

[Note to presenters, while we use the acronym NYSSB through the script, it is less awkward to use the term “the Seal” instead of NYSSB.]

- Welcome to the NYS Seal of Biliteracy Guidance Toolkit, Module number 1.
- 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.
- 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.
- My name is _____ and I will be your guide for this module.
- Module 1, Getting Started, is an overview of the Seal of Biliteracy program, providing the essential information for any school exploring or beginning the process of planning

for or implementing the NYSSB.

MODULE OBJECTIVES



Participants will be able to:

- Give an overview of the NYS Seal of Biliteracy (NYSSB) to a prospective student, parent, teacher, administrator, or community member;
- Provide a reason why schools should consider creating a NYSSB program for their students;
- Explain the criteria that a student could meet to earn the NYSSB at their school;
- Explain the basic timeline for school to develop a NYSSB program;
- Give an example of a potential culminating project for English or World Languages, based on criteria 1E or 2E; and
- Name the four required forms that must be submitted electronically to NYSED for the NYSSB.



- . Let's start with the module objectives.
- . By the end of this module, participants will be able to do the following:
 - Give an overview about what the Seal of Biliteracy is to a prospective student, parent, teacher, administrator, or community member;
 - Provide a reason why schools should consider creating a Seal of Biliteracy program for their students;
 - Explain at least two of the criteria that a student could meet to earn the NYSSB at their school;
 - Explain the basic timeline for school to develop an NYSSB program;
 - Give an example of a potential culminating project for World Language or English, based on criteria 1E or 2E; and
 - Name two of the four required forms that must be submitted electronically to the Office of Bilingual Education and World Languages for the NYSSB.

WELCOME & INTRODUCTIONS

Please introduce yourself to the group, including:

- Your name;
- Your school;
- Your role at the school;
- What you know about the NYSSB of Biliteracy; and
- One thing you hope to gain from this module series.



Whether you are a Seal of Biliteracy Committee or a consortium of regional schools exploring the NYSSB, please stop the recording and have each person present themselves, giving the following information:

- their name;
- their school or organization (if appropriate);
- their role;
- one thing they know about the NYSSB; and
- and one thing they hope to gain from this Module series.

Please stop the video and restart once everyone has presented themselves.

[Stop the recording.]

THE NYSSB

The NYSSB is an award given by a school, school district or county office of education that formally recognizes students who have attained a **high level of proficiency in two or more world languages** (one of which must be English) by high school graduation.



The Seal of Biliteracy is an award given by a school, school district or county office of education that formally recognizes students who have attained a high level of proficiency in two or more world languages (one of which must be English) by high school graduation.

THE NYSSB



- The NYSSB is awarded by the Commissioner to students who meet the criteria established by the New York State Board of Regents and who attend schools that **voluntarily** agree to participate in the program.
- The NYSSB is affixed to the student's high school diploma and transcript and must be made available to students at **no cost**.



- The NYSSB is awarded by the Commissioner to students who meet the criteria established by the Board of Regents and who attend schools that voluntarily agree to participate in the program.
- The NYSSB must be made available to all students who meet the required criteria at no cost to the student.

THE NYSSB

The NYSSB is affixed to the student's diploma and is noted on the student's official high school transcript and on the graduation program.



The NYSSB sticker, provided by NYSED to schools at no charge each year, is affixed to the student's diploma and is noted on the student's official high school transcript and on the graduation program.

THE NYSSB

- The NYSSB acknowledges the importance of being bilingual in today's global society.
- The NYSSB highlights the hard work and achievement of students and encourages them to pursue language study while in school.
- The recognition of attaining biliteracy becomes part of the high school transcript and diploma as a statement of accomplishment for future employers and for college admission.



So now that we know what the NYSSB is, let's talk about why New York offers the Seal of Biliteracy.

- The NYSSB acknowledges the importance of being bilingual in today's global society.
- The NYSSB highlights the hard work and achievement of students and encourages them to pursue language study while in school.
- The recognition of attaining biliteracy becomes part of the high school transcript and diploma as a statement of accomplishment for future employers and for college admission.

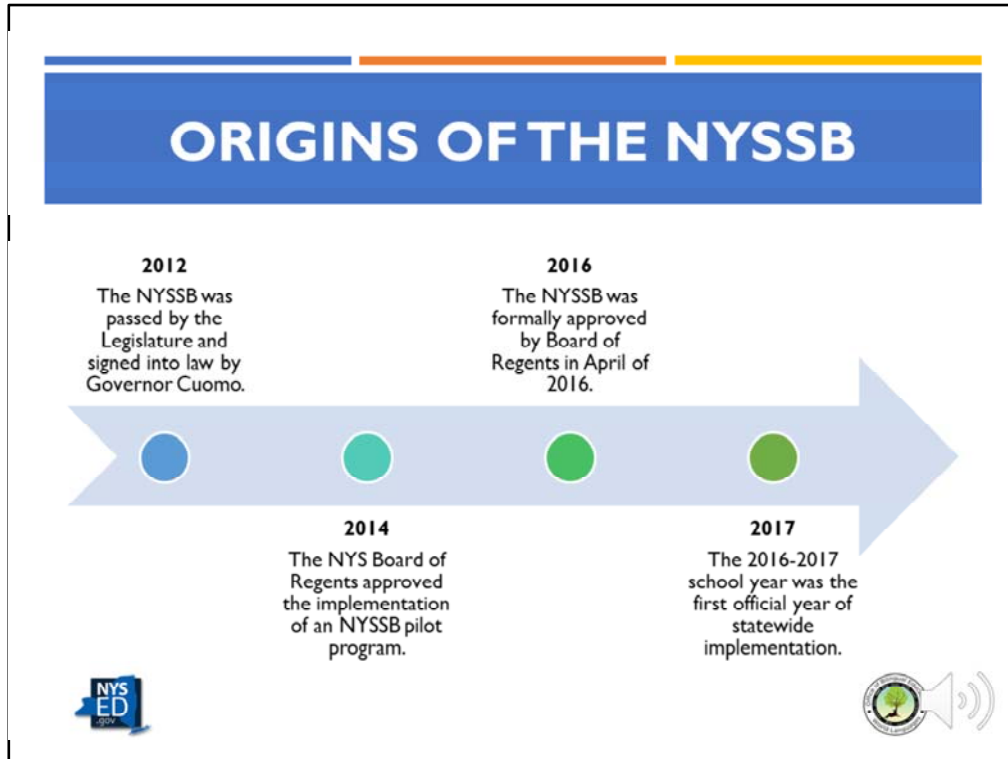
WHY OFFER THE NYSSB?

- To encourage the study of languages;
- To recognize the value of language diversity;
- To provide employers with a method of identifying people with language skills;
- To provide universities with a method to recognize and give credit to applicants for attainment of high-level skills in multiple languages;
- To prepare students with 21st century skills;
- To honor the multiple cultures and languages in a community; and
- To positively contribute to the district's accountability score for ESSA.



Why do schools offer the Seal of Biliteracy?

- To encourage the study of languages – Having an NYSSB program has the potential to increase enrollment in upper level world language courses as students see the value in continuing their studies of a world language through high school.
- To recognize the value of language diversity – there are over 200 languages spoken by students in New York State. Students can earn the NYSSB in any of these languages.
- To provide employers with a method of identifying people with language skills – the demand for a bilingual workforce is on the rise in our increasingly globalized society. Students who develop a proficiency in more than one language will be more marketable.
- To provide universities with a method to recognize and give credit to applicants for attainment of high-level skills in multiple languages – The NYSSB uses the nationally recognized ACTFL proficiency levels, which makes it easy for colleges across the nation to evaluate students' applications.
- To prepare students with 21st century skills – The communication skills and cultural competence developed by the NYSSB are essential to effectively work with diverse populations.
- To honor the multiple cultures and languages in a community – Because students can obtain the NYSSB in any language, it encourages the development of home language skills, honoring the knowledge of our heritage language students.
- Students who earn the Seal of Biliteracy positively contribute to the district's accountability score for ESSA.



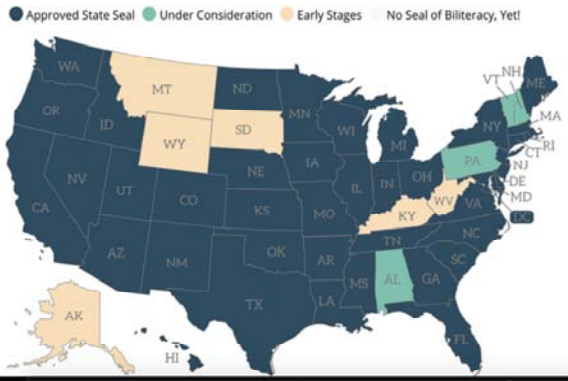
To better understand the NYSSB, let's take a look at its evolution in New York State from the beginning.

- . The Seal of Biliteracy was passed by the legislature and signed into law by Governor Cuomo in 2012.
- . In 2014, the New York State Board of Regents approved the implementation of a Seal of Biliteracy pilot program in a limited number of districts to inform the final set of criteria that would be established for all schools.
- . The criteria for students to earn the Seal of Biliteracy was formally approved by the Board of Regents in 2016.
- . The first year of full statewide implementation of the NYSSB was 2016-2017.

ORIGINS OF THE NYSSB

The Seal of Biliteracy began in California in 2008.

- Currently, 40 states plus the District of Columbia offer a State Seal of Biliteracy.
- New York was second only to California to adopt this program.



Source: <https://sealofbiliteracy.org/>



- As of the publication of this module, 40 states plus the District of Columbia currently offer a state-approved Seal of Biliteracy.
- California was the first state to establish a Seal of Biliteracy program in 2008, followed by New York in 2012.
- More information on Seal of Biliteracy programs in other states can be found on the website sealofbiliteracy.org.

2019-20 NYSSB STATISTICS

294 schools offered the NYSSB in 2019-20.

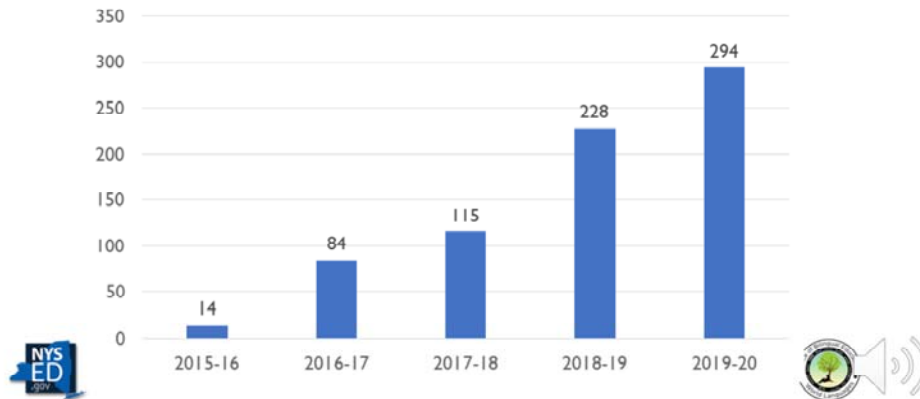
That's **one** in every five NYS public schools.



- In 2019-20, there were 294 schools that offered a Seal of Biliteracy program.
- This represents 1 in every 5 public high schools in our state.

2019-20 NYSSB STATISTICS

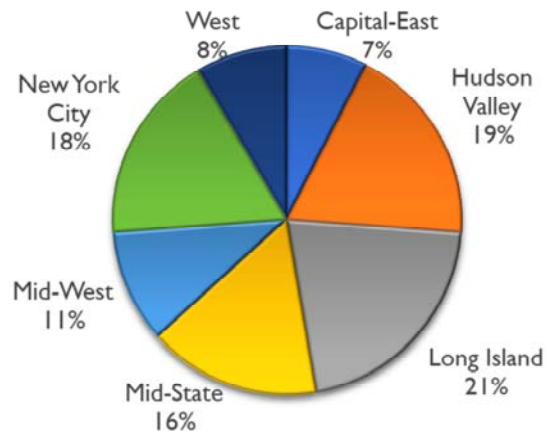
Growth in the number of schools offering the NYSSB (2015-16 to 2019-20)



- The growth of the New York state Seal of Biliteracy program has been substantial since its beginning in 2015-16 with only 14 pilot schools.
- Each year we have seen a significant increase in the number of schools offering this program.

2019-20 NYSSB STATISTICS

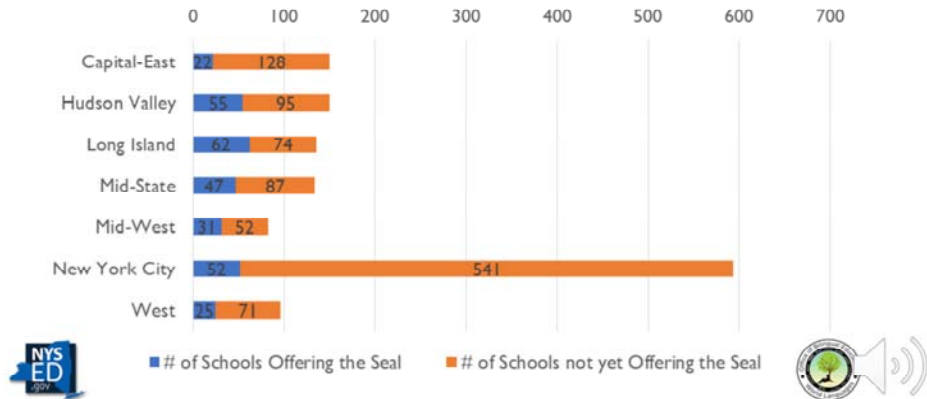
Number of schools Offering the NYSSB by Region (2019-20)



- The Seal of Biliteracy is offered in every region of our state as shown on this graph.

2019-20 NYSSB STATISTICS

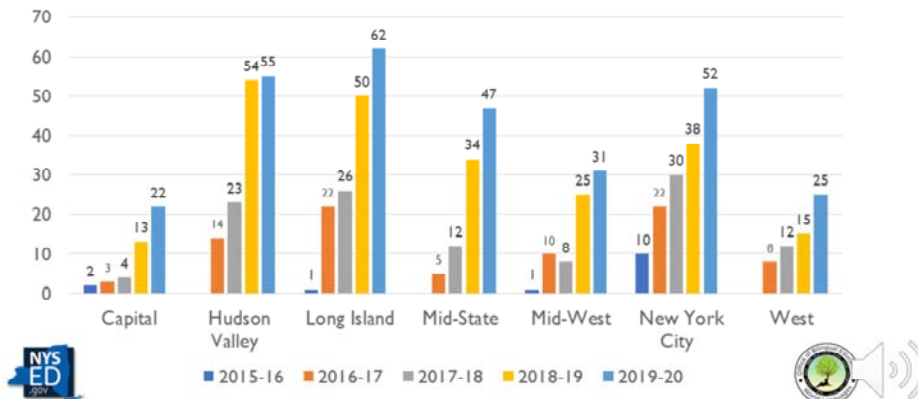
Number of Schools Offering the NYSSB vs. Not Yet Offering the NYSSB by Region (2019-20)



- This graph shows the number of schools currently offering the Seal of Biliteracy in blue followed by the number of schools in that region that do not currently offer the NYSSB in orange.
- We can see that while the NYSSB is offered in a number of schools in each region, there is significant growth potential as well.

2019-20 NYSSB STATISTICS

Growth in the Number of Schools Offering the NYSSB by Region (2015-16 to 2019-20)



- Every region of our state has seen significant growth each year in the number of schools offering the NYSSB.

2019-20 NYSSB STATISTICS

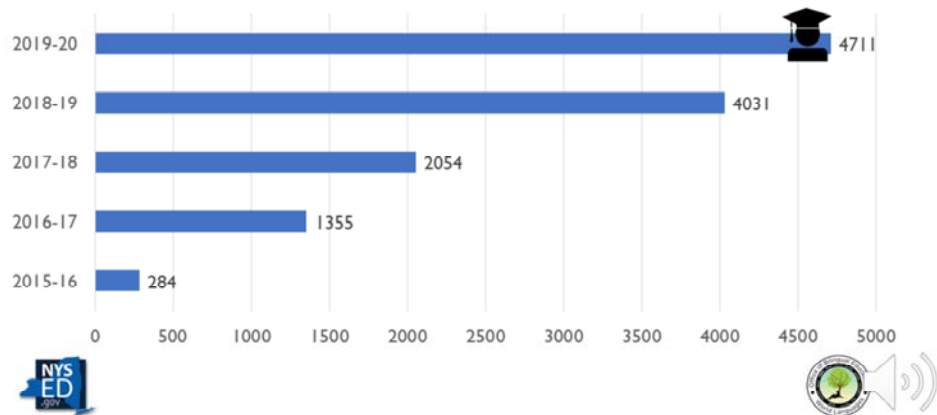
More than **4,600** students earned the NYSSB in 2019-20.



- In 2019-20, over 4,600 students earned the New York State Seal of Biliteracy.

2019-20 NYSSB STATISTICS

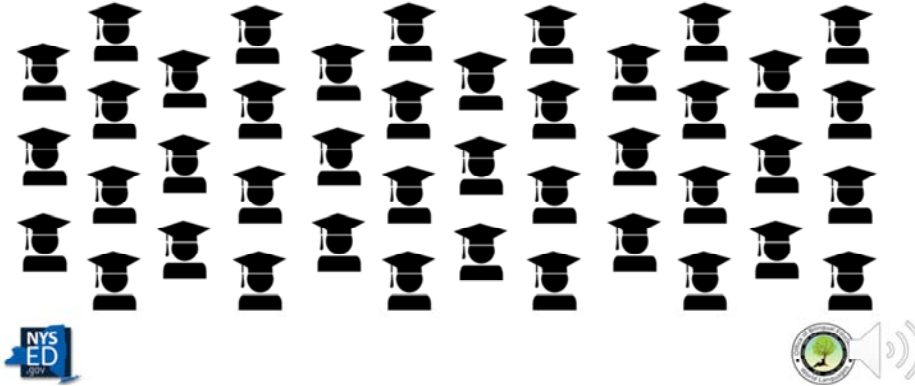
Growth in the Number of Students Earning the NYSSB (2015-16 to 2019-20)



- As with the number of schools offering the NYSSB, we've also seen significant growth in the number of students earning the NYSSB each year.
- It is important to note that this number increased by more than 500 students from last year despite the COVID-19 related school closures.

2019-20 NYSSB STATISTICS

Since 2015-16, more than **12,000** students have earned the NYSSB.



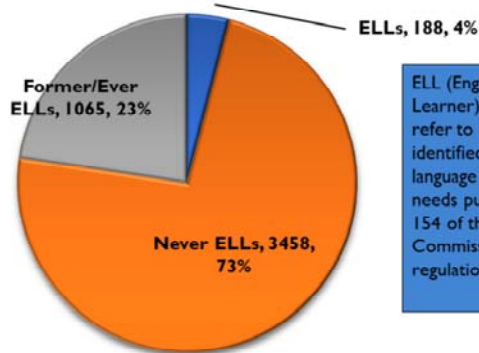
- Since the very first Seal of Biliteracy program was offered in 2015-16, more than 12,000 New York State students have earned this award.

2019-20 NYSSB STATISTICS

Percentage of Students Earning the NYSSB by ELL Status (2019-20)

Former/Ever ELL is used to refer to students who were previously identified as ELLs, but who have since exited the program by achieving the appropriate level of English proficiency as evidenced by their NYSESLAT score.

Never ELL is used to refer to students who were never identified as having language acquisition needs pursuant to Part 154 of the Commissioner's regulations.



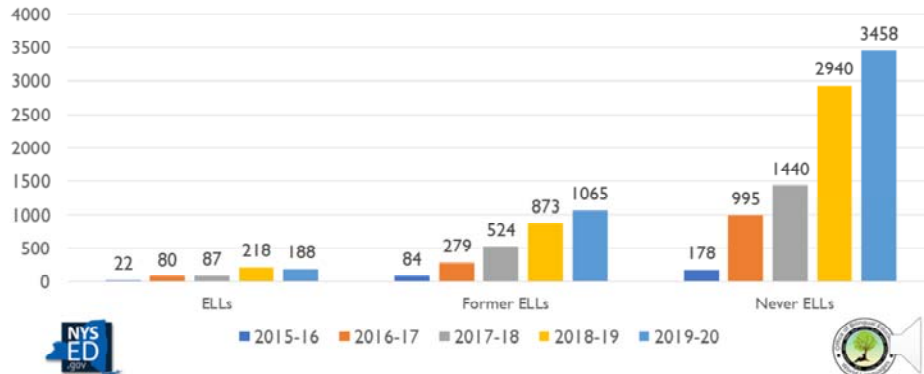
ELL (English Language Learner) is used to refer to those students identified as having language acquisition needs pursuant to Part 154 of the Commissioner's regulations.



- The graph on this slide illustrates the breakdown of students earning the Seal of Biliteracy in the 2019-20 academic year by their ELL status.
- Student data is currently disaggregated into English Language Learners (or ELLs), Former/Ever ELLs, and Never-ELLs.
- The term ELL is used to refer to those students identified as having language acquisition needs pursuant to part 154 of the Commissioner's Regulations.
- The term Former or Ever ELL is used to refer to students who were previously identified as ELLs, but who have since exited ELL status by achieving the appropriate level of English proficiency as evidenced by their NYSESLAT score.
- The term Never ELL is used to refer to students who were never identified as having language acquisition needs pursuant to Part 154 of the Commissioner's Regulations.

2019-20 NYSSB STATISTICS

Growth in the Number of Students Earning the NYSSB by ELL Status (2015-2020)



- Each year, we have seen an increase in the number of students from all ELL status categories, with the exception of ELLs in 2019-20.
- It is our belief that COVID-19 related school closures had a particularly strong negative impact on this most vulnerable population, which is reflected in this number.
- We will continuously strive to increase the total number of students earning the NYSSB with a focus on supporting ELLs through the process.

2019-20 NYSSB STATISTICS

In 2019-20, students earned the NYSSB in **59** different languages.



- In 2019-20, students earned the New York State Seal of Biliteracy in 59 different languages including our very first candidate in an indigenous language, Tuscarora.
- This represents an increase of 12 additional languages from last year.

2019-20 NYSSB STATISTICS

The top languages in which students completed the NYSSB were:

Spanish	3,297
French	590
Italian	318
Chinese (Mandarin, Cantonese)	108
German	74
Latin	67
American Sign Language	36
Arabic	39
Russian	35
Bengali	13



- The most common languages in which students completed the NYSSB were:
 - Spanish
 - French
 - Italian
 - Chinese
 - German
 - Latin
 - American Sign Language
 - Arabic
 - Russian and
 - Bengali

2019-20 NYSSB STATISTICS

80 students earned the NYSSB in **2** world languages in addition to English.


3 students earned the NYSSB in **3** world languages in addition to English.



- Students may earn the Seal of Biliteracy in English and any number of other world languages.
- To earn the Seal of Biliteracy in more than one world language in addition to English, students must earn three points according to the criteria in each language.
- In 2019-20, 80 students earned the NYSSB in 2 world languages in addition to English and 3 students earned it in 3 world languages in addition to English.

TIMELINE OVERVIEW

- General guidelines for implementation
- 5 stages
- Key tasks
- Suggested months to complete each task




SUGGESTED TIMELINE FOR THE NYS SEAL OF BILITERACY


Planning Stage	Formation Seal of Biliteracy Committee: <ul style="list-style-type: none"> - Determine members of the Seal of Biliteracy Committee (SBC): Administrator, Guidance counselor, World Language Teacher, ELA teacher, ESOL/ENL teacher, Other members - SBC members read the NYS Seal of Biliteracy Handbook 	Aug-Sept
	Communication of the program: <ul style="list-style-type: none"> - Advertise the Seal of Biliteracy to the school community - Establish points of contact for the students, parents and stakeholders 	Sept-Oct
Recruitment Stage	Identification of the qualified cohorts and plan development: <ul style="list-style-type: none"> - Identify students who are qualified and interested in applying for the Seal - Determine how students will earn their 3 credits each for both World language and English - Develop rubrics for both world language and English presentation - Create a timeline for important events - Begin plans for student recognition and awards - Identify potential student candidates for future years to inform and begin the process of planning for Seal candidacy 	Oct-Nov
	Notification to NYSED of intent to establish the NYSSB program for the year: <ul style="list-style-type: none"> - Complete the online School Notification Form (by December 1) 	Nov-Dec
Implementation Stage	Student application and scheduling an advisor: <ul style="list-style-type: none"> - Students submit applications - Match Seal candidates with advisors 	Dec- Jan
	Student Evaluation: <ul style="list-style-type: none"> - Advisors monitor students' progress and prepare for presentations - World language assessments completed - Panel presentations conducted - Submit online Culminating Project Notification Form (by April 15) 	Jan-May
Celebration Stage	Ordering of the Seal Image: <ul style="list-style-type: none"> - Submit online Seal Request Form (by May 31) - Email the End-of-Year Data Form Excel spreadsheet (by May 31) - Finalize plans for student recognition and awards 	May
	Celebrating students' achievement: <ul style="list-style-type: none"> - Recognize student achievements - Use SIRS code 8312 to designate the Seal of Biliteracy on students' transcripts - Affix Seals to diplomas - Distribute medallions for students to wear at graduation 	June
Reflection Stage	Review data and processes: <ul style="list-style-type: none"> - SBC members review progress, subgroup data and procedures - Celebrate successes and discuss areas of growth - Identify potential student candidates for the following year 	June-Aug

- Let's start with a suggested timeline to implement the New York State Seal of Biliteracy program at the school level.
- Viewers can find this Timeline document on same website on which this video was found under "Module 1".
- The timeline displayed on this slide is provided as a general guideline for implementation, however, schools may adjust their timelines to fit their needs.
- The timeline covers five stages :
 - Planning
 - Recruitment
 - Implementation
 - Calibration and
 - Reflection.
- Within each stage, a variety of key tasks are outlined to keep each school on track towards their end goal of offering the Seal of Biliteracy.
- Months, or a range of months, are listed for each task based on the OBEWL deadlines for various forms.
- Please stop the recording and take a few minutes to review the timeline and reflect on what this might look like at your school.

[Stop the recording.]



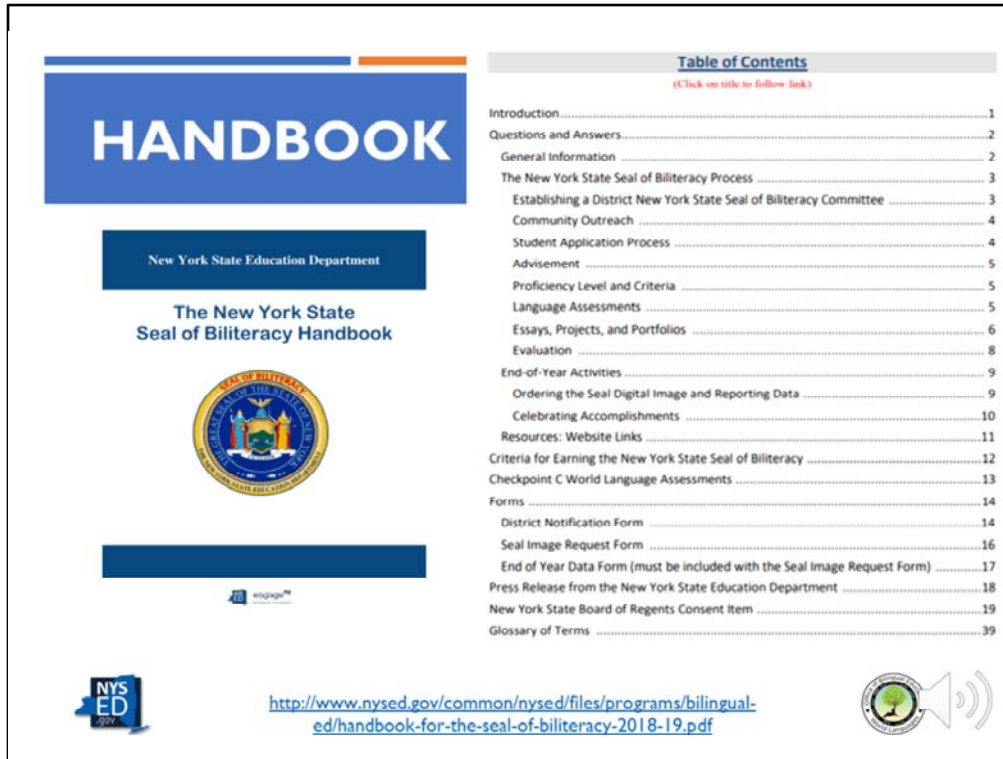
■ **Module I – Planning Stage**



SUGGESTED TIMELINE FOR THE NYS SEAL OF BILITERACY

Planning Stage	Formation Seal of Biliteracy Committee: <ul style="list-style-type: none"> - Determine members of the Seal of Biliteracy Committee (SBC): Administrator, Guidance counselor, World Language Teacher, ELA teacher, ESOL/ENL teacher, Other members - SBC members read the NYS Seal of Biliteracy Handbook 	Aug-Sept
	Communication of the program: <ul style="list-style-type: none"> - Advertise the Seal of Biliteracy to the school community - Establish points of contact for the students, parents and stakeholders 	Sept-Oct
Recruitment Stage	Identification of the qualified cohorts and plan development: <ul style="list-style-type: none"> - Identify students who are qualified and interested in applying for the Seal - Determine how students will earn their 3 credits each for both World language and English - Develop rubrics for both world language and English presentation - Create a timeline for important events - Begin plans for student recognition and awards - Identify potential student candidates for future years to inform and begin the process of planning for Seal candidacy 	Oct-Nov
	Notification to NYSED of intent to establish the NYSSB program for the year: <ul style="list-style-type: none"> - Complete the online School Notification Form (by December 1) 	Nov-Dec
Implementation Stage	Student application and scheduling an advisor: <ul style="list-style-type: none"> - Students submit applications - Match Seal candidates with advisors 	Dec- Jan
	Student Evaluation: <ul style="list-style-type: none"> - Advisors monitor students' progress and prepare for presentations - World language assessments completed - Panel presentations conducted - Submit online Culminating Project Notification Form (by April 15) 	Jan-May
Celebration Stage	Ordering of the Seal Image: <ul style="list-style-type: none"> - Submit online Seal Request Form (by May 31) - Email the End-of-Year Data Form Excel spreadsheet (by May 31) - Finalize plans for student recognition and awards 	May
	Celebrating students' achievement: <ul style="list-style-type: none"> - Recognize student achievements - Use SIRS code 8312 to designate the Seal of Biliteracy on students' transcripts - Affix Seals to diplomas - Distribute medallions for students to wear at graduation 	June
Reflection Stage	Review data and processes: <ul style="list-style-type: none"> - SBC members review progress, subgroup data and procedures - Celebrate successes and discuss areas of growth - Identify potential student candidates for the following year 	June-Aug

- Module 1 focuses on the planning stage.
- In this stage, schools will focus on the formation of the Seal of Biliteracy committee, learning about the Handbook, and communication about the NYSSB program to various stakeholder groups.



- . The first task of the Seal of Biliteracy Committee is to familiarize themselves with the New York State Seal of Biliteracy Handbook.
- . Viewers can find the Handbook on the general NYSED Seal of Biliteracy home page.
- . If you haven't already, it is recommended that this Handbook be distributed to and read thoroughly by all members of the Seal of Biliteracy committee.
- . This Handbook contains all of the information a school needs in order to implement an NYSSB program and is updated regularly.
- . For any questions that arise that aren't covered in the current Handbook, committee members are encouraged to reach out to Candace Black at candace.black@nysed.gov or their local Regional Bilingual Education Resource Network or RBERNs. A list of these RBERNs is include at the end of this presentation.

REQUIRED NYSSB FORMS

- School Notification form (12/1)
- Culminating Project form (4/15)
- Seal Request form (5/31)
- End-of-Year Data form (5/31)



- . There are four required forms that must be submitted over the course of each year in which schools offer a Seal of Biliteracy program .
- . They are:
 - The School Notification form which is due by December 1st;
 - The Culminating Project form which is due by April 15th;
 - The Seal Request form, which is due by May 31st; and
 - The End-of-Year Data form, which is also due by May 31st.
- . Each form will be explained in a subsequent slide and will be covered in detail in the modules that follow.

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 NYSSB (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 obeowl@submit@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.

CULMINATING PROJECT FORM

- The Culminating Project Form is an online form in which the school indicates when, where, and in which languages the student presentations for the NYSSB will take place.
- This form must be submitted by **April 15th** of **each school year** in which the school wishes to offer the NYSSB.
- OBEWL will select a few schools from each region each year and will attend some of the student presentations to provide support and feedback on this process. Only schools who have offered the NYSSB for at least two years will be selected.



Section 1 of 4

NYSSB - Culminating Project Notification Form

The Office of Bilingual Education and World Languages in collaboration with the Division of Multilingual Learners of the NYC DOE will be scheduling school visits to sample and observe Seal of Biliteracy Culminating Projects and provide feedback and support to schools. Please provide the date(s), time(s), and location(s) of the Culminating Project presentations as well as the language(s) in which the presentations will be given. This form must be submitted each year the school offers the Seal by no later than April 15th. If your school is selected, you will be notified by no later than April 30th with the date/time of visit and the name and contact information of the OBEWL representative that will be present.

If your district has more than one school that offers the Seal and the Culminating Project presentations will take place at different locations, please submit a separate form for each location. If presentations will take place at the same location on the same dates, only one form need be submitted.

- Schools who are selected for such a visit will be notified no later than April 30th.



- The Culminating Project Form is an online form in which the school indicates when, where, and in which languages the student presentations for the NYSSB will take place.
- This form must be submitted by **April 15th** of **each school year** in which the school wishes to offer the Seal of Biliteracy.
- OBEWL will select a few schools from each region each year and will attend some of the student presentations to provide support and feedback on this process. Only schools who have offered the NYSSB for at least two years will be selected.
- Schools who are selected for such a visit will be notified no later than April 30th.

SEAL REQUEST FORM

- The Seal Request Form is an online form in which the school provides the number of Seal stickers and medallions requested, the school address to which they should be sent, and the date by which they are needed.
- This form is recommended to be submitted by **May 31st** of **each school year** in which the school wishes to offer the NYSSB; however, the deadline is flexible.



Section 1 of 6

NYSSB - Seal Request Form

The Office of Bilingual Education and World Languages will provide the physical Seal stickers to be placed on the diplomas and a medallion for each student along with a certificate template. Each school awarding the Seal must submit this online Seal Request. The original deadline for this form (as well as the End-of-Year Data form) was May 31st; however, given the COVID-19 school closures, schools may turn in these documents after the 31st.

In addition, in order to receive the physical Seals, schools must also submit a completed End-of-Year Data form (as an Excel spreadsheet - do not send a PDF or a link) emailed to obewidocsubmit@nysed.gov. *Please note that NYCDOE public schools submit the End-of-Year data form directly to schimmel@schools.nyc.gov (DML) rather than the above address.*

Physical Seals and medallions will only be provided for students who have completed all of the required criteria at the time the Seals are ordered. If additional students complete the requirements after the deadline (for instance, students who are waiting for AP/IB exam scores that are generally available in July), schools must resubmit an amended "School Request form" and an "End of Year Data form" once the scores are available so that the remaining Seals can be mailed to the contact person.

- It is important for schools to work backwards from the date they will give out the Seals and medallions to students and to allow at least one week's processing time from the date of request.



- The Seal Request Form is an online form in which the school provides the number of Seal stickers and medallions requested, the school address to which they should be sent, and the date by which they are needed.
- This form is recommended to be submitted by **May 31th** of **each school year** in which the school wishes to offer the NYSSB; however, the deadline is flexible. For instance, a school may choose to conduct their student presentations after the end of classes. In this case, the school would submit an anticipated Seal Request Form before the deadline and then submit an amended Seal Request Form (if the information has changed) after the final presentations have been completed. This allows NYSED to send the required number of Seals and medallions to the school to prepare for graduation ceremonies.
- It is important for schools to work backwards from the date they will give out the Seals and medallions to students and to allow at least one week's processing time from the date of request.

SCHOOL NOTIFICATION 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 NYS 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 obewldocsubmit@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.



- Please take out the Seal Notification Form Template. Let's look at the data that will be required to gather to fill out this form.

NYSSB SUBGROUPS

There are several possible student subgroups that the Seal of Biliteracy committee should identify from the graduating senior class:

- **Current ELLs** (those currently in an ENL program);
- **Former / Ever ELLs** (those who have successfully exited an ENL program);
- **Never-ELLs*** who have pursued or are pursuing a sequence in **World Languages** culminating in Checkpoint C; and
- **Heritage Language Speakers** (Never-ELLs* who have knowledge of two or more languages whether through heritage or experience abroad).



* Never-ELLs are students who were never identified as English Language Learners.



- One of the first tasks of the Seal of Biliteracy Committee is to identify the subgroups of eligible Seal candidates from the graduating senior class. These are current ELLs, Former or Ever ELLs, Never ELLs whose home language is English, and Never ELLs whose home language is other than English. Let's take a look at each subgroup.
 - **Current ELLs** are those currently enrolled in an English as a New Language or ENL program. You'll see the Notification form asks for current ELLs who are seniors **and** who scored at least "Expanding" on the most recent NYSESLAT exam or who have earned a point towards criterion 1A or 1B through a 2020 exemption. The rationale behind the "Expanding" level is that the student must be at a reasonable starting level to be able to achieve "Commanding" status by graduation. Current ELLs who are seniors with little to no English proficiency may need more than one year in order to reach the commanding level. This is why it is recommended that schools work with their ELLs as early as possible so that they have the support necessary to earn the Seal of Biliteracy.
 - When considering this subgroup of Seal candidates, it is also important to note that to be eligible to pursue the Seal of Biliteracy, current ELLs must be able to speak, understand, read, and write their home or native language as candidates will have to perform in all four skill areas at the Intermediate High Level. For students who can speak and understand their home or native language, but who are not yet

proficient in reading or writing it, the school is encouraged to seek out supports in the student's home or native language;

- Our next subgroup is **Former / Ever ELLs**. They are students who have successfully exited an ENL program. They have reached the commanding level of proficiency in English and must also be able to speak, understand, read, and write their home or native language. Just as with current ELLs, the school is encouraged to determine if their former/Ever ELLs might benefit from supports in their home or native language;
 - Our third subgroup is **Never ELLs whose home language is English and** who are seniors that completed or are completing a World Language course sequence culminating in Checkpoint C. Historically, these students make up about 70% of Seal candidates.
 - **Our final subgroup is Never ELLs whose home language is other than English and** who are seniors. These students, while never having been identified as English Language Learners, are able to speak, understand, read and write a language other than English through their heritage or experience abroad.
- This information can be gathered through the school's student management system and in consultation with World Languages and English as a New Language teachers.

CRITERIA FOR THE NYSSB

1. Complete all requirements for graduating with a NYS Regents diploma
2. Demonstrate proficiency in English and another language by earning 3 points in each from a choice matrix



Let's now review the criteria for a student to earn the New York State Seal of Biliteracy.

- A candidate must complete all requirements for graduating with a NYS Regents diploma and...
- ...must earn 3 points in English and 3 points in one or more other world languages according the criteria set forth in the Handbook.

Criteria for Demonstrating Proficiency in English	Point Value
IA. Score 80 or higher on the NYS Regents Examination in English Language Arts <u>or</u> ELLs can score 75 or above on two Regents exams other than English, without translation.	1
IB. ELLs earn an overall score of 290 or above on the NYS English as a Second Language Achievement Test.	1
IC. Complete all 11 th and 12 th 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
ID. Achieve the following scores on the examinations listed below: - 3 or higher on an Advanced Placement (AP) English Language or English Literature examination. - 80 or higher on all components of the Test of English as a Foreign Language (TOEFL).	1
IE. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee to a panel of reviewers with at least Intermediate High proficiency in English.	2

Here is the point matrix for English. Students must earn a total of 3 points using any combination of the criteria shown on this page. Each criterion is listed with its corresponding point value.

- 1A – Students may score 80 or higher on the NYS Regents Examination in English Language Arts; ELLs may also earn a point under this criterion by scoring 75 or above on two Regents Exams other than English without translation.
- 1B - ELLs may achieve an overall score of 290 or above on the New York State English as a Second Language Achievement Test (NYSESLAT).
- 1C – Students may complete all 11th and 12th grade ELA courses with an average of 85 or higher.
- 1D - Students may earn a 3 or higher on an Advanced Placement (AP) English Language or English Literature examination; ELLs may also earn a point under this criterion by scoring an 80 or higher on all components of the Test of English as a Foreign Language (TOEFL).
- 1E – Students may earn 2 points by presenting a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s Seal of Biliteracy Committee to a panel of 2 or more reviewers at the Intermediate High proficiency level or better in English.

CRITERION 1E

Present a culminating project, scholarly essay or portfolio in English that meets the criteria for speaking, listening, reading, and writing

Reflection: Is there currently a project embedded in the ELA 11 or 12 course at your school that could count as the NYSSB Culminating Project in English?



- Criterion 1E and 2E are used frequently by students pursuing the Seal of Biliteracy because these criteria can earn the students two points for each discipline.
- Schools are encouraged to consider embedding the Culminating Project into existing coursework.
- Think about the ELA 11 and 12 courses at your school. Is there currently a project that is part of one or both of these courses that could count as the Seal of Biliteracy Culminating project?
- To qualify, a project must allow the student to demonstrate Intermediate High proficiency in speaking, listening, reading and writing English.

Criteria for Demonstrating Proficiency in a World Language	Point Value
2A - Complete a Checkpoint C level World Language course, with a grade of 85 or higher or a comparable score using another scoring system set by the district and approved by the commissioner for both the coursework <u>and</u> final examination (where it exists) consistent with Checkpoint C standards.	1
2B - Provide transcripts from a school in a foreign country showing at least three years of instruction in the student's home/native language, with equivalent grade average of B or higher.	1
2C - For students enrolled in a bilingual education program, complete all required Home Language Arts (HLA) coursework and 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
2D - Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Approved Checkpoint C Assessments" on the following slide.)	1
2E - Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with at least Intermediate High proficiency in the target language.	2

Here is the point matrix for World Languages. Students must earn a total of 3 points using any combination of the criteria shown on this page. Each criterion is listed with its corresponding point value.

- 2A – Students may complete a Checkpoint C level World Language course, with a grade of 85 or higher. This Checkpoint C course may be a one-year or a two-year course sequence.
- 2B – Students may provide transcripts from a school in a foreign country showing at least three years of instruction in the student’s home/native language, with equivalent grade average of B or higher.
- 2C - Students enrolled in a bilingual education program may complete all required Home Language Arts (HLA) coursework with an 85.
- 2D – Students may score at a proficient level on an accredited Checkpoint C World Language assessment. We’ll discuss this on the next slide.
- 2E – Students may present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s Seal of Biliteracy Committee that is aligned to the NYS Checkpoint C Learning Standards to a panel of 2 or more reviewers at the Intermediate High proficiency level or better in the target language.

CRITERION 2E


Present a culminating project, scholarly essay or portfolio in a World Language that meets the criteria for speaking, listening, reading, and writing

Reflection: Is there currently a project embedded in the Checkpoint C World Language course at your school that could count as the NYSSB Culminating Project in a World Language?



- As with the English Culminating Project, schools are encouraged to consider embedding the Culminating Project in World Languages into existing coursework.
- Think about the Checkpoint C World Language courses at your school. Is there currently a project that is part of these courses that could count as the Seal of Biliteracy Culminating project?
- To qualify, a project must allow the student to demonstrate Intermediate High proficiency in speaking, listening, reading and writing the World Language studied.

ASSESSMENT	MINIMUM SCORE
Advanced Placement Examination	4
International Baccalaureate	Standard level – 5 Higher level - 4
Standard Based Measurement of Proficiency	6
(Diplomas of Spanish as a Foreign Language) Cervantes Institute of NYC Spanish	B1
AAPPL - The ACTFL Assessment of Performance toward Proficiency in Languages	I-5
The ACTFL Oral Proficiency Interview The ACTFL Oral Proficiency Interview Computer Test The ACTFL Writing Proficiency Test/Business Writing Test The ACTFL Reading Proficiency Test The ACTFL Listening Proficiency Test	Intermediate High Students should take exams in as many modalities (speaking, listening, reading and writing) as available in that target language to qualify for Checkpoint C credit.
The ACTFL Latin Interpretive Reading Assessment	I-4
American Sign Language Proficiency Interview	Intermediate Plus



- . This is the list of Approved Checkpoint C Assessments that can be used to earn a point towards criterion 2D.
- . Students must earn the minimum score indicated in order to earn a point.
- . Students may take two AP exams in a world language (e.g., Spanish Language; Spanish Language and Literature) and earn two points if they achieve the minimum required score for each exam.
- . Developers of national exams are encouraged to submit their exam for consideration of inclusion on future iterations of this list.

PATHWAY TO THE NYSSB

1. Criteria for Demonstrating Proficiency in English	Point Value	2. Criteria for Demonstrating Proficiency in a World Language	Point Value
1a. Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80, or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	1	2a. Complete a Checkpoint C level World Language course, with a grade of 85 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
1b. ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).	1	2b. Provide transcripts from a school in a foreign country 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
1c. Complete all 11 th and 12 th 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	2c. 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
1d. Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	2d. Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
1e. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	2e. Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's 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



- After a school has identified the cohorts of eligible students, they should identify the primary pathways that each cohort (or individual student) may take, that is, how they will earn their 3 points in each language.
- This planning is necessary especially for students who speak a language that is not offered at the school as arrangements may need to be made to have these students take an Approved Checkpoint C Assessment in that language in order to earn the final point.

CHECKPOINT C ASSESSMENTS

ASSESSMENT	MIN. SCORE
AP – Advanced Placement Examination	4
IB - International Baccalaureate	5
STAMP4S - Standard Based Measurement of Proficiency	6
DELE (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute of NYC	B1
AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages	I-5
OPI - The ACTFL Oral Proficiency Interview OPIc - The ACTFL Oral Proficiency Interview by Computer WPI/BWT – The ACTFL Writing Proficiency Test/Business Writing Test RPT – The ACTFL Reading Proficiency Test LPT - The ACTFL Listening Proficiency Test	Intermediate High In this section, students should take exams in as many modalities (speaking, listening, reading and writing) as available to qualify for Checkpoint C credit.
ALIRA - The ACTFL Latin Interpretive Reading Assessment	I-4
SLPI: ASL – American Sign Language Proficiency Interview	Intermediate Plus



- From the cohort of eligible candidates, identify which students will need to take an Approved Checkpoint C Assessment.
- Most exams are given online in the spring with results being available very soon after the test administration. Any student taking an exam should be familiarized with its format and content by the student’s advisor or the Seal of Biliteracy Coordinator.
- As mentioned in an earlier slide, the Seal of Biliteracy must be offered to students at no cost, therefore, if a student needs to take an Approved Checkpoint C exam in a lower incidence language to earn a point, the cost of that exam should be borne by the district. This does NOT apply to the Advanced Placement (AP) or International Baccalaureate (IB) exams which are part of separate coursework/programs in which the student elects to participate.

SEAL OF BILITERACY COMMITTEE

The Seal of Biliteracy Committee (SBC) shall include, but is not limited to, the following personnel:

- a World Language Teacher,
- an English Language Arts (ELA) Teacher,
- an English to Speakers of Other Languages (ESOL) Teacher,
- a School Counselor, and
- an Administrator.



The Seal of Biliteracy Committee (SBC) shall include, but is not limited to, the following personnel:

- a World Language Teacher,
 - an English Language Arts (ELA) Teacher,
 - an English to Speakers of Other Languages (ESOL) Teacher,
 - a School Counselor, and
 - an Administrator.
-
- Note: There are a small number of schools who may not have any English Language Learners at the high school level. In this case, schools are encouraged to include an ESOL teacher on the SBC, but this is not required. If there are any ELLs at the high school level, it is required to have an ESOL teacher on the SBC.

SEAL OF BILITERACY COMMITTEE

The role of the SBC is to:

- create a plan that includes, but is not limited to, details concerning committee recruitment and composition, communications, student advisement, evaluation, and presentation of awards;
- create a timeline for all activities pertaining to the NYSSB program including, but not limited to, communications, a student advisement schedule, and dates for important benchmarks throughout the program year;
- develop a student application process, including an application form to be completed by interested students and returned to the SBC;
- provide for the assignment of an advisor to each student accepted into the program to review program requirements and meet regularly with the student to review the student's progress; and
- review and evaluate all coursework, assessments, and other work completed by each student to ensure criteria for the NYSSB are met.



The role of the SBC is to:

- create a plan that includes, but is not limited to, details concerning committee recruitment and composition, communications, student advisement, evaluation, and presentation of awards;
- create a timeline for all activities pertaining to the NYSSB program including, but not limited to, communications, a student advisement schedule, and dates for important benchmarks throughout the program year;
- develop a student application process, including an application form to be completed by interested students and returned to the SBC;
- provide for the assignment of an advisor to each student accepted into the program to review program requirements and meet regularly with the student to review the student's progress; and
- review and evaluate all coursework, assessments, and other work completed by each student to ensure criteria for the NYSSB are met.

CLOSURE – TASK I

Give an overview of the NYSSB to a prospective student, parent, teacher, administrator, or community member.



We have now reached the end of the presentation of Module 1. To check the viewer's understanding of the information presented, we have prepared a closure activity. This can be completed individually or as a group. After reading each slide, please stop the video to complete the task.

- Task 1: Give an overview on the Seal of Biliteracy to a prospective student, parent, teacher, administrator, or community member.
- Discuss how you might alter this overview based on the intended audience. What does the audience need to know?
- If you are doing this as part of a larger group, consider having a few smaller groups present their overviews and then discuss what are the “must haves” for such a speech.

[Stop the recording.]

CLOSURE – TASK 2

Provide a reason why schools should consider creating an NYSSB program for their students.

WHY?



- Task 2: Provide a reason why schools should consider creating a Seal of Biliteracy program for their students.

[Stop the recording.]

CLOSURE – TASK 3

List some of the criteria that a student could meet to earn the NYSSB.



- Task 3: List the criteria that a student could meet to earn the NYSSB at your school.

[Stop the recording.]

CLOSURE – TASK 4

Explain some of the elements of the basic timeline for schools to develop an NYSSB program (e.g., stages or deadlines).



- Task 4: Explain some of the elements of the basic timeline for schools to develop a NYSSB program (e.g., stages or deadlines).

[Stop the recording.]

CLOSURE – TASK 5

Give an example of a potential culminating project for English or a World Language, based on criteria 1E or 2E.

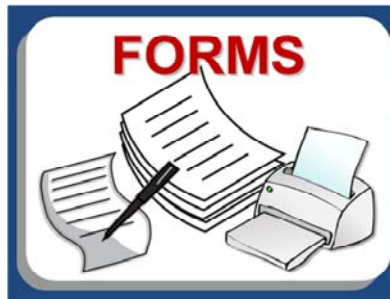


- Task 5: Give an example of a potential culminating project for World Languages or English, based on criteria 1E or 2E.

[Stop the recording.]

CLOSURE – TASK 6

Name the four required forms that must be submitted to NYSED for the NYSSB.



. Task 6: Name the four required forms that must be submitted to OBEWL for the NYSSB.

[Stop the recording.]

REVISITING THE OBJECTIVES

- ✓ Give an overview of the NYSSB to a prospective student, parent, teacher, administrator, or community member.
- ✓ Provide a reason why schools should consider creating an NYSSB program for their students.
- ✓ Explain some of the criteria that a student could meet to earn the NYSSB.
- ✓ Explain the basic timeline for school to develop an NYSSB program.
- ✓ Give an example of a potential culminating project for English or a World Language, based on criteria 1E or 2E.
- ✓ Name the four required forms that must be submitted electronically to NYSED for the NYSSB.



- . Congratulations on meeting all of the objectives set forth for Module 1.
- . This module can be revisited at any time or shown to new staff as they join the Seal of Biliteracy Committee.

QUESTIONS?

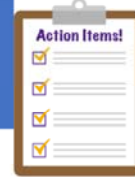
Please share any additional questions you may have.

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



- Please share any additional questions you may have at this time.
- Further questions can be emailed to candace.black@nysed.gov.

ACTION ITEMS



Before the next Module meeting, please do the following:

1. Inform your direct supervisor (e.g., principal of Module 1 work);
2. Confirm with administration that permission is granted to offer the NYSSB in the current year;
3. Investigate possibility of giving a brief presentation on the NYSSB to the Board of Education;
4. Identify and recruit members of SBC (Administrator, World Language Teacher, ELA Teacher, ESOL Teacher, School Counselor);
5. Request data needed for School Notification form – 4 subgroups, student names/IDs and languages spoken;
6. Fill out the School Notification Form Template (bring to Module 2);
7. Bring a copy of an actual diploma (to verify the sticker will fit).



- 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. Discuss what you learned in Module 1 with a direct supervisor (i.e., principal) to make them aware this program is being explored.
 2. If you intend to offer the NYSSB in the current school year, be sure to officially request permission from the appropriate administrator to do so. This is often the Assistant Superintendent or Superintendent via a building administrator or director.
 3. Investigate the possibility of giving a brief presentation on the Seal of Biliteracy to the Board of Education.
 4. Identify and recruit members of the Seal of Biliteracy Committee. The following are required roles: administrator, World Language teacher, ELA teacher, ESOL teacher (if there are eligible ELL candidates), and a School counselor.
 5. Request data needed for the Notification form (from building administrator or data specialist). Remember that data must be reported on all possible subgroups with numbers of students and any languages other than English spoken.
 6. Print and fill out the School Notification Form template (not the online form) and bring this to Module 2.
 7. Bring a photocopy of a sample diploma to verify the Seal sticker provided by OBEWL will fit.

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 NYSSB Guidance Toolkit. 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.