Welcome!

Pam Delfosse
DPI World Language and Global Education Consultant
Pamela.Delfosse@dpi.wi.gov
Fist to Five

1 Honestly, digging in for the first time.
2 Have skimmed but have yet to ponder.
3 Have read and need time to learn more.
4 Have started using for curriculum or unit planning.
5 Willing and ready to facilitate learning with others.
Session Goals:

1. Introduce the Wisconsin Standards for World Languages.
2. Describe relationship to national frameworks for learning.
3. Explain standards’ components and their function.
4. Share planned resources to support implementation.
5. Announce standards workshop dates and locations.
Standards define what students will know and be able to do as a result of learning over time, and at points along the way.

Standards provide consistency and equity in learning across classrooms, programs, and communities.
WI Legacy for Leadership in Languages

1997 Academic Standards for Foreign Languages
2001 Amendments based on proficiency rather than grade level
2002 Curriculum guide for standards-based thematic unit design
Languages for Life, Work, and the World

American Academy of Arts and Sciences Congressional Report, 2017

Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers, 2019

https://wisconsinlanguageroadmap.wiscweb.wisc.edu/report/
World Language Education Today

• World languages include modern, classical, indigenous and signed languages of the United States and of the world.

• Contemporary world language classrooms focus on what students “Can Do” in the language.

• 90%, or more, of teaching and learning facilitated in the target language to build proficiency over time.
Wisconsin Department of Public Instruction

Carolyn Stanford Taylor - State Superintendent of Public Instruction

https://dpi.wi.gov/
Wisconsin DPI Vision & Equity Agenda

**Vision:** Every child a graduate, college and career ready

**Priority:** Equity in ensuring every child has access to a high-quality education

**Definition:** Equity means that every student has access to the educational resources and rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income. (DPI, 2019) [https://dpi.wi.gov/rti/equity](https://dpi.wi.gov/rti/equity)
Equity in Access to the Benefits of Language Learning

“All students deserve equity in access to learning the languages of our local communities and the world. The world today is interconnected, interdependent, and fiercely competitive. The best education prepares students for college and careers within our global community. Language and cultural learning are critical components of that preparation.”

-Dr. Tony Evers
Governor, State of Wisconsin
(Quote from tenure as State Superintendent)
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
Equity Through Standards for Proficiency
Student Credentials

Seal of Biliteracy Program

Global Education Achievement Certificate Program
Wisconsin Standards for World Languages

2019 Standards
Writing Committee Members

Writing Co-Chairs
Karen Luond Fowdy - School District of Monroe (Retired)
Lynn Sessler Neitzel - Blackhawk Technical College

Committee Members
Anita Alkhas - UW-Milwaukee
Doreen Badillo - Milwaukee Public Schools (MPS)
Carolina Bailey - Madison College
Tobias Barske - UW - Stevens Point
Andrea Behn - School District of Janesville
Claudine Clark - Madison Metropolitan School District
Anne Cummings Hlas - UW - Eau Claire
Helena Curtain - UW-Milwaukee, MPS (Retired)
Jenna Cushing Leubner - UW-Whitewater
Deirdra Garcia - School District of Waukesha
Henning Garvin - Ho-chunk Nation
Carley Goodkind - School District of Greenfield

Linda Havas - Greendale School District
Tameka Haynes - Milwaukee Public Schools
Julie Horvath - School District of Beloit
Stephanie Krenz - Stoughton Area School District
JoshLeGreve - Green Lake School District
Kristin Lee - Stoughton Area School District
Haiyun Lu - University School-Milwaukee
Erin Nienas - Neenah Joint School District
Margaret Noodin - UW-Milwaukee
Ellen Onsrud - Lake Mills Area School District
Jessica Owens - Fox Point-Bayside School District
Lauren Rosen - University of Wisconsin
Janet Rowe - Hortonville Area School District
SuAnn Schroeder - Medford Area School District
Dan Tess - Elmbrook School District
May Vang - UW-Whitewater
Brian Wopat - Onalaska School District
Deanna Zorko – Madison Metropolitan School District
1. Knowledge, skills and dispositions developed through language, intercultural and global learning are critical for college, career, community and world-readiness.

2. All students should have access to standards- and proficiency-based language learning.

3. Advanced language proficiency requires an extended period of well-articulated and effective standards and proficiency-based language learning.

4. All languages and varieties have value.

5. Students’ linguistic and cultural heritage are assets to be honored, developed, and sustained.

6. Cultural literacy is an essential component of language proficiency.

7. Language is a critical dimension of global competence.

8. Standards need to be relevant to life and lifelong learning.

9. World language education contributes to equity-based schooling and community engagement.
I see...I think...I wonder...
Five Goal Areas of the National Standards

**Communication**: interpretive, interpersonal, presentational, intercultural

**Cultures**: products, practices and perspectives

**Connections**: disciplinary connections, diversity of perspectives

**Comparisons**: linguistic and cultural

**Communities**: school, local, global
Leveraging the Five Cs

Wisconsin Standards for World Languages prepare students to:

• use the target language to communicate,
• engage in disciplinary learning,
• investigate and interact within and across cultures,
• participate in diverse contexts and communities,
• compare language and cultures,
• develop skills for local and global community engagement, and
• access the benefits of multilingualism for college, careers, and personal enrichment.
Revised Standards. What’s familiar?

Standards 1-3 for Communication:
- Interpretive
- Interpersonal
- Presentational
Revised Standards. What’s new?

Standards 4-5 for Intercultural Communication, and Global Competence & Community Engagement
Where are the Five Cs?

Integration of Communication, Cultures, Connections, Comparisons, and Communities
Languages for Global Competence

“Global competence is the capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and world views of others; to engage in open, appropriate, and effective interactions with people from different cultures; and to act for collective well-being and sustainable development.”


Organization for Economic Co-operation and Development (OECD) and the Center for Global Education 2018
Informed by National Frameworks

- 2015 ACTFL World-Readiness Standards for Learning Languages
- 2017 NCSSFL-ACTFL Can-Do Statements
- https://asiasonline.org/education/global-competence
Proficiency-Based Performance Indicators

ACTFL Proficiency Guidelines

Dimensions of Global Competence

- Examine local, global, and intercultural issues
- Understand and appreciate the perspectives and worldviews of others
- Engage in open, appropriate, and effective interactions across cultures
- Take action for collective well-being and sustainable development
Goal Areas (2) and Standards (5)

Goal Area: Communication
- Standard 1 Interpretive Communication
- Standard 2 Interpersonal Communication
- Standard 3 Presentational Communication

Goal Area: Cultural and Global Competence
- Standard 4 Intercultural Communication
- Standard 5 Global Competence and Community Engagement
Components of the Standards

Goal area – outcome of learning
The standard – what students will know and be able to do

Learner practice – description of a functional learning task
Performance indicator – how well learners perform a task
Example

Goal Area: Communication

Standard 2: Interpersonal Communication

Learner Practice 2.a: Students exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.

Performance Indicator n1: Students provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.
Discipline: World Language Education (Modern, Classical, Indigenous and Signed)

Goal Area: Communication (CM)- Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

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<th>Proficiency Benchmarks and Performance Indicators</th>
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<td><strong>Intermediate</strong></td>
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1.a Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of...
Goal area – outcome of learning
Standard 1: Interpretive Communication (IT) - Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

The standard – what students will know and be able to do
1.a Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of

Learner practices – description of a functional learning task
Performance indicators – how well learners perform a task

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**WL.CM IT.1.a.n1** Identify memorized or familiar words when they are supported by

**WL.CM IT.1.a.i4** Identify the topic and related information from simple sentences

**WL.CM IT.1.a.a7** Identify the underlying message and some supporting
Delivering on the Promise of Proficiency

2019 Wisconsin Standards for World Languages
Aim High!

Students need performance tasks a sub-level higher to hit proficiency targets over time!
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Elevator Speech

“What’s important to know about the 2019 Standards?”

“The Wisconsin Standards for World Languages…”
Learn...Plan...Implement

- Professional Learning
- Instructional Planning
- Resource Alignment
- Assessment Framework
What work is happening, or planned, in your school or district to help teachers learn about, and prepare to implement, the revised Standards?
Work in Progress

- Thematic unit planning resources
- Teacher self-assessment tool
- WISELearn hub with standards-aligned resources
- Performance benchmark recommendations
Future Opportunities for Learning

- 11.12.19 CESA 3
- 01.15.20 CESA 1
- 01.29.20 CESA 11
- 02.07.20 CESA 6
- 02.18.20 CESA 9
- 02.22.20 FLESFEST – Alverno College
- 03.04.20 CESA 5
- 03.12.20 CESA 2
- 03.20.20 CESA 4
- 04.13.20 CESA 7
- 04.27.20 CESA 12
- 06.23-24.2020 WAFLT Modified Oral Proficiency Interview MOPI Training
Observations, Questions, Ideas…
Thank you!

Pam Delfosse
World Language and Global Education Consultant
Pamela.Delfosse@dpi.wi.gov
https://dpi.wi.gov/world-language/standards