

Cultural Proficiency: The Continuum

Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
Seeking to eliminate the cultures of others in all aspects of the school and in relationship to the community served	Trivializing and stereotyping other cultures; seeking to make the cultures of others appear to be wrong or inferior to the dominant culture	Not noticing or acknowledging the cultures of others within the school community; treating everyone in the educational system without recognizing the needs that require differentiated interaction	Increasing awareness of what you and the school don't know about working in diverse settings; at this level of development, you and the school can move in a positive, constructive direction, or you can falter, stop, and possibly regress	Aligning your personal values and behaviors, and the school's policies and practices in a manner that is inclusive of cultures that are new or different from yours and the school's; enables healthy and productive interactions	Holding the vision that you and the school are instruments for creating a socially just democracy; interacting with your colleagues, students, families, and the community as an advocate for life-long learning to serve effectively the educational needs of all cultural groups
<i>See the difference and stomp it out.</i>	<i>See the difference and make it wrong.</i>	<i>See the difference and act like you don't.</i>	<i>See the difference and at times, respond inappropriately.</i>	<i>See the difference and value it.</i>	<i>Seek the difference and esteem it as an advocate for equity.</i>
<p>"In this class, we speak English only."</p> <p>"If we could get rid of our special needs students, our scores would improve."</p>	<p>"You know that those parents never show up to school functions."</p> <p>"Asian students come to this country and succeed. Why wouldn't the other students do so as well?"</p>	<p>"I don't see color. I just see kids."</p> <p>"Racism and discrimination don't exist anymore. I really hate it when parents use the race card."</p>	<p>"During Christmas time I have a menorah in my classroom."</p> <p>"We value all cultures. We have a night where parents bring food representing their country."</p>	<p>"A student made a derogatory remark and I used it as a teachable moment to remind students of the right thing to do."</p> <p>"The co-teach model with the push-in Special Education teacher is allowing us to have honest conversations about differentiation in the classroom."</p>	<p>"Our school's Social Justice and Equity Vertical Team is doing a great job of embedding culturally relevant lessons into our curriculum."</p> <p>"My job as an educator is not only to teach content. I also openly embrace my role as an advocate for each child and their family."</p>

Adapted from Lindsey, Robins, and Terrell (2009)

