



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

Module 7: Wrapping up Your Program



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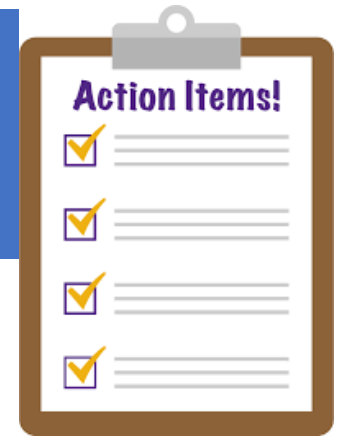
MODULE 7 OBJECTIVES

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.



REVIEW MODULE 6 ACTION ITEMS



Did your SBC accomplish the following:

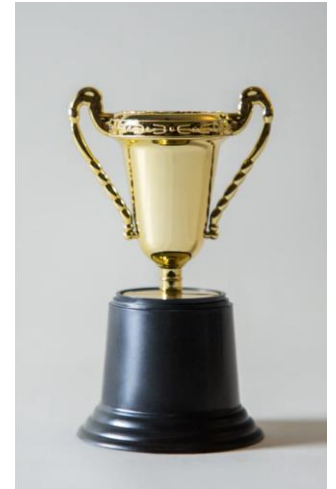
- Develop a draft of your certificate;
- Identify the staff member who puts the notation on the graduation program;
- Identify the staff member who puts the notation on the student transcripts;
- Identify the staff member who is responsible for reporting graduation measures, including the Seal, to the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



CELEBRATING NYSSB CANDIDATES

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

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



TIMELINE

SUGGESTED TIMELINE FOR THE NYS SEAL OF BILITERACY

Planning Stage	<p>Formation Seal of Biliteracy Committee:</p> <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
	<p>Communication of the program:</p> <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	<p>Identification of the qualified cohorts and plan development:</p> <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
	<p>Notification to NYSED of intent to establish the NYSSB program for the year:</p> <ul style="list-style-type: none"> - Complete the online School Notification Form (by December 1) 	Nov-Dec
Implementation Stage	<p>Student application and scheduling an advisor:</p> <ul style="list-style-type: none"> - Students submit applications - Match Seal candidates with advisors 	Dec- Jan
	<p>Student Evaluation:</p> <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	<p>Ordering of the Seal Image:</p> <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
	<p>Celebrating students' achievement:</p> <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	<p>Review data and processes:</p> <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



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.]*



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%

2B - Transcript from outside US

2C - Home Language Arts course \geq 85%

2D - AP World Language Exam \geq 4

2D - AP World Literature Exam \geq 4

2D - IB Exam \geq 4 (HL), \geq 5 (SL)

2D - STAMP4S Exam \geq 6

2D - AAPPL Exam \geq I-5

2D - OPI, OPIc, WPT/BWT, RPT, LPT exams \geq Intermediate High

2D - American Sign Language: SLPI \geq Intermediate +

2D - Latin: ALIRA \geq I-4

2D - DELE (Spanish) \geq B1

2E - Culminating Project \geq Intermediate High



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Criteria for English Proficiency

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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 I-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 I-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	



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!



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](#).



BILITERACY PATHWAY AWARDS

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

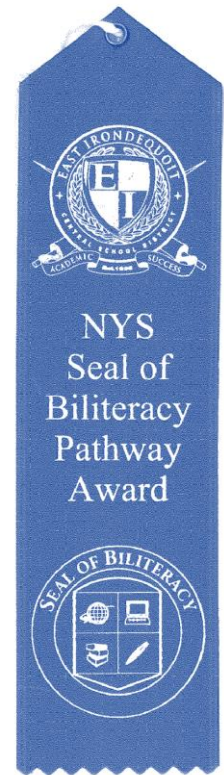
- 2nd grade: students sing a song in the target language at a “moving up ceremony”;
- 5th grade: students select (and display) their best work in one or more modes from English and a World Language course;
- 8th grade: students write an essay in English on the importance of being bilingual and give some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



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](#).



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>



REVISITING MODULE 7 OBJECTIVES

Participants will be able to:

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- ✓ Give feedback on their participation in this NYSSB collaborative and how it might be improved upon in the future.



QUESTIONS?

Please share any additional questions you may have.

Further questions can be emailed to candace.black@nysed.gov or 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](#)



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NYSSB TASK FORCE

Abby Baruch, NYC RBERN @ Fordham

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