
Preface to the Third Edition

This edition of *Cultural Proficiency* has provided us with the opportunity to write together again and to share with you what we are learning about cultural proficiency. We are most appreciative that Corwin continues to be supportive of our writing and advancing the notion of culturally proficient practices. The third edition incorporates our learning from two sources: (a) our work with schools, educational agencies, and organizations engaged in educating their staffs and clients and (b) colleagues, like you, who have used previous editions to deepen their own understanding of cultural proficiency in the service of their organizations.

Since the publication of the first edition in 1999, we have been pleased with three consistent responses to both previous editions of *Cultural Proficiency*. First, we have had numerous experiences with educators and community partners approaching us after having read vignettes and indicating that we must have modeled the case story on their school/community. In most instances, we had never visited their school or community. We began to see the pervasiveness and timeliness of the issues addressed in our writing. Second, we receive very supportive comments about the design and presentation of the activities. Users of the activities are appreciative that the activities support the content of the book and are leveled to take advantage of the experience of the facilitator and the readiness of the group. Third, we get very positive feedback that we have fused practical, on-site applications with the prevalent theoretical and research literature that addresses issues of oppression, education, and leadership in an integrated approach.

While we've worked hard to retain the integrity of prior editions, we've made the following improvements to this edition:

- A conceptual framework for cultural proficiency is presented in Table 4.2.
- The content and vignettes are updated and expanded.

- Several new activities are added in the Resources section at the back of the book.
- The format has been reorganized to facilitate ease of reading and use of activities.
- A matrix has been added that describes how to use other Cultural Proficiency books.

CONCEPTUAL FRAMEWORK

In ongoing discussions with our coauthors and colleagues, Franklin Campbell Jones brought to our attention that our actions imply an underlying conceptual framework to cultural proficiency that needs to be explicated. Developing the conceptual framework shaped our thinking about the book and led to the other revisions designed to make the work more relevant, accessible, and effective. The conceptual framework demonstrates the interrelationship of the tools of cultural proficiency. Chapter 4 presents and describes the conceptual framework, and Chapters 5 through 8 provide detailed descriptions of the tools of cultural proficiency.

UPDATED CONTENT AND VIGNETTES

The world has continued to change since the first and second editions were issued, and we have endeavored to keep the content and vignettes relevant and forward-looking. We pride ourselves on our continuous involvement with P–12 schools, educational agencies, and organizations engaged in educating their staffs and clients. In this edition, we continue to base the behavior of the characters in the vignettes on our experiences and use the vignettes to present issues relevant to today’s schools and agencies. The content that surrounds the vignettes reflects what we are learning about personal values and behaviors and organizational policies and practices that support being successful in our schools and agencies. In the case of the vignettes and the content of the text, care is taken to support the material with relevant academic and research citations.

NEW ACTIVITIES

We have added new activities, dropped some activities, and streamlined a few of the activities. This edition has about 25 percent new activities, some developed by us and some by colleagues (duly noted, of course). For ease of reading, all activities have been moved to the Resources section and are presented in the same sequence as the chapters they support.

REVISED FORMAT

The format of this third edition is designed to make the text easier to read. Part I provides the opportunity to develop an understanding of cultural proficiency. Part II takes you deeper into understanding the tools of cultural proficiency with historical, systemic, and personal applications. Part III recaps the case story to inspire a commitment to culturally proficient practices.

The Resources section of the book presents structured activities for you to use in your own personal learning and in professional development with colleagues. Each of the activities correlates with a chapter in the book, and each activity is rated for the expertise of the facilitator and the readiness of the group. *Caution:* Be sure to read the “Introduction to Resource Activities” prior to using the activities with colleagues: this brief essay provides tips to ensure that your experiences will be successful.

MATRIX

Much to our amazement, 10 books on cultural proficiency are now either available or in production. We use the word *amazement* deliberately, because when we began writing the first edition of this book in the early 1990s, we *never* anticipated that the work would be this well received. Obviously, we are gratified to be able to support the work of culturally proficient educators and those who aspire to exhibit culturally proficient practices.

Each of the Cultural Proficiency titles offers a distinct application of the tools of cultural proficiency, and the matrix is organized to inform you which book(s) may be appropriate for your use.

We are most appreciative to those who have contributed to the improvement of this edition of *Cultural Proficiency*. Educators in P–12 schools, colleges/universities, educational organizations, and agencies engaged in educating their staffs and clients throughout Canada and the United States have been generous in describing how they use the content and activities from this book to enrich their own learning and in professional development with colleagues. We are very grateful to Corwin for its ongoing interest in and support for our work. In particular, we are very fortunate to have the collegial guidance of Dan Alpert, our editor and advisor, and the support of Megan Bedell, our associate editor, who keep us focused and on track. The production team at Corwin is most impressive in their commitment to high standards throughout all phases of turning the manuscript into a book. Finally, we appreciate you for your interest in this book and trust that it will serve you well in your professional endeavors.

Randall B. Lindsey, *Escondido, California*
Kikanza Nuri Robins, *Los Angeles, California*
Raymond D. Terrell, *Woodlawn, Ohio*