



Georgia Assessments for the Certification of Educators®

GACE® School Counseling Assessment Test at a Glance

Updated May 2017

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

Assessment Name	School Counseling
Grade Level	P–12
Test Code	Test I: 103 Test II: 104 Combined Test I and Test II: 603
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 Counseling assessment is designed to measure the professional knowledge of prospective School Counselors 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. Foundations	80%
II. Management	20%

Test I Objectives

Subarea I: Foundations

Objective 1: Understands the history and role of the professional school counselor

The beginning School Counselor:

- A. Knows how to use current research to advocate for the school counselor identity and program
- B. Knows the benefits of membership in professional organizations and appropriate credentialing for school counselors; e.g., resources, networking, insurance
- C. Is familiar with the history, philosophy, and trends in school counseling as a profession
- D. Understands the current American School Counselor Association (ASCA) National Model®: A Framework for School Counseling Programs and its relationship to the total educational program
- E. Understands the current American School Counselor Association (ASCA) National Standards for Students including the domains of academic, career, and personal/social development of students
- F. Understands the role of the counselor at multiple levels — as a leader, advocate, collaborator, consultant, and coordinator — as they apply to school-counseling-related duties
- G. Knows similarities and differences in the school counselor's responsibilities at the elementary, middle, and high school levels in a multicultural context
- H. Understands the difference between counselor responsibilities and non-counselor tasks (e.g., disciplining, substitute teaching, and managing school functions) and advocates for appropriate use of counselors as human resources
- I. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning
- J. Understands the structure of the United States educational system and the cultural, political, and social factors that influence educational practices
- K. Understands that a comprehensive school counseling program's philosophy, vision, and mission are aligned with the school, district, and state missions and visions

Objective 2: Demonstrates understanding of fundamental theories of human growth and development

The beginning School Counselor:

- A. Knows major theories of physical development throughout the human life span
- B. Knows major theories of cognitive development throughout the human life span
- C. Knows major theories of personality and emotional development throughout the human life span
- D. Knows major theories of social and character development throughout the human life span
- E. Recognizes how atypical growth, health and wellness, language, ability level, multicultural issues, and resiliency affect learning and development.

Objective 3: Understands fundamental principles of ethics and their applications in the field of counseling

The beginning School Counselor:

- A. Knows current ethical guidelines regarding technology use (e.g., email, databases, social networks, blogs) for professionals and students
- B. Understands the need for self-awareness of personal biases and limitations that may affect the counseling relationship
- C. Is familiar with the American School Counselor Association (ASCA) Ethical Standards for School Counselors and the State of Georgia Ethic Standards for Educators
- D. Understands the need for ongoing professional development designed for school counselors
- E. Understands the appropriateness of relationships between professionals and students; e.g., dual relationships
- F. Understands the school counselor's responsibility to ensure equitable access for school counseling services for all students

Objective 4: Understands major laws and policies affecting students and school counselors

The beginning School Counselor:

- A. Knows how changes in major public policy and laws affect student rights and school counselor responsibility
 - Understands the role of the school counselor in relation to the Americans with Disabilities Act of 1990 (ADA, PL 101-336) in advocating for the legal rights of students with disabilities
 - Understands the role of the school counselor in relation to Section 504 of the Rehabilitation Act of 1973

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- Understands the role of the school counselor in relation to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA, PL 108-446) in advocating for students' legal rights
 - Understands the Family Educational Rights and Privacy Act of 1974 (FERPA, PL 93-380; also known as the Buckley Amendments) and its impact on student and parent rights
 - Is familiar with constitutional rights as they apply to educational settings for students and parents; e.g., freedom of speech, citizenship
 - Knows the relevance of Title IX of the Education Amendments of 1972 (PL 92-318) to education and school activities
 - Is familiar with Title II of the Education Amendments of 1976 (PL 94-482) the BRIDGE Act (Georgia HB 400), Georgia HB 186, and Georgia HB 713 and their relevance to equal opportunities in career counseling
 - Is familiar with the McKinney-Vento Homeless Assistance Act (PL100-77) and the counselor's responsibilities to homeless and/or displaced students
 - Is familiar with Georgia's Compulsory School Attendance Law (HB 1190, section 10)
- B. Understands the mandated reporting requirements for child abuse and neglect

Subarea II: Management

Objective 1: Understands fundamentals of program management

The beginning School Counselor:

- A. Integrates technology to manage and evaluate school counseling programs
- B. Knows the role of the school counseling program as an integral part of the total educational process, including the concept of fair share and the negotiation and development of annual agreements
- C. Understands how to design, develop, and implement a comprehensive school counseling program in a multicultural context
- D. Is familiar with the design, staffing, and maintenance of programs for support of at-risk students
- E. Knows how to manage various types of referrals
- F. Understands and defines a school counselor's leadership role in a comprehensive counseling program
- G. Acts as a change agent

Test II Subareas

Subarea	Approx. Percentage of Test
I. Delivery of Service	80%
II. Accountability	20%

Test II Objectives

Subarea I: Delivery of Service

Objective 1: Understands fundamental theories and principles of guidance and counseling

The beginning School Counselor:

- A. Knows how to appropriately use a variety of technological resources and research to deliver a data-driven school counseling program
- B. Understands the purposes and theories of individual counseling and applies them appropriately in a multicultural society
- C. Understands the purposes and theories of group counseling and applies them appropriately in a multicultural society
- D. Knows the purpose and can apply techniques of educational advisement and planning; e.g., grade-level transition, academic-intervention plans
- E. Understands the purposes and theories and can apply processes of career development and planning for students at each age level
- F. Is familiar with the purposes and theories and can apply techniques of large-group guidance; e.g., grade-level student meetings, group academic advising, school-wide assemblies
- G. Understands the purpose and instructional theories and can apply techniques of classroom guidance and strategies of classroom management
- H. Promotes students' understanding of the benefits of educational achievement
- I. Promotes students' awareness of the relationship between work and learning for both college and career readiness
- J. Understands the purposes and theories and can apply techniques of crisis intervention; e.g., school-level crises, individual crises
- K. Knows the purpose and can apply techniques of peer mediation and conflict resolution
- L. Understands methods for preventing and addressing common student concerns; e.g., stress, drug use, bullying
- M. Understands and can respond to the needs of students with various levels of ability; e.g., physical, emotional, cognitive

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- N. Knows and responds to the needs of students from various backgrounds; e.g., socioeconomic, cultural, linguistic
 - O. Knows the needs of and responds to students with diverse issues; e.g., sexual orientation, family situations, alcoholism/drug use
 - P. Promotes character development, employability skills, and positive decision-making skills in students
 - Q. Participates in system support activities such as conducting in-service training for other stakeholders

Objective 2: Understands the role and importance of consultation and collaboration

The beginning School Counselor:

- A. Knows the role of the school counselor in supporting the development and implementation of student service plans; e.g., Individualized Education Program (IEP) meetings, Section 504 plans, transition planning, response to intervention
- B. Describes and differentiates the characteristics of consultation, collaboration, and conflict resolution
- C. Is familiar with the purposes, theories, and techniques of consultation models as they apply to school guidance and counseling
- D. Is familiar with the differing needs of teachers, other education professionals, administrators, parents, and community agencies and organizations for consultation and collaboration
- E. Understands and applies the characteristics of effective collaborative relationships
- F. Is familiar with common pedagogical techniques used in the classroom to provide consultation services as they apply to academic support
- G. Collaborates with stakeholders to create environments that promote equity and success for all students

Subarea II: Accountability

Objective 1: Understands fundamentals of program evaluation and data-driven accountability

The beginning School Counselor:

- A. Knows the goals and methods of evaluating achievement, program effectiveness, student outcomes, and systemic change
- B. Knows how to apply data analysis results to identify strengths and areas for program improvement; e.g., needs assessment, program evaluation
- C. Knows methods of gathering background data (e.g., observation, interviews, records review) to assist in selecting appropriate interventions

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- D. Is familiar with various types of assessments and their uses; e.g., criterion-referenced, aptitude, achievement, formative
 - E. Knows how to interpret and appropriately use the results of intelligence, achievement, career, and behavioral assessments