

- Welcome to the NYS Seal of Biliteracy Guidance Toolkit, Module number 2.
- This toolkit represents a collaboration between NYSED and the Mid-State and Mid-West RBERNs to support schools in beginning the process of implementation of the Seal of Biliteracy.
- The modules contained in this toolkit are designed as a self-guiding process for individual schools or those who wish to work together in a consortium. They can be viewed in a sequence or individually to “brush up” on a particular topic.
- Each module consists of an agenda, a PowerPoint, and various supporting documentation and exemplars. Schools are encouraged to use these documents for their promotional materials as well as for internal and external communications.
- The entire toolkit is available online on the OBEWL Seal of Biliteracy website.
- My name is _____ and I will be your guide for this module.
- Module 2, Planning to Implement the NYSSB will walk participants through the planning of the year-long process of offering this program, including a detailed timeline and resources needed to accomplish the work.
- For more information on starting a Seal of Biliteracy Program at your school or for any questions regarding the NYSSB, please contact Candace Black at candace.black@NYSED.gov.

MODULE 2 OBJECTIVES

Participants will be able to:

- Make an implementation plan with a timeline, resources and staff needed;
- Identify the most common pathways for all candidates;
- Develop a plan to inform the school community about the New York State Seal of Biliteracy (NYSSB); and
- Review the School Notification Form.



Let's start with the module objectives.

By the end of this module, participants will be able to:

- Make an implementation plan with a timeline, resources and staff needed;
- Identify the most common pathways for all candidates;
- Develop a plan to inform the school community about the NYSSB; and
- Review the School Notification Form.

REVIEW MODULE 1 ACTION ITEMS

Did your SBC accomplish the following :

- Inform a direct supervisor (e.g., principal) on Module 1 work?
- Confirm with administration that permission is granted to offer the NYSSB in the current year?
- Investigate the possibility of giving a brief presentation on the NYSSB to the Board of Education?
- Identify and recruit members of Seal of Biliteracy Committee (SBC) (Administrator, World Language Teacher, ELA Teacher, ESOL Teacher, School Counselor)?
- Request data needed for Notification form – 4 subgroups, student names/ID and home languages?
- Fill out the Notification form?



- Let's review the action items from Module 1. Did your SBC accomplish the following:
 - Inform a direct supervisor (e.g., principal) on Module 1 work?
 - Confirm with administration that permission is granted to offer NYSSB in the current year?
 - Investigate the possibility of giving a brief presentation on the Seal of Biliteracy to the Board of Education?
 - Identify and recruit members of the Seal of Biliteracy Committee (administrator, World Language teacher, ELA teacher, ESOL teacher, School Counselor)?
 - Request data needed for the Notification form – 4 subgroups, student names/ID and home languages?
 - Fill out the Notification form?

WARMUP – GLOWS & GROWS

As you begin to plan for the implementation of the NYSSB, reflect on what was well received as you shared details with your Seal of Biliteracy Committee (SBC) and administration. What challenges or questions were presented?

How did you...

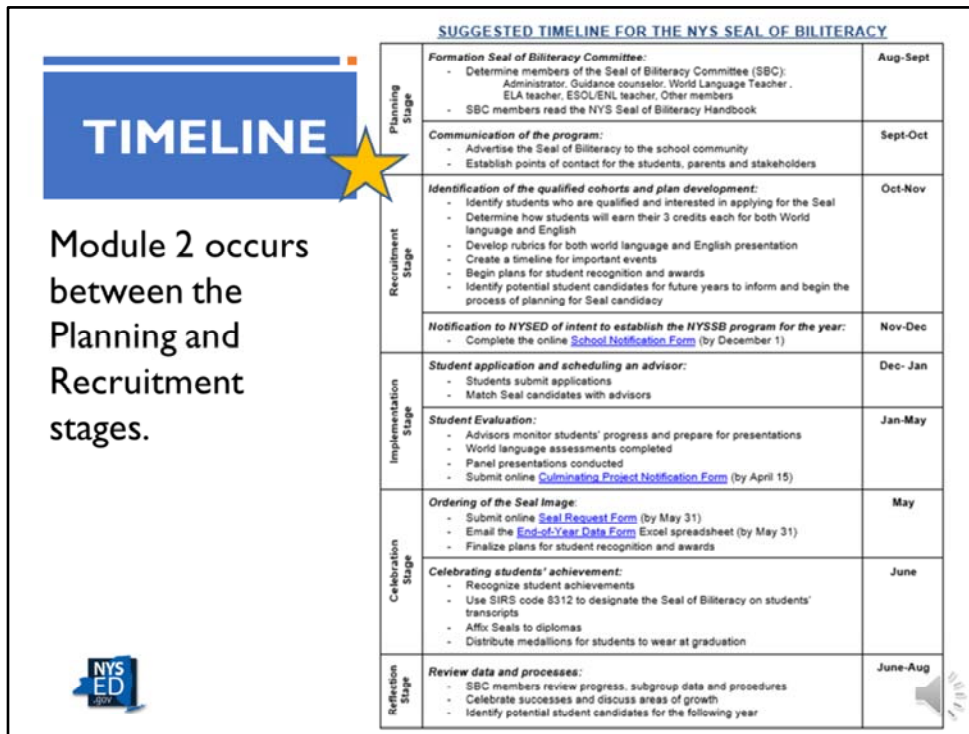
- Inform and get approval from administrators?
- Identify and recruit SBC members?
- Request and access data?



- In this warmup, we will ask you to share “glows” (things that went well) and “grows” (challenges that you encountered). You may complete this warmup as an individual or as a group.
- As you begin to plan for the implementation of the NYS Seal of Biliteracy, reflect on what was well received as you shared details with your Seal of Biliteracy Committee and administration. What challenges or questions were presented?
- How did you...
 - Inform and get approval from administrators?
 - Identify and recruit SBC members?
 - Request and access data?

Please stop the recording now to reflect on and discuss the answers to these questions.

[Stop the recording.]



Having formed the Seal of Biliteracy Committee, we are now into the planning phase.

In this phase, we will focus on communicating information about the school's NYSSB program to various stakeholders, including how the NYSSB will be advertised within the school community, and establishing points of contact for students, parents and others.




We will then delve into the Recruitment stage where we identify the eligible subgroups of students and develop a plan for them to complete the NYSSB. Next, we'll begin plans for student recognition in the spring and finally start thinking long-term and how NYSSB information could be disseminated earlier in students' academic careers.

FORMING THE SBC

The SBC should be comprised of, but not limited to, the following personnel:

- ✓ World Language teacher
- ✓ English Language Arts (ELA) teacher
- ✓ English to Speakers of Other Languages (ESOL) teacher
- ✓ School counselor
- ✓ Administrator

- How did you recruit SBC members?
- What additional members, if any, have you added beyond those required?
- How often will you meet?
- How will responsibilities be shared?

- To review, the Seal of Biliteracy Committee, or SBC, should be comprised of, but not limited to, the following personnel:
 - World Language teacher
 - English Language Arts (ELA) teacher
 - English to Speakers of Other Languages (ESOL) teacher
 - School counselor
 - Administrator
- Each person will contribute their own expertise. If your school offers more than one world language, you may wish to have a teacher of each language on the committee.
- If you are viewing this module individually, reflect on the following questions. If you are working as a group, please discuss.
 - How did you recruit SBC members?
 - What additional members, if any, have you added beyond those required?
 - How often will you meet as a group?
 - How will responsibilities be shared? These responsibilities may be adjusted as the implementation plan is developed and finalized.

Please stop the recording to reflect upon and/or discuss the answers to these questions.

[Stop the recording.]

SBC BEST PRACTICES

- Establishing group norms;
- Developing and distributing the meeting agenda prior to the meeting itself so that all parties are reminded of the date/time and are aware of what will be addressed at that meeting;
- Keeping all meetings to no more than 45 minutes to an hour;
- Assigning or rotating the role of notetaker during the meeting to produce minutes that can be distributed after the meeting and kept for future years;
- Assigning any other responsibilities that have been identified; and
- Establishing deadlines for any important tasks.



- As with any group, best practices include :
 - Establishing group norms;
 - Developing and distributing the meeting agenda prior to the meeting itself so that all parties are reminded of the date/time and are aware of what will be addressed at that meeting;
 - Keeping all meetings to no more than 45 minutes to an hour;
 - Assigning or rotating the role of notetaker during the meeting to produce minutes that can be distributed after the meeting and kept for future years;
 - Assigning any other responsibilities that have been identified; and
 - Establishing deadlines for any important tasks.
- You may wish to stop the recording until you have considered these practices or other norms your committee may wish to establish.

[Stop the recording.]

IMPLEMENTATION PLAN:

- Start with the school's yearly calendar.
- Add the dates for the required forms:
 - December 1st – School Notification Form
 - April 15th – Culminating Project Form
 - May 31st – Seal Request Form and End-of-Year Data Form



- Every large project requires a detailed implementation plan. Having a solid plan in place will help the Seal of Biliteracy Committee stay on track, meet deadlines, and even anticipate roadblocks or challenges.
- It is recommended that schools print out the current year's calendar with all important school dates. This calendar will be used to plan backwards from the awarding of the Seals and medallions to successful candidates all the way back to this meeting. Such planning will ensure that committee members have the necessary time to complete all tasks.
- Add to this calendar the submission deadlines for the four required forms:
 - December 1st for the School Notification Form
 - April 15th for the Culminating Project Form; and
 - May 31st for the Seal Request Form and the End-of-Year Data Form
 - Please note that these are requested deadlines. In the event that additional time is needed by a school to submit these last two forms, please reach to Candace Black.

IMPLEMENTATION PLAN

Consider the following milestone tasks:

- A. Identifying eligible students
- B. Promoting the NYSSB with students, staff, and community
- C. Completing and submitting NYSED documents
- D. Coordinating student applications
- E. Recruiting advisors
- F. Monitoring student progress
- G. Implementing culminating projects
- H. Planning and preparing for student presentations
- I. Recruiting panel of reviewers
- J. Organizing celebrations



- On this slide is a list of the major tasks of the Seal of Biliteracy Committee. These can be completed by individuals or as a group.
- The milestone tasks include:
 - Identifying eligible students
 - Promoting the NYSSB with students, staff, and the community
 - Completing and submitting NYSED documents
 - Coordinating student applications
 - Recruiting advisors
 - Monitoring student progress
 - Implementing culminating projects
 - Planning and preparing for student presentations
 - Recruiting the panel of reviewers; and
 - Organizing celebrations

- Using the school calendar with the required form deadlines noted, develop a timeline based on these tasks that will work at your school.
- Committees may wish to establish hard deadlines for tasks or mark the calendar with ranges of dates during which a task will be completed. For example, schools may wish to identify when the student presentations of the culminating projects will take place and then work backwards.
- Remember that these are presentations by students in front of a panel of reviewers (consisting of at least two adult speakers of the language of the presentation) followed by a question/answer period between the panel and the student. While there is no prescribed length of the student presentation or the question/answer period, 5-10 minutes for each section should suffice for the student to be able to demonstrate their proficiency level.
- Some schools will prefer to conduct these in early to mid-spring to avoid conflicts with AP/IB exams. Others will prefer to wait to conduct these until school has ended during Regents exam week.
- Whatever is decided, we recommend establishing these dates and then working backwards to determine the other dates. Any celebration of the Seal of Biliteracy candidates should take place after all presentations have been completed.

TIMELINE – RESOURCES – STAFF



The New York State Seal of Biliteracy Module #2: The Planning Stage

Task	Timeframe	Resources necessary	Non-SBC staff needed	SBC member responsible
Identifying eligible students				
Promoting the Seal with students staff and community				
Completing and submitting NYSED docs				
Coordinating student application				
Recruiting mentors				
Monitoring student progress				
Implementing culminating projects				
Planning and preparing for student presentations				
Recruiting panel of reviewers				
Organizing celebrations				



- Here is a sample timeline planning document included in this module and available on the NYSSB Guidance Toolkit website under Module 2. It is recommended that this document be printed out for each member of the Seal of Biliteracy Committee to use during this module.
- The Planning Timeline identifies the task, the chosen timeframe, the resources necessary, the other staff involved, and the specific Seal of Biliteracy Committee member(s) responsible for seeing the task to completion.
- We recommend filling out this planning document using the school calendar.
- Keep in mind that deadlines can always be adjusted.
- Please stop the recording to start filling in this timeline with your committee.

SCHOOL NOTIFICATION FORM

- The School Notification Form is an online form in which the school communicates its intention to offer the NYSSB in the current school year and provides a variety of data on the eligible students who might pursue it.
- This form must be submitted by **December 1st of each school year** in which the school wishes to offer the NYSSB.
- Because a significant amount of data is needed for this online form, a **template** is provided for NYSSB Coordinators to print out in order to gather the data prior to entering it on the online form.

Section 1 of 12

NYSSB - School Notification Form

There are four required forms for schools wishing to offer the New York State Seal of Biliteracy which all must be submitted via online forms every year. These forms, all of which were revised for the 2019-20 school year, are:

- (1) School Notification form (deadline: December 1st)
- (2) Culminating Project Notification form (deadline: April 15th)
- (3) Seal Request form (deadline: May 31st)
- (4) End-of-Year Data form (deadline: May 31st)

This School Notification Form is to be used by New York State (NYS) schools to notify the New York State Education Department (NYSED) of their intent to offer the NY Seal of Biliteracy (NYSSB). This form must be submitted in each year that the school intends to offer the Seal by no later than December 1st. In the past, this was a document that was emailed to the Office of Bilingual Education and World Languages. Starting in the 2019-20 school year, submissions of this form will only be accepted via this online form.

It is recommended that NYSSB Coordinators print out the template of this form from the website below to identify the data that needs to be collected before attempting to fill out the online form. The template form can be downloaded at:

<http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>

In addition to submitting this online form, please send your Culminating Project Rubric(s) to obeowlsubmit@nysed.gov.

For any questions regarding the School Notification Form, any of other forms, or the Seal of Biliteracy program, please contact Candace Black (candace.black@nysed.gov) or call (518) 473-7505.



- The School Notification Form is an online form in which the school communicates its intention to offer the NYSSB in the current school year and provides a variety of data on the student body and the eligible students who might pursue the NYSSB.
- This form must be submitted by **December 1st of each school year** in which the school wishes to offer the NYSSB, even if no information has changed since the prior year.
- Because a significant amount of data is required for this form, a template is provided for Seal of Biliteracy Coordinators to print out in order to gather the data prior to entering it on the online form.
- This form may only be submitted electronically via the completion of the online form. OBEWL will not accept emailed copies of the form template or links to such a document from a school Google drive.

SCHOOL NOTIFICATION FORM

Sections A-D:

A. District Name:	<input type="text"/>		
B. School Name:	B1. <input type="text"/>	B2. Is this a NYCDOE public school: <input type="checkbox"/> Yes <input type="checkbox"/> No	
C. School BEDS Code:	<input type="text"/>		
D. Primary NYSSB Contact (NYSSB Coordinator):	D1. First: <input type="text"/>	D2. Last: <input type="text"/>	D3. 10-digit Phone: <input type="text"/> D4. Email: <input type="text"/>

- What methods were used to gather this data?
- What challenges were encountered?



- Let's now delve into the School Notification Form.
- Sections A through D request school information such as the name and BEDS code.
- Consider how you would answer the following questions:
 - What methods were used to gather this information?
 - What challenges were encountered?

Please stop the recording if you would like to discuss these answers with your committee.

[Stop the recording.]

IDENTIFYING SUBGROUPS

Section E:

E. NYSSB Subgroups – Identify the four possible subgroups of students that could earn the NYSSB in the current year.	E1. # of ELLs who are seniors <u>and</u> who scored at least “Expanding” on the most recent NYSESLAT exam or who have earned a point towards criteria 1A or 1B through a 2020 exemption.	E2. # of former/ever ELLs who are seniors	E3. # of Never-ELLs whose home language is English <u>and</u> who are seniors that completed or are completing a Checkpoint C World Language course	E4. # of Never-ELLs whose home language is other than English <u>and</u> who are seniors

- What methods were used to gather this data?
- What challenges were encountered?



- We will now move on to identifying the four eligible subgroups from within the graduating class. Remember, that while juniors may begin work on the NYSSB, it can only be awarded upon graduation.
- The four possible subgroups, requested in section E of the School Notification Form, are listed on this slide. Some schools, especially larger ones, will have all four subgroups. Other schools, especially smaller schools or those with fewer linguistically-diverse populations, may only have one or two. Whatever the case may be, it is important that all schools start by identifying if they have students in each of the subgroups, so as not to miss a potential candidate.
 - E1 is the # of current ELLs who are seniors and who scored at least at the “Expanding” level on their most recent NYSESLAT exam (The 2020 NYSESLAT was not administered due to COVID-19 related school closures, however schools can use a prior NYSESLAT score or an evaluation of the student’s proficiency level by an ESOL teacher. If a student is at least “Expanding” upon entering senior year, it is reasonable for the student to be able to achieve “Commanding” and/or fulfill the English requirements of the Seal of Biliteracy by the end of the senior year.)
 - E2 is the # of former/ever ELLs who are seniors (These are students who were previously identified as ELLs but who have since exited ELL status. These students can potentially complete the NYSSB in English and either their home language or a language studied in school.)
 - E3 is the # of never-ELLs whose home language is English and who are seniors that completed or are completing a Checkpoint C World Language course by graduation.
 - E4 is the # of never-ELLs whose home language is other than English and who are seniors.
 - Sometimes a school’s data management system does not capture if a never-ELL speaks a language other than English. For this reason, in addition to downloading the relevant data from a school system, it is important for the SBC to reach out to faculty to find those students who might speak another language.
- Please stop the recording to share the methods you used to gather this data as well as the challenges encountered. How might this data collection method change in subsequent years based on what has

been learned?
[Stop the recording.]

SCHOOL DATA

Refer to Notification Form Sections F-H:

F. Languages of subgroups E1, E2, and E4 above	F1. Name(s) of language(s) of current or former/ever ELLs and those of students who speak a language other than English (e.g., Heritage Language Speakers)		F2. Name(s) of language(s) taught at the Checkpoint C level in this school			
G. School Demographics – data for ALL students in 12th grade. [Use whole numbers.]	G1. Total Enrollment (12 th grade only)		G2. # of students classified as ELLs (12 th grade only)			
H. Racial/ethnic Demographics – race/ethnicity data for students in 12th grade only. [Use whole numbers. The sum of H1 through H6 should equal G1 (total 12th grade enrollment)]	H1. # of American Indian or Alaska Native students	H2. # of Asian, Native Hawaiian or Other Pacific Islander students	H3. # of Black or African American students	H4. # of Hispanic, Latino, or Spanish Origin students	H5. # of Multiracial students	H6. # of White students

- What methods were used to gather this data?
- What challenges were encountered?



- Now let's tackle sections F through H. These sections refer to languages spoken by students and school demographics.
- In section F, schools must identify the languages of their current ELLs and former ELLs as well as those of students who speak a language other than English at home, but were never identified as ELLs. The reason it is important to know these languages is because some students, especially those who speak lower-incidence languages, will need to take an approved Checkpoint C assessment. These need to be registered for in advance and funds allocated to pay for them. In addition, if students choose to complete the Culminating Project for 2 points, the school will need to arrange for panel members who speak those languages to be able to evaluate the students' work.
- In sections G & H, schools will record the school demographics for the whole 12th grade cohort. This is reported to OBEWL so that we may learn which students are pursuing the NYSSB and how we might better assist schools in recruiting and supporting as diverse a group of students as possible to earn the Seal of Biliteracy.
- As with the prior slide, please stop the recording and share the methods used to gather this data as well as any challenges that were encountered.




[Stop the recording.]

SCHOOL DATA

Refer to Notification Form Section I:

List the names and titles of each **required** member of the SBC according to the roles listed.

ROLE	NAME	TITLE
Administrator	11. <input style="width: 80%;" type="text"/>	12. <input style="width: 80%;" type="text"/>
English Language Arts Teacher	13. <input style="width: 80%;" type="text"/>	
English to Speakers of Other Languages Teacher	14. <input style="width: 80%;" type="text"/>	
World Language Teacher	15. <input style="width: 80%;" type="text"/>	16. Language(s) Taught: <input style="width: 80%;" type="text"/>
School Counselor	17. <input style="width: 80%;" type="text"/>	

- We’ve now arrived at Section I – the Seal of Biliteracy Committee, or SBC.
- There are five required members of the SBC:
 - An administrator
 - An ELA teacher
 - AN ESOL teacher
 - A World Language teacher; and
 - A school counselor.
- If your school doesn’t have any English Language Learners at the high school level, then you are still recommended to include an ESOL teacher, but it is not required.
- Your committee is not limited to just these five people. Schools are encouraged to include other individuals, whose information is entered in the blank table in this section.
- Make sure that your SBC has all of the required roles filled. If there are any missing roles, stop the recording and identify who you might invite to join the committee.

[Stop the recording.]

IDENTIFYING PATHWAYS TO NYSSB

Use the following annotations to indicate potential pathways for NYSSB candidates: **ELL= Current ELLs** **FELL= Former/Ever ELLs**
HL = Heritage Learners **WL = World Language Students**

5. Using the checklist below, please check the potential ways in which your students will most likely earn the required 6 points towards the Seal of Biliteracy. (This is an anticipated list and can be changed after this form is submitted.)

11	English	12	World Language
	Score 80 or better on the NYS Comprehensive English Regents Exam or English Language Learners (ELL) score 75 or above on two Regents exams other than English, without translation (1 point)		Complete a Checkpoint C level World Language course, with a grade of B or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards (1 point)
ELL	ELL score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT) as demonstrated by an overall score score of 290 (1 point)	ELL	Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher (1 point)
ELL	Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner (1 point)		For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework AND the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner (1 point)
	Score 3 or higher on an Advanced Placement (AP) English Language or English Literature examination or score 80 or higher on the Test of English as a Foreign Language (TOEFL) - (1 point)	ELL	Score at a proficient level on an accredited Checkpoint C World Language assessment (1 point)
ELL	Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS SBC to a panel of reviewers with proficiency in English (2 points)	ELL	12. Please specify the approved Checkpoint C World Language Assessment(s): OPI in Swahili, Punjabi & Russian Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language (2 points)



- Please take out the Student Subgroup Pathways document for this module, which can be downloaded from the NYSSB Guidance Toolkit website under Module 2.
- On these pages are found four grids, one for each subgroup, on which are printed the criteria to earn the NYSSB.
- In this activity, participants will take each identified subgroup and determine the most likely pathways to achieve the NYSSB. This will help the Seal of Biliteracy Committee to identify which outside exams will be needed (these should be specifically identified for criterion 2D) and how best to support each student subgroup through the process.
- In our example, we used a coding system on each grid to indicate the subgroup, but participants can use checkmarks or whatever works for them.
- Complete one grid for each subgroup that exists at the school and then stop the recording to discuss what the Seal of Biliteracy Committee will have to do to support these students.

[Stop the recording.]

PROJECT DESCRIPTION

Write drafts of the culminating project descriptions for Section K.

Example: Within the world language class, students research a topic of interest and global/cultural significance. Students then produce a culminating project, which can take several forms, such as a video or slide presentation. Students then present their project to a panel of reviewers and respond to spontaneous questions from the panel in the target language.



- Most schools find it easier and sometimes necessary to have students complete a Culminating Project for 2 points in a world language, in English, or in both. The project is something that can be seamlessly integrated into the existing work of the ELA, ENL, and world language courses so that it is not “extra work” for the students. Schools are encouraged to speak with the teachers of these courses to see if there is already a project that meets the criteria to be a Seal of Biliteracy Culminating project.
- To qualify, a project (including its presentation to the panel of reviewers) must allow a student to demonstrate at least Intermediate High proficiency in the skills of speaking, listening, reading and writing the target language. The project can take many forms, including, but not limited to:
 - A scholarly essay;
 - A project on a particular topic; and
 - A portfolio.
- With the Seal of Biliteracy committee, please stop the recording to discuss and draft a description of the Culminating Project (for English and/or for a world language) to include in section K of the School Notification form.
- If you are working with a larger group, stop the recording to give participants a few minutes to reflect and then share out their Project descriptions.
- To get you started, we have included an example of a project description for world languages on this slide.

PROJECT DESCRIPTION

If your Seal candidates will complete a culminating project, the school must use a rubric that is consistent with the NYS learning standards and the ACTFL Intermediate High proficiency guidelines to evaluate the project.

Schools may:

- Develop their own rubrics or use a consortium rubric – these must be emailed to OBEWL when submitting the Notification form
- Use the suggested OBEWL rubric

K2. Culminating Project* Rubric(s) - The evaluation of English projects must be aligned to the NYS ELA Learning standards. The evaluation of World Language projects must be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Intermediate High proficiency level and the NYS Checkpoint C LOTE learning standards. The NYSSB website includes a sample World Languages Culminating Project rubric that schools may choose to use, in part or in its entirety. If schools choose to develop their own rubric(s) for the Culminating Project(s), they must submit them as Word documents or PDFs to obewldocsubmit@nysed.gov by December 1st of each year. Schools are informed **NOT** to send links to online documents as they are not accessible by our staff.

Please check one.

<input type="checkbox"/>	Our school will use the rubric that was developed in-house. A copy of this rubric will be sent to obewldocsubmit@nysed.gov following the submission of this form.
<input type="checkbox"/>	Our school will use the rubric created by our local consortium. A copy of this rubric will be sent to obewldocsubmit@nysed.gov following the submission of this form.
<input type="checkbox"/>	Our school will use the rubric created by OBEWL.



If your Seal candidates will complete a culminating project, the school must use a rubric that is consistent with the NYS learning standards and the ACTFL Intermediate High proficiency guidelines to evaluate the project.

Schools may:

- Develop their own rubrics or use a consortium rubric – these must be emailed to OBEWL when submitting the Notification form.
- Alternatively, schools may use the suggested OBEWL rubric. This can be found on the NYS Seal of Biliteracy website or on the NYSSB Guidance Toolkit website under Module 2.

ACKNOWLEDGEMENT

Section L: Acknowledgement
-Who needs to sign this form?




L. Acknowledgement - We recognize that committing to this process requires that we:

1. agree to the criteria set by NYSED for students to earn the NYSSB and
2. agree to deliver program data and information pertaining to the NYSSB to NYSED via the End-of-Year Data form.

M. Electronic signature of the Designee of the Building Principal
 By entering your name below, you are signing this form electronically, attesting to the accuracy of the data submitted, and confirming that you have notified the Superintendent/Chief Academic Officer of the submission of this form. You agree that your electronic signature is the legal equivalent of your manual signature on this form.

M1. First Name: <input style="width: 90%;" type="text"/>	M2. Last Name: <input style="width: 90%;" type="text"/>	M3. Title: <input style="width: 90%;" type="text"/>
M4. Email: <input style="width: 90%;" type="text"/>	M5. Date: <input style="width: 90%;" type="text"/>	

*Culminating Project is used to refer to a project, scholarly essay or portfolio submitted for 2 points towards the NYSSB in English and/or a World Language.

- The last step in preparing the School Notification Form is to enter the information for the Designee of the Building Principal who will submit this form electronically.
- A principal can submit the School Notification Form, or they may designate someone else, such as the head of the Seal of Biliteracy Committee, to do so.
- You will need to enter the following information for the Designee:
 - First name;
 - Last name;
 - Title (role in school);
 - Email; and
 - The Date of submission.
- By entering this name, the Designee is signing the form electronically, attesting to the accuracy of the data submitted, and confirming that they have notified the Superintendent or Chief Academic Officer that this form is being submitted.

How will you inform faculty and staff about the Seal of Biliteracy?

- Do a 5-minute presentation at a faculty meeting.
- Create a handout to put in faculty mailboxes.
- Include information on the NYSSB of Biliteracy in your faculty newsletter.

The WPS Seal of Biliteracy is an award given by a school, school district or county office of education in recognition of students who have attained a high level of proficiency in two or more world languages by high school graduation, one of which must be English. By offering the Seal, schools clearly state that mastery of two or more world languages is a critical skill for their graduates. It can take the form of a seal that appears on the student's diploma and/or a notation on the official transcript and graduation program. It can be accompanied by a medal, certificate, graduation cord or other regalia at the discretion of the school.

The New York State Seal of Biliteracy was passed by the Legislature and signed into law by Governor Andrew Cuomo on July 31, 2012 behind the sponsorship of Senator Ruback and Assemblywoman Arroyo. Since the inception of this program, over 6,000 students from more than 80 countries have earned the NY Seal of Biliteracy in 47 world languages and English.

What is the purpose of the NYS Seal of Biliteracy?
The purpose of the NYS Seal of Biliteracy is to recognize high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English.

Why should schools offer the test of literacy?

- To encourage students to study languages
- To recognise the value of language diversity
- To provide employers with a method of identifying people with language and skills
- To provide universities with a method to recognise and give credit to applicants for attainment of high level skills in multiple languages
- To prepare students with 21st century skills
- To foster the multiple cultures and languages in a community

Schools in our region that already offer the New York State Seal of Biliteracy

Bethesda City SD	Perry CSD
Bozeman CSD	Rochester CSD (Early College International HS)
Chesleyville CSD	Rochester CSD (Juniata High/EXP)
East Ironwood CSD (Eastbridge HS)	Rochester CSD (Seneca Museum HS)
Grantsville CSD	Seneca Falls CSD (Munderson Academic)
Groeney City SD	Sutton CSD
Groeney CSD (Ardenia HS)	Townsend CSD
Groeney CSD (Ardenia HS)	Watkins Glen CSD
Groeney CSD (Johanna HS)	Windsor CSD (Windsor Schenck HS)
Groeney CSD (Johanna HS)	Windsor CSD (Windsor Thomas HS)
Groeney CSD (Johanna HS)	West Ironwood CSD (Ironwood HS)
Holbrook CSD	Westwood CSD
Honeyey Falls Line	
Ironwood CSD	

For more information on the NYS Bilingual program at our school, contact:



- Now that the School Notification Form is filled in and ready to be entered into the online form by December 1st, we can turn to our next task, which is to determine how the faculty and staff of the school will be informed about the school's NYSSB program.
- These two groups of people, including your school counselors, can be wonderful assets for informing and recruiting students into this program. A parent may call the main office to ask about the NYSSB or a student may ask their English teacher, who may not be a member of the SBC. It is important that all faculty and staff who have regular contact with students and families have a basic, working knowledge of the school's NYSSB program.
- We recommend using a three-fold strategy to inform the faculty and staff:
 1. Give a brief (5-minute) presentation on the NYSSB at a faculty/staff meeting with the permission of the building administration. Include how this benefits the students and the school as a whole.
 2. Develop an informational handout on the NYSSB to give out at the faculty/staff meeting and/or to put in their mailboxes. On the right side of the screen is an image of the template we created for schools to use and cater to their own needs available under Module 2 on the website. We recommend including a list of the other schools in the region that offer the NYSSB. For an updated list of schools, please email candace.black@nysed.gov at any time during the year or look up the school names in the most recent version of the NYSSB Annual Report available on the OBEWL's NYSSB website.

3. If the school has a monthly newsletter or sends regular “e-blasts” home to families, request that a short article on the NYSSB be written.

INFORMING DISTRICT LEADERSHIP

Work with superintendent's office to schedule a brief presentation by the SBC to the Board of Education with the goal of informing them about the program and your progress.

Things to include:

- What is the NYSSB?
- How does this relate to the ESSA College, Career, and Civic Readiness Measures?
- Who are the SBC members?
- What is the general timeline?
- How does a student earn the NYSSB?
- How members can support this initiative?



Readiness Measures	Weighting
<ul style="list-style-type: none"> • Regents Diploma with Advanced Designation • Regents Diploma with Seal of Biliteracy • Regents Diploma and score of 3 or higher on an Advanced Placement (AP) exam • Regents Diploma and score of 4 or higher on International Baccalaureate (IB) exam • Regents Diploma and the passage of nationally certified Career and Technical Education (CTE) examination • Skills and Achievement Commencement Credential with an average score of 4 on the New York State Alternate Assessment Examinations (NYSAE) in language arts, mathematics and science 	2.0



- As part of the action items for Module 1, participants were encouraged to speak with the appropriate administrator to ensure that permission had been granted to start a Seal of Biliteracy program for the current school year.
- After obtaining that permission and informing the faculty and staff, the next step could be to arrange for a brief presentation to the Board of Education. This will be a wonderful opportunity to present the high-quality work of your ELA, ENL and world language programs and to advise the Board as to the benefits of having a NYSSB program.
- We recommend that such a presentation include the following:
 - An explanation of what the Seal of Biliteracy is;
 - How having successful NYSSB candidates will improve the district's ESSA College, Career, and Civic Readiness measure; (In brief, the number of successful Seal candidates is multiplied by two prior to being entered into the ESSA formula - see the table below);
 - Who the members of the SBC are;
 - What the general timeline looks like;
 - What students must do to earn the NYSSB; and
 - How members of the Board can support and even participate in this initiative.
- We have created a template Board presentation for schools to use and to cater to their own needs available under Module 2 on the website.
- At the end of each year, we suggest also giving the Board a brief update on the NYSSB, including participation in the presentation by NYSSB candidates.

THE NYSSB ON YOUR DIPLOMAS

- Take out a sample of your school's diploma.
- The NYSSB is a round sticker that measures 1.5 inches in diameter.
- Determine where the NYSSB sticker will be best placed on your school's diploma.



Let's take a sample of your school's diploma that you brought as an action item from Module 1.

The NYSSB is a round sticker that measures 1.5 inches in diameter. It is provided to schools free of charge by NYSED upon submission of correctly completed Seal Request and End-of-Year Data Forms.

Determine where the NYSSB sticker will be best placed on your school's diploma. Upon return to your school, it is recommended that you communicate the sticker size to whomever is responsible for processing the diplomas.

REVISITING MODULE 2 OBJECTIVES

Participants will be able to:

- ✓ Make an implementation plan with a timeline, resources and staff needed
- ✓ Identify most common pathways for all candidates
- ✓ Develop a plan to inform school community about the NYSSB
- ✓ Review the School Notification Form



We have now reached the end of the presentation of Module 2. Let's revisit our objectives for this module. Consider whether the Seal of Biliteracy committee was able to accomplish all of the can-do statements included here.

QUESTIONS?

Please share any additional questions you may have.

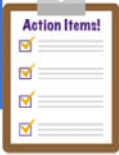
Further questions can be emailed to candace.black@nysed.gov
or your local RBERN representative.



Please consider any additional questions you may have.




Further questions can be emailed to candace.black@nysed.gov.

ACTION ITEMS



Before the next Module meeting, please do the following:

1. Schedule a Board of Education presentation - Bring the date, time and presentation for the event.
2. Plan for faculty outreach – Bring details (date, time) and any resources catered for the school.
3. Finalize the implementation plan – Bring the final copy of this document vetted by the SBC.
4. Finalize the Notification Form – Bring a copy.

- This module series is designed as a practical guide to implement a Seal of Biliteracy program.
- Each subsequent module picks up where the prior one left off.
- Whether working within a school or with a consortium of schools, it is recommended that viewers consider completing the following “homework assignments” in preparation for the next module:
 1. Schedule a Board of Education presentation - Bring the date, and time and presentation for the event to the next Module.
 2. Plan for faculty outreach – Bring details (date, time) and any resources catered for the school.
 3. Finalized implementation plan – Bring the final copy of this document vetted by the SBC.
 4. Finalized School Notification Form – Bring the final copy of this document.

FOR MORE INFORMATION

Please contact Candace Black at candace.black@nysed.gov or via phone at (518) 473-7505 with any questions on the NYSSB. New York City Department of Education schools should contact the Division of Multilingual Learners at dml@schools.nyc.gov.

[The OBEWL New York State Seal of Biliteracy website](#)

Regional Bilingual Education Resource Network (RBERNs):

- [NYS Language RBERN \(Statewide\)](#)
- [Capital District RBERN at Questar III BOCES](#)
- [Hudson Valley RBERN at SW BOCES](#)
- [Long Island RBERN at Eastern Suffolk BOCES](#)
- [Mid-State RBERN at OCM BOCES](#)
- [Mid-West RBERN at Monroe 2 - Orleans BOCES](#)
- [NYC RBERN at Fordham University](#)
- [RBERN West at Erie I BOCES](#)



- For more information on the NYSSB, please contact us at candace.black@nysed.gov or via phone at (518) 473-7505. We can also arrange for a virtual or in-person visit to a school to meet with your Seal of Biliteracy committee.
- New York City DOE schools should contact the Division of Multilingual Learners at dml@schools.nyc.gov.
- [The OBEWL New York State Seal of Biliteracy Website](#) has a wealth of information on the NYSSB and is easily accessible from this link or by visiting www.nysed.gov and typing Seal of Biliteracy into the Search bar.
- Every region of New York is serviced by one of 8 Regional Bilingual Education Resource Networks or RBERNs. These organizations can provide local support for a Seal of Biliteracy program. The link for each RBERN is listed below:
 - [NYS Language RBERN \(Statewide\)](#)
 - [Capital District RBERN at Questar III BOCES](#)
 - [Hudson Valley RBERN at SW BOCES](#)
 - [Long Island RBERN at Eastern Suffolk BOCES](#)
 - [Mid-State RBERN at OCM BOCES](#)
 - [Mid-West RBERN at Monroe 2 - Orleans BOCES](#)
 - [NYC RBERN at Fordham University](#)
 - [RBERN West at Erie I BOCES](#)
- Thank you for participating in this module. We hope this has been helpful. Please feel free to send any feedback on this module to the aforementioned email as we are always looking to improve the end user experience.

ACKNOWLEDGEMENTS

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The members of the NYSSB Task Force listed on this slide were instrumental in contributing to and reviewing this module series. On behalf of the Office of Bilingual Education and World Languages of the New York State Education Department, the authors would like to thank them for their service.