

**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 Oklahoma Full Subject Matter Competencies for Mild-Moderate Disabilities and CEOE Competencies

Oklahoma Subject Matter Competencies	CEOE Competencies
<i>The candidate:</i>	
Competency I: Understands the philosophical, evidence-based principals and theories, historical and legal foundations of special education, and how these influence professional practices. These would include:	
i. trends and issues in special education	0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.
ii. special education policies and procedures	0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities 0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.
iii. laws and regulations regarding special education	0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with

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	<p>mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p>
<p>iv. issues of human diversity and its relevance to special education</p>	<p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0006 Understand assessment instruments and procedures for evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>0020 Understand the history and philosophy of special education and key issues and</p>

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	trends, roles and responsibilities, and legal and ethical issues relevant to special education.
v. human issues that influence the field of special education; and	<p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0006 Understand assessment instruments and procedures for evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to</p>

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	<p>adult life roles).</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p>
<p>vi. relationships of special education to the organization and functions of schools, school systems, and agencies</p>	<p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p>
<p>Competency II: Understands the similarities and differences in human development, the characteristics of all learners, and how exceptional conditions interact with the domains of human development to respond to varying abilities and behaviors of individuals with disabilities while demonstrating respect for their students.</p>	<p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0002 Understands types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understands causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understands types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understands types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p>
<p>Competency III: Understands the effects that a disability (including aspects of</p>	<p>0001 Understand processes of human development and factors, including</p>

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<p>cognition, communication, physical, medical, and social/emotional) can have on learning and how primary language, culture and familial background can interact with the student's disabilities to impact academic and social abilities, attitudes, values, interests and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which a special educator individualizes instruction to provide meaningful and challenging learning for students with disabilities.</p>	<p>disability, that affect development and learning.</p> <p>0002 Understands types and characteristics of specific learning disabilities and their significance for human development and learning.</p> <p>0003 Understands causes and characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.</p> <p>0004 Understands types and characteristics of emotional disturbance and their significance for development and learning.</p> <p>0005 Understands types and characteristics of other categories of disabilities (i.e., autism, other health impairments, traumatic brain injury, orthopedically impaired) and their significance for human development and learning.</p>
<p>Competency IV: Possesses a repertoire of evidence-based instructional strategies to individualize instruction for students with disabilities and emphasizes the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span. These evidence-based instructional strategies should:</p>	<p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies</p>

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	<p>and techniques for promoting students' acquisition of functional skills.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).</p>
<p>i. promote positive learning results in the general curriculum in age-appropriate settings</p>	<p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student</p>

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	transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).
ii. promote multiple methods for teaching reading	0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.
iii. modify learning environments	0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.
iv. enhance critical thinking, problem solving and performance skills	<p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p>
v. promote self-determination	<p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p>

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	0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles).
vi. enhance integration and coordination of related services for educational benefit; and	0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.
vii. promote transition	0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to adult life roles). 0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.
Competency V: Demonstrates knowledge and skills in creating positive and safe learning environments for students with disabilities, and that also foster active engagement of students with disabilities. In addition, special educators foster environments that:	0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.
i. value diversity	0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.
ii. promote independence and productivity	0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities. 0013 Understand evidence-based strategies and techniques for improving the

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	<p>social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p>
<p>iii. assist general education colleagues in integrating students with disabilities</p>	<p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p>
<p>iv. use direct motivational and instructional interventions</p>	<p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p>
<p>v. utilize positive behavior supports and crisis management techniques</p>	<p>0016 Understand the development and implementation of behavior interventions for students with</p>

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	mild/moderate disabilities.
vi. guide and direct paraprofessionals and others; and	0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.
vii. provide specialized school health practices and techniques for health and safety	0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.
<p>Competency VI: Understands typical and atypical language development and uses strategies to enhance language development and teach communication skills to students with disabilities. This is accomplished by using:</p> <ul style="list-style-type: none"> i. effective language models ii. augmentative, alternative and assistive technologies iii. communication strategies and resources to facilitate understanding of subject matter for students with disabilities and those students with disabilities whose primary language is not English; and iv. matching communication methods to the student's language proficiency and cultural and linguistic differences. 	<p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p>

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<p>Competency VII: Develops long- and short-range instructional plans anchored in both general and special education curricula emphasizing:</p> <ul style="list-style-type: none"> i. effective modeling ii. efficient guided practice iii. modifications based on ongoing analysis of the individuals learning progress iv. collaboration v. individualized transition plans vi. use of appropriate technologies; and vii. positive behavior supports 	<p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0013 Understand evidence-based strategies and techniques for improving the social competence of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0015 Understand evidence-based strategies and techniques for promoting students' acquisition of functional skills.</p> <p>0016 Understand the development and implementation of behavior interventions for students with mild/moderate disabilities.</p> <p>0017 Understand principles and procedures for promoting successful student transitions (e.g., from one school setting to another, from school to employment and/or post-secondary education and training, from school to</p>

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	<p>adult life roles).</p> <p>0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p>
<p>Competency VIII: Understands legal policies and ethical principals of multiple types of assessment information related to referral, eligibility, program planning, instruction and placement of students with disabilities including those from culturally and linguistically diverse backgrounds. Special educators use assessment information to identify supports and adaptations required for students with disabilities to access general and special curricula and participate in school, system and statewide assessment programs. Special educators regularly monitor students' progress and use appropriate technologies to support assessments. Special educators must understand:</p>	<p>0006 Understand assessment instruments and procedures for evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p>
<p>i. measurement theory and practices for addressing validity, reliability, norms, bias, and interpretation of assessment results and</p>	<p>0006 Understand assessment instruments and procedures for evaluating the strengths and needs of students with mild/moderate disabilities.</p>
<p>ii. appropriate use and limitations of various assessment</p>	<p>0006 Understand assessment instruments and procedures for evaluating the strengths and needs of students with mild/moderate disabilities.</p>

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	<p>0007 Understand procedures and criteria for assessing the communicative strengths and needs of students with mild/moderate disabilities.</p> <p>0008 Understand procedures and criteria for assessing the cognitive and academic strengths and needs of students with mild/moderate disabilities.</p> <p>0009 Understand procedures and criteria for assessing the social and adaptive behavior of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p>
<p>Competency IX: Demonstrates knowledge and skills regarding legal, professional, and ethical practices including:</p>	<p>0006 Understand assessment instruments and procedures for evaluating the strengths and needs of students with mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p>
<p>i. sensitivity to the many aspects of diversity</p>	<p>0001 Understand processes of human development and factors, including disability, that affect development and learning.</p> <p>0006 Understand assessment instruments and procedures for evaluating the strengths and needs of students with</p>

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	<p>mild/moderate disabilities.</p> <p>0010 Understand procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.</p> <p>0011 Understand how to establish positive and productive learning environments for students with mild/moderate disabilities.</p> <p>0012 Understand evidence-based strategies and techniques for improving the expressive and receptive communication skills of students with mild/moderate disabilities.</p> <p>0014 Understand evidence-based strategies and techniques for promoting the academic achievement and independent learning of students with mild/moderate disabilities.</p> <p>0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.</p> <p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p>
<p>ii. engaging in professional growth as lifelong learners</p>	<p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p>
<p>iii. keeping current with evidence-based effective practices; and</p>	<p>0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.</p>

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iv. participating in professional activities that benefit individuals with disabilities and their families	0020 Understand the history and philosophy of special education and key issues and trends, roles and responsibilities, and legal and ethical issues relevant to special education.
Competency X: Routinely and effectively collaborates with families, colleagues, related service providers, community agencies and other resources in positive and culturally responsive ways to assure that the needs of students with disabilities are addressed including facilitation of successful transitions of students with disabilities across settings and services.	0018 Understand how to establish partnerships with other members of the school and the community to enhance learning opportunities for students with mild/moderate disabilities. 0019 Understand how to promote positive school-home relationships and encourage families' involvement in their children's education.