CLAD™/BCLAD™: California Reforms in the Preparation and Credentialing of Teachers for a Linguistically and Culturally Diverse Student Population

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The California Commission on Teacher Credentialing, with guidance from its Bilingual Crosscultural Advisory Panel and others, has developed a new system for the preparation and credentialing of teachers for the state’s linguistically and culturally diverse student population. The new system includes reforms in teacher preparation programs and coursework, in teacher credentialing examinations, and in the credentials or certificates that authorize the teaching of limited-English-proficient (LEP) students. This initiative by the Commission is based on the assumption that teachers of LEP students need specialized skills and knowledge. The increasing number and diversity of LEP students in California and limitations in the earlier policies related to the preparation and credentialing of teachers for LEP students created the need for reform. This paper will describe the California Commission on Teacher Credentialing, the population of LEP students in California, and the new system for the preparation and credentialing of teachers for LEP students.
The California Commission on Teacher Credentialing

The California Commission on Teacher Credentialing, created in 1970, is an agency in the executive branch of the California state government. A primary purpose of the agency is to develop and implement standards for the professional preparation and credentialing of teachers and other educators in the state. The Commission establishes policy for the approval of university and college teacher preparation programs. It licenses approximately 150,000 teachers and other educators each year, the majority of whom are prepared in California universities and colleges.

The Commission is composed of fifteen voting members and four nonvoting members. The voting members include a representative of the state superintendent of schools and fourteen members appointed by the governor. These include six teachers, one school administrator, one school board member, one school counselor or services credential holder, one teacher in higher education, and four public members. The four nonvoting members include representatives from the University of California, the California State University, the Association of Independent Colleges and Universities, and the California Post-secondary Education Commission.

During the past six years, the Commission has developed program standards for the preparation of professional educators in all credential areas, and test specifications in those areas where there are tests as alternatives to programs. In doing so, the Commission has continued its practice of appointing advisory panels consisting of experts from colleges, universities, and public schools. These advisory panels work with Commission staff to develop program standards, test specifications, and other related policies and materials, and recommend them to the Commission for adoption.

The Commission has developed policies to ensure appropriate representation on its advisory panels. When an advisory panel is established to address issues that potentially affect diverse constituencies, its membership reflects the diversity of the
affected constituencies. Appointments to advisory panels also reflect, to the extent feasible, the ethnic and cultural diversity of the California public schools. In addition, when a panel is appointed to examine a problem that is particularly technical or specialized, some of the panel members are appointed for their technical or specialized expertise without regard for other characteristics. The Commission's advisory panels have contributed significantly to the agency's policymaking initiatives.

**Limited-English-Proficient Students in California**

In the spring of 1995, there were over 1.26 million LEP students in California in grades K–12. Of the 20 school districts in the United States with the largest numbers of LEP students in 1993–94, 12 were in California. In that year, the Los Angeles Unified School District, with over 290,000 LEP students, had more LEP students than any other district in the country ("LA & NYC Have Largest LEP #s," 1995).

The number of LEP students in California has increased every year since 1977. From 1985 to 1995, the LEP student population increased 141%. In 1987, LEP students accounted for 14% of total K–12 enrollment; in 1994, LEP students made up almost 24% of total enrollment.

The majority of California's LEP students, 78%, speak Spanish. In addition, over 270,000 LEP students speak one or more of over 90 other languages. In 1994, there were 25 languages each spoken by at least 1,000 LEP students, and 8 languages were each spoken by over 15,000 LEP students. These 8 languages, in order of student population, were Spanish (990,801), Vietnamese (48,907), Hmong (30,345), Cantonese (23,954), Filipino/Tagalog (21,765), Khmer (21,028), Korean (15,879), and Armenian (15,106). Among languages with more than

* Unless otherwise noted, the data presented in this section are from Language Census Reports distributed by the Educational Demographics Unit, Program Evaluation and Research Unit, California Department of Education.
1,000 speakers in 1994, the fastest growing and their percent increase since 1991 have been Russian (106%), Punjabi (83%), Urdu (55%), Ilocano (50%), and Hmong (44%). According to the Census Bureau, 32% of California’s population spoke a language other than English at home in 1990, compared with 14% of all U.S. residents (Green, 1993).

The CLAD™/BCLAD™ System for the Preparation and Credentialing of Teachers for LEP Students

The new system for the preparation and credentialing of teachers for LEP students, known as the CLAD™/BCLAD™ system, is presented graphically in Figure 1 on the next page. The new system includes the following elements:

• CLAD/BCLAD Emphasis Teaching Credentials,
• CLAD/BCLAD Certificates,
• CLAD/BCLAD Examinations, and
• CLAD/BCLAD Specialist Credentials.

The CLAD and BCLAD Emphasis Teaching Credentials and Certificates are all based on the same domains of knowledge and skills. A description of these domains is below. This is followed by descriptions of the CLAD/BCLAD Examinations, alternative ways to earn CLAD and BCLAD Emphasis Teaching Credentials and Certificates, the instructional services authorized by CLAD and BCLAD Emphasis Credentials and Certificates, and the CLAD and BCLAD Specialist Credentials.

* CLAD is an acronym for "Crosscultural, Language and Academic Development." BCLAD is an acronym for "Bilingual, Crosscultural, Language and Academic Development."
FIGURE 1
The CLAD/BCLAD System for the Preparation and Credentialing of Teachers for Limited-English-Proficient Students

CLAD and BCLAD Emphasis Credentials and Certificates

The CLAD/BCLAD Domains of Knowledge and Skills
1. Language Structure and First- and Second-Language Development
2. Methodology of Bilingual, English Language Development, and Content Instruction
3. Culture and Cultural Diversity
4. Methodology for Primary-Language Instruction
5. The Culture of Emphasis
6. The Language of Emphasis

CLAD (Domains 1–3 and experience learning a second language)
Prospective teachers: Emphasis Program (Emphasis Credential)
Credentialed teachers: College Coursework or Examinations 1–3 (Certificate)

BCLAD (Domains 1–6)
Prospective teachers: Emphasis Program (Emphasis Credential)
Credentialed teachers: Examinations 1–6 or CLAD & Exams 4–6 (Certificate)

CLAD and BCLAD Specialist Credentials
Available through CLAD/BCLAD Specialist Credential Programs
Prerequisite: CLAD or BCLAD authorization or the equivalent
Program focuses on:
(1) Assessment and evaluation of students
(2) Program development and evaluation
(3) Staff development
(4) Curriculum development
(5) Parents, school, and community
(6) Research
The CLAD/BCLAD Domains of Knowledge and Skills

The top box in Figure 1 lists the domains of knowledge and skills that are the foundation for all of the elements in the new CLAD/BCLAD system. Each is described below.

Domain 1: Language Structure and First- and Second-Language Development. Domain 1 includes two primary areas. The first is language structure and use, including universals and differences among languages and the structure of English. The second area includes theories and models of language development as well as psychological, sociocultural, political, and pedagogical factors affecting first- and second-language development.

Domain 2: Methodology of Bilingual, English Language Development, and Content Instruction. Three areas are included in Domain 2. The first covers theories and methods of bilingual education, at a level needed by all teachers of LEP students (not just bilingual teachers). This first area includes the foundations of bilingual education, program models, and instructional strategies. The second area covers theories and methods for instruction in and through English, including approaches with a focus on English language development, approaches with a focus on content area instruction, and working with paraprofessionals. The third area in this domain consists of the knowledge and skills needed to appropriately assess students’ language abilities and subject-matter achievement.

Domain 3: Culture and Cultural Diversity. Domain 3 includes three areas. The first area, culture and cultural interactions, includes the nature of culture (e.g., definitions of culture, intragroup and intergroup differences), the content of culture (e.g., values and beliefs, roles and status), and crosscultural contact and interactions (e.g., acculturation, pluralism, prejudice). The second area, cultural diversity in the United States and California, includes historical perspectives and historical and contemporary demography, migration, and immigration. The third area includes issues related to the provision of culturally responsive instruction, such as classroom organization and interactions, curriculum, instructional strategies, and the roles of
families and community resources. This domain does not focus on any specific cultural group but on culture in general and its role in education.

**Domain 4: Methodology for Primary-Language Instruction.** Domain 4 also includes three areas. The first is instructional delivery in a bilingual classroom. This area includes topics such as organizational and instructional strategies for teaching content in English and in the students' primary language, teaching language arts, transferring language and literacy skills, and providing primary-language support. The second area deals with language and content-area assessment in a student's primary language. The third area focuses on the evaluation and use of primary-language materials for instruction and assessment. It includes criteria for selection and strategies for augmenting existing resources.

**Domain 5: The Culture of Emphasis.** Domain 5 consists of knowledge and skills related to the culture associated with a bilingual teacher’s language of emphasis and is divided into two areas. The first area includes the origins and characteristics of the culture of emphasis; that is, the commonalities of the culture of emphasis in its home country or countries. Topics include major historical periods and events, values and beliefs, communication systems, demographics, family structure, and the arts. The second area includes the experiences of the people of the culture of emphasis in both the United States in general and California specifically. This area includes topics such as major historical periods and events, demography, migration and immigration, cultural contributions, and intragroup and intergroup relations.

**Domain 6: The Language of Emphasis.** Domain 6 includes proficiency in the language in which the teacher wishes to be authorized to provide primary-language instruction (the language of emphasis). Proficiency is expected in the language of emphasis in the areas of speaking, listening, reading, and writing.

These six domains of knowledge and skills are the heart of the new CLAD/BCLAD system. The requirements for the CLAD and BCLAD Emphasis Teaching Credentials and Certificates are
based on these domains, and a CLAD or a BCLAD Emphasis Credential or Certificate (or the equivalent) is a prerequisite for the CLAD or BCLAD Specialist Credential.

Teachers can earn CLAD and BCLAD Certificates by passing examinations. These examinations, known as the CLAD/BCLAD Examinations, are described below. They are based on the six domains of knowledge and skills just described.

The CLAD/BCLAD Examinations

The CLAD/BCLAD Examinations, which already credentialed teachers can take to earn CLAD and BCLAD Certificates, consist of six tests, one for each of the domains of knowledge and skills on which the CLAD/BCLAD system is based. For example, CLAD/BCLAD Test 1 covers the knowledge and skills in Domain 1, Test 2 covers those in Domain 2, etc. For each test, the Commission has adopted a set of knowledge and skill areas to be assessed. In addition, detailed content outlines for Tests 1–5 and detailed information about the format and content of Test 6 are available in study guides. These materials are a valuable source of information to both (a) prospective examinees, who can use them in preparing for the exams, and (b) teacher trainers in school districts, county offices of education, colleges, and universities, who can use them to design training programs. The CLAD/BCLAD Examinations are administered by National Evaluation Systems, Inc., under contract with the California Commission on Teacher Credentialing.

Tests 1, 4, and 5 consist entirely of multiple-choice items. Tests 2 and 3 each have multiple-choice items and an essay assignment. Tests 1–4 are in English and appropriate for all prospective CLAD/BCLAD teachers regardless of their language(s) of emphasis. Test 5 is also in English, but there are multiple Test 5s, each focusing on a different culture of emphasis. Currently, Test 5s are available for Armenian, Chinese, Filipino, Hmong, Khmer, Korean, Punjabi, Latino, and Vietnamese.
Test 6, assessing proficiency in the language of emphasis, has separate components for listening, speaking, reading, and writing. There are multiple Test 6s, each focusing on a different language. Each includes the following:

- multiple-choice comprehension questions based on oral language samples presented via audiotape,
- multiple-choice comprehension questions based on written passages,
- speaking assignments to which examinees are to respond orally on audiotape,
- passages to be read aloud on audiotape,
- a writing assignment to which examinees are to respond in writing, and
- a passage in English to be translated into the language of emphasis.

Currently, Test 6s are available for Armenian, Cantonese, Filipino, Hmong, Khmer, Korean, Mandarin, Punjabi, Spanish, and Vietnamese.

Alternative Ways to Earn CLAD and BCLAD Emphasis Teaching Credentials and Certificates

The requirements for a CLAD Emphasis Credential and Certificate are summarized in Figure 1 (page 55) in the left middle box. They include the knowledge and skills in Domains 1 through 3 and experience learning a second language. A prospective teacher (i.e., an individual who does not yet hold a teaching credential) can earn a Multiple Subject (elementary) or Single Subject (secondary) Teaching Credential with a CLAD Emphasis by completing a Commission-approved teacher preparation program at a college or university. An already credentialed teacher can earn a CLAD Certificate either through college coursework or through examinations.

The college coursework route to a CLAD Certificate requires completion of 12 upper-division semester units at a regionally accredited college or university in courses that cover Domains 1 through 3. In addition, verification of experience learning a
second language is also required. The purpose of this requirement is not fluency, but an experiential understanding of the process of second-language development and an empathy for students who are learning English. The basic second-language requirement consists of six semester units of coursework in a language other than English at a college or university. There are 12 other options for satisfying this requirement, however. Some of the options were created to allow a bilingual person or a person for whom English is the second language to meet the requirement without having to complete six units of college coursework.

The examination route to a CLAD Certificate requires passage of the CLAD/BCLAD Tests 1, 2, and 3. Verification of experience learning a second language is also required as described above.

The requirements for a BCLAD Emphasis Credential and Certificate are summarized in Figure 1 (page 55) in the right middle box. They include the knowledge and skills in Domains 1 through 6. A prospective teacher can earn a Multiple or Single Subject Teaching Credential with a BCLAD Emphasis by completing a Commission-approved teacher preparation program at a college or university. An already credentialed teacher can earn a BCLAD Certificate entirely through examinations (by passing CLAD/BCLAD Tests 1–6) or through a combination of coursework and examinations (by earning either a CLAD Emphasis Credential or a CLAD Certificate through college coursework, and then passing CLAD/BCLAD Tests 4–6).
Instructional Services Authorized by CLAD and BCLAD Emphasis Teaching Credentials and Certificates

Figure 2 below shows the types of instructional services to LEP students authorized by CLAD and BCLAD Emphasis Teaching Credentials and Certificates. Four types of instructional services are involved. Each is defined following Figure 2.

### FIGURE 2

Types of Instruction to Limited-English-Proficient Students Authorized by the CLAD and BCLAD Emphasis Credentials and Certificates

<table>
<thead>
<tr>
<th>Credential or Certificate</th>
<th>Type of Instruction</th>
<th>Instruction for Primary-Language Development and Content Instruction Delivered in the Primary Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction for English Language Development¹</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Specially Designed Academic Instruction Delivered in English²</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1 Preschool, K–12, and adults, with some exceptions.

2 In subjects and grade levels authorized by the prerequisite teaching credential or permit.

3 Content instruction delivered in the primary language in subjects and grade levels authorized by the prerequisite credential or permit. Instruction for primary-language development at preschool, K–12, and adults, with some exceptions.

*Instruction for English language development* (ELD) means instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as "English as a second language" (ESL) or "teaching English to speakers of other languages" (TESOL).
Specially designed academic instruction delivered in English (SDAIE) means instruction in a subject area, delivered in English, that is specially designed to provide limited-English-proficient students with access to grade-level curriculum.

Instruction for primary-language development means instruction designed for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in their primary language.

Content instruction delivered in the primary language means instruction for limited-English-proficient students in a subject area delivered in the students’ primary language.

The CLAD and BCLAD Specialist Credentials

The final element in the CLAD/BCLAD system is the CLAD and BCLAD Specialist Credentials. (See the bottom box in Figure 1 on page 55.) These credentials require the equivalent of one year of full-time study beyond the basic teaching credential at a Commission-approved professional preparation program at a college or university. A CLAD or BCLAD Emphasis Credential or Certificate (or an equivalent authorization) is a prerequisite. The specialist programs build on the six CLAD/BCLAD domains of knowledge and skills that are the basis of the emphasis credential programs and exams. Each specialist program focuses on the following six areas:

- assessment and evaluation of students;
- program development and evaluation;
- staff development;
- curriculum development;
- parents, school, and community; and
- research.

Holders of the CLAD or BCLAD Specialist Credential are prepared to work with mainstream teachers, teachers of LEP students, other school and district staff, and parents and community members to design, implement, and evaluate effective programs for LEP students.
References