

Diversity Standards Rubric

Counseling Program Objective 2: Students will develop cultural knowledge, self-awareness, skills, and strategies for counseling and advocacy within a diverse community

COE Standard	CACREP Standard	Below Expectations	Meets Expectations	Above Expectations
Standard 1: <i>Understands diversity, social justice, and equity in order to promote effective learning in their everyday practice.</i>	Social & Cultural Diversity: <i>C. Multicultural Counseling Competencies e. The effects of power and privilege for counselors and clients</i>	<ul style="list-style-type: none"> • Awareness: Candidate is aware that the concepts of diversity, social justice and/or equity exists. • Candidate has limited understanding of Acknowledgment: the range of diversity, social justice and/or equity. • Action Candidate is in the beginning stages of applying the tenants of diversity, social justice and/or equity. 	<ul style="list-style-type: none"> • Awareness : Candidate is aware that the concept of diversity, social justice and equity exists. • Acknowledgment: Candidate is able to define diversity and social justice and equity. • Action: candidate makes decisions based on their understanding of diversity, social justice and equity. 	<ul style="list-style-type: none"> • Awareness: Candidate is self-aware of how their own attitudes beliefs and values impact effective learning and/or interactions in their everyday practice. • Acknowledgment: Candidate acknowledges other people have attitudes, beliefs, and values that differ from self. • Action: Candidates will create an intentional plan of action to engage and promote multiple forms of diversity in their everyday practice.
Standard 2: <i>Understands linguistic, ethnic, cultural, racial and socioeconomic, ability, family, religious and sexual orientation diversity and demonstrates culturally relevant practices.</i>	Social & Cultural Diversity: <i>a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</i> <i>C. Multicultural Counseling Competencies</i>	<ul style="list-style-type: none"> • Awareness: Candidate lacks awareness of potential biases and their possible influences. • Acknowledgment: Candidate has a limited knowledge of their own positionality within the larger cultural context. • Action: Candidate is unable to respond to or apply relevant practices in culturally dynamic situations. 	<ul style="list-style-type: none"> • Awareness: Candidate is aware of others' diverse backgrounds. • Acknowledgment: Candidate has a knowledge of diversity and its impact on professional context. • Action: Candidate demonstrates relevant practices in culturally dynamic situations. 	<ul style="list-style-type: none"> • Awareness: Candidate is aware of own biases that have influenced beliefs and learning. • Acknowledgment: Candidate has a critical understanding and can articulate their own positionality within the larger cultural context. • Action: Candidate fosters and supports the integration of relevant practices in culturally dynamic situations

- **Awareness**-conscious recognition of background differences and similarities
- **Acknowledgment**-professed intent to address background differences and similarities in teaching practice
- **Action**-addressing background differences and similarities in teaching practice

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<p>Standard 3: <i>Understand the relationship among various historical and present social inequities and uses reflective practice to challenge their work and explicitly confront social inequality.</i></p>	<p>Social & Cultural Diversity: <i>C. Multicultural Counseling Competencies h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</i></p>	<ul style="list-style-type: none"> • Awareness: Candidate is unaware that historical and present social inequities exist. • Acknowledgment: Candidate lacks understanding of how systems of schools and society restrict access and opportunity. • Action: Candidate lacks the ability to question social inequities in professional context. 	<ul style="list-style-type: none"> • Awareness: Candidate is aware that historical and present social inequities exist. • Acknowledgment: Candidate acknowledges how systems of schools and society restrict access and opportunity. • Action: Candidate uses awareness and knowledge to question social inequities in professional context. 	<ul style="list-style-type: none"> • Awareness: Candidate synthesizes significant historical and present social inequities. • Acknowledgment: Candidate articulates how systems of schools and society restrict access and opportunity. • Action: Candidate evaluates and advocates to disrupt and/or dismantle social inequities in professional context.
<p>Standard 4: <i>The candidate as a community members will demonstrate a clear sense of their own identities in relationship to social justice as it pertains to local, national and/or global contexts.</i></p>	<p>Social & Cultural Diversity: <i>C. Multicultural Counseling Competencies d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's</i></p>	<ul style="list-style-type: none"> • Awareness: Candidate lacks awareness of his/her own identities (e.g., racial, gender, professional, physical) and how it relates within the community. • Acknowledgment: Candidate has a limited knowledge of how these identities relate to local national and/or global contexts. • Action: Candidate is unable to apply his/her positionality to provide access and opportunity in pursuit of social justice in their professional contexts (local, national and/or global). 	<ul style="list-style-type: none"> • Awareness: Candidate is aware of his/her own identities (e.g., racial, gender, professional, physical) and how it relates within the community. • Acknowledgment: Candidate acknowledges how their identity relate to local, national and/or global contexts. • Action: Candidate uses his/her positionality to provide access and opportunity in pursuit of social justice in their professional contexts (local, national and/or global). 	<ul style="list-style-type: none"> • Awareness: Candidate understands his/her own identities (e.g., racial, gender, professional, physical) and how it relates within the community. • Acknowledgment: Candidate acknowledges appropriate identities relevant to local, national and/or global contexts. • Action: Candidate performs appropriate identities relevant to local, national and/or global contexts.

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	<i>view of others</i>			
<p>Professionalism: The Candidate as a <i>community member seeks opportunities for and actively participates in comprehensive and sustained professional growth opportunities to enhance professional practices involving diverse populations.</i></p>	<p>Social & Cultural Diversity: <i>C. Multicultural Counseling Competencies</i></p>	<ul style="list-style-type: none"> • Awareness: Candidate has limited awareness of professional development opportunities involving diverse populations. • Acknowledgment: Candidate does not recognize a need for professional development addressing diversity. • Action: Candidate disengages from educational consultative and training opportunities to enhance their practice with diverse populations. 	<ul style="list-style-type: none"> • Awareness: Candidate is aware of professional development opportunities involving diverse populations. • Acknowledgment: Candidate acknowledges the importance of professional development addressing diversity. • Action: Candidate seeks out educational consultative and training opportunities to enhance their practice with diverse populations. 	<ul style="list-style-type: none"> • Awareness: Candidate is aware of the critical importance of professional development opportunities involving diverse populations. • Acknowledgment: Candidate understands the importance of professional development addressing diversity. • Action: Candidate actively engages in educational consultative and training opportunities to enhance their practice with diverse populations.

“Candidate” may refer to students, principal or teacher candidates, clients, advisees or mentees.

CAEP’s criteria for RUBRIC DEVELOPMENT (the idea is to look for progress)

- a. **Appropriate** – aligned with some aspect of the standards
- b. **Definable** – clear, agreed-upon meaning
- c. **Observable** – quality of performance can be perceived
- d. **Distinct from one another** – each level defines distinct levels of candidate performance
- e. **Complete** – all criteria together describes the whole of the learning outcome

A NOT APPLICABLE column will be added on the end when in LIVET TEXT.

Artifacts to include:

Action Plans, Reaction Papers, Group Presentation, Case Conceptualization, Quiz/ Test Grades

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