

## 2006 Counselor Survey Results

### 1. Total Respondents -66

Elementary (not SOAR) 23  
Elementary SOAR -8

Middle (not SOAR) 17  
Middle SOAR 3

High (not SOAR) 8  
High SOAR 7

### 2. Years as a counselor:

| 1   | 2   | 3-5 | 6-10 | 11-15 | 16-20 | 21-25 | >26 |
|-----|-----|-----|------|-------|-------|-------|-----|
| E-5 | E-2 | E-4 | E-9  | E-3   | E-3   | E-2   | E-3 |
| M-1 | M-1 | M-5 | M-6  | M-2   | M-2   | M-3   | H-2 |
| H-2 | H-4 | H-4 | H-2  | H-1   |       |       |     |

### 3. Gender

|        |                |
|--------|----------------|
| Female | E-26 M-16 H-10 |
| Male   | E-3 M-5 H-5    |

### 4. Age

| 20-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | >56 |
|-------|-------|-------|-------|-------|-------|-------|-----|
| E-1   | E-5   | E-2   | E-3   | E-2   | E-5   | E-5   | E-6 |
| H-2   | M-1   | M-2   | M-5   | H-2   | M-4   | M-4   | M-5 |
|       | H-1   | H-1   |       |       | H-3   | H-4   | H-1 |

### 5. Race

|                        |                |
|------------------------|----------------|
| African American       | E-6 M-6 H-2    |
| Asian/Pacific Islander |                |
| Caucasian              | E-23 M-13 H-11 |
| Hispanic               | H-1            |
| Native American        | H-1            |
| Mixed                  | E-1 M-1        |

### 6. Counselor Ed Program

|                |             |                        |     |
|----------------|-------------|------------------------|-----|
| UNF SOAR       | E-8 M-3 H-7 | JU                     | H-2 |
| UNF            | E-10 M-8    | FSU                    | H-1 |
| UF             | E-4 H-1     | U of Sarasota          | H-1 |
| NOVA           | E-1 M-1     | Auburn                 | H-1 |
| Rollings       | E-1         | Duquesne               | M-1 |
| FAMU           | E-3 M-1 H-1 | The Citadel            | M-1 |
| Oklahoma State | E-1         | Webster                | M-1 |
| Tarleton State | E-1         | Ohio State             | M-1 |
| Penn State     | E-1         | U of Texas,<br>El Paso | M-1 |
| James Madison  | E-1         | Tuskegee Inst.         | M-1 |
| Montana State  | E-1         | U of Maryland          | H-1 |

### 10. Strengths of Counselor Prep Program - SOAR

|   |  |
|---|--|
| 7 | Cohort Model   |
| 7 | Field experience                                       |
| 3 | Legal/Ethical course                                   |
| 2 | Learning SOAR beliefs-strong academics for all, equity |
| 2 | Professor/student interaction                          |
| 2 | Group counseling course                                |
| 2 | Introduction to community resources                    |
| 2 | Preparation to speak in front of audiences             |

|   |   |
|---|---|
| 1 | Career course                                       |
| 1 | Internship and practicums immersed in program       |
| 1 | Introduction to counseling techniques               |
| 1 | Academic preparation                                |
| 1 | Presentations by leaders in the field               |
| 1 | Group work  |
| 1 | Bright futures, college prep                        |
| 1 | Using data  |
| 1 | Literature and texts utilized in the teaching       |
| 1 | Program's relationship with local school system     |
| 1 | Prepares counselors for the new model of counseling |

**10. Strengths of Counselor Prep Program NOT SOAR**

|    |  |
|----|--|
| 16 | Field experience   |
| 14 | Counseling, individual and small group   |
| 15 | Dedicated professors, professors specific to school counseling   |
| 8  | Specific coursework: Psychology, Theory, Family Therapy, Child & Adolescent Therapy, Reality Therapy, Neuropsychology, Cognitive Behavioral, Psychopathology, Ethics |
| 5  | Testing and measurement  |
| 4  | Consultation/collaboration   |
| 3  | Small program, small classes   |
| 3  | Flexible class schedules   |
| 3  | Guest presenters   |
| 3  | Group work, cooperative learning   |
| 2  | Developmental guidance program   |
| 2  | Research done  |
| 2  | Interviews with school counselors  |
| 2  | Role playing   |
| 2  | Family systems/counseling  |
| 2  | Dual track-mental health, counselor ed.  |
| 2  | Mental health coursework   |
| 1  | Weekend counseling retreat   |
| 1  | Getting to know my strengths and weaknesses  |
| 1  | ESOL/multicultural awareness   |
| 1  | curriculum   |
| 1  | Background for ESE   |
| 1  | Diversity training for minority counseling   |
| 1  | conferencing   |
| 1  | Organizational skills  |
| 1  | Learning aspects of mental health counseling   |
| 1  | Play therapy   |
| 1  | Learning to listen   |
| 1  | No prejudging of client  |
| 1  | Emphasis on professional organizations   |
| 1  | 145 day internship   |
| 1  | ESE  |
| 1  | Elementary guidance summer institute courses   |
| 1  | Visiting clinical centers  |
| 1  | Being trained as a therapist   |
| 1  | Career Ed Component  |
| 1  | mentoring  |
| 1  | Peer critique  |
| 1  | Thesis option  |

|   |  |
|---|--|
| 1 | Video taping counseling sessions   |
| 1 | Participating in individual counseling, as a client, with a graduate student |
| 1 | Student centered, not FCAT driven  |
| 1 | Various types of counseling styles   |
| 1 | Dual program- M Ed and Ed S  |

**11. Areas not adequately addressed in counselor prep program.**

|                 |   |
|-----------------|---|
| <b>SOAR</b>     |   |
| 4               | CST,Target, ESOL  |
| 2               | Crisis intervention   |
| 2               | Data systems, Genesis   |
| 2               | SPP   |
| 1               | Preparation for certification exam  |
| 1               | Lack of theories  |
| 1               | Overview of ESE exceptionalities  |
| 1               | More information on elementary  |
| 1               | Juggling paperwork  |
| 1               | Developing rapport with teachers  |
| 1               | Actual counseling   |
| 1               | Translating records   |
| 1               | Master schedule   |
| 1               | For those who were counselors in the program, some assignments were “paperwork” |
| 1               | Mental health counseling  |
| 1               | School operation  |
| 1               | Behavior modification, intervention strategies                                  |
| <b>NOT SOAR</b> |   |
| 19              | ESE/504   |
| 3               | none  |
| 2               | School legal issues   |
| 2               | SPP   |
| 2               | Testing duties  |
| 2               | Other duties selected by administrators   |
| 2               | functions of a HS counselor   |
| 2               | ESOL  |
| 2               | Crisis intervention   |
| 2               | Real/amounts paperwork  |
| 1               | Lack of established school counseling program                                   |
| 1               | registration  |
| 1               | scheduling  |
| 1               | Financial aid   |
| 1               | School based duties   |
| 1               | Clearer perception of job reality   |
| 1               | Parents as enablers   |
| 1               | Computer skills   |
| 1               | Understanding the DSM   |
| 1               | Helping teachers with educational interventions                                 |
| 1               | Test interpretation   |
| 1               | Constant changing of procedures   |
| 1               | Dealing with students from violent backgrounds (anger management)               |
| 1               | Grief counseling  |
| 1               | Counselor/administrator relationships   |
| 1               | Motivating apathetic students   |
| 1               | Lack of school experience   |
| 1               | Training in “deep” counseling   |

|   |   |
|---|---|
| 1 | Administrative duties like use of databases, spreadsheets |
| 1 | Individual counseling                                     |
| 1 | Classroom counseling                                      |
| 1 | Group counseling  |
| 1 | Not enough emphasis on referrals to outside agencies      |
| 1 | No encouragement to read professional journals, research  |

**12. obstacles/barriers to doing your job**

|          |   |
|----------|---|
| 16       | Time/time management/not enough   |
| 11       | Genesis   |
| 8        | Large caseload/counselor student ratio                                  |
| 8        | Collateral duties   |
| 7        | paperwork   |
| 5        | none  |
| 5        | Lack of administrative support  |
| 3        | Constant interruptions  |
| 2        | Lack of cooperation/support from teachers                               |
| 2        | Administrative/non-counseling duties                                    |
| 2        | computerskills  |
| 1        | Lack of defined duties at school  |
| 1        | ESE information   |
| 1        | Ethical dilemmas  |
| 1        | School wide communication   |
| 1        | Inability to attend district training due to administrations refusal    |
| 1        | Lack of mentoring for new counselors                                    |
| 1        | Not enough preparation for “real” counselor duties                      |
| 1        | Lack of cooperation from home   |
| 1        | funding   |
| <b>1</b> | <b>Duties getting added, but none taken away</b>                        |
| 1        | Required whole class presentations that don’t allow students to open up |

**13. duties you feel are not part of your job**

|    |  |
|----|--|
| 23 | Testing coordinator, testing duties                    |
| 18 | Hall duty/cafeteria duty, parking lot duty             |
| 14 | ESE Coordination/MRT                                   |
| 7  | Secretarial /clerical duties                           |
| 7  | None   |
| 6  | Health screenings                                      |
| 6  | LEA  |
| 6  | ESOL contact   |
| 4  | Attendance/ attendance contracts                       |
| 4  | Registration of new students                           |
| 3  | Records  |
| 3  | Actual scheduling                                      |
| 3  | Administrative duties                                  |
| 3  | Committee meetings                                     |
| 3  | Being a disciplinarian/dealing with behavior referrals |
| 2  | AIP paperwork  |

|   |   |
|---|---|
| 2 | Substituting for absent teachers                        |
| 2 | Scheduled (teaching) classroom guidance                 |
| 1 | Phone calling for school activities                     |
| 1 | Class balancing   |
| 1 | Discrepancy lists                                       |
| 1 | Meeting with students weekly to do long term counseling |
| 1 | Running the copy machine                                |
| 1 | Tracking down missing grades from report cards          |
| 1 | teaching  |
| 1 | ISSP duty   |
| 1 | Being responsible to give students grades               |
| 1 | Doing daily lesson plans                                |
| 1 | Providing planning period coverage for teachers         |
| 1 | Morning TV announcements                                |
| 1 | Covering the front office                               |
| 1 | Physical inspections/searches                           |
| 1 | Scheduling parent teacher conferences                   |
| 1 | Scheduling field trips                                  |
| 1 | Completing surveys                                      |

#### 14. Elementary Guidance Inservice

|   |  |
|---|--|
| 6 | Target, MRT, measurable goals, strategies  |
| 4 | All professional development has been excellent  |
| 4 | Crisis counseling, intervention  |
| 2 | Parent conferencing  |
| 2 | Time management for counselors   |
| 2 | Interpreting test results, overview of assessments given in Duval                        |
| 2 | Working with school staff  |
| 1 | Test prep  |
| 1 | What professional counseling associations have to offer school counselors                |
| 1 | Social skills  |
| 1 | Educating for administrators on role of counselor  |
| 1 | Consulting with other counselor on how to organize and run an efficient guidance program |
| 1 | Practical Guidance lesson plans  |
| 1 | Genesis Training   |
| 1 | Referrals to outside agencies  |
| 1 | Counseling Techniques  |
| 1 | Intervention strategies (behavioral and academic)  |
| 1 | Too much inservice   |
| 1 | Working with special needs children:autism/Asbergers                                     |
| 1 | Dealing with problem, angry parents  |

#### 14. Middle School Inservice Needs

|   |  |
|---|--|
| 5 | Target, ESE, ADD                                     |
| 3 | Dealing with difficult/upset parents                 |
| 2 | Dealing with defiant students, behavior modification |
| 2 | ASCA National Model                                  |
| 2 | Grief counseling                                     |
| 2 | Self-injurious behaviors, suicide                    |
| 2 | Crisis Intervention, Child Abuse                     |
| 1 | No time to attend training                           |
| 1 | Substance Abuse                                      |
| 1 | Annual JSO update of teen-age crime                  |

|   |   |
|---|---|
| 1 | Annual update of teenage health concerns- HIV, suicide, self-mutilation |
| 1 | Networking sessions with other counselors on how they handle things     |
| 1 | School site visits to see how other Guidance offices are set up         |
| 1 | Motivating students   |
| 1 | Time management   |
| 1 | Anger management  |
| 1 | Working with inner-city families  |
| 1 | Data use  |
| 1 | Legal issues  |
| 1 | Counseling strategies   |

#### 14. High School Inservice Needs

|   |   |
|---|---|
| 3 | Technology, Excel   |
| 2 | Hands on website use: Bright futures, FACTS.org, flvs.net |
| 2 | Great job   |
| 2 | Crisis Intervention                                       |
| 1 | Drugs and alcohol :use, interventions                     |
| 1 | New Issues and trends in Guidance                         |
| 1 | Brief Counseling  |
| 1 | Groups  |
| 1 | Data analysis on district level                           |
| 1 | Use of state on-line guidance/career planning             |
| 1 | Multicultural interventions                               |
| 1 | ESOL training that is REALLY for counselors               |

#### 15. Formal Crisis Intervention Training

| 1-6 hrs     | 8-16 hrs          | 16-25 hrs  | 30-40 hrs. | Many Hours        | Grad. Course | Little- none      | Don't know        |
|-------------|-------------------|------------|------------|-------------------|--------------|-------------------|-------------------|
| E-10<br>M-5 | E-8<br>M-1<br>H-2 | E-2<br>M-2 | M-1        | E-4<br>M-5<br>H-3 | E-1          | E-1<br>M-1<br>H-3 | E-4<br>M-2<br>H-3 |

#### 16. Type of Crisis Training

|                               |               |
|-------------------------------|---------------|
| None                          | M-1 H-3       |
| Lecture/Didactic              | E-15 M-14 H-6 |
| Experiential/Role Play        | E-4 M-3 H-5   |
| Combined lecture/experiential | E-15 M-8 H-9  |

#### 17. Context for Crisis Training

|                                      |               |
|--------------------------------------|---------------|
| Volunteer                            | E-2 M-2 H-2   |
| Course curriculum                    | E-1 M-8 H-5   |
| Counselor Ed                         | E-10 M-7 H-8  |
| Required                             | E-6 M-5 H-3   |
| In-service                           | E-21 M-14 H-5 |
| Other: ZIP<br>Post degree employment | E-1 H-1       |
| ASCA Conference                      | M-1           |
| UNF workshop                         | E-1           |
| Gainesville Suicide Program          | E-2           |

## 18. Percentage of time spent in Crisis Intervention

### Elementary

|      |       |        |        |        |     |     |
|------|-------|--------|--------|--------|-----|-----|
| 1-5% | 6-10% | 11-15% | 16-20% | 21-25% | 35% | 50% |
| 14   | 3     | 2      | 2      | 2      | 2   | 2   |

### Middle

|     |      |      |     |     |     |     |     |
|-----|------|------|-----|-----|-----|-----|-----|
| <1% | 1-5% | <10% | 10% | 15% | 20% | 35% | 90% |
| 4   | 7    | 1    | 2   | 1   | 2   | 1   | 1   |

### High

|      |    |    |       |        |
|------|----|----|-------|--------|
| 1-5% | 2% | 5% | 6-10% | 11-20% |
| 2    | 2  | 6  | 12    | 1      |

*Please reflect on the educational experiences in your counselor preparation program and respond to the following statements:*

I know how to use data to identify under-performing students.

**strongly agree -41                      agree-32                      disagree-0                      strongly disagree-1**

I am comfortable collaborating with teachers, parents, and other relevant stakeholders in order to develop and implement appropriate interventions.

**strongly agree-43                      agree-10                      disagree -11                      strongly disagree-1**

I feel competent to address personal problems with students (e.g. relationships, family, illness).

**strongly agree -47                      agree-19                      disagree -0                      strongly disagree-0**

I know how to use data to develop and implement interventions that yield educational improvements .

**strongly agree-22                      agree-28                      disagree-8                      strongly disagree-3**

I feel competent to assist students with developing educational and career plans.

**strongly agree-36                      agree -27                      disagree -0                      strongly disagree-2**

I had clear expectations of the role of a school counselor, and those expectations match what is actually expected of me in my current position.

**strongly agree-12                      agree-38                      disagree-18                      strongly disagree-8**

I know how to improve student access to academic intervention services (e.g. safety nets).

**strongly agree -19                      agree-39                      disagree -7                      strongly disagree-2**

I am comfortable providing professional development activities for teachers.

**strongly agree-21                      agree-31                      disagree10                      strongly disagree-1**

I was adequately prepared in my counselor preparation program to do my job effectively.

**strongly agree -26                      agree -29                      disagree-5                      strongly disagree-4**

I know how to develop and implement prevention programs (e.g. bullying, harassment, suicide).

**strongly agree-21                      agree-35                      disagree-7                      strongly disagree -0**

Parents understand and value the services I provide as a school counselor.

**strongly agree-18                      agree-33                      disagree-11                      strongly disagree-2**

I feel competent to assist students with time and task organizational skills.

**strongly agree-24                      agree-39                      disagree-6                      strongly disagree -0**

I am able to identify situations when referral to outside agencies is appropriate.

**strongly agree-39**                      **agree-23**                      **disagree -3**                      **strongly disagree-0** .

I was adequately prepared in my counselor preparation program to intervene with individuals in a wide variety of immediate crises (e.g. suicide, depression, self-mutilation).

**strongly agree-14**                      **agree-21**                      **disagree-36**                      **strongly disagree-1**

I know how to develop strategies to change systems and practices that keep students from succeeding.

**strongly agree -16**                      **agree -35**                      **disagree-10**                      **strongly disagree-1**

I could benefit from additional training in crisis intervention.

**strongly agree -24**                      **agree-32**                      **disagree-8**                      **strongly disagree-1**

I am able to follow the appropriate steps to make a referral to an outside agency.

**strongly agree-39**                      **agree -21**                      **disagree-5**                      **strongly disagree-0**

I am comfortable working with teachers to improve student achievement.

**strongly agree-40**                      **agree-20**                      **disagree-4**                      **strongly disagree-0**

I am able to effectively analyze data to identify student needs and to develop programs and activities to address these needs.

**strongly agree-22**                      **agree-30**                      **disagree-8**                      **strongly disagree-0**

I am comfortable working with administrators to increase student academic performance.

**strongly agree-30**                      **agree-25**                      **disagree -15**                      **strongly disagree-0**

I understand the components of the American School Counselor Association's National model for comprehensive school guidance programs.

**strongly agree-21**                      **agree-22**                      **disagree-5**                      **strongly disagree-0**

I am taking an active role in helping my school move towards developing a data-driven, comprehensive school guidance plan, which insures the academic success of all students.

**strongly agree-28**                      **agree-39**                      **disagree-12**                      **strongly disagree-0**

The district's expectations of my role as a school counselor are reasonable.

**strongly agree-8**                      **agree-31**                      **disagree -19**                      **strongly disagree-7**

I am comfortable consulting with teachers regarding classroom management techniques.

**strongly agree-20**                      **agree-16**                      **disagree -10**                      **strongly disagree-0**

I know how to use school data to identify specific areas of school improvement.

**strongly agree -17**                      **agree-19**                      **disagree-6**                      **strongly disagree-0**

I feel confident in my ability to recognize when an individual is at-risk for attempting suicide.

**strongly agree -14**                      **agree-21**                      **disagree-6**                      **strongly disagree-1**

I know how to use monitor and evaluate the impact of the school counseling program on students' achievement and success.

**strongly agree-10**                      **agree-24**                      **disagree-9**                      **strongly disagree-0**

I feel competent to deliver guidance programs in classes.

**strongly agree-31**                      **agree -13**                      **disagree -1**                      **strongly disagree-0**

I am comfortable providing group counseling based on identified student needs.

**strongly agree-31**                      **agree-23**                      **disagree-4**                      **strongly disagree-0**

Teachers understand and value the services I provide as a school counselor.

**strongly agree-18**                      **agree-29**                      **disagree-17**                      **strongly disagree-1**

My expectations of my job duties are consistent with what the school and district expect of a school counselor.

**strongly agree-12**                      **agree-38**                      **disagree-19**                      **strongly disagree-5**

The school administrators' expectations of my role as a school counselor are reasonable .

**strongly agree-16**                      **agree-33**                      **disagree-10**                      **strongly disagree-3**

I feel competent to teach students decision-making and goal setting skills.

**strongly agree-42**                      **agree-23**                      **disagree-0**                      **strongly disagree-0**

I know how to develop and provide services to reduce discipline referrals.

**strongly agree -24**                      **agree27**                      **disagree-15**                      **strongly disagree-0**

I feel comfortable helping students learn how to manage their emotions (e.g. anger, stress, fear).

**strongly agree-35**                      **agree-35**                      **disagree -2**                      **strongly disagree-0**

Students understand and value the services I provide as a school counselor.

**strongly agree-29**                      **agree-33**                      **disagree-6**                      **strongly disagree-0**

I understand the practical applications of advocating for my students

**strongly agree-46**                      **agree-19**                      **disagree -1**                      **strongly disagree-0**

I believe it is important to establish a school counseling advisory committee.

**strongly agree-16**                      **agree-23**                      **disagree -13**                      **strongly disagree-0**

I struggle to explain my role as a school counselor to others.

**strongly agree-4**                      **agree-15**                      **disagree-35**                      **strongly disagree-11**

I was adequately prepared in my counselor preparation program.

**strongly agree-34**                      **agree -30**                      **disagree-3**                      **strongly disagree-1**

I know how to access a variety of tools and resources to assist students with career planning with skills and techniques for counseling individual students.

**strongly agree-28**                      **agree-35**                      **disagree-1**                      **strongly disagree-1**

I feel competent in my ability to provide career counseling services to students.

**strongly agree-32**                      **agree-31**                      **disagree-2**                      **strongly disagree-1**