Managing the Dynamics of Difference
Extent to which curriculum promotes multiple perspectives

CULTURAL DESTRUCTIVENESS
Language and behavior at this point disparage, negate or purge cultures that are different from your own.

“If we could only get rid of those special education students, we would make AYP. Why do we have to celebrate Jewish holidays? Let’s just celebrate the normal ones.”

CULTURAL INCAPACITY
Viewing the core program as meeting the needs of all students. Includes lowered expectations for students not assimilated into the dominant culture.

“What do you expect from those kids? They come from parents who don’t care.”

CULTURAL BLINDNESS
Acting as if differences among cultures do not exist and/or refusing to recognize any differences.

“I don’t see color, I see human beings.”

“I don’t see color, I see human beings.”

“I don’t see color, I see human beings.”

CULTURAL PRECOMPETENCE
Seeing the difference but responding inappropriately. Providing less challenging lessons for underperforming students.

“We had a great multi-cultural festival. We do it once every year.”

CULTURAL COMPETENCE
Interacting with other cultural groups in ways that recognize and value their differences and motivates you to assess your own skills and expand your knowledge and resources.

“My new neighbors are from Mexico. I am learning Spanish as they are learning English so that we can communicate better.”

CULTURAL PROFICIENCY
Seeing diversity as a benefit. Engaging all stakeholders with other cultures to close gaps in order to achieve equitable outcomes and social justice for every cultural group.

“I have adapted my curriculum and instruction to bridge cultural gaps amongst and between students and myself.”

Source
Adapted from Culturally Proficient Inquiry: A Lens for Identifying and Examining Educational Gaps - Lindsey, Graham, Westphal and Jew 2008 and The Cultural Proficiency Journey - Moving Beyond Ethical Barriers Toward Profound School Change – Campbell Jones, Campbell Jones and Lindsey 2010