

# Draft Recommendations for the Wisconsin Language Roadmap

This draft recommendations for the Wisconsin Language Roadmap below are for public review and comment from June 1 – June 15, 2018. These recommendations will be included in the longer *Wisconsin Language Roadmap Report* that will include information about the [context and rationale for this initiative](#).

***Regardless of the final form of these recommendations, significant, sustained investment of public and private resources will be critical to achieving the [vision of a world-ready Wisconsin](#) in which all students develop advanced global and intercultural competencies and proficiency in one or more languages other than English.***

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## Summary of Recommendations

### **1. Develop leadership, collaboration, and advocacy for languages.**

- 1.1. Establish collaborative, state-level leadership to support and sustain cross-sector collaboration for languages.*
- 1.2. Increase public understanding and support for language and culture learning.*
- 1.3. Strengthen partnerships focused on languages among Wisconsin K-16 schools and businesses, non-governmental organizations (NGOs) and government agencies.*
- 1.4. Encourage strategic planning, professional partnerships and resource sharing among K-16 language educators.*

### **2. Develop sequential language education programs that prioritize equitable student success.**

- 2.1. Develop and expand effective K-16 language programs to improve student academic achievement and language proficiency outcomes.*
- 2.2. Ensure equity and increase access to participation in language learning for all students.*
- 2.3. Increase student opportunities to study and intern abroad and/or participate in domestic experiential, co-curricular, and community-based language and culture learning.*
- 2.4. Develop and expand academic credentials to recognize language, intercultural and global competencies.*

### **3. Develop and sustain language teacher talent.**

- 3.1. Expand recruitment and strengthen the preparation of heritage, bilingual, Native American Indian, and world language teachers.*
  - 3.2. Align teacher education and licensing requirements with skills needed to help students reach an advanced level of language proficiency.*
  - 3.3. Invest in mentoring and professional development for language educators.*
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## Detailed Recommendations

### 1. Develop leadership, collaboration, and advocacy for languages.

*1.1. Establish collaborative, state-level leadership to support and sustain cross-sector collaboration for languages.*

1.1.a. Establish the *Wisconsin Coalition for Advancing Language Learning*, a statewide network of leaders across sectors—K-16 education, business and industry, health and human services, state and local government, community organizations, etc.—to promote the teaching and learning of languages and cultures for Wisconsin students at all levels; to ensure ongoing communication among stakeholders; and to stimulate collaboration and coordination between the public and private sectors and K-16 education.

1.1.b. Leverage state-level initiatives in areas such as workforce development, and talent recruitment and retention.

1.1.c. Expand and sustain professional staffing levels required for leadership and support of state-level implementation of Roadmap recommendations by the Wisconsin Department of *Public Instruction*.

*1.2. Increase public understanding and support for language and culture learning.*

1.2.a. Develop and implement sustained advocacy and communication initiatives to:

\*Document and share data and stories of how cultural competencies and language proficiency create value for Wisconsin businesses and other entities, and lead to personal and professional opportunities for individuals.

\*Leverage voices of business, state and local government, and community leaders regarding the demand for languages.

\*Show how language study articulates with different academic pathways and professional trajectories.

\*Engage parents in supporting local language program development and in encouraging their children to participate in language learning.

\*Inform students and parents of opportunities for language learning and international study.

1.2.b. Develop multilingual communication strategies to reach and engage linguistically and culturally diverse communities in this work.

*1.3. Strengthen partnerships focused on languages among Wisconsin K-16 schools and businesses, non-governmental organizations (NGOs) and government agencies.*

1.3.a. Create ways for Wisconsin businesses and NGOs to connect with individuals with language and culture expertise in postsecondary institutions and within local school communities.

1.3.b. Provide custom training and workshops for Wisconsin businesses and NGOs, based on specific needs for language and cultural preparation.

1.3.c. Build networks to leverage local leadership, collaboration and support to implement Wisconsin Language Roadmap recommendations.

*1.4. Encourage strategic planning, professional partnerships and resource sharing among K-16 language educators.*

1.4.a. Build K-16 professional communities of practice for articulated proficiency- and standards-based learning environments.

1.4.b. Create means for K-16 language educators to share resources, best practices, sample curricula, assessment resources, and student learning and teacher professional development opportunities.

1.4.c. Promote teacher action research and partnerships between language researchers at postsecondary institutions and practicing teachers.

## **2. Develop sequential language education programs that prioritize equitable student success.**

*2.1. Develop and expand effective K-16 language programs to improve student academic achievement and language proficiency outcomes.*

2.1.a. Substantially increase the number of one- and two-way dual language immersion (DLI) programs in Wisconsin and diversify the languages offered through those programs.

2.1.b. Develop advanced proficiency and intercultural competencies through sequential language and culture programs.

2.1.c. Revise and implement K-16 world language standards with proficiency benchmarks for Wisconsin that describe what students should know and be able to do in the language of study at different levels of instruction.

2.1.d. Facilitate career pathways involving multilingual and intercultural abilities by developing interdisciplinary courses and programs to link language learning to relevant contexts for all students.

2.1.e. Develop new postsecondary degree programs in professional translation and interpretation in areas such as medical, legal, technical, and software localization.

2.1.f. Evaluate the design, implementation, and outcomes of new and existing language programs and share data on effective program practices.

2.1.g. Recognize effective language and culture programs through new statewide awards of excellence.

*2.2. Ensure equity and increase access to participation in language learning for all students.*

2.2.a. Position language learning as part of the core curriculum at all levels through requirements based on minimum years of study or through proficiency targets.

2.2.b. Focus on equity in language program development, access, participation, pedagogy, and outcomes with particular attention to access issues in rural areas and underserved populations, diversity in language program design and participation, the needs of individual students, and respect for and further development of Native American and heritage languages.

2.2.c. Integrate languages within academic and career planning, and Career and Technical Education pathways.

2.2.d. Focus on equity in language program development, access, participation, pedagogy, and outcomes with particular attention to access issues in rural areas and underserved

populations, diversity in language program design and participation, the needs of individual students, and respect for and further development of Native American and heritage languages.

2.2.e. Increase access to less commonly taught languages—including Native American and heritage languages—based on business, community, and student interests and needs.

2.2.f. Employ technology-enabled, teacher-facilitated learning environments to expand access to language instruction. Provide pedagogical and instructional technology support to teachers to facilitate online learning.

2.2.g. Expand partnerships between secondary schools and postsecondary institutions to offer dual-credit courses.

2.2.h. Plan student programs and schedules to allow universal access to language learning.

*2.3. Increase student opportunities to study and intern abroad and/or participate in domestic experiential, co-curricular, and community-based language and culture learning.*

2.3.a. Increase access to study abroad for all students through scholarships that support overseas study and through resources for students, parents and teachers on opportunities and scholarships for studying abroad. Expand access to school-based international travel programs.

2.3.b. Support postsecondary student participation in long-term study abroad designed to facilitate language and culture learning.

2.3.c. Increase the number international and domestic internships sponsored by Wisconsin businesses and NGOs in which students further develop and apply language and intercultural skills.

2.3.d. Develop and extend access to language and culture learning experiences in intensive summer, after-school, and weekend language programs, in community organizations and through international partnerships.

*2.4. Develop and expand academic credentials to recognize language, intercultural and global competencies.*

2.4.a. Award the Seal of Biliteracy, with transcribed proficiency level, to all students who demonstrate sociocultural competence and are assessed to have met or exceeded ACTFL Intermediate High language proficiency in English and another language.

2.4.b. Assess and award credit to Native American and heritage language-speaking students for their home language proficiency.

2.4.c. Develop and recognize global competence at all levels of education, K-16.

2.4.d. Promote the Wisconsin Seal of Biliteracy and the Global Education Achievement Certificate Program to increase participation and valuation of these talent markers.

2.4.e. Award postsecondary credit and develop postsecondary credentials to recognize language proficiency.

2.4.f. Expand postsecondary certificates or other degree programs that integrate language study.

### **3. Develop and sustain language teacher talent.**

#### *3.1. Expand recruitment and strengthen the preparation of heritage, bilingual, Native American Indian, and world language teachers.*

3.1.a. Prepare students interested in a future career as a language educator with the level of language proficiency needed to teach a language.

3.1.b. Ensure high-quality educator preparation, induction, and coaching for standards- and proficiency-based language and culture programs, and encourage closer coordination in language teacher preparation programs between postsecondary departments of languages, literatures and cultures, and schools of education.

3.1.c. Raise awareness among students, graduates, and other prospective teachers about pathways to the teaching profession, through networking and mentoring for prospective teachers, and in partnership with existing programs and professional and community organizations.

3.1.d. Increase teacher supply, especially among Native American Indian, heritage language populations and people of color, and through out-of-state and international recruitment.

3.1.e. Create incentive programs such as student loan forgiveness and salary increases to address both recruitment and retention of effective teachers.

#### *3.2. Align teacher education and licensing requirements with skills needed to help students reach advanced language proficiency.*

3.2.a. Raise the proficiency level required for world language teacher licensure to ACTFL Advanced Low and to Advanced Mid for bilingual educators, with alternative requirements and measures that are responsive to the characteristics of specific languages.

3.2.b. Partner to create innovative and flexible pathways to teacher licensure with responsiveness to candidate background and expertise. Leverage online tools and learning experiences to increase access and model use.

3.2.c. Review and revise Wisconsin teacher certification options to be responsive to the needs of the field and prospective educators.

#### *3.3. Invest in mentoring and professional development for language educators.*

3.3.a. Invest in opportunities for language teachers to participate in continuing education and professional development and to access centralized information about professional development opportunities.

3.3.b. Expand participation in mentoring programs for experienced language educators to support teachers entering the profession through traditional and non-traditional pathways, including through international visiting teacher programs.

3.3.c. Create new international partnerships and professional development programs such as short-term summer overseas academic programs or internships that support teachers in maintaining or further developing their language and intercultural skills, and in staying abreast of ongoing developments in relevant cultures.

3.3.d. Provide grant funding for language educators to participate in international professional development.