

Educator–Counselor: A Nondual Identity for School Counselors

Professional School Counseling
Volume 24(1b): 1-7
© 2021 American School
Counselor Association
Article reuse guidelines:
sagepub.com/journals-permissions
DOI: 10.1177/2156759X211007630
journals.sagepub.com/home/pcx



Ian P. Levy¹ and Matthew E. Lemberger-Truelove²

Abstract

In this special issue, the editors and each team of contributing authors offer examples of how a combined identity as educator–counselor can affect the various roles and responsibilities associated with school counseling. The suggestion that school counselor identity is always both educator and counselor is neither trivial nor a semantic distinction. Reshaping the narrative to suggest that school counselors are situated as educators who are oriented by counseling has the potential to mitigate much of the role ambiguity that has persisted in the profession for decades and, more important, has the potential to sharpen practice and contribute to greater student and schoolwide outcomes.

Keywords

educator–counselor, foundation, role ambiguity, school counseling

At the time of writing this introduction article for the special issue on the school counselor as educator–counselor, people were experiencing a global health pandemic and social unrest tied to structural racism and myriad forms of inequity and injustice. These pernicious occurrences exasperated longstanding inadequacies in our various social institutions and further illustrated how essential schools can be for a great number of people, given that schools are intended to provide learning and social opportunities to youth (Dewey, 1916/1944), serve as a resource for career exploration and development (Lapan et al., 2017), and impart appropriate social and mental health care (Rones & Hoagwood, 2000). These essential ingredients to schools are supported by a variety of educational professionals, especially school counselors, who act as both educators and counselors in the delivery of services pertaining to student learning, social/emotional growth, and career development (see American School Counselor Association [ASCA], 2019).

There is some controversy related to the function of school counselors; these debates most recently have centered on school counselors' identity as either an educator or a counselor (Better-Bubon et al., 2020). To conceive of educator or counselor identities as discrete from the other is inimical; instead, these identities always coalesce in ways that affect the values and behaviors of all school counselors. In response to this wrongheaded duality, we propound that the word *school* in the term school counselor is appropriately positioned first because it describes all school counselors' indelible situatedness in an educational setting. The situatedness in schools compels all behaviors to be in service of the educational mission of the

school and in support of student needs as learners and social beings. Parallel to the educator identity, the term *counselor* in school counselor suggests a certain orientation that is concerned with the delivery of services focused on prevention and development that anticipate a medley of wellness and social justice outcomes (see Lemberger-Truelove & Bowers, 2019; Myers, 1992).

[School counselors'] situatedness in schools compels all behaviors to be in service of the educational mission of the school and in support of student needs as learners and social beings.

The ASCA National Model (ASCA, 2019) contains a series of strategies and activities intended to operationalize the direct and indirect services generally provided by school counselors, including appraisal and advising, collaboration, consultation, counseling, instruction, leadership and advocacy, and referrals. All of these strategies and activities are vital foci that contribute to the school climate and outcomes (see Akos et al., 2019). This said, without a coherent frame for how these strategies and

¹ Counseling and Therapy Department, Manhattan College, The Bronx, NY, USA

² Department of Counseling and Higher Education, University of North Texas, Denton, TX, USA

Corresponding Author:

Ian P. Levy, EdD, Counseling and Therapy Department, Manhattan College, The Bronx, NY 10471, USA.

Email: ilevy01@manhattan.edu

activities pertain to a unified school counselor identity, the profound confusion about the utility of school counseling both within and outside of the profession is not surprising (Blake, 2020; Patton, 2019). Too often, school counselors are compelled to privilege either the educator or counselor identity or must choose to oscillate between identities based on circumstance, setting, or external pressure.

The suggestion that school counselor identity is always both educator and counselor is neither trivial nor a semantic distinction. In this special issue, Goodman-Scott and colleagues (2021) report findings from interviews with district-level school counseling supervisors, many of whom discussed education and counseling as distinct or even preferential aspects of the job. Reshaping the narrative to suggest that school counselors are situated as educators who are oriented by counseling has the potential to mitigate much of the role ambiguity that has persisted in the profession for decades and, more important, has the potential to sharpen practice and contribute to greater student and schoolwide outcomes.

Reshaping the narrative to suggest that school counselors are situated as educators who are oriented by counseling has the potential to mitigate much of the role ambiguity that has persisted in the profession for decades and, more important, has the potential to sharpen practice and contribute to greater student and schoolwide outcomes.

Centering Educator–Counselor as a Unified School Counselor Identity

The type of education that occurs in a K–12 school environment is mostly unique to humans. Groups of individuals come together in dedicated spaces and draw from past learnings across a variety of disciplines to prepare the next generation. By design, education is preventative, given that it is accomplished by drawing out students' internal capacities and cultivating how these abilities utilize learning and social opportunities. Also, education is by nature developmental, building progressively on past understandings and pointing toward the accomplishment of future goals. Education also anticipates wellness as a result of the focus on social/emotional skill acquisition rather than a concern with what is injurious or lacking. Finally, education is inherently an exercise in social justice, given the demand to distribute opportunities for all students equally.

For school counselors, our situatedness in schools as educators might in fact protect our orientation as counselors. For example, contemporary mental health culture is chiefly concerned with symptom reduction and, consequentially, many of our cousins in clinical mental health counseling are compelled to largely rebuff the philosophic and practice bases of development, prevention, wellness, and social justice practice (see Hansen et al., 2014). School counselors are not generally motivated by diagnoses or formal treatment plans; instead, we

pursue comprehensive programs intended to cultivate all students' internal capacities in a variety of social/emotional, academic, and vocational areas. Rather than waiting for clients to arrive after diagnostic symptoms manifest, school counselors support students upon matriculation as a kindergartener and continue preventative support until graduation in a developmentally appropriate manner targeting total wellness outcomes. The indivisibility between educator and counselor identities for school counselors is best articulated by Cottingham (1973) who almost 5 decades ago claimed that the "primary goal is the personal development of clients through educator or preventive experiences" (p. 341).

There is no inherent hierarchy between educator and counselor. Each aspect of identity serves a particular function that contributes to the values and practices of school counselors. To illustrate this interrelatedness, we have constructed a graphic (see Figure 1). The center represents school counselors' situatedness as educators. This centering position is like a fulcrum in a wheel that engages and maintains focus. At the bottom of the graphic are the various tenets related to counseling, intended to represent the ground from where movement initiates and pursues. Akin to a wheel that requires these two contact points, the tension for school counselors between educator and counselor directs each of the various strategies and activities presented in the ASCA National Model (ASCA, 2019), which are represented by the spokes. As a whole, this graphic suggests that all practices must be pertinent to the situatedness in a school environment and orientated by development, justice, prevention, and wellness.

For example, one of the strategies and activities included in the ASCA National Model is counseling. In this way, counseling is both an activity and an orientation that occurs uniquely in a school. Considering the situatedness in a school setting, a counseling activity must be focused on education-relevant concerns such as how testing anxiety or historical gaps in achievement between social groups affect academic performance. Second, as an orientation, school counseling requires practitioners to expose students to opportunities that will be useful over time and in a variety of circumstances; they must select those that serve the greatest number of students possible. The educator–counselor identity focuses on how school counselors serve students and others in the school; from there, school counselors can look to one or more of the strategies or activities to best deliver services such as counseling and consultation.

To be clear, in postulating an indivisible educator–counselor identity for school counseling, we neither endorse how certain practitioners embody education or counseling identities nor do we condone the historical ways in which both education and counseling institutions have provided services. Countless examples demonstrate personal and systemic failures in both education and counseling, especially in relationship to culturally subjugated groups. Alternatively, we propound that an aspirational ethic is inferred in the education–counseling ideology that promises to empower, encourage, and liberate students and other relevant school stakeholders (see Duran et al., 2008; Freire, 1974).

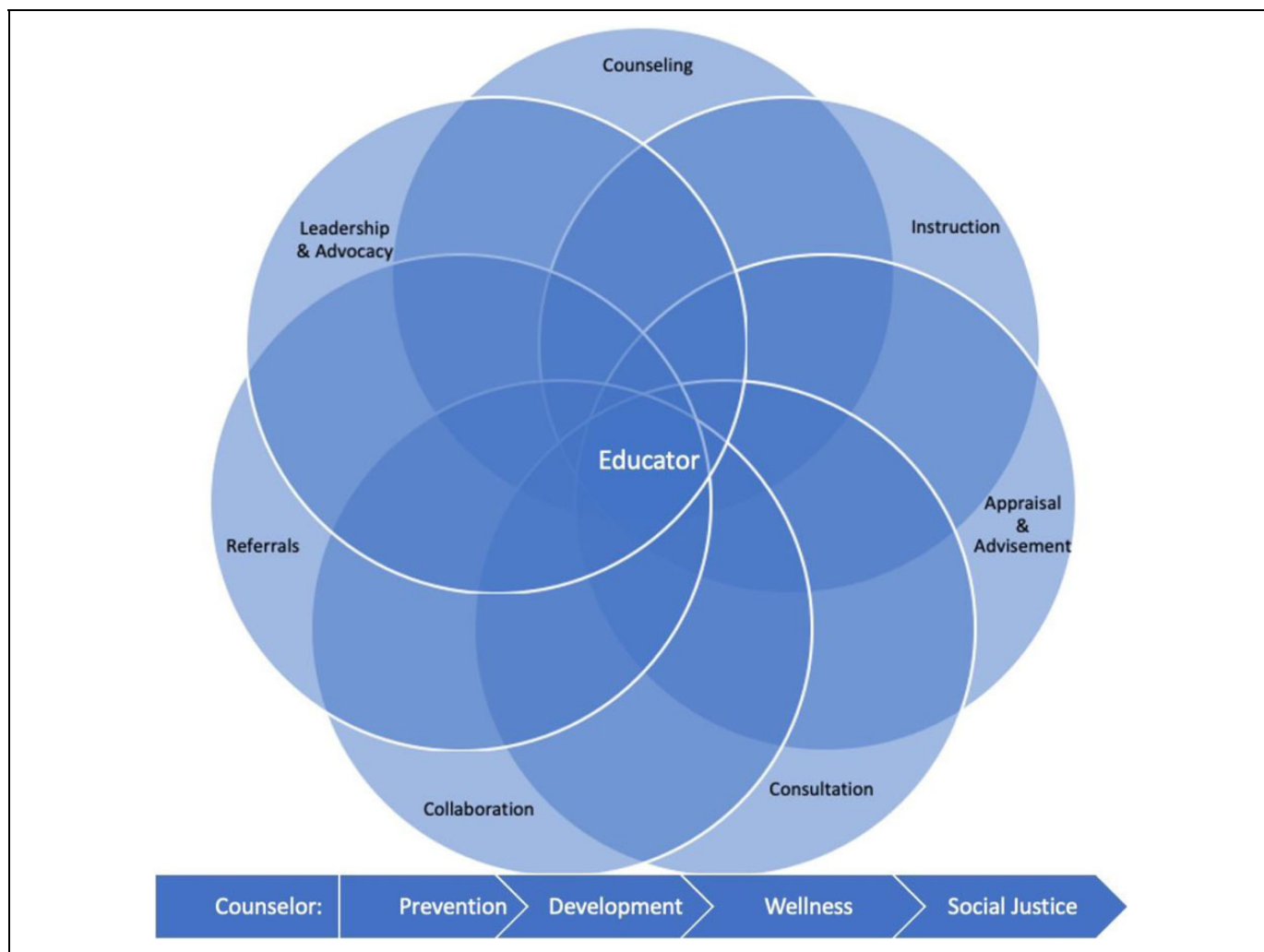


Figure 1. School counselors’ roles and responsibilities. *Note.* An educator–counselor identity for school counseling is nondual and nonhierarchical.

In the spirit of proffering a more useful identity, the primary theme of this special issue is to illustrate how the school counseling identity is both nondual and nonhierarchical. The implications of this position are profound, including how counselors intervene with students and ally with stakeholders. Other implications not specifically addressed in this special issue include what theories pertain to school counselors (see Lemberger-Truelove et al., 2020) and how to pursue evidence-based practice or scholarship in schools (Bowers & Lemberger, 2016). We further assert that an educator–counselor identity will reduce some of the unfortunate ambiguities experienced by school counselors, especially when they embody a more cohesive and unified posture.

Embodying the Educator–Counselor Identity for School Counseling

A separation of educator from counselor (or counselor from educator) provokes impossible professional choices for the school counselor, often resulting in role conflict or even

disengagement from the essential behaviors (as defined by ASCA, 2019). When this occurs, how a school counselor operates in a school is neither intuitive nor sustainable; instead, the school counselor is disembodied from the school and their professional orientation. In such situations, although a school counselor might perform the appropriate duties, this disembodiment renders immaterial the fact that a school counselor performed the task, and most likely they will not be valued for the unique contribution. Alternatively, when a school counselor operates from a coherent and intuitively cohesive identity (that of a nondual educator–counselor), they are more able to embody the roles and responsibilities necessary to support students and members of the school community. Embodiment, therefore, affects everything a school counselor does and how they are perceived in schools.

Embodiment of a professional identity indicates an indivisible relatedness between the context (i.e., a situatedness in a school environment) and one’s presence (i.e., an orientation as a counselor). Practically speaking, embodiment in an educator–counselor identity will result in professional behaviors that can

only be performed by a school counselor and thus are recognized and valued as such. For example, a classroom teacher or a school administrator can commit to social/emotional learning (SEL), but only a school counselor can deliver SEL direct services in various settings across the school in a way that aids the development of school climate (see Bowers et al., 2017). In a similar way, considering the recent grassroots antiracist school counseling movement, a school counselor can embody certain qualities (e.g., dialogical skills, consultation, collaboration) that can support people as they toil toward new and helpful policies and social realities. Embodiment vivifies identity such that it is no longer an abstract concept but a lens that affects all experiences and professional behaviors for the school counselor.

Practically speaking, embodiment in an educator–counselor identity will result in professional behaviors that can only be performed by a school counselor and thus are recognized and valued as such.

Each of the articles featured in this special issue illustrates how a nondual educator–counselor identity can be embodied in the various roles and responsibilities described in the ASCA National Model (ASCA, 2019): instruction, counseling, appraisal and advising, consultation, collaboration, and referrals. Although we cannot capture all of the roles and responsibilities of a school counselor as they are consistent with an educator–counselor identity, the contents of this special issue do illustrate the expansive and generative potential of school counselors.

Instruction

School counselors utilize various instructional strategies in classrooms, small groups, or individual settings for the purposes of affecting students' and other school stakeholders' mindsets and behaviors that are associated with school and life successes (ASCA, 2019). In this special issue, to illustrate how school counselors can adopt an educator–counselor identity in an instructional role, Lemberger-Truelove et al. (2021) describe results from an intervention study utilizing SEL and mindfulness activities in two diverse middle schools. Results from their analyses indicated that participating students experienced growth in academic achievement, executive functioning, and curiosity. These results demonstrate that school counselors can support the educational mission of schools and related learning outcomes for students while also contributing to the types of social and personal development associated with counseling. In fact, the intervention design they used was nondual, given that the intervention was consistent with the ASCA Mindsets and Behaviors (ASCA, 2014) and the effects of the single intervention included achievement and learning outcomes.

The value of instruction delivered by school counselors to students is apparent, but equally apparent is that other school

professionals value school counselors' role in instruction. In this special issue, Goodman-Scott et al. (2021) describe their findings that district supervisors preferred hiring school counselors with instructional experience because they were perceived to have a better knowledge of the educational system and the ability to build relationships with teaching staff. Results from this study emphasize the inherent situatedness as an educator in a school while nonetheless prizing the unique way that a counselor orientation supplements standard classroom instruction provided by teachers.

Appraisal and Advisement

Appraisal and advisement are school counselor responsibilities that contribute to students' understanding of and commitment to their abilities, values, and action plans for school and later life pursuits (ASCA, 2019). For example, exploration of non-cognitive assessments that identify students' potential to problem solve or uncover their creativity can lead to establishing new school programming that fosters ongoing student development and wellness. In this special issue, Poynton et al. (2021) offer a powerful illustration of the educator–counselor's use of appraisal and advisement. Using the College Admissions Knowledge Evaluation assessment, Poynton and colleagues found that first-generation students in their sample had significantly less college knowledge than continuing-generation students. Through the disaggregation of their data, the authors located inequities within the broad education system that likely manifested in college knowledge gaps for first-generation students. These findings implicate school counselors' responsibility for using activities—like instruction, collaboration, consultation, counseling, and leadership and advocacy—to create new opportunities that support first-generation youth's development of college knowledge.

Counseling

Counseling is simultaneously a feature of a school counselor's orientation as an educator–counselor and a primary role and responsibility in a school. How a school counselor enlivens the role of counseling is nuanced because the situation of the school environment and students as recipients of counseling services requires that counseling services predominantly focus on prevention (i.e., cultivates students' capacities prior to a specific impairment or trauma), development (i.e., relevant and progressive to students' capacities), and wellness (i.e., aimed at flourishing and ability rather than concerned with remediation or pathology). In this special issue, Hipolito-Delgado et al. (2021) describe qualitative results from a study that elicited students' experiences as they transitioned to remote learning. Results suggested that students felt overwhelmed with activities outside of school activities without a sense of community and felt unheard and invalidated. Each of these findings reinforces the value of the types of counseling services rendered uniquely by school counselors, namely a concern with

empowering students by fortifying their internal resources as they are relevant to the school environment and broader ecological factors that affect their lives and decisions.

Consultation

Consultation in school counseling is the sharing of information and recommendations with educational stakeholders to support student development and an opportunity for school counselors to access professional development from experts to support their work (ASCA, 2019). Educator–counselors who engage in consultation do not leverage needs assessments (ASCA, 2019) to detail student deficits but instead to uncover ways in which the school environment inhibits student’s development. Consulting with expert educational stakeholders (particularly students’ families and communities) offers educator–counselors the knowledge necessary to draw from instruction, counseling, appraisal and advising, collaboration, and referrals to establish what Gutierrez (2016) called “resilient ecologies,” environments that are “equitable, resilient, sustainable, and future oriented” (p. 188) and assist in students’ development of their internal capacities. Believing in the potential of establishing supportive school environments, Henry and Bryan (2021) explore in this special issue the impact of a consultation and collaboration with educational stakeholders intended to locate family and community assets that help youth thrive. They detail qualitative findings from student interviews about a school–family–community partnership in which a consultation with experts led to collaboration, advocacy, and leadership efforts to establish an environment where students experienced protective factors necessary for their development. Henry and Bryan’s findings suggest the importance of school–family–community partnerships as protective measures in supporting youth in overcoming adversity.

Collaboration

As collaborators, school counselors address student development through partnering with families, administrators, teachers, school staff, and local community organizations. Serving on school and district committees, running parent workshops, developing crisis response protocols, and establishing community partnerships all enact collaboration (ASCA, 2019). Collaboration as an educator–counselor requires proactive belief in an educational stakeholder’s ability to offer students resources that contribute to their development. During collaboration, the school counselor’s ability to shift between activities generates new opportunities for schools, families, administrators, teachers, school staff, and local community organizations to offer services. For example, school counselors who appraise students’ career development and discover a need for support might then collaborate with an expert to offer an appropriate advisement strategy (which could be in the form of small-group counseling, instruction, or referrals).

Counseling research has highlighted youth participatory action research (YPAR) as a small-group and classroom intervention that centers student voice in the identification of systemic issues that impact their wellness and invites collaboration (Cook & Kruger-Henny, 2017). YPAR generates a deepened understanding of student contexts, which supports educator–counselors in facilitating collaboration between youth and educational stakeholders to disseminate research that addresses said issues (Levy et al., 2018). In this special issue, Limberg et al. (2021) similarly discuss the use of project-based learning as a school counselor and teacher collaboration strategy that helps youth design projects to assist career development in classroom settings. Their article describes a professional development model where teachers and school counselors explore how to collaborate using project-based learning. Findings from Limberg and colleagues suggest that when school counselors and teachers consider collaborating on classroom interventions, a variety of opportunities emerge for school counselors to use their comprehensive responsibilities to support students. This includes school counselors using their counseling skills to aid students’ career, academic, and social/emotional development; consulting with experts to bolster the impact of project-based learning; and forming larger collaborative partnerships with all educational stakeholders that transcend the classroom environment.

Referrals

When students have educational development needs that transcend brief and targeted counseling services, referral is recommended (ASCA, 2019). As educator–counselors, we believe the use of all school counseling roles for students’ educational development and wellness will result in a decrease in referrals. The educator–counselor’s use of referral is not simply reactive but tasks school counselors with establishing crisis prevention services that mitigate the need for referral among all students. The educator–counselor’s situatedness within educational systems enables them to become acutely aware of inequities inside and outside of their school building that place students at risk of crisis and then lean on a variety of activities to construct preventative and equitable interventions toward development and wellness. ASCA (2019) is aligned with this position, stating that school counselors work to establish supportive environments that reduce myriad risks of youth. One might refer to this as the prevention paradox, where the educator–counselor’s proactive use of activities and responsibilities decreases the need for reactive referrals, thus offering the appearance that they are not doing referral work.

As an exemplar, Wachter Morris and colleagues (2021) offer a framework in this special issue for school counselors to understand the contextual factors within schools—and in society more broadly—that might produce crisis such as suicidality. Viewing the educator–counselor role both as one that responds to crisis and prevention and as a specialist in development, wellness, and social justice who understands and

engages with the antecedents to crisis, Wachter-Morris et al. offer practical implications for school counselors. Specifically, through the disaggregation of suicide-related data (appraisal) by race/ethnicity, gender, and sexuality, they showcase how school counselors can utilize activities like leadership and advocacy, as well as collaboration with experts, to construct school environments that adequately meet the needs of all students to mitigate the emergence of crisis and to adequately respond when concerns arise.

Leadership, Advocacy, and Systemic Change

The professional behaviors of leadership, advocacy, and systemic change are imbued in all of our roles as school counselors. As leaders and advocates for systemic change, the school counselor's situatedness within education requires that we advocate for needed changes in the educational mission of the school system that produce inequities relative to the development of Black, Indigenous, and other students of color (Love, 2019). The consistent challenging of systemic barriers to advance student access to opportunity is an act of prevention and social justice that supports students' wellness and development. To this end, school counselors must be able to articulate and advocate for their own professional identity as educator-counselors who engage in numerous distinct activities to meet the robust developmental needs of young people.

The establishment of a strong educator-counselor identity allows school counselors to adequately engage in ASCA's (2019) activities and responsibilities and equitably support student's holistic development. For example, in this special issue, Zyromski et al. (2021) describe how data-based decision making pervades the school counselor's role and directs an educator-counselor identity toward dismantling systemic barriers to student's academic, career, and social/emotional development. The application of data-based decision making as a leadership, advocacy, and systemic change tactic to all school counseling activities ensures that, whether engaged in counseling, instruction, collaboration, consultation, appraisal and advisement, or referrals, school counselors are able to make complex, preventative, and socially just decisions that foster student development.

Conclusion

Almost a decade has passed since Dekruyf and colleagues (2013) suggested that school counselors are simultaneously educators and counselors. Their article discussed the complex mental health needs present in schools and the unique position school counselors maintain. By design, school environments are intended to inspire personal, social, and academic development, and yet, for many students and educators, these same environments provoke various forms of anxiety and apprehension. In this special issue, the editors and each team of contributing authors offer examples of how a combined identity as educator-counselor can affect the various roles and

responsibilities associated with school counseling as outlined by ASCA (2019).

School counselors cannot feasibly address all of the demands on students and schools. This said—given the tempestuous events of 2020, including new pedagogical and mental health demands as a result of COVID-19, the discourse surrounding the various local and national elections, the multidimensional consequences affiliated with climate change, and new narratives around racial equity and other aspects of social order—it is incumbent upon school counselors to approach their work in a way that is wholly coherent and supportive. What makes school counseling a powerful profession is our ability to adapt to the changes occurring outside of the school building and respond to changes happening inside the building to adequately support student development. When these necessary pivots in responsibilities manifest as reactions, at the expense of diluting either the counselor or educator identity, then our praxis is compromised. The educator-counselor identity promotes school counselors' ability to perpetually respond to changes as a result of their myriad responsibilities that serve development, prevention, social justice, and wellness. The synthesis of educator and counselor affects the ways school counselors conceive, pursue, and evaluate their professional activities.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

References

- Akos, P., Bastian, K. C., Domina, T., & de Luna, L. M. M. (2019). Recognized ASCA Model Program (RAMP) and student outcomes in elementary and middle schools. *Professional School Counseling, 22*(1). <https://doi.org/10.1177/2156759X19869933>
- American School Counselor Association. (2014). *ASCA mindsets & behaviors for student success: K-12 college- and career-readiness standards for every student*. <https://schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>
- American School Counselor Association. (2019). *ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.
- Bettters-Bubon, J., Goodman-Scott, E., & Bamgbose, O. (2020). School counselor educators' reactions to changes in the profession [manuscript submitted for publication]. *Journal of Counseling and Development*.
- Blake, M. K. (2020). Other duties as assigned: The ambiguous role of the high school counselor. *Sociology of Education, 93*(4), 315–330. <https://doi.org/10.1177/0038040720932563>
- Bowers, H., & Lemberger, M. E. (2016). A person-centered humanistic approach to performing evidence-based school counseling research. *Person-Centered & Experiential Psychotherapies, 15*(1), 55–66. <https://doi.org/10.1080/14779757.2016.1139502>

- Bowers, H., Lemberger-Truelove, M. E., & Brigman, G. (2017). A social-emotional leadership framework for school counselors. *Professional School Counseling, 21*(1b). <https://doi.org/10.1177/2156759X18773004>
- Cook, A. L., & Krueger-Henney, P. (2017). Group work that examines systems of power with young people: Youth participatory action research. *Journal for Specialists in Group Work, 42*(2), 1–18. <https://doi.org/10.1080/01933922.2017.1282570>
- Cottingham, H. F. (1973). Psychological education, the guidance function, and the school counselor. *The School Counselor, 20*(5), 340–345.
- DeKruyf, L., Auger, R. W., & Trice-Black, S. (2013). The role of school counselors in meeting students' mental health needs: Examining issues of professional identity. *Professional School Counseling, 16*(5). <https://doi.org/10.1177/2156759X0001600502>
- Dewey, J. (1944). *Democracy and education: An introduction to the philosophy of education*. The Free Press. (Original work published 1916)
- Duran, E., Firehammer, J., & Gonzalez, J. (2008). Liberation psychology as the path toward healing cultural soul wounds. *Journal of Counseling & Development, 86*(3), 288–295. <https://doi.org/10.1002/j.1556-6678.2008.tb00511.x>
- Freire, P. (1974). *Pedagogy of the oppressed*. Seabury Press.
- Goodman-Scott, E., Upton, A. W., & Neuer Coburn, A. A. (2021). District-level school counseling supervisors' experiences and perceptions hiring school counselors. *Professional School Counseling, 24*(1b).
- Gutiérrez, K. D. (2016). 2011 AERA presidential address: Designing resilient ecologies: Social design experiments and a new social imagination. *Educational Researcher, 45*(3), 187–196. <https://doi.org/10.3102/0013189X16645430>
- Hansen, J. T., Speciale, M., & Lemberger, M. E. (2014). Humanism: The foundation and future of professional counseling. *Journal of Humanistic Counseling, 53*(3), 170–190. <https://doi.org/10.1002/j.2161-1939.2014.00055.x>
- Henry, L. M., & Bryan, J. (2021). How the educator–counselor–leader–collaborator creates asset-rich schools: A qualitative study of a school–family–community partnership. *Professional School Counseling, 24*(1b).
- Hipolito-Delgado, C. P., Porras-Holguin, L.-E., Stickney, D., & Kirshner, B. (2021). Advocating for students during distance learning: The role of the school counselor. *Professional School Counseling, 24*(1b).
- Lapan, R. T., Bobek, B. L., & Kosciulek, J. (2017). School-based approaches promoting children's career exploration and development. In M. Watson & M. McMahon (Eds.), *Career exploration and development in childhood: Perspectives from theory, research and practice* (pp. 159–171). Routledge.
- Lemberger-Truelove, M. E., & Bowers, H. (2019). An advocating student-within-environment approach to school counseling. In C. T. Dollarhide & M. E. Lemberger-Truelove (Eds.), *Theories of school counseling for the 21st century* (pp. 266–294). Oxford University Press.
- Lemberger-Truelove, M. E., Ceballos, P. L., Molina, C. E., & Carbonneau, K. J. (2021). Growth in middle school students' curiosity, executive functioning, and academic achievement: Results from a theory-informed SEL and MBI school counseling intervention. *Professional School Counseling, 24*(1b).
- Lemberger-Truelove, M. E., Ceballos, P. L., Molina, C. E., & Dehner, J. M. (2020). Inclusion of theory for evidence-based school counseling practice and scholarship. *Professional School Counseling, 23*(1). <https://doi.org/10.1177/2156759X20903576>
- Levy, I., Cook, A. L., & Emdin, C. (2018). Remixing the school counselor's tool kit: Hip hop spoken word therapy and YPAR. *Professional School Counseling, 22*(1). <https://doi.org/10.1177/2156759X18800285>
- Limberg, D., Starrett, A., Ohrt, J. H., Irvin, M. J., Lotter, C., & Roy, G. J. (2021). School counselor and teacher collaboration to enhance students' career development using project-based learning. *Professional School Counseling, 24*(1b).
- Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.
- Myers, J. E. (1992). Wellness, prevention, development: The cornerstone of the profession. *Journal of Counseling & Development, 71*(2), 136–139. <https://doi.org/10.1002/j.1556-6676.1992.tb02188.x>
- Patton, D. (2019). *Predictive relationships between school counselor role ambiguity, role diffusion, and job satisfaction* [Doctoral dissertation, Walden University]. <https://scholarworks.waldenu.edu/dissertations/6260/>
- Poynton, T. A., Lapan, R. T., & Schuyler, S. W. (2021). Reducing inequality in high school students' college knowledge: The role of school counselors. *Professional School Counseling, 24*(1b).
- Rones, M., & Hoagwood, K. (2000). School-based mental health services: A research review. *Clinical Child and Family Psychology Review, 3*, 223–241. <https://doi.org/10.1023/A:1026425104386>
- Wachter Morris, C. A., Wester, K. L., Jones, C. T., & Fantahun, S. (2021). School counselors and unified educator–counselor identity: A data-informed approach to suicide prevention. *Professional School Counseling, 24*(1b).
- Zyromski, B., Griffith, C., & Choi, J. (2021). Embracing school counselors' situatedness: Data-based decision making as fulfillment of a complex identity. *Professional School Counseling, 24*(1b).

Author Biographies

Ian P. Levy, EdD, is an assistant professor in the Department of Counseling and Therapy at Manhattan College in the Bronx, NY. Email: ilevy01@manhattan.edu.

Matthew E. Lemberger-Truelove, PhD, is a professor in the Department of Counseling and Higher Education at the University of North Texas in Denton, TX.