

**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 Full Subject Matter Competencies for Speech-Language Pathologist and CEOE Test Objectives

Oklahoma Subject Matter Competencies	CEOE Test Objectives
<p>1. Demonstrates knowledge of the models, theories, and philosophies that provide the basis for the practice of speech/language pathology.</p>	<p>0001 Demonstrate knowledge of typical speech (articulation, phonology, voice, resonance, and fluency) and language development, learning theory as it relates to speech and language development, and the effects of various disabilities on speech and language development.</p> <p>0017 Demonstrate knowledge of key issues, trends, roles, responsibilities, legal and ethical issues, and the history and philosophy of special education and speech-language pathology.</p>

Oklahoma Subject Matter Competencies	CEOE Test Objectives
<p>a. Knowledge of content areas in speech/language pathology (language, articulation, voice, fluency, augmentative communication)</p>	<p>0002 Demonstrate knowledge of communication disorders involving speech (articulation, phonology, voice, resonance, and fluency).</p> <p>0003 Demonstrate knowledge of communication disorders involving language.</p> <p>0010 Demonstrate knowledge of ways to improve students' speech production (articulation, phonology, voice, resonance, and fluency).</p> <p>0011 Demonstrate knowledge of ways to improve students' receptive and expressive language.</p> <p>0012 Demonstrate knowledge of ways to improve the communication skills of students with hearing loss.</p> <p>0013 Demonstrate knowledge of ways to promote the academic achievement and independent learning of students with communication disorders.</p>
<p>b. Knowledge of etiologies (causes) that may contribute to communication impairments</p>	<p>0001 Demonstrate knowledge of typical speech (articulation, phonology, voice, resonance, and fluency) and language development, learning theory as it relates to speech and language development, and the effects of various disabilities on speech and language development.</p> <p>0002 Demonstrate knowledge of communication disorders involving speech (articulation, phonology, voice, resonance, and fluency).</p> <p>0003 Demonstrate knowledge of communication disorders involving language.</p> <p>0004 Demonstrate knowledge of</p>

Oklahoma Subject Matter Competencies	CEOE Test Objectives
	communication disorders involving hearing loss and aural habilitation/rehabilitation.
c. A working understanding of other assessments (medical, psychological, audiological, etc.)	<p>0005 Demonstrate knowledge of assessment procedures for evaluating individual differences, including learning strategies, and making placement and programming decisions for students with communication disorders.</p> <p>0006 Apply procedures for assessing students' speech (articulation, phonology, voice, resonance, and fluency).</p> <p>0007 Apply procedures for assessing students' language.</p> <p>0008 Apply procedures for assessing students' aural habilitation/rehabilitation needs.</p> <p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.</p>
d. Knowledge of modality (spoken, written, sign)	<p>0010 Demonstrate knowledge of ways to improve students' speech production (articulation, phonology, voice, resonance, and fluency).</p> <p>0011 Demonstrate knowledge of ways to improve students' receptive and expressive language.</p> <p>0012 Demonstrate knowledge of ways to improve the communication skills of students with hearing loss.</p>
2. Accommodates the individual learning styles and communication/educational needs of the student.	<p>0010 Demonstrate knowledge of ways to improve students' speech production (articulation, phonology, voice, resonance, and fluency).</p> <p>0011 Demonstrate knowledge of ways to improve students' receptive and</p>

Oklahoma Subject Matter Competencies	CEOE Test Objectives
	<p>expressive language.</p> <p>0012 Demonstrate knowledge of ways to improve the communication skills of students with hearing loss.</p> <p>0013 Demonstrate knowledge of ways to promote the academic achievement and independent learning of students with communication disorders.</p> <p>0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders.</p>
<p>3. Demonstrates the ability to screen, evaluate, and diagnose students with suspected communication impairments using a variety of formal and informal procedures.</p>	<p>0005 Demonstrate knowledge of assessment procedures for evaluating individual differences, including learning strategies, and making placement and programming decisions for students with communication disorders.</p> <p>0006 Apply procedures for assessing students' speech (articulation, phonology, voice, resonance, and fluency).</p> <p>0007 Apply procedures for assessing students' language.</p> <p>0008 Apply procedures for assessing students' aural habilitation/rehabilitation needs.</p> <p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.</p>
<p>4. Demonstrates the ability to plan and implement intervention strategies and the appropriate service delivery model for students with communication impairments.</p>	<p>0010 Demonstrate knowledge of ways to improve students' speech production (articulation, phonology, voice, resonance, and fluency).</p> <p>0011 Demonstrate knowledge of ways to improve students' receptive and expressive language.</p>

Oklahoma Subject Matter Competencies	CEOE Test Objectives
	<p>0012 Demonstrate knowledge of ways to improve the communication skills of students with hearing loss.</p> <p>0013 Demonstrate knowledge of ways to promote the academic achievement and independent learning of students with communication disorders.</p> <p>0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders.</p>
a. Determine least restrictive environment	0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.
b. Provide ongoing assessment	<p>0005 Demonstrate knowledge of assessment procedures for evaluating individual differences, including learning strategies, and making placement and programming decisions for students with communication disorders.</p> <p>0006 Apply procedures for assessing students' speech (articulation, phonology, voice, resonance, and fluency).</p> <p>0007 Apply procedures for assessing students' language.</p> <p>0008 Apply procedures for assessing students' aural habilitation/rehabilitation needs.</p> <p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with</p>

Oklahoma Subject Matter Competencies	CEOE Test Objectives
	communication disorders.
c. Develop individualized education program (IEP)	0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.
5. Demonstrates the ability to facilitate the development of the student's functional and literate communication skills (i.e., how communication occurs, including written language) across environments.	<p>0010 Demonstrate knowledge of ways to improve students' speech production (articulation, phonology, voice, resonance, and fluency).</p> <p>0011 Demonstrate knowledge of ways to improve students' receptive and expressive language.</p> <p>0012 Demonstrate knowledge of ways to improve the communication skills of students with hearing loss.</p> <p>0013 Demonstrate knowledge of ways to promote the academic achievement and independent learning of students with communication disorders.</p> <p>0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders.</p>
a. Develop modifications/adaptations	<p>0010 Demonstrate knowledge of ways to improve students' speech production (articulation, phonology, voice, resonance, and fluency).</p> <p>0011 Demonstrate knowledge of ways to improve students' receptive and expressive language.</p> <p>0012 Demonstrate knowledge of ways to improve the communication skills of students with hearing loss.</p> <p>0013 Demonstrate knowledge of ways to</p>

Oklahoma Subject Matter Competencies	CEOE Test Objectives
	<p>promote the academic achievement and independent learning of students with communication disorders.</p> <p>0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders.</p>
<p>b. Determine transition services</p>	<p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.</p> <p>0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders.</p>
<p>6. Recognizes and understands the relationship among behavior, social interaction, and communication impairments, and is able to determine realistic expectations for the student's personal and social behavior in various settings.</p>	<p>0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders.</p>
<p>7. Uses collaborative strategies in working with parents, school, and community to address the needs of students with communication impairments.</p>	<p>0015 Demonstrate knowledge of ways to work with other members of the school and local communities to prevent communication disorders and to enhance opportunities for students with communication disorders.</p> <p>0016 Demonstrate knowledge of ways to promote strong school-home relationships.</p>
<p>8. Promotes and maintains competence and integrity in the practice of speech/language pathology.</p>	<p>0017 Demonstrate knowledge of key issues, trends, roles, responsibilities, legal and ethical issues, and the history and philosophy of special education and speech-language pathology.</p>
<p>a. Develop a plan for professional development</p>	<p>0017 Demonstrate knowledge of key issues, trends, roles, responsibilities, legal and</p>

Oklahoma Subject Matter Competencies	CEOE Test Objectives
	ethical issues, and the history and philosophy of special education and speech-language pathology.
b. Identify community agencies and resources	0016 Demonstrate knowledge of ways to promote strong school-home relationships.
9. Implements practices that recognize the multicultural issues and the effect of cultural and linguistic diversity on students' communication skills and learning styles.	<p>0014 Demonstrate knowledge of ways to promote independence, social-communicative effectiveness, and self-advocacy in students with communication disorders.</p> <p>0015 Demonstrate knowledge of ways to work with other members of the school and local communities to prevent communication disorders and to enhance opportunities for students with communication disorders.</p> <p>0017 Demonstrate knowledge of key issues, trends, roles, responsibilities, legal and ethical issues, and the history and philosophy of special education and speech-language pathology.</p>
10. Demonstrates knowledge of state and federal legislation and regulations pertaining to students with communication impairments.	<p>0009 Apply procedures for developing and implementing Individualized Education Programs (IEPs) and Individual Family Service Plans (IFSPs) for students with communication disorders.</p> <p>0017 Demonstrate knowledge of key issues, trends, roles, responsibilities, legal and ethical issues, and the history and philosophy of special education and speech-language pathology.</p>