UW-RF School Psychology Training Program
Diversity Values and Dispositions Evaluation

Candidate: _____

Rater: _____

Year in Program: 1st   2nd   3rd (Practicum) or 4th (Intern)   **Date:** _____

RATING INSTRUCTIONS:
Please rate the candidate on each item using the scale below. Comments on any particular strength or challenging characteristic may be written in the box at the end of the rubric.
Please, note: all practicum and internship candidates should be rated on ALL items (i.e., do not use NA for practicum and intern level students).

RATING SCALE:
Rate the candidate's diversity values and dispositions with this scale:

1: This value/disposition is a significant challenge; significant development needed
2: Minimal development for this value or disposition
3: Average value or disposition
4: Developing or emerging value or disposition; nearing proficiency
5: Proficient; candidate demonstrates highly developed value or disposition

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Being Respectful

Valuing other's experiences, contributions, and expertise	**1.....2…..3…..4…..5**
Valuing diversity and cultural differences, in general	**1.....2…..3…..4…..5**
Listening	**1.....2…..3…..4…..5**
Empathizing	**1.....2…..3…..4…..5**
Engaged in active learning	**1.....2…..3…..4…..5**
Thinking of others and our impact on others	**1.....2…..3…..4…..5**

Being Inclusive

Demonstrating a willingness and desire to relate to and to work with all people (e.g., students, parents, teachers, community members)	**1.....2…..3…..4…..5**
Considering others (e.g., when making decisions)	**1.....2…..3…..4…..5**

Including people in the process of learning,
research, service, etc.   1.....2…..3…..4…..5

Willing to challenge one's own beliefs that classify
a group of persons as pejorative in some way   1.....2…..3…..4…..5

Being Collaborative and Cooperative
Working cooperatively and effectively with others   1.....2…..3…..4…..5

Being responsive to others   1.....2…..3…..4…..5

Demonstrating an interest and ability to learn from others
about their experiences of culture and diversity   1.....2…..3…..4…..5

Engaging in dialogues, rather than debates, regarding
multiculturalism and diversity issues   1.....2…..3…..4…..5

Working together, to understand one another   1.....2…..3…..4…..5

Being Open
Being open to new ideas and learning in general   1.....2…..3…..4…..5

Engaging in perspective-taking   1.....2…..3…..4…..5

Demonstrating flexibility   1.....2…..3…..4…..5

Being receptive and responsive to feedback   1.....2…..3…..4…..5

Seeking help in understanding others, when needed   1.....2…..3…..4…..5

Taking risks to promote professional growth/development   1.....2…..3…..4…..5

Engaging in self-disclosure that is relevant to professional
effectiveness   1.....2…..3…..4…..5

Being Inquisitive
Showing interest and a curiosity about people and
their diverse cultural life experiences   1.....2…..3…..4…..5

Seeking additional knowledge and experiences related
to diversity and multicultural issues   1.....2…..3…..4…..5

Demonstrating a desire to learn about others   1.....2…..3…..4…..5

Scientifically-minded (applying ethical/professional

standards and scientific findings) to diversity/multicultural
issues   **1.....2…..3…..4…..5**

Self-aware and Introspective
Awareness of personal and professional strengths   **1.....2…..3…..4…..5**

Awareness of personal and professional areas of growth   **1.....2…..3…..4…..5**

Demonstrating an awareness of one's biases/prejudices
and ignorance   **1.....2…..3…..4…..5**

Reflecting on one's impact on others and the tasks at
hand   **1.....2…..3…..4…..5**

Reflecting on how one is affected by others   **1.....2…..3…..4…..5**

Engaging in critical thinking (e.g., different perspectives)   **1.....2…..3…..4…..5**

Evaluating one's feelings, decisions, actions, and how
one relates to others   **1.....2…..3…..4…..5**

Culturally-Aware
Learning about, understanding, and accepting people
from a variety of diverse and cultural backgrounds   **1.....2…..3…..4…..5**

Providing culturally-relevant services to people based
on theoretical and research knowledge   **1.....2…..3…..4…..5**

Being aware of how one's own cultural background may
impact her or his assessment practices, consultation
interactions, or interventions with persons from diverse
backgrounds   **1.....2…..3…..4…..5**

Being aware of how different cultures view what is
normal, acceptable, and okay   **1.....2…..3…..4…..5**

Understanding the process and interpersonal dynamics
necessary to be effective with persons from diverse
backgrounds   **1.....2…..3…..4…..5**

Demonstrating an interest in and a commitment to
conducting or consuming research on multicultural
and diversity issues   **1.....2…..3…..4…..5**

Socially-Just
Engaging in active support and advocacy to promote

equality and justice for underserved, oppressed, and/or
marginalized groups of people   **1.....2…..3…..4…..5**

Committed to service and community efforts for diverse
populations   **1.....2…..3…..4…..5**

Aware of power and privilege dynamics on various levels   **1.....2…..3…..4…..5**

Actively addressing institutional barriers   **1.....2…..3…..4…..5**

Professional Growth and Improvement
Demonstrating a desire to learn and improve one's
knowledge base, research, and service skills   **1.....2…..3…..4…..5**

Seeking actively feedback regarding one's performance   **1.....2…..3…..4…..5**

Willingness to abandon nonproductive strategies in an
attempt to self-correct   **1.....2…..3…..4…..5**

Applying the ethical and professional standards of the
profession to one' work   **1.....2…..3…..4…..5**

Applying scientific findings to professional work   **1.....2…..3…..4…..5**

Comments/Recommendations: