



The Crosscultural, Language, and Academic Development Handbook: A Complete K—12 Reference Guide. 2nd edition. Lynne T. Díaz-Rico and Kathryn Z. Weed. Boston: Allyn and Bacon, 2002. 350 pp.

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Most educators would agree a one-size-fits-all model of education is not only inappropriate, but unethical given the diversity of our nation and dramatic educational policies such as "No Child Left Behind." Along with a solid base of content and pedagogical knowledge, teachers will need a strong foundation in cultural awareness and language acquisition in order to accommodate the needs of our culturally and linguistically diverse student body. Díaz-Rico and Weed have taken on the formidable task of creating *The CLAD Handbook: A Complete K-12 Reference Guide* and have done a remarkable job of bringing together numerous theories and resources to promote cultural awareness, language development, and academic progress.

The book is divided into four parts. Part One offers insights from research, with a special focus on psychological and sociological factors impacting language acquisition and development. Part Two surveys English Language Development (ELD) methods and models of schooling for language instruction and academic development. Part Three gives the reader a broad look at culture and the schooling of diverse students, including a historical account of how cultural diversity has been treated in the United States. Part Four examines language policies and specific program models for English learners.

Strengths. Certainly the strength of this book is the comprehensive coverage of factors influencing language acquisition and development, culture, and academic achievement—and the relationship among these issues. Each chapter is filled with well-grounded, research-based teaching strategies. Chapters 4 (ELD), 5 (Content Area Instruction), 7 (Language and Content Area Assessment) and 10 (Manifestations of Culture) provide teachers with some very specific strategies and resources for supporting culturally and linguistically diverse students. As a teacher educator and someone who works with practicing classroom teachers on a daily basis, I found the resources and references within these chapters to be most helpful (although sometimes difficult to locate in the text).

Weaknesses. In my own personal life, I have discovered that my greatest strength can also become my worst enemy (e.g., striving for perfection; organization). I found this



to be the case as well with *The CLAD Handbook*. While comprehensiveness is certainly a strength, the book reads like most other textbooks on culture and language. The authors clearly demonstrate a genuine desire to develop deep understandings of, and sensitivity to, issues regarding language development and culture in teachers. However, its very comprehensiveness makes using it as a resource guide difficult, if not impossible. Practicing teachers will not find this to be a "handbook" that is "conveniently carried as a ready reference" (Webster's Dictionary, 1993).

Evaluation and Overall Contribution. This book will be more useful as a text to accompany a CLAD course than as a handbook or reference guide that teachers will simply pick up and use on a daily basis. In California (and other states) where CLAD is an integral part of teacher certification, teacher educators and school administrators will find the book to be extremely helpful because of its comprehensive coverage of theories, research, strategies, and resources. However, if Díaz-Rico and Weed hoped to have created an easy, convenient handbook and reference guide for K-12 teachers, they may want to rethink the overall layout and structure of this textbook.

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