

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

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

FIELD 105: EARLY CHILDHOOD EDUCATION

TEST FRAMEWORK

May 2015

Subarea	Range of Competencies
I. Child Development, Learning, and the Learning Environment	0001–0004
II. Communication, Language, and Literacy Development	0005–0010
III. Learning Across the Curriculum	0011–0016
IV. Professional Knowledge and Responsibilities	0017–0018
V. Analysis of Communication, Language, and Literacy Development	0019

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SUBAREA I—CHILD DEVELOPMENT, LEARNING, AND THE LEARNING ENVIRONMENT

Competency 0001

Apply knowledge of early childhood development from birth through grade three and factors that influence children's development and learning.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of theoretical foundations and current scientifically based research regarding the development and learning of children from birth through age eight.
- Recognize characteristics, progressions, and variations of development in the physical, cognitive, social, emotional, language, sensory, and aesthetic domains and the interrelationships between the various domains.
- Apply knowledge of exceptionalities and health conditions and their implications for development, safety, and learning in young children.
- Apply knowledge of the multiple functions of play in early learning for building and supporting skills in motor development, cognition, language/communication, social skills, inquiry and discovery, and problem-solving skills.
- Apply knowledge of factors (e.g., family, culture, community) that influence young children's development and learning and how these factors interact with one another.
- Analyze factors and processes related to young children's development of self-concept, self-discipline, motivation, and autonomy, including decision-making, self-assessment, and self-help skills.
- Apply knowledge of strategies for fostering all children's development in regard to self-concept, self-control, and self-reliance using a variety of experiences, including play, creative activities, and cooperative learning.

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Competency 0002

Apply knowledge of methods, strategies, and procedures to create and manage positive learning environments for children in prekindergarten through grade three.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of the development, characteristics, and needs of young children to create learning environments that are safe and healthy and that promote children's sense of security and independence.
- Apply knowledge of strategies for creating learning environments that reflect respect for children as individuals and for children's cultural, family, and community contexts.
- Apply knowledge of the development, characteristics, and needs of young children to create supportive and challenging learning environments that promote children's inherent curiosity, sense of competence, and motivation to learn.
- Apply knowledge of ways to incorporate varied and developmentally appropriate strategies for promoting children's learning (e.g., independent work, small-group projects, discussions, cooperative learning, inquiry-based learning, problem-solving experiences); ways to integrate incidental and spontaneous opportunities for teaching; and ways of using the environment, daily routines, personal and social interactions, and play to teach young children.
- Analyze methods and strategies to manage the learning environment by creating procedures, schedules, and routines; facilitating transitions; and addressing behaviors through scientifically valid, research-based, and developmentally appropriate guidance and behavior management systems.

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Competency 0003

Understand the goals, benefits, types, and uses of assessment to support young children and families.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of developmentally and culturally appropriate practices in using formal, informal, performance-based, and authentic assessments in evaluating young children's development and learning (e.g., types, characteristics, responsible uses, and limitations of various formal and informal assessments; strategies for assessing individual children's needs and interests).
- Apply knowledge of considerations and strategies for selecting, designing, adapting, and modifying assessments for all children, including English language learners and children with exceptionalities; and for conducting ongoing systematic observations and informal assessments across the curriculum.
- Apply knowledge of strategies, procedures, and tools for administering assessments and interpreting assessment results, including the use of assessment information to differentiate instruction, document outcomes, and guide practice.
- Demonstrate knowledge of the rationales and strategies for involving families, school-based professionals, and outside service providers in the assessment, application, and referral processes.
- Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.

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Competency 0004

Apply knowledge of how various types of instructional materials and resources, including current technology, can be used in early childhood classrooms to support children's learning.

The following topics are examples of content that may be covered under this competency.

- Evaluate the advantages and limitations of particular types of materials and resources within early childhood education contexts and across the content areas.
- Apply knowledge of how to select safe, nonbiased, developmentally appropriate learning resources and materials, including the integration of technology and design of the physical environment, to meet the needs of all children, including children with exceptionalities and English language learners.
- Demonstrate knowledge of how to evaluate the effectiveness of various materials and resources (e.g., manipulatives, visual supports, technology tools, materials modified to support instructional goals and objectives) in meeting specified learner needs.
- Apply knowledge of how to select and use various types of technology based on an understanding of how young children think, process information, and develop concepts in the content areas.
- Apply knowledge of how to integrate technology and other instructional resources into the learning environment to provide opportunities for differentiation; increase meaningful access to the curriculum and instructional goals; and enhance children's communicative, cognitive, and social skills.

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SUBAREA II—COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT

Competency 0005

Apply knowledge of expressive and receptive language development and how to provide learning experiences that encourage children's development and use of language and literacy skills.

The following topics are examples of content that may be covered under this competency.

- Understand stages and characteristics of young children's language development and factors and processes that affect young children's expressive and receptive language development.
- Apply knowledge of strategies for promoting children's oral vocabulary, listening skills, and oral expression in varied contexts (e.g., interacting with peers, exploring environments, participating in whole-class and small-group discussions, responding to literature read-alouds and higher-order questioning) and for creating a language-rich environment that encourages all children to learn to communicate effectively.
- Apply knowledge of developmentally appropriate implicit and explicit instruction for developing children's language skills.
- Analyze relationships between oral language and literacy development, including reading, writing, and spelling development.
- Apply knowledge of skills and strategies for assessing children's language development and for promoting language development for children with varied strengths and needs.

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Competency 0006

Apply knowledge of emergent literacy development and strategies for fostering young children's literacy, including creation of a classroom environment that encourages a positive disposition toward literacy.

The following topics are examples of content that may be covered under this competency.

- Analyze cultural, social, and environmental factors as well as linguistic and developmental processes that affect all children's literacy development.
- Apply knowledge of the development of concepts of print (e.g., awareness that print carries meaning, book-handling skills, understanding of the directionality of print, letter naming, letter recognition), methods for assessing and monitoring children's development in this area, and instructional strategies for promoting related knowledge and skills.
- Apply knowledge of strategies for encouraging children to develop positive attitudes toward literacy (e.g., promoting an enjoyment of reading, providing opportunities for personal interaction with engaging stories, promoting children's interaction with print in varied and meaningful contexts, promoting children's confidence in their ability to read and write).
- Demonstrate knowledge of children's literature, including genres of children's literature, elements of story, various works and authors, equity issues, and how to promote children's respect for and appreciation of diverse literature.
- Apply knowledge of the structure of the English language and the alphabetic writing system, including phonology, morphology, and orthography, and their relationship to children's language development.

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Competency 0007

Apply knowledge of phonological awareness and phonemic awareness and effective instructional strategies for promoting children's knowledge and skills in these areas.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of the difference between phonological awareness (i.e., the awareness that oral language is made up of smaller units, such as individual words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate sounds within a spoken word).
- Understand developmental levels of phonological and phonemic awareness, factors that may affect children's development of skills in these areas, and the role of phonemic awareness in the development of phonics skills (e.g., learning to associate speech sounds with printed letters).
- Apply knowledge of strategies for promoting children's phonemic awareness (e.g., using activities involving oral rhyming, segmenting spoken words into phonemes, blending phonemes to form spoken words, deleting or substituting phonemes in spoken words).
- Apply knowledge of procedures for assessing and monitoring children's phonological and phonemic awareness and for providing instruction to respond to children's needs in this area.

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Competency 0008

Apply knowledge of word identification strategies and the use of explicit and implicit instruction to promote children's knowledge and skills in applying word identification strategies.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of research-based instructional strategies to help children understand the alphabetic principle and develop beginning phonics skills (e.g., learning letter-sound correspondences).
- Demonstrate knowledge of explicit and implicit instructional strategies for promoting children's rapid, automatic decoding through the application of phonics skills.
- Apply knowledge of other word identification strategies (e.g., syllabication, structural analysis, use of context clues) and the use of explicit and implicit instruction to help children use these strategies to identify unfamiliar words in isolation and in connected text.
- Analyze relationships between children's reading development and their ability to use word identification strategies and apply procedures for assessing and monitoring children's use of word identification strategies for providing instruction to respond to children's needs.
- Apply research-based instructional strategies and methods for helping children master sight words.

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Competency 0009

Apply knowledge of reading comprehension, reading fluency, and vocabulary skills and effective instructional strategies for promoting children's development in these areas.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of metacognitive strategies that facilitate comprehension before, during, and after reading (e.g., predicting, self-monitoring, questioning, retelling, rereading) and effective instruction for promoting children's use of these strategies to understand various types of text.
- Apply knowledge of literal, inferential, and critical/evaluative comprehension and instructional strategies that support children's response to text and promote their literal, inferential, and critical/evaluative comprehension (e.g., guided reading, literature and research circles).
- Apply knowledge of appropriate explicit and implicit instruction for promoting children's vocabulary development (e.g., identifying roots and affixes, grouping words in conceptual categories, word mapping).
- Apply knowledge of systematic and ongoing procedures for assessing and monitoring children's reading comprehension and vocabulary development and for providing instruction to respond to children's needs in these areas.
- Apply knowledge of effective instructional strategies for assessing, developing, and monitoring children's reading fluency.

Competency 0010

Apply knowledge of writing processes and effective instructional strategies for promoting young children's writing skills, including spelling proficiency.

The following topics are examples of content that may be covered under this competency.

- Analyze factors affecting young children's development of writing skills.
- Apply knowledge of methods for helping children develop and apply writing skills (e.g., using the writing process, writing in a range of formats for various purposes, recognizing and using standard English conventions) and for promoting children's interest and engagement in writing.
- Analyze relationships between reading and writing and apply knowledge of ways to use children's writing experiences to support their reading development.
- Understand relationships between spelling patterns and sounds of speech, methods for supporting children at each stage of spelling development, and effective strategies for providing direct and indirect instruction to promote spelling proficiency.
- Apply knowledge of procedures for assessing and monitoring children's writing and spelling skills and for providing instruction to respond to children's needs in these areas.

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SUBAREA III—LEARNING ACROSS THE CURRICULUM

Competency 0011

Apply knowledge of cognitive development of young children and how to provide instructional activities and a classroom environment that offer children opportunities to develop a range of cognitive skills and abilities.

The following topics are examples of content that may be covered under this competency.

- Analyze the instructional implications of children's varied learning and thinking approaches and preferences, including recognizing the basic processes of second-language acquisition (e.g., the "nonverbal period," relationships between second-language acquisition and continued development of skills in the first language).
- Apply knowledge of strategies for enhancing young children's ability and motivation to use thinking skills and solve problems, including strategies for identifying and building on young children's prior knowledge and emerging interests and skills in the content areas.
- Demonstrate understanding of strategies for integrating content and ideas across the curriculum in ways that help children make connections, explore interrelationships, and understand phenomena in their world.
- Apply knowledge of strategies for assessing and addressing individual children's needs and interests and for providing all children with meaningful, equitable, and developmentally appropriate opportunities for cognitive growth.
- Demonstrate understanding of current cognitive theories (e.g., Bruner's, Piaget's, and Vygotsky's constructivist theories) on which developmentally appropriate practices in early childhood education are based.

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Competency 0012

Apply knowledge of the fundamental skills, concepts, and vocabulary in mathematics and how to provide developmentally appropriate learning opportunities to enhance young children's mathematical understanding.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of how to build on children's interests to help them use mathematics to make sense of their world.
- Demonstrate understanding of the mathematics curriculum and appropriate ways to sequence skills and concepts in teaching mathematics to young children.
- Demonstrate knowledge of how to incorporate play and the use of manipulatives into classroom activities to promote children's development of mathematical understanding.
- Apply knowledge of metacognitive strategies to develop meaningful, concrete learning experiences to promote children's engagement in mathematical inquiry, thinking, and skills (e.g., using mathematics in everyday situations, devising strategies for solving mathematical problems).
- Apply knowledge of areas of mathematical content (e.g., number sense and numeration, whole-number operations, geometry and spatial sense, statistics and probability, fractions) and mathematical language; and strategies for promoting children's knowledge and skills in these areas through a variety of appropriate learning experiences, including integration of mathematics with other content areas.
- Apply knowledge of teaching practices that enhance children's mathematical problem solving and reasoning and promote their ability to represent, communicate, and connect mathematical ideas.

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Competency 0013

Apply knowledge of the skills and concepts in science and how to provide developmentally appropriate experiences that promote young children's inquiry, exploration, and learning in this area.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of how to plan and implement an inquiry-based science program that is responsive to children's diverse interests, knowledge, skills, and experience and that promotes children's development of scientific knowledge and skills.
- Demonstrate understanding of principles and phenomena related to the life and physical sciences (i.e., biology, earth science, chemistry, and physics) and how to foster children's understanding of these science fields.
- Apply knowledge of strategies for encouraging children to explore and make discoveries about their world (e.g., using their senses and simple tools to gain information about their environment, drawing conclusions on the basis of their observations).
- Apply knowledge of instructional strategies for encouraging children to view themselves as competent scientific explorers and activities for promoting their ability to think and communicate scientifically (e.g., by providing opportunities to observe and describe objects and phenomena; engage in simple investigations; and apply skills such as making predictions, classifying and interpreting data, recognizing patterns, and drawing conclusions).
- Apply knowledge of instructional resources for teaching science and procedures for ensuring safety during classroom science activities.

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Competency 0014

Apply knowledge, skills, and concepts in social studies and how to provide developmentally appropriate experiences that promote young children's exploration and learning in this area.

The following topics are examples of content that may be covered under this competency.

- Apply knowledge of democratic practices and values and how to foster children's understanding and application of democratic principles and personal responsibility in various settings and situations.
- Demonstrate basic knowledge and skills in history, geography, economics, and government and how to promote children's knowledge and skills (e.g., locating and interpreting information, making and using maps, answering historical questions) in these areas.
- Apply knowledge of instructional strategies that enhance children's understanding of their family, community, nation, and culture.
- Apply knowledge of instructional strategies and activities for promoting children's appreciation of and respect for human diversity and its significance in their community and in the larger world.

Competency 0015

Apply knowledge of the role of the arts, including visual arts, music, creative movement, dance, and drama, in the overall development of young children and how to provide children with a range of meaningful experiences in the arts.

The following topics are examples of content that may be covered under this competency.

- Demonstrate understanding of basic concepts, techniques, materials, and cultural influences related to visual arts, music, creative movement, dance, and drama and apply strategies for promoting children's knowledge and skills in these areas.
- Apply knowledge of the concepts and skills necessary for young children, including children with exceptionalities, to produce and respond to various types of art.
- Apply knowledge of strategies for promoting children's use of the arts as a medium for viewing the world, exploring ideas, and expressing thoughts and feelings.
- Apply knowledge of how to use the arts to help children achieve desired outcomes in various domains (e.g., using finger painting to encourage individual expression and improve motor control, using music to foster language development, using dramatic play activities to explore healthy ways to express feelings, using creative movement to foster awareness of the body and surrounding world).

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Competency 0016

Understand young children's physical development and their needs related to personal health, safety, and nutrition and strategies for providing developmentally appropriate experiences in these areas.

The following topics are examples of content that may be covered under this competency.

- Demonstrate understanding of the development of physical skills (e.g., fine- and gross-motor skills, locomotor skills, nonlocomotor skills, perceptual awareness, object handling) and the instructional implications of children's varied levels of physical skills development.
- Apply knowledge of the components of fitness (e.g., muscular strength, flexibility) and activities for promoting children's fitness, physical skills development, and enjoyment of physical activity.
- Demonstrate understanding of principles and practices of personal, interpersonal, and community health and safety that are developmentally appropriate for young children.
- Understand principles of nutrition (e.g., balanced diet) and the role of nutrition in children's fitness and development.
- Apply knowledge of strategies, including play, for providing children with learning experiences to help them develop physically and become aware of and practice behaviors that promote their own health and safety.

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SUBAREA IV— PROFESSIONAL KNOWLEDGE AND RESPONSIBILITIES

Competency 0017

Apply knowledge of strategies for building positive, collaborative relationships with children's families, other professionals, and community agencies and organizations.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of the roles of parents/guardians as primary caregivers and informal teachers of children, factors in the home and community that may affect children's development and learning, and strategies for working collaboratively with families.
- Analyze the role of family dynamics in building positive and supportive relationships with children and their families.
- Apply knowledge of strategies for initiating and sustaining communication with families to promote children's development and learning and for providing families with information, support, and referrals.
- Apply knowledge of strategies for creating meaningful, respectful, and reciprocal relationships with all families and for engaging families' and communities' active participation in promoting children's development and learning.
- Demonstrate understanding of the roles of other professionals, community agencies, and organizations that provide services to young children and their families and strategies for working effectively with such entities.
- Apply knowledge of strategies for building collaborative partnerships with colleagues, supervisors, support staff, and administrators.

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Competency 0018

Understand the roles and responsibilities of early childhood educators.

The following topics are examples of content that may be covered under this competency.

- Demonstrate knowledge of the historical and philosophical foundations of early childhood education and their influence on practices in the field.
- Demonstrate knowledge of current issues and educational trends for young children and their significance for early childhood professionals.
- Demonstrate knowledge of major laws, regulations, guidelines, and ethical standards related to responsibilities and roles of the early childhood education teacher (e.g., promoting children's learning; advocating for children, families, and early childhood programs; reporting suspected abuse and/or neglect).
- Demonstrate knowledge of the responsibilities and requirements of early childhood teachers regarding the development of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- Apply knowledge of strategies for engaging in ongoing professional development and personal reflection.
- Demonstrate knowledge of organizations, publications, and other resources relevant to the field of early childhood education.

SUBAREA V—ANALYSIS OF COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT

Competency 0019

Analyze and interpret authentic assessments and student work products to identify areas of need in pre-emergent, emergent, and beginning literacy development, and describe developmentally appropriate strategies to effectively address student need.

The following topics are examples of content that may be covered under this competency.

- Analyze data from multiple authentic assessments to plan effective, developmentally appropriate instruction, evaluate young children's literacy skills, and monitor students' response to instruction.
- Apply knowledge of the development of the alphabetic principle, phonics, phonemic awareness, concepts of print, vocabulary, word identification, written expression, spelling, and instructional strategies for teaching and promoting related knowledge and skills.
- Apply knowledge of the development of reading comprehension and evidence-based strategies for promoting young children's understanding of a variety of texts.