

Cultural Proficiency Continuum

THE CULTURAL PROFICIENCY CONTINUUM: DEPICTING UNHEALTHY AND HEALTHY PRACTICES

Cultural DESTRUCTIVENESS	Cultural INCAPACITY	Cultural BLINDNESS	Cultural PRECOMPETENCE	Cultural COMPETENCE	Cultural PROFICIENCY
COMPLIANCE-BASED TOLERANCE FOR DIVERSITY			TRANSFORMATION FOR EQUITY		
<p>Cultural destructiveness: Seeking to eliminate references to the culture of “others” in all aspects of the school and in relationship with their communities.</p>	<p>Cultural incapacity: Trivializing “other” communities and seeking to make them appear to be wrong.</p>	<p>Cultural blindness: Pretending not to see or acknowledge the status and culture of marginalized communities and choosing to ignore the experiences of such groups within the school and community.</p>	<p>Cultural precompetence: Increasingly aware of what you and the school don’t know about working with marginalized communities. It is at this key level of development that you and the school can move in a positive, constructive direction, or you can vacillate, stop, and possibly regress.</p>	<p>Cultural competence: Manifesting your personal values and behaviors and the school’s policies and practices in a manner that is inclusive with marginalized cultures and communities that are new or different from you and the school.</p>	<p>Cultural proficiency: Advocating for lifelong learning in order to be increasingly effective in serving the educational needs of the cultural groups served by the school. Holding the vision that you and the school are instruments for creating a socially just democracy.</p>

SOURCE: Adapted from Terrell & Lindsey, 2009.