Counselor Educator Award:
This award honors a **faculty member or instructor employed by an accredited graduate program** preparing future school counselors who has made significant contributions to the preparation, mentorship, and professional growth of the next generation of school counseling professionals. Applicants will have demonstrated a deep commitment to developing highly skilled, compassionate, and ethical counselors through exemplary teaching, supervision, research, and service. They create learning environments that bridge theory and practice, inspire counselor candidates to embrace their role as advocates for all students, and provide consistent guidance, encouragement, and constructive feedback. In addition to their work in the classroom, they extend their influence into the field, actively engaging with the school counseling community, contributing to professional organizations, advancing the profession through scholarship, and collaborating with K–12 schools to ensure counselor preparation remains current and impactful. Through their dedication, passion, and leadership, these individuals leave a lasting imprint on both their students and the school counseling profession as a whole.

Counselor Educator Rubric

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

	1	3	5
Q1. Describe how the faculty or instructor has guided and supported graduate students in becoming effective school counselors. Include specific examples of how they help students build knowledge and skills, confidence, and a strong sense of professional purpose.	• Response provides few or vague examples of support for graduate students, with limited or no detail about how the nominee has helped them develop knowledge, skills, confidence, or professional purpose • Connections to student growth are minimal, unclear, or implied rather than explicitly described	• Response provides some specific examples showing how the nominee has helped graduate students build knowledge and skills, confidence, and professional purpose • Connections to student growth are present but may be general or lack measurable outcomes • Evidence suggests the nominee regularly supports students, but the description may not fully capture depth or long-term impact	• Response provides multiple, specific, and detailed examples of how the nominee has helped graduate students develop knowledge and skills, build confidence, and strengthen their professional purpose • Descriptions clearly connect the nominee's actions to measurable or observable student growth and success • Evidence demonstrates a consistent and sustained pattern of student support and development
Q2. Share how the nominee connects classroom learning to real-world school counseling practice, inspires students to advocate for the needs of all students, and models professionalism and ethical decision-making.	• Response provides few or vague examples of connecting classroom learning to practice, inspiring advocacy, or modeling professionalism and ethics • Descriptions are general and lack specific details or evidence of meaningful influence on students' ability to apply their learning	• Response provides some specific examples of connecting classroom learning to practice, encouraging advocacy, and modeling professionalism and ethics • The examples show the nominee's positive influence but may lack depth, detail, or clear evidence of long-term impact	• Response provides multiple, detailed, and specific examples showing how the nominee bridges classroom concepts with practical application in school counseling settings • Clearly demonstrates how the nominee inspires graduate students to advocate for all students' needs and consistently models

			• professionalism and ethical conduct • Evidence shows a strong, lasting influence on students' readiness to apply learning in real-world contexts
Q3. **Provide examples of how the nominee's impact reaches beyond their graduate program, such as building partnerships with schools to enhance counselor preparation, contributing to professional organizations, engaging in research or publications, or developing resources that strengthen the school counseling profession.**	**1** • Response provides few or vague examples of contributions beyond the graduate program. • Descriptions are general, lack detail, and provide little or no evidence of broader influence or sustained impact on the school counseling profession. • Individual demonstrates minimal ability to support the state level school counseling organization	**3** • Response provides some specific examples of contributions beyond the graduate program in one or more areas (e.g., partnerships, professional organizations, research, resources) • Impact is positive and relevant but may be limited in scope, depth, or reach, or examples lack measurable evidence of influence • Individual demonstrates recent and consistent ability to support the state level school counseling organization.	**5** • Response provides multiple, detailed, and specific examples of the nominee's contributions beyond their graduate program • Clearly demonstrates significant and sustained impact through activities such as partnerships with schools, leadership or service in professional organizations, notable research or publications, or widely used resources that strengthen the school counseling profession • Evidence reflects broad influence at local, state, or national levels. • The individual continually has gone above and beyond to ensure they are supporting the state level school counseling organization