GACE® Special Education Deaf Education Assessment
Test at a Glance
Updated June 2017

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

Assessment Name	Special Education Deaf Education
Grade Level	P–12
Test Code	Test I: 085 Test II: 086 Combined Test I and Test II: 585
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: 100 Test II: 100 Combined Test I and Test II: 200
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 *Guide to Taking a GACE Computer-delivered Test*.
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 Deaf Education assessment is designed to measure the professional knowledge of prospective teachers of Deaf Education in the state of Georgia.

The fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5) was published in May 2013 with revisions to the criteria for the diagnosis and classifications 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 will continue to reference the terminology, criteria, and classifications referred to in the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV-TR) until further notice.

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. Foundations of Deaf Education	30%
II. Collaborative Partnerships in Deaf Education	24%
III. The Deaf and Hard of Hearing Learner	24%
IV. Customizing the Learning Environment for Deaf and Hard of Hearing (DHH) Learners	22%

Test I Objectives

Subarea I: Foundations of Deaf Education

Objective 1: Understands the philosophical and historical foundations of deaf education

The beginning Special Education Deaf Education teacher:

A. Identifies the Individuals with Disabilities Education Act's (IDEA) disability categories and the identification process

B. Describes and applies models, theories, and philosophies of deaf education; e.g., oral versus manual, total communication

C. Explains hearing loss etiologies, resulting difficulties, and types of hearing loss

D. Recognizes and describes issues and trends in special education and deaf education; e.g., cochlear implants, assistive technology, deaf studies

E. Explains and understands the impact of cross-cultural perspectives on DHH children, their families, schools, and communities

F. Explains the cultural, linguistic, academic, and social-emotional impact of educational placement options for DHH students

G. Discusses major contributors to the deaf education knowledge base; e.g., Bell, Gallaudet, Clerc

Objective 2: Understands and applies knowledge of the legal foundations and ethical requirements of professional practice

The beginning Special Education Deaf Education teacher:

A. Explains and interprets the legal foundations of special education; e.g., IDEA, ADA, Deaf Child Bill of Rights, case law

B. Develops an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), and a transition plan, and identifies the roles and responsibilities of students, parents, and school personnel in the design, development, and implementation of IFSPs, IEPs, and transition plans

C. Demonstrates a professional regard for the culture, religion, gender, and sexuality of DHH students

D. Uses communication and collaborative strategies that foster mutual respect and encourage active participation by children, parents, school, and community personnel

E. Explains and has an awareness of cultural biases and differences that can affect an individual's teaching of DHH students

F. Discusses and is familiar with professional organizations, publications, conferences, Web resources, journals, and texts relevant to the education of DHH students; e.g., Georgia PINES, *Journal of Deaf Studies and Deaf Education*, *Volta Review*, National Association of the Deaf (NAD), Georgia Association of the Deaf (GAD)

G. Maintains and improves communication skills consistent with program philosophy

H. Engages in relevant professional activities and practice within the Council for Exceptional Children (CEC) and the Council on the Education of the Deaf (CED) Code of Ethics and other standards and policies of the profession

Subarea II: Collaborative Partnerships in Deaf Education

Objective 1: Understands how to develop and maintain collaborative partnerships with families

The beginning Special Education Deaf Education teacher:

A. Explains the importance of effective interactive communication on the development of family relationships

B. Describes knowledge families need to make informed choices concerning the education and advocacy of their DHH children

C. Demonstrates proficiency in expressive, receptive, and written communication

D. Serves as a role model for DHH students and their families

E. Recommends local, regional, and national services provided for DHH children; e.g., Babies Can't Wait, Georgia PINES, Hands and Voices

F. Understands typical concerns expressed by parents of DHH children

G. Recommends appropriate resources to address typical parental concerns

Objective 2: Understands how to develop and maintain collaborative partnerships with colleagues

The beginning Special Education Deaf Education teacher:

A. Coordinates support personnel to meet the diverse communication needs of DHH students and their parents

B. Plans and conducts collaborative conferences with children, parents, school, and community personnel that enhance educational opportunities and integration for DHH students

C. Facilitates, provides, and accesses resources for communication between DHH children and their families and between DHH students and the support personnel with whom they interact

D. Collaborates and plans with multi-disciplinary team members, school personnel, general education, special education, and other service providers to meet the needs of DHH students

E. Explains techniques of stimulation and utilization of residual hearing for DHH children

Subarea III: The Deaf and Hard of Hearing Learner

Objective 1: Understands and applies knowledge of the special characteristics and needs of DHH learners

The beginning Special Education Deaf Education teacher:

A. Describes the cognitive, physical, cultural, social, academic, and emotional characteristics of typical and atypical development

B. Compares characteristics of typical and atypical development

C. Explains the educational implications of DHH children's needs and abilities

D. Explains the impact of comprehensible communication and incidental learning on the development of DHH children

E. Explains the effects of family systems and family characteristics on the development of DHH children

Objective 2: Understands and applies knowledge of the physical, cultural, and social development of DHH learners

The beginning Special Education Deaf Education teacher:

A. Demonstrates a basic understanding of the anatomy and physiology of the speech and hearing mechanisms and the interrelationships among hearing, speech, language, and communication

B. Describes etiologies that can cause additional sensory, motor, and learning difficulties for DHH children

C. Explains the impact of hearing loss, age of identification, age of amplification, and provision of services on the development of DHH children

D. Explains the cultural and social dimensions associated with DHH individuals and deaf education

E. Describes the various learning styles of DHH students

Subarea IV: Customizing the Learning Environment for DHH Learners

Objective 1: Understands how to help DHH learners establish relationships with others in a safe, nurturing environment

The beginning Special Education Deaf Education teacher:

A. Explains ways to establish ongoing interactions with peers

B. Describes ways to establish interactions with DHH role models

C. Describes ways to establish interactions with local, state, regional, and national DHH communities

D. Applies laws, rules, and regulations when planning, implementing, and managing student behavior

E. Applies procedural safeguards when planning, implementing, and managing student behavior and professional activities

Objective 2: Understands how to use the Expanded Core Curriculum (ECC), technology, and other resources to help DHH learners develop life skills

The beginning Special Education Deaf Education teacher:

A. Understands and explains the Expanded Core Curriculum

B. Employs strategies to teach students the social skills needed for success in educational and functional living environments

C. Develops procedures to increase student self-awareness, self-regulation, self-reliance, self-esteem, and self-enhancing behavior across a variety of social settings

D. Explains appropriate and effective use of interpreters, note takers, volunteers, peer tutors, and other support personnel

E. Explains appropriate and effective use of technology in the learning environment

Test II Subareas

Subarea	Approx. Percentage of Test
I. Evaluation of Deaf and Hard of Hearing (DHH) Students	16%
II. Curriculum Design and Delivery	28%
III. Instructional Content: Language and Literacy	40%
IV. Managing the Teaching and Learning Environment	16%

Test II Objectives

Subarea I: Evaluation of Deaf and Hard of Hearing (DHH) Students

Objective 1: Understands and applies knowledge of evaluation and assessment of DHH students

The beginning Special Education Deaf Education teacher:

A. Explains terminology, legal provisions, and protocols used in the effective application and interpretation of the screening, pre-referral, referral, classification, educational programming, and monitoring of DHH children

B. Explains the influence of diversity and bias on assessments with regard to eligibility, programming, and educational placement decisions

C. Gathers background information by means of various assessment protocols; e.g., informal input, norm-referenced tests, curriculum-based assessments, work samples, observations, task analysis; create and maintain student records

D. Gathers and analyzes verbal and nonverbal language samples

E. Selects exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FAPI) that are appropriate for DHH students

Objective 2: Understands and applies knowledge of program planning for DHH students

The beginning Special Education Deaf Education teacher:

A. Uses data to identify appropriate modifications in the learning environment, develop instructional assessment strategies, and evaluate results of instruction and readiness for program options

B. Explains the relationship between assessment results, referrals, and educational placement decisions for DHH students

C. Collaborates with parents, students, and other professionals in the effective implementation, interpretation, and use of initial and ongoing educational assessment procedures that use a child's preferred mode of communication

Subarea II: Curriculum Design and Delivery

Objective 1: Understands and applies knowledge of curriculum design to plan customized instruction for DHH learners

The beginning Special Education Deaf Education teacher:

A. Explains educational design and practices of comprehensive, oral/aural, and bi/bi programming for DHH students

B. Customizes instruction to address diverse learning styles of DHH students within various learning environments

C. Develops instructional strategies for the development of motor, cognitive, social, communication/language, affective, functional skills, life skills, and employment of DHH students, including those with multiple disabilities

D. Explains techniques for modifying instructional methods that reflect learner needs, diversity, and family dynamics

E. Finds, develops, and uses sources of specialized materials for DHH students

F. Explains curricula and instructional strategies, and has a working knowledge of current state standards used in general and deaf education

G. Interprets and uses assessment data to design instruction that meets individual learning needs

H. Develops or selects assessment tools to monitor students' progress

I. Uses task analysis to develop lesson plans that sequence instructional activities and involves students in setting instructional goals and charting progress

Objective 2: Understands and applies knowledge of how to select, deliver, and modify the curriculum for DHH learners

The beginning Special Education Deaf Education teacher:

A. Selects, adapts, modifies, or uses instructional strategies and materials that meet individual needs and assist in generalization of target abilities across learning environments

B. Chooses and implements instructional strategies and curricula materials that encourage children to use critical thinking skills to meet their individual needs, that integrate social and career/vocational skills with academic curricula, and that facilitate successful transitions

C. Selects, designs, produces, and uses accessible media, technologies, materials, and resources needed to instruct DHH children, including those with multiple disabilities; e.g., DCMP, deafed.net

D. Infuses articulation and auditory skills into instruction and academic areas in a manner that is consistent with program design, and demonstrates proficiency in the languages needed to instruct DHH students

E. Designs and implements instructional strategies to meet individual DHH children's physical, cognitive, cultural, communicative, and academic needs, while facilitating independent communication

Subarea III: Instructional Content: Language and Literacy

Objective 1: Understands how language is acquired and applies this knowledge to promote communication skills of the DHH

The beginning Special Education Deaf Education teacher:

A. Explains language and communication development, use, assessment, and intervention for student's mode of communication

B. Applies first- and second-language teaching strategies that encourage literacy

C. Explains instructional approaches to develop and assess concepts of print, phonemic awareness, phonics, word recognition, comprehension, and fluency

D. Explains and demonstrates instructional approaches to develop and assess word recognition, language comprehension, strategic knowledge, and reading–writing connections

E. Explains and demonstrates instructional approaches to develop visual fluency, visual decoding and encoding, purposeful code switching, and reading in the content areas

F. Explains and demonstrates instructional approaches to develop critical thinking, motivation, and writing skills across the curriculum

G. Understands and explains language conventions, vocabulary acquisition, and use

Objective 2: Applies knowledge of how to differentiate reading and language arts instruction for DHH learners

The beginning Special Education Deaf Education teacher:

A. Uses traditional print, digital, and online resources as instructional tools to enhance student learning at all grade levels

B. Develops and uses instructional approaches and materials that meet the DHH learner's language *proficiency*

C. Explains and facilitates the transfer of skills *from signed systems to English*

D. Develops differentiated instructional approaches that meet students' reading needs at all grade levels

E. Develops differentiated instructional approaches that meet students' writ*ing needs at all grade levels*

F. Explains and illustrates types of reading assessments and their purposes, strengths, and limitations; e.g., formal and informal reading inventories, graded word lists, running records

G. Uses incidental language experiences to fit and maximize the visual and sensory needs of DHH students

Subarea IV: Managing the Teaching and Learning Environment

Objective 1: Understands and applies knowledge of how to plan a full inclusion environment for DHH learners

The beginning Special Education Deaf Education teacher:

A. Implements best practices in classroom management methods and techniques for DHH *students*

B. Uses strategies and techniques for facilitating the inclusion of DHH *students into various settings*

C. Uses technology to assist with planning and managing the teaching and learning environment

D. Creates a safe, positive, and supportive learning environment that values diversity, encourages active participation, and facilitates *self-advocacy and independence*

E. Prepares lesson plans that include instructional materials, strategies, evaluation protocols, management procedures, classroom routines, and transiti*ons best suited to DHH students*

F. Maintains DHH students' attention and uses appropriate pacing during lessons

G. Uses verbal and nonverbal communication strategies to maintain rapport with DHH students

Objective 2: Understands and applies knowledge of how to monitor and maximize learning opportunities for DHH learners

The beginning Special Education Deaf Education teacher:

A. Recommends classroom procedures that ensure smooth transition times *during the day for DHH students*

B. Manages assistive technology and augmentative devices for DHH students

C. Plans a continuum of effective transition services for DHH students

D. Monitors the implementation of classroom and curriculum modifications for DHH students, including those with multiple disabilities as related to the IEP

E. Designs a classroom environment that maximizes opportunities for visual and auditory *learning*

F. Organizes the classroom for DHH students who have multiple disabilities

G. Conducts self-evaluation of classroom management strategies and their implementation

H. Selects, adapts, and implements classroom management strategies that consider deaf cultural factors