the retrieval, evaluation, and utilization of information to enable students to become independent learners.
  - plan and implement professional development programs.
- Demonstrates a commitment to professionalism by the ability to:
  - exhibit comprehension of the roles, interrelationships, and interdependency of all types of libraries and information agencies.
  - exhibit an understanding of the role of the school library media program as a central element in the intellectual life of the school.
  - demonstrate a commitment to promoting intellectual freedom.
  - demonstrate professional integrity through ethical behavior.
  - apply appropriate research findings and conduct action research to improve the library media program.
  - develop selection criteria that reflect relevant theories of learning and instruction.
  - apply basic principles of instructional design in producing resources for specified learning goals or objectives.

Representation of development committee: district library coordinators and a university library school educator.

Sources:

- American Association of School Librarians (AASL), a division of the American Library Association (ALA)
- National Council for the Accreditation of Teacher Education (NCATE).
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## ELEMENTARY MATHEMATICS

### Overview

The goal of teacher preparation programs in mathematics, in partnership with common education, is to prepare future teachers for the twenty-first century. Teacher preparation programs must recognize the changes in society to prepare adaptive teachers who are capable of providing equitable schooling for all students of the twenty-first century. Teacher preparation programs must recognize that learning to teach effectively does not consist solely of acquiring content skills. Theory alone cannot create an effective teacher. Effective teaching also must include the processes or pedagogy of teaching that incorporate actual experiences with students and other teacher candidates within a body or bodies of knowledge. Teacher preparation programs are challenged with providing a rigorous body of content which is not isolated from the strategies of teaching and the application of that content.

### Commitment

The candidate for licensure and certification:

- Recognizes the individuality and worth of each student, believes that all students can learn and apply mathematics, and demonstrates these beliefs in practice.

### Knowledge of Students, Mathematics and Teaching

The candidate for licensure and certification:

- Uses knowledge of child development and knowledge about the effects of this development on the learning of mathematics to guide curricular and instructional decisions. This will include primary, intermediate, and middle level philosophy, structure, organization, and child development.
- Understands students' environment and cultural background, individual learning differences, student attitudes and aspirations, and community expectations and values on the learning of their students.
- Has a broad and deep knowledge of the concepts, principles, techniques, and reasoning methods of mathematics that is used to set curricular goals and shape teaching.
- Understands significant connections among mathematical ideas and the applications of these ideas to problem solving in mathematics, in other disciplines, and in the world outside of school.
- Has experiences with practical applications of mathematical ideas and is able to incorporate these in their curricular and instructional decisions.
- Is proficient in, at least, the mathematics content needed to teach the mathematics skills described in Oklahoma's core curriculum, from multiple perspectives. This includes, but is not limited to, a concrete and abstract understanding of number systems and number sense, geometry, measurement, statistics and probability, functions, and algebra necessary to effectively teach the mathematics content skills addressed in the first through eighth grade as

well as the mathematics process skills of problem solving, reasoning, communication, and connections.

- Is proficient in the use of a variety of instructional strategies to include, but not limited to, cooperative learning, use of concrete materials, use of technology (i.e., calculators and computers), and writing strategies to stimulate and facilitate student learning.
- Is proficient in the design of instructional units which incorporate the mathematical processes of problem solving, reasoning, communication, and connections into the instruction of content skills.
- Has knowledge of how to teach and use this knowledge to make curriculum decisions, design instructional strategies and assessment plans, and choose materials and resources for mathematics instruction.
- Stimulates and facilitates student learning by using a wide range of formats, strategies, technologies, and procedures, and assuming a variety of roles to guide students' learning of mathematics.
- Helps students learn mathematics by creating a safe and positive environment in which they take responsibility for learning.
- Develops students' abilities to reason and think mathematically, to investigate and explore patterns, to discover structures and relationships, to formulate and solve problems, and to justify and communicate conclusions.
- Employs a range of formal and informal assessment methods to evaluate student learning in light of well-defined goals. Results should be used to guide the teaching process and provide opportunities for students to reflect on the strengths and weaknesses of individual performance.

### **Reflection and Growth**

The candidate for licensure and certification:

- Regularly reflects on what one teaches and how one teaches. Keeps informed of changes in mathematics and in the teaching of mathematics, continually seeking to improve his/her knowledge and practice.
- Supports the involvement of families in their children's education, helps the community understand the role of mathematics and mathematics instruction in today's world, and, to the extent possible, involves the community in support of instruction.
- Collaborates with peers and other education professionals to strengthen their school's programs, advance knowledge, and contribute to improving practice within the field.

Representation of the development committee: The Mathematics Consortium and the Board of Directors of the Oklahoma Council of Teachers of Mathematics.

Sources:

- Adapted from the *Adolescence and Young Adulthood/Mathematics Standards for National Board Certification*, National Board for Professional Teaching Standards, 1994.
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## INTERMEDIATE MATHEMATICS

### Overview

The goal of teacher preparation programs in mathematics, in partnership with common education, is to prepare future teachers for the twenty-first century. Teacher preparation programs must recognize the changes in society to prepare adaptive teachers who are capable of providing equitable schooling for all students of the twenty-first century. Teacher preparation programs must recognize that learning to teach effectively does not consist solely of acquiring content skills. Theory alone cannot create an effective teacher. Effective teaching also must include the processes or pedagogy of teaching that incorporate actual experiences with students and other teacher candidates within a body or bodies of knowledge. Teacher preparation programs are challenged with providing a rigorous body of content which is not isolated from the strategies of teaching and the application of that content.

### Commitment

The candidate for licensure and certification:

- Recognizes the individuality and worth of each student, believes that all students can learn and apply mathematics, and incorporates these beliefs into practice.

### Knowledge of Students, Mathematics and Teaching

The candidate for licensure and certification:

- Has an understanding of middle level philosophy, structure, organization, and child development as well as an understanding of secondary level structure and child development.
- Uses knowledge of child development and knowledge about the effects of this development on the learning of mathematics to guide curricular and instructional decisions.
- Understands students' environment and cultural background, individual learning styles, student attitudes and aspirations, and community expectations and values on the learning of students.
- Has a broad and deep knowledge of the concepts, principles, techniques, and reasoning methods of mathematics that is used to set curricular goals and shape teaching.
- Understands significant connections among mathematical ideas and the applications of these ideas to problem solving in mathematics, in other disciplines, and in the world outside of school.
- Has experiences with practical applications of mathematical ideas and is able to incorporate these in curricular and instructional decisions.
- Is proficient in, at least, the mathematics content needed to teach the mathematics skills described in Oklahoma's core curriculum, from multiple perspectives. This includes, but is not limited to, a concrete and abstract understanding of number systems and number theory, geometry and measurement, statistics and probability, functions, algebra, discrete mathematics,

and calculus necessary to effectively teach the mathematics skills addressed in the sixth through eighth grade as well as the core and extended core skills in the algebra, geometry, functions, statistics, and probability sections of Grades 9-12 in Oklahoma's core curriculum. This would also include the process skills and core skills addressed in the trigonometry and calculus sections of Grades 9-12 in the Oklahoma core curriculum.

- Is proficient in the use of a variety of instructional strategies to include, but is not limited to, cooperative learning, use of concrete materials, use of technology (i.e., calculators and computers), and writing strategies to stimulate and facilitate student learning.
- Is proficient in the design of instructional units which incorporate the mathematical processes of problem solving, reasoning, communication, and connections into the instruction of content skills.
- Has knowledge of how to teach and uses this knowledge in making curriculum decisions, designing instructional strategies and assessment plans, and choosing materials and resources for mathematics instruction.
- Helps students learn mathematics by creating a safe and positive environment in which they take responsibility for learning.
- Uses content knowledge and pedagogy to develop students' abilities to reason and think mathematically - to investigate and explore patterns, to discover structures and relationships, to formulate and solve problems, and to justify and communicate conclusions.
- Employs a range of formal and informal assessment methods to evaluate student learning in light of well-defined goals. Results should be used to guide the teaching process and provide opportunities for students to reflect on the strengths and weaknesses of individual performance.

### **Reflection and Growth**

The candidate for licensure and certification:

- Keeps informed of changes in mathematics and in the teaching of mathematics, continually seeking to improve knowledge and practice. He/she regularly reflects on what is taught and how it is taught.
- Supports the involvement of families in their children's education, helps the community understand the role of mathematics and mathematics instruction in today's world, and, to the extent possible, involves the community in support of instruction.
- Collaborates with peers and other education professionals to advance knowledge and contribute to improving practice within the field.

Representation of the development committee: The Mathematics Consortium and the Board of Directors of the Oklahoma Council of Teachers of Mathematics.

Sources:

- Adapted from the *Adolescence and Young Adulthood/Mathematics Standards for National Board Certification*, National Board for Professional Teaching Standards, 1994.
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## ADVANCED/SECONDARY MATHEMATICS

### Overview

The goal of teacher preparation programs in mathematics, in partnership with common education, is to prepare future teachers for the twenty-first century. Teacher preparation programs must recognize the changes in society to prepare adaptive teachers who are capable of providing equitable schooling for all students of the twenty-first century. Teacher preparation programs must recognize that learning to teach effectively does not consist solely of acquiring content skills. Theory alone cannot create an effective teacher. Effective teaching also must include the processes or pedagogy of teaching that incorporate actual experiences with students and other teacher candidates within a body or bodies of knowledge. Teacher preparation programs are challenged with providing a rigorous body of content which is not isolated from the strategies of teaching and the application of that content.

### Commitment

The candidate for licensure and certification:

- Recognizes the individuality and worth of each student, believes that all students can learn and apply mathematics, and incorporates these beliefs into practice.

### Knowledge of Students, Mathematics and Teaching

The candidate for licensure and certification:

- Has an understanding of the middle level philosophy, structure, organization, and child development as well as an understanding of the secondary level structure and child development.
- Uses knowledge of child development and knowledge about the effects of this development on the learning of mathematics to guide curricular and instructional decisions.
- Understands students' environment and cultural background, individual learning styles, student attitudes and aspirations, and community expectations and values on the learning of students.
- Has a broad and deep knowledge of the concepts, principles, techniques, and reasoning methods of mathematics that is used to set curricular goals and shape teaching.
- Understands significant connections among mathematical ideas and the applications of these ideas to problem solving in mathematics, in other disciplines, and in the world outside of school.
- Has experiences with practical applications of mathematical ideas and is able to incorporate these in curricular and instructional decisions.
- Is proficient in, at least, the mathematics content needed to teach the mathematics skills described in Oklahoma's core curriculum from multiple perspectives. This includes, but is not limited to, a concrete and abstract understanding of number systems and number theory,

geometry and measurement, statistics and probability, functions, algebra, discrete mathematics, and calculus necessary to effectively teach the mathematics skills addressed in the sixth through twelfth grade in the Oklahoma core curriculum. (The depth and breadth of knowledge should be much greater than for the Intermediate Mathematics certification.)

- Is proficient in the use of a variety of instructional strategies to include, but is not limited to, cooperative learning, use of concrete materials, use of technology (i.e., calculators and computers), and writing strategies to stimulate and facilitate student learning.
- Is proficient in the design of instructional units which incorporate the mathematical processes of problem solving, reasoning, communication, and connections into the instruction of content skills.
- Has knowledge of how to teach and uses this knowledge in making curriculum decisions, designing instructional strategies and assessment plans, and choosing materials and resources for mathematics instruction.
- Helps students learn mathematics by creating a safe and positive environment in which they take responsibility for learning.
- Uses content knowledge and pedagogy to develop students' abilities to reason and think mathematically - to investigate and explore patterns, to discover structures and relationships, to formulate and solve problems, and to justify and communicate conclusions.
- Employs a range of formal and informal assessment methods to evaluate student learning in light of well-defined goals. Results should be used to guide the teaching process and provide opportunities for students to reflect on the strengths and weaknesses of individual performance.

### **Reflection and Growth**

The candidate for licensure and certification:

- Keeps informed of changes in mathematics and in the teaching of mathematics, continually seeking to improve knowledge and practice. He/she regularly reflects on what is taught and how it is taught.
- Supports the involvement of families in their children's education, helps the community understand the role of mathematics and mathematics instruction in today's world, and, to the extent possible, involves the community in support of instruction.
- Collaborates with peers and other education professionals to advance knowledge and contribute to improving practice within the field.

Representation of the development committee: The Mathematics Consortium and the Board of Directors of the Oklahoma Council of Teachers of Mathematics.

Sources:

- Adapted from the *Adolescence and Young Adulthood/Mathematics Standards for National Board Certification*, National Board for Professional Teaching Standards, 1994.
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## MIDDLE LEVEL

The competencies developed here focus on middle level philosophy, structure, organization, and student development. Subject matter competencies can be pulled from the K-12 competencies developed by the subject matter committees.

The candidate for licensure and certification:

- Understands the history, philosophy, principles, structure, and organization of middle level education as it relates to early adolescence.
- Uses methods and materials for interdisciplinary instruction at the middle school level.
- Demonstrates an understanding of child-centered versus content-centered methodologies to meet the individual needs of middle level students.
- Has knowledge and skills pertaining to classroom management, organization, and student discipline at the middle school level.
- Understands the unique developmental characteristics and needs of the early adolescent, focusing on cognitive, physical, and social development.
- Establishes an environment using active participation to teach problem solving and communication skills (reading, listening, writing, and speaking) as an integral part of all instruction.
- Understands curriculum-based teacher advisory programs, which foster character, responsibility, respect for others, and active community involvement.
- Understands the need to work collaboratively with other teachers, staff members, parents, resource persons, and community groups to enhance and support the education of young adolescents.
- Uses a variety of instructional strategies that address different learning styles to meet the needs of early adolescents.
- Models the role of the lifelong learner.
- Ensures that all students develop proficiencies in the Oklahoma core curriculum.

Representation of development committee: principals, superintendents, assistant superintendents, curriculum directors and teachers.

Sources:

- Documents from other states
- National Council for Accreditation of Teacher Education (NCATE)
- National Middle School Association
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## INSTRUMENTAL/GENERAL MUSIC

The candidate for licensure and certification:

- Understands the basic philosophy of music education and is able to justify music within the school curriculum.
- Understands how music and fine arts experiences enhance student life experience and can promote music and the other arts in the community as well as within the school (including group motivational strategies and group management methods).
- Participates in ongoing professional development which includes involvement with professional associations and current experiences in performing endeavors.
- Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence.
- Has mastery of a major instrument, including appropriate techniques of breathing, embouchure (mouth position), posture, and hand position.
- Has a broad understanding of music history, including various styles and musical contributions of different cultural and ethnic groups.
- Has the ability to play an instrument(s) and teach a beginning instrumental music class, using current methods and quality music literature (collection of written music) for band, small ensemble, and solo.
- Is able to recognize and evaluate the sequential development of students, including those with disabilities.
- Has knowledge of where to locate printed musical resources and professional consultants.
- Has a working knowledge of how music integrates with all other academic disciplines, including other fine arts areas.
- Has the skill to collaborate and coordinate experiences with teachers of other academic disciplines, including other fine arts areas.
- Has competency in conducting techniques.
- Is able to teach basic fundamentals of embouchure (mouth position), hand position, technique and other related skills, of all the standard band and orchestra instruments at a basic Grade 6-8 level, including making a characteristic sound.
- Is able to sing a diatonic\* melody at sight, using a consistent sight-singing method, and the skill to teach that method appropriately at each grade level.

**\*Diatonic:** relating to a musical scale having eight tones to the octave and using a fixed pattern of intervals without chromatic deviation.

- Is able to count rhythms using a consistent rhythm reading system and demonstrates the skill to teach that method appropriately at each grade level.
- Has knowledge of music education approaches such as Carl Orff, Zoltar Kodaly and Jaques-Dalcroze and is able to prepare and teach a lesson according to each of these approaches.
- Has basic proficiency in piano, including a knowledge of keyboard harmony and is able to play functional progressions and simple accompaniments.
- Has the ability to use technology in the music classroom, such as basic knowledge of MIDI (musical instrument digital interface), sequencing and notational software programs, sound system set-up, and to make recordings.
- Understands basic laws of copyright pertaining to the correct use of copyrighted printed music and related responsibilities.
- Understands the competencies in Oklahoma's core curriculum in General Music and exhibits the skill to incorporate them into various instrumental music classes.

Representation of development committee: Oklahoma Music Education Association, music teachers of all levels, and university music education departments.

Sources:

- National Standards for Arts Education
- Oklahoma's Core Curriculum Pursuant to O.S. § 11- 103.6 (a)
- Professional Standards of the Music Educators National Conference

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## VOCAL/GENERAL MUSIC

The candidate for licensure and certification:

- Understands the basic philosophy of music education and is able to justify music within the school curriculum.
  - Understands how music and fine arts experiences enhance student life experience and can promote music and the other arts in the community as well as within the school (including group motivational strategies and group management methods).
  - Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence.
  - Understands proper breathing techniques and tone production techniques.
  - Has a knowledge of quality literature (collection of written music), both choral and solo, as well as folk songs appropriate for children.
  - Understands the changing voice, both male and female.
  - Has knowledge of where to locate professional consultants and printed music resources, such as music stores, music publisher catalogues, and textbook companies.
  - Has a working knowledge of how to coordinate vocal music with all academic disciplines including other fine arts areas.
  - Has proficiency in piano, including knowledge of scales, chords and the ability to warm up a choir and play simple accompaniments.
  - Participates in ongoing professional development which includes involvement with professional associations.
  - Has the ability to recognize and evaluate sequential musical development for all students, including those with disabilities.
  - Has competency in conducting, including the ability to show musical nuance (subtle distinction or variation).
  - Is able to prepare a series of lesson plans appropriate to each teaching level K-12.
  - Has the ability to sing a diatonic\* melody at sight, using a consistent sight singing method and the skill to teach that method appropriately at each grade level.
- \*Diatonic:** relating to a musical scale having eight tones to the octave and using a fixed pattern of intervals without chromatic deviation.
- Has the ability to count rhythms using a consistent rhythmic reading system and the skills to teach that method appropriately at each grade level.

- Has knowledge of the music education approaches such as Carl Orff, Zoltar Kodaly and Jaques-Dalcroze and is able to prepare and teach a lesson according to each of these approaches.
- Has broad knowledge and understanding of music history including various styles, periods and cultures.
- Has broad knowledge and understanding of a variety of music and musical practices representative of different cultural and ethnic groups.
- Has the ability to use technology in the music classroom, such as basic knowledge of MIDI (musical instrument digital interface), sequencing and notational software programs, sound system set-up, and to make recordings.
- Understands basic laws of copyright pertaining to the correct use of copyrighted printed music and related responsibilities.
- Understands the competencies in Oklahoma's core curriculum in General Music and exhibits the skill to incorporate them into various vocal music classes.

Representation of development committee: Oklahoma Music Association; Oklahoma Health, Physical Education, Recreation and Dance Association; Art Education Association; district fine arts coordinators; arts specialists, i.e., music (vocal, band and instrumental) art teachers; university music education departments and university art education departments

Sources:

- National Standards for Arts Education
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11 - 103.6 (a)
- Professional Standards of the Music Educators National Conference

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## PHYSICAL EDUCATION/HEALTH/SAFETY

The candidate for Physical Education/Safety licensure and certification:

- Understands the Oklahoma core curriculum and is able to develop instructional strategies/plans based on the Physical Education Section of Oklahoma's core curriculum.
- Knows the developmental levels of growth and coordination of children (Grades K-12) and provides appropriate learning opportunities that support the physical and intellectual development of all students.
- Understands and uses a variety of both psychomotor and cognitive assessment strategies to evaluate and modify the teaching/learning process.
- Understands and utilizes physical education activities for curriculum integration.
- Applies movement concepts and principles to the learning and development of rhythm and motor skills for the following:
  - locomotor movement
  - nonlocomotor movement
  - manipulative skills
- Promotes participation and involvement in age-appropriate physical activities/sports suitable for lifelong participation in the following areas:
  - lifetime activities/sports (i.e., skiing, camping, hiking, clogging)
  - individual activities/sports (i.e., golf, tennis, self-defense, spelunking)
  - nontraditional team activities/sports (i.e., korfbal, lacrosse, square dancing)
  - traditional team activities/sports (i.e., basketball, volleyball, softball)
- Understands adaptive learning activities for students with special needs.
- Knows and can demonstrate appropriate fitness, wellness, and personal management components:
- Fitness includes:
  - flexibility
  - muscular strength
  - cardiovascular fitness endurance
  - contraindicated exercises (traditional exercises which have been proven, through research, to be damaging to the body)
  - nutrition
- Wellness encompasses:
  - body composition
  - stress management
  - safety and accident prevention
  - designing and assessing personal fitness program
  - weight control
  - consumer education

- Personal management skills:
  - cooperation
  - sportsmanship
  - self-discipline
  - goal setting
  - following rules

Representation of development committee: Oklahoma Health, Physical Education, Recreation and Dance Association, public and private school physical education specialists and university physical education and recreation specialist.

Sources:

- American Association of Health, Physical Education, Recreation and Dance
- Beginning Physical Education Teacher Proficiencies
- *National Association of Sports and Physical Education Guidelines for Entry Year Teachers* and NCATE guidelines
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11 - 103.6 (a)

The candidate for Health/Safety licensure and certification:

Communicates the concepts, purposes, and importance of health education, as evidenced by the following indicators:

- Describes the discipline of health education within the school setting.
- Describes the interdependence of health education and the other components of a coordinated school health program.
- Delivers accurate and up-to-date information about the most common comprehensive school health education components, including but not limited to:
  - community and environmental health
  - consumer health
  - disease prevention and control
  - healthy communication
  - human growth and development
  - mental and emotional health
  - nutrition
  - personal health
  - safety and injury prevention
  - substance abuse
- Provides a rationale for health education, Grades 1-12.
- Understands the variables that shape decisions about health behaviors.
- Defines the role of the health education teacher within a coordinated school health program.
- Explains the importance of health education.

- Identifies the kinds of school and community support necessary to implement a coordinated school health education program.
- Understands the importance of ongoing professional development for health education teachers.
- Describes the importance of modeling positive, healthful behaviors.

Assesses the health education needs and interests of students.

- Uses information about health needs and interests of students.
- Recognizes behaviors that promote or compromise health.

Plans school health instruction.

- Selects realistic program goals and objectives.
- Identifies a scope and sequence plan for school health instruction.
- Plans health education lessons which reflect the abilities, needs, interests, developmental levels, and cultural backgrounds of students.
- Describes effective ways to promote cooperation with and feedback from administrators, parents, and other community members.
- Determines procedures which are compatible with school policy for implementing curricula.
- Develops activities to meet program goals and objectives based on the Health/Safety, and for Grades 7-12, HIV/AIDS Prevention Education Sections of Oklahoma's core curriculum and on the National Health Education Standards.

Implements school health instruction.

- Employs a variety of strategies to facilitate implementation of a school health education curriculum, which include the following:
  - provides a core health education curriculum
  - integrates health and other content areas
  - uses technology as a strategy to deliver health education
  - involves parents, guardians, or custodians of students in the teaching/learning process
- Incorporates appropriate resources and materials including:
  - selects valid and appropriate sources of information about health
  - uses school and community resources within a comprehensive program
  - refers students to valid and appropriate sources of health information
- Employs appropriate strategies for dealing with health issues.
- Adapts existing health education curricular models to community and student needs and interests.

Evaluates the effectiveness of school health instruction.

- Uses appropriate criteria and methods unique to health education for evaluating student achievement.
- Interprets and applies student evaluation results to improve health instruction.

Representation of development committee: Oklahoma Health, Physical Education, Recreation, and Dance Association, higher education, former health teachers, health education program administrators, and national Certified Health Education Specialists (CHES).

Sources:

- A Framework for the Development of Competency-based Curricula for Entry Level Health Educators, 1995.
- Health Instruction Responsibilities and Competencies for Elementary (K-6) Classroom Teachers, 1992.
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

# **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

## **READING SPECIALIST**

The candidate for licensure and certification:

- Provides reading instructions so as to facilitate the process of reading development in which teacher and learner work together as members of a community of readers.
- Has knowledge of the linguistic, dialectal, and developmental differences in readers that may affect instructional strategies.
- Knows the principles and issues of major theories of language development as they relate to reading instruction.
- Applies flexible approaches to reading instruction that recognize the uniqueness of individual students.
- Develops strategies for working with school staff, other reading specialists, and professionals within and beyond the school to foster reading development for individuals and groups.
- Understands reading as a constructive process in which the experience of the reader, the text, and the requirements of the reading event interact in the creation of meaning.
- Identifies appropriate interaction with staff members (e.g., content, special, classroom teachers) to facilitate reading development for all students.
- Recognizes factors and procedures related to the involvement of parents and/or school and community groups at all stages of reader development.
- Identifies and understands procedures involved in determining curriculum needs for reading programs.
- Identifies criteria and/or procedures involved in planning reading curriculum.
- Identifies appropriate methods and resources related to the reading process for promoting professional growth for self and school staff.

### **INSTRUCTIONAL PRACTICES**

- Understands emergent literacy development and the types of experiences and concepts that support learning to read.
- Applies knowledge of and provides appropriate instruction of graphophonemic relationships.
- Understands the relationship among word knowledge (i.e., word attack and word recognition), reading fluency, and comprehension.
- Identifies various word attack strategies (i.e., semantic clues, syntactic clues, graphophonemic clues), and various word recognition strategies (i.e., those that promote meaningful vocabulary growth).

- Provides appropriate instruction of strategies that promote comprehension at the literal, inferential, and critical/evaluative levels for both narrative and expository texts.
- Understands the importance of adjusting reading strategies for different reading purposes.
- Provides appropriate instruction of various techniques and study strategies (i.e., locating, organizing, and interpreting information).
- Identifies content area reading strategies that activate and/or develop background knowledge.
- Assists students in applying reading-related strategies to new learning situations.
- Understands the issues and procedures involved in teacher modeling, teacher-guided application, and independent practice.
- Develops proficiencies in providing instruction associated with a variety of reading instructional approaches, including phonics, language experience, basal (basic) readers, and literature-based.
- Implements cooperative learning strategies during reading instruction.
- Analyzes the strengths and weaknesses of the use of readability formulas in assessing instructional materials.
- Identifies appropriate criteria for selecting instructional materials (e.g., textbooks, reference books, computer software).
- Analyzes issues and procedures involved in modifying curriculum to meet the needs of individual students.
- Recognizes the factors involved in organizing reading instruction to encourage individual student success.
- Promotes meaningful parent/guardian-child interaction related to reading.
- Creates a reading environment to increase student's motivation to read widely and independently and to promote reading as a lifelong habit.

## **READING DIAGNOSIS**

- Identifies factors that contribute to reading difficulties.
- Understands the nature of reading difficulties (e.g., students' knowledge and strategies, factors embedded in the reading materials, instructional factors).
- Implements, interprets, and uses informal and formal assessment and evaluation procedures for identifying and diagnosing reading difficulties (e.g., observation, criterion-referenced tests, norm-referenced tests, miscue analysis, informal reading inventories, anecdotal records).
- Understands, analyzes, and creates case studies for diagnostic purposes.

- Identifies issues, procedures, and limitations involved in using oral diagnostic tests, silent diagnostic tests, visual and auditory screening, and observational diagnostic techniques.
- Identifies activities and/or strategies appropriate for individual or group instruction for students with reading difficulty.

## **EVALUATION AND ASSESSMENT**

- Identifies characteristics, strengths, and weaknesses of formal and informal tests and instruments (i.e., criterion-referenced, norm-referenced, achievement tests, diagnostic tests, checklists, observations, and anecdotal records.)
- Analyzes issues involved in the use of tests and other evaluation instruments for classification or placement, diagnosis, or other evaluative purposes.
- Selects tests or other instruments appropriate for a given evaluation purpose.
- Understands the principles and/or procedures involved in the interpretation of test results.
- Identifies procedures for cooperating with various professionals in assessment, evaluation, and instructional planning for students with special needs.
- Identifies criteria for evaluating reading programs.

Representation of development committee: coordinators, directors and supervisors of language arts and teachers from higher education.

### Sources:

- Oklahoma Council of Teachers of English
- Oklahoma Reading Consortium
- Oklahoma Reading Council

## **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

### **RESERVE OFFICERS' TRAINING CORPS (ROTC)**

Competency for ROTC certification will be verified by a recommendation from the appropriate ROTC Regional Headquarters.

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## SCHOOL COUNSELOR

The candidate for licensure and certification:

- Uses an understanding of human development to provide a comprehensive, developmental guidance and counseling program.
- Understands the impact of environmental influences on students' development and achievement, and helps students develop strategies to resolve or cope with situations that may hinder learning.
- Demonstrates an appreciation of human diversity by providing equitable guidance and counseling services for all students and by promoting a climate of mutual respect that helps students value themselves and others.
- Uses effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students.
- Provides guidance and counseling services to address the needs and concerns of students and to help students develop skills to use in future situations.
- Facilitates the educational and career development of individual students to help all students achieve success.
- Uses formal and informal assessment to provide information about and to students, to monitor student progress, and to recommend changes to the student's educational environment.
- Consults with parents and school personnel, provides professional expertise, and establishes collaborative relationships that foster a support system for students, parents, and the school community.
- Establishes strong and positive ties with the home and the community to promote and support students' growth in school and beyond the school setting.
- Has knowledge of professional ethical codes, the importance of professional development, and the need to work with colleagues to advance the profession.

**Note:** Competency for School Counselor certification may also be verified by the Nationally Certified School Counselor (NCSC) credential.

Representation of development committee: school counselors

Sources:

- American Counseling Association
- Council for Accreditation of Counseling and Related Educational Programs
- Texas Education Agency

# **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

## **SCHOOL NURSE**

Competency for School Nurse certification will be verified by a current registered nurse's license issued by the Oklahoma State Board of Nurse Registration and Nursing Education.

# **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

## **SCHOOL PSYCHOLOGIST**

The candidate for licensure and certification:

- Understands and integrates into practice the principles of professional school psychology, including:
  - ethical conduct and legal issues
  - confidentiality
  - role and function of the school psychologist
  - service delivery models
  - professional issues/standards
  - history and foundations
  - continuing professional growth/development
- Demonstrates knowledge and skills in a comprehensive range of assessment, diagnosis, evaluation, and eligibility or intervention determination within the multidisciplinary team process, including:
  - for children with disabilities who may require special education, early childhood intervention services, or other exceptional needs
  - assessment for interventions
  - collection of assessment data for infants through school-age children, including the selection, administration, accurate scoring, reporting, and interpretation of instruments and procedures appropriate to the areas of concern
  - the adequacy, appropriate uses, and limitations of assessment and evaluation instruments and procedures to be used by the school psychologist
  - nondiscriminatory assessment strategies for culturally and linguistically diverse children
- Demonstrates knowledge and skills in prevention, intervention, consultation, and counseling, including:
  - behavioral and social skills
  - cognitive/intellectual
  - child developmental
  - academic learning/instructional
  - mental health needs
  - crisis prevention/intervention
- Demonstrates knowledge and skills in effective communication and collaboration, including:
  - consultation for interventions and problem solving
  - recommendations and decision-making concerning educational and mental health needs of children
  - working with families, children, professionals, and other service systems
- Demonstrates knowledge and application of statistics, research methodologies/designs, measurement, and program evaluation.

- Understands and integrates into practice psychological foundations, including:
  - biological bases of behavior (developmental, neuropsychological, physiological, and other biological influences on behavior)
  - social bases of behavior (social psychology and development)
  - cultural diversity and cultural bases of behavior
  - child and adolescent development
  - human exceptionalities and individual differences
  - human learning
- Understands and integrates into practice educational foundations, including:
  - education of the exceptional learner
  - instructional and remediation techniques/intervention methods
  - organization and operation of the schools
  - the educational and alternative service delivery systems

**Note:** Competency for School Psychologist certification may also be verified by the Nationally Certified School Psychologist (NCSP) credential.

Representation of development committee: school psychologists, school psychometrists, public school administrator, university professors/instructors, representatives of the Oklahoma School Psychological Association, regional director and Oklahoma delegate to the National Association of School Psychologists, psychometrists, administrators and associate director of the Regional Education Service Centers, and special education executive director of the Oklahoma State Department of Education.

Sources:

- Iowa School Psychologists' Role and Functions
- National Association of School Psychologists, Nationally Certified School Psychologist Application and Information/Standards for Training and Field Placement Programs in School Psychology and for Credentialing of School Psychologists (1994)
- Redesign of Licensure of Kansas Educators-School Psychologist

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## SCHOOL PSYCHOMETRIST

The candidate for licensure and certification:

- Understands and integrates into practice the philosophical, historical, and legal foundations of special education as applicable to the role of the school psychometrist in the following areas: laws, regulations, and policies/procedures related to special education assessment, placement, and due process.
- Demonstrates knowledge, understanding, and application of ethical issues and standards of professional practice within the educational setting in the following areas:
  - ethical conduct and legal issues of the profession
  - role and function of the school psychometrist
  - confidentiality
  - professional issues/standards
  - training standards for particular instruments and procedures
  - continuing professional growth/development
- Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for children with disabilities who may require special education services or early childhood intervention services as follows:
  - collection of assessment data for infants through school-age children, including the selection, administration, accurate scoring, and reporting of instruments and procedures appropriate to the areas of concern such as basic academic skills, cognitive/intellectual, developmental, perception, language, adaptive behavior, and classroom behavior
  - the adequacy, appropriate use, and limitations of assessment and evaluation instruments and procedures to be used by the school psychometrist for educational purposes and recommendations
  - nondiscriminatory assessment strategies for culturally and linguistically diverse children
- Has knowledge and skills in effective communication and collaboration within the multidisciplinary team process in the following areas:
  - consultation for instructional interventions and problem solving
  - educational recommendations and decision-making
- Understands and integrates into practice basic psychological foundations, including:
  - cultural diversity
  - child and adolescent development
  - human exceptionalities
  - learning/educational psychology

- Understands and integrates into practice educational foundations, including:
  - education of the exceptional learner
  - instructional and remedial techniques
  - the educational service delivery system

Representation of development committee: school psychologists, school psychometrists, public school administrator, university professors/instructors, representatives of the Oklahoma School Psychological Association, regional director and Oklahoma delegate to the National Association of School Psychologists, psychometrists, administrators and associate director of the Regional Education Service Centers, and special education executive director of the Oklahoma State Department of Education.

Sources:

- Council for Exceptional Children Knowledge and Skills Needed by Educational Diagnosticians
- National Association of School Psychologists, Nationally Certified School Psychologist Application and Information/Standards for Training and Field Placement Programs in School Psychology and for the Credentialing of School Psychologists (1994)

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## ELEMENTARY SCIENCE

The candidate for licensure and certification:

- Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one
  - Develops a framework of yearlong and short-term goals for students.
  - Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students.
  - Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
  - Works with colleagues within and across disciplines and grade levels.
- Is able to guide and facilitate learning. In doing this, one
  - Focuses and supports inquiries while interacting with students.
  - Facilitates discussion among students about scientific ideas.
  - Challenges students to accept and share responsibility for their own learning.
  - Recognizes and responds to student diversity and encourages all students to participate fully in science learning.
  - Encourages and models the skills of scientific inquiry as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.
- Is able to engage in ongoing assessment of one's own teaching and of student learning. In doing this, one
  - Uses multiple methods and systematically gathers data about student understanding and ability.
  - Analyzes assessment data to guide teaching.
  - Guides students in the evaluation of their work.
  - Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.
  - Uses student assessment information and classroom observation to report student achievement to students and parents.
- Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one
  - Structures the time so that students are able to engage in extended investigations.
  - Creates a setting for student work that is flexible and supportive of science inquiry.
  - Ensures a safe working environment.
  - Makes the available science tools, materials, media, and technological resources accessible to students.
  - Identifies and uses resources outside the school.
  - Engages students in designing the learning environment.
- Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one

- Respects the diverse needs, skills, and experiences of all students.
  - Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.
  - Encourages collaboration among students.
  - Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.
  - Models and emphasizes the skills and value of scientific inquiry.
- Is able to use a variety of instructional strategies to implement an integrated/interdisciplinary curriculum.
  - Is able to teach with a broad understanding of all content areas and to understand the interaction between the sciences and the process skills. Content areas and concepts within each are listed below:

#### Physical Science Content

- Properties of objects and materials
- Properties and changes of properties in matter
- Position and motion of objects
- Motions and force
- Light, heat, electricity, and magnetism

#### Earth/Space Science Content

- Properties of earth materials
- Objects in the sky
- Changes in earth and sky
- Structure of the earth system
- Earth's history
- Earth in the solar system

#### Life Science Content

- The characteristics of organisms
  - The life cycle of organisms
  - Organisms and environment
  - Structure and function in living systems
  - Reproduction and heredity
  - Regulation and behavior
  - Population and ecosystem
  - Diversity and adaptation of organisms
- Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades K through 8.

#### Science Concepts

- System, order and organization
- Constancy, change, equilibrium and measurement
- Form and function
- Abilities of technological design
- Abilities to distinguish between natural objects and objects made by humans

- Understanding about science and technology
- Science as a human endeavor
- Nature of science
- History of science
- Personal health
- Characteristics and changes in populations
- Population, resources, and environment
- Types of resources
- Natural hazards
- Changes in environments
- Science and technology in local challenges
- Risk and benefits
- Science and technology in society

Representation of development committee: Oklahoma Science Teachers Association and Science Supervisors Metro Consortium.

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- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## BIOLOGICAL SCIENCES 6-12

The candidate for licensure and certification:

- Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one
  - Develops a framework of yearlong and short-term goals for students.
  - Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students.
  - Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
  - Works with colleagues within and across disciplines and grade levels.
- Is able to guide and facilitate learning. In doing this, one
  - Focuses and supports inquiries while interacting with students.
  - Facilitates discussion among students about scientific ideas.
  - Challenges students to accept and share responsibility for their own learning.
  - Recognizes and responds to student diversity and encourages all students to participate fully in science learning.
  - Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.
- Is able to engage in ongoing assessment of own teaching and of student learning. In doing this, one
  - Uses multiple methods and systematically gathers data about student understanding and ability.
  - Analyzes assessment data to guide teaching.
  - Guides students in the evaluation of their work.
  - Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.
  - Uses student assessment information and classroom observation to report student achievement to students and parents.
- Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one
  - Structures the time so that students are able to engage in extended investigations.
  - Creates a setting for student work that is flexible and supportive of science inquiry.
  - Makes the available science tools, materials, media, and technological resources accessible to students.
  - Engages students in designing the learning environment.
- Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one
  - Respects diverse needs, skills, and experiences of all students.

- Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.
  - Encourages collaboration among students.
  - Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.
  - Models and emphasizes the skills and value of scientific inquiry.
- Is able to use a variety of instructional strategies to implement an integrated interdisciplinary curriculum.
  - Is able to teach with a broad understanding of all content areas and understands the interaction between the sciences and the process skills.

### Biological Science Content

- Structure and function in living systems
  - Reproduction and heredity
  - Regulation and behavior
  - Population and ecosystem
  - Diversity and adaptation of organisms
  - The cell
  - The molecular basis of heredity
  - Biological adaptation
  - The interdependence of organisms
  - Matter, energy, organization in living systems
  - Behavior of organisms
- Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's Core Curriculum, in Grades 6 through 12.

### Science Concepts

- System, order, and organization
- Evidence, models, and explanation
- Constancy, change, equilibrium, and measurement
- Form and function
- Abilities of technological design
- Understanding about science and technology
- Science as a human endeavor
- Nature of science
- Nature of scientific knowledge
- History of science
- Historical perspectives
- Personal health
- Personal and community health
- Population, resources, and environments
- Population growth
- Natural hazards
- Natural resources
- Risks and benefits
- Environmental quality
- Natural and human-induced hazards

- Science and technology in society
- Science and technology in local, national, and global challenges

Representation of development committee: Oklahoma Science Teachers Association and Science Supervisors Metro Consortium.

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# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## CHEMISTRY 6-12

The candidate for licensure and certification:

- Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one
  - Develops a framework of yearlong and short-term goals for students.
  - Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students.
  - Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
  - Works with colleagues within and across disciplines and grade levels.
- Is able to guide and facilitate learning. In doing this, one
  - Focuses and supports inquiries while interacting with students.
  - Facilitates discussion among students about scientific ideas.
  - Challenges students to accept and share responsibility for their own learning.
  - Recognizes and responds to student diversity and encourages all students to participate fully in science learning.
  - Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.
- Is able to engage in ongoing assessment of own teaching and of student learning. In doing this, one
  - Uses multiple methods and systematically gathers data about student understanding and ability.
  - Analyzes assessment data to guide teaching.
  - Guides students in the evaluation of their work.
  - Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.
  - Uses student assessment information and classroom observation to report student achievement to students and parents.
- Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one
  - Structures the time so that students are able to engage in extended investigations.
  - Creates a setting for student work that is flexible and supportive of science inquiry.
  - Ensures a safe working environment.
  - Makes the available science tools, materials, media, and technological resources accessible to students.
  - Identifies and uses resources outside the school.
  - Engages students in designing the learning environment.
- Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one
  - Respects the diverse needs, skills, and experiences of all students.
  - Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.
  - Encourages collaboration among students.

- Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.
- Models and emphasizes the skills and value of scientific inquiry.
- Is able to use a variety of instructional strategies and use integrated and interdisciplinary curriculum.
- Is able to teach with a broad understanding of all content areas and understands the interaction between the sciences and the process skills. Identified Chemistry concepts and content areas are:
  - Structures and properties of matter
  - Chemical reactions
  - Transfer of energy
  - The structure of atoms
  - Properties and changes of properties in matter
- Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades 6 through 12. Identified Science concepts and content areas are:
  - System, order, and organization
  - Evidence, models, and explanation
  - Constancy, change, equilibrium, and measurement
  - Form and function
  - Abilities of technological design
  - Understanding about science and technology
  - Science as a human endeavor
  - Nature of science
  - Nature of scientific knowledge
  - History of science
  - Historical perspectives
  - Personal health
  - Personal and community health
  - Population, resources, and environments
  - Population growth
  - Natural hazards
  - Natural resources
  - Risks and benefits
  - Environmental quality
  - Natural and human induced hazards
  - Science and technology in society
  - Science and technology in local, national, and global challenges

Representation of development committee: Oklahoma Science Teachers Association and Science Supervisors Metro Consortium.

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# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## EARTH SCIENCE 6-12

The candidate for licensure and certification:

- Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one
  - Develops a framework of yearlong and short-term goals for students.
  - Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students.
  - Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
  - Works with colleagues within and across disciplines and grade levels.
- Is able to guide and facilitate learning. In doing this, one
  - Focuses and supports inquiries while interacting with students.
  - Facilitates discussion among students about scientific ideas.
  - Challenges students to accept and share responsibility for their own learning.
  - Recognizes and respond to student diversity and encourages all students to participate fully in science learning.
  - Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.
- Is able to engage in ongoing assessment of own teaching and of student learning. In doing this, one
  - Uses multiple methods and systematically gathers data about student understanding and ability.
  - Analyzes assessment data to guide teaching.
  - Guides students in the evaluation of their work.
  - Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.
  - Uses student assessment information and classroom observation to report student achievement to students and parents.
- Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one
  - Structures the time so that students are able to engage in extended investigations.
  - Creates a setting for student work that is flexible and supportive of science inquiry.
  - Ensures a safe working environment.
  - Makes the available science tools, materials, media, and technological resources accessible to students.
  - Identifies and uses resources outside the school.
  - Engages students in designing the learning environment.
- Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one

- Respects the diverse needs, skills, and experiences of all students.
  - Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.
  - Encourages collaboration among students.
  - Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.
  - Models and emphasizes the skills, attitudes, and value of scientific inquiry.
- Is able to use a variety of instructional strategies to implement an integrated interdisciplinary curriculum.
  - Is able to teach with a broad understanding of all content areas and understand the interaction between the sciences and the process skills.

#### Earth/Space Science Content

- Structure of the earth system
  - Earth's history
  - Earth in the solar system
  - Energy in the earth system
  - Geochemical cycles
  - The universe and earth's system
- Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades 6 through 12.

#### Science Concepts

- System, order and organization
- Evidence, models and explanation
- Constancy, change, equilibrium and measurement
- Form and function
- Abilities of technological design
- Understanding about science and technology
- Science as a human endeavor
- Nature of science
- Nature of scientific knowledge
- History of science
- Historical perspectives
- Personal health
- Personal and community health
- Population, resources, and environments
- Population growth
- Natural hazards
- Natural resources
- Risks and benefits
- Environmental quality
- Natural and human induced hazards
- Science and technology in society
- Science and technology in local, national, and global challenges

Representation of development committee: Oklahoma Science Teachers Association and Science Supervisors Metro Consortium.

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# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## PHYSICAL SCIENCES 6-12

The candidate for licensure and certification:

- Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one
  - Develops a framework of yearlong and short-term goals for students.
  - Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students.
  - Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
  - Works with colleagues within and across disciplines and grade levels.
- Is able to guide and facilitate learning. In doing this, one
  - Focuses and supports inquiries while interacting with students.
  - Facilitates discussion among students about scientific ideas.
  - Challenges students to accept and share responsibility for their own learning.
  - Recognizes and responds to student diversity and encourages all students to participate fully in science learning.
  - Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.
- Is able to engage in ongoing assessment of own teaching and of student learning. In doing this, one
  - Uses multiple methods and systematically gathers data about student understanding and ability.
  - Analyzes assessment data to guide teaching.
  - Guides students in the evaluation of their work.
  - Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.
  - Uses student assessment information and classroom observation to report student achievement to students and parents.
- Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one
  - Structures the time so that students are able to engage in extended investigations.
  - Creates a setting for student work that is flexible and supportive of science inquiry.
  - Ensures a safe working environment.
  - Makes the available science tools, materials, media, and technological resources accessible to students.
  - Identifies and uses resources outside the school.
  - Engages students in designing the learning environment.
- Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one

- Respects the diverse needs, skills, and experiences of all students.
  - Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.
  - Encourages collaboration among students.
  - Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.
  - Models and emphasizes the skills and value of scientific inquiry.
- Is able to use a variety of instructional strategies and use integrated and interdisciplinary curriculum.
  - Is able to teach with a broad understanding of all content areas and understands the interaction between the sciences and the process skills.

### Physical Science Content

- Properties and changes of properties in matter
  - Motions and force
  - The structure of atoms
  - Structure and properties of matter
  - Chemical reactions
  - Conservation of energy
  - Interactions of energy and matter
  - The earth system
  - The Universe
- Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades 6 through 12.

### Science Concepts

- System, order, and organization
- Evidence, models, and explanation
- Constancy, change, equilibrium, and measurement
- Form and function
- Abilities of technological design
- Understanding about science and technology
- Science as a human endeavor
- Nature of science
- Nature of scientific knowledge
- History of science
- Historical perspectives
- Personal health
- Personal and community health
- Population, resources, and environments
- Population growth
- Natural hazards
- Natural resources
- Risks and benefits
- Environmental quality
- Natural and human induced hazards
- Science and technology in society
- Science and technology in local, national, and global challenges

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# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## PHYSICS 6-12

The candidate for licensure and certification:

- Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one
  - Develops a framework of yearlong and short-term goals for students.
  - Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students.
  - Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
  - Works with colleagues within and across disciplines and grade levels.
- Is able to guide and facilitate learning. In doing this, one
  - Focuses and supports inquiries while interacting with students.
  - Facilitates discussion among students about scientific ideas.
  - Challenges students to accept and share responsibility for their own learning.
  - Recognizes and responds to student diversity and encourages all students to participate fully in science learning.
  - Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.
- Is able to engage in ongoing assessment of own teaching and of student learning. In doing this, one
  - Uses multiple methods and systematically gathers data about student understanding and ability.
  - Analyzes assessment data to guide teaching.
  - Guides students in the evaluation of their work.
  - Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.
  - Uses student assessment information and classroom observation to report student achievement to students and parents.
- Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one
  - Structures the time so that students are able to engage in extended investigations.
  - Creates a setting for student work that is flexible and supportive of science inquiry.
  - Ensures a safe working environment.
  - Makes the available science tools, materials, media, and technological resources accessible to students.
  - Identifies and uses resources outside the school.
  - Engages students in designing the learning environment.
- Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one
  - Respects the diverse needs, skills, and experiences of all students.
  - Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.
  - Encourages collaboration among students.

- Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.
- Models and emphasizes the skills and value of scientific inquiry.
- Is able to use a variety of instructional strategies and use integrated and interdisciplinary curriculum.
- Is able to teach with a broad understanding of all content areas and understands the interaction between the sciences and the process skills. Identified Physics concepts and content areas are:
  - Motions and forces
  - Conservation of energy
  - Transfer of energy
  - Interactions of energy and matter
- Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades 6 through 12. Identified Science concepts and content areas are:
  - System, order, and organization
  - Evidence, models, and explanation
  - Constancy, change, equilibrium, and measurement
  - Form and function
  - Abilities of technological design
  - Understanding about science and technology
  - Science as a human endeavor
  - Nature of science
  - Nature of scientific knowledge
  - History of science
  - Historical perspectives
  - Personal health
  - Personal and community health
  - Population, resources, and environments
  - Population growth
  - Natural hazards
  - Natural resources
  - Risks and benefits
  - Environmental quality
  - Natural and human induced hazards
  - Science and technology in society
  - Science and technology in local, national, and global challenges

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# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## SOCIAL STUDIES

### UNITED STATES HISTORY/OKLAHOMA HISTORY/ GOVERNMENT/ECONOMICS

The candidate for licensure and certification:

- Knows the major themes of United States history and their interrelatedness.
- Understands how the political growth, major events, and individuals affected the development of the United States.
- Examines and analyzes historical documents which contributed to the establishment and growth of the government of the United States.
- Identifies and describes events, trends, individuals, and movements which shaped the social, economic, and cultural development of the United States.
- Analyzes events and identifies individuals who defined and continue to impact the role of the United States in world affairs.
- Knows the roles and function of government and the foundations, structure, and function of American government.
- Identifies and explains the rights and responsibilities of citizens of the United States.
- Describes the characteristics of local and state governments and the national government, and the relationships among the different levels of government.
- Analyzes how the American political process works and the relationship of the process to the individual as a citizen of the state and the nation.
- Identifies and analyzes the events which led to Oklahoma's historical, political, economic, and cultural development.
- Identifies important individuals and groups which have had an influence on Oklahoma's heritage.
- Identifies the diverse geographic features and resources found in Oklahoma and describes their influence on Oklahoma's historical development and economy.
- Understands basic application of economic theories.
- Interprets economic trends in historical, political, and geographic contexts.
- Analyzes the influence of the past on the present and uses a knowledge of history and government to anticipate and plan for the future, evaluating alternative courses of action.
- Applies the skills of analysis, interpretation, research, and decision-making to develop an understanding of history, government, and economic concepts.

- Knows the content of the Oklahoma core curriculum for United States History, Oklahoma History, Government, and Economics.

### **WORLD HISTORY/GEOGRAPHY**

The candidate for licensure and certification:

- Compares and contrasts differing sets of ideas, personalities, and institutions of world cultures and major historical periods.
- Analyzes the cause and effect of relationships, multiple causation and perspectives, including the importance of the individual on historical events.
- Analyzes the influence of the past on the present and uses a knowledge of history and geography to anticipate and plan for the future, evaluating alternative courses of action.
- Interprets given historical data in order to evaluate information in its context.
- Knows the six elements of geographic organization: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and application of geographic data, and applies them to developing an understanding of geography concepts.
- Applies the skills of analysis, interpretation, research, and decision-making to develop an understanding of history and geographic concepts.
- Knows the content of the Oklahoma core curriculum for World History and Geography.

### **PSYCHOLOGY/SOCIOLOGY**

The candidate for licensure and certification:

- Exhibits a basic intellectual grasp of psychological and sociological theories, vocabulary, history, and recent trends in the fields of psychology and sociology.
- Understands basic concepts relative to social, developmental, abnormal and clinical psychology, learning theory (classical, operant, and cognitive), and other significant areas in the discipline of psychology, such as the scientific method.
- Knows basic brain-based research and theory, and how biology and behavior interact.
- Recognizes the differences among experimental, classical, and conditioning approaches to the study of psychology.
- Analyzes and interprets how today's psychologists view behavior in the following areas: the biological, the cognitive, the person-centered, and the psycho-dynamic perspectives.
- Knows the theories and measurement of intelligence testing.
- Knows and analyzes culture, social structure, social stratification, social institutions, socialization, social movements, and social problems, as sociological concepts.
- Knows and applies the basic sociological research processes, e.g., hypothesis formulations, sampling.

- Knows basic concepts relative to group behavior, ethnicity, social mores, crime, demographics and current social issues.

Representation of development committee: teachers from the Oklahoma Council for the Social Studies and the Oklahoma Social Studies Supervisors' Association.

Sources:

- Expectations of Excellence: Curriculum Standards for Social Studies, developed by National Council for the Social Studies
- Geography for Life: National Geography Standards 1994  
Geography Education Standards Project, National Geographic Society
- Geography Framework for the 1994 National Assessment of Educational Progress,  
NAEP Geography Consensus Project
- National Standards for Civics and Government  
Center for Civic Education
- National Standards for United States History: Exploring the American Experience, Grades 5-12, National Center for History in the Schools
- National Standards for World History: Exploring Paths to the Present, Grades 5-12, National Center for History in the Schools
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)
- U.S. History Framework for the 1994 National Assessment of Educational Progress,  
NAEP U.S. History Consensus Project

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## SPECIAL EDUCATION

For purposes of providing special education services and identifying competencies deemed necessary for licensure and certification, four areas of disabilities have been identified within the overall field of special education: Blind/Visual Impairment, Deaf/Hard of Hearing, Mild-Moderate Disabilities, and Severe-Profound/Multiple Disabilities. In addition, competencies identified at the early childhood level and deemed common to all areas of disabilities apply to all candidates for licensure and certification in any area of special education. These competencies precede the four areas of disabilities.

The candidate for licensure and certification:

- Understands the historical, social, and ethical foundations; legal and regulatory; and current trends and issues of early childhood, early childhood special education, and special education.
- Identifies specific/common disabilities in children and the implications for development and learning.
- Plans and implements programming and curricula using current best practices and principles of early childhood education.
- Understands typical and atypical development and the interdependency of all developmental areas, and respects each child's unique characteristics and their implications for learning.
- Demonstrates knowledge and skills in selection and administration of developmental screening, assessment, and evaluation instruments and methods which are comprehensive, nondiscriminatory for linguistic and cultural differences, formal and informal, and appropriate for children with early childhood disabilities.
- Participates and collaborates with all team members in conducting the evaluation/assessment within the multidisciplinary team process.
- Understands and demonstrates knowledge of the individualized family service plan (IFSP)/individualized education program (IEP) process by:
  - using assessment results, in partnership with the family and other team members, to develop the IFSP/IEP
  - monitoring IFSP/IEP progress
- Understands and implements early childhood curricula by adapting educational strategies, schedules and environments (individual, group, home settings) to meet the specific needs, interests, and experiences of all children.
- Understands and participates in the transition process across programs and service systems by:
  - planning for and linking current developmental learning experiences and teaching strategies with those of the next educational setting
  - communicating options for programs and services at the next level, while assisting the family in planning for transition.

- Develops and uses formative and summative program evaluation to ensure comprehensive quality of programs and services for children and their families.
- Collaborates and consults regularly with families, other team members, and agencies to enhance and support children's learning and development by:
  - assisting families in identifying resources, priorities, and concerns, and in accessing appropriate services
  - respecting parents' choices and goals for their children
  - implementing services for children and their families, consistent with laws, regulations, and procedural safeguards
- Uses positive and supportive early childhood guidance, teaching, and behavioral strategies which help all children learn to make responsible decisions regarding their own behavior and contribute to the development of self-control, self-motivation, and self-worth.
- Demonstrates professionalism and ethical practice, including:
  - advocacy on behalf of young children and their families to improve quality of programs and services for young children and for early childhood special education
  - implementation of a professional development plan which incorporates best practices and principles.

Source:

- Council for Exceptional Children, Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## BLIND/VISUAL IMPAIRMENT

The candidate for licensure and certification:

- Understands the philosophical, historical, and legal foundations of special education for students with visual impairment.
  - trends and issues in special education
  - special education policies and procedures
  - laws and regulations regarding special education
- Demonstrates knowledge of characteristics of students with visual impairments.
- Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for students with visual impairments.
  - procedures relevant to the impact of specific visual disorders on learning and experience, as well as procedures used for screening, prereferral, referral, and identification of students with visual impairments:
  - vision screening methods
  - functional vision assessment
  - learning media assessment
  - orientation and mobility
  - independent living skills
  - career and technology education skills
  - assistive technology
  - recreation and leisure skills
  - classroom observation
- Understands and demonstrates knowledge of the individualized education programs (IEP) process by:
  - using assessment results, in partnership with team members, to develop the IEP
  - monitoring IEP progress
- Demonstrates knowledge and skills to plan and implement appropriate and effective individualized education programs for students with visual impairments, based upon knowledge of subject matter and adaptation of curriculum and materials to meet individual abilities and sensory, conceptual and communication needs, including:
  - social interaction skills
  - recreation and leisure skills
  - use of assistive technology
  - prerequisite skills and concepts for orientation and mobility instruction
  - independent living skills
  - career education
  - visual efficiency skills
  - literacy skills
  - organizational skills

- Plans and manages supportive educational environments relative to the student's specific visual condition, including:
  - acquisition and use of unique assistive technology (e.g., computers, printers, scanners, screen access, note-taking devices, software, speech output devices, CCTV, etc.)
  - acquisition and use of specialized equipment and materials (Braille writer, abacus, slate and stylus, paper, Braille/large print/cassette textbooks, tactile maps, charts, optical, and nonoptical aids, etc.)
  - modification of the physical environment
  - implementation of appropriate instructional strategies
  - incorporation of basic orientation and mobility skills
  
- Demonstrates knowledge and applies skills relative to the management of student behavior and social interaction skills unique to students with visual impairments, including:
  - influences of the disability (ies) and other factors impacting the child's behavior and social skills
  - instruction in social interaction skills, adaptive behavior, and appropriate behaviors
  - appropriate behavior management and ethical considerations using a variety of interventions and techniques
  
- Demonstrates knowledge and skills in communication and collaborative partnerships, including:
  - communication with families, professionals, ancillary personnel, student peers, and community members to improve the quality of education for students with visual impairments
  - interrelationships of resource and related service providers
  - educational activities regarding specific visual conditions through inservice, consultation, etc.
  - transition planning
  
- Demonstrates knowledge and skills to promote successful transitions at all levels of the education process and in various environments, including:
  - completion of secondary level program/postsecondary planning
  - transitions across programs and service delivery systems
  
- Demonstrates knowledge and skills in providing an appropriate education for students in the least restrictive environment.
  - full continuum of placement alternatives
  
- Demonstrates management skills pertaining to the various service delivery models representing the full continuum of placement options for students with visual impairments, including:
  - time management and scheduling
  - record keeping
  - prioritizing caseload
  - roles and responsibilities
  - travel issues relevant to service delivery
  - site specific climate and culture

- Demonstrates professional and ethical conduct and advocacy for the unique needs of all students with visual impairments regardless of the availability of services.

Representation of development committee: public school special education teachers, public school administrators, administrator and specialist of the Oklahoma School for the Blind, private specialist in blindness/visual impairments, representative of professional organization, and special education coordinators of the Oklahoma State Department of Education.

Sources:

- American Foundation for the Blind-Foundations of Education for Blind and Visually Handicapped Children and Youth
- Association for Education and Rehabilitation of the Blind and Visually Impaired-Proposed Licensure Guidelines
- California Department of Education-Program Guidelines for Visually Impaired Individuals
- Council for Exceptional Children, Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers
- Council for Exceptional Children, Knowledge and Skills for All Beginning Teachers of Students With Visual Impairment
- Expanded Core Curriculum for Visually Impaired by the National Agenda Advisory Board
- North Carolina Guidelines for the Preparation of Teachers of Exceptional Children
- Redesign of Licensure of Kansas Educators
- Utah Standards for Preparing Teachers of Handicapped Students

# **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

## **DEAF/HARD OF HEARING**

The candidate for licensure and certification:

- Understands the philosophical, historical, and legal foundations of special education for students who are deaf or hard of hearing.
  - trends and issues in special education
  - special education policies and procedures
  - laws and regulations regarding special education
- Demonstrates knowledge of characteristics and development of students who are deaf or hard of hearing, including:
  - communication features (visual, spatial, tactile, auditory) necessary to enhance cognitive, emotional, and social development
  - etiologies (causes) of hearing loss
  - effects of onset, age of identification, and provision of services
- Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for students who are deaf or hard of hearing.
  - use of the natural/native/preferred language or mode of communication of the student
  - interpretation of results for use in educational programming
- Understands and demonstrates knowledge of the individualized education program (IEP) process by:
  - using assessment results, in partnership with team members, to develop the IEP
  - monitoring IEP progress
- Demonstrates knowledge and skills to plan and implement appropriate and effective instruction for students who are deaf or hard of hearing based upon knowledge of subject matter, curriculum goals, and students' individual abilities and needs.
  - use of multimedia skills
  - techniques for modifying and adapting curriculum and materials to meet physical, sensory, cognitive, cultural, and communication needs in various learning environments
- Plans and manages supportive teaching and learning environments that maximize opportunities for visually oriented and/or auditory learning and facilitate participation of students who are deaf or hard of hearing.
  - knowledge of current devices and assistive technology, including their application and resources (e.g., captioning, computers, augmentative communication devices, etc.)
  - classroom management techniques

- Demonstrates knowledge and skills in managing student behavior and social interaction skills, including:
  - appropriate behavioral management and ethical considerations using a variety of interventions and techniques
  - influences of the disability(ies) and other factors impacting the child’s behavior and social interaction skills
- Understands how language develops naturally and that early comprehensible communication influences the development of the whole child.
- Demonstrates proficiency in the languages and modes of communication that are used in the instruction of students who are deaf or hard of hearing.
- Understands the social and cultural aspects of the deaf perspective and deaf experience.
- Demonstrates knowledge and skills in communication and forming collaborative partnerships with families, professionals, and community members to improve the quality of education for students who are deaf or hard of hearing
- Demonstrates knowledge and skills to promote successful transitions at all levels of the education process and in various environments, including:
  - completion of secondary level program/postsecondary planning
  - transitions across programs and service delivery systems
- Demonstrates knowledge and skills in providing an appropriate education for students in the least restrictive environment, including full continuum of placement alternatives.
- Demonstrates professional and ethical conduct in matters related to the education of students who are deaf or hard of hearing.

Representation of development committee: public school special education teachers, university professors/instructors, administrator of the Oklahoma School for the Deaf, parent, and special education associate director of the Oklahoma State Department of Education.

Sources:

- Council for Exceptional Children, Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers
- Council for Exceptional Children, Knowledge and Skills for All Beginning Teachers of Students Who Are Deaf or Hard of Hearing
- Exceptional Needs Specialist-Draft Standards for National Board Certification-National Board for Professional Teaching Standards
- North Carolina Guidelines for the Preparation of Teachers of Exception Children
- Redesign of Licensure of Kansas Educators
- Utah Standards for Preparing Teachers of Handicapped Students

# **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

## **MILD-MODERATE DISABILITIES**

The candidate for licensure and certification:

- Understands the philosophical, historical, and legal foundations of special education.
  - trends and issues in special education
  - special education policies and procedures
  - laws and regulations regarding special education
- Demonstrates knowledge of characteristics of learners with mild-moderate disabilities in the following areas:
  - cognitive
  - communication
  - physical
  - medical
  - cultural
  - social
  - emotional
- Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for students with mild-moderate disabilities.
- Understands and demonstrates knowledge of the individualized education program (IEP) process by:
  - using assessment results, in partnership with team members, to develop the IEP
  - monitoring IEP progress
- Demonstrates knowledge and skills in instructional content and practice, including:
  - research-supported, effective instructional practices, techniques, strategies, and remedial methods and specialized materials
  - techniques for modifying and adapting instructional methods, materials, curricula, and assistive technology in various learning environments
- Demonstrates knowledge and skills in planning and managing the teaching and learning environment.
- Demonstrates knowledge and skills in managing student behavior and social interaction skills in the following areas:
  - influences of the disability(ies) on the child's behavior and social interaction skills
  - continuum of behavior, appropriate intervention, and ethical considerations
  - systematic behavior management using a variety of interventions and techniques

- environmental, psychoeducational, developmental, communication, cognitive, and health factors that influence behavior
- social interaction skills and adaptive behaviors for age-appropriate, positive interactions
- Demonstrates knowledge and skills in communication and forming collaborative partnerships in the following areas, including:
  - parent-child-professional partnerships
  - inservice and professional development activities
  - positive attitude development of educators, parents, support personnel, community, students, and peers
  - sources of unique services, networks, and organizations for students with mild-moderate disabilities
- Demonstrates knowledge and skills regarding professionalism and ethical practices.
- Demonstrates knowledge and skills to promote successful transitions at all levels of the educational process and in various environments, including:
  - completion of secondary level program/postsecondary planning
  - transitions across programs and service systems
- Demonstrates knowledge of individualized curricula for mild-moderate disabilities, and of the general education curriculum.
- Demonstrates knowledge and skills in providing an appropriate education for students in the least restrictive environment, including full continuum of placement alternatives.

Representation of development committee: public school special education teachers, public school administrators, university professors/instructors for special education, officer in Learning Disabilities Association of Oklahoma, officers in Oklahoma Federation Council for Exceptional Children, school psychologist and former special education teacher, and special education coordinators of the Oklahoma State Department of Education.

Sources:

- Council for Exceptional Children, Common Core of Knowledge and Skills for all Beginning Special Education Teachers (CEC, 1996)
- Council for Exceptional Children, Common Core of Knowledge and Skills for all Beginning Special Education Teachers for Students with Learning Disabilities (CEC, 1996)
- Council for Exceptional Children, Common Core of Knowledge and Skills for all Beginning Special Education Teachers for Students with Mental Retardation (CEC, 1996)
- Council for Exceptional Children, Common Core of Knowledge and Skills for all Beginning Special Education Teachers for Students with Serious Emotional Disturbances (CEC, 1996)
- General Competencies for Licensure and Certification (OKSDE, 1996)
- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11-103.6 (a)

# **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

## **SEVERE-PROFOUND/MULTIPLE DISABILITIES**

The candidate for licensure and certification:

- Understands the philosophical, historical, and legal foundations of special education, including:
  - trends and issues in special education
  - special education policies and procedures
  - laws and regulations regarding special education
- Demonstrates knowledge of characteristics of learners with severe-profound/multiple disabilities in the following areas:
  - cognitive
  - communication
  - physical
  - medical
  - cultural
  - social
  - emotional
- Has knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for children with severe-profound/multiple disabilities. Formal and informal multidisciplinary assessment may include the following:
  - authentic and portfolio assessment
  - functional assessment
  - ecological/environmental assessment
  - assistive technology needs
  - adaptive assessment
  - transition assessment
  - vocational assessment
  - data collection systems
- Understands and demonstrates knowledge of the individualized education program (IEP) process by:
  - using assessment results, in partnership with team members, to develop the IEP
  - monitoring IEP progress
- Demonstrates knowledge and skills in instructional content and practice across a variety of age-appropriate settings, including:
  - research-supported, effective instructional practices, techniques, strategies, methods, and materials
  - independent living and vocational skills, functional curricular approaches
  - integration and coordination of related services for educational benefit

- Demonstrates knowledge and skills in planning and managing the teaching and learning environments, including:
  - design/implement data collection systems
  - specialized adaptations, accommodations, devices, and environmental needs
  - specialized school health practices and techniques for health and safety
- Demonstrates knowledge and skills in managing student behavior and social interaction skills, including:
  - influences of the disability(ies) on the child's behavior and social interaction skills
  - positive behavior support and ethical considerations
  - behavior management using a variety of interventions and techniques
  - environmental, psychoeducational, developmental, communication, cognitive, and health factors that influence behavior
  - social interaction skills and adaptive behaviors for participation in the school, home, and community
- Develops and demonstrates skills in communication and collaborative partnerships with the following:
  - families, professionals, and community members
  - multidisciplinary teaming process
  - integrated model of service delivery
  - coordination with service systems, resources, and organizations
- Demonstrates knowledge and skills regarding professionalism and ethical practices.
- Demonstrates knowledge and skills to promote successful transitions at all levels of the educational process and in various environments, including:
  - completion of secondary level program/postsecondary planning
  - transitions across programs and service systems
- Demonstrates knowledge and skills in providing appropriate education and strategies to support students in the least restrictive environment, including:
  - full continuum of placement alternatives

Representation of development committee: public school special education teachers, public school administrators, university professors/instructors, related services specialist, parents, coordinator of the Deaf-Blind Project, and special education coordinators of the Oklahoma State Department of Education.

Sources:

- Council for Exceptional Children, Common Core of Knowledge and Skills Essential for All Beginning Special Education Teacher
- Council for Exceptional Children, Common Core of Knowledge and Skills for All Beginning Special Education Teachers of Students with Mental Retardation and Developmental Disabilities
- Council for Exceptional Children, Common Core of Knowledge and Skills for All Beginning Special Education Teachers of Students with Physical And Health Disabilities
- Exceptional Needs Specialist-Draft Standards for National Board Certification-National Board for Professional Teaching Standards
- North Carolina Guidelines for the Preparation of Teachers of Exception Children
- Redesign of Licensure of Kansas Educators
- Utah Standards for Preparing Teachers of Handicapped Students

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## SPEECH/DRAMA/DEBATE

### Secondary

The candidate for licensure and certification:

- Maintains a current knowledge of concepts of the field of speech communication including: oral interpretation of literature, theater, the electronic media, public speaking, argumentation, and critical thinking skills.
- Applies comprehension, analysis, interpretation, synthesis, and evaluation of vocal, verbal and nonverbal messages.
- Applies appropriate learning strategies for critical thinking, research, organization, and presentation of messages appropriate to participation in a democratic society.
- Communicates effectively in interpersonal, small group, and public communication situations using appropriate language and nonverbal signals.
- Understands the influence of social and historical contexts, and culture on public address and literature of the theater.
- Understands the impact of cultural diversity upon the communication process.
- Establishes a communication climate which encourages reflection, creativity, and critical thinking.
- Uses differing assessment strategies to evaluate student competencies in a variety of speaking/listening situations.
- Uses technology (i.e., videotaping of presentations, computers to generate visual aids and as a research tool) to enhance instruction.
- Understands and uses teaching strategies appropriate for the analysis and presentation of a variety of forms (genres) of public address and literature of the theater, available in electronic media and from printed sources.
- Understands the importance of effective communication skills in the personal and professional arenas.
- Understands the role of co-curricular and extracurricular activities in the development of student interest as an extension of the classroom instruction.
- Understands, teaches, and implements Oklahoma's core curriculum.

Representation of development committee: Language Arts Consortium, Oklahoma Council of Teachers of English, the Oklahoma Reading Council, the Oklahoma Reading Consortium, and teachers from higher education.

Sources:

- Oklahoma's Core Curriculum Pursuant to 70 O.S. § 11 - 103.6 (a)
- Oklahoma Speech Theater Communication Association
- University of Central Oklahoma Speech Teacher

# **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

## **SPEECH-LANGUAGE PATHOLOGIST**

The candidate for licensure and certification:

- Understands the models, theories and philosophies that provide the basis for the practice of speech/language pathology, in the following knowledge areas:
  - content areas in speech/language pathology (language, articulation, voice, fluency, augmentative communication)
  - etiologies which may contribute to communication impairments
  - a working understanding of other assessments (medical, psychological, audiological, etc.)
  - modality (spoken, written, sign)
- Accommodates the individual learning styles and communication/educational needs of the student.
- Demonstrates the ability to screen, evaluate, and diagnose students with suspected communication impairments using a variety of formal and informal procedures.
- Plans and implements intervention strategies and the appropriate service delivery model for students with communication impairments, including:
  - determines least restrictive environment
  - develops IEP
  - provides ongoing assessment and monitors individualized education program (IEP) progress
- Facilitates the development of the student's functional and literate communication skills (i.e., how communication occurs including written language) across environments, including:
  - developing modifications/adaptations
  - determining transition service needs
- Recognizes and understands the relationship among behavior, social interaction and communication impairments, and is able to determine realistic expectations for the student's personal and social behavior in various settings.
- Uses collaborative strategies in working with parents, school, and community to address the needs of students with communication impairments.
- Promotes and maintains competence and integrity in the practice of speech/language pathology as follows:
  - develops a plan for professional development
  - identifies community agencies and resources
- Implements practices that recognize the multicultural issues and the effect of cultural and linguistic diversity on students' communication skills and learning styles.

- Demonstrates knowledge of laws and regulations pertaining to students with communication impairments.

**Note:** Competency for Speech-Language Pathologist certification may also be verified by the Certificate of Clinical Competence (C.C.C.) from the American Speech-Language Hearing Association (ASHA).

Representation of development committee: public school speech-language pathologists, university professors/instructors, officer of Oklahoma Speech and Hearing Association, associate director of the Oklahoma State Department of Health, and special education director of the Oklahoma State Department of Education.

Sources:

- ASHA Certificate of Clinical Competence Requirements
- Council for Exceptional Children, Common Core of Knowledge and Skills for All Beginning Special Education Teachers
- National Examination in Speech/Language Pathology
- North Carolina Guidelines for the Preparation of Teachers of Exceptional Children

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## AGRICULTURAL EDUCATION

The candidate for licensure and certification:

### **Agricultural Business/Marketing**

- Understands the fundamental principles of agricultural business/marketing and management including principles of basic record keeping and methods for acquiring and managing

### **Animal Science**

- Selects and handles livestock, recognizes factors related to the safe handling of animals and animal products which become food for human consumption, and understands the importance of alternative agricultural enterprises.
- Understands concepts and principles of animal reproduction and the importance of livestock health and nutrition.

### **Plant and Soil Science**

- Understands concepts, principles, and laboratory skills related to plant and soil science including the importance of traditional crops and alternative enterprises.
- Knows factors related to the safe handling of plants and plant products which become food for human consumption and identifies causes and characteristics of common plant pests and diseases.

### **Agricultural Mechanics**

- Practices shop safety including the operation and knowledge of hand/power tools, basic principles/concepts of power and machinery, metals and metal processes, and basic principles of building construction.

### **Natural Resources**

- Evaluates the relationship between agriculture and the management of water, land, and air quality and understands concepts and principles of plant and animal environmental factors including the handling of chemicals.

### **Communications/Leadership**

- Acknowledges the foundations of agricultural education including its purpose, functions, and the background of Future Farmers of America (FFA).
- Demonstrates an understanding of basic parliamentary procedure, effective oral and written communication skills, and promotes teamwork, motivation, and leadership principles.

Representation of the development committee: public and area career and technology school agricultural education instructors; university agricultural education teacher educators; Oklahoma Department of Career and Technology Education (ODCTE) agricultural education and testing staffs.

Sources:

- *Agricultural Education I*
- *Agricultural Education I - Student Handbook*
- *Agricultural Education II*
- *Agricultural Education IV*
- *Agricultural Engineering*
- *Agricultural Science Fundamentals and Applications*
- *Agriculture and the Environment*
- *Animal Health*
- Course Outlines from Oklahoma State University & Panhandle State University
- *Employment in Agricultural Business*
- *Equine Management and Production*
- *Experiencing Agriculture - National FFA Foundation*
- *FFA Manual*
- *Horticultural Science*
- *Individualized Cooperative Education - CIMC*
- *Introduction to Agricultural Products and Processing*
- *Introduction to Horticulture*
- *Introduction to Natural Resources*
- *Introduction to the World of Agricultural Science and Technology*
- *Livestock and Poultry Production*
- *Livestock Skills*
- *Managing Our Own Natural Resources*
- *Natural Resources*
- ODCTE Agricultural Education Competencies
- *Oklahoma Agricultural Statistics*
- Oklahoma Animal Division - State Veterinary Office
- Oklahoma Commercial License Form - Oklahoma Dept. Of Wildlife
- *Oklahoma Hunting Regulation Handbook*
- *Oklahoma Statute Title 2, 1601*
- *Profitable Farm Management*

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## MARKETING EDUCATION

The candidate for licensure and certification:

### **Orientation:**

- Applies principles of job search and preparation skills relating to résumé and portfolio development, proper completion of application forms, interview preparation, career ladder analysis, and computer technology skills relating to word-processing and computerized presentations.

### **Marketing:**

- Applies principles and concepts related to marketing.
- Interprets the importance of the marketing concept and functions, how marketing affects society, factors to consider in selecting a channel of distribution, and the concept of target marketing.

### **Mathematical Skills:**

- Applies basic mathematical operations used in the marketing profession as it pertains to balancing a cash drawer and the automatic and manual methods of making change.
- Identifies the uses of basic algebra in marketing.

### **Human Relations:**

- Applies principles of communications, decision making, and crisis management.
- Identifies characteristics of professionalism on the job and the importance of social skills.

### **Sales:**

- Applies principles relating to sales, product information, customer buying decisions, motives for buying, and sales approaches.
- Demonstrates methods of handling customer/client complaints and objections.
- Explains the concept and use of sales quotas.

### **Security Precautions:**

- Identifies and explains prevention measures for the security problems of shoplifting, internal theft, burglary, robbery, and fraud.
- Identifies common types of fraud.
- Recognizes steps necessary to ensure security in shipping and receiving areas.
- Identifies precautions for safety on the job.

**Economics:**

- Applies principles related to the classification of goods and services and the types of economic resources.
- Compares the types of economic systems and their relationship to the economy.
- Identifies the factors which affect economics including economic utility (form, place, time, possession), competition, supply and demand, and the role of government in business.
- Understands the characteristics and importance of a private enterprise system and international trade.
- Identifies the measure and importance of the gross domestic product (GDP) to marketing.

**Promotion:**

- Applies principles related to the use of promotional activities, including the use of media, design and display arrangements, and the print ad.
- Explains the role of the promotional plan.

**Merchandising:**

- Applies principles related to shipping and receiving, inventory control systems, calculation of inventory shrinkage, and industrial purchasing.

**Business Ownership/Entrepreneurship:**

- Identifies the common types of business ownership in a free enterprise system and the advantages/disadvantages of each.
- Discusses the importance of marketing strategies to businesses as they apply the principles of the product mix, product/service planning, marketing decisions for a proposed business, structuring a business, and using four “Ps” of marketing - product, pricing, place, and promotional strategies.

**Applied Management:**

- Applies principles of selecting store personnel, recruiting applicants for job openings, interviewing job candidates, and reducing labor turnover.
- Recognizes the importance of new-employee orientation.
- Understands knowledge of employee motivational theories.

**Credit:**

- Applies principles of extending credit to business and customers and the three Cs of credit: character, capacity to pay, and capital.
- Identifies the reasons for extending credit.

**Business and Industry:**

- Develops relationships with business and industry through advisory committees, surveys, work-site learning opportunities, curriculum, and program visits.
- Communicates with business and industry regarding student competencies/credentials and job performance.

**Student Organizations and Activities:**

- Understands the role of student organizations in developing student professionalism and assists student organizations by coaching, chaperoning, and supervising activities.
- Encourages student participation through instruction and recognition of student achievements.

Representation of development committee: public and area career and technology education school marketing education instructors; university marketing education teacher educators; Oklahoma Department of Career and Technology Education (ODCTE) marketing and testing staffs.

**Sources:**

- *Algebraic Expressions Math* - IDECC89
- *Distribution* - IDECC
- *Entrepreneur's Start-Up Guide* - Shickler
- *Implementing Oklahoma's System of Career Portfolios & Career Passports* - ODCTE
- MarkEd National Marketing Education Competencies
- *Market Identification* - IDECC
- *Marketing* - IDECC
- *Marketing & Business* - IDECC
- *Marketing Essentials* - Kimbrell, Farese, & Wolosz
- *Obtaining Employment* - CIMC
- ODCTE Marketing Education Competencies
- *Preparing a Cash Drawer* - IDECC
- *Using Microcomputers* - Spence & Windsor

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## TECHNOLOGY EDUCATION

The candidate for licensure and certification:

### **Fundamentals of Technology:**

- Understands the fundamentals of technology including important events, developments, components, and current and future trends of technology.
- Defines the terms, systems, characteristics, interrelationships, and economics of technology, and their utilization in modern business and industry.
- Identifies general laboratory and personal safety practices.

### **Problem-Solving Techniques:**

- Identifies problem-solving techniques.
- Understands and applies problem-solving techniques.

### **Career Opportunities:**

- Explores career opportunities based on career clusters and identifies related terms and definitions.
- Identifies activities that develop employability skills.
- Recognizes educational requirements and paths for occupational attainment.

### **Communication Systems:**

- Understands the principles, processes, and functions of communication.
- Identifies types of communication technologies.

### **Construction Systems:**

- Understands and applies the principles of construction technology.
- Identifies construction technologies, their effects on society, basic principles of project planning, and steps in the construction process.

### **Manufacturing Systems:**

- Understands principles of manufacturing and their application.
- Identifies materials, equipment, processes, and strategies utilized in manufacturing technologies.
- Analyzes the role, function, and responsibilities of manufacturing in a contemporary society.

### **Energy, Power and Transportation Systems:**

- Understands the principles and applications of energy, power, and transportation.
- Identifies forms of energy, their classification, and their characteristics.
- Analyzes power systems and transportation technologies, as well as their characteristics.
- Analyzes environmental and economic effects on society.

### **Technology Education Delivery Systems:**

- Understands basic principles, terminology, system design, and issues related to technology education delivery systems and telecommunication.
- Identifies terms, features, relationships, and procedures associated with the selection, operation, and maintenance of computer systems and technology education software.
- Analyzes factors affecting the selection of computer hardware and software.

### **Business and Industry:**

- Develops relationships with business and industry through advisory committees, curriculum, and work-site learning opportunities.

### **Student Organizations and Activities:**

- Understands the role of student organizations in encouraging student participation and implementing activities that develop leadership traits.
- Integrates student activities in instruction and recognizes student achievements.

Representation of development committee: public school technology education instructors; university technology education teacher educators; Oklahoma Department of Career and Technology Education (ODCTE) technology education and testing staffs.

#### Sources:

- *MAVCC Communication Guide*
- *MAVCC Construction Guide*
- *MAVCC Energy, Power, and Transportation Systems Guide*
- *MAVCC Exploring Technology Education*
- *MAVCC Manufacturing Guide*
- *ODCTE Summary Evaluation for Technology Education*
- *TSA Chapter Program Kit*
- *Using Computers: A Gateway to Information*

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## CAREER AND TECHNOLOGY BUSINESS

The candidate for licensure and certification:

### **Business Foundations:**

- Understands important events, developments and trends in the history of business.
- Understands business organizational structures, organizational design and their implications.
- Understands the basic principles of business law and the types and characteristics of legal instruments.
- Analyzes legal issues related to business.
- Understands business communication.

### **Business Management:**

- Understands principles of business management and their applications in the decision-making process.
- Applies procedures for managing human resources.
- Analyzes issues related to economic and social responsibilities in business.
- Analyzes factors affecting business marketing decisions.

### **Technology Systems:**

- Understands basic principles and terminology related to computer technology.
- Understands principles of computer system design.
- Applies principles of computer technology to solve problems involving information gathering and analysis.
- Applies principles of computer technology to solve problems related to project and business management.
- Understands information processing systems.
- Analyzes data storage, retrieval and transmission systems.
  
- Understands principles of telecommunications and applications of telecommunications in business.
- Analyzes ethical and security issues involving technology systems.

**Business Finance and Economics:**

- Understands basic principles and applications of accounting.
- Applies procedures for processing accounting data.
- Understands advanced accounting concepts and procedures.
- Understands basic principles and applications of macroeconomics.
- Analyzes business situations in terms of microeconomic theory.
- Applies basic principles of consumer economics and finance.

Representation of development committee: Oklahoma Department of Career and Technology Education business education state program administrator, career and technology business high school teachers, business studies teachers, business education teacher educators, two-year college business teachers, and area career and technology education school teachers.

**Sources:**

- National Business Education Association Standards (NBEA)
- Oklahoma Department of Career and Technology Education Duty Task Lists

# COMPETENCIES FOR LICENSURE AND CERTIFICATION

## CAREER AND TECHNOLOGY FAMILY & CONSUMER SCIENCES

The candidate for licensure and certification:

### **Child Development:**

- Applies child development concepts and guidance techniques in the care of infants, toddlers, preschool and school-age children, as well as children in crisis or with special needs.
- Analyzes issues related to children's well-being, parenting, pregnancy, prenatal care, child birth, child care services, and community resources.

### **Foods and Nutrition:**

- Analyzes the relationship between food, nutrients, and the body through the application of food science principles and healthy food choices.
- Understands proper food storage/handling techniques, recipe use, food product information, serving/dining etiquette, and consumer skills.

### **Consumer Economics and Management:**

- Applies principles related to money management, personal financial management, time management, and economics.
- Analyzes advertising influences, factors related to housing selection & maintenance, factors related to motor vehicle selection & maintenance, wills, funerals, and consumer credit.
- Applies consumer protection practices and skills.

### **Housing and Interior Design:**

- Plans living space for human needs through the evaluation of housing and financial alternatives.
- Applies elements and principles of interior design including exterior styles, interior spaces, interior treatments, furniture, accessories, and appliances.

### **Interpersonal Relationships:**

- Applies principles of communications, decision making, and crisis management.
- Discusses factors and issues related to parenting, family life, and aging. Identifies the importance of self-respect and of practicing socially accepted behavior.

**Clothing and Textiles:**

- Applies wardrobe planning and grooming skills.
- Applies clothing selection skills, methods of stretching the clothing dollar, care and maintenance practices, construction techniques and knowledge of types of textiles.

**Careers:**

- Investigates careers as they relate to personal and career goals.
- Understands the job application process, factors related to work etiquette, the use of technology in the workplace, and economic principles.

**Business and Industry:**

- Develops partnerships with business and industry through advisory committees, surveys, work-site learning opportunities, curriculum, and program visits.
- Communicates with business and industry regarding student competencies/credentials and job performance.

**Student Organizations and Activities:**

- Understands the role of student organizations in the recognition of student achievements through curricular activities.
- Encourages student participation and the development of leadership traits.

Representation of development committee: public school family & consumer sciences instructors; university family & consumer sciences teacher educators; Oklahoma Department of Career and Technology Education family, consumer sciences and testing staffs.

**Sources:**

- *Beginnings of Interior Environment, 6th Ed.*
- *Careers in Serving Families & Consumers, 3rd Ed.*
- *Child Development*
- *Constructive Guidance & Discipline, Preschool & Primary Education*
- *Consumer Economics*
- *Economic Issues for Consumers, 7th Ed.*
- *Essentials of Textiles, 4th Ed.*
- *Essentials of the Marriage & Family Experience*
- *Family Relationships*
- *Food Fundamentals, 6th Ed.*
- *Foundations for Living II*
- *Fundamentals of Meal Management*

- *Health Safety and Nutrition for the Young Child, 3rd Ed.*
- *Illustrated Guide to Food Preparation, 7th Ed.*
- *Introductory Foods, 10th Ed.*
- *Marriage and the Family*
- Oklahoma Department of Career and Technology Education FACS Objectives
- *Personal Development Unit*
- *Perspectives in Nutrition, 3rd Ed.*
- Professional Development Needs Assessment for Career and Technology Teachers
- *Residential Housing*
- *Resource Management for Individuals & Families*
- *Teen Ecology Unit Outline*
- *Textiles: Decision Making for the Consumer*
- *The Individual, Marriage, and the Family, 8th Ed.*
- *The Lifespan, 4th Ed.*
- *Wardrobe Strategies for Women*

## **COMPETENCIES FOR LICENSURE AND CERTIFICATION**

### **OCCUPATIONAL AGRICULTURE, OCCUPATIONAL FAMILY AND CONSUMER SCIENCES, TRADE AND INDUSTRIAL EDUCATION, AND CAREER AND TECHNOLOGY HEALTH OCCUPATIONS**

Competency for occupational agriculture, occupational family and consumer sciences, trade and industrial education, and career and technology health occupations will be verified by passing a state or national licensure examination developed specifically to the occupation and/or occupational testing approved by the Oklahoma Department of Career and Technology Education. Nondegreed career and technology teachers certified under rules promulgated by the State Board of Education are exempt from the provisions of 70 O.S. § 6-180 et seq., except for those provisions concerning professional development programs.

# COMPETENCIES FOR CERTIFICATION

## ADMINISTRATIVE

### PREFACE

Most administrative competencies apply to both the principalship and the superintendency. The depth of understanding, knowledge, or demonstrated expertise would vary by certification and/or job assignment (elementary principal vs. superintendent, for instance). For example, the elementary principal should have a better understanding of beginning reading theory, the superintendent a more comprehensive understanding of school finance. Some knowledge in all areas would improve the effectiveness of the administrative candidate regardless of assignment.

### COMPETENCY I

Administrator candidates shall have knowledge and skills to establish programs to meet the concerns and needs of students, families and the community. Skills needed to address the concerns and needs of students and families would include, but not be limited to, understanding: (a) philosophical and cultural values; (b) legal and regulatory applications; (c) policy and governance; (d) public relations; and (e) political infrastructure.

### RATIONALE:

Parents, the community, and society-at-large continue to demand more from educators as schools progressively take on more responsibilities in not only the education of children, but in their emotional, physical, and overall well-being. In order to meet these new more encompassing demands, administrators must have the knowledge and skills necessary to work effectively.

### WHAT THE PRINCIPAL CANDIDATE WILL KNOW:

- Federal constitutional provisions, the state's school law and school code, local district and school site policies, and the interrelationship among each as applied within the school setting.
- Negotiation procedures; employer-employee relations, employee-employee mediation techniques, and student mediation techniques.
- How to design specific communication for various constituent groups.
- How to actively participate in community improvement.
- The political, social, cultural, and economic systems and processes that impact schools.

### WHAT THE PRINCIPAL CANDIDATE WILL BE ABLE TO DO:

- Identify and respond to the tensions within the family and the community that affect the education process.
- Develop schools as community hubs for services which may incorporate instructional activities, social experiences, family, and community services in the child's education process.

- Design effective public relations strategies to meet the needs that arise in community relations, media relations, and crisis situations.
- Model respect for all staff and their varied contributions to the school.
- Inform parents concerning programs that facilitate the school/parent partnership aspect of the total school mission.
- Develop community resources which may benefit the education and well-being of the school's students.
- Facilitate, recognize, and reward both school to community and community to school volunteerism.

**WHAT THE SUPERINTENDENT CANDIDATE WILL KNOW:**

- Procedures for implementing policies to comply with state and federal regulations and legal requirements.
- Political theory and the skills needed to build community support for district priorities and policies.
- National and international issues affecting schools, students, and instruction.
- The dynamics of policy development and advocacy under our democratic political system.

**WHAT THE SUPERINTENDENT CANDIDATE WILL BE ABLE TO DO:**

- Develop programs to build community support for the district.
- Develop superintendent/board of education interpersonal and working relationships necessary to develop policies to guide the district.

**IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:**

Administrator preparation programs shall provide administrator candidates with broad knowledge and skills related to Competency I.

**COMPETENCY II**

Administrator candidates shall possess leadership knowledge and skills including, but not limited to: (a) group dynamics and group processes; (b) information collection; (c) problem analysis; (d) judgment/ethics; (e) organizational oversight; (f) implementation; (g) delegation; (h) district culture; and (i) collaboration among colleagues and institutions.

**RATIONALE:**

As a result of the expanding duties within the school, today's administrator must possess an array of skills in organization and management, in addition to a knowledge of learning theory and best teaching practices.

**WHAT THE PRINCIPAL/SUPERINTENDENT CANDIDATE WILL KNOW:**

- Socioeconomic and educational trends, innovations, and new paradigms to meet the needs of schools.
- Various information sources relevant to school needs.
- School finance, budgeting, planning, and managing school resources.
- The various roles and responsibilities of all staff members in the school setting.

**WHAT THE PRINCIPAL/SUPERINTENDENT CANDIDATE WILL BE ABLE TO DO:**

- Facilitate the development of a written vision for the school/district and a well-developed educational philosophy and be able to market that vision and philosophy.
- Facilitate and foster innovation which leads to school improvement including integrating that innovation into the mission of the organization.
- Facilitate the preparation of a comprehensive assessment of the school's climate and instructional programs with input from teachers, students, and parents.
- Demonstrate creative problem-solving techniques.
- Use effective decision-making strategies and recognize how bias affects the decision-making process.
- Initiate appropriate management strategies to implement long and short-term plans, work with faculty, parents, students and other school constituencies to translate a shared vision into a strategic plan.
- Demonstrate the ability to prepare a grant proposal and facilitate that process with the staff.
- Delegate authority and empower teachers to work as peers.
- Work with other schools and districts in areas of inservice curriculum development and school organization when appropriate.
- Build self-respect in staff and students.
- Promote the value of understanding and celebrating school/community cultures.
- Respect and encourage diversity among people and programs.
- Manage time effectively.
- Facilitate cooperation among groups.

**IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:**

Administrator preparation programs will provide coursework relevant to the duties and responsibilities of an administrator.

### **COMPETENCY III**

Administrator candidates shall be able to connect research and practice. This intersection between research and practice would include, but not be limited to: (a) instruction and learning environment (instructional leadership); (b) discipline practices; (c) curriculum design; (d) student guidance and development; (e) professional/staff development; (f) measurement and evaluation; and (g) resource allocation.

#### **RATIONALE:**

The administrator as instructional leader must have an empirical knowledge base to guide his/her decision-making concerning effective teaching practices within the school. Administrators must understand the learning and motivational styles of their students (age appropriate) in order to help teachers tailor their own teaching styles to best meet the educational needs of students to maximize learning.

#### **WHAT THE PRINCIPAL CANDIDATE WILL KNOW:**

- The major findings of research on instruction and student learning and how those findings translate into school programs.
- The implications of learning style and instructional design for students and staff.
- How instructional objectives, school scheduling, teaching strategies, and organizational structure may affect student performance, in order to improve and enhance school programs.
- How to assess instructional needs and select individuals whose skills, personality and experience best meet needs.
- Appropriate methods for assessing the effectiveness of programs within the school setting in order to support effective programs or renew and improve those requiring change.
- The relationship between school plans and instructional programs and how they affect faculty collegiality.
- The use of technology in education, both in classroom training and the business management of organization.
- The value of professional development opportunities that update and support current national education practices and alternative management styles.
- The requirements of and how to implement the Oklahoma core curriculum.

#### **WHAT THE PRINCIPAL CANDIDATE WILL BE ABLE TO DO:**

- Identify those who have skills which would add to the effectiveness of the school and utilize the expertise of those individuals.
- Promote behavior management skills which provide for a safe environment in which learning can take place.
- Develop strategies for educating students which best meet their career and/or personal needs.

- Coordinate and integrate programs at area career and technology schools with regular site programs.
- Facilitate the core curriculum design and delivery systems for a school site.
- Facilitate noncore curriculum design and delivery systems for a school site.
- Organize teacher teams in the design and delivery of curriculum and instruction at the school site.
- Participate in a curriculum or program design project using available research as a guide for an actual product to be used at the school site.
- Provide training and assist teachers with the identification and use of resources associated with the cultural and linguistic needs of students.
- Implement alternative management models within school settings.
- Implement and maintain developmentally appropriate educational programs that create a climate conducive to implementing programs that meet and/or exceed professionally recognized standards.
- Facilitate staff inquiry into practice, refining of skills, and synthesis of knowledge in collaboration with peers to foster a change model or norm of continuous site improvement.
- Facilitate scheduling of time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- Participate in a curriculum evaluation process, formative and summative, that is ongoing; includes multiple sources of information; focuses on all levels of the organization; and provides the follow up necessary to ensure improvement.
- Participate in formative and summative evaluation of personnel processes that are ongoing and might include but not be limited to peer coaching, collegial support groups, mentoring, study groups, and video taping teachers.
- Provide leadership training in site-based decision-making.
- Demonstrate the ability to work effectively with human diversity in a variety of settings, socioeconomic levels, exceptionalities, and cultural and ethnic backgrounds.

**WHAT THE SUPERINTENDENT CANDIDATE WILL KNOW:**

- Curriculum planning which anticipates occupational trends and how that curriculum may correspond to the students' lifelong learning needs.
- Strategies to ensure that the diversity of religion, ethnicity, culture and gender is respected.

**WHAT THE SUPERINTENDENT CANDIDATE WILL BE ABLE TO DO:**

- Facilitate the design of a core curriculum and delivery system for school sites.

- Develop, implement, and monitor change processes to improve student learning, adult development, and climates for learning.
- Develop a process for administrator and faculty input into district curriculum, in order to ensure appropriateness, scope, and context.
- Evaluate the instructional program of a school site.
- Demonstrate the ability to work effectively with human diversity in a variety of settings, socioeconomic levels, exceptionalities, and cultural and ethnic backgrounds.

#### **IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:**

Administrator preparation programs shall emphasize the findings of research in preparing administrators to be instructional leaders, site-based managers, and facilitators in policy decision making at the site and district level. Collaborative projects between the administrator preparation programs and individual school sites are encouraged.

#### **COMPETENCY IV**

Administrator candidates shall consider the developmental levels and needs of all school-age children. Administrators shall exhibit an appreciation of the diversity students bring to the classroom, thus increasing mutual understanding and better meeting the educational needs of children. Furthermore, administrators shall demonstrate a theoretical and practical understanding of the role that their own attitudes, biases, and preconceptions play in their interactions with students, colleagues, and the larger community.

#### **RATIONALE:**

In order for schools to most effectively educate students, administrators must have in-depth knowledge of the developmental levels and needs of the populations which they will serve. When administrators recognize and understand the range of cultures and learning differences that students bring to the school setting, they can better utilize both in productive ways to enhance their own and other students' appreciation of diversity. In doing this, administrators better meet the educational needs of children who encounter an increasingly diverse society and global economy.

#### **WHAT THE PRINCIPAL/SUPERINTENDENT CANDIDATE WILL KNOW:**

- Developmental levels of children in order to facilitate the preparation of curriculum, programs, and school organization which are appropriate to the individual needs of students.
- How to interpret and use testing/assessment results to improve education.
- Alternative methods of monitoring and evaluating student achievement based on objectives and learner outcomes.
- How motivation can affect the instructional process.
- Classroom management theories and techniques.
- Multicultural and ethnic inclusion strategies which can be implemented at the school site.

- How to recognize the needs of students and staff in preparing and/or utilizing the physical facilities.
- The needs and rights of students with disabilities.
- Principles of student growth and development.
- Facilitate operations.
- A variety of management techniques.

**WHAT THE PRINCIPAL/SUPERINTENDENT CANDIDATE WILL BE ABLE TO DO:**

- Implement and maintain special education programs that communicate and fulfill the laws, policies, and regulations that govern these programs.
- Mediate conflict among regular educators, special educators, and parents to make ethical decisions that benefit the student.
- Foster a supportive school climate for students with disabilities, students of diverse cultural backgrounds, and students of varying developmental or socioeconomic levels through awareness, sensitivity, behavior, and active involvement in all aspects of the education process while assisting teachers in modifying instruction to facilitate the academic achievement of all students.
- Facilitate the development, implementation and monitoring of change processes to improve student learning.
- Promote instructional approaches that attend to learning differences, language differences, and diversity in the classroom and reflect acceptance and respect for all students.
- Support the roles and responsibilities of all individuals working together in teams to collaboratively plan educational programs which facilitate problem solving and decision making and create a multidisciplinary curriculum for all children.
- Facilitate the identification of programs that meet the needs of students and direct them on a career path that enables them to become lifelong learners.
- Provide school staff with ongoing systematic, comprehensive, professional training in nonbias curricula.
- Develop and facilitate student assistance programs for addressing the needs of at-risk children.

**IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:**

Administrator preparation programs shall prepare administrators to facilitate the implementation of programs for all students.

## COMPETENCY V

Administrator candidates shall have an awareness of human resource management and development including the Oklahoma administrator/teacher evaluation criteria.

### **RATIONALE:**

In order for administrators to help teachers improve instruction, administrators should study, observe, and practice supervisory behaviors.

### **WHAT THE PRINCIPAL/SUPERINTENDENT WILL KNOW:**

- Different phases of an evaluation-planning conference, classroom observation, and feedback conference.
- Collaborative and consultative skills to be used in conferences with teachers and in their observations of performance.
- Issues, problems, and competencies associated with staff evaluation.
- The responsibilities associated with and the use of staff evaluations.
- Current research of evaluation techniques and their effectiveness.
- Effective management and implementation of collective bargaining and other contractual agreements as defined by local school board policy, state and federal law, and Oklahoma State Board of Education regulations.
- Formative and summative evaluation.
- Effective recruitment, selection, induction, compensation, and retention strategies regarding school personnel.
- The need for high quality standards, expectations, and performances.
- Financial, human, and material resources must be aligned to the goals of the school.

### **WHAT THE PRINCIPAL/SUPERINTENDENT WILL BE ABLE TO DO:**

- Use a variety of evaluation and supervisory strategies.
- Effectively use consultative and collaborative skills to work with staff members to develop their professional development plan.
- Manage time effectively in order to be able to observe staff members not only in the classroom but also in school activities, working with colleagues, conferencing with parents and engaging in professional growth activities.
- Develop effective in-service site-based programs for training school personnel to meet the school and/or district's educational policy and/or goals.

## **IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:**

Administrator preparation programs shall emphasize human resources management and the development of administrator/teacher evaluation procedures.

### **COMPETENCY VI**

The administrators shall have knowledge and skills to manage the physical resources to ensure a safe, efficient, and effective learning environment.

#### **RATIONALE:**

The effective management of operations is a necessity for successful administration of a school.

#### **WHAT THE PRINCIPAL/SUPERINTENDENT CANDIDATE WILL KNOW:**

- Principles and issues related to school facilities and operation.
- Operational procedures at the school and district levels.
- Principles and issues related to school safety and security.
- Management procedures for site budgets and activity accounts.

#### **WHAT THE PRINCIPAL/SUPERINTENDENT CANDIDATE WILL BE ABLE TO DO:**

- Operate the school plant, equipment, and support systems safely, efficiently, and effectively.
- Initiate the development of operational procedures for support systems.

## **IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:**

Administrator preparation programs shall provide administrator candidates with a broad knowledge of principles and issues relating to school facilities and use of space.

### **COMPETENCY VII**

The administrator candidate shall have knowledge and skills necessary to manage the financial and business operations of a school district.

#### **RATIONALE:**

The role of superintendent and appropriate central office personnel requires the knowledge, skill, and understanding of effective practices and implementation strategies to manage or supervise the financial and business operations of a school district.

#### **WHAT THE SUPERINTENDENT WILL KNOW:**

- Budget development and data analysis.
- Applicable regulations and laws governing financial management.

- Principles of public school financial management.
- Management procedures.
- Implementation strategies.
- Check and balance systems.
- Involvement processes.
- Methods of communicating budget needs to the public.

**WHAT THE SUPERINTENDENT WILL BE ABLE TO DO:**

- Develop district and site budgets.
- Communicate district financial needs to the public.
- Implement management policies and procedures.
- Evaluate effectiveness of business/financial operation.
- Involve appropriate staff, faculty, and public in the budget development process.
- Utilize assistance of specialized personnel such as the school auditor, accountant, treasurer and other financial advisors.
- Allocate funds appropriately to meet instructional priorities.

**IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:**

Administrator preparation programs shall include a comprehensive school finance program.

Sources:

- Cooperative Council of School Administrators (CCOSA)
- Interstate School Leaders Licensure Consortium (ISLLC), Council of Chief State School Officers
- Report on Educator Preparation and Professional Development, Oklahoma Commission for Teacher Preparation, December 1994