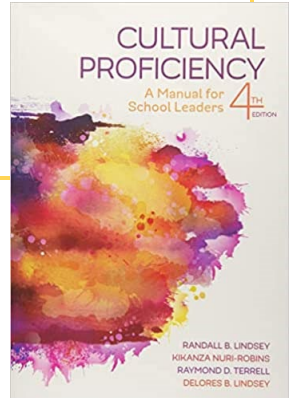


The Culturally Proficient Framework



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ISBN-13:
978-1506390543

ISBN-10:
1506390544

“Our students’ futures depend upon it: If we’re to guarantee equitable access and improved academic outcomes for our historically underserved students, then we must first confront the deeply rooted biases and practices that for far too long have limited them. That’s where *Cultural Proficiency: A Manual for School Leaders* has already benefited tens of thousands of schools’ leaders--and the students, teachers, and communities they serve.”

The Five Essential Elements of Cultural Competence

Serve as standards for personal, professional values and behavior, as well as organizational policies and practices

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

The Cultural Proficiency Continuum portrays people and organizations who possess the knowledge, skills, and moral bearing to distinguish among equitable and inequitable practices as represented by different worldviews:

Informs

Unhealthy, unproductive, and inequitable policies, practices, and behaviors

- Cultural destructiveness
- Cultural incapacity
- Cultural blindness

Differing Worldviews

Healthy, productive, and equitable policies, practices, and behaviors

- Cultural precompetence
- Cultural competence
- Cultural proficiency

Resolving the tension to do what is socially just within our diverse society leads people and organizations to view selves in terms productive and equitable.

Informs

Informs

Overcoming Barriers to Cultural Proficiency

Serve as personal, professional, and institutional impediments to moral and just service to a diverse society by:

- being resistant to change,
- being unaware of the need to adapt,
- not acknowledging systemic oppression, and
- benefiting from a sense of privilege and entitlement.

Ethical Tension

Guiding Principles of Cultural Proficiency

Provide a moral framework for conducting one’s self and organization in an ethical fashion by believing the following:

- Culture is a predominant force in society.
- People are served in varying degrees by the dominant culture.
- People have individual and group identities.
- Diversity within cultures is vast and significant.
- Each cultural group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by each 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 distinct 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.

Source: Adapted from R. B. Lindsey, Nuri-Robins, and Terrell (2009, p. 60).