



GACE® Special Education General Curriculum Assessment

Test at a Glance

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See the GACE® Special Education General Curriculum Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Special Education General Curriculum
Grade Level	P–12
Test Code	Test I: 081 Test II: 082 Combined Test I and Test II: 581
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: 65 Test II: 65 Combined Test I and Test II: 130
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 Special Education General Curriculum assessment is designed to measure the professional knowledge of prospective teachers of general Special Education curriculum in the state of Georgia.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) contains revisions to the criteria for the diagnosis and classification of mental disorders. In the interest of fairness, and to allow time for educator preparation programs to integrate such changes into their curricula, test materials for this assessment may contain references to terminology, criteria, and classifications from the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV 4-TR). This includes references to autism, Asperger syndrome, and PDD-NOS, which would now be recognized under the broader category of autism spectrum disorder.

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
II. Planning the Learning Environment and Social Interactions	52%
III. Instruction	48%

Note: The subarea numbering in this Test at a Glance is not sequential. This is intentional and reflects the order that the subareas appear on the score report.

Test I Objectives

Subarea II: Planning the Learning Environment and Social Interactions

Objective 1: Understands and applies knowledge of curriculum development and lesson planning

The beginning Special Education General Curriculum teacher:

- A. Understands the characteristics of lesson plans
- B. Knows the elements of lesson plans
- C. Develops learning objectives that are measurable and appropriate
- D. Knows the means of providing access to the curriculum
- E. Knows how to organize the learning environment

Objective 2: Understands and applies knowledge of how to organize, manage, and monitor the learning environment

The beginning Special Education General Curriculum teacher:

- A. Understands theory and practice of effective classroom management
- B. Knows how to design and maintain a safe and supportive classroom environment that promotes student achievement
- C. Knows basic health, nutrition, and safety management procedures for students

Subarea III: Instruction

Objective 1: Understands and applies knowledge of effective teaching strategies and techniques and uses of technology

The beginning Special Education General Curriculum teacher:

- A. Knows and understands instructional strategies and techniques
- B. Recognizes grouping formats that promote individual academic success

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- C. Implements strategies to facilitate the maintenance and generalization of concepts learned across settings, considering students' ages and abilities
 - D. Implements strategies to facilitate the generalization of concepts learned across curricula, considering students' ages and abilities
 - E. Selects and implements research-based interventions for individual students
 - F. Uses resources to select and implement research-based interventions
 - G. Knows how to select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments
 - H. Knows how to use technology to support instruction
 - I. Demonstrates knowledge of transitions and transition planning

Test II Subareas

Subarea	Approx. Percentage of Test
I. Development and Characteristics of Learners	38%
IV. Assessment	30%
V. Foundations and Professional Responsibilities	32%

Note: The subarea numbering in this Test at a Glance is not sequential. This is intentional and reflects the order that the subareas appear on the score report.

Test II Objectives

Subarea I: Development and Characteristics of Learners

Objective 1: Understands human development and applies knowledge to needs of and influences on learners with disabilities

The beginning Special Education General Curriculum teacher:

- A. Understands human development and behavior; e.g., cognitive, language, social/emotional, psychological, academic, physical development
- B. Identifies stages of human development and behavior
- C. Understands and differentiates among theoretical approaches to student learning and motivation
- D. Identifies the basic characteristics and defining factors for each of the major disability categories under which individuals age three through 21 may be eligible for services under the Individuals with Disabilities Education Act (IDEA)
- E. Understands the impact of disabilities on individuals, families, and society across the life span
- F. Understands how language, cultural, and gender differences can affect the identification process
- G. Understands co-occurring conditions
- H. Recognizes how family systems and the role of families contribute to the development of an individual with a disability
- I. Demonstrates what influences may have an effect on the development and achievement of an individual with a disability

Subarea IV: Assessment

Objective 1: Understands definitions and types of assessments and applies knowledge to interpretation and uses of data

The beginning Special Education General Curriculum teacher:

- A. Recognizes assessments that are effective and appropriate
- B. Knows the definitions and uses of various assessments
- C. Interprets a variety of assessment data
- D. Understands and uses the results of assessments

Subarea V: Foundations and Professional Responsibilities

Objective 1: Understands legal definitions and requirements and uses knowledge of the law to ensure rights of stakeholders

The beginning Special Education General Curriculum teacher:

- A. Knows federal definitions
- B. Knows federal requirements for the referral and identification process
- C. Knows federal safeguards of the rights of stakeholders (parents, local education agency [LEA], students, teachers, related service providers)
- D. Knows the components of a legally defensible Individualized Education Program (IEP)
- E. Knows major legislation that affects the field of special education

Objective 2: Understands the professional roles of teachers and others and develops ways to collaborate and communicate

The beginning Special Education General Curriculum teacher:

- A. Understands the roles and responsibilities of the special education teacher
- B. Understands the roles and responsibilities of other professionals and those who deliver related services
- C. Understands strengths and limitations of various collaborative approaches within the general classroom and the special education classroom
- D. Communicates to stakeholders the progress of students, using language and terms the stakeholders will likely understand
- E. Identifies potential bias that may impact teaching and interactions with students and their families