

Wisconsin Seal of Biliteracy

Tanya Morin
Pam Delfosse

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Slides and recording saved [here](#)



WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Your Presenters



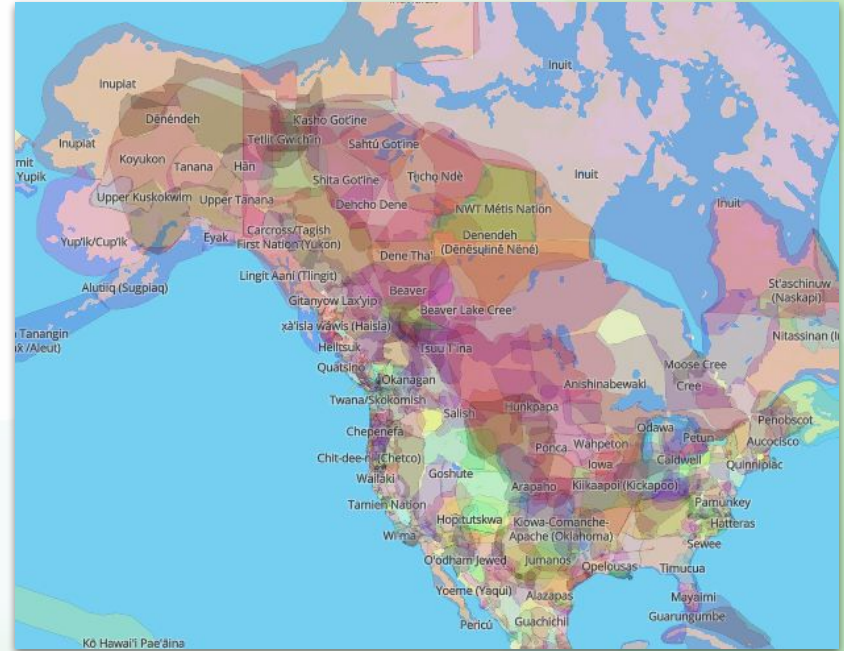
Tanya Morin
Dual Language & Bilingual Education



Pam Delfosse
World Language & Global Education

Land Acknowledgement

We wish to acknowledge and honor the linguistic and cultural heritage, and inherent sovereignty, of the American Indian Nations for whom these lands are home.



<https://native-land.ca/>

Webinar Goals

1. **Raise awareness of the Seal of Biliteracy and its value**
2. **Promote equity in access to the Seal**
3. **Increase district participation in the program**
4. **Support program design and implementation**



What does biliteracy mean to you?

In the chat, share what the term “biliteracy” means to you.



Working Definition

Bilingualism:

Listening and speaking (or signing) skills in two languages

Biliteracy:

Reading and writing skills in two languages

Sociocultural/Intercultural Competence:

Linguistically and culturally appropriate interactions

The Seal of Biliteracy recognizes three dimensions of “literacy” representing the ability to interpret, construct, and communicate meaning across languages and cultures.

Language Matters

"Quién habla dos idiomas
vale por dos" (*One who speaks
two languages is worth two*)

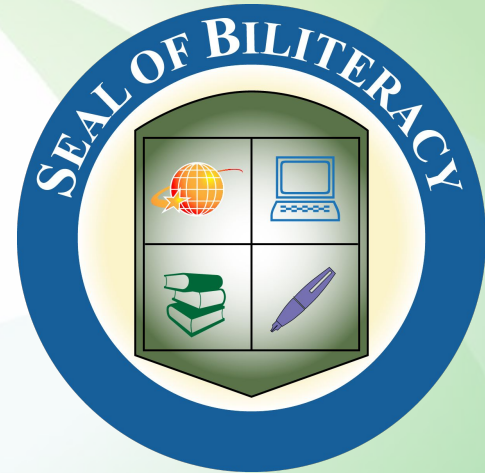
- Spanish proverb

[Video: Is Bilingualism a Superpower?](#)



What is the Seal of Biliteracy?

- State-level student credential
- Administered by LEAs
- Recognizes graduating high school students who have evidenced proficiency in English & one more or more additional languages
- Raises awareness of benefits of biliteracy & biculturalism
- Elevates status of language learning in K-12 schools



[Seal of Biliteracy](#)

Components of Seal of Biliteracy Program



English

Proficiency in English across all four skill domains (listening, speaking, reading, and writing)



Partner Language

Proficiency in a partner language (e.g. Spanish, Hmong, Ojibwe, Mandarin) in all four skill domains



Sociocultural Competence

Intercultural communication English and a partner language in socioculturally competent ways

Advances Equity

- Improves access to the benefits of bilingualism
- Honors, develops & recognizes linguistic assets of multilingual learners
- Reawakens linguistic & cultural identities of American Indian & other heritage language speakers



National Context

- **State Seals of Biliteracy programs in 49 states**
- **1st Seal of Biliteracy program adopted in CA (2011)**
- **Wisconsin Seal of Biliteracy program (2015)**
 - WI DPI policy versus state government policy
 - To become an industry-recognized credential (2023-2024)
- **Required proficiency level varies by state**
- **Annual effort to enact a national Seal of Biliteracy program**
 - Biliteracy Education Seal and Teaching (BEST) Act
- **Growing awareness, participation, and value**

Seal of Biliteracy Data

Year of Implementation	Number of Seals Awarded	Number of Languages	Number of Districts with Recipients
2015 - 2021	No state-level data collection	No state-level data collection	No state-level data collection
2020-2021	186	10	8
2021-2022	292 (2,161 MN)	17	14
2020 National Seal of Biliteracy Report (2018-2019 Data)	108,199 (48,311 in CA) (118 students qualified in 3 languages in IL @IM +)	119 LOTE (69 in WA) (25 IL, 21 MN)	?

Criteria

1. **Intermediate High, or better, proficiency in LOTE**
 - Formal assessment (ACTFL proficiency scale)
2. **Equivalent, or higher, English language proficiency**
 - ACCESS, ACT, or ACTFL proficiency scale-based language assessment
3. **Demonstration of sociocultural competence (District-defined and DPI-approved)**
 - Ability to understand, communicate with, and effectively interact with people across languages, cultures, and contexts



Common Assessments

AAPPL [Assessment of Performance toward Proficiency \(ACTFL\)](#)

STAMP [Avant Standards-based Measurement of Proficiency \(STAMP\)](#)

OPI/WPT for SBL Assessments [Language Testing International \(ACTFL\)](#)

Advanced Placement (AP) exams

International Baccalaureate (IB) exams

[ALTA Assessments](#) for LCTLs

Latin ([STAMP](#), [ALIRA](#))

ASL ([STAMP](#), [ASLPI](#), [SLPI](#))

LCTL Assessments

- Assessment and training agreement with Minnesota Dept of Education
- Community Partners
- Indigenous Language Educators

[Test Finder](#)



Delivering on the Promise of Proficiency



Pathways to proficiency

- ❖ Proficiency literacy for administrators, teachers and students
- ❖ Proficiency-based programs, courses, and learning experiences

[Program Performance Benchmarks](#)

- ❖ Progress Monitoring

Reflection & Guiding Questions

Reflect on your district's current dual language and/or world language programs?

- **Who has access and is succeeding?**
- **Who is not participating or struggling?**
- **What actions would improve program and student success?**



Student Recognition

- **Digital DPI certificate signed by State Superintendent**
- **Other possible forms of recognition:**
 - **SBL printed on transcripts**
 - **Student pins or medals**
 - **Graduation cords**
 - **Senior awards**



School-Based Pathways

One- and two-way dual language programs

Bilingual programs

ESL programs

Heritage and American Indian language programs

World language programs



[EL Language Instruction Educational Program \(LIEP\) Crosswalk](#)

[World Language Program Models](#)

Out-of-School Pathways

Home-based language learning

Community-based language programs

Online learning

Independent study

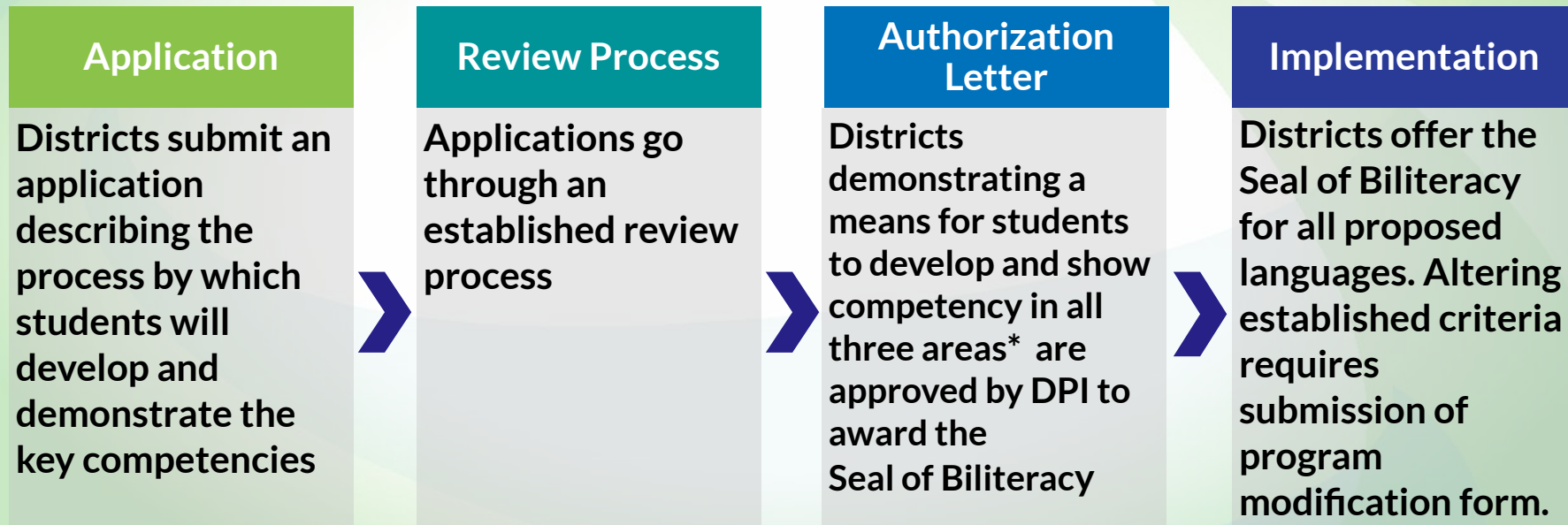
US or international immersion programs

Study abroad

Early college credit program



Application Process



*Proficiency in English, Partner language and social cultural competency

WI SBL Application Materials

- [DPI Seal of Biliteracy webpage](#)
- [Seal of Biliteracy Planning Guide](#)
- Wisconsin Seal of Biliteracy Application (Download [here](#))



Alternative Route



GLOBAL SEAL OF BILITERACY

- [Global Seal of Biliteracy](#)
- Individual student can apply
- State approval of program not required
- Access to languages beyond district support
- Can qualify at lower proficiency levels

Future Forecast

- **Industry Recognized Credential Status**
- **Dual credit opportunities**
- **Proficiency Literacy Workshops for LCTL educators**
- **Growth & recognition**

Voices from the Field

Solmaris González Chico

World Languages/Immersion Curriculum Specialist

Milwaukee Public Schools

Mandi Sersch-Morstad

Director of Bilingual Services

Middleton-Cross Plains Area School District



Please share ...

One piece of advice for a district that is considering applying for the SBL program



Advice for Applicants

Definitely have a team in place to help with the design and implementation of your program, and start planning together the year before you plan to launch the program so that you are ready to launch in September. Our team consisted of two world language teachers, two bilingual resource teachers, the high school associate principal who oversees world language and bilingual education, the director of secondary education, and the director of bilingual services. It was great to have those passionate voices present and a team to share the workload. Also, keep your superintendent informed of what you are doing. Ours has been super supportive and makes sure the board of education stays informed (they are also very supportive).

- Mandi Sersch-Morstad, MCPASD

Please share ...

Impact of SBL program on your language education programs and the language learners those programs serve



Impact of SBL

This is only our first year, so it's hard to say what, if any, impact it's had yet. We hope the SBL will encourage students to stay on their dual language and/or world language pathways through graduation and that it will also help our students who have home languages feel seen and know that their home languages have tremendous value.

- Mandi Sersch-Morstad, MCPASD**

Q&A



Program Related Resources

[DPI Wisconsin Seal of Biliteracy Webpage](#)

[Wisconsin Seal of Biliteracy Planning Guide](#)

[National Seal of Biliteracy Site](#)

[National Guidelines for Implementing the SBL](#)

[Bilingual and ESL LIEPs](#)

[World Language Program Models](#)



Proficiency Related Resources

[Progress Toward Language Proficiency Video](#) (Utah)

[NCSSFL/ACTFL Can-Do Statements](#)

[LinguaFolio](#) for learners [self-assessments to estimate level](#)

[Wisconsin Standards for World Languages](#)

[Spanish Language Development Standards](#) (WIDA)

[English Language Development Standards](#) (WIDA)

[ACTFL LTI Assessments](#) and [proficiency training](#)



Contact Us

Tanya Morin
Dual Language & Bilingual-Bicultural Education
Tanya.Morin@dpi.wi.gov

Pam Delfosse
World Language & Global Education
pamela.delfosse@dpi.wi.gov

Amy Maciolek
Title III and Multilingual Learners
amy.maciolek@dpi.wi.gov

Seal of Biliteracy Email Address: SBL@dpi.wi.gov

