

**CERTIFICATION EXAMINATIONS
FOR OKLAHOMA EDUCATORS™ (CEOE)**

OKLAHOMA PROFESSIONAL TEACHING EXAMINATION (OPTE™)

FIELD 075: PK–8

FIELD 076: 6–12

TEST FRAMEWORK

August 2014

Subarea	Range of Competencies
I. Learners and Learning	0001–0003
II. Instructional Practice	0004–0007
III. The Professional Environment	0008–0010
Constructed Response Assignments	
Managing the Learning Environment	
Instruction for Students with Diverse Needs	
Collaboration in the School Community	

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SUBAREA I—LEARNERS AND LEARNING

Competency 0001

Apply knowledge of how students grow and develop, variations in patterns of learning and development, and strategies for designing and implementing developmentally appropriate and challenging learning experiences.

For example:

- Demonstrate understanding of how cognitive, linguistic, social, emotional, and physical development occurs.
- Apply knowledge of learning theory and how students construct knowledge, acquire skills, and develop disciplined thinking processes.
- Apply knowledge of how learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical domains and how each student's development within and across domains influences learning.
- Apply knowledge of strategies for creating developmentally appropriate instruction that takes into account individual students' strengths, interests, and needs and promotes each student's growth and development.
- Demonstrate understanding of readiness for learning and how development in one area may affect performance in other areas.
- Apply knowledge of strategies for using regular assessment to design and modify instruction that uses student strengths as a basis for growth and misconceptions as opportunities for learning.

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Competency 0002

Apply knowledge of individual differences, the implications of diversity for teaching and learning, and strategies for establishing and maintaining inclusive learning environments that enable all students to meet high standards.

For example:

- Apply knowledge of student diversity, including approaches to learning and performance, and strategies for designing, adapting, and delivering instruction that allows students to demonstrate learning in different ways and that uses each student's strengths to promote learning.
- Apply knowledge of students with exceptional needs, including those associated with disabilities and giftedness, and methods for responding to specific student learning needs (e.g., pacing, task demands, communication, response modes).
- Apply knowledge of how student diversity can affect communication and strategies for communicating verbally and nonverbally in ways that are respectful of and responsive to the backgrounds and perspectives students bring to the learning environment.
- Apply knowledge of methods for accessing information about the values of diverse cultures and communities and for incorporating students' experiences and cultures into instruction.
- Apply knowledge of strategies for building on students' prior knowledge and experiences and for utilizing students' assets (e.g., abilities, talents, language, culture, family) to promote learning.
- Apply knowledge of the role of language and culture in learning; second-language acquisition processes; and strategies for incorporating language development into planning and instruction, including making content accessible to English language learners and evaluating and supporting their development of English proficiency.
- Apply knowledge of methods for accessing resources, supports, and specialized assistance and services to meet specific learning needs.

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Competency 0003

Apply knowledge of strategies for creating and maintaining positive learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

For example:

- Apply knowledge of strategies for collaborating with students, families, and colleagues to create a safe, positive learning climate and environment characterized by openness, mutual respect, support, and inquiry.
- Apply knowledge of strategies for communicating high expectations and the belief that all students can achieve at high levels and for making students feel valued and learn to value others.
- Apply knowledge of the principles of motivation and strategies for designing and engaging students in learning experiences that promote self-direction and ownership of learning.
- Apply knowledge of techniques for working with students to establish, monitor, and make appropriate adjustments to elements of a safe and productive learning environment, including norms, expectations, routines, and organizational structures.
- Apply knowledge of strategies for engaging students in collaborative learning experiences, for helping students work together cooperatively and productively to achieve learning goals, and for promoting students' ability to apply effective interpersonal skills to collaborate in face-to-face and virtual environments locally and globally.
- Apply knowledge of methods for managing the learning environment to promote students' active and equitable engagement in learning, including managing time, space, and learners' attention and behavior.
- Demonstrate understanding of how to use technologies, including interactive technologies, and how to guide students to use technologies in responsible, safe, and effective ways to facilitate learning locally and globally.

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SUBAREA II—INSTRUCTIONAL PRACTICE

Competency 0004

Apply knowledge of guiding principles, tools of inquiry, and structures of the teacher's discipline; strategies for creating learning experiences to make the discipline accessible and meaningful; and strategies for engaging students in critical thinking, creativity, and collaborative problem solving.

For example:

- Demonstrate knowledge of the concepts, assumptions, debates, processes of inquiry, and ways of knowing central to the teacher's discipline.
- Apply knowledge of strategies for using multiple representations and explanations to guide students in applying methods of inquiry and standards of evidence.
- Apply knowledge of the progression of content standards and how they are organized in the curriculum.
- Apply knowledge of common misconceptions in the teacher's discipline and strategies for guiding students to accurate conceptual understanding.
- Apply knowledge of strategies for making academic language accessible to students and for creating opportunities for students to learn, practice, and master academic language.
- Apply knowledge of strategies for activating students' prior knowledge by linking new concepts to familiar concepts, making connections to students' experiences, and integrating culturally relevant content to build on students' background knowledge.
- Apply knowledge of current interdisciplinary themes (e.g., civic literacy, global awareness) and cross-disciplinary connections.
- Apply strategies for developing and implementing projects that guide students in analyzing the complexity of an issue or a question using cross-disciplinary skills, examining ideas from diverse perspectives, and applying content knowledge to real-world problems.
- Apply knowledge of techniques for facilitating students' efficient and effective use of current tools and resources, including digital and interactive technologies, to maximize content learning in varied contexts and for evaluating issues of ethics and quality related to information and its use.
- Apply knowledge of methods for creating meaningful opportunities for students to employ a variety of forms of communication in disciplinary and interdisciplinary contexts to address varied audiences and purposes.

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Competency 0005

Apply knowledge of how to use a variety of assessment strategies and assessment data to evaluate and modify the teaching and learning process and to ensure students' continuous intellectual, social, and physical development.

For example:

- Apply knowledge of the differences between formative and summative applications of assessment and methods for balancing formative and summative assessment as appropriate to support, verify, and document learning.
- Apply knowledge of the types and purposes of assessment and strategies for designing, adapting, and selecting appropriate assessments to address specific learning goals and individual differences, match learning objectives, and minimize sources of bias.
- Apply knowledge of strategies for analyzing and using multiple and appropriate sources of assessment data to understand patterns and gaps in learning, identify individual learning needs, guide planning and instruction, and provide feedback.
- Apply knowledge of methods for engaging students in understanding and identifying quality work, in analyzing their work and assessment results, and in setting goals for learning.
- Apply knowledge of effective descriptive and meaningful feedback for students and of a variety of strategies for communicating effective feedback to guide students' progress toward high-quality work and continued learning.
- Apply knowledge of methods for engaging students actively in the assessment process and for guiding students in examining and communicating about their thinking, progress, and learning as well as the performance of others.
- Demonstrate understanding of when and how to evaluate and report student progress toward achievement of standards, strategies for preparing students for the demands of particular assessment formats, and methods for making accommodations in testing conditions for students with specific needs (e.g., disabilities, language learning needs).
- Demonstrate understanding of how to employ technology to support assessment practice, engage students more fully, and assess and address learner needs.

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Competency 0006

Apply and analyze instructional planning strategies for supporting all students in meeting rigorous goals that are based on content knowledge, curriculum and cross-disciplinary skills, and knowledge of students.

For example:

- Apply knowledge of factors to consider in planning instruction (e.g., individual differences, cultural diversity, interests, nature of content, curriculum goals, content standards, relevance to students, prior learner knowledge) and how to use this information to modify ongoing planning.
- Analyze strategies for planning cross-disciplinary, appropriately sequenced learning experiences that engage students in purposeful application of knowledge and provide multiple avenues for students to demonstrate their learning.
- Analyze strategies for planning instruction that is responsive to individual strengths and needs, including evidence-based strategies, resources, and technological tools for providing differentiated instruction for individual and groups of students.
- Analyze strategies for adjusting instructional plans on the basis of formative and summative assessment data and student responses to ensure student learning.
- Apply knowledge of how and when to access resources and collaborate with others (e.g., families, special educators, language learning specialists, librarians) to support learning.
- Analyze strategies for evaluating plans in relation to short- and long-term goals to guide ongoing planning and ensure student learning.
- Apply knowledge of criteria for evaluating instructional resources and curriculum materials (e.g., comprehensiveness, accuracy, developmental appropriateness) and how to use supplementary resources (e.g., media, technology) effectively to ensure accessibility and relevance for all learners.

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Competency 0007

Analyze the use of various instructional strategies for encouraging students to develop a deep understanding of content and for building students' skills to apply knowledge in meaningful ways.

For example:

- Apply knowledge of a range of developmentally, culturally, and linguistically appropriate instructional strategies and resources and how to use these strategies to engage students in learning and achieve learning goals.
- Analyze strategies for stimulating the cognitive processes associated with various types of learning (e.g., critical thinking, creative thinking, problem framing and problem solving, invention, memorization and recall) and for engaging students in higher-order questioning skills and metacognitive processes.
- Analyze the application of various strategies for differentiating instruction to address the needs of individual and groups of students, including the use of multiple representations of content and opportunities for students to demonstrate knowledge through a variety of products and performances, and strategies for engaging all students in complex thinking and meaningful tasks.
- Analyze strategies for continuously monitoring student learning, engaging students in assessing their progress, and adjusting instruction in response to student learning needs.
- Analyze instructional strategies for supporting and expanding students' communication through listening, speaking, reading, writing, and other modes and the use of multiple forms of communication to convey ideas, foster self-expression, and build relationships.
- Analyze the use of various questioning strategies for different purposes (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, helping students question).
- Apply understanding of the various roles of teachers in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students, as well as strategies for collaborating with students to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their interests.
- Analyze strategies for engaging students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

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SUBAREA III—THE PROFESSIONAL ENVIRONMENT

Competency 0008

Apply knowledge of strategies for fostering collaboration and positive interactions with students, families, colleagues, and members of the community and for engaging their active participation in promoting students' growth and well-being.

For example:

- Apply knowledge of strategies for active collaboration in schoolwide efforts to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- Apply knowledge of strategies for collaborating with school colleagues and professional communities to promote student learning and meet the diverse needs of students.
- Apply knowledge of strategies for collaborating with students and their families to establish mutual expectations and ongoing communication to support student development and achievement.
- Apply knowledge of strategies for building ongoing connections with community resources to enhance student learning and well-being.
- Apply knowledge of how to use technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, and colleagues.
- Apply knowledge of skills for collaborative interaction in both face-to-face and virtual contexts.

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Competency 0009

Apply knowledge of strategies for engaging in professional learning and for seeking leadership opportunities to ensure learner growth and advance the profession.

For example:

- Apply knowledge of resources for engaging in ongoing learning opportunities that are aligned with personal needs and the needs of students, the school, and the system to develop knowledge and skills to provide learners with engaging standards-based curricula and learning experiences.
- Apply knowledge of how to use, both independently and collaboratively, a variety of data (e.g., systematic observation, research, assessment); self-assessment; and problem solving to analyze and reflect on professional practice.
- Apply knowledge of how to use feedback from teacher evaluations and observations, student performance data, and schoolwide and system-wide priorities to build and implement a professional growth plan.
- Apply knowledge of methods and opportunities for seeking professional, community, and technological resources as supports for analysis, reflection, and problem solving.
- Apply strategies for contributing to the knowledge and skills of others, modeling effective practices for colleagues, and leading professional learning activities.
- Apply techniques for working collaboratively to advance the professional practice, including generating and using meaningful research on educational issues.
- Demonstrate knowledge of leadership roles at the school, district, state, and national levels and strategies for advocating to meet the needs of students, to strengthen the learning environment, and to enact system change.

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Competency 0010

Apply knowledge of legal and ethical aspects of teaching, including the rights and responsibilities of teachers, students, and families in various educational contexts.

For example:

- Demonstrate understanding of how personal identity, worldview, and prior experiences affect perceptions and expectations and how they may bias behaviors and interactions with others.
- Apply knowledge of strategies for reflecting on personal biases and for accessing resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create relevant learning experiences.
- Apply knowledge of the legal rights of teachers, students, and families in various educational contexts.
- Apply knowledge of the legal and ethical responsibilities of teachers (e.g., educational equity, students with disabilities, confidentiality, reporting possible child abuse, fairness) in various educational contexts and of the expectations of the teaching profession (e.g., codes of conduct).
- Apply knowledge of strategies for advocating, modeling, and teaching the safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respectful use of social media.