THE NEW YORK STATE SEAL OF BILITERACY (NYSSB) GUIDANCE TOOLKIT

Module 1: Getting Started

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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.

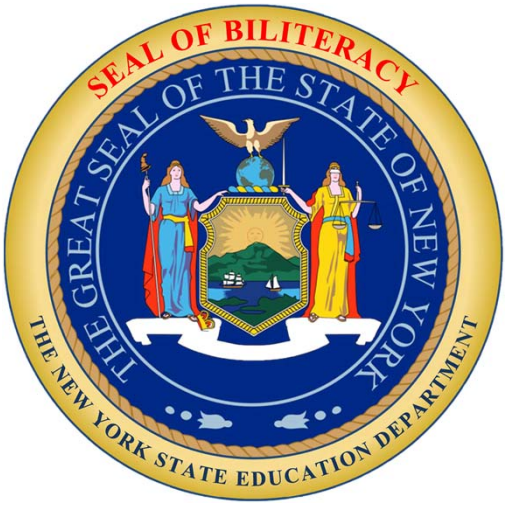
WELCOME & INTRODUCTIONS

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.

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 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

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

- 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.

ORIGINS OF THE NYSSB

2012

The NYSSB was passed by the Legislature and signed into law by Governor Cuomo.

2014

The NYS Board of Regents approved the implementation of an NYSSB pilot program.

2016

The NYSSB was formally approved by Board of Regents in April of 2016.

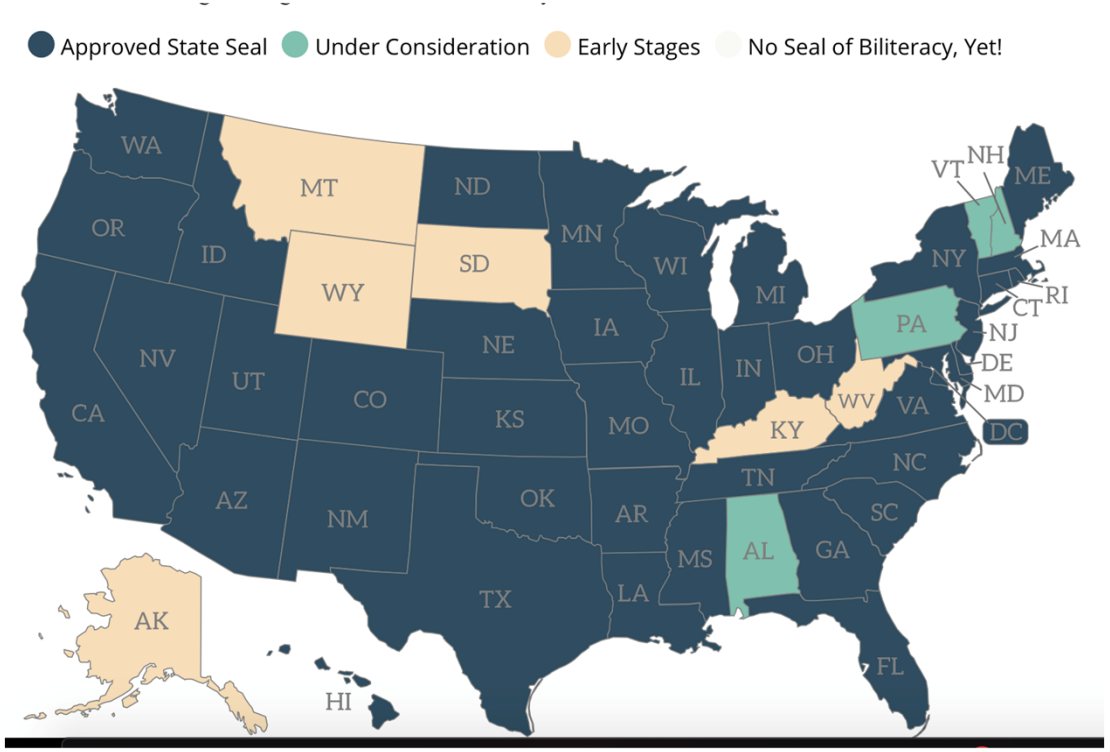
2017

The 2016-2017 school year was the first official year of statewide implementation.

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/

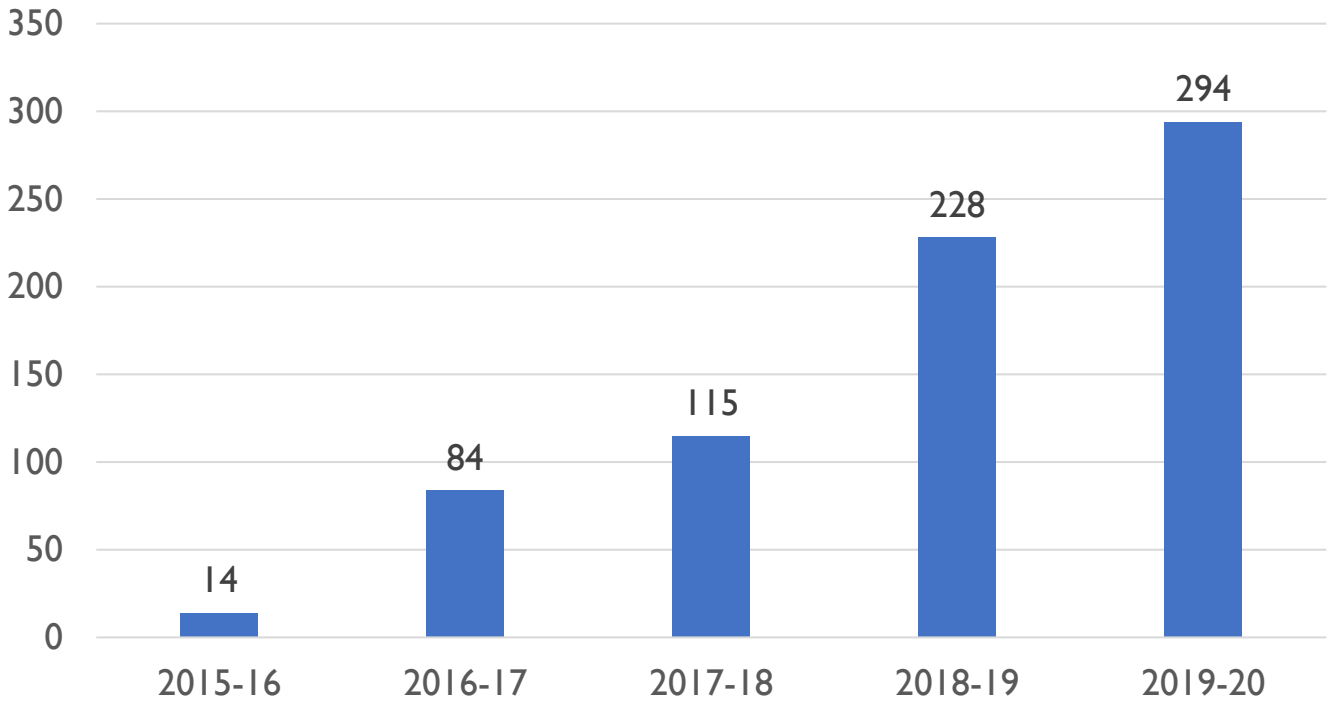
2019-20 NYSSB STATISTICS

294 schools offered the NYSSB in 2019-20.

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

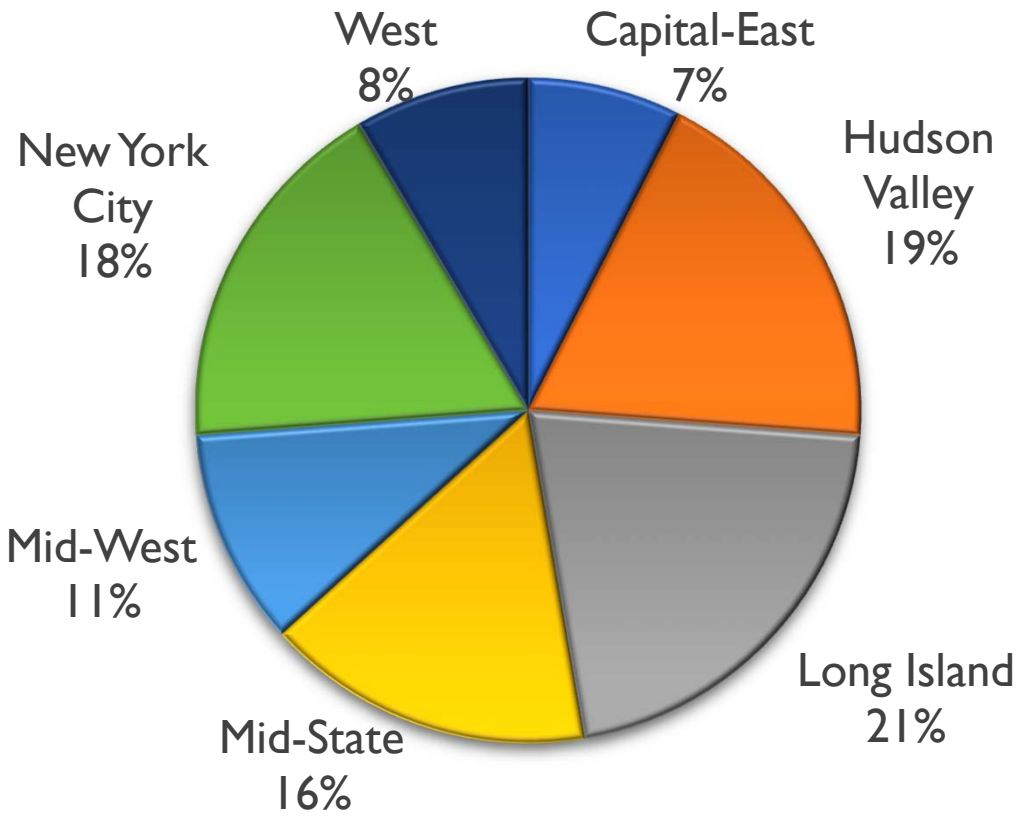
2019-20 NYSSB STATISTICS

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



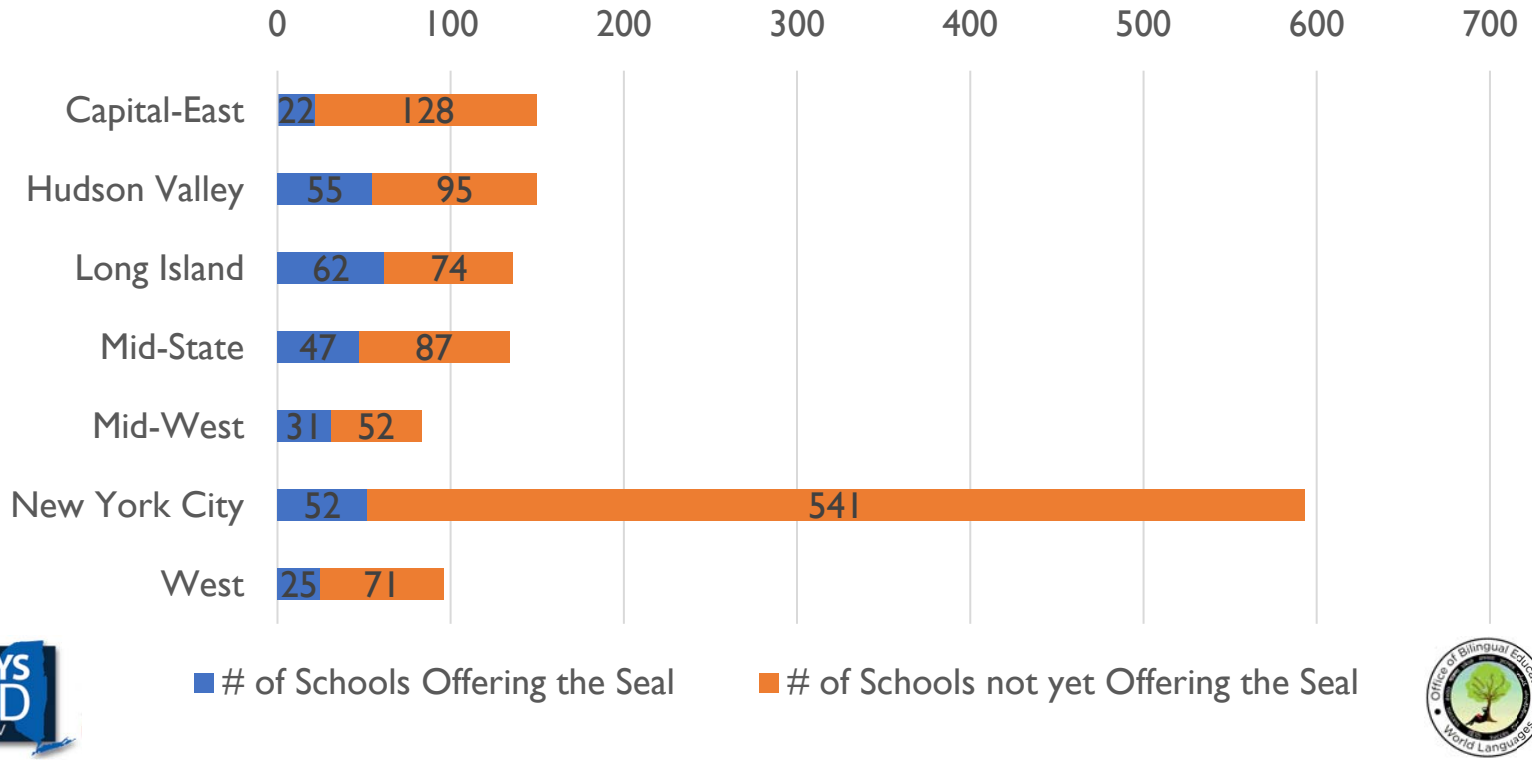
2019-20 NYSSB STATISTICS

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



2019-20 NYSSB STATISTICS

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



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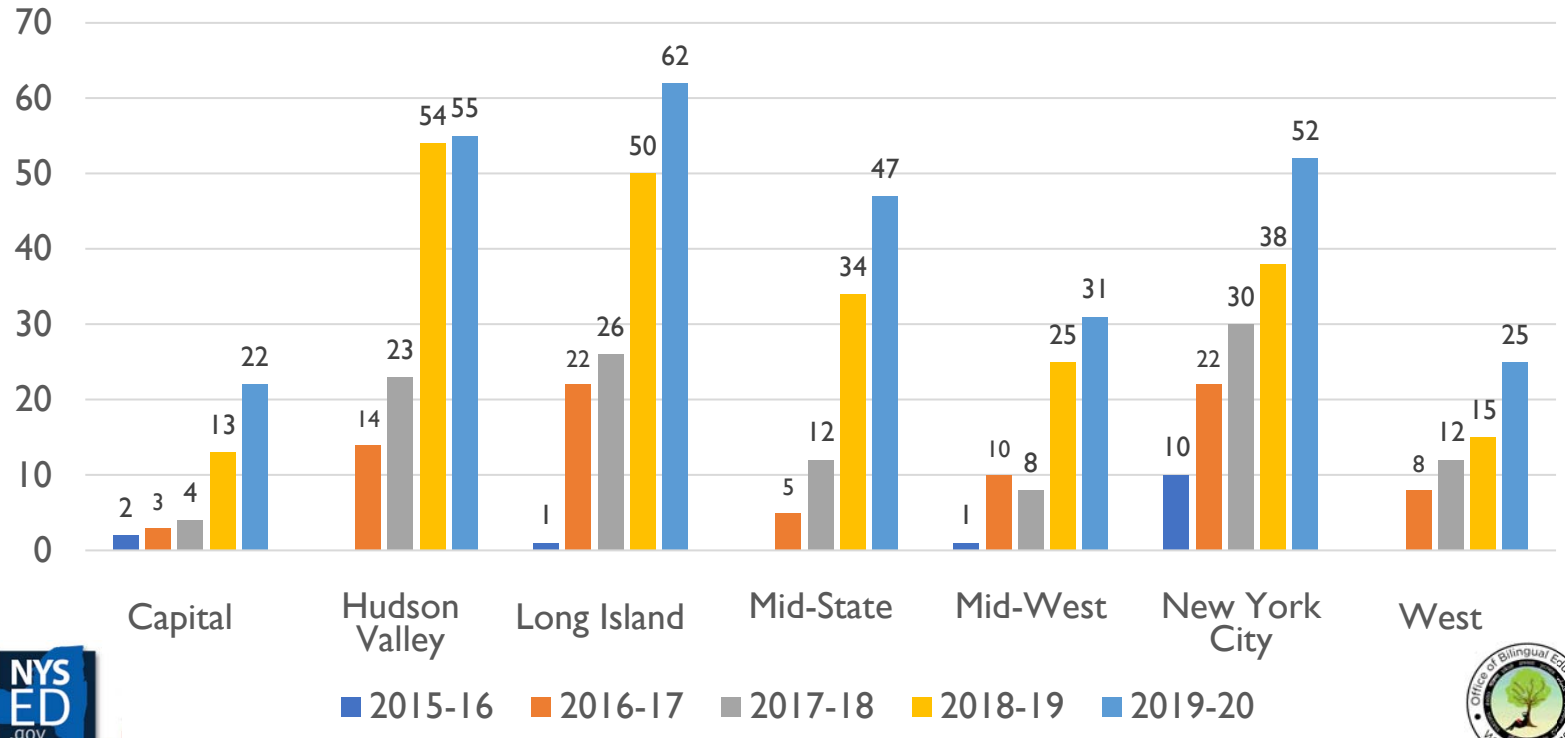
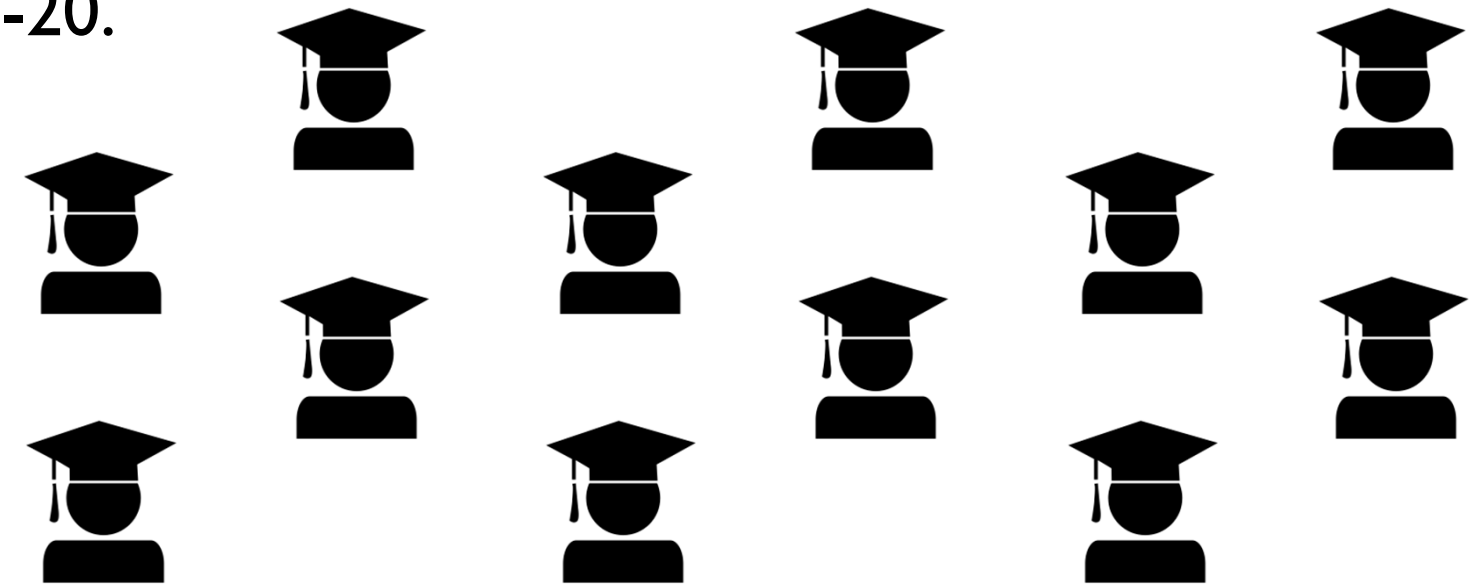


2019-20 NYSSB STATISTICS

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



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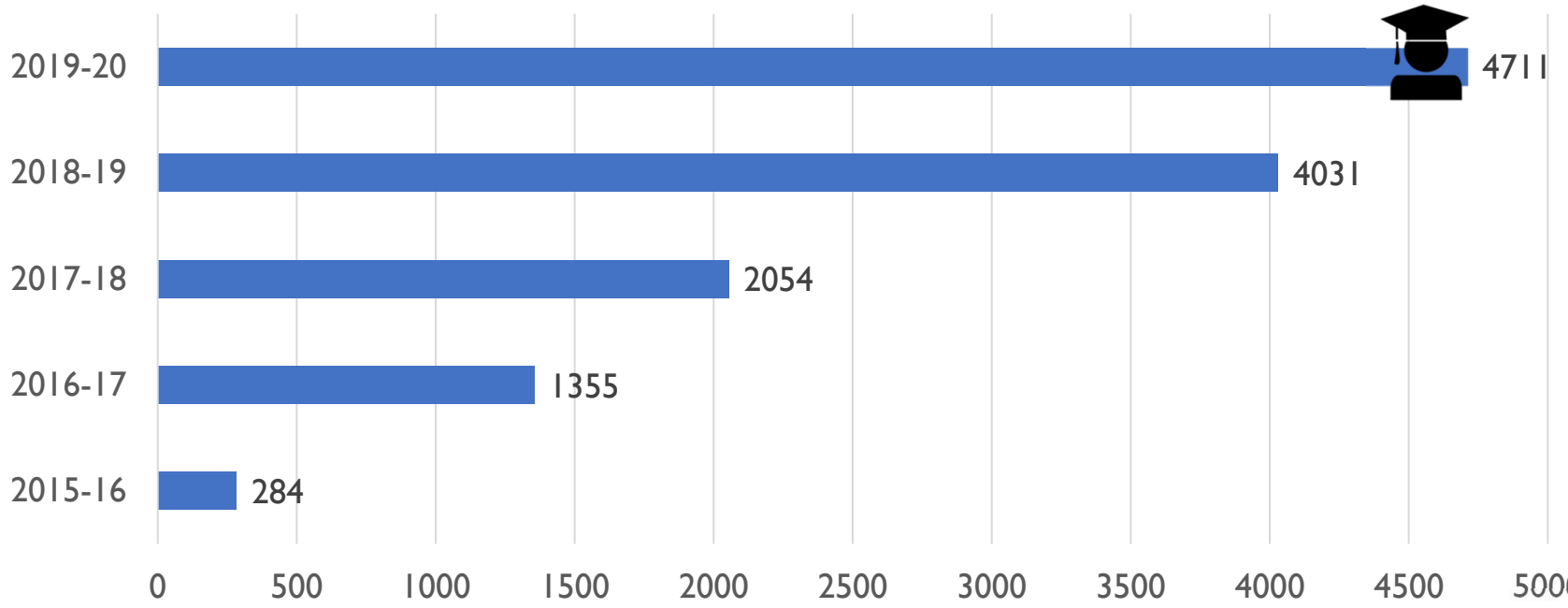


2019-20 NYSSB STATISTICS

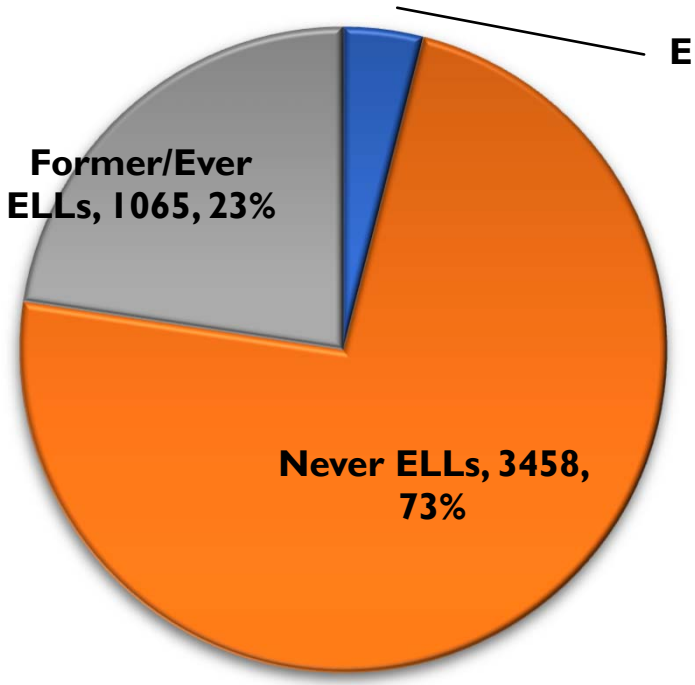
Since 2015-16, more than **12,000** students have earned the NYSSB.

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.

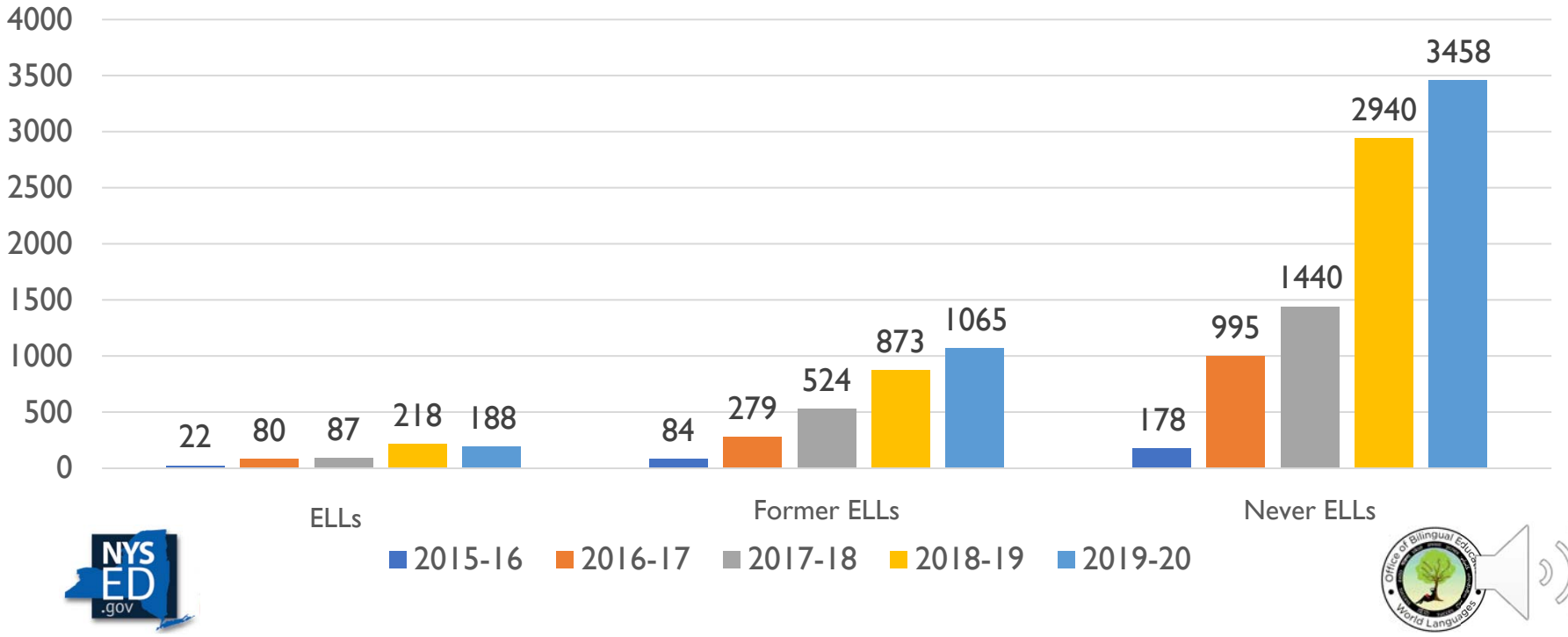
Never ELL is used to refer to students who were never identified as having language acquisition needs pursuant to Part 154 of the Commissioner's regulations.



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.

2019-20 NYSSB STATISTICS

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



2019-20 NYSSB STATISTICS

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

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

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.

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:*** - 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: - 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:*** - 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: - Complete the online School Notification Form (by December 1)	**Nov-Dec**
Implementation Stage	***Student application and scheduling an advisor:*** - Students submit applications - Match Seal candidates with advisors	**Dec- Jan**
	Student Evaluation: - 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***: - 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: - 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:*** - 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**

TIMELINE

- Module 1 – Planning Stage

SUGGESTED TIMELINE FOR THE NYS SEAL OF BILITERACY

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HANDBOOK

New York State Education Department

The New York State Seal of Biliteracy Handbook

engage^NY

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NYS ED .gov

http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/handbook-for-the-seal-of-biliteracy-2018-19.pdf

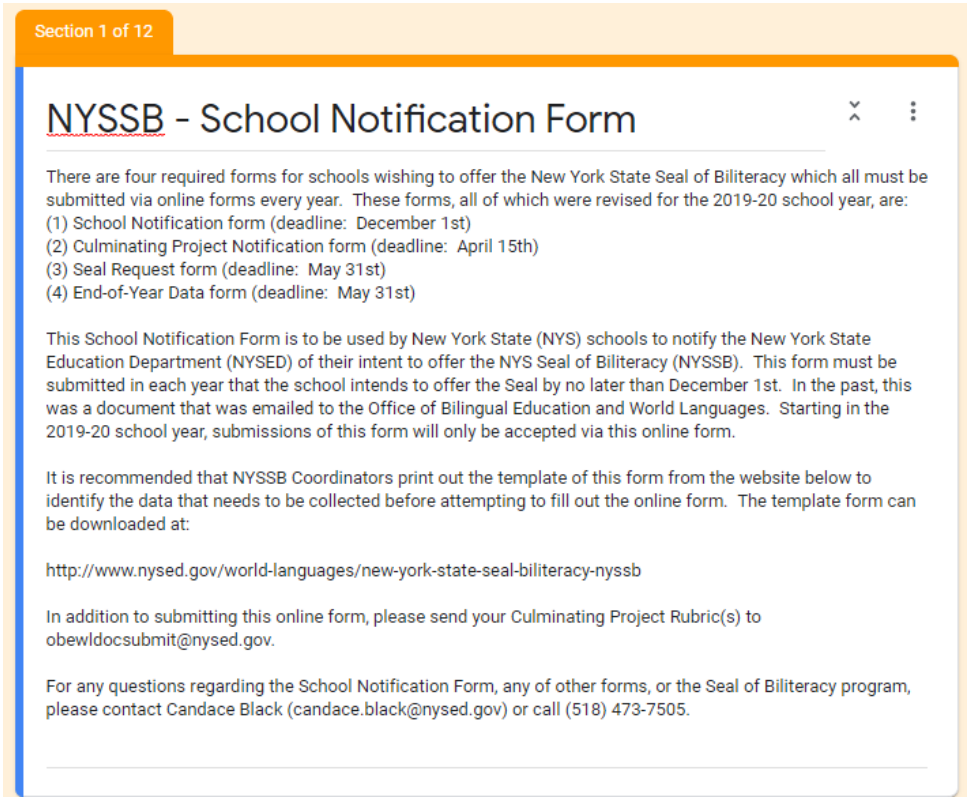
Office of Bilingual Education and World Languages

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)

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 **<u>each school year</u>** 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 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:

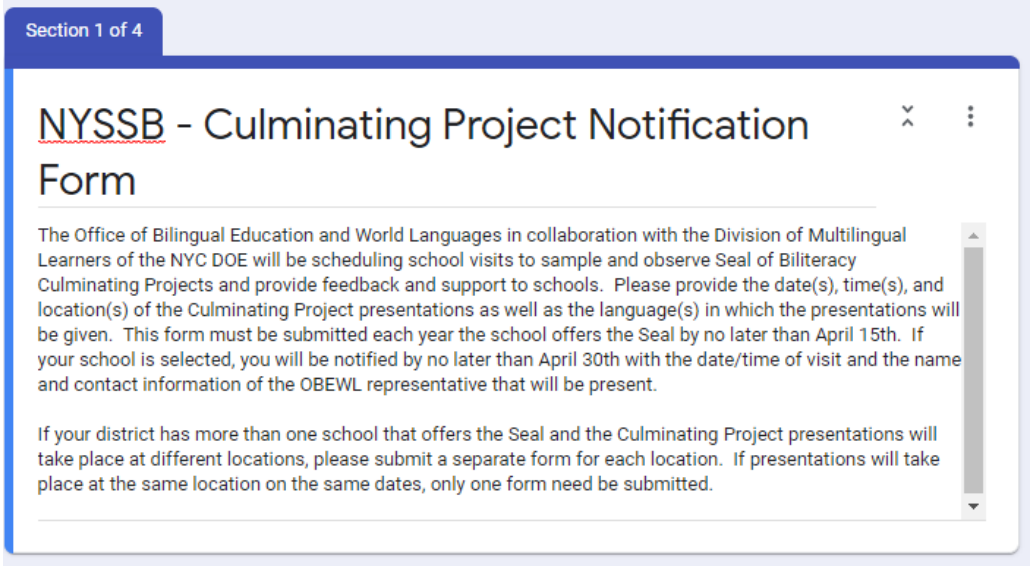
http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb

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.

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 **<u>each school year</u>** 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

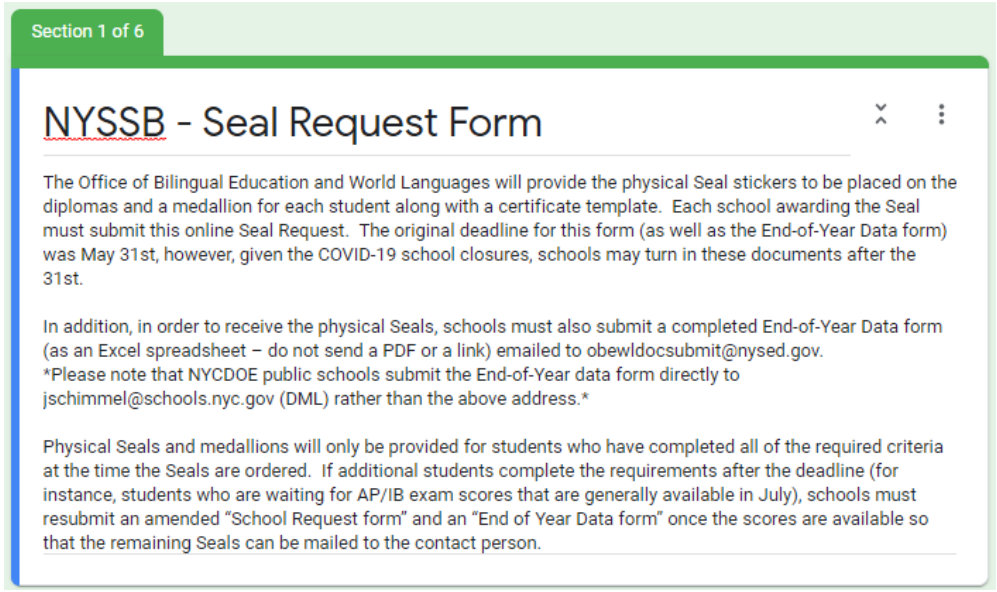
The Office of Bilingual Education and World Languages in collaboration with the Division of Multilingual Learners of the NYC DOE will be scheduling school visits to sample and observe Seal of Biliteracy Culminating Projects and provide feedback and support to schools. Please provide the date(s), time(s), 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.

SEAL REQUEST FORM

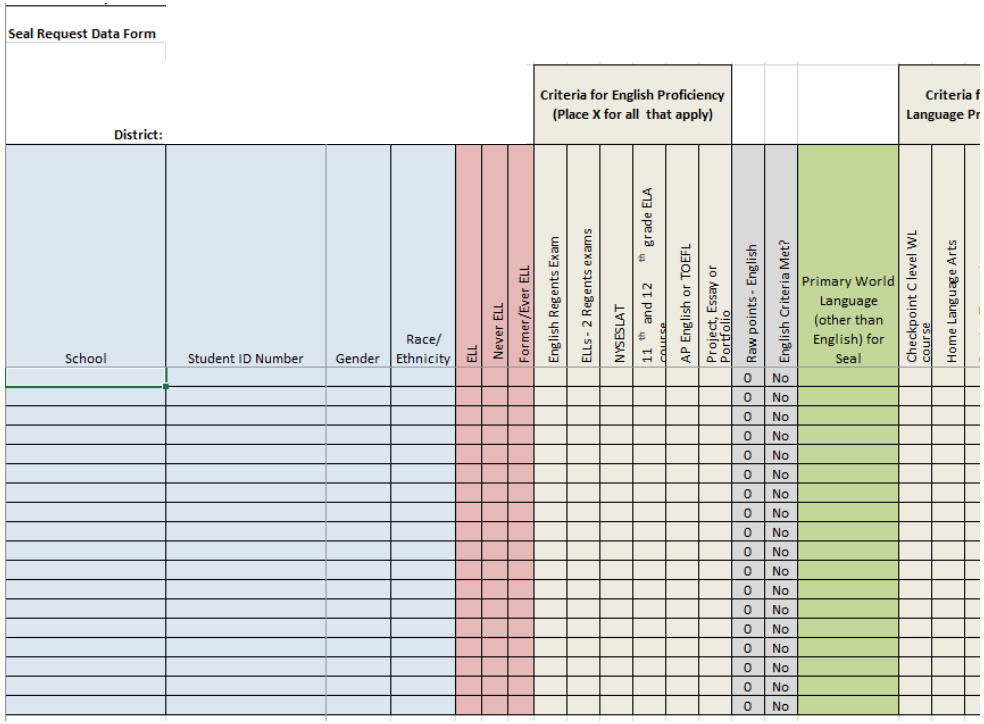
- The Seal Request Form is an online form in which the school provides the number of Seal stickers and medallions requested, the school address to which they should be sent, and the date by which they are needed.
- This form is recommended to be submitted by **May 31st** of **each school year** in which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



- 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.

END-OF-YEAR DATA FORM

- The End-of-Year Data Form is an Excel spreadsheet on which schools will enter the information on each student that has successfully met the criteria to earn the NYSSB.
- Once complete, this Excel spreadsheet should be emailed to OBEWLDOCSUBMIT@nysed.gov. OBEWL will not accept PDFs of this form.
- This form is recommended to be submitted by **May 31st** of **each school year** in which the school wishes to offer the NYSSB along with the Seal Request Form, although this deadline is flexible.



Seal Request Data Form

District:

School	Student ID Number	Gender	Race/ Ethnicity	ELL	Never ELL	Former/Ever ELL	Criteria for English Proficiency (Place X for all that apply): English Regents Exam	ELLs - 2 Regents exams	NYSESLAT	11th and 12th grade ELA course	AP English or TOEFL	Project, Essay or Portfolio	Raw points - English	English Criteria Met?	Primary World Language (other than English) for Seal	Criteria f Language Pr: Checkpoint C level WL course	Home Language Arts
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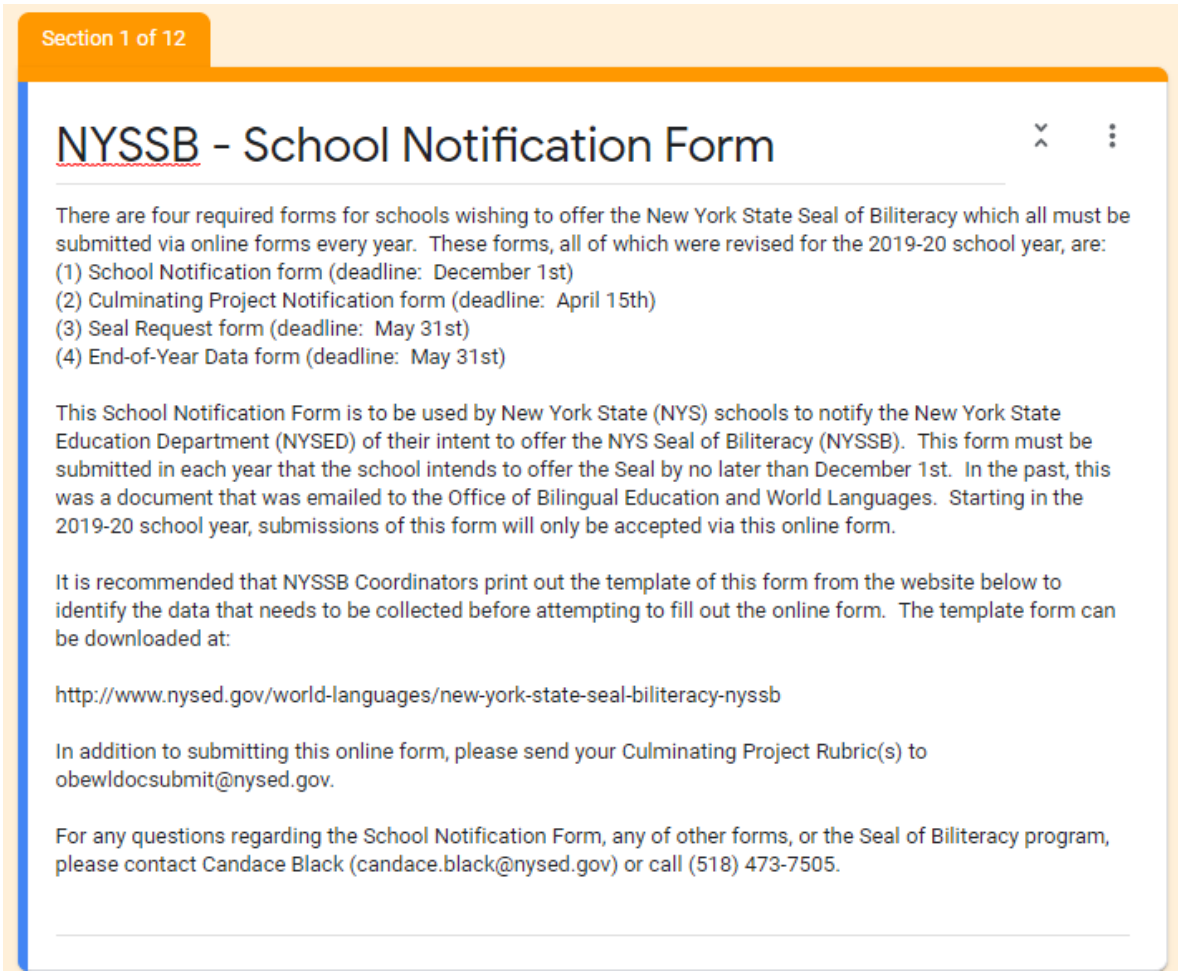
- Once both the correctly filled out Seal Request Form and End-of-Year Data Form are submitted, OBEWL will mail out the Seal stickers and medallions.

SCHOOL NOTIFICATION FORM



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NYSSB SUBGROUPS

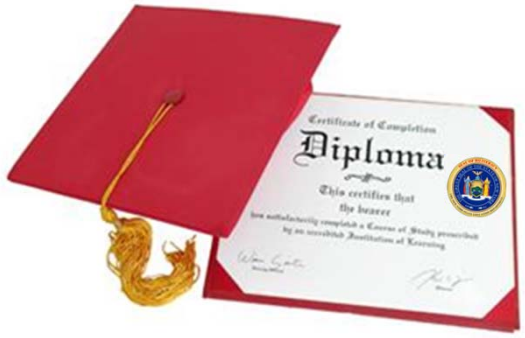
There are several possible student subgroups that the Seal of Biliteracy committee should identify from the graduating senior class:

- **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.

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



Criteria for Demonstrating Proficiency in English	Point Value
1A. Score 80 or higher on the NYS Regents Examination in English Language Arts or ELLs can score 75 or above on two Regents exams other than English, without translation.	1
1B. ELLs earn an overall score of 290 or above on the NYS English as a Second Language Achievement Test.	1
1C. 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
1D. 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
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 at least Intermediate High proficiency in English.	2

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?

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 and 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

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?

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

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 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	**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

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 **WPT/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

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.

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.

CLOSURE – TASK 1

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

CLOSURE – TASK 2

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

CLOSURE – TASK 3

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

CLOSURE – TASK 4

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

CLOSURE – TASK 5

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

CLOSURE – TASK 6

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

REVISITING THE OBJECTIVES

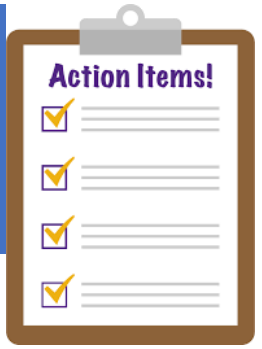
- ✓ Give an overview of the NYSSB to a prospective student, parent, teacher, administrator, or community member.
- ✓ Provide a reason why schools should consider creating an NYSSB program for their students.
- ✓ Explain some of the criteria that a student could meet to earn the NYSSB.
- ✓ Explain the 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.

QUESTIONS?

Please share any additional questions you may have.

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

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).

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 1 BOCES**

ACKNOWLEDGEMENTS

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