



## TEST DESIGN AND FRAMEWORK

### TEST DESIGN

#### School Psychology

The **School Psychology** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

##### ■ Test I (Test Code 105)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Learning, Development, and Diversity	0001–0003	30	1
➤ Student Assessment and Data-Based Decision Making	0004–0006	30	1
<b>TOTAL</b>		<b>60</b>	<b>2</b>
<b>Percentage of Test Score</b>		<b>80%</b>	<b>20%</b>

##### ■ Test II (Test Code 106)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Prevention, Intervention, Collaboration, and Program Evaluation	0007–0009	30	1
➤ Professional Context of School Psychology Practice	0010–0012	30	1
<b>TOTAL</b>		<b>60</b>	<b>2</b>
<b>Percentage of Test Score</b>		<b>80%</b>	<b>20%</b>



**Georgia Assessments for the  
Certification of Educators®**

## **TEST DESIGN AND FRAMEWORK**

### **TEST FRAMEWORK**

#### **School Psychology**

##### **LEARNING, DEVELOPMENT, AND DIVERSITY**

###### **0001 Understand learning processes and the development of cognitive, linguistic, and academic skills.**

For example:

- demonstrating knowledge of learning theory and academic skill development
- demonstrating knowledge of speech and language, cognitive, physiological, and neurological development and of cognitive processes and strategies and their application to the design of effective instructional strategies that promote student learning
- applying knowledge of principles of student-centered learning, including use of these principles to help students become self-regulated learners (e.g., developing effective self-monitoring, planning, time management, and study skills)
- demonstrating knowledge of appropriate cognitive and affective goals for students and effective instructional methodologies for students with different abilities, disabilities, learning styles, strengths, and needs
- applying knowledge of approaches to developing intervention plans consistent with curriculum standards, learning theory, and learner diversity to promote learning at various stages of development
- identifying strategies for incorporating instructional methods and materials, student interests, and career objectives and needs based upon students' developmental levels
- recognizing ways to identify and use community resources to enhance student development and learning
- demonstrating knowledge of ways in which medications and medical interventions may affect student behavior and functioning

**0002 Understand socialization and the development of life skills.**

For example:

- demonstrating knowledge of early childhood, child, and adolescent development processes in the behavioral, social, affective, and adaptive domains
- applying knowledge of socialization processes and influences, (e.g., school, home, community) and the socialization and life skills of students with different abilities, disabilities, strengths, and needs
- applying knowledge and skills in behavior management and counseling strategies that enhance appropriate student behavior and demonstrating knowledge of methodologies for teaching conflict resolution, social problem solving, and prosocial behavior in the classroom
- analyzing various learning environments and factors in learning environments that facilitate students' sense of ownership and membership in a learning community
- identifying ways of modifying learning environments to meet the physical, social/emotional, behavioral, sensory, and language needs of individual students
- applying knowledge of principles of behavioral change within the behavioral, social, affective, and adaptive domains
- applying knowledge of principles of generalization and transfer of training in the development of interventions and ways of assisting others in implementing interventions across settings (e.g., in the school, home, and community)
- demonstrating knowledge of the significance of systems (e.g., home, school, community) for student development, socialization, behavior, and learning

**0003 Understand student diversity in development and learning.**

For example:

- demonstrating knowledge of individuals of diverse backgrounds, strengths, and needs and the sensitivities and skills needed to work with these individuals
- applying knowledge of potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, and gender-related factors on students' development and learning
- applying knowledge of potential influences of linguistic factors and second language acquisition on students' development and learning
- demonstrating knowledge of diversity factors and how school psychologists' own backgrounds and beliefs may affect their interactions with others
- demonstrating knowledge of practices for promoting understanding of diversity and for helping students and families of all backgrounds feel welcome and appreciated in the school and community
- applying knowledge of ways to foster and maintain school climate characterized by mutual respect, inclusiveness, caring attitudes, and valuing of diversity

## STUDENT ASSESSMENT AND DATA-BASED DECISION MAKING

### 0004 Understand principles of data-based decision making and principles of student assessment.

For example:

- demonstrating awareness of the importance of collecting information across environments (home, school, community) to identify and define individual strengths and needs and to use this information as a basis for making decisions, planning services, evaluating outcomes of services, and facilitating accountability for decisions made in regard to individual students
- applying knowledge of processes and strategies for linking assessment results with development and evaluation of effective interventions for students
- demonstrating knowledge of the characteristics, benefits, and limitations of various formal and informal methods of assessment used for screening, diagnosing, and evaluating infants, children, and adolescents (e.g., norm-referenced tests, criterion-referenced tests, curriculum-based tests, classroom observations, behavioral assessments, interviewing techniques)
- demonstrating knowledge of methods used in reviewing students' information to determine their current needs for potential intervention
- applying knowledge of various models of assessment in making recommendations and providing information to help the multidisciplinary team make appropriate placement, programming, and referral decisions for students with diverse needs

**0005 Understand how to select, adapt, develop, and conduct assessments of students with diverse needs.**

For example:

- demonstrating knowledge of formal and informal instruments and techniques for assessing cognitive functioning and measuring academic performance and progress at various age/grade levels
- demonstrating knowledge of formal and informal instruments and techniques for assessing behavioral, affective, adaptive, and social skills at various developmental levels
- demonstrating knowledge of theoretical and technical issues in assessment (e.g., various approaches to validity, test construct, various types of reliability, bias, generalizability) and related factors (e.g., gender, language, culture, age), and recognizing the importance of using appropriate assessment methods and techniques
- applying knowledge of measurement principles and psychometric properties and standards when reviewing and selecting assessment instruments (e.g., evaluating validity and reliability evidence, composition of norm groups)
- applying knowledge of procedures for selecting, adapting, and developing curriculum-based assessments (e.g., portfolio, observation, writing sample, interview)
- examining the role of diversity in selecting and modifying assessment instruments and strategies in specific contexts and evaluating the appropriateness of different types of assessment for particular students (e.g., assessing in English and/or the home language of English Language Learners, reviewing test content relative to students' cultural backgrounds)
- demonstrating knowledge of standard procedures for administering various types of assessments (e.g., cognitive, academic, behavioral, adaptive, projective) to children from infancy through school-age, including those who may require special education, early childhood intervention, or other services or interventions
- identifying ways of adapting assessment procedures for individual students in various situations and identifying how procedural modifications for administering standardized tests may affect assessment results

**0006 Understand how to interpret assessment results and the role of assessments in addressing students' individual needs.**

For example:

- demonstrating knowledge of various types of measurement scales and test scores (e.g., percentages, percentiles, age- and grade-equivalent scores, standard scores, z-scores, normal-curve equivalents)
- applying knowledge of test scores, standard error of measurement, measures of central tendency (e.g., mean scores, mode), measures of variability (e.g., standard deviation), and base rates in interpreting individual and group test results
- analyzing, interpreting, and drawing appropriate conclusions from assessment data to determine the presence, nature, and severity of disabilities, mental health needs, eligibility for services, and current level of academic performance (e.g., specific strengths and needs, mastered and unmastered skills)
- applying knowledge and skills to communicate assessment results to assist the Student Support Team (SST) and/or multidisciplinary team in developing and evaluating the effectiveness of interventions
- demonstrating knowledge of components of Individualized Education Programs (IEPs), including annual goals, learning profile, instructional setting or placement, related services, assistive technologies, and testing modifications or accommodations
- demonstrating knowledge of general procedures and legal requirements for developing individualized service and transition plans (e.g., Individualized Family Service Plans [IFSPs], IEPs) for students of all ages
- applying knowledge of how to use assessment results and knowledge of various educational placement, service, and programming options (e.g., general education classroom, Title I, ESOL, extended year services, 504 plan, gifted education) to make recommendations to address students' educational, psychological, and mental health needs

## PREVENTION, INTERVENTION, COLLABORATION, AND PROGRAM EVALUATION

### **0007 Understand prevention and intervention strategies and resources for addressing individual, group, and schoolwide needs.**

For example:

- demonstrating knowledge of schoolwide prevention and intervention programs that promote the academic achievement, social and emotional development, and physical well-being of students
- demonstrating knowledge of effective crisis prevention and intervention models and approaches
- demonstrating knowledge of individual, group, and schoolwide counseling methods and procedures
- identifying effective resources for addressing a wide range of psychological, behavioral, academic, and health problems and demonstrating knowledge of ways to access appropriate services provided by district, community, and state agencies

### **0008 Understand research methods and program evaluations.**

For example:

- applying knowledge of basic principles of research design (e.g., single-subject, quantitative, qualitative), statistical procedures, and data analysis to plan and conduct program evaluations
- applying knowledge of research methodology, statistical procedures, and data analysis to evaluate published research to improve service delivery
- applying knowledge of evaluation techniques and various methods of collecting data about school and community
- evaluating reliability, validity, and other psychometric properties when selecting assessment methods to use in support of program or systems-level evaluations
- applying knowledge of measurement and statistics to interpret school and district data and in communicating these findings to school personnel, parents/guardians, and the public

**0009 Understand communication, consultation, and collaboration processes to provide students with appropriate services.**

For example:

- applying knowledge of behavioral, mental health, collaborative, and consultation models and methods in SSTs and various situations
- identifying ways to use consultation and collaboration skills (e.g., active listening, conflict resolution) to reduce divisiveness, build consensus, facilitate change, and promote harmony in school settings
- demonstrating knowledge of skills for promoting effective communication with students
- demonstrating knowledge of skills for facilitating communication with teachers and other school personnel, families, and community-based service providers
- demonstrating knowledge of skills for presenting information to diverse audiences (e.g., school boards, policy makers, community leaders)
- applying knowledge of skills for communicating and collaborating effectively with individuals of diverse backgrounds and characteristics
- identifying strategies for involving students and their parents/guardians in educational and service delivery processes

**PROFESSIONAL CONTEXT OF SCHOOL PSYCHOLOGY PRACTICE**

**0010 Understand historical, legal, and ethical foundations of the school psychology profession.**

For example:

- demonstrating knowledge of the historical and philosophical foundations of school psychology and allied fields (e.g., psychology, education, special education) as applicable to practicing professionals
- demonstrating knowledge of various service models, methods, and best practices of the school psychology profession
- demonstrating knowledge of the legal requirements (e.g., mandated reporting), ethical guidelines, and standards of professional practice affecting school psychologists
- applying knowledge of professional, legislative, and case law regulations and guidelines (e.g., SST, Individuals with Disabilities Education Improvement Act [IDEA]) to help ensure equity and the best possible education for all students
- applying knowledge of the rights and responsibilities (e.g., historical, legal, ethical) of students, school personnel, and parents/guardians in regard to students' educational plans, programs, services, and records

**0011 Understand the roles and responsibilities of school psychologists and the organization and operation of school systems.**

For example:

- examining the school psychologist's roles and responsibilities in various contexts (e.g., processing referrals, participating in multidimensional team or SST meetings, serving as case manager for the assessment process, conducting functional-behavioral assessments, engaging in crisis prevention/intervention, facilitating problem solving and decision making, serving as change agent, advocating for students and programs)
- applying knowledge of the organizational structure and operation of schools and school systems, including general education, special education, and related services, to assist in designing, implementing, and evaluating policies and practices (e.g., discipline, grading, staff development, program evaluation)
- applying knowledge of data-driven principles of organizational development and systems theory to assist in fostering a positive organizational climate and a safe, effective, and supportive learning environment
- demonstrating knowledge of the importance and requirements of continued professional development, strategies for accomplishing professional development, and the benefits of involvement in professional organizations (e.g., Georgia Association of School Psychologists, National Association of School Psychologists)

**0012 Understand information sources and the use of technology to enhance the effectiveness of school psychology services.**

For example:

- demonstrating knowledge of information sources and technology resources relevant to the work of school psychologists, including how to use these resources to monitor programs, assess interventions, and facilitate decision making and accountability
- recognizing methods and standards for accessing information technology and for using information sources in ways that safeguard or enhance the quality of services
- demonstrating awareness of ways to review and evaluate information sources and technology resources for use in the practice of school psychology
- demonstrating knowledge of computer hardware and software tools (e.g., word processing, spreadsheets, test-scoring software) and how these tools can be used to help school psychologists function effectively and efficiently
- applying knowledge of how technology resources for students (e.g., instructional software, adaptive technology for individuals with disabilities) are used in designing and implementing programs and interventions