Graduate Student Award:
Previously known as the Mike Troy Graduate Student Scholarship, this is a new award to highlight an outstanding school counseling graduate student and will include a $500 grant from WSCA. This award honors a graduate student in a school counseling preparation program who exemplifies the highest standards of professional promise and commitment to the field, demonstrating exceptional cultural competence and ethical practice while skillfully applying these principles to meet the diverse needs of students, families, and school communities. The recipient also shows strong initiative and a clear understanding of implementing a data-driven school counseling program, using data to guide decisions, shape interventions, and measure impact. Through their work, the graduate student reflects a readiness to lead, collaborate, and advocate for effective school counseling services that improve academic, social/emotional, and career outcomes for all students.

- The nominee must be currently enrolled in an accredited university school counseling graduate program
- The nominator and the graduate student must be WSCA Members to be awarded this scholarship

WSCA Graduate Student Award Rubric

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

	1	3	5
Q1. **How has the Graduate Student demonstrated cultural competence and ethical school counseling practices?** Include specific examples and details.	• Provides general or vague statements about cultural competence and/or ethics, with minimal or no concrete examples • Demonstrates a basic awareness of diversity and ethical considerations, but with limited evidence of application in practice • No clear connection is made to ethical standards or to the impact on students or the school community	• Provides at least one clear example of cultural competence and ethical practice, with some explanation of its significance • Shows awareness and application of cultural and ethical considerations in counseling, though examples may be less detailed or focused on fewer populations • Makes some connection to professional ethical standards, but the link between actions and outcomes may be partially developed	• Provides multiple, specific, and well-developed examples showing consistent application of cultural competence and ethical practices across diverse student populations • Demonstrates a deep understanding of cultural awareness, respect for diversity, and inclusion by tailoring counseling approaches to meet individual and group needs • Clearly connects actions to ASCA Ethical Standards and explains how these practices positively impacted students, families, and the school community
Q2. **How has the graduate student demonstrated an understanding of how to implement a data-driven school counseling program?**	• Provides general or vague statements about the graduate student's involvement with data, with little or no detail on initiative or outcomes • Demonstrates basic awareness of data-driven practices but limited understanding of their application in a school counseling program • Minimal or no evidence of independent initiative; actions appear primarily assigned or supervised without substantial self-direction	• Provides at least one clear example of the graduate student using data to guide program elements or interventions • Demonstrates a solid understanding of data collection and application in school counseling, though scope or depth may be limited • Shows that actions had a positive influence on decision-making or student outcomes, even if results are emerging or less measurable • Initiative is evident, but may be within expected responsibilities or with some guidance from supervisors	• Provides multiple, specific examples of the graduate student independently initiating projects, activities, or solutions that apply a data-driven approach to school counseling • Demonstrates a clear and thorough understanding of how to collect, analyze, and interpret data to inform program decisions, interventions, and evaluation • Shows evidence that the graduate student's actions led to measurable improvements or informed changes in academic, social/emotional, or career development outcomes for students • Examples highlight initiative taken beyond assigned duties, reflecting leadership and ownership of the process