Data Matters -
World Language Education

WISEdata Conference

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Public Instruction
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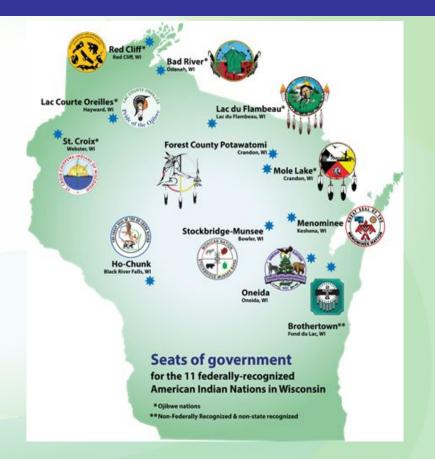
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Session Goals

- **Improve fidelity of world language education data**

- **Communicate data value**

- **Identify questions and areas for support**

Language Acknowledgement

The Wisconsin Department of Public Instruction acknowledges and honors the linguistic and cultural heritage, and inherent sovereignty, of the American Indian Nations of Wisconsin.

Tribal Nations of Wisconsin

Landscape for Language Learning

1. What percentage of the world's population speaks English?

2. How many languages are spoken in households of U.S. residents?

3. What, after English, are Wisconsin's 3 most commonly spoken languages?

4. In how many languages did Wisconsin students qualify for the Seal of Biliteracy in 2022?

World Language Education Programs

- **Educational programs, and learning environments, focused on developing proficiency in Languages other than English (LOTE).**

- **World language learner(s) are not accessing English Language Instructional Services as ELs**

- **Learning experiences in World language programs are based on the [Wisconsin Standards for World Languages](#).**

Relevant Statutes and Rules

Access to world language education beginning in grade 7 and through grade 12 is required by State Statute [121.02(1)(L)/5](#)

State Administrative Rules require instruction with frequency and duration needed to realize the objectives of a sequential standards-based curriculum. [PI8.01(L) 4/6](#)

[World Language Education Rules and Recommendations](#)

Equity in Access to the Benefits of Bilingualism

Wisconsin Seal of Biliteracy

https://dpi.wi.gov/english-learners/wi-seal-of-biliteracy

The Wisconsin Language Roadmap

> Participation in the global market is no longer a luxury but a necessity for Wisconsin companies to remain competitive and grow. This is due to the tremendous shifts in middleclass growth outside of the United States. The most successful Wisconsin exporters have teams with effective language skills coupled with strong cultural competencies enabling more nuanced communications to facilitate better business interactions.

- Mark Hogan, Secretary and CEO
Wisconsin Economic Development Corporation

the WISCONSIN LANGUAGE ROADMAP

Investing in Language Education for a World-Ready Wisconsin

Wisconsin Language Roadmap Report

> Millions of U.S. residents have limited proficiency in English. In order to provide culturally and linguistically appropriate care to the many such patients and their families who seek medical care daily in Wisconsin, we depend on medical interpreters and bilingual staff with very advanced language proficiency and cultural knowledge. We continue to see a significant shortage of qualified medical interpreters and bilingual staff.

- Shiva Bidar-Sielaff, Chief Diversity Officer
UW Health

Call to Action

Prepare all students to be workforce-, community-, and world-ready through language, intercultural, and global learning.

World Language Data Elements

Program Models

Languages

Levels

Learners

Language(s) of instruction

Link to World Language Program Models

- **Exploratory World Language (PK-6) EXWL**

- **Elementary School World Language ESWL**

- **Content-Based World Language (PK-6) CBWL**

- **One-Way Dual Language Education OWDL**

- **Two-Way Dual Language Education (Non-ELs in bilingual LIEP) DLTW**

- **Secondary Level World Language (6-12) WLSL**

- **Heritage Learner World Language HLWL**

- **American Indian Language AIWL**

- **Facilitated World Language Study FWLS**

World Language Program Model Table

Program Code	Program Model & Definition	Standards & Outcomes	Licensing & Competencies
WLSL	**Secondary Level World Language Program** Standards-based progression of world language learning in grades 6-12. Includes American Sign Language. Access to world language learning is required in grades 7-12. Note: Computer programming is NOT a world language.	Standards Wisconsin Standards for World Languages Outcomes Recommended Program Level Performance Benchmarks	Licensed to teach assigned world language and developmental age of learners. Intermediate High or better language proficiency recommended. Teacher Effectiveness for Language Learning Framework
HLWL	**Heritage Learner World Language Program** Language and literacy development for heritage/home-language learners, such as Spanish for Native Speakers courses.	Standards Wisconsin Standards for World Languages Outcomes Recommended Program Level Performance Benchmarks	Educators with world language or bilingual license, at the assigned grade level. Advanced Low or higher language proficiency recommended.

Non-ELs in Bilingual Programs

Bilingual Programs

1 **Dual Language Education - Two-Way Bilingual** Also Known As (AKA) *Two-Way Immersion (TWI)* **WISEdata:** BI-DLTW **EdFacts:** LNGPRGDU	**Description:** Pre-K through grade 5, with program continuation into secondary school. Minimum of 50% of core instruction in partner language in grades PK-5. Language of instruction guided by the program's language-content-time allocation policy (90/10, 80/20, 50/50). High school dual language education programs include a minimum of two courses annually in the partner language. **Language(s):** Academic content learning facilitated in English and partner language **Learners:** Target population consists of 50%-60% English learners, partner language speakers, with 40-50% English proficient second language learners of the partner language. EL students granted priority status in access to the program. Data for former and non-ELs should be reported under World Language (Two-Way Dual Language - World Language Cohort, DLTW-WL) Serving EL/ELP 1-7
2 **Dual Language Education - Developmental Bilingual** AKA *One-Way DLE for Heritage Learners* *Maintenance Bilingual* *Late Exit Bilingual* **WISEdata:** BI-DLDB **EdFacts:** LNGPRGDU	**Description:** Minimum of 50% of daily core instruction in partner language. Language of instruction guided by the program's language-content-time allocation policy (90/10, 80/20, 50/50). **Language(s):** Academic content learning facilitated in English and partner language **Learners:** English learner, partner language speakers Data for former and non-ELs should be reported under World Language (Dual Language Education - Heritage Learners, DLDB-HL) Serving EL/ELP 1-7

Program Code	Program Model & Definition	Standards & Outcomes	Licensing & Competencies
DLTW-WL	**Two-Way Dual Language Education Program - World Language Cohort** Education in a language other than English by English-dominant/proficient learners (40-50%) along with English Learner peers (50-60%). Minimum of 50% of core instruction in partner language in grades PK-5, guided by language-content-time allocation policy (90/10, 80/20, 50/50). Secondary level dual language education programs include a minimum of two courses annually in the partner language. Use this program type for non-ELs, former ELs, and non-EL heritage language learners in two-way dual language education programs. *Report data on English Learners using English Learner Language Instruction Education Program Types.	**Standards** Grade-level academic standards, English Language Development Standards and Wisconsin Standards for World Languages **Outcomes** Academic achievement, bilingualism/biliteracy, sociocultural and global competence	**Grades PK-8** For content learning facilitated in a language other than English, educators licensed for the appropriate grade level/content area AND meet licensing requirements for bilingual learning environments. **Grades 9-12** AP Language and Culture, AP Literature and Culture courses: educators with AP certification and world language or bilingual license. Advanced Low or higher language proficiency recommended. For other academic content learning facilitated in a language other than English: educators are licensed for the appropriate grade level/content area, and meet licensing requirements for bilingual learning environments. Advanced Low or higher language proficiency recommended. Guiding Principles for Dual Language Programs

Common WL Codes for Former ELs & Simultaneous Bilinguals

- **One-Way Dual Language Education Program OWDL**

- **Two-Way Dual Language Education Program**

  DLTW

- **Dual Language Education Developmental Bilingual - Heritage Learners DLDB-HL**

Language of Instruction

- **Purposes**
- **Language used for teaching and learning within the course**
- **Course-level data element**
- **English as default**
- **DPI Language of Instruction webpage**

The Hmong Language Story

- **Hmong language learning**
- **Program design**
- **Instructional resources**
- **Professional network**
- **Community partnerships**
- **New data collection 2023-24**
- **Building capacity Hmong World Language License**

Data Use Summary

- **Inform research and data analysis for growth**
- **Assess equity in language learning**
- **Provide systems of support**
- **Inform state-level policy and budget**
- **Guide teacher recruitment and retention**
- **Policies to support workforce and world-readiness**

Resources to Learn More

[World Language Education Program Models](#)

[LIEPs Serving English Learners](#)

[America's Languages Report](#)

[Making Languages Our Business Report](#)

[The Wisconsin Language Roadmap](#)

[Wisconsin Seal of Biliteracy](#)

[National Landscape & Seal of Biliteracy Reports](#)

Thank you.

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