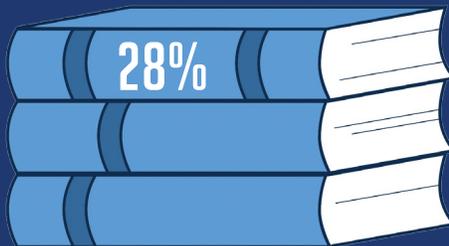


PRIMARY ROLE OF RESPONDENTS

respondent rate 37%
(n=805)

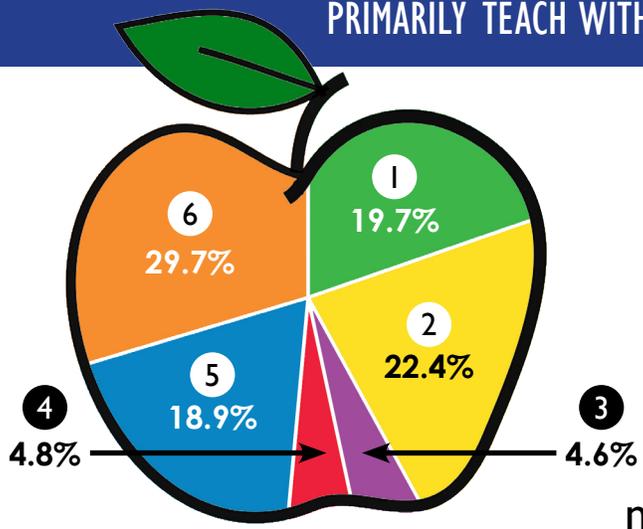


CAREER EDUCATION TEACHERS

SCHOOL COUNSELORS

NEITHER

CAREER EDUCATION TEACHERS WHICH CAREER FIELD DO YOU PRIMARILY TEACH WITHIN?



n



1. AGRICULTURE, FOOD, & NATURAL RESOURCES

95



2. BUSINESS, MARKETING, & MANAGEMENT

108



3. COMMUNICATION & INFORMATION SYSTEMS

22



4. HEALTH SCIENCES

23



5. HUMAN SCIENCES & EDUCATION

91



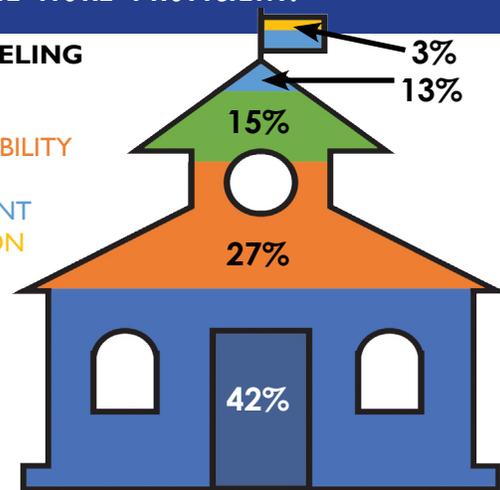
6. SKILLED & TECHNICAL SCIENCES

143

SCHOOL COUNSELORS: CHOOSE ONE AREA IN WHICH YOU WOULD LIKE TO BECOME MORE PROFICIENT:

SCHOOL COUNSELING TOPICS

- 95 PROGRAMS
- 60 ACCOUNTABILITY
- 34 DELIVERY
- 28 MANAGEMENT
- 7 FOUNDATION



Items based on the ASCA School Counseling Competencies

TOP SCHOOL COUNSELING PROGRAM KNOWLEDGE TOPICS OF INTEREST

n	Topic
50	Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
46	The continuum of mental health services, including prevention and intervention strategies to enhance student success
36	Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap
35	Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student

PROFESSIONAL LEARNING SURVEY

PEDAGOGICAL PROFESSIONAL LEARNING OPPORTUNITIES: CHOOSE ONE AREA IN WHICH YOU WOULD LIKE TO BECOME MORE PROFICIENT:

Items based on the Nebraska-TPP Framework



Vision and collaboration: Contribute to and promote the vision of the school and collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement (n=169)



Instructional strategies: Use effective instructional strategies to ensure growth in student achievement (n= 131)



Learning environment: Create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement (n=118)

ENTREPRENEURSHIP SKILLS

MOST INTERESTED IN TEACHING ABOUT

54.8% CONCEPTS & PROCESSES 45.2% PERSONAL TRAITS/BEHAVIOR

WANT MORE INFORMATION ON HOW TO TEACH:

#1 READY SKILL

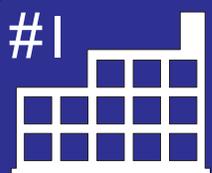
50.1%

Concepts and strategies needed for career exploration, development, and growth
n=353

#2 READY SKILL

31.8%

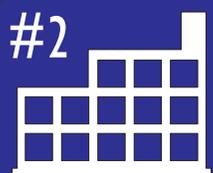
Concepts, strategies, and systems needed to interact effectively with others
n=224



BUSINESS FUNCTION

40.4%

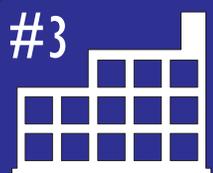
The concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas (n=285)



BUSINESS FUNCTION

36.7%

The financial concepts and tools used in making business decisions (n=259)



BUSINESS FUNCTION

31.3%

The processes, strategies, and systems needed to guide the overall business organization (n=221)

Items based on the National Content Standards for Entrepreneurship Education

CAREER READINESS SKILLS

(CAREER READINESS STANDARDS LEAST EASILY INTEGRATED INTO CURRICULUM)



CONTRIBUTES TO EMPLOYER & COMMUNITY SUCCESS

ATTENDS TO PERSONAL AND FINANCIAL WELL-BEING



These data were collected from a survey conducted January 2016 by Nebraska Career Education. The population consisted of 2200 career education teachers and school counselors. All Nebraska career education teachers and school counselors with a valid e-mail address accessible by the Nebraska Department of Education were included in the frame. Participation was voluntary and there was no direct benefit to participants.

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