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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
J. C. Wright, Superintendent
Des Moines 19

Circular No. 100f

Guide for Guidance, Counseling and Testing;
Identification and Encouragement of Able Students

(A circular setting forth standards for guidance, counseling and testing under Title V(a), Public Law 85-864, also known as the National Defense Education Act of 1958.)

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I. INTRODUCTION

This circular includes the standards and principles upon which the Iowa State Department of Public Instruction will base its actions for approving reimbursement under Title V(a), National Defense Education Act of 1958, (Public Law 85-864), of plans submitted by local public school systems for the development and expansion of testing, guidance and counseling programs, seventh through twelfth grades (7-12) inclusive.

Tentative Standards

The tentative standards adopted by the State Board of Public Instruction and presented in Circular No. 100a that are applicable to this title are as follows:

"Standard 37. There shall be a long-range program of systematic, periodic testing and evaluation of all pupils enrolled. Use shall be made of comparable tests yielding stabilized, consistent year-to-year data on each pupil's development in terms of each of the various educational objectives covered by the test. This long-range program shall be placed on file with the Department of Public Instruction. When individual tests of mental ability or intelligence are administered to pupils, such administration shall be handled only by a person holding a certificate endorsed for service as a school psychologist or accepted by the Department of Public Instruction as having competence equivalent to that required for said endorsement."

"Standard 53. The school shall keep an accurate, complete and cumulative individual record of the scholastic achievement and attendance of every pupil enrolled. This record shall be kept up-to-date at all times. This cumulative record shall include the full name of the pupil, birth date, entry date, schools previously attended, name of each subject in which he has been enrolled, health data, records of standardized test scores, grades or marks, number of units earned and date of withdrawal or promotion.

"This cumulative record for each pupil shall be kept permanently. It shall be placed in a fireproof safe or vault, or duplicate records shall be kept in a fire-safe depository outside the school building."

"Standard 54. Every elementary school shall provide for parent-teacher communications for the purposes of improving mutual understandings of pupil, home, and school problems and relationships, and for more effectively meeting individual pupil needs."

"Standard 55. Every junior high school shall encourage and provide an organized guidance plan to aid pupils with their personal, educational, and pre-vocational planning and problems. Such a plan shall provide for individual conferences with pupils, with parents, with pupils and parents, and homeroom and/or other group conferences."

"Standard 56. Each senior-high or junior-senior high school shall have an organized and functioning guidance program."

The standards outlined herein - while forming the basis for reimbursement of local schools under the conditions of Title V(a), National Defense Education Act of 1958 (Public Law 85-864) - show what the State Department regards as adequate to meet the needs of students for guidance, counseling and testing in terms of

the meanings of the above Tentative Standards. However, what is regarded as "adequate" in 1959 will need revision from time to time as the quality of service in counseling and guidance improves.

Purposes of Title V(a)

Funds for reimbursing local educational agencies for a matching portion spent for (1) a program of guidance and counseling that will: advise students regarding courses of study best suited to their ability, aptitudes and skills; and, encourage outstandingly able students to take courses that will prepare them for admission to institutions of higher education and upon graduation, to enter such institutions, and (2) a testing program to identify students with outstanding aptitudes and abilities.

Definitions

For the purposes of administering Title V(a), the following definitions apply:

1. Ability - A general term referring to any knowledge, skill or capacity that can be demonstrated by appropriate measurements.
2. Academic Aptitude - The combination of native and acquired abilities that are needed for school work and the likelihood of success in mastering academic work.
3. Aptitude - A combination of abilities and other characteristics, whether native or acquired, known or believed to be indicative of an individual's ability to learn in some particular area.
4. Counseling - Counseling provides a relationship in which the individual is stimulated to evaluate himself and his opportunities, to choose a feasible course of action, to accept responsibility for his choice and to initiate a course of action in line with his choice.
5. Counselor - The teacher holding an official approval statement from the Department of Public Instruction authorizing assignment to counseling activities for more than half time.
6. Equipment - That category of device essential to guidance and counseling, which is relatively permanent in nature and would normally be expected to be used over a period of one or more years.
7. Guidance and Counseling - That program of guidance and counseling which is established and administered ". . . (A) to advise students of courses of study best suited to their ability, aptitudes, and skills, and (B) to encourage students with outstanding aptitudes and ability to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions."*
8. Materials - These articles and devices employed in guidance, counseling or testing which are usually less permanent in nature than equipment but do not fall into category of consumable supplies.
9. Teacher-Counselor - The teacher holding an official approval statement from the Department of Public Instruction authorizing assignment to counseling activities for half time or less.

*Title V(a), Public Law 85-864, Sec. 503.(a)(2).

10. Test - A sample of the performance of a person on a task or a set of tasks.

II. GUIDANCE AND COUNSELING

Purposes

The Iowa plan for the implementation of Title V(a), filed with and approved by the U.S. Office of Education, includes the purposes for developing and strengthening guidance and counseling in public secondary schools:

1. To assist students in the selection of a course of study best suited to their abilities, aptitudes and skills.
2. To encourage students with outstanding abilities to complete their secondary school education, take necessary courses for admission to institutions of higher education and enter such institutions.
3. To assist students by assessing abilities, aptitudes, interests and educational needs.
4. To develop understandings of educational and career opportunities and requirements.
5. To assist students to make the best possible use of their opportunities through the formulation and achievement of realistic goals.

Program Objectives

To accomplish the purposes of the National Defense Education Act of 1958, the Iowa plan includes the following objectives:

1. To collect, organize, and interpret such information as may be appropriate to the understanding of the student's abilities, aptitudes, interests, and other personal assets and liabilities related to educational career planning and progress.
2. To make available to the student and his parents such educational and career information as may be essential for them to understand the various educational and career opportunities and requirements related to the choice of an educational program and career.
3. To provide individual counseling (a) to help the student and his parents develop a better understanding of the student's educational and occupational strengths and weaknesses; (b) to help the student and his parents relate his abilities and aptitudes to educational and career opportunities and requirements related to the choice of an educational program and a career; (c) to help the student, with the assistance of his parents, make appropriate educational plans, including the choice of courses in the secondary school and the choice of an institution of higher education; (d) to stimulate desires in the student to utilize his abilities in attaining appropriate educational and career goals; and (e) to provide for the student such assistance as may be needed for the development of his aptitudes and the full utilization of his abilities.

4. To provide services that encourage and assist students in making educational transitions, such as placement in educational institutions beyond the high school.
5. To provide such group activities as may be necessary to orient students to the (a) high school program; (b) educational opportunities beyond the high school; and (c) career opportunities and requirements.
6. To provide to teachers and school administrators such information about individual students or groups of students as may be necessary to enable them to plan curricular and instructional programs appropriate to the educational needs of the student boy and to the manpower needs of the State and the Nation.
7. To collect and analyze such information as may be needed to evaluate the guidance and counseling program and to provide such guidance information as may be available and needed to evaluate the school's program in terms of educational needs of the students and of the State and the Nation.

Standards for Participation

The approved Iowa plan for Title V(a) provides minimum standards for local schools' participation under the guidance and counseling section as follows:

1. A minimum testing program consistent with the conditions presented under Procedures on page 10 of this guide.
2. Minimum guidance and counseling activities needed to fulfill the objectives stated above.
3. A minimum counselor-student ratio which shall be one school hour per day for each 100 or less enrolled secondary-school students, two hours per day for each 101 to 200 enrolled secondary-school students, one-half day for each 201 to 499 enrolled secondary-school students, full school day for each 500 or more enrolled secondary-school students and in schools with larger enrollments one full-time counselor for each additional 500 enrolled secondary-school students.
4. The provision of adequate physical facilities, equipment, and materials to fulfill the objectives stated above.
5. The provision of guidance personnel with qualifications according to Bulletin No. 32.

In addition to the above standards the Iowa plan requires the local educational agency to provide local supervision of the guidance and counseling program for each school or on a regional basis, and that provisions shall be made to ensure that the guidance and counseling program operates in cooperation with the other student personnel services of the school.

Reimbursable Activities

As a matter of clarification it must be pointed out to all administrators of local educational agencies that it is necessary to develop a program which will emphasize guidance and counseling activities which are over and above those now being carried on in the schools involved.

Categories of allowable expenditures for the supervision and operation of local guidance and counseling programs in public schools will include the following:

1. Salaries and necessary travel expenses of local school guidance personnel to the extent that they are engaged specifically in activities under the plan and within the scope of the activities listed in this guide under Program Objectives, pages 6-7. The employer's contribution to retirement, workmen's compensation, or other welfare funds maintained for one or more general classes of employees of the local educational agency may be included.
2. Clerical assistance directly related to the operation of a local educational agency's guidance and counseling program under the plan.
3. The purchase and maintenance of office equipment necessary to meet the plan requirements.
4. The purchase of such materials (including library source materials) and supplies as may be necessary to fulfill the functions of the guidance and counseling program under the plan.

III. TESTING

The Iowa Plan for the implementation of Title V(a), filed with and approved by the U. S. Office of Education provides the opportunity of testing secondary students to identify those with outstanding aptitudes and abilities.

"Extent of Plan Testing Program"

All public local educational agencies will be given an opportunity to participate in the testing program. The State sponsored testing program under provisions of this plan shall allow ability and aptitude testing of secondary school students twice during their secondary school experience."

Types of Tests

The approved Iowa State plan, consistent with the intent of Public Law 85-864, provides for tests that measure abilities from which aptitudes for the individual's educational development validly may be inferred, are to be used. The State Department of Public Instruction has selected the following list of tests as approved under the Iowa Plan.

<u>Name of Test</u>	<u>Publisher</u>	<u>Grade Level</u>
American Council on Education Psychological Examination- High School	Educational Testing Service	9-12
American School Achievement Tests	Public School Publishing Co.	9-14
Aptitude Test for Occupations-1951	California Test Bureau	9-13
California Achievement Tests-1950-57	California Test Bureau	7-9
California Short Form Test of Mental Maturity-1957	California Test Bureau	4-13

<u>Name of Test</u>	<u>Publisher</u>	<u>Grade Level</u>
California Test of Mental Maturity-1957	California Test Bureau	4-13
College Placement Test	Science Research Associates	12
College Qualifying Test	Psychological Corporation	12
Cooperative Test Group	Educational Testing Service	7-9
Differential Aptitude Test-1947	Psychological Corporation	8-12
Essential High School Content Battery	World Book Company	
Flanagan Aptitude Classification Test-1957	Science Research Associates	9-12
Guilford-Zimmerman Aptitude Survey	Sheridan Supply Company	9-16
Henmon-Nelson Test of Mental Ability-1958	Houghton Mifflin Company	3-12
High School Placement Test-1958	Science Research Associates	8-9
Holzinger-Crowder Uni-Factor	World Book Company	7-12
Iowa Tests of Basic Skills-1956	Iowa Testing Programs, State University of Iowa	3-9
Iowa Test of Educational Development-1952	Iowa Testing Programs, State University of Iowa	9-12
Kuhlman-Anderson-1952	Personnel Press	7-8, 9-12
Kuhlman-Finch Intelligence Test	American Guidance Service	7-9, 10-12
Lorge-Thorndike Intelligence Test Verbal and Non-Verbal-1954	Houghton Mifflin Company	7-9, 10-12
Metropolitan Achievement Tests 1946-49	World Book Company	7-9
Multiple Aptitude Test-1955	California Test Bureau	7-13
Ohio State University-Psychology Test-1941	Science Research Associates	9-12
Otis Quick Scoring-Gamma; Beta-1953	World Book Company	4-9, 9-12
Otis Self-Administering Test of Mental Ability	World Book Company	4-9, 9-12
Pitner General Ability Test	World Book Company	4-9, 9-12

<u>Name of Test</u>	<u>Publisher</u>	<u>Grade Level</u>
Primary Mental Abilities Test 1958	Science Research Associates	7-12
School and College Ability Test 1957	Educational Testing Service	4-14
SRA Achievement Series-1955-56	Science Research Associates	6-9
SRA Tests of Educational Ability	Science Research Associates	9-12
SRA Verbal Form	Science Research Associates	9-12
Sequential Tests of Educational Progress-1957	Educational Testing Service	4-14
Stanford Achievement-1956	World Book Company	7-9
Terman-McNemar Test of Mental Ability	World Book Company	7-12
Thurstone Test of Mental Alertness	Science Research Associates	9-12
Yale Educational Aptitude Battery	Educational Record Bureau	9-16

Procedures

Public secondary schools shall be eligible for inclusion under the provisions of the testing program on approval of a plan submitted to the State Department of Public Instruction (see application procedures) which will include the following:

1. Presentation of a long-range testing program with provisions for:
 - a. Ability and aptitude testing of each student once during grades 7, 8 or 9.
 - b. Ability and aptitude testing of each student once during grades 10, 11 or 12.
2. Tests to be used (selected from state-approved list).
3. Names of persons, qualified under the standards of Bulletin No. 32 for service as teacher-counselor or counselors, responsible for test administration. Names of other persons responsible for test administration with statement of their present preparation in the field of testing.
4. Names and grade levels of students to be tested.
5. The time, place and conditions for test administration.
6. The method of scoring and recording test results.
7. The plan for utilization of test results. This plan may include the following objectives:

- a. Identifying students with outstanding aptitudes and abilities.
- b. Counseling and other guidance work.
- c. Planning curriculum and other appropriate educational experiences for all students.
- d. Providing information to other educational institutions relating to the educational potentials of students seeking admissions to such institutions.

IV. APPLICATION AND REIMBURSEMENT PROCEDURES

Application Procedures

It is essential, under the purposes of Title V(a) of Public Law 85-864 and the approved Iowa State Plan, that local educational agencies apply for approval to the State Department of Public Instruction of planned programs of developing and strengthening guidance and counseling and for planned programs of testing in the public schools.

The application for program approval forms are available from the State Department of Public Instruction. It is suggested that the application for each program be filled out in quintuplicate. Four copies are to be sent to the State Department for consideration while one copy can remain in the local files.

Each local educational agency will need to file only one type of application: (1) for a combined program of guidance, counseling and testing (Form No. 2), or (2) for testing only (Form No. 3). The local educational agency which is not staffed with appropriate professional personnel in the area of guidance and counseling will, of course, be able to secure reimbursement only for the testing program. New applications shall be made for each year of participation.

Upon receipt of the application forms for program approval, the State Department of Public Instruction will process the applications with available personnel as rapidly as possible. The applications will be considered in terms of completeness and appropriateness according to the standards presented in this guide.

A copy of the planned program, upon completion of processing, will be returned to the local educational agency as approved, modified, or unapproved. A second copy will be mailed direct to the county superintendent for his file.

Proration and Distribution of Funds

Upon completion of processing program plans from local educational agencies for guidance, counseling and testing or for testing only, the State Department of Public Instruction will determine the amount of funds requested under approved plans. With the total of requested funds and with the total of available funds, a proration ratio will be established for guidance, counseling and testing and a proration ratio will be established for testing. Reimbursement of counseling, guidance and testing and testing only, can be at maximum, fifty per cent of the total expenditure listed in program plan application.

Each local educational agency will be informed as to the proration ratio of reimbursable funds available for approved plans under guidance, counseling and testing and approved plans for testing only. The local educational agency will have three alternatives at this point:

1. Withdrawal of participation of program plans under Title V(a).
2. Readjustment of the program plans to reduce the local expenditure to a matching level of reimbursable funds available.
3. Continue with complete project plans making up the prorated and matching difference with local funds.

A deadline of ten days will be allowed for local educational agencies to inform the Department of Public Instruction as to its course of action on approved plans once the proration ratio is established.

When the final decisions have been made and final approval has been given the plans of a local educational agency, it will be necessary for the local educational agency to submit a notarized list of expenditures under the approved plans before final disbursement of funds will be made from the State Department of Public Instruction.

It will be necessary for all local educational agencies to maintain all fiscal records including invoices, back order receipts, and vouchers for five years after the date of expenditure. It will also be necessary for a local educational agency who has made expenditures under approved plans for Title V(a) to have records available for State and for Federal audits of those expenditures.

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