

**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 and CEOE Competencies**

NCATE Curriculum Guidelines	CEOE Competencies
<b>Philosophy of Reading Instruction 1.0</b>	
<b>Philosophy of Reading Instruction 1.0</b>	
<b>Philosophy of Reading Instruction 1.0</b> <b>Reading is a complex, interactive, and constructive process.</b>	
1.1 Recognizes the importance of teaching reading as a process rather than as a discrete series of skills to be taught through unrelated activities/exercises.	0001 Major theories, philosophies, and approaches associated with reading instruction
1.2 Recognizes the importance of using a wide variety of print throughout the curriculum, including high-quality children's/adolescent literature and diverse expository materials appropriate to the age and developmental level of learners.	0002 How different factors may affect reading and reading instruction 0012 Selection and use of reading materials for classroom purposes 0020 Evaluation of reading programs and materials 0023 How to organize and manage the educational environment to create a community of readers and promote reading growth

NCATE Curriculum Guidelines	CEOE Competencies
1.3 Has knowledge of current and historical perspectives about the nature and purposes of reading and about widely used approaches to reading instruction.	0001 Major theories, philosophies, and approaches associated with reading instruction 0011 Instructional practices and techniques used in reading instruction
1.4 Recognizes and appreciates the role and value of language in the reading and learning processes.	0001 Major theories, philosophies, and approaches associated with reading instruction 0002 How different factors may affect reading and reading instruction 0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development
1.5 Recognizes the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks or for pleasure.	0001 Major theories, philosophies, and approaches associated with reading instruction 0011 Instructional practices and techniques used in reading instruction 0012 Selection and use of reading materials for classroom purposes
1.6 Recognizes the value of reading aloud to learners.	0002 How different factors may affect reading and reading instruction 0005 Emergent literacy 0011 Instructional practices and techniques used in reading instruction
<b>2.0 Professionalism</b>	
2.1 Pursues knowledge of reading and learning processes by reading professional journals and publications and participating in conferences and other professional activities.	0024 The role of reflection, self-evaluation, and professional development in reading instruction 0010 (OPTE) Effects of teacher choices and actions on students, parents, and professionals, the modification of these actions, and promotion of continued professional growth

NCATE Curriculum Guidelines	CEOE Competencies
<p>2.2 Employs inquiry and makes thoughtful decisions during teaching and assessment.</p>	<p>0024 The role of reflection, self-evaluation, and professional development in reading instruction</p> <p>0010 (OPTE) Effects of teacher choices and actions on students, parents, and professionals, the modification of these actions, and promotion of continued professional growth</p>
<p>2.3 Interacts and participates in decision making with teachers, teacher educators, theoreticians, and researchers and plays an active role in schools, classrooms, and the wider professional community.</p>	<p>0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development</p> <p>0024 The role of reflection, self-evaluation, and professional development in reading instruction</p> <p>0010 (OPTE) Effects of teacher choices and actions on students, parents, and professionals, the modification of these actions, and promotion of continued professional growth</p> <p>0012 (OPTE) Fostering positive interactions with colleagues, families, and community organizations in support of student learning and well-being</p>
<p>2.4 Supports and participates in efforts to improve the reading profession by being involved in licensing and certification.</p>	<p>0024 The role of reflection, self-evaluation, and professional development in reading instruction</p> <p>0010 (OPTE) Effects of teacher choices and actions on students, parents, and professionals, the modification of these actions, and promotion of continued professional growth</p>

NCATE Curriculum Guidelines	CEOE Competencies
<p>2.5 Participates in local, state, national, and international professional organizations whose mission is the improvement of literacy.</p>	<p>0024 The role of reflection, self-evaluation, and professional development in reading instruction</p> <p>0010 (OPTE) Effects of teacher choices and actions on students, parents, and professionals, the modification of these actions, and promotion of continued professional growth</p>
<p>2.6 Promotes collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and instruction.</p>	<p>0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development</p> <p>0024 The role of reflection, self-evaluation, and professional development in reading instruction</p> <p>0010 (OPTE) Effects of teacher choices and actions on students, parents, and professionals, the modification of these actions, and promotion of continued professional growth</p>
<p>2.7 Shares knowledge, collaborates, and teaches with colleagues, as in inclusion programs.</p>	<p>0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development</p> <p>0010 (OPTE) Effects of teacher choices and actions on students, parents, and professionals, the modification of these actions, and promotion of continued professional growth</p> <p>0012 (OPTE) Fostering positive interactions with colleagues, families, and community organizations in support of student learning and well-being</p>
<p><b>3.0 Moral Dimensions and Values</b></p>	
<p>3.1 Recognizes the importance of literacy as a mechanism for personal and social growth.</p>	<p>0023 How to organize and manage the educational environment to create a community of readers and promote reading growth</p>

NCATE Curriculum Guidelines	CEOE Competencies
3.2 Recognizes that literacy can be a means for transmitting moral and cultural values within a community.	0023 How to organize and manage the educational environment to create a community of readers and promote reading growth
3.3 Recognizes values, and is sensitive to human diversity.	0002 How different factors may affect reading and reading instruction 0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process 0012 Selection and use of reading materials for classroom purposes 0013 Instruction for students with special needs related to reading 0017 How to interpret and use reading assessment information 0002 (OPTE) Differing student approaches to learning and instructional opportunities that are adaptable to individual differences

NCATE Curriculum Guidelines	CEOE Competencies
<p>3.4 Recognizes and is sensitive to the needs and rights of individual learners.</p>	<p>0002 How different factors may affect reading and reading instruction</p> <p>0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process</p> <p>0012 Selection and use of reading materials for classroom purposes</p> <p>0013 Instruction for students with special needs related to reading</p> <p>0017 How to interpret and use reading assessment information</p> <p>0002 (OPTE) Differing student approaches to learning and instructional opportunities that are adaptable to individual differences</p>
<p><b>4.0 Perspectives About Readers and Reading</b></p>	
<p>4.1 Understands and accepts the importance of reading as a means to learn, to access information, and to enhance the quality of life.</p>	<p>0001 Major theories, philosophies, and approaches associated with reading instruction</p> <p>0009 How to help students become strategic readers</p> <p>0010 Reading instruction in the content areas</p>

NCATE Curriculum Guidelines	CEOE Competencies
<p>4.2 Understands and is sensitive to differences among learners and how these differences influence reading.</p>	<p>0002 How different factors may affect reading and reading instruction</p> <p>0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process</p> <p>0005 Emergent literacy</p> <p>0011 Instructional practices and techniques used in reading instruction</p> <p>0012 Selection and use of reading materials for classroom purposes</p> <p>0013 Instruction for students with special needs related to reading</p> <p>0002 (OPTE) Differing student approaches to learning and instructional opportunities that are adaptable to individual differences</p>
<p>4.3 Understands and respects cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity.</p>	<p>0002 How different factors may affect reading and reading instruction</p> <p>0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process</p> <p>0012 Selection and use of reading materials for classroom purposes</p> <p>0002 (OPTE) Differing student approaches to learning and instructional opportunities that are adaptable to individual differences</p>

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<p>4.4 Believes that all students can learn to read and share in the communication process.</p>	<p>0002 How different factors may affect reading and reading instruction</p> <p>0005 Emergent literacy</p> <p>0011 Instructional practices and techniques used in reading instruction</p> <p>0012 Selection and use of reading materials for classroom purposes</p> <p>0013 Instruction for students with special needs related to reading</p>
<p>4.5 Recognizes the importance of using reading in positive ways in the classroom.</p>	<p>0023 How to organize and manage the educational environment to create a community of readers and promote reading growth</p>
<p>4.6 Recognizes the value and importance of creating a supportive and positive environment for literacy learning.</p>	<p>0023 How to organize and manage the educational environment to create a community of readers and promote reading growth</p> <p>0003 (OPTE) Application of motivational and behavioral practices to create positive learning environments</p> <p>0004 (OPTE) Comprehension of lifelong learning, making learning enjoyable, and the willingness to change to promote student learning and development</p>
<p>4.7 Recognizes the importance of giving learners opportunities in all aspects of literacy as readers, authors, and thinkers.</p>	<p>0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development</p> <p>0023 How to organize and manage the educational environment to create a community of readers and promote reading growth</p>

NCATE Curriculum Guidelines	CEOE Competencies
<p>4.8 Recognizes the importance of implementing literacy programs designed to meet the needs of readers rather than imposing prescribed, inflexible programs.</p>	<p>0002 How different factors may affect reading and reading instruction</p> <p>0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process</p> <p>0011 Instructional practices and techniques used in reading instruction</p> <p>0012 Selection and use of reading materials for classroom purposes</p> <p>0013 Instruction for students with special needs related to reading</p> <p>0017 How to interpret and use reading assessment information</p> <p>0022 How to plan and implement the reading curriculum</p> <p>0023 How to organize and manage the educational environment to create a community of readers and promote reading growth</p>

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<p>4.9 Recognizes the importance of building on the strengths of individual learners rather than emphasizing weaknesses.</p>	<p>0002 How different factors may affect reading and reading instruction</p> <p>0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process</p> <p>0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development</p> <p>0011 Instructional practices and techniques used in reading instruction</p> <p>0013 Instruction for students with special needs related to reading</p> <p>0017 How to interpret and use reading assessment information</p> <p>0002 (OPTE) Differing student approaches to learning and instructional opportunities that are adaptable to individual differences</p> <p>0008 (OPTE) Assessment strategies to evaluate and modify the teaching/learning process</p>
<p><b>5.0 Language Development, Cognition, and Learning</b></p>	
<p>5.1 Understands that language is a symbolic system.</p>	<p>0001 Major theories, philosophies, and approaches associated with reading instruction</p>
<p>5.2 Understands major theories of language development, cognition, and learning and uses them to implement a well-planned and comprehensive reading program.</p>	<p>0001 Major theories, philosophies, and approaches associated with reading instruction</p>

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<p>5.3 Is aware of the linguistic, sociological, cultural, cognitive, and psychological bases of the reading process.</p>	<p>0001 Major theories, philosophies, and approaches associated with reading instruction</p> <p>0002 How different factors may affect reading and reading instruction</p> <p>0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development</p> <p>0005 Emergent literacy</p>
<p>5.4 Is aware of the impact of physical, emotional, social, cultural , environmental, and intellectual factors on learning, language development, and reading.</p>	<p>0002 How different factors may affect reading and reading instruction</p> <p>0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development</p> <p>0005 Emergent literacy</p>
<p>5.5 Understands dialect variations and respects linguistic differences.</p>	<p>0002 How different factors may affect reading and reading instruction</p> <p>0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development</p>
<p>5.6 Understands the importance of language development in relation to reading and writing.</p>	<p>0002 How different factors may affect reading and reading instruction</p> <p>0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development</p>

NCATE Curriculum Guidelines	CEOE Competencies
<b>6.0 Knowledge of the Reading Process</b>	
6.1 Perceives reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.	0002 How different factors may affect reading and reading instruction
6.2 Is aware of relationships among reading, writing, listening, and speaking.	0004 Interrelationships among areas of language development and how to use students’ existing language skills to foster reading development
6.3 Has knowledge of emergent literacy and the kinds of experiences that support literacy.	0005 Emergent literacy
6.4 Is aware that reading develops best through activities that embrace concepts about the purpose and function of reading and writing and the conventions of print.	0005 Emergent literacy
6.5 Understands the role of models of thought that operate in the reading process.	0001 Major theories, philosophies, and approaches associated with reading instruction  0002 How different factors may affect reading and reading instruction
6.6 Is able to explain and model the various word recognition, vocabulary, and comprehension strategies used by fluent readers.	0006 Word attack and word recognition strategies and their relationship to reading fluency and comprehension  0007 Vocabulary development and strategies for enhancing students’ vocabulary knowledge  0008 Strategies for comprehending text and factors related to text comprehension  0009 How to help students become strategic readers  0010 Reading instruction in the content areas
6.7 Understands the role of metacognition in reading.	0009 How to help students become strategic readers

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<p>6.8 Has knowledge of the importance of reading for language development; listening ability; cognitive, social, and emotional development; and perceptual motor abilities.</p>	<p>0001 Major theories, philosophies, and approaches associated with reading instruction</p> <p>0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development</p>
<p>6.9 Understands the nature and multiple causes of reading disabilities.</p>	<p>0013 Instruction for students with special needs related to reading</p>
<p>6.10 Understands the relationship of phonemic, morphemic, and semantic syntactic systems of language to the reading process.</p>	<p>0005 Emergent literacy</p> <p>0006 Word attack and word recognition strategies and their relationship to reading fluency and comprehension</p>
<p><b>7.0 Creating a Literate Environment</b></p>	
<p>7.1 Promotes the development of a literate environment that fosters interest and growth in all aspects of literacy.</p>	<p>0023 How to organize and manage the educational environment to create a community of readers and promote reading growth</p>
<p>7.2 Uses texts to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information and for pleasures.</p>	<p>0012 Selection and use of reading materials for classroom purposes</p> <p>0023 How to organize and manage the educational environment to create a community of readers and promote reading growth</p>
<p>7.3 Models and discusses reading as a valuable activity.</p>	<p>0023 How to organize and manage the educational environment to create a community of readers and promote reading growth</p>
<p>7.4 Engages students in activities that develop their image of themselves as literate.</p>	<p>0023 How to organize and manage the educational environment to create a community of readers and promote reading growth</p>

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7.5 Promotes feelings of pride and ownership for the process and content of learning.	0023 How to organize and manage the educational environment to create a community of readers and promote reading growth  0003 (OPTE) Application of motivational and behavioral practices to create positive learning environments
7.6 Provides regular opportunities for learners to select from a wide variety of books or other quality written materials.	0012 Selection and use of reading materials for classroom purposes  0023 How to organize and manage the educational environment to create a community of readers and promote reading growth
7.7 Provides opportunities for students to be exposed to a variety of high-quality, relevant reading materials.	0012 Selection and use of reading materials for classroom purposes  0023 How to organize and manage the educational environment to create a community of readers and promote reading growth
7.8 Provides opportunities for students to be exposed to various purposes for reading/writing , to experience reading/writing as relevant to themselves, and to write and have their writing responded to in a positive way.	0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development  0009 How to help students become strategic readers  0011 Instructional practices and techniques used in reading instruction
7.9 Recognizes the importance of providing time for reading of extended text for authentic purposes.	0011 Instructional practices and techniques used in reading instruction  0012 Selection and use of reading materials for classroom purposes  0023 How to organize and manage the educational environment to create a community of readers and promote reading growth

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7.10 Provides opportunities for creative response to text.	0011 Instructional practices and techniques used in reading instruction  0014 Use of technology in the reading program
<b>Organizing and Planning for Effective Instruction</b>  <b>8.0 Knowledge of Contextual Factors</b>	
8.1 Understands how factors such as content, purpose, tasks, and settings influence the reading process.	0008 Strategies for comprehending text and factors related to text comprehension  0009 How to help students become strategic readers  0010 Reading instruction in the content areas  0011 Instructional practices and techniques used in reading instruction
8.2 Provides flexible grouping based on students' instructional levels, rates of progress, interests, or instructional goals.	0011 Instructional practices and techniques used in reading instruction
8.3 Understands how assessment and grouping procedures can influence motivation and learning.	0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process  0011 Instructional practices and techniques used in reading instruction  0003 (OPTE) Application of motivational and behavioral practices to create positive learning environments
8.4 Understands how environmental factors can influence students' performance on measures of reading achievement.	0015 Formal reading assessment instruments and procedures  0016 Informal reading assessment methods  0017 How to interpret and use reading assessment information

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8.5 Understands the relationship among home factors, social factors, and reading habits in students.	0002 How different factors may affect reading and reading instruction  0023 How to organize and manage the educational environment to create a community of readers and promote reading growth
8.6 Understands the influence of school programs (e.g., remedial, gifted, tracking) on students' learning.	0013 Instruction for students with special needs related to reading  0002 (OPTE) Differing student approaches to learning and instructional opportunities that are adaptable to individual differences
8.7 Understands the conditions necessary for all students to succeed.	0002 How different factors may affect reading and reading instruction  0011 Instructional practices and techniques used in reading instruction  0013 Instruction for students with special needs related to reading  0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development  0022 How to plan and implement the reading curriculum  0023 How to organize and manage the educational environment to create a community of readers and promote reading growth  0001 (OPTE) Student learning and development and learning opportunities that support student intellectual, social, and physical development at all grade levels
	0002 (OPTE) Differing student approaches to learning and instructional opportunities that are adaptable to individual differences

NCATE Curriculum Guidelines	CEOE Competencies
<b>9.0 Knowledge of Individual Differences</b>	
9.1 Understands what the reader brings to the reading experience (e.g., prior knowledge, metacognitive abilities, aptitudes, motivation, attitude, etc.).	0002 How different factors may affect reading and reading instruction  0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development  0013 Instruction for students with special needs related to reading
9.2 Understands the influence of cultural, ethnic, and linguistic backgrounds on the reading process.	0002 How different factors may affect reading and reading instruction  0005 Emergent literacy  0013 Instruction for students with special needs related to reading
9.3 Understands the relationship among reader's self-concept, attitudes, and learning.	0002 How different factors may affect reading and reading instruction  0003 (OPTE) Application of motivational and behavioral practices to create positive learning environments  0004 (OPTE) Comprehension of lifelong learning, making learning enjoyable, and the willingness to change to promote student learning and development
9.4 Understands the interactive nature and multiple causes of reading difficulties.	0013 Instruction for students with special needs related to reading
<b>10.0 Knowledge of Instructional Materials</b>	

NCATE Curriculum Guidelines	CEOE Competencies
10.1 Understands how to design, select, modify, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and needs of individual learners.	0012 Selection and use of reading materials for classroom purposes 0013 Instruction for students with special needs related to reading 0014 Use of technology in the reading program
10.2 Understands the structure and content of various texts used for instruction.	0012 Selection and use of reading materials for classroom purposes
10.3 Understands and uses new instructional technologies.	0014 Use of technology in the reading program
10.4 Understands methods for determining whether materials are clear and appropriate for individual students.	0012 Selection and use of reading materials for classroom purposes 0013 Instruction for students with special needs related to reading
<b>Knowledge of Instructional Strategies</b>  <b>11.0 Teaching Strategies</b>	
11.1 Provides direct instruction and models what, when, and how to use reading strategies with narrative and expository texts.	0008 Strategies for comprehending text and factors related to text comprehension 0009 How to help students become strategic readers 0010 Reading instruction in the content areas 0011 Instructional practices and techniques used in reading instruction
11.2 Models questioning strategies.	0009 How to help students become strategic readers 0011 Instructional practices and techniques used in reading instruction

NCATE Curriculum Guidelines	CEOE Competencies
11.3 Employs strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.	0011 Instructional practices and techniques used in reading instruction 0012 Selection and use of reading materials for classroom purposes 0023 How to organize and manage the educational environment to create a community of readers and promote reading growth 0003 (OPTE) Application of motivational and behavioral practices to create positive learning environments 0004 (OPTE) Comprehension of lifelong learning, making learning enjoyable, and the willingness to change to promote student learning and development
11.4 Teaches effective study strategies.	0010 Reading instruction in the content areas
<b>12.0 Learning Strategies</b>	
12.1 Helps students learn and apply comprehension strategies for a variety of purposes.	0008 Strategies for comprehending text and factors related to text comprehension 0009 How to help students become strategic readers 0010 Reading instruction in the content areas
12.2 Helps students monitor their comprehension and reading processes.	0009 How to help students become strategic readers
12.3 Understands and helps students learn and apply reading comprehension strategies in the content areas.	0010 Reading instruction in the content areas

NCATE Curriculum Guidelines	CEOE Competencies
12.4 Helps students gain understanding of the conventions of language and literacy.	0004 Interrelationships among areas of language development and how to use students' existing language skills to foster reading development  0005 Emergent literacy  0006 Word attack and word recognition strategies and their relationship to reading fluency and comprehension
12.5 Teaches word recognition through the use of context, word analysis, and syntactic cueing strategies.	0006 Word attack and word recognition strategies and their relationship to reading fluency and comprehension
12.6 Helps students learn that word recognition strategies aid comprehension.	0006 Word attack and word recognition strategies and their relationship to reading fluency and comprehension  0008 Strategies for comprehending text and factors related to text comprehension
12.7 Helps students learn effective techniques and strategies for the ongoing development of vocabulary.	0007 Vocabulary development and strategies for enhancing students' vocabulary knowledge
12.8 Helps students analyze information presented in a variety of texts.	0008 Strategies for comprehending text and factors related to text comprehension  0009 How to help students become strategic readers  0010 Reading instruction in the content areas
12.9 Helps students connect prior knowledge with new information.	0008 Strategies for comprehending text and factors related to text comprehension  0010 Reading instruction in the content areas
12.10 Assists students in assuming control of their reading.	0009 How to help students become strategic readers  0023 How to organize and manage the educational environment to create a community of readers and promote reading growth

NCATE Curriculum Guidelines	CEOE Competencies
12.11 Helps students use new technology and media effectively.	0014 Use of technology in the reading program  0006 (OPTE) Curriculum integration and instructional strategies to encourage student critical thinking, problem solving, and performance and technological skills
<b>13.0 Demonstrates Knowledge of Assessment Principles and Techniques</b>	
13.1 Recognizes assessment as an ongoing and indispensable part of reflective teaching and learning.	0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process  0015 Formal reading assessment instruments and procedures  0016 Informal reading assessment methods  0017 How to interpret and use reading assessment information  0018 Screening procedures  0019 Diagnostic procedures  0020 Evaluation of reading programs and materials  0008 (OPTE) Assessment strategies to evaluate and modify the teaching/learning process
13.2 Recognizes and understands that assessment must take into account the complex nature of reading, writing, and language, and must be based on a range of authentic literacy tasks using a variety of texts.	0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process  0015 Formal reading assessment instruments and procedures  0016 Informal reading assessment methods  0017 How to interpret and use reading assessment information  0019 Diagnostic procedures

NCATE Curriculum Guidelines	CEOE Competencies
<p>13.3 Is able to conduct assessment that involves a consideration of multiple indicators of learner progress and that takes into account the context of teaching and learning.</p>	<p>0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process</p> <p>0015 Formal reading assessment instruments and procedures</p> <p>0016 Informal reading assessment methods</p> <p>0017 How to interpret and use reading assessment information</p> <p>0019 Diagnostic procedures</p>
<p>13.4 Is knowledgeable about the characteristics and appropriate applications of widely used and evolving assessment approaches.</p>	<p>0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process</p> <p>0015 Formal reading assessment instruments and procedures</p> <p>0016 Informal reading assessment methods</p> <p>0017 How to interpret and use reading assessment information</p> <p>0018 Screening procedures</p> <p>0019 Diagnostic procedures</p>
<p>13.5 Uses information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed-response measures, portfolio-based assessment, observations, anecdotal records, journals, and multiple other indicators of students' progress to inform instruction and learning.</p>	<p>0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process</p> <p>0015 Formal reading assessment instruments and procedures</p> <p>0016 Informal reading assessment methods</p> <p>0017 How to interpret and use reading assessment information</p> <p>0019 Diagnostic procedures</p>

NCATE Curriculum Guidelines	CEOE Competencies
13.6 Recognizes and understands the importance of aligning assessment with curriculum and instruction.	0003 Basic principles of reading assessment and the role of reading assessment and diagnosis in the instructional process  0015 Formal reading assessment instruments and procedures  0016 Informal reading assessment methods  0017 How to interpret and use reading assessment information  0019 Diagnostic procedures
<b>14.0 Communicating Information about Reading</b>	
14.1 Communicates effectively with students, teachers, and support personnel about strengths and areas that need improvement.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development  0007 (OPTE) Effective communication techniques fostering classroom inquiry, collaboration, and supportive interaction  0012 (OPTE) Fostering positive interactions with colleagues, families, and community organizations in support of student learning and well-being
14.2 Shares pertinent information with other teachers and support personnel.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development  0012 (OPTE) Fostering positive interactions with colleagues, families, and community organizations in support of student learning and well-being

NCATE Curriculum Guidelines	CEOE Competencies
14.3 Understands how to involve parents in cooperative efforts and programs to help students with reading development.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development  0012 (OPTE) Fostering positive interactions with colleagues, families, and community organizations in support of student learning and well-being
14.4 Communicates information about reading programs to administrators, staff members, school board members, parents, and the community.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development  0022 How to plan and implement the reading curriculum  0012 (OPTE) Fostering positive interactions with colleagues, families, and community organizations in support of student learning and well-being
14.5 Effectively communicates information and data about reading to the media, policymakers, and the general public.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development  0022 How to plan and implement the reading curriculum
14.6 Interprets and communicates research findings related to the improvement of instruction to colleagues and the wider community.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development  0012 (OPTE) Fostering positive interactions with colleagues, families, and community organizations in support of student learning and well-being

NCATE Curriculum Guidelines	CEOE Competencies
14.7 Communicates with allied professionals in assessing and planning instruction.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development  0012 (OPTE) Fostering positive interactions with colleagues, families, and community organizations in support of student learning and well-being
<b>Planning and Enhancing Programs</b>  <b>15.0 Curriculum and Development</b>	
15.1 Initiates and participates in ongoing curriculum development and assessment.	0020 Evaluation of reading programs and materials  0022 How to plan and implement the reading curriculum
15.2 Adapts programs to the needs of different learners to accomplish different purposes.	0022 How to plan and implement the reading curriculum
15.3 Supervises, coordinates, and supports all services associates with reading programs (e.g., needs assessment, program development, budgeting an evaluation, grant and proposal writing, etc.).	0020 Evaluation of reading programs and materials  0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development  0022 How to plan and implement the reading curriculum
15.4 Understands and uses multiple indicators of curriculum effectiveness.	0020 Evaluation of reading programs and materials  0022 How to plan and implement the reading curriculum
<b>16.0 Staff Development</b>	
16.1 Initiates, participates in, and evaluates staff development programs.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development

NCATE Curriculum Guidelines	CEOE Competencies
16.2 Takes into account what participants in staff development programs bring to ongoing education.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development
16.3 Provides staff development experiences that help emphasize the dynamic interaction between prior knowledge, experience, and the school context.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development
16.4 Provides staff development experiences that are sensitive to school constraints (e.g., class size, limited resources).	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development
16.5 Understands and uses multiple indicators of professional growth.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development
<b>17.0 Research</b>	
17.1 Initiates, participates in, or applies research on reading.	0024 The role of reflection, self-evaluation, and professional development in reading instruction
17.2 Reads or conducts research within a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical).	0024 The role of reflection, self-evaluation, and professional development in reading instruction
17.3 Promotes and facilitates teacher-and-classroom-based research.	0021 The role of the reading professional and strategies for working with others inside and outside the school to promote students' reading development  0024 The role of reflection, self-evaluation, and professional development in reading instruction