

Lifetime Achievement Award

The lifetime achievement award celebrates a school counselor whose career reflects decades of dedication to the profession. Nominees have served **15+ years** and demonstrate consistent excellence in delivering comprehensive school counseling programs, nurturing generations of students, and contributing meaningfully to their school and community as professional leaders. This award honors the sustained influence of a career defined by commitment, mentorship, and service; leaving an enduring impact.

Rising Star Award

The Rising Star Award honors a practicing school counselor with **five years or less** of professional experience who is already making a notable impact in their school community. The school counselor exemplifies excellence and dedication to serving the needs of each and every student. This counselor approaches their work with fresh ideas and a commitment to ensuring every student feels seen, supported, and capable of success. They actively identify and address obstacles that may limit student potential, adapt services to meet diverse needs, and foster a welcoming, inclusive environment. The counselor shows exceptional promise through professional competence, meaningful contributions to their school community, and the ability to form strong, positive connections with students, families, and colleagues.

Lifetime Achievement & Rising Star Rubric

After completing your scoring for each applicant, rank your top selections for each award.

Q1. Describe how the school counselor has positively influenced student achievement and well-being through their school counseling program. Include examples of the school counselor has addressed academic, social/emotional, and/or career development needs, and provide evidence or examples that illustrate the lasting effect of the school counselor's work.	1	2	3	4	5
	<ul style="list-style-type: none"> Provides general statements about impact with little or no specific evidence or examples to illustrate a significant positive difference for all students Does not clearly connect actions to outcomes Impact is unclear, minimal, or anecdotal without measurable results 		<ul style="list-style-type: none"> Provides relevant examples of positive impact in at least one domain (academic, social/emotional, career) Includes some evidence of the counselor's ability to foster change or examples of improved outcomes, though details may be limited Impact is meaningful, but may be short-term or focused on a smaller group of students 		<ul style="list-style-type: none"> Provides specific, detailed examples of positive impact on students in one or more domains (academic, social/emotional, career) Includes clear evidence or data demonstrating measurable outcomes for students Shows lasting or systemic impact that has influenced the school community and/or multiple student cohorts

Q2. Explain how the counselor demonstrated excellence in the school counseling profession through leadership, innovation, advocacy, or service. Include examples of how the counselor has mentored others, collaborated with colleagues, or contributed to the growth and improvement of students, school climate, and/or the broader educational community.	1	2	3	4	5
	<ul style="list-style-type: none"> Provides general statements without clear or specific examples of excellence Shows minimal evidence of collaboration, mentorship, or broader contribution Demonstrates little to no indication of influence beyond daily responsibilities 		<ul style="list-style-type: none"> Demonstrates one or more areas of professional excellence with relevant examples, such as showing a consistent ability to make a positive impact on students Shows collaboration or contributions to the school or profession, but examples may be less detailed or limited in scope Evidence of influence is present but may be more localized or short-term 		<ul style="list-style-type: none"> Clearly demonstrates multiple areas of professional excellence (e.g., leadership, innovation, advocacy, service) Provides specific examples of collaboration, mentorship, or contributions beyond their own role Shows evidence of sustained influence and meaningful contributions to the school, district, and/or broader profession