



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

## Module 5: Preparing for Panel Presentations



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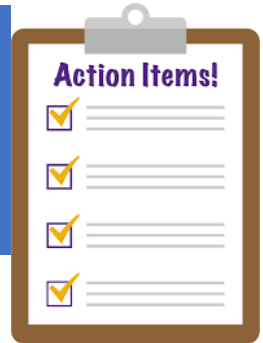
# MODULE 5 OBJECTIVES

Participants will be able to:

- ❑ Become familiar with the NYSSB Program and its purpose;
- ❑ Understand how to assess a student's language abilities using the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Levels;
- ❑ Understand the role of the Panelists; and
- ❑ Explain the presentation process based on viewing recordings of exemplar presentations.



# REVIEW MODULE 4 ACTION ITEMS



Did your SBC accomplish the following:

- Create a description of the Culminating Project for English and at least one world language?
- Create a rubric that is aligned to the ACTFL proficiency guidelines for the Intermediate High level that assesses student performance in all three modes of communication?





## New York State Seal of Biliteracy

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# Program & Purpose



# THE NEW YORK STATE SEAL OF BILITERACY (NYSSB)

The New York State 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.



Photo courtesy of [Greece Central School District](#).



# THE NYSSB

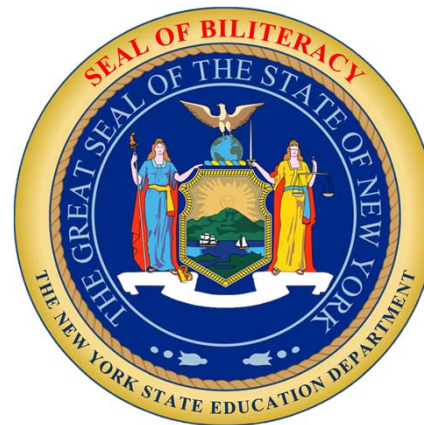


- The NYSSB is awarded by the Commissioner to students who meet the criteria established by the New York State Board of Regents and who attend schools that **voluntarily** agree to participate in the program.
- The NYSSB is affixed to the student's high school diploma and transcript and must be made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



# THE NYSSB

The Seal 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.

**2016**

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

**2014**

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

**2017**

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

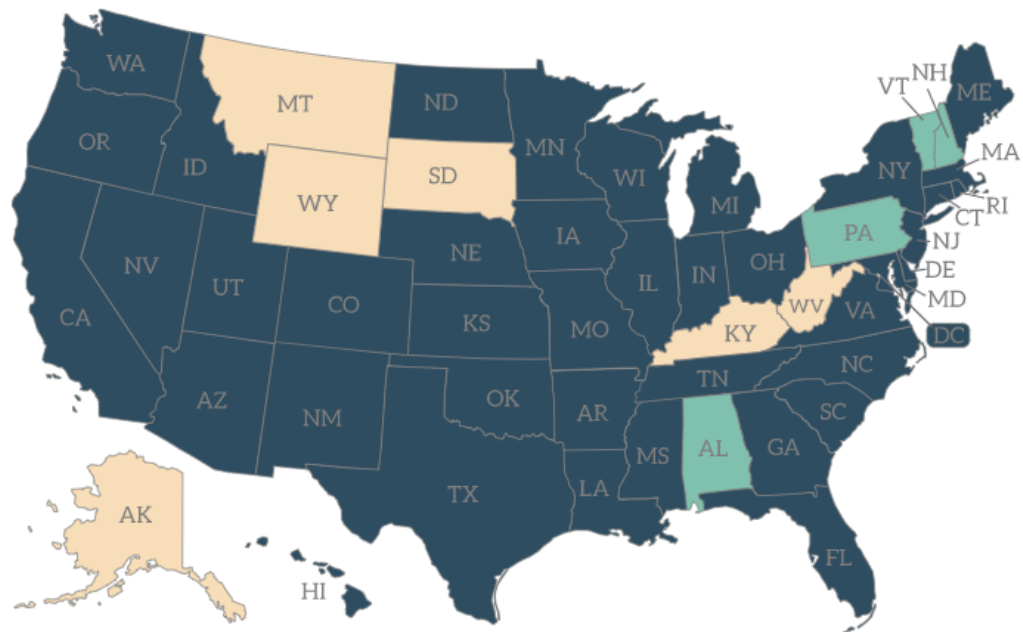


# ORIGINS OF THE NYSSB

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.

● Approved State Seal ● Under Consideration ● Early Stages  
○ No Seal of Biliteracy, Yet!



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



# 2019-20 NYSSB STATISTICS

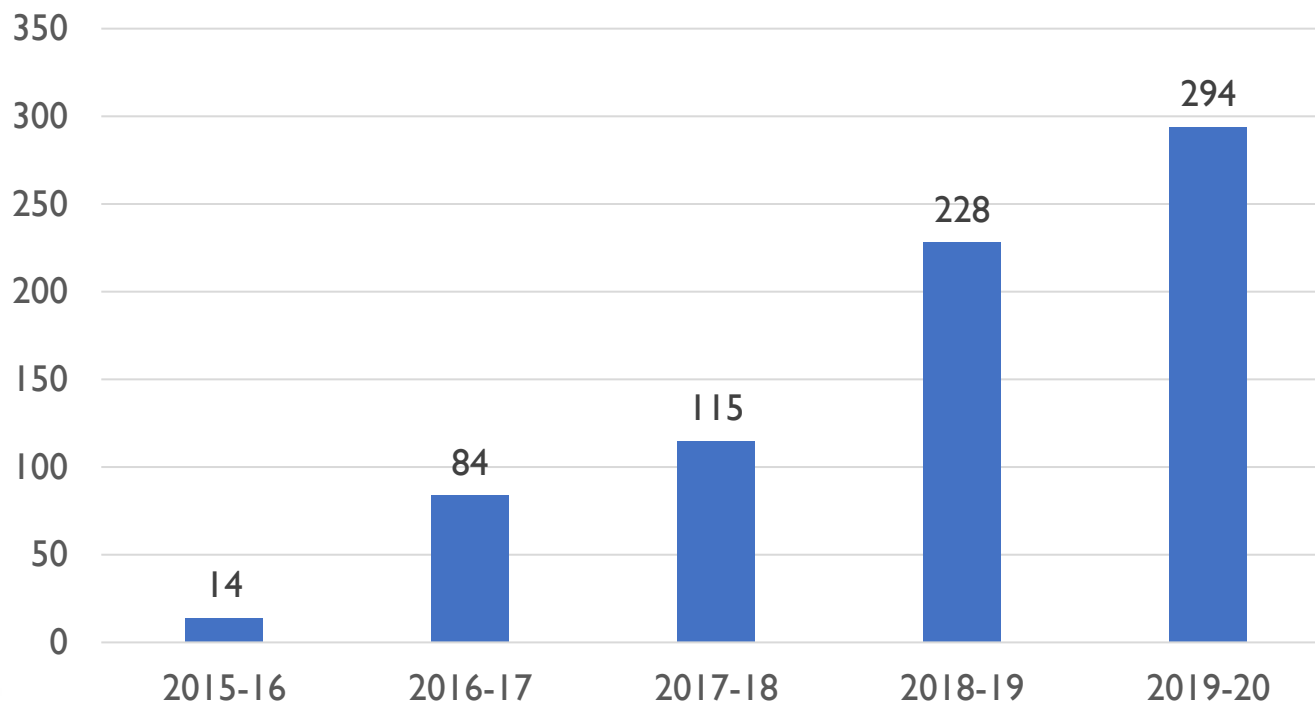
**294** schools offered the NYSSB in 2019-20.

That's one in every five NYS public schools.



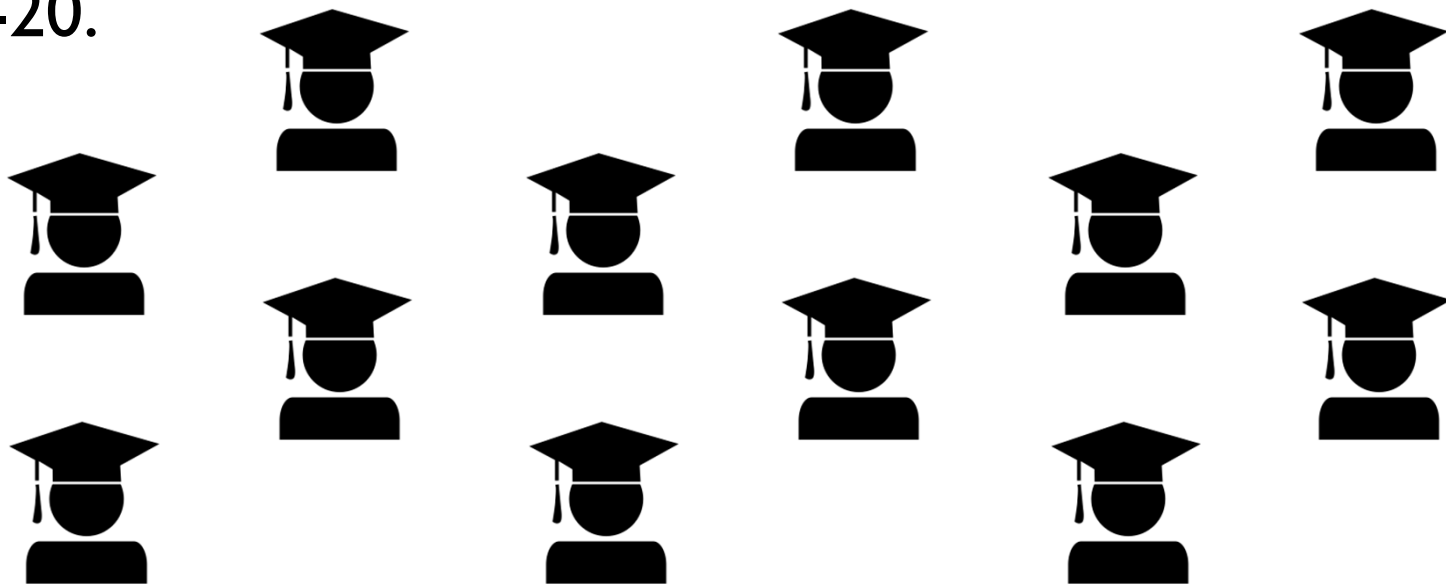
# 2019-20 NYSSB STATISTICS

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



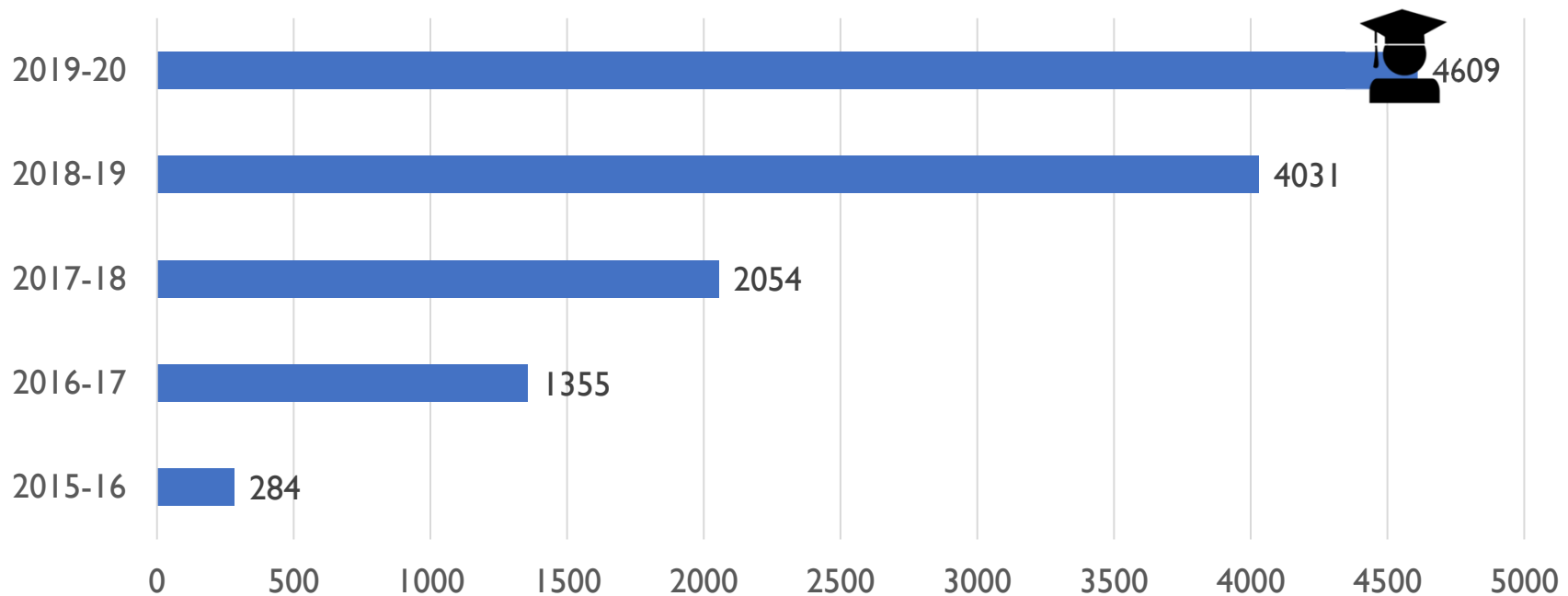
# 2019-20 NYSSB STATISTICS

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



# 2019-20 NYSSB STATISTICS

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



# 2019-20 NYSSB STATISTICS

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



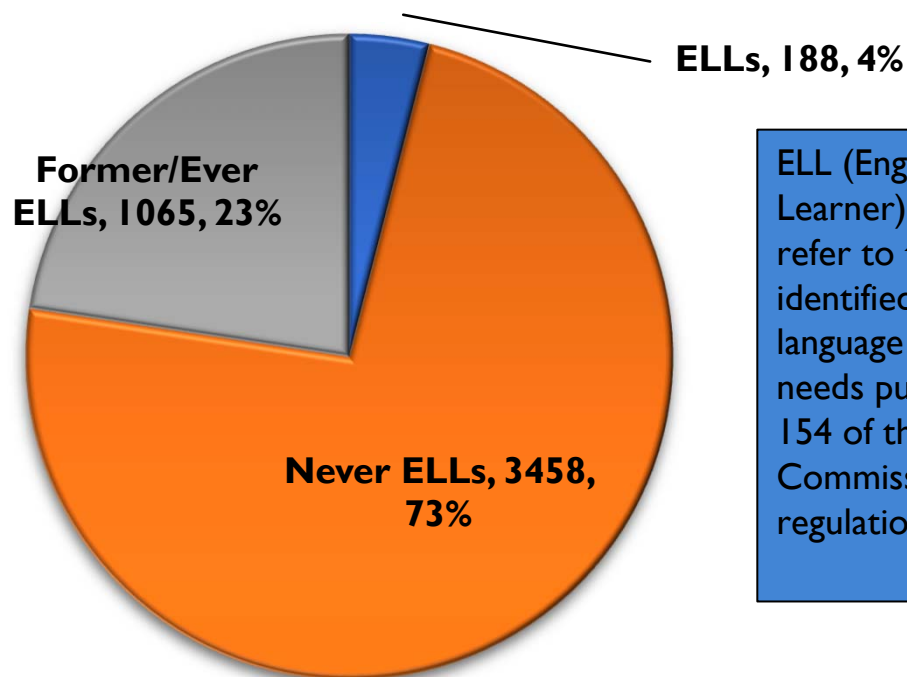


# 2019-20 NYSSB STATISTICS

## 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

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



# 2019-20 NYSSB STATISTICS

The most common 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.



# 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 <u>English</u>	Point Value
<b>I A. 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.</b>	1
<b>I B. ELLs earn an overall score of 290 or above on the NYS English as a Second Language Achievement Test.</b>	1
<b>I C. Complete all 11<sup>th</sup> and 12<sup>th</sup> 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.</b>	1
<b>I D. Achieve the following scores on the examinations listed below:</b> - 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
<b>I E. 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.</b>	2



Criteria for Demonstrating Proficiency in a <u>World Language</u>	Point Value
<p><b>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.</b></p>	<p style="text-align: center;">1</p>
<p><b>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.</b></p>	<p style="text-align: center;">1</p>
<p><b>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 .</b></p>	<p style="text-align: center;">1</p>
<p><b>2D - Score at a proficient level on an accredited Checkpoint C World Language assessment (See “Approved Checkpoint C Assessments” on the following slide.)</b></p>	<p style="text-align: center;">1</p>
<p><b>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.</b></p>	<p style="text-align: center;">2</p>



<b>ASSESSMENT</b>	<b>MINIMUM SCORE</b>
<b>Advanced Placement Examination</b>	4
<b>International Baccalaureate</b>	Standard level – 5 Higher level - 4
<b>Standard Based Measurement of Proficiency</b>  <b>(Diplomas of Spanish as a Foreign Language)</b> <b>Cervantes Institute of NYC Spanish</b>	6  BI
<b>AAPPL - The ACTFL Assessment of Performance toward Proficiency in Languages</b>	I-5
<b>The ACTFL Oral Proficiency Interview</b> <b>The ACTFL Oral Proficiency Interview Computer Test</b> <b>The ACTFL Writing Proficiency Test/Business Writing Test</b> <b>The ACTFL Reading Proficiency Test</b> <b>The ACTFL Listening Proficiency Test</b>	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.
<b>The ACTFL Latin Interpretive Reading Assessment</b>	I-4
<b>American Sign Language Proficiency Interview</b>	Intermediate Plus





# REFLECTION QUESTIONS

**What are some benefits to schools who have a NYSSB program?**

**What are some benefits to communities that are served by a school with a NYSSB program?**





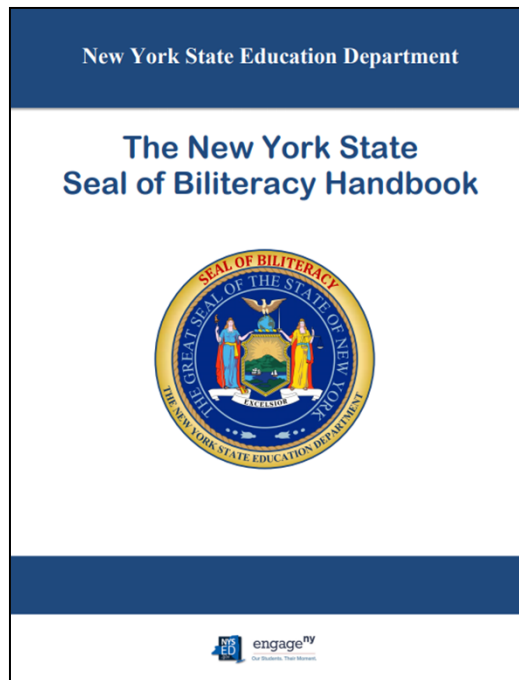
## New York State Seal of Biliteracy

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# Proficiency Level



# PROFICIENCY LEVEL



**Q: What is the target level of proficiency in a Language Other Than English for earning the NYSSB?**

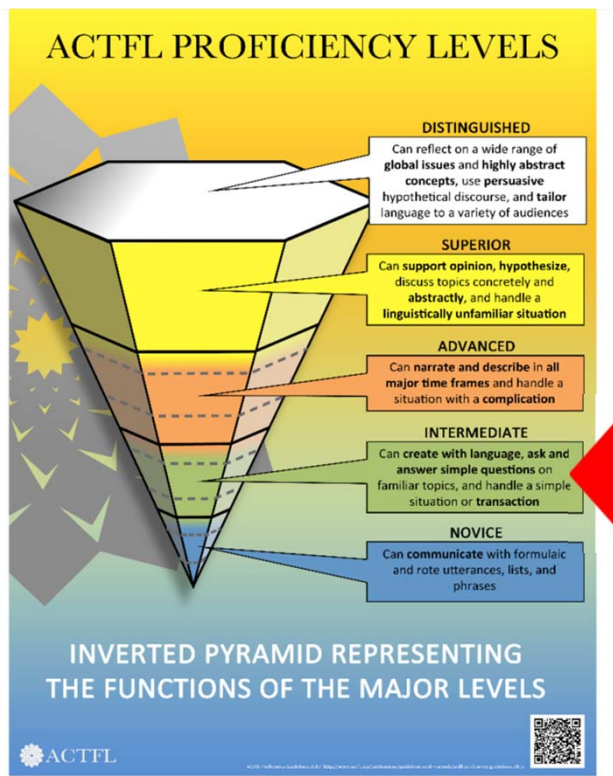
*A: NYS has set the target level of proficiency at Intermediate High based on the ACTFL Proficiency Guidelines.*



[NYSSB Handbook - http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012)



# ACTFL PROFICIENCY LEVELS



NYSED has set the target level of proficiency at Intermediate High based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

**NYSSB = Intermediate-High**

Resource:

[ACTFL Guidelines and Manuals](#)



	<b>INTERPRETIVE</b>	<b>INTERPERSONAL</b>	<b>PRESENTATIONAL</b>
<b>DEFINITIONS</b>	<p>Receptive communication of oral, signed, or written messages. Mediated communication via print and non-print materials.</p> <p>Listener, receiver, viewer, reader work with visual or recorded materials who creator is absent.</p>	<p>Direct oral or signed communication (face-to-face or telephonic) between individuals who are in personal contact.</p> <p>Direct written communication between individuals who come into personal contact.</p>	<p>Productive communication using oral, signed, or written language</p> <p>Spoken, signed, or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode</p> <p>Author of visual or recorded material not known personally to listener or reader.</p>
<b>PATHS</b>	<p>Primarily receptive abilities: listening, receiving, reading, viewing</p>	<p>Productive abilities: speaking, signing, writing</p> <p>Receptive abilities: listening, receiving, reading</p>	<p>Primarily productive abilities: speaking, signing, writing, showing</p>



Signed, signing, received, receiving, and receiver are terms that refer to American Sign Language.



# ACTFL LEVEL – INTERMEDIATE HIGH

- The **Interpretive mode** is defined as the receptive communication of oral, signed, or written messages. In simple terms, interpretive communication is **reading, viewing, receiving, or listening.**
- With the Interpretive mode, students who are at the Intermediate High level can consistently:
  - Follow the main message or storyline;
  - Follow the actions or flow of events;
  - Understand the use of various major time frames to express when something happened or will happen; and
  - Understand conversations, discussions, and straightforward, descriptive, paragraph-length informational texts.



# ACTFL LEVEL: INTERMEDIATE HIGH

- The **Interpersonal mode** is defined as direct oral, signed, or written communication (face-to-face or remote) communication between individuals who are in personal contact.
- In simple terms, it is speaking and listening, signing and receiving, or writing back and forth with someone else.
- With the Interpersonal mode, students at the Intermediate High level can consistently:
  - exchange information in conversations and some discussions on a variety of familiar and some concrete topics that the student has researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
  - interact with others to meet their needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
  - explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.



# ACTFL LEVEL: INTERMEDIATE HIGH

- The **Presentational mode** is defined as productive communication using oral, signed, or written language.
- In simple terms, it is **one-way speaking or signing** (such as a speech) or **writing** (such as an essay).
- With the Presentational mode, students at the Intermediate High level can consistently:
  - Tell stories about school, community events, and personal experiences, using a few short paragraphs, often across various time frames.
  - State their viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
  - Give detailed presentations on a variety of familiar topics and some concrete topics they have researched, using a few short paragraphs, often across various time frames.





# REFLECTION QUESTIONS

**What are some of the key/repeated words in the descriptions of the three modes?**

**What are the most important characteristics of the Intermediate High proficiency level?**





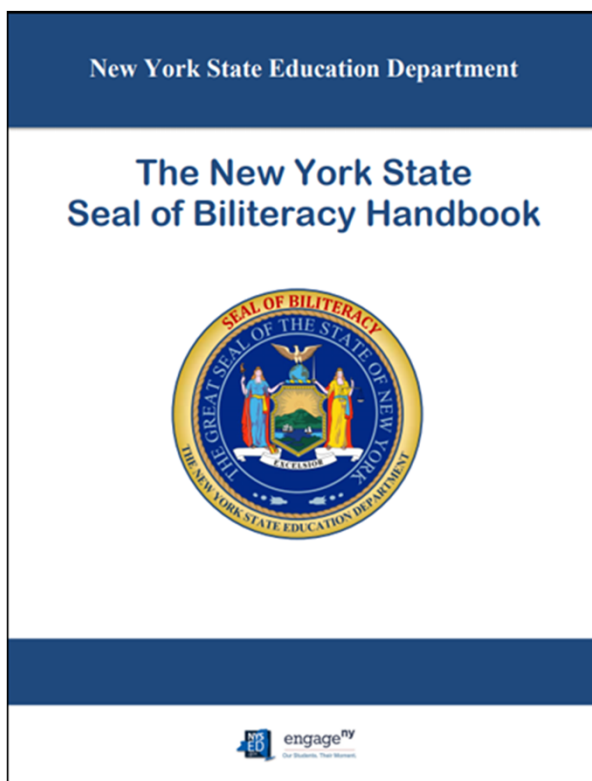
## New York State Seal of Biliteracy

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# Panel Presentations



# PANEL PRESENTATIONS



1. Options for Culminating Project in a World Language
2. Rubrics for the Culminating Project
3. Conduct of the Panel Presentation

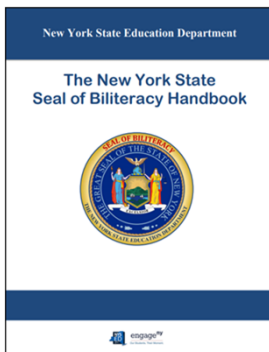


Criteria for Demonstrating Proficiency in a <u>World Language</u>	Point Value
<p>2A - Complete a Checkpoint C level World Language course, with a grade of 85 or higher or a comparable score using another scoring system set by the district and approved by the commissioner for both the coursework <u>and</u> final examination (where it exists) consistent with Checkpoint C standards.</p>	1
<p>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.</p>	1
<p>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 .</p>	1
<p>2D - Score at a proficient level on an accredited Checkpoint C World Language assessment (See “Approved Checkpoint C Assessments” on the following slide.)</p>	1
<p>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.</p>	2



# PANEL PRESENTATIONS

## Q: Should students present work to the SBC?



*A: Students will present all proof necessary to show they have met the criteria for earning the NYSSB. If a student is being evaluated on a portfolio, project, and/or essay assessment, a panel of interviewers selected by the SBC will interview the student in the target language to measure interpersonal and presentational skills. The SBC can choose to invite members of the community to help with the evaluation process, especially in the case of low incidence languages. The SBC may also consult with its Regional Bilingual Education Resource Network (RBERN) to find qualified participants.*



# PANEL PRESENTATIONS

“Present a culminating project, scholarly essay, or portfolio that meets the criteria for the three modes of communication established by the district’s NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards and the ACTFL Proficiency Levels to a panel of interviewers with at least Intermediate High proficiency in the target language.”

## **Presentation Examples:**

[French Presentation Slides](#)

[French Presentation Video](#)

[Chinese Presentation Slides](#)

[Chinese Presentation Video](#)



Photo courtesy of [Greece Central School District](#)



Slides and videos courtesy of [Rochester Early College International High School](#),  
Rochester City School District.



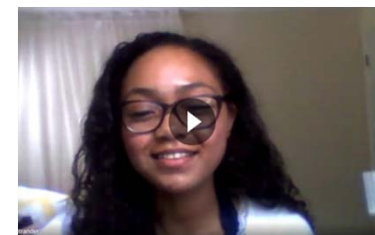
# VIRTUAL PRESENTATION & INTERVIEW EXEMPLARS



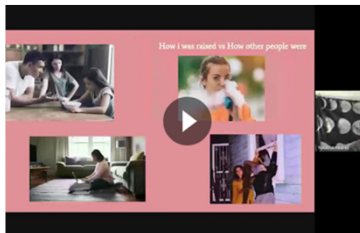
[French Presentation](#)



[Spanish Presentation](#)



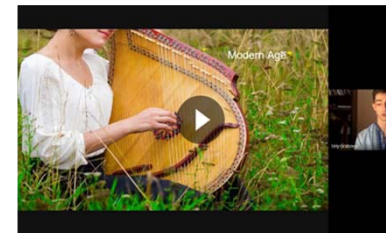
[Spanish Presentation](#)



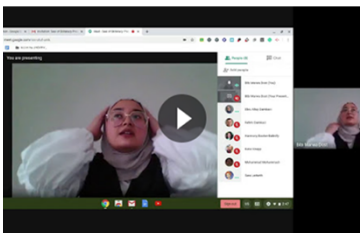
[Spanish Presentation](#)



[Spanish Presentation](#)



[Ukrainian Presentation](#)



[Farsi & Turkish Presentation](#)

Examples provided courtesy of [Liverpool Central School District](#).



# REFLECTION QUESTIONS

**What did you notice about the student presentations?**

**What are some of the logistics to consider for a panel presentation?**







## New York State Seal of Biliteracy

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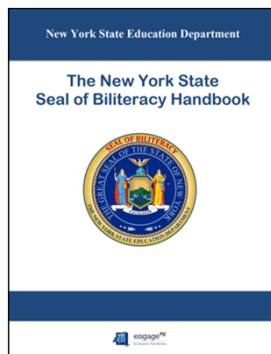
# Role of the Panelists



# PANEL PRESENTATIONS

## **Q: What is the role of the interview panel?**

*A: The role of the interview panel is to measure the student's knowledge of the topics of the project, essay, or portfolio being presented as well as the student's proficiency in the target language. Questions from the Panelists may refer to the topic(s) presented, the student's process in creating the project, their personal feelings about the topic, and other questions the panel feels are necessary to measure the students' knowledge of the topic and the target language.*



It is important to reiterate that both the presentation and all interaction between the student and the panelists should be **exclusively in the target language.**



# IMPORTANT INFORMATION FOR PANELISTS

When engaging panelists, and especially when engaging community members (other than school or district personnel) to serve on the panel, it is important for the Seal of Biliteracy Coordinator to share the following with the panelists prior to the presentation:

- Where the student learned the target language (in the district, in another country, at home, in a weekend language school);
- If the student speaks a regional dialect of the language;
- The topic of the presentation;
- The format of the student work: project, presentation or portfolio;
- The date, time, and anticipated duration of the presentation and interview;
- The time allotted for questions;
- The number of questions each panelist will be permitted to ask; (continued)



# IMPORTANT INFORMATION FOR PANELISTS

(continued)

- Any sample or model questions;
- Who else will serve on the panel;
- If the presentation and interview will be recorded and if so, how it will be used;
- The security procedures for a visitor entering the school (parking, if a driver's license must be provided, room in which the presentations will take place, primary Seal of Biliteracy contact name and email, any required paperwork such as a notice of confidentiality);
- If the panelist will be participating in the panel remotely, the logistics of the connection (platform, password, etc.); and
- How to score students on the rubric (panelists should be provided with training on how to use the rubric as well as provided with a copy of the rubric to review ahead of time).



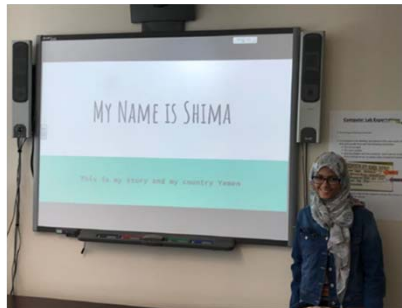
# EVALUATING CULMINATING PROJECTS

New York State Seal of Biliteracy  
Sample Rubric (aligned to ACTFL Intermediate High Level of Proficiency)

Standard 1.1: Interpretive Communication –  
Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.  
→ Interpretive Communication is assessed by the classroom teacher in English Language Arts (ELA) or World Languages, or an evaluator proficient in the target language.

Standard/Mode	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Interpretive Communication – What can I understand, interpret, or analyze in authentic informational texts that I hear, read, or view? NY.S.1.1	Identify the topic and related information from simple sentences in short informational texts	Understand the main idea and key information in short straightforward informational texts	Usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts	Identify the underlying message and some supporting details across major time frames in descriptive informational texts	Understand the underlying message and most supporting details across major time frames in descriptive informational texts	Follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts
Interpretive Communication – What can I understand, interpret, or analyze in authentic fictional texts that I hear, read, or view? NY.S.1.2	Identify the topic and related information from simple sentences in short fictional texts	Understand the main idea and key information in short straightforward fictional texts	Usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts	Follow the main story and some supporting detail across major time frames in fictional texts	Follow the main story and most supporting details across major time frames in fictional texts	Follow the flow of ideas and some nuances from different viewpoints in most fictional texts
Interpretive Communication – What can I understand, interpret, or analyze in conversations or discussions that I hear, read, or view, in which I am not a participant? NY.S.1.3	Identify the main idea in short conversations	Identify the main idea and key information in short straightforward conversations	Usually understand the main idea and flow of events expressed in various time frames in conversations and discussions	Understand the main message and some supporting details across major time frames in conversations and discussions	Understand the main message and most supporting details across major time frames in conversations and discussions	Follow the flow of ideas and some nuances from different viewpoints in conversations and discussions
Evidence/Notes:						

**Resource:** [Sample Rubrics for the Culminating Project](#)



## General Guidelines:

1. Students should be evaluated holistically on the three modes of communication (interpretive, interpersonal, presentational).
2. Students should be assessed by a panel consisting of two or more adults who are qualified speakers of the language of the presentation. Members of the panel should not be relatives of the student.
3. If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel can consist of fewer panelists.



Photo courtesy of [East High School](#), Rochester City School District



# SAMPLE QUESTIONS FOR PANELISTS

- You selected \_\_\_\_\_ for your portfolio presentation. How and why is \_\_\_\_\_ important to you?
- If you had to select a person, famous or not, that inspires you, who would that person be and why?
- Why do you think it is important to know more than one language?
- As a candidate for the New York State Seal of Biliteracy, what are your future goals once you become a recipient?
- How might you use your world language skills in the future?
- How has the process of being a candidate for the NYSSB impacted you as a graduating senior?



Questions courtesy [East High School](#), Rochester City School District



# WORLD LANGUAGE CULMINATING PROJECTS

By Msaada J. Nankumba from Lafayette High School in Buffalo, NY

## Exemplar:

### How Shall We Overcome? Play in Swahili

### How Shall We Overcome? English Translation



Exemplar courtesy of [Buffalo Public Schools](#)

# MODEL STUDENT PANEL PRESENTATION

Msaada J. Nankumba from Lafayette High School in Buffalo, NY is [interviewed by a panel for the Biliteracy Seal for his play, written in Swahili: "How Shall We Overcome?"](#)

- Where does the student fall on the rubric?
- What questions did you hear?
- What questions might you add?

## **Exemplar:**

- [How Shall We Overcome? Play in Swahili](#)
- [How Shall We Overcome? English Translation](#)



Exemplar provide courtesy of [Buffalo Public Schools](#).





# REFLECTION QUESTIONS

**What  
questions did  
you hear?**

**What  
questions  
might you  
add?**





## New York State Seal of Biliteracy

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# Additional Resources



# GET TO KNOW THE HANDBOOK

New York State Education Department

## The New York State Seal of Biliteracy Handbook



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

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# NYSSB ANNUAL REPORT

## The New York State Seal of Biliteracy



## 2018-19 Report

Office of Bilingual Education  
and World Languages

New York State Education Department



Included in the report:

- Executive Summary
- Key Statistics and Analysis
- Goals for the following year
- Strategies to Achieve Goals
- Changes to the Program for the following year
- Resources



<http://www.nysed.gov/common/nysed/files/programs/world-languages/nyssb-annual-report-2018-19.pdf>



# REVISITING MODULE 5 OBJECTIVES

## Participants will:

- ✓ Become familiar with the NYSSB Program and its purpose;
- ✓ Understand how to assess a student's language abilities using the ACTFL Proficiency Levels;
- ✓ Understand the role of the panel members; and
- ✓ View clips of past interview panels in order to gain knowledge of the presentation process.



# REFLECTION QUESTIONS

**What is the most helpful thing you learned today?**

**What questions do you still have?**



# QUESTIONS?

Please share any additional questions you may have.

Further questions can be emailed to [candace.black@nysed.gov](mailto:candace.black@nysed.gov) or your local RBERN representative.







# FOR MORE INFORMATION

Please contact Candace Black at [candace.black@nysed.gov](mailto: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](mailto: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](#)



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