| Cultural Proficiency Continuum  
| Lindsey, Nuri, and Terrell (1999) |

| Destructiveness | The elimination of other people's cultures | "This is America, everyone should speak English"
"We didn't do anything to those people, why do we have to change"
"This is America, they should be adapting to us"
"This is reverse discrimination" |
| Incapability | Belief in the superiority of one's own culture and behavior that disempowers another's culture | "I didn't know he was gay - He doesn't look gay to me"
"She catches well for a girl"
"I can't believe my Japanese boys only scored in the 80th percentile" |
| Blindness | Acting as if the cultural differences one sees do not matter or not recognizing that there are differences among and between cultures | "When I walk into a classroom, I do not see color or ability or gender - I see only children"
"Why are we trying to fix something that's not broken?" |
| Pre-Competence | Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups  
Awareness of entitlement | "We need a Korean vice-principal to help us with the Korean students."
"We celebrate Cinco de Mayo and Martin Luther King's Birthday. What holiday can we use for Native American Indians?"
"Let's get some consultants in here to help us out." |
| Competence | Interacting with other cultural groups using the five essential elements of cultural proficiency as the standard for individual behavior and school practices:  
1. acceptance and respect for differences  
2. ongoing assessment of one's own and the organization's culture  
3. attention to the dynamics of difference  
4. continuous expansion of cultural knowledge and resources  
5. adaptation of one's values and behaviors and the organization's policies and practices | "To really understand student needs, we must disaggregate these test data."
"Let's look at the school calendar to make sure we don't schedule our potlucks during Ramadan, Ridvan, or Yom Kippur."
"We need to study our new diverse student population." |
| Proficiency | Esteeming culture; knowing how to learn about individual and organizational culture; interacting effectively in a variety of cultural environments | "I believe that conflict is natural and normal; I'm glad we are learning how to do things differently when conflict occurs."
"Our goal for examining our school policy on student grouping must be to enhance student achievement." |