School Counselor of the Year Award:
This award honors an outstanding school counselor whose career exemplifies a steadfast commitment to Wisconsin students and the school counseling profession. These individuals lead data-driven, comprehensive school counseling programs that foster academic achievement, social-emotional growth, and career readiness for all students. They advocate fiercely for subgroups of students who face barriers to opportunity, ensuring that every learner has access to the resources, support, and encouragement needed to succeed. Through purposeful collaboration within their schools and across the broader community, they build partnerships that strengthen student success. Their leadership extends beyond the local level, influencing the profession through service, innovation, and advocacy at the state level, creating a profound and enduring impact on both students' lives and the future of school counseling.

Please Read Before Submitting This Nomination
While principals and other nominators are often eager to showcase the exceptional work of their school counselors, please remember that this award represents one of the highest recognitions in our profession. The recipient will not only be honored at the state level, but will also move forward for consideration as the National School Counselor of the Year. This distinction carries a high standard. The nomination should demonstrate the counselor's outstanding leadership, data-driven program results, advocacy for all students (including those facing barriers to opportunity), and meaningful contributions to the school counseling profession. **If you do not have all the information needed to answer each question thoroughly, we encourage you to collaborate with your school counselor to gather the necessary data and examples.** Incomplete applications may not reflect the full scope of the nominee's accomplishments. If, after reviewing the criteria, you find that this particular award may not be the best fit, please explore our other distinguished recognition opportunities, such as the Changemaker Award, Lifetime Achievement Award, or Rising Star Award. All activities and accomplishments described in the application must have occurred within the past four years. ***Thank you for helping us honor the exceptional professionals who transform the lives of Wisconsin's students.***

WSCA School Counselor Of the Year Rubric

Question	1	2	3	4	5
Share the **school counseling annual student outcome goal** (as an example SLO/SPO) and how the counselor used data to drive their comprehensive school counseling program implementation to maximize student achievement. Please be specific, providing data and examples.	• **Data** was vague or unclear on how the counseling program was accessible to each and every student • Examples do not illustrate how data drives the comprehensive school counseling program	• **Participation Data** (who, what, when, where) was provided to show access for each and every student • Examples were given, but do not clearly show how data drives their comprehensive school counseling program	• **Life-Readiness Data** (how students believe, perceive, or think they are different as a result of the counseling program, such as pre-post surveys) was provided to show access for each and every student • Examples were given and show how data drives their comprehensive school counseling program	• **Outcome Data** (Attendance, Discipline) was provided to show access to each and every student • Examples were strong and show how data drives their comprehensive school counseling program	• **Outcome Data** (Academic Achievement) was provided to show access to each and every student • Examples were strong and show how data drives their comprehensive school counseling program
How has the school counselor been responsible for school counseling innovations or further development of the **school counseling program** supporting students' academic, career, and social/emotional development within the past four years?	• Provides **vague or incomplete examples** that lack detail and specificity • Unclear or no evidence of the counselor's leadership role in the innovation or program development • No measurable or observable impact on student outcomes • Program changes appear isolated, short-term, or incidental	• Provides **general or partially developed examples** of changes or activities, with limited clarity on the counselor's direct leadership role • Some evidence of positive outcomes, but minimal detail on scope or depth • Impact appears limited to a single domain or a small student population • Sustainability is uncertain or unlikely	• Provides **one clear example** of an innovation or program development within the past four years • Demonstrates a direct role in its creation or improvement • Evidence shows a positive impact for students in at least one domain (academic, career, or social/emotional), with some examples or descriptions • Program or innovation is operational, but long-term sustainability is unclear	• Provides **clear, detailed examples of at least one significant innovation or program development** led by the counselor • Demonstrates active leadership in planning and implementation • Evidence of positive impact for students in two or more domains, supported by examples, qualitative descriptions, or limited data • Shows indications of ongoing or sustainable implementation	• Provides **multiple specific, detailed examples (two or more) of significant innovations or program developments** initiated and led by the counselor in the past four years • Demonstrates clear, sustained leadership from concept through implementation • Shows measurable, well-documented positive impact on students in two or more domains (academic, career, social/emotional), supported by data and/or stakeholder feedback • Innovations/programs are sustainable and have become embedded in school practice or policy

How has the school counselor demonstrated leadership and collaboration in the **school community**? Please be specific and provide examples. *Examples of school community leadership may include participation and efforts in:* • *School-Based Leadership Team* • *District Crisis Response Team* • *Staff Professional Development Presenter* • *Portrait of a Graduate Planning Team* • *School Improvement Planning Team* • *Restorative Practices Work Group* • *WiMLSS Implementation Team*	• Provides **little to no evidence** of leadership and collaboration in the school community • No specific examples or measurable outcomes provided	• Provides a **general description of leadership** and collaboration efforts, but examples are vague or lack detail • Impact on the school community is unclear, minimal, or not well-supported • May reflect occasional or situational leadership rather than ongoing influence	• Provides **at least one clear example** of leadership and collaboration with positive impact on the school community • Shows evidence of active involvement and initiative beyond routine responsibilities • Leadership examples are meaningful but may lack detail, measurable outcomes, or broader reach	• Provides **several clear examples** of leadership and collaboration with notable positive results for the school community • Demonstrates consistent leadership that influences others and improves practices or services • May address more than one setting or stakeholder group, but impact may be somewhat less broad or sustained	• Provides **multiple, detailed, and well-documented** examples of leadership and collaboration that had a significant, measurable, and sustained positive impact on the school community • Clearly demonstrates initiative, influence, and innovation that advanced the school's mission or improved programs, policies, or student outcomes • Shows evidence of leadership across multiple settings (e.g., with students, staff, families, and community partners)
Describe how the school counselor has been particularly effective in a **collaborative effort with the community partners**, such as business/industry, post-secondary institutions, community mental health providers, community youth-serving organizations, parent/teacher organization, etc.	• Provides **little to no evidence** of collaboration with community partners • Descriptions are generic, unrelated, or missing specific examples • No clear link between the counselor's actions and any positive outcomes	• Provides **general or vague descriptions** of collaboration without clear examples or measurable results • May reference working with community partners, but the role of the counselor is unclear or limited • Impact on students or the school community is minimal or not well-supported	• Provides **at least one specific example** of collaboration with at least one community partner • Demonstrates meaningful contributions to a joint effort that produced positive but limited outcomes • Evidence shows the counselor's active participation, but may not clearly show a leadership role or long-term impact	• Provides **several clear examples** of collaboration and leadership with more than one community partner • Demonstrates effective partnership-building that resulted in notable positive outcomes for students and/or the school community • Shows the counselor's role in fostering cooperation and aligning efforts among community partners • Outcomes are positive and supported by examples, but may be less broad, sustained, or detailed	• Provides **multiple, specific, and detailed examples** of collaboration and leadership with diverse community partner groups • Demonstrates highly effective collaboration that achieved significant, measurable, and sustained positive outcomes for students and/or the school community • Clearly shows the counselor's leadership role in building partnerships, resolving challenges, and creating shared goals • Evidence reflects mutual benefit, with community partners actively engaged and empowered through the process
How has the counselor **advocated for subgroups of students** deserving of additional support? Please be specific.	• Provides **little to no evidence** of advocacy for subgroups of students deserving additional support • No specific examples or outcomes are described • Descriptions are unrelated to advocacy or the counselor's professional role	• Provides **general or vague descriptions** of advocacy without specific examples or measurable results • Shows minimal evidence of direct impact on the subgroup(s) of students • Role of the counselor in the advocacy effort is **unclear or secondary**	• Provides **at least one specific example** of advocacy for a subgroup of students • Demonstrates meaningful effort that resulted in **positive but limited or short-term improvements** • The counselor's role is evident, though actions may reflect **individual or situational support** rather than broader systemic change	• Provides **several clear examples** of advocacy for one or more subgroups of students • Demonstrates effective actions that resulted in **notable positive changes** in access, services, or supports • Shows evidence of collaboration with stakeholders to address identified needs, though scope or duration of impact may be less comprehensive than at the exemplary level	• Provides **multiple, detailed, and specific examples** of advocacy efforts for one or more subgroups of students deserving additional support (e.g., based on academic need, language barriers, socioeconomic status, disability, cultural background) • Demonstrates **proactive, sustained, and systemic advocacy that resulted in measurable, lasting improvements** in access, opportunities, or outcomes • Shows the counselor's leadership role in mobilizing resources, influencing policies or practices, and empowering the targeted subgroup(s)

How has the school counselor **advocated for and impacted the school counseling profession outside of their district?** Please be specific and share multiple examples.	• Provides **little to no evidence** of advocacy or impact on the school counseling profession outside the district • No specific examples or outcomes are described • Descriptions are unrelated to the question or the counselor's professional role	• Provides **general or vague** descriptions of advocacy without clear connection to professional impact beyond the district • May reference participation in outside efforts, but role and results are unclear or minimal • Little evidence of sustained or measurable influence • Current WSCA membership	• Provides **at least one specific example** of advocacy or contribution to the profession outside the district • Demonstrates positive influence on colleagues, initiatives, or professional practices beyond the local level • Impact is meaningful but limited in scope, duration, or reach • Continuous WSCA membership	• Provides **several clear examples** of advocacy and contributions beyond the district • Demonstrates effective involvement and influence at the state, regional, or national level, resulting in notable improvements to the profession • Shows evidence of leadership or meaningful collaboration, though scope, duration, or breadth of impact may be less comprehensive than at the exemplary level • Continuous WSCA membership and involvement in WSCA events and activities	• Provides **multiple, specific, and detailed examples** of advocacy and leadership that had a significant, measurable, and sustained positive impact on the school counseling profession at the state, regional, national, or international level • Clearly demonstrates influence on policy, practice, professional standards, or resources that benefited school counselors broadly • Shows the counselor's leadership role in initiatives, organizations, or collaborations beyond their district, with evidence of lasting change • Continuous WSCA membership, involvement in WSCA events and activities, and leadership role within WSCA in the past 2 years