


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


Module 7: Wrapping up Your Program



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- Welcome to the NYS Seal of Biliteracy Guidance Toolkit.
- The modules in this toolkit represent a collaboration between NYSED and the Mid-State and Mid-West RBERNs to support schools in beginning the process of implementation.
- The modules 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 website.
- My name is _____ and I will be your guide for this module.
- Module 7, *Wrapping Up Your NYSSB Program*, continues the conversation around how the NYSSB can be celebrated at schools and then reviews the NYSSB criteria in an interactive challenge. We’ll move on to present the Biliteracy Pathway Award, which can be given at lower grade levels to encourage students to pursue further world language study. Finally, we will ask participants to reflect on their module experience.
- For more information on starting a Seal of Biliteracy Program at your school or for any questions regarding the NYSSB, please contact Candace Black at candace.black@NYSED.gov.

MODULE 7 OBJECTIVES

Participants will be able to:

- Share how, when, and where the NYSSB candidates will be celebrated;
- Identify the resources, tasks, and staff necessary for this celebration;
- Test their knowledge of the criteria to earn the NYSSB to determine if students in various scenarios have qualified for this award;
- Explain what the Biliteracy Pathway Award is, in which grade levels schools can offer it, and give examples of tasks students can complete to qualify for this award; and
- Give feedback on their participation in this module program and how it might be improved upon in the future.



Let's start with the module objectives.

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

- Share how, when, and where the NYSSB candidates will be celebrated;
- Identify the resources, tasks, and staff necessary for this celebration;
- Test their knowledge of the criteria to earn the NYSSB to determine if students in various scenarios have qualified for this award;
- Explain what the Biliteracy Pathway Award is, in which grade levels schools can offer it, and give an example of a task a student can complete to qualify for this award; and
- Give feedback on their participation in this Toolkit program and how it might be improved upon in the future.




REVIEW MODULE 6 ACTION ITEMS

Action Items!

- _____
- _____
- _____
- _____

Did your SBC accomplish the following:

- Develop a draft of your certificate;
- Identify the staff member who puts the notation on the graduation program;
- Identify the staff member who puts the notation on the student transcripts;
- Identify the staff member who is responsible for reporting graduation measures, including the Seal, to the State over the summer; and
- Identify when and where you will celebrate NYSSB candidates?



- Let's review the homework from Module 6. Did your SBC accomplish the following:
 - Develop a draft of your certificate;
 - Identify the staff member who puts the notation on the graduation program;
 - Identify the staff member who puts the notation on transcripts;
 - Identify the staff member who is responsible for reporting graduation measures, including the Seal, to the State over the summer; and
 - Identify when and where you will celebrate NYSSB candidates?

CELEBRATING NYSSB CANDIDATES

Share your plans to celebrate the students who will earn the NYSSB:

- Events & Stakeholders;
- Publicity & Media; and
- Awards & Regalia.



Share your plans to celebrate the students who will earn the NYSSB. Include any decisions you have made about the following:

- Events & Stakeholders;
- Publicity & Media; and
- Awards & Regalia.

[To give participants time to share this information, please stop the recording.]

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 6312 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

TIMELINE



We have arrived at the final stage of our timeline: the Reflection Stage. Ideally, this stage is begun towards the end of the school year but may continue through the summer. This time is ideal to consider opportunities for growth as well as to begin planning for the next school year.

END-OF-YEAR DATA FORM CHALLENGE!

This activity is designed to test your knowledge of the requirements for the NYSSB and provide practice with the End-of-Year Data Form. You will be presented with a variety of scenarios and are asked to determine if each student has met the requirements to earn the NYSSB.

[Presenter should do the following prior to this module:

- 1. Print out answer key; and*
- 2. Print out challenge handout for participants.*
- 3. Ensure participants have a device and the Challenge Spreadsheet (Excel) to work on.]*



[Before starting this challenge, the presenter/coordinator should:

- 1. Print out a challenge handout for each participant;*
- 2. Print out the answer key to handout at the end of the exercise;*
- 3. Ensure that each participant has a laptop/device and the Challenge Spreadsheet. Participants can work individually or in teams of two.]*


- Let's take the End-of-Year Data Form Challenge!
- This activity is designed to test your knowledge of the requirements for the Seal of Biliteracy and help you practice with the End-of-Year Data Form.
- Remember this form is the one submitted to OBEWL as an Excel spreadsheet with each student's information and how they earned the NYSSB.
- You will be presented with a variety of scenarios and you will determine if each student has met the requirements to earn the NYSSB by filling out the challenge spreadsheet.
- Be careful, while all of the information presented in the situations is accurate, not all information is relevant or will earn the student a point towards the Seal.
- You may wish to have the Seal Handbook open to the Criteria page (electronically or in print) in case you need to check some information.

- After you've decided upon your answers, we'll get together as a large group to discuss.

END-OF-YEAR DATA FORM CHALLENGE!


Criteria for English Proficiency

- 1A - Score \geq 80% on the ELA Regents
- 1A - ELLs score \geq 75% on 2 Regents exams
- 1B - ELLs earn overall score \geq 290 on NYSESLAT
- 1C - 11th-12th grade ELA course \geq 85%
- 1D - ELLs score \geq 80 on TOEFL
- 1D - AP English Language Exam \geq 3
- 1D - AP English Literature Exam \geq 3
- 1E - Culminating Project \geq Intermediate High



Criteria for World Language Proficiency

2A - Checkpoint C course \geq 85%	2D - AAPPL Exam \geq 1-5
2B - Transcript from outside US	2D - OPI, OPic, WPT/BWT, RPT, LPT exams \geq Intermediate High
2C - Home Language Arts course \geq 85%	2D - American Sign Language: SLPI \geq Intermediate +
2D - AP World Language Exam \geq 4	2D - Latin: ALIRA \geq 1-4
2D - AP World Literature Exam \geq 4	2D - DELE (Spanish) \geq B1
2D - IB Exam \geq 4 (HL), \geq 5 (SL)	2E - Culminating Project \geq Intermediate High
2D - STAMP4S Exam \geq 6	



- On this slide, you will see screen shots of the various criteria from the End-of-Year Data Form, rotated for your convenience.
- On the left are the criteria for English Proficiency. Let's review these first.
 - 1A. Students score 80% or better on the ELA exam ** or ** ELLs score 75% or better on two Regents exams other than English not in translation.
 - 1B. ELLs earn an overall score of 290 or better on the NYSESLAT exam.
 - 1C. Students earn an average of 85% or better in 11th and 12th grade ELA courses.
 - 1D. Students score a 3 or better on the AP English Language or the AP English Literature exam; or ELLs score 80% or better on the Test of English as a Foreign Language.
 - 1E. Students develop and present a Culminating Project in English demonstrating at least Intermediate High proficiency. Note that while criterion 1E is worth 2 points, all the other criteria for English are worth a single point.
 - You will enter a single "X" in each criterion that the student met. As you enter these X's, the Excel spreadsheet has gray columns that calculate both the raw

points earned and whether the English criteria has been met.



END-OF-YEAR DATA FORM CHALLENGE!

Criteria for English Proficiency

1A - Score \geq 80% on the ELA Regents
1A - ELLs score \geq 75% on 2 Regents exams
1B - ELLs earn overall score \geq 290 on NYSESLAT
1C - 11th-12th grade ELA course \geq 85%
1D - ELLs score \geq 80 on TOEFL
1D - AP English Language Exam \geq 3
1D - AP English Literature Exam \geq 3
1E - Culminating Project \geq Intermediate High

Criteria for World Language Proficiency

2A - Checkpoint C course \geq 85%	2D - AAPPL Exam \geq 1-5
2B - Transcript from outside US	2D - OPI, OPic, WPT/BWT, RPT, LPT exams \geq Intermediate High
2C - Home Language Arts course \geq 85%	2D - American Sign Language: SLPI \geq Intermediate +
2D - AP World Language Exam \geq 4	2D - Latin: ALIRA \geq 1-4
2D - AP World Literature Exam \geq 4	2D - DELE (Spanish) \geq B1
2D - IB Exam \geq 4 (HL), \geq 5 (SL)	2E - Culminating Project \geq Intermediate High
2D - STAMP4S Exam \geq 6	

On the right are the criteria for World Language Proficiency. Let's review these as well.

- 2A. Students earn an average of 85% or better in a Checkpoint C World Language course. (Remember that unlike the ELA course criterion, the World Language course can be a one-year course or two-year course sequence.)
- 2B. Students provide a transcript from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.
- 2C. Students complete all required Home Language Arts (HLA) coursework in a Bilingual Education Program.
- 2D. Students score at a proficient level on an accredited Checkpoint C World Language assessment. (Note that for clarity, we have included each approved assessment in its own column on the End-of-Year Data form.)
- 2E. Develop and present a Culminating Project in World Languages demonstrating at least Intermediate High proficiency. Note that while criterion 2E is worth 2 points, all the other criteria for World Languages are worth a single point.
- You will enter a single "X" in each criterion that the student met. As you enter these X's, the Excel spreadsheet has gray columns that calculate both the raw points earned and whether the World Languages criteria has been met.

END-OF-YEAR DATA FORM CHALLENGE!

1. Take out your laptop/device.
2. Work individually or with a partner.
3. As you read each of the scenarios given on the handout, fill out the Challenge spreadsheet on Excel to determine if each student earned the NYSSB.
4. For each student that didn't earn the NYSSB, indicate **WHY** on the handout and be ready to justify your answers!



And now for the challenge:

1. Take out your laptop/device.
2. Work individually or with a partner.
3. Read each of the scenarios given on the handout. You can do as many as you wish or as time permits. Regardless of how many you do, the answers will be provided to you.
4. Fill out the Challenge Spreadsheet on Excel based on the scenarios given.
5. Determine if each student earned the NYSSB or not.
6. For each student that didn't earn the NYSSB, indicate WHY on the handout.
7. Be ready to justify your answers!
8. There are also some "Follow-up" questions for most scenarios to test your knowledge even further.

[Allocate an appropriate amount of time for participants to work on this. If the presenter feels it is necessary or would be beneficial, they can do scenario #1 together with the whole group as a model. Go over the correct answers either as a whole group or by having the participants check their work using the 2nd tab of the Challenge spreadsheet marked “Answer key”.]

BILITERACY PATHWAY AWARDS

The Biliteracy Pathway Award is a separate recognition for younger students (Pre-K through 11th graders) to encourage them to continue the study of English and one or more World Languages. This award:

1. Is not regulated (there is no reporting to the State);
2. Is given at the school's discretion at any point in a student's academic career up to and including 11th grade;
3. Is based on criteria that is solely determined by the individual school; and
4. Can be used to recognize students for their achievement, effort, and/or interest in improving their skills in English and another World Language.



Photos courtesy of [Eugenio Maria de Hostos Charter School](#).



- As we've seen, the Seal of Biliteracy is an award that is regulated by state guidelines including annual reporting requirements.
- The Biliteracy Pathway Award is a separate recognition for younger students (Pre-K through 11th graders) to encourage them to continue the study of English and one or more World Languages.
- The Biliteracy Pathway Award:
 - is not regulated (there is no reporting to the State.)
 - is given at the school's discretion at any point in a student's academic career up to and including 11th grade;
 - Is based on criteria that is solely determined by the individual school;
 - can be used to recognize students for their achievement, effort, and/or interest in improving their skills in English and another world language.
- So while the Seal of Biliteracy designation is awarded to the qualified student at the time of graduation, the Biliteracy Pathway Award provides a steppingstone to this highly distinguished achievement.
- The photos on the right represent a few ideas of how a school might recognize students at younger grade levels.

BILITERACY PATHWAY AWARDS

Examples of some student tasks to earn a Biliteracy Pathway award could include:

- 2nd grade: students sing a song in the target language at a “moving up ceremony”;
- 5th grade: students select (and display) their best work in one or more modes from English and a World Language course;
- 8th grade: students write an essay in English on the importance of being bilingual and give some type of oral performance (recitation, skit) in the target language.



Photo courtesy of [Eugenio Maria de Hostos Charter School](#).

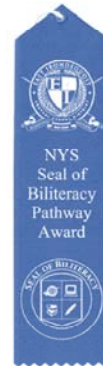


- The Biliteracy Pathway Awards are designed to support the learning of multiple languages starting in the younger grades. Schools have the autonomy to develop their own criteria for these awards as well as how to celebrate their students’ achievement.
- Examples of some student tasks to earn a Biliteracy Pathway award could be:
 - In 2nd grade: students sing a song in the target language at a “moving up ceremony”.
 - In 5th grade: students select their best work in one or more modes from English and a World Language course, which could be displayed at a parent night at the end of the year.
 - In 8th grade: students write an essay in English on the importance of being bilingual and give some type of oral performance (such as the recitation of a poem or skit) in the target language. These products can adorn the classroom, be performed or displayed for parents, and/or be featured in a newsletter or website.

BILITERACY PATHWAY AWARDS

Examples of ways in which schools could celebrate students earning a Biliteracy Pathway Award might include:

- A paper plate award;
- A certificate; and/or
- A ribbon.



Ribbon image courtesy of [East Irondequoit CSD](#).




Examples of ways in which schools could celebrate students earning a Biliteracy Pathway award might include:

- A paper plate award;
- A certificate; or
- A ribbon.




FEEDBACK ON THE 1ST PLANNING YEAR

Reflection Activity (Padlet):

- What might you do differently next year regarding:
 - Tasks;
 - Timeframe;
 - Deliverables;
 - Frequency of meetings; and
 - Monitoring student progress?
- What feedback do you have for us to improve these modules?
- What advice would you give to a school thinking about starting a Seal program?



<https://padlet.com/ssweet2/sealmodule6>



- Let's take some time to reflect on this year of planning for the Seal of Biliteracy and your participation in these modules.
- The Padlet activity highlighted here is used as an example of a way to obtain feedback from participants regarding their experience with this toolkit program. Please consider using the Padlet (or some other means) to jot down your thoughts and feedback and to share them with others.
- Consider the following:
 - What might you do differently next year regarding:
 - Tasks;
 - Your timeframe;
 - Deliverables;
 - The frequency of meetings; and
 - Monitoring student progress?
 - What feedback do you have for us to improve these modules?
 - What advice would you give to a school thinking about starting a Seal of Biliteracy program?

REVISITING MODULE 7 OBJECTIVES

Participants will be able to:

- ✓ Share how, when and where the NYSSB candidates will be celebrated;
- ✓ Identify the resources, tasks and staff necessary for this celebration;
- ✓ Put their knowledge of the criteria to earn the NYSSB to determine if students in various scenarios have qualified for the award;
- ✓ Explain what the Biliteracy Pathway Award is, in which grade levels schools can offer it, and give examples of tasks students can complete to qualify for this award; and
- ✓ Give feedback on their participation in this NYSSB collaborative and how it might be improved upon in the future.



We have now reached the end of the presentation of Module 7. Let's revisit our objectives for this module. Consider whether the Seal of Biliteracy committee was able to accomplish all of the can-do statements included here.

QUESTIONS?

Please share any additional questions you may have.

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



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

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

NYSSB TASK FORCE

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The members of the NYSSB Task Force listed on this slide were instrumental in contributing to and reviewing this 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.