

**Educating Future School Principals Regarding the Role of
Professional School Counselors**

Nancy M. Bringman

California State University, Bakersfield

Sunny M. Mueller

Walter Stiern Middle School

Bakersfield, California

Sang Min Lee

Korea University

Seoul, South Korea

Abstract

In this study, the effects of an intervention designed to educate future school principals regarding the role of professional school counselors was examined. After a brief face-to-face presentation covering the ASCA National Model, future principals rated scheduling-registration, enforcement of school policies and rules, discipline, and administrative duties as less appropriate, and interpreting student records/test results as a more appropriate school counselor activity. Implications of the findings for school counselors and counselor educators are presented.

Educating Future School Principals Regarding the Role of Professional School Counselors

To effectively meet the growing needs of K-12 students, school counselors should spend the majority of their time providing direct services to students (American School Counselor Association [ASCA], 2005). This can be a challenge because school principals, often having little or no training regarding the role of school counselors (Baker & Gerler, 2008; Fitch, Newby, Ballesterro, & Marshall, 2001; Kirchner & Setchfield, 2005; Leuwerke, Walker, & Shi, 2009; Shoffner & Williamson, 2000), assign inappropriate activities to their counselors. These non-counseling activities (e.g., scheduling, discipline, clerical tasks, etc.), consume school counselors' time and take away from direct service roles that benefit students (ASCA, 2005; Fitch et al., 2001). If school counselors are to be given the time they need to provide valuable services to students, they must educate principals regarding their role. Recommendations for such education appear in the literature (Bailey, Getch, & Chen-Hayes, 2007; Janson, Milltello, & Kosine, 2008; Pérusse, Goodnough, Donegan, & Jones, 2004; Ponec & Brock, 2000), however, few studies include interventions designed to do this. In the current study, we examine the effects of a brief intervention designed to educate future principals regarding the role of school counselors.

School counselors following the ASCA National Model (ASCA, 2005) are encouraged to deliver comprehensive school counseling programs through four delivery system components: guidance curriculum, individual student planning, responsive services, and system support. The ASCA Model includes recommendations for the appropriate allocation of school counselor time across these components. At all levels,

school counselors are encouraged to spend the majority (or approximately 80%) of their time providing direct services to students through guidance curriculum, individual student planning and responsive services. Less time should be spent providing indirect services through system support activities. The ASCA Model also includes a list of appropriate and inappropriate activities for school counselors. For example, in regard to testing, interpreting test results is considered appropriate, whereas coordinating or administering tests is considered inappropriate.

Despite the ASCA National Model (2005) recommendations, school counselors continue to spend a great deal of time performing non-counseling activities. Baker and Gerler (2008) wrote:

Although counselor education and the ASCA have gradually developed a somewhat uniform identity for school counselors through its training program and professional literature, the message has not reached the decision makers in the schools; many school counselors still find themselves engaging in functions that are unrelated or only remotely related to their training. (p. 12)

Given this discrepancy, it is important to determine the message that is reaching school decision makers, i.e., principals.

Studies show principals have been able to prioritize appropriate and inappropriate school counselor activities according to ASCA recommendations (Chata & Loesch, 2007; Fitch et al., 2001; Zalaquett, 2005). Despite these findings, principals continue to rate inappropriate activities as significant. In their survey of future principals, Fitch et al. (2001) found over 50% of participants rated registration, record keeping, testing, and special education assistance as significant or highly significant activities. In

a similar study, Pérusse et al. (2004) surveyed elementary and secondary principals and found elementary principals rated administering cognitive, aptitude, and achievement tests, maintaining student records, and registration and scheduling of new students as appropriate school counselor activities. More than 80% of the secondary principals rated registration and scheduling of new students, administering cognitive, aptitude, and achievement tests, and maintaining student records as appropriate activities. Finally, Monteiro-Leitner, Asner-Self, Milde, Leitner, and Skelton (2006) surveyed principals and future and practicing school counselors regarding the time school counselors should spend performing various activities. Principals believed school counselors should spend time each week on Individual Education Plans, testing students, and performing hall, bus, restroom, and lunchtime supervisory duties. Principals also believed school counselors should spend less time working with individuals and small groups than the counselors thought was appropriate.

Clearly, there remains a discrepancy between ASCA (2005) recommended school counselor roles and principals' perceptions of the role of school counselors. Given this, there is an increasing need to educate principals regarding the appropriate role of school counselors. Few studies have been found that include such interventions. Shoffner and Williamson (2000) developed a seminar for future school counselors and future principals using discussion, vignettes, and collaborative problem solving to assist both groups in developing an appreciation for the roles, responsibilities, and perspectives of the other. Anecdotal evidence showed the seminar was successful in achieving this goal. In a similar study, Kirchner and Setchfield (2005) describe a course for future school counselors and future principals designed to assist participants in

developing a greater understanding for role congruent activities supported in best practices literature. Participants were surveyed several years after taking the course regarding their perceptions of the school counselor's role. Results show both groups were equally likely to agree with role-congruent statements, however, principals were also more likely to endorse the role-incongruent statements.

Shoffner and Williamson (2000) and Kirchner and Setchfield (2005) describe interventions designed to educate principals regarding the role of school counselors. However, both studies involve college courses, with either no data collection immediately following the course, or only anecdotal evidence provided. In addition, neither intervention appeared to include much coverage of the ASCA National Model (2005), despite its influence in outlining the role of school counselors, and the fact that many principals have had little or no exposure to it (Zalaquett, 2005).

Recently, Leuwerke et al. (2009) used a brief online survey to present principals with written information about professional school counseling (i.e., the ASCA National Model and/or school counseling outcome research). Exposure to the ASCA Model impacted principals' perceptions and recommendations regarding the importance of inappropriate school counselor activities, and the time school counselors should allocate to guidance curriculum, responsive services, and system support.

The purpose of the current study was to add to the literature describing interventions designed to educate principals regarding the role of school counselors. Specifically, we investigated the effects of a brief face-to-face presentation covering the ASCA National Model on future principals' views of appropriate and inappropriate school counselor activities.

Method

Power Analysis

To determine the sample size that gives 80% power at the 0.05 level of significance, a prior power analysis was performed. A sample size of 15 participants per group was needed to detect a large effect size ($d = .80$; Cohen, 1988) and a sample of 34 participants per group was needed to detect a medium effect size ($d = .50$; Cohen, 1988). In this study, medium to large effect sizes were expected. Therefore, a sample size that was appropriate for a medium to large effect size was selected.

Participants

Participants consisted of 39 students in an Educational Administration graduate program in the southwestern United States. Students taking a *Supervision of Curriculum* course at the main university campus were assigned to the experimental group. Students taking the same course in a neighboring city were assigned to the control group. Twenty-four students were in the experimental group and 15 students were in the control group. Due to nonattendance in the post session, data from six students in the experimental group and two students from the control group were not used in the final data analysis. A total of 31 students' pre and post-test data were used in this study. Twenty-one (67.7%) were female, and 10 (32.3%) were male. The racial/ethnic composition of the participants included 3.2% Asian American, 3.2% African American, 16.1% Hispanic American, 67.7% White American, and 9.6% mixed racial/ethnic composition. The mean age was 33.50 (SD = 7.31) for the experimental group, and 32.46 (SD = 5.16) for the control group. The results of a t-test between the two groups

on age indicated no statistically significant difference between the experimental and control groups, because $t(29) = .44$ does not exceed $t_{.05/2, 29} = 2.04$.

Procedure

Prior to the intervention, participants completed a demographic questionnaire, informed consent, and pre-test questionnaire. The authors developed the survey questions following the ASCA National Model (2005) recommendations of appropriate and inappropriate school counselor activities. The 18-item survey included activities such as “Individual Counseling,” “Scheduling-Registration,” “Classroom Guidance,” and “Discipline” along with a 10-point Likert scale (1 = less to 10 = more) on which participants rated the appropriateness of specific activities.

Approximately one week after the pre-test questionnaire was administered the experimental group received a 90-minute instructional presentation on the ASCA National Model (2005). No information or instruction was given to the control group. The presentation was conducted by the first two authors, a counselor educator, and a future school counselor.

The presentation began with two introductory activities. First, participants were given a short case vignette describing a middle school student with academic and behavioral difficulties and were asked to confer with their colleagues regarding how they would best help the student. Second, participants were invited to share stereotypical impressions teachers and administrators may have regarding school counselors. The introductory activities were designed to engage the audience and to set an overall tone in which all ideas and perceptions could be discussed freely. Participant comments and questions were invited throughout the remainder of the presentation.

The formal portion of the presentation included background on the development of the ASCA National Model (2005), a description of school counseling programs based on the model (i.e., comprehensive in scope, preventive in design, developmental in nature), elements of the model (i.e., foundation, delivery system, management system, and accountability) with detailed emphasis on the four delivery system components, recommended distribution of school counselor time across the delivery system components, and benefits of school counseling programs for administrators and students. This was followed by an in-depth discussion of appropriate and inappropriate school counselor activities. Finally, the need for administrator support was emphasized, along with pre-conditions for implementation of the model (e.g., staff, budget, facilities).

One week after the presentation, the experimental and control groups were given a post-test in which they were again asked to rate the appropriateness of specific activities along a 10-point Likert scale (1 = less to 10 = more). The experimental group was asked to complete additional items regarding the intervention. The items included: (1) The presentation regarding the appropriate utilization of school counselors was useful to me, (2) I believe the presentation has had an impact on my perceptions of the role of a school counselor, (3) I believe the presentation has had an impact on my perceptions of the school counseling profession, (4) I understand the difference between appropriate and inappropriate activities for school counselors, (5) I believe I could adhere to the American School Counselor Association's recommendations for school counselors in the professional setting, (6) I believe it is important for the American School Counselor Association's recommendations regarding the role of the

school counselor to be taught in Educational Administration Programs. These items were answered using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Results

This study employed a pre-test, post-test quasi-experimental design. Paired t-tests were applied for comparison of scores between pre-test and post-test for the experimental and control groups. The alpha level was set at 0.05 for all statistical processes performed in this study. When a pre-test and post-test design is used, the traditional effect size measure (e.g., Cohen's *d*) should be modified. In the current study design, participants could be seen as serving as their own control. Therefore, the correlation coefficients between the pre-test and post-test was used to decrease the size of the denominator in the effect size index. Lipsey (1990) suggests the following modification of the standard effect size measure:

$$ES = \frac{\mu_t - \mu_c}{\sigma \sqrt{1 - r_{tc}}}$$

where: μ_t is the post-test, μ_c is the pre-test, and r_{tc} is the correlation of the paired values. In the current study, this measure of effect size was used.

Along with effect size, clinical significance was determined by summarizing the results of the appropriate post-test questions answered by the experimental group regarding the effectiveness of the intervention (e.g., I believe the presentation has had an impact on my perceptions of the role of a school counselor; I understand the difference between appropriate and inappropriate activities for school counselors). Comparisons of mean and standard deviation scores of pre-test and post-test survey items for the experimental group are shown in Table 1. The results of the analysis in Table 1 indicate that participants had significantly lower scores on scheduling-

registration, enforcement of school policies and rules, discipline, and administrative duties, and significantly higher scores on interpreting student records/test results after the intervention with relatively large effect sizes (from $d = .60$ to $d = 1.20$; Cohen, 1988) noted for these areas.

Table 2 provides means and standard deviation scores of pre-test and post-test survey items for the control group. As expected, there were no statistically significant differences between pre-test and post-test scores for any of the following activities: individual counseling; scheduling-registration; consultation with parents, teachers, administrators; group counseling; coordinating cognitive or achievement testing; enforcement of school policies and rules; providing therapy; interpreting student records/test results; classroom guidance; discipline; in-service presentations; community outreach; administrative duties; crisis management; clerical tasks; substitute teaching for absent teachers; preparing individual education plans; and referring students/parents for services in the community.

Table 3 shows that most of the experimental participants (about 83%) found the presentation regarding the appropriate utilization of school counselors was useful to them. Also, most (about 78%) agree that they believe the presentation has had an impact on their perceptions of the role of a school counselor. About 83% of participants agree that they believe the presentation has had an impact on their perceptions of the school counseling profession. In addition, approximately 88% of participants reported that they understand the difference between appropriate and inappropriate activities for school counselors. Finally, about 83% of participants reported that they believe they

Table 1

Data Analysis of Mean (SD) Scores of Pre-Post Test for Experimental Group (n = 18)

Activity	Mean (SD) of Pre-test	Mean (SD) of Post-test	<i>r</i>	df	<i>t</i>	ES
Individual counseling	7.61 (2.59)	7.78 (2.90)	-0.15	17	- 0.17	0.04
Scheduling-Registration	6.72 (2.63)	4.83 (2.83)	0.18	17	2.29*	0.60
Consultation with parents, teachers, administrators	8.78 (1.80)	8.78 (1.26)	0.60	17	0.00	0.00
Group counseling	8.17 (2.01)	9.06 (1.06)	0.02	17	- 1.68	0.40
Coordinating cognitive or achievement testing	5.89 (2.70)	5.17 (3.09)	0.50	17	1.05	0.35
Enforcement of school policies and rules	6.50 (2.60)	3.83 (2.87)	0.36	17	3.64**	1.07
Providing therapy	6.28 (3.06)	4.67 (3.51)	0.06	17	1.51	0.37
Interpreting student records/test results	5.67 (2.99)	8.11 (2.37)	0.13	17	- 2.91*	0.73
Classroom guidance	6.39 (2.68)	6.94 (2.78)	-0.23	17	- 0.55	0.12
Discipline	5.83 (2.53)	2.94 (2.58)	0.33	17	4.16**	1.20
In-service presentations	7.06 (2.04)	7.00 (2.52)	0.15	17	0.08	0.02
Community outreach	7.50 (2.23)	8.28 (1.81)	0.21	17	- 1.29	0.34
Administrative duties	4.22 (2.62)	2.94 (2.01)	0.56	17	2.42*	0.86
Crisis management	7.94 (2.60)	8.44 (1.34)	0.43	17	- 0.90	0.28
Clerical tasks	3.00 (1.64)	2.28 (2.14)	0.13	17	1.22	0.31
Substitute teaching for absent teachers	2.44 (1.85)	2.17 (2.20)	0.48	17	0.57	0.19
Preparing individual education plans	5.56 (3.42)	5.83 (3.09)	0.68	17	- 0.45	0.19
Referring students/parents for services in the community	8.33 (2.35)	8.78 (1.26)	0.03	17	- 0.71	0.17

Note. *r* = correlation coefficient; ES = Effect Size
 p*<.05; *p*<.01

Table 2

Data Analysis of Mean (SD) Scores of Pre-Post Test for Control Group (n = 13)

Activity	Mean (SD) of Pre-test	Mean (SD) of Post-test	<i>r</i>	df	<i>t</i>	ES
Individual counseling	8.15 (1.77)	8.00 (1.58)	0.30	13	0.28	0.09
Scheduling-Registration	6.62 (2.29)	7.46 (2.33)	0.18	13	-1.03	0.31
Consultation with parents, teachers, administrators	8.54 (1.81)	8.31 (1.60)	0.83	13	0.82	0.55
Group counseling	7.62 (2.72)	8.00 (2.00)	0.58	13	-0.61	0.26
Coordinating cognitive or achievement testing	6.85 (2.58)	6.92 (2.36)	0.67	13	-0.14	0.07
Enforcement of school policies and rules	6.92 (2.18)	5.77 (2.45)	0.18	13	1.40	0.43
Providing therapy	6.85 (2.70)	6.69 (2.50)	0.46	13	0.21	0.08
Interpreting student records/test results	6.54 (2.88)	7.46 (1.45)	0.16	13	-1.10	0.33
Classroom guidance	7.62 (1.76)	7.38 (1.61)	0.06	13	0.36	0.10
Discipline	6.08 (3.04)	5.23 (3.19)	0.71	13	1.28	0.66
In-service presentations	5.77 (2.68)	5.77 (2.55)	0.53	13	0.00	0.00
Community outreach	6.38 (2.81)	7.00 (2.48)	0.64	13	-0.98	0.46
Administrative duties	5.00 (2.65)	4.46 (2.79)	0.36	13	0.63	0.22
Crisis management	7.92 (2.93)	7.46 (2.73)	0.26	13	0.48	0.15
Clerical tasks	4.54 (2.30)	3.77 (1.92)	0.54	13	1.35	0.55
Substitute teaching for absent teachers	3.69 (2.36)	2.54 (1.81)	0.04	13	1.43	0.40
Preparing individual education plans	7.23 (2.42)	6.31 (3.17)	0.39	13	1.06	0.38
Referring students/parents for services in the community	8.85 (1.57)	7.62 (3.15)	0.46	13	1.58	0.60

Note. *r* = correlation coefficient; ES = Effect Size

p*<.05; *p*<.01

Table 3

Clinical Significance of Experimental Group Participation

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Presentation on Appropriate Utilization of School Counselors Was Useful	0 (0%)	1 (6%)	2 (11%)	9 (50%)	6 (33%)
Presentation had Impact on Perceptions of the Role of School Counselors	0 (0%)	2 (11%)	2 (11%)	5 (28%)	9 (50%)
Presentation had Impact on Perceptions of the School Counseling Profession	0 (0%)	1 (6%)	2 (11%)	7 (39%)	8 (44%)
Understanding of Appropriate Activities for School Counselors	0 (0%)	1 (6%)	1 (6%)	8 (44%)	8 (44%)
Adherence to the ASCA Recommendations for School Counselors in Professional Setting	1 (6%)	1 (6%)	1 (6%)	9 (50%)	6 (33%)
Importance for ASCA Recommendations to be Taught in Educational Administration Programs	0 (0%)	1 (6%)	2 (11%)	7 (39%)	8 (44%)

could adhere to the American School Counselor Association's recommendations for school counselors in the professional setting and that it is important for the American School Counselor Association's recommendations regarding the role of the school counselor to be taught in Educational Administration Programs.

Discussion

In this study, we examined future principals' views regarding the role of school counselors after being exposed to the ASCA National Model. The brief face-to-face presentation was found to have an impact on future principals' ratings of appropriate and inappropriate school counselor activities. Specifically, future principals in this study rated the inappropriate school counselor activities of scheduling-registration, enforcement of school policies and rules, discipline, and administrative duties as less appropriate after the presentation. This change is important considering previous studies have shown principals tend to rate inappropriate school counselor activities as significant (Fitch et al., 2001; Monteiro-Leitner et al., 2006; Pérusse et al., 2004).

No significant changes were found in ratings for the remaining inappropriate school counselor activities (i.e., coordinating cognitive or achievement testing, providing therapy, clerical tasks, substitute teaching for absent teachers, and preparing individual education plans). On a positive note, clerical tasks and substitute teaching for absent teachers were rated less appropriate even before the presentation. Ratings for coordinating cognitive or achievement testing, providing therapy, and preparing individual education plans went down after the presentation, although not significantly. It is possible that these inappropriate activities were not covered sufficiently during the

presentation. Further research with interventions designed to address these inappropriate activities specifically, is warranted.

Participants rated the appropriate school counselor activity of interpreting student records/test results as more appropriate after the presentation. No significant changes were found in ratings for the remaining appropriate school counselor activities (i.e., individual counseling, consultation with parents, teachers, administrators, group counseling, classroom guidance, in-service presentations, community outreach, crisis management, and referring students/parents for services in the community). One explanation for this finding is the future principals in this study rated the appropriate school counselor activities as more appropriate even before the presentation. This apparent understanding by principals of appropriate school counselor activities is similar to results found in previous studies (Chata & Loesch, 2007; Fitch et al., 2001; Kirchner & Setchfield, 2005; Leuwerke et al., 2009; Zalaquett, 2005).

Overall, the feedback regarding the presentation was very positive. The majority of participants agreed that the presentation was useful to them and that it had an impact on their perceptions of the role of school counselors and of the school counseling profession. Participants also agreed that they understand the difference between appropriate and inappropriate activities for school counselors. In addition, the majority of future principals in this study agreed that they believe it is important for the American School Counselor Association's recommendations regarding school counselor roles be taught in Educational Administration programs, and that they could adhere to the American School Counselor Association's recommendations for school counselors in the professional setting.

Implications

The results of this study show a brief face-to-face presentation on the ASCA National Model can change future principals' views regarding the role of school counselors. Given these findings, school counselors and counselor educators may consider the following recommendations:

1. Use information from the ASCA National Model (2005) and the ASCA website to create presentations to educate principals regarding the ASCA Model and the role of school counselors.
2. Be concise. Since it appears that principals already have an understanding of appropriate school counselor activities, less time could be spent covering appropriate activities during presentations, so that more emphasis can be placed on educating principals regarding inappropriate activities.
3. Make presentations during school board meetings, monthly district-level principals' meetings, or county-level principals' meetings in order to reach a large number of principals.
4. Make presentations in Educational Administration classes. The future principals in this study agreed that it is important for ASCA recommendations regarding the role of school counselors to be taught in Educational Administration programs. Future school counselors could be invited to co-present with counselor educators, as was the case in the current study, to give them practice in developing and delivering such presentations.

Limitations and Future Research

The results of this study are promising however, there are some limitations. First, although pre-test scores were obtained to control for existing differences between the experimental and control groups, the students in this study were not randomly assigned to these groups. Second, this study includes a small, geographically restricted sample. In addition, the sample includes twice as many females as males, which may not be reflective of most Educational Administration programs. Future studies could include a larger sample size with more males and participants from different parts of the country. Third, participants in this study were future principals. Because they were students, there was a possible tendency for participants to respond to the survey questions in a manner of social desirability, placing higher appropriateness for activities believed to be more appropriate and lower appropriateness for activities believed to be less appropriate. In addition, it is also possible that future principals may respond to the intervention described in this study differently than practicing principals. Principals' experiences in the field, including the reality of limited resources, may surpass information introduced while in their training programs. Overall, additional studies examining the effects of interventions designed to educate principals regarding the role of school counselors are needed. Studies including future as well as practicing principals will be helpful. Studies tracking the views of future principals exposed to the ASCA model before and after they have experience in the field will be most informative.

References

- American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.
- Bailey, D. F., Getch, Y. Q., & Chen-Hayes, S. F. (2007). Achievement advocacy for all students through transformative school counseling programs. In B. T. Erford (Ed.), *Transforming the school counseling profession* (2nd ed.) (pp. 98-120). Upper Saddle River, NJ: Pearson.
- Baker, S. B., & Gerler, E. R. (2008). *School counseling for the twenty-first century* (5th ed.). Upper Saddle River, NJ: Pearson.
- Chata, C. C., & Loesch, L. C. (2007). Future school principals' views of the roles of professional school counselors. *Professional School Counseling, 11*, 35-41.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.
- Fitch, T., Newby, E., Ballestero, V., & Marshall, J. L. (2001). Future school administrators' perceptions of the school counselor's role. *Counselor Education and Supervision, 41*, 89-99.
- Janson, C., Milltello, M., & Kosine, N. (2008). Four views of the professional school counselor-principal relationship: A Q-methodology study. *Professional School Counseling, 11*, 353-361.
- Kirchner, G. L., & Setchfield, M. S. (2005). School counselors' and school principals' perceptions of the school counselor's roles. *Education, 126*, 10-16.

- Leuwerke, W. C., Walker, J., & Shi, Q. (2009). Informing principals: The impact of different types of information on principals' perceptions of professional school counselors. *Professional School Counseling, 12*, 263-271.
- Lipsey, M. W. (1990). *Design sensitivity: Statistical power for experimental research*. New York: Sage Publications.
- Monteiro-Leitner, J., Asner-Self, K. K., Milde, C., Leitner, D. W., & Skelton, D. (2006). The role of the rural school counselor: Counselor, counselor-in-training, and principal perceptions. *Professional School Counseling, 9*, 248-251.
- Pérusse, R., Goodnough, G.E., Donegan, J., & Jones, C. (2004). Perceptions of school counselors and school principals about the National Standards for School Counseling Programs and the Transforming School Counseling Initiative. *Professional School Counseling, 7*, 152-161.
- Ponec, D. L., & Brock, B. L. (2000). Relationships among elementary school counselors and principals: A unique bond. *Professional School Counseling, 3*, 208-217.
- Shoffner, M. F., & Williamson, R. D. (2000). Engaging preservice school counselors and principals in dialogue and collaboration. *Counselor Education and Supervision, 40*, 128-140.
- Zalaquett, C. P. (2005). Principals' perceptions of elementary school counselors' role and functions. *Professional School Counseling, 8*, 451-457.

Biographical Statements

Nancy M. Bringman is an assistant professor and Educational Counseling (School Counseling and College Student Affairs) Program Coordinator at California State University, Bakersfield. Her school counseling interests include college preparation for underrepresented students and family-school collaboration.

Sunny M. Mueller is a professional school counselor at Walter Stiern Middle School, Bakersfield, California. Her school counseling interests include gang interventions, substance abuse, and grief/depression issues.

Sang Min Lee is an assistant professor in the Department of Education at the Korea University. His specializations include measurement and evaluation in counseling.