



GACE® School Psychology Assessment

Test at a Glance

Updated May 2017

See the GACE® School Psychology Assessment Study Companion for practice questions and preparation resources.

Assessment Name	School Psychology
Grade Level	P–12
Test Code	Test I: 105 Test II: 106 Combined Test I and Test II: 605
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

About this Assessment

The GACE School Psychology assessment is designed to measure the professional knowledge of prospective School Psychologists in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Data-Based Decision Making and Accountability	60%
II. School and Systems Organization, Policy, and Practices	20%
III. Legal Ethical, and Professional Practice	20%

Test I Objectives

Subarea I: Data-Based Decision Making and Accountability

Objective 1: Understands fundamental models and methods of assessment and data collection

The beginning School Psychologist:

- A. Knows models and methods of psychological and educational assessment and data collection as applied to student evaluation
- B. Knows models and methods of psychological and educational assessment and data collection as applied to program development and evaluation
- C. Understands the use of information technology sources and technology in data collection and evaluation

Objective 2: Understands basic principles of research and program evaluation

The beginning School Psychologist:

- A. Is familiar with basic principles of research design, statistics, measurement, and data collection and analysis
- B. Understands research reports and interprets data collected in the school setting
- C. Is familiar with basic principles of program evaluation and use of related technology resources, and knows how to translate such knowledge to practice at the individual, group, and system levels

Subarea II: School and Systems Organization, Policy, and Practices

Objective 1: Knows fundamental aspects of schools and systems, including tools and strategies for school-wide learning

The beginning School Psychologist:

- A. Knows school and systems structure, organization, and theory
- B. Knows evidence-based general, special, and diverse (e.g., alternative, private, nontraditional) educational institutions and practices
- C. Is familiar with common technological resources available for school staff and student use; e.g., scoring software, information management, research tools
- D. Knows evidence-based strategies to maintain an effective and supportive school-wide learning environment

Objective 2: Understands fundamentals of prevention and crisis intervention

The beginning School Psychologist:

- A. Understands conditions in schools, families, and communities that lead to resilience and risk in students' learning and mental health
- B. Knows how to promote learning, mental health, safety, and physical well-being
- C. Knows evidence-based crisis prevention, response, and recovery strategies and how to collaborate with others to implement them

Subarea III: Legal, Ethical, and Professional Practice

Objective 1: Knows fundamentals of professional practice for school psychologists

The beginning School Psychologist:

- A. Knows the history of school psychology
- B. Knows models and methods of service delivery; e.g., public health, interdisciplinary, ecological systems, medical
- C. Is familiar with issues of professional identity and functioning, including respect for diversity and social justice, interpersonal and communication skills, responsibility, adaptability, initiative, and dependability, as well as the need for continuing education

Objective 2: Knows fundamental legal and ethical Issues in the field of school psychology

The beginning School Psychologist:

- A. Knows the National Association of School Psychologists (NASP) Principles for Professional Ethics and the State of Georgia Code of Ethics for Educators and applies them to decision making, collaboration, delivery of services, and the use of technology
- B. Knows the common laws, regulations, and relevant cases and applies them to decision making, collaboration, and delivery of services

Test II Subareas

Subarea	Approx. Percentage of Test
I. Consultation and Collaboration	34%
II. Social and Academic Development and Interventions	66%

Test II Objectives

Subarea I: Consultation and Collaboration

Objective 1: Knows general models and applications in the field of school psychology

The beginning School Psychologist:

- A. Knows models and methods of consultation, collaboration, and communication with individuals, families, groups, and systems
- B. Applies consultation, collaboration, and communication techniques to the design, implementation, and evaluation of services and programs at the individual, group, and systems levels

Objective 2: Understands principles of home, school, and community collaboration

The beginning School Psychologist:

- A. Knows principles and is familiar with research relating to family systems, with consideration of culture and context
- B. Understands the potential relation between family and community characteristics and learning, development, and behavior
- C. Uses evidence-based strategies to collaborate with families, communities, other schools, and outside agencies in promoting learning, socialization, and mental health
- D. Knows how, in collaboration with educators and community members, to design, implement, and evaluate services to promote family and school partnerships to enhance students' academic, social-emotional, and behavioral outcomes

Subarea II: Social and Academic Development and Interventions

Objective 1: Understands the development of cognitive and academic interventions and instructional support

The beginning School Psychologist:

- A. Knows biological, cultural, and social influences on academic skills
- B. Knows theory and processes of cognitive development and applies them to implementation and evaluation of academic goals and services

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- C. Knows basic concepts of learning and applies them to implementation and evaluation of academic goals and services
 - D. Knows how to use evidence-based strategies to advise curriculum, and support instructional strategies, and enhance intervention fidelity

Objective 2: Understands fundamentals of social and life skill development and mental health intervention

The beginning School Psychologist:

- A. Knows biological, cultural, and social influences on the development of behavioral, affective, adaptive, and social goals and evaluation of mental health services
- B. Understands the role of developmental processes and applies principles of personality, motivation, and abnormal psychology to the implementation of appropriate behavioral, affective, adaptive, and social goals and evaluation of mental health services
- C. Knows basic concepts in the development, characteristics, and treatment of psychopathology and applies them to implementation and evaluation of services
- D. Knows how to use evidence-based data-collection procedures and strategies to promote social-emotional functioning and mental health

Objective 3: Understands diversity in development and learning

The beginning School Psychologist:

- A. Describes how a variety of factors contribute to learning, mental health, and development
- B. Applies evidence-based strategies to provide and enhance services that promote effective functioning for students, families, and schools with diverse characteristics
- C. Demonstrates respect for diversity in learning and development and knows how to advocate for social justice