

CLAD in STEP:
One Program's Efforts To Prepare
Teachers for Linguistic and Cultural Diversity

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The purpose of this study was to examine the extent to which the Stanford Teacher Education Program (STEP) effectively prepares new teachers to meet the needs of language minority students in California. Specifically, we studied the extent to which the program prepares students to meet the criteria of the Crosscultural Language and Academic Development (CLAD) credential, which currently authorizes teachers to teach English Language Learners (ELLs).²

Peyton and Christian (1997) estimate that in 1997, only 2.5 percent of all teachers in the U.S. who work with ELLs had an academic degree in teaching English as a second language, and only 30 percent had received any training at all for this task. Fillmore and Snow (2000) argue that "too few teachers share or know about their students' cultural and linguistic backgrounds, or understand the challenges inherent in learning to speak and read Standard English" and that "teachers lack this knowledge because most have not had well-designed professional preparation for their current challenges" (p. 3). The issue is particularly salient

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in California where one-quarter of the total school population is classified as ELL, an estimated 1.4 million students (Mora, 2000).

CLAD authorizes teachers to provide instruction to limited English proficient students in English Language Development (ELD) classes and Specially Designed Academic Instruction in English (SDAIE).³ The knowledge and skill areas of CLAD are organized into three domains: language structure and first and second language development; methods of bilingual, English language development and content instruction; and culture and cultural diversity (CCTC, 2000).

Recently, the STEP program made the decision to integrate the CLAD principles throughout its curriculum, instead of creating a separate CLAD track. As a result, STEP students earn CLAD certification upon completion of the program. Integrating the CLAD requirements into the general teacher education program offers both powerful opportunities and profound challenges, especially in a one-year program. This project focused on some of the results of that integration through a review of the syllabi of key courses, interviews with eight STEP students, and case studies of student teachers' portfolios.

Methodology

The data collection process for this study was three-fold. First, we interviewed eight of the 57 students enrolled in STEP in an effort to understand their perspective on how STEP courses addressed the three domains of CLAD. Second, we reviewed selected course syllabi to assess what the instructor intended for students to learn in terms of the CLAD domains. Finally, we reviewed student teachers' portfolios to examine the extent to which STEP students integrated coursework and student teaching experiences to respond to the needs of ELLs into specific assignments.

For the interviews, student teachers were selected based on two criteria. First, we wanted students who were preparing to teach in the different subject areas (math, science, social studies and English) in order to gain perspectives from participants in different Curriculum and Instruction courses. Second, we sought STEP students whose student-teaching classrooms were linguistically diverse. We believed that student teachers in diverse placements, because they were faced with the daily challenges of educating linguistically and culturally diverse students, would be best able to speak to the effectiveness of their STEP training in this area. Based on our criteria, the STEP director recommended students from different teaching fields in multicultural student teaching placements, and we interviewed eight who agreed to partici-

pate. Diversity in classroom placements ranged from one or two ELL students in a mainstream science class to a bilingual social studies class.

Tape recorded interviews of approximately one hour were conducted in spring and summer of 2001, using an open-ended protocol we developed specifically for this study. Our goal in developing the protocol was to explore not only what students were learning in classes and applying to their placements, but also to place this learning in the context of previous life experiences and future plans. First, we asked about teachers' backgrounds and reasons for choosing teaching and STEP. Next, we asked for specific instances in courses and student teaching in which participants were able to connect classroom learning to practice or, conversely, felt unprepared to deal with an issue of linguistic diversity. Finally, we asked participants what would excite them and concern them about teaching a large number of linguistically diverse students. Tapes were analyzed by transcribing students' comments, reviewing the transcripts for CLAD themes, and considering evidence and counter evidence of student preparation in each domain.

We identified eight courses that had a focus on language, culture, and diversity and reviewed them for evidence of goals, readings, activities, and discussions that focused on linguistically diverse populations. Using CLAD knowledge and skill areas (CCTC, 2000), we identified the specific knowledge components overtly addressed. We then analyzed the data for patterns of student learning and intended curriculum. In addition to Curriculum and Instruction (C&I) courses in science, math, English, and social studies, the courses we reviewed included *Educating for Equity and Democracy*, *The Centrality of Literacies in Teaching and Learning*, *Teaching in Heterogeneous Classrooms*, *Adolescent Development and Learning*, and *Language Policies and Practices*. (See www.stanford.edu/group/step for complete syllabi.)

In the summer of 2001, we reviewed portfolios of four of our original eight participants, looking for connections between STEP students' understandings and CLAD goals. We chose these four student teachers because their work was available electronically and therefore readily available. STEP's student portfolio is a graduation requirement designed to provide evidence of students' theoretical and practical knowledge, approaches to pedagogy, teaching skill and pedagogical philosophy. Portfolio entries include a collection of items from the academic year that demonstrate professional growth, including a statement of philosophy and professional goals, student case studies, a curriculum unit, classroom management plans, reflections on a videotaped lesson, and a summary statement.

Findings

The findings presented in this section address the extent to which the CLAD principles are effectively integrated into the STEP curriculum. This review should be considered in several larger contexts. First, it is important to acknowledge that learning how to teach linguistically diverse students, like learning to teach in general, is a developmental process that is not completed upon graduation from a teacher education program. Second, survey data from a separate study show that, in general, STEP teachers have felt reasonably well prepared for their task: Over the years from 1997-2000, 90 percent of STEP graduates reported that they felt adequately prepared to teach English language learners when they entered teaching, as compared to 50 percent of a national sample of 420 beginning teachers (Darling-Hammond, Eiler, & Marcus, this issue). Finally, most of the students we interviewed had some experience as educators before entering the STEP program, and many had experience either living or working in multicultural contexts. When asked why they decided to become teachers, the STEP students in this study discussed both their desire to serve young people and their vision of a better world. We believe that an analysis of syllabi, more detailed knowledge of student teachers' perceptions of their preparedness, and a review of portfolios provide valuable insight into the strengths and areas for improvement facing STEP's efforts to prepare future teachers for linguistic diversity.

Syllabi Review and STEP Student Interviews

Culture and Cultural Diversity. Themes of culture and cultural diversity appeared in each of the syllabi we reviewed and were topics discussed frequently in the interviews. Most student teachers we interviewed described STEP's treatment of this area as the strongest of the three domains. One described issues of culture as being "foregrounded constantly," and another called cultural diversity a "huge" part of STEP, arguing that the topic was addressed in every class.

The first three topics of the domain address the nature and content of culture and cross-cultural contact and interactions. Student teachers saw treatment of these themes as particularly strong in the Adolescent Development course, where race and culture were viewed as central to identity development. For example, one STEP student recalled looking at differences between "home culture," "school culture," and "peer culture" and related how the discussion helped her better understand the particular experiences of a struggling Filipino student in her class.

Another CLAD topic in the culture domain is “strategies for learning about diverse cultures and experiences.” Based on their comments and course syllabi, it is clear that STEP students had multiple opportunities to develop one such strategy: the case study. STEP students were required to complete an “adolescent language and literacy” case study for the Literacies class, a brief case study of an English Language Learner for practicum, and a comprehensive, quarter-long case study for the Adolescent Development course of a student who differs from the student teacher in some fundamental way (e. g., gender, ethnicity, language, personality type). Two student teachers discussed their case studies of ELLs for the Adolescent Development course, both describing how the experience opened their eyes to the complex relationship between culture, language development, adolescent development, and language as a tool of power.

Two topics in this domain focus on “providing culturally inclusive instruction” in the classroom: “classroom organization and interactions,” and “curriculum and instructional strategies.” Student teachers described the Equity and Democracy class as one in which cultural issues were first discussed, and they began to envision what equitable classrooms might actually look like. Referring to the Literacies class, one STEP student discussed how reading Lisa Delpit’s work contrasting the language of classroom expectations between home and school cultures helped her better understand some communication difficulties she was having with one of her Japanese students. Both *Teaching in Heterogeneous Classrooms and Language Policies and Practices* emphasized culturally inclusive instruction as a central theme. Interviews with student teachers and examination of syllabi indicated that there was also a consistent practice in the C&I classes of asking how culturally diverse students fit into the topics being discussed.

To summarize, it is clear that STEP strongly addresses the “Culture and Cultural Diversity” domain of CLAD, with every class including the theme to some extent. In terms of areas of improvement, the students we interviewed urged more concrete conversations around cultural issues earlier in the year, greater attention to building trust and a “common language” for discussions on culture earlier on, so that conversations are not so “stilted,” and more cultural discussions focused specifically on English language learners along with other cultural groups.

Methodology for Bilingual, ELD, and Content Instruction. Student teachers discussed ELL teaching methodology in their interviews, focusing both on the useful strategies they had learned in class and on desires for STEP to offer more methodology training for ELD. Topics in this

domain address content area instruction for ELLs, including instructional strategies, goals, and planning. In *Heterogeneous Classrooms*, student teachers attended to the needs of ELLs through role-play activities and assignments that helped them think about how to include all students in classroom discourse. The syllabus also revealed readings and class discussions on academic discourse, language acquisition strategies, and alternative assessments.

Evidence from the Curriculum and Instruction syllabi suggests that some assignments asked student teachers to consider how to adapt lessons and instruction to ELLs. While grateful for this, students from all four disciplines expressed concern about the extent to which these classes fully prepared them for working in linguistically diverse classrooms. The two social studies student teachers agreed they had received some methodology and curriculum evaluation training for ELLs in their Curriculum and Instruction course, but one described the methodology as “not a clear, concrete set of tools to approach issues.” Two student teachers felt that ELL issues were sometimes “tacked on” at the end of discussions and assignments and not as integrated into the core of the courses as they could be. The science teacher said that in her Curriculum and Instruction class, while there was an English learner component required for the unit project, students were not given any examples in class as to how to meet the language needs of diverse students. Alternatively, an English student teacher felt that she was developing useful strategies and that the course’s approach “puts into your head the idea so that you need to constantly be asking yourself, ‘what am I going to do for these kids?’”

Another topic in this domain is ESL methodology for listening, speaking, reading and writing. Student teachers observed that in the Language Practice and Policy course they had been assigned readings about theories of language acquisition and felt activities in class provided an excellent opportunity to learn about how to incorporate language development into their lessons. All expressed the feeling, however, that the spring course covered too much material in too short a time period and wished it could come earlier in their student teaching placements.

In terms of language and content area assessment, we found evidence of coverage of content assessment in several courses, but less emphasis on language assessment. There were several assignments that focused on language assessment, and student teachers were aware of the need to consider alternative assessments and to take language issues into consideration when designing and scoring assessments. However, some expressed frustration with the more sophisticated problem of diagnosing the language needs of ELLs who were struggling in mainstream classes and the challenge of identifying appropriate solutions. One student teacher

said she “didn’t know what to look for” in assessing one student’s needs: “I didn’t recognize . . . how much his problems were related to his English.”

In summary, responses reveal that student teachers felt content area instructional strategies for ELLs were addressed in several courses. On the other hand, they were concerned that not enough time was spent discussing ESL methodology. One student teacher reported that he appreciated and was practicing the strategies learned in classes, but that he felt he was not prepared as he wanted to be for working with ELL students, especially in ESL classrooms. Two other student teachers, placed in bilingual and ESL classrooms, said they were struggling to provide instruction that would enable their students to be successful in mainstream classrooms.

Language Structure and First- and Second-Language Development. Student teachers felt that, of the three CLAD areas, issues of language acquisition and development were the least well-developed in STEP. The first areas in this domain include language structure, first and second language development and language variation, and language models. Student teachers believed that the theoretical issues pertaining to language and literacy development and language structure were included in the Literacies course. However, the student teachers also shared the sentiments of one STEP student who said, “early language development and second language acquisition stuff were not oriented to how to teach or issues that kids face . . . it set the stage for how central literacy is, but didn’t arm teachers to deal with these issues.” Language structure, including morphology and syntax, was covered briefly in a summer practicum lecture, and two student teachers referred to information learned there. Another set of guest lectures in practicum covered stages of English Language Development, myths and realities of language learning and different modes of language use. Students described these types of presentations as helpful, but inadequate for converting knowledge into practice.

The second group of knowledge areas, including pedagogical, affective, cognitive and socio-cultural factors affecting first and second language development received broader coverage. Socio-cultural and political factors were particularly well-covered in most courses, and affective factors were studied in terms of adolescent development and status issues in Adolescent Development and Heterogeneous Classrooms, respectively. Two student teachers who chose ELLs for their case studies in Adolescent Development commented that it was useful to view language development in the context of adolescent development and the process of developing a sense of self within the school system.

While evidence in the syllabi indicates that most areas in the language development domain are at least touched upon, it is clear that students felt a greater emphasis is needed, a sentiment expressed by a student teacher who felt she knew too little about this domain, "I have constructed my own theories based on my experience. I wish I knew more."

Portfolios

A review of the portfolios indicates that the four STEP students selected for portfolio analysis (one English teacher, two social studies teachers, and a math teacher) felt well-prepared for teaching in general and were armed with diverse and flexible methodologies, were aware of many issues of culture and diversity, and approached their work reflectively. The four students exhibited a wide range of pedagogical and content knowledge and a focus on and dedication to meeting the academic needs of all students. In terms of CLAD preparation, we also found a wide range of understandings and levels of consideration of language development, methodology and cultural diversity. From the four case studies, we have chosen to report here on two cases because they represent examples of how student teachers with large numbers of ELLs in their placements demonstrate their understanding of the CLAD domains.

Patricia. Patricia's⁴ portfolio demonstrated her excellent preparation to be an effective mainstream English teacher who focuses on individual students' needs, a mission to help under-prepared students, and efforts in grappling with specific issues unique to second language learners in her English language development course. Grounded in a love of literature gained as an English major in college, she is also firmly committed to fostering other kinds of literacy in her students. "I teach English because I believe that the abilities to communicate well and to interpret messages . . . critically can help students." She states that "advancing the standing of low-status students is one of my chief motivations in becoming a teacher."

Patricia's portfolio contains evidence of dealing with specific CLAD knowledge and skill areas, especially because one of her student teaching classes was an ELD class. An awareness of "language structure and first- and second-language development" is evident in Patricia's summary reflection. She hints at language development when she writes in her portfolio about her desire to take the cultural histories and multiple intelligences of ELLs into account, work on fundamental reading and writing skill development, and include the language of the academy in her lessons. Ultimately, her goal is to become more effective

at modeling for students how to read longer texts, including summarizing and reading for the main idea, and how to write expository texts. Patricia's portfolio indicates she has learned important language development lessons as a student teacher on the job.

In her curriculum case, Patricia describes a lesson born out of her frustration that standardized tests were holding back many of her most fluent students from more challenging courses. She isolated one reason as students' difficulty in mastering the "formal, decontextualized logic" of standardized tests. In her analysis of her lesson, it is clear that Patricia learned about CLAD topics such as "goals and planning," "instructional strategies and delivery," "literacy," and "grouping strategies and the use of L1 and L2."

Patricia's portfolio is also strong in demonstrating an awareness of "culture and cultural diversity." Her adolescent case study explores the experiences of a third generation Mexican American student in honors English who was experiencing a wide range of academic and discipline problems. A theme of Patricia's analysis is crossing "cultural boundaries," whether they be between home neighborhood and the magnet school he is bussed to, between his own friends and his peers in the honors class he is enrolled in, or between him and his teachers. Similarly, Patricia's parent involvement plan is based on an understanding of the often-present discrepancy between home and school environments. While Patricia was obviously strong in this area to begin with and had a student teaching placement that helped her develop her awareness, there is evidence, including the depth of her analyses and the rich theoretical work on which she bases it, that STEP classes have directly helped develop her thinking in this area.

Angela. Like Patricia, Angela came to STEP eager to tackle issues of educational equity. In her portfolio, she discusses how her previous studies in international relations and an internship and service work in Mexico positioned her to see education as economically, socially, and personally empowering. Angela student taught in both a mainstream and a bilingual world history class, and the experiences with her bilingual class dominate her portfolio.

Angela describes her bilingual class as providing a "wonderful exercise in prioritizing content material, academic skills, and English language acquisition in my teaching on both a daily and a long-term basis." She returns often to what she comes to understand as a triangle connecting the development of three areas: content, skills, and language. As she weighs the value of checking students' understanding either orally or in writing, she concludes, "it is a delicate balance between

making sure that they are learning the material as well as getting practice in writing because they will need to have the ability to do both.”

Angela’s World War I unit plan offers a glimpse into the unique challenges faced and into evidence of CLAD’s first two domains: “language structure and first- and second-language development” and “methodology of bilingual, English language development, and content instruction.” Her analysis of the unit demonstrates she has used many strategies effective for language minority students: explicit instructions and expectations, informal assessment of students’ prior knowledge, appropriate scaffolding, and a balance of direct instruction and groupwork. However, the portfolio did not reveal whether Angela attended to language learning goals specifically, and there were no explicit language objectives included in her unit plan.

In terms of “culture and cultural diversity,” Angela’s portfolio demonstrates that she has thought and read deeply about the topic. Her adolescent case study explores and is grounded by course readings; Angela explores the theme of cultural and psychological “border crossings” as her focal student makes several transitions: from Guatemala to the United States, from work as a rancher to construction work, and from childhood to adulthood. In her section on parent communication, Angela is likewise sensitive about the cultural gaps between families and schools, as she describes efforts to bridge this gap such as a special ELD parent meeting to provide translators for the regular portion of back-to-school night.

In order to meet the challenges of teaching a bilingual world history class, Angela’s portfolio reveals skills as a reflective teacher, a concern with meeting the needs of individual students, and a deep understanding of cultural issues involved in teaching heterogeneous groups of students, all strengths of STEP preparation we have found elsewhere in this study. In analyzing these two portfolios, we observed connections students made between their coursework and fieldwork. What is impossible to judge are the knowledge and skill areas that student teachers did not include in their portfolios. We noticed that students explicitly grounded their practical understandings in theory more when addressing issues of cultural diversity than they did when discussing issues involving language learning and teaching. Because the requirements of the portfolio did not explicitly request students to reflect on how language issues related to other areas of their teaching, we cannot assess the extent to which students have developed theoretical understandings of language development and instruction.

Discussion

The results of student interviews, syllabi review, and the portfolio analysis reflect the difficult balance of integration and specificity needed to infuse the CLAD components into a 12-month teacher education program. It is clear that teachers in this study felt well prepared for teaching in general, were armed with diverse and flexible methodologies, were aware of many issues of culture and diversity, and approach their work reflectively. The students demonstrated an understanding that culture and diversity profoundly affect the experiences and relationships among students and teachers in schools and that they had read widely and deeply on subject.

The student teachers we interviewed also appreciated STEP's philosophical approach to providing equitable education for all students. They made specific links between STEP courses and classroom practice, and some were excited about the possibility of working with ELL students in the future. One student teacher, for example, expressed this perspective:

I would be excited [to teach an ELL class] because . . . the things I've learned this year are . . . the techniques and how do you teach to a class with a broad range of backgrounds, whether it be linguistic or otherwise. I think STEP does a good job of building that in as a core value of what they're doing.

This same student, however, also said that it was direct experience working with ELLs that made him realize how much he still had to learn and made him wish he had additional preparation. Other student teachers also felt that some specific areas could be addressed to enable STEP graduates to approach linguistically diverse teaching placements with greater confidence and ability. While there is evidence of teachers grappling to integrate language objectives into their lessons, there is less evidence of systematic understanding of language development or theories of first or second language learning. Students' concerns about their ability to effectively meet the needs of ELL students in classes targeted specifically to those students were exemplified by the following student's comments:

. . . I'm going to graduate with this CLAD certification, therefore I should be able to teach in an ESL or ELL class. Would I accept teaching in an ELL class? No, because I'm not prepared. They try to touch on it enough, but I just feel that ELLs are such an important cause. It's so important to be able to really have thorough instruction . . .

This desire to be more prepared for linguistically diverse students reflects several possible forces at work. First, it represents a common developmental pattern of teacher education candidates, as they progres-

sively realize how much they still have to learn about the complexities of meeting individual students' needs. It also demonstrates the dual benefits of STEP's curriculum, which orients students for issues of diversity, and its fieldwork opportunities, which challenge them to confront their own needs as teachers in multilingual settings. Finally, it points to the need for STEP to continue to improve its preparation of teachers to be more confident in their ability to address linguistic diversity.

Conclusion

Evidence outlined above from our small sample points to a program striving to integrate issues of cultural and linguistic diversity into an already demanding and rigorous one-year teacher education curriculum. By making the decision to include CLAD among the requirements for all future teachers rather than as a separate track, it is clear that the STEP program has provided a strong foundation on which to build the improvements necessary to prepare a teaching force ready to serve diverse students. It is also clear that the program faces major challenges in doing so. STEP has been eager to address the issues raised by our original report. In recent months, STEP has initiated faculty discussion around language development, hired a full-time CLAD advisor to work directly with STEP students, revised the curriculum of at least one course, added an elective in ESL methodology for those who want to have more preparation to work as ESL teachers, and is developing a new "language policy." Our hope is that the research reported here not only informs the efforts of the Stanford Teacher Education Program, but may also contribute to the work of teacher educators elsewhere who are also attempting to prepare *all* teachers to effectively meet the needs of *all* students.

Notes

¹ This paper represents equal contributions from both authors; the names are listed alphabetically.

² It is not our intention here to evaluate the content or quality of the CLAD principles or guidelines themselves, except to say that CLAD has been recognized since its inception as a model of effective preparation for teachers of linguistically diverse students (August & Hakuta, 1997; Gonzales & Darling-Hammond, 1997; Mora, 2000). Recently, the California legislature passed Senate Bill 2042 which will eliminate the CLAD certification and incorporate its principles into a new standard designed to ensure that *all* teacher education candidates are prepared to meet the needs of linguistically diverse students. As part of this new policy, candidates wishing to teach in ELD or SDAIE classrooms will be required to obtain a special certification.

³ STEP does not offer preparation for the Bilingual Crosscultural Language and Academic Development Certificate (B-CLAD), required by the state of California to deliver “instruction for primary-language development and content instruction delivered in the primary language” (CCTC, 2000). Individual STEP students may pursue the BCLAD through the state BCLAD examination process.

⁴ Student names are pseudonyms.

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