

Cultural Proficiency

Tools:

- Guiding Principles
- Overcoming the Barriers
- Continuum
- Essential Elements

Guiding Principles

- Culture is a predominant force in people's and schools' lives.
- People are served in varying degrees by the dominant culture.
- People have personal identities and group identities.
- Diversity within cultures is vast and significant.
- Each culture group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by culture, is the primary system of support in the education of children.
- School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a unique set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.

Unhealthy Practices

Cultural Destructiveness
Seeking to eliminate vestiges of others' cultures.

Cultural Proficiency Continuum

Cultural Blindness
Refusing or unable to acknowledge the culture of others.

Healthy Practices

Cultural Competence
Viewing one's personal and organizational work as an interactive arrangement that is inclusive of all cultures.

Cultural Incapacity

Seeking to make the culture of others appear to be wrong.

Cultural Precompetence

Being aware of what one doesn't know about working in diverse settings.

Cultural Proficiency

Commitment to lifelong learning in serving the needs of cultural groups.

Barriers

- Sense of entitlement and privilege
- Systemic Oppression
- Unawareness of need to adapt
- Resistance to change

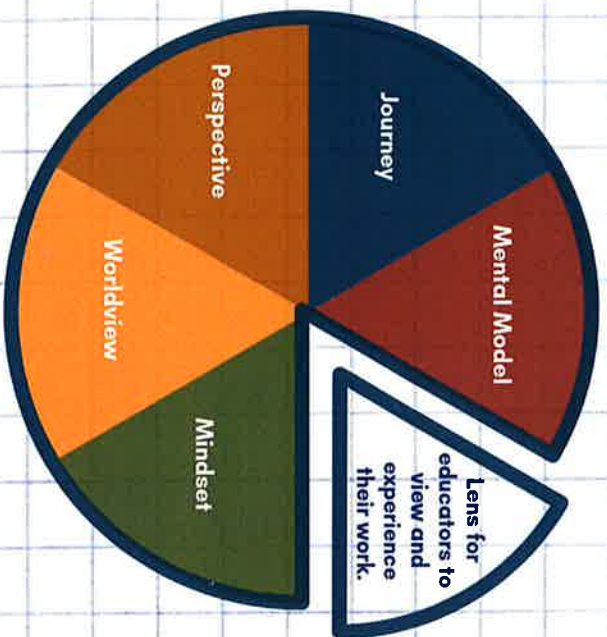
Essential Elements

- Assessing cultural knowledge
- Valuing diversity
- Adapting to diversity
- Managing the dynamics of difference
- Institutionalizing cultural knowledge

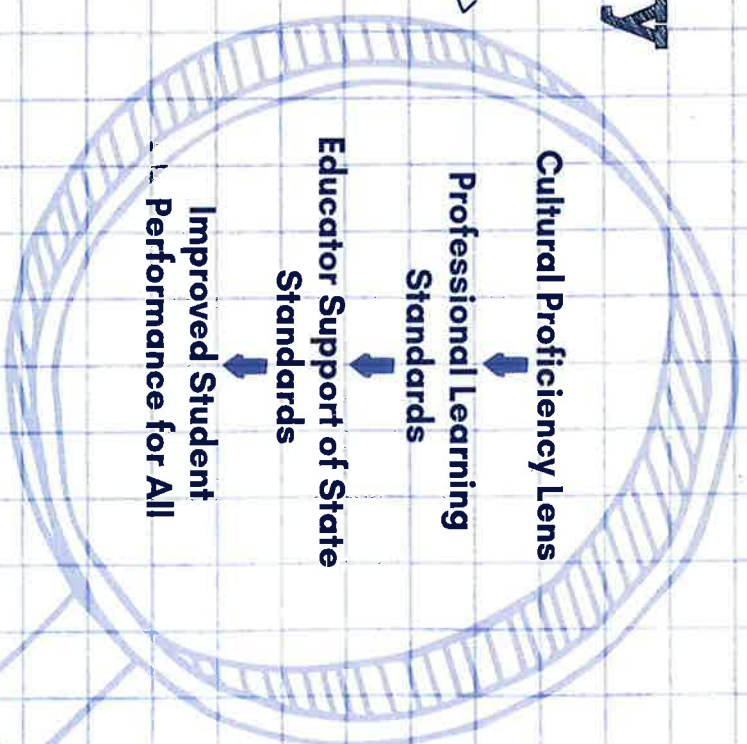


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Cultural Proficiency



- *Cultural Proficiency* is an inside-out approach for access, equity, and inclusive outcomes for all students in a socially just manner. *Cultural Proficiency* is the **lens** through which educators view their work.
- Access is the opportunity for preK - 12 students to fully participate in the high-level curricular and instruction programs of the school.
- *Equity* is fairness and justice in assessing and providing for student academic and social needs.



Key Terms

- *College AND Career Readiness* is ensuring that each high school student graduates prepared to enter college and pursue a career.
- *Communities of Practice*, *Professional Learning Communities*, and *Professional Community Learning* are formal and nonformal gatherings of educators working interdependently to shape curiosity, inquiry, analyses, action, and continuous improvement for successfully serving all students.



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