CULTURAL PROFICIENCY VOCABULARY

- **Four Tools of Cultural Proficiency**
  The foundation of the Culturally Proficiency, the four tools builds foundational knowledge about the intersection of culture, history, self-awareness relative to current school and community contexts. The four tools of cultural proficiency are Barriers, the Guiding Principles, the Continuum, and the Essential Elements.

- **Barriers**
  One of the four tools of cultural proficiency, barriers are caveats that assist in overcoming resistance to change. There are four barriers that impede progress to cultural proficiency: unawareness of the need to adapt, resistance to change, systemic oppression, and a sense of privilege and entitlement.

- **Guiding Principles**
  One of the four tools of cultural proficiency, the guiding principles are the underlying values of the cultural proficiency framework. The guiding principles inform practices that move individuals and organizations along the path toward cultural proficiency. The nine guiding principles are:
  - Culture is a predominant force in people's and school's lives.
  - People are served in varying degrees by the dominant culture.
  - People have group identities and individual 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 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.

  Continuum
  One of the four tools of cultural proficiency, the continuum provides language for describing both healthy and non-productive policies, practices, and individual values and behaviors. There are six points on the cultural proficiency continuum:
  - Cultural Destructiveness – Seeking to eliminate references to the culture of 'others' in all aspects of the school and in relationship with their communities.
  - Cultural Incapacity – Trivializing historically marginalized communities and seeking to make them appear to be wrong.
  - 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.

- Cultural Pre-competence – 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 positive, constructive direction or you can vacillate, stop and possibly regress.
- Cultural Competence – Manifesting your personal values and behaviors and the school's policies and practices in a manner that is inclusive with diverse cultures and communities that are new or different from you and the school.
- Cultural Proficiency - Advocating for life-long learning for the purpose of being 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.

- **Essential Elements**
  One of the four tools of cultural proficiency, the essential elements provide behavioral standards for measuring and planning for growth toward cultural proficiency. There are five essential elements with rubrics developed for each that provide measures of critiquing curriculum, organizational behavior, and practice.

  - Assess Culture - Identify the cultural groups present in the system

  - Value Diversity - Develop an appreciation for the differences among and between groups

  - Manage the Dynamics of Difference - Learn to respond appropriately and effectively to the issues that arise in a diverse environment

  - Adapt to Diversity - Change and adopt new policies and practices that support diversity and inclusion

  - Institutionalize Cultural Knowledge - Drive the changes into the systems of the organization

- **Certified Training Associates (CTA)**
  Individuals that are engaged in phase three of the Culturally Proficient Educational Practices Implementation Plan, aimed to help schools and districts build the internal capacity necessary to continue and sustain the work of culturally proficient educational practice within their system