

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

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

**Matrix Showing Match between NCATE Curriculum Guidelines for Reading Specialist (2003) and CEOE Competencies (pre-September 2013)**

<b>NCATE/IRA Standards</b>	<b>OK Full Subject Matter Competencies</b>	<b>CEOE</b>	<b>Subarea</b>	<b>Competency</b>
<b>1. Candidates have knowledge of the foundations of reading and writing processes and instruction</b>	<b>A, B</b>	<b>OSAT: Reading Specialist</b>	<b>I  II</b>	<b>0001, 0002, 0003  0005, 0006, 0007, 0008, 0009, 0010, 0011, 0012, 0013</b>
<b>2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction</b>	<b>A, B, D</b>	<b>OSAT: Reading Specialist</b>	<b>II  III  IV</b>	<b>0004, 0005, 0006, 0007, 0008, 0009, 0010, 0011, 0012, 0013, 0014, 0015, 0016  0023  0024, 0026</b>
<b>3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction</b>	<b>C, D</b>	<b>OSAT: Reading Specialist</b>	<b>III</b>	<b>0017, 0018, 0019, 0020, 0021, 0022</b>

4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments		OSAT: Reading Specialist	II  IV	0015, 0016  0024, 0026
5. Candidates view professional development as a career-long effort and responsibility	A, B	OSAT: Reading Specialist	IV	0026, 0027

## OSAT: Reading Specialist

### Subareas: I – Foundational Knowledge

0001 Understand the linguistic foundations of reading

0002 Understand the foundations of reading instruction

0003 Analyze how different factors (e.g., cultural, linguistic, developmental, environmental, social) may affect reading and reading instruction

### II – Instructional Practices

0004 Analyze instructional strategies and techniques used in reading instruction

0005 Apply strategies for using students' existing language skills to foster reading development

0006 Analyze the role of concepts of print, the alphabetic principle, and letter recognition in reading development, and apply strategies for promoting students' knowledge and skills in these areas

0007 Understand the role of phonological and phonemic awareness in reading development and strategies for Promoting phonological and phonemic awareness skills

0008 Understand the role of phonics in reading development and strategies for promoting students' phonics Skills

0009 Understand the role of fluency in reading and strategies for promoting fluency at the word level and text

level

0010 Analyze principles of vocabulary development and strategies for enhancing students' vocabulary knowledge

0011 Understand the nature of reading comprehension and factors related to comprehension of text

0012 Apply procedures for promoting students' ability to become strategic readers of narrative text

0013 Apply procedures for promoting students' ability to become strategic readers of expository text across the content areas

0014 Analyze instruction to address the needs of all student populations

0015 Apply procedures for selecting and using reading materials for classroom purposes

0016 Apply procedures for using technology in the reading program

### **III – Assessment, Diagnosis, and Evaluation**

0017 Analyze basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process

0018 Analyze formal reading assessment instruments and procedures

0019 Analyze informal reading assessment instruments and procedures

0020 Apply procedures for interpreting assessment results and using assessment information to plan reading instruction based on student needs

0021 Analyze characteristics and purposes of screening procedures

0022 Analyze characteristics and purposes of diagnostic procedures

0023 Apply principles for evaluating reading programs and materials

### **IV – Role of the Reading Professional**

0024 Analyze the role of the reading specialist and strategies for working with others inside and outside the School to promote students' reading development

0025 Apply procedures for developing and implementing the reading curriculum

0026 Apply strategies for creating a literate environment that promotes the development of a community of readers and the reading growth of all students

0027 Analyze the role of reflection, self-evaluation, and professional development in reading instruction