

**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 Severe-Profound/Multiple Disabilities and CEOE Competencies**

Oklahoma Subject Matter Competencies	CEOE Competencies
<i>The candidate:</i>	
<b>Competency I: Understands the philosophical, evidence-based principles and theories, historical and legal foundations of special education, and how these influence professional practices. These would include:</b>	
i. trends and issues in special education.	0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.  0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
ii. special education policies and procedures.	0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.  0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.
iii. laws and regulations regarding special	0010 Demonstrate knowledge of policies and

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education.	<p>procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
iv. issues of human diversity and its relevance to special education	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</p> <p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
v. human issues that influence the field of special education; and	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</p>

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	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p>vi. relationships of special education to the organization and functions of schools, school systems, and agencies</p>	<p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p><b>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</b></p>	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</p> <p>0002 Demonstrate knowledge of physical/medical conditions commonly</p>

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<p><b>individuals with disabilities while demonstrating respect for their students.</b></p>	<p>associated with severe and profound disabilities.</p> <p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0005 Demonstrate knowledge of social and emotional characteristics and needs of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
<p><b>Competency III: Understands the effects that a disability (including aspects of 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.</b></p>	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</p> <p>0002 Demonstrate knowledge of physical/medical conditions commonly associated with severe and profound disabilities.</p> <p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0005 Demonstrate knowledge of social and emotional characteristics and needs of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p>

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	<p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and for integrating related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home- and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p>
<p><b>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:</b></p>	<p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students</p>

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<ul style="list-style-type: none"> <li><b>i. promote positive learning results in general and special curricula in age-appropriate settings, especially functional curricula</b></li> <li><b>ii. modify learning environments</b></li> <li><b>iii. utilize community-based instruction and vocational instruction</b></li> <li><b>iv. enhance communication skills</b></li> <li><b>v. enhance critical thinking, problem solving and performance skills</b></li> <li><b>vi. promote self-determination</b></li> <li><b>vii. enhance integration and coordination of related services for educational benefit; and</b></li> <li><b>viii. promote transition</b></li> </ul>	<p>with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and for integrating related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home- and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p> <p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p>
<p><b>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</b></p>	<p>0003 Demonstrate knowledge of the physical and medical management of students who have severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive</p>

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<p><b>educators foster environments that:</b></p> <ul style="list-style-type: none"> <li>i. value diversity</li> <li>ii. promote independence and productivity</li> <li>iii. assist general education colleagues in integrating students with disabilities</li> <li>iv. use direct motivational and instructional interventions</li> <li>v. utilize positive behavior supports and crisis management techniques</li> <li>vi. guide and direct paraprofessionals and others; and</li> <li>vii. provide specialized school health practices and techniques for health and safety</li> </ul>	<p>learning environment for students with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and for integrating related therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home- and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p> <p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p>

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<p><b>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:</b></p> <ul style="list-style-type: none"> <li><b>i. effective language models</b></li> <li><b>ii. augmentative, alternative and assistive technologies</b></li> <li><b>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</b></li> <li><b>iv. matching communication methods to the student's language proficiency and cultural and linguistic differences</b></li> </ul>	<p>0004 Demonstrate knowledge of cognitive and communicative characteristics and needs of students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p>
<p><b>Competency VII: Develops long- and short-range instructional plans anchored in both general and special education curricula emphasizing:</b></p> <ul style="list-style-type: none"> <li><b>i. effective modeling</b></li> <li><b>ii. efficient guided practice</b></li> <li><b>iii. modifications based on ongoing analysis of the individuals learning progress</b></li> <li><b>iv. collaboration</b></li> <li><b>v. individualized transition plans</b></li> <li><b>vi. use of appropriate technologies; and</b></li> <li><b>vii. positive behavior supports</b></li> </ul>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0012 Demonstrate knowledge of research-based strategies and techniques for promoting the cognitive development and academic achievement of students with severe and profound disabilities.</p> <p>0013 Demonstrate knowledge of research-based strategies and techniques for promoting sensory, perceptual, and motor skills and for integrating related</p>

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	<p>therapies (e.g., OT, PT, SLP, O&amp;M) for students with severe and profound disabilities.</p> <p>0014 Demonstrate knowledge of research-based strategies and techniques for managing and enhancing the behavior and social interactions of students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0016 Demonstrate knowledge of research-based strategies and techniques for promoting the self-help and home- and community-living skills of students with severe and profound disabilities.</p> <p>0017 Demonstrate knowledge of research-based strategies and techniques for promoting the prevocational skills, vocational skills, and transition readiness of students with severe and profound disabilities.</p> <p>0018 Demonstrate knowledge of ways to establish partnerships with other members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p>
<p><b>Competency VIII: Understands legal policies and ethical principles of multiples 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</b></p>	<p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0007 Apply procedures for assessing the educational strengths, needs, and achievement of students with severe and profound disabilities.</p> <p>0008 Demonstrate knowledge of procedures for assessing the physical and communicative development of students</p>

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<p><b>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:</b></p> <ul style="list-style-type: none"> <li><b>i. measurement theory and practices for addressing validity, reliability, norms, bias, and interpretation of assessment results; and</b></li> <li><b>ii. appropriate use and limitations of various assessments</b></li> </ul>	<p>with severe and profound disabilities.</p> <p>0009 Demonstrate knowledge of procedures for assessing the social skills and functional living competence of students with severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p>
<p><b>Competency IX: Demonstrates knowledge and skills regarding legal, professional, and ethical practices including:</b></p> <ul style="list-style-type: none"> <li><b>i. sensitivity to the many aspects of diversity</b></li> <li><b>ii. engaging in professional growth as lifelong learners</b></li> <li><b>iii. keeping current with evidence-based effective practices; and</b></li> <li><b>iv. participating in professional activities that benefit individuals with disabilities and their families</b></li> </ul>	<p>0001 Demonstrate knowledge of types and characteristics of severe and profound disabilities and their significance for development and learning.</p> <p>0006 Demonstrate knowledge of assessment instruments and procedures used with students who have severe and profound disabilities.</p> <p>0010 Demonstrate knowledge of policies and procedures for developing and implementing IEPs and IFSPs for students with severe and profound disabilities.</p> <p>0011 Demonstrate knowledge of ways to establish a positive and productive learning environment for students with severe and profound disabilities.</p> <p>0015 Demonstrate knowledge of research-based strategies and techniques for promoting the communicative and language development of students with severe and profound disabilities.</p> <p>0020 Demonstrate knowledge of the history and philosophy of special education, key issues and trends, roles and responsibilities, and legal and ethical issues in special education.</p>
<p><b>Competency X: Routinely and effectively collaborates with families, colleagues,</b></p>	<p>0018 Demonstrate knowledge of ways to establish partnerships with other</p>

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<p><b>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.</b></p>	<p>members of the school and the community to enhance learning opportunities for students with severe and profound disabilities.</p> <p>0019 Demonstrate knowledge of the role of families in educating students with severe and profound disabilities and ways to promote positive school-home relationships.</p>