

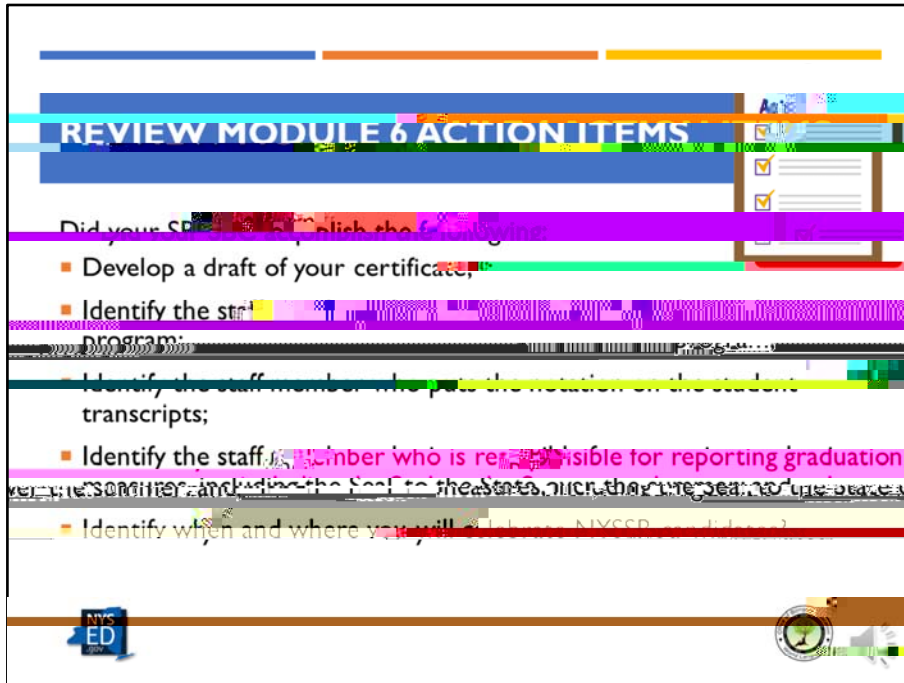
MODULE 7 OBJECTIVES

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 an example of a task a student can complete to qualify for this award;
- Give feedback on their participation in this module program and how to improve it.

NYS ED logo, circular seal, and speaker icon are visible at the bottom of the slide.

- 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 pro



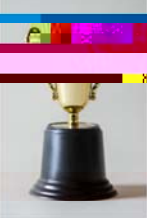


- “ Let’s review the homework from Module 6. Did your SBC accomplish the following:
 - “ Develop a draft of your certificate;
 - “ Identify the staff member who puts the notation on the graduation program;
 - “ Identify the staff member who puts the notation on transcripts;
 - “ Identify the staff member 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.

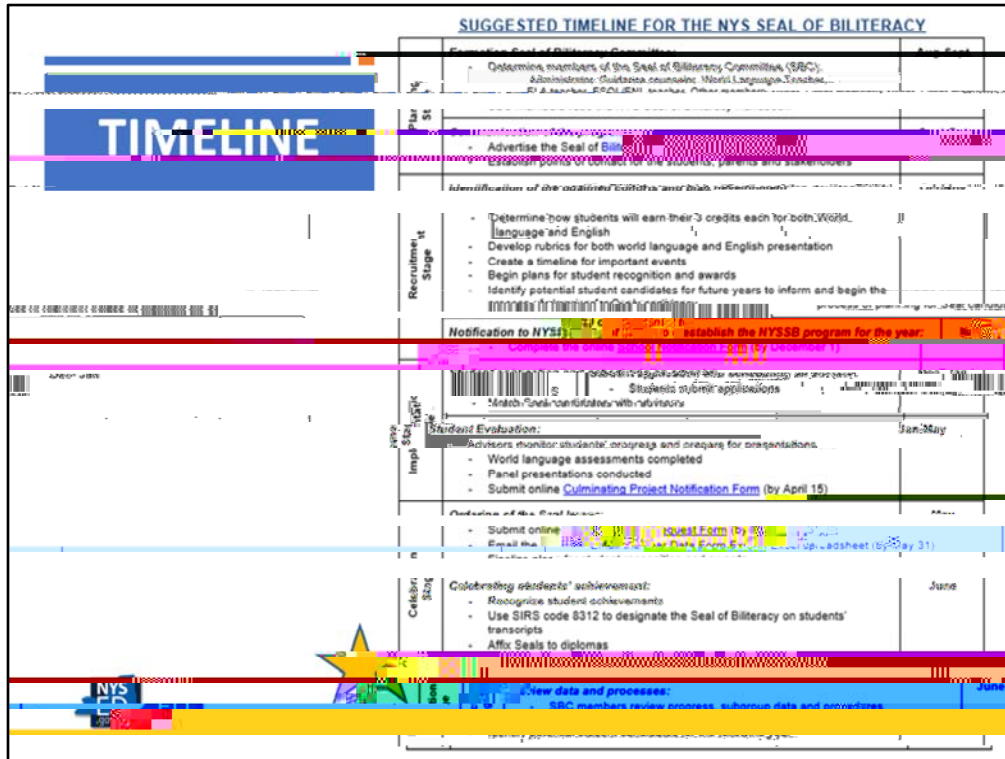


Share your plans to celebrate the students who will earn the NYSSB. Include any decisions you have made about the following:

Events & Stakeholders;

Publicity & Media; and

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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 cs

END-OF-YEAR DATA SCIENCE CHALLENGE!

This activity is designed to test your knowledge of the

real data from real world presented with a variety of scenarios

requirements to earn the NFSS.

Presenter should do the following prior to this module:

1. Print out answer key at [https://www.ck12.org/answer-key/](#)
2. Print out challenge handout for participants.
3. Ensure participants have a device and internet access.



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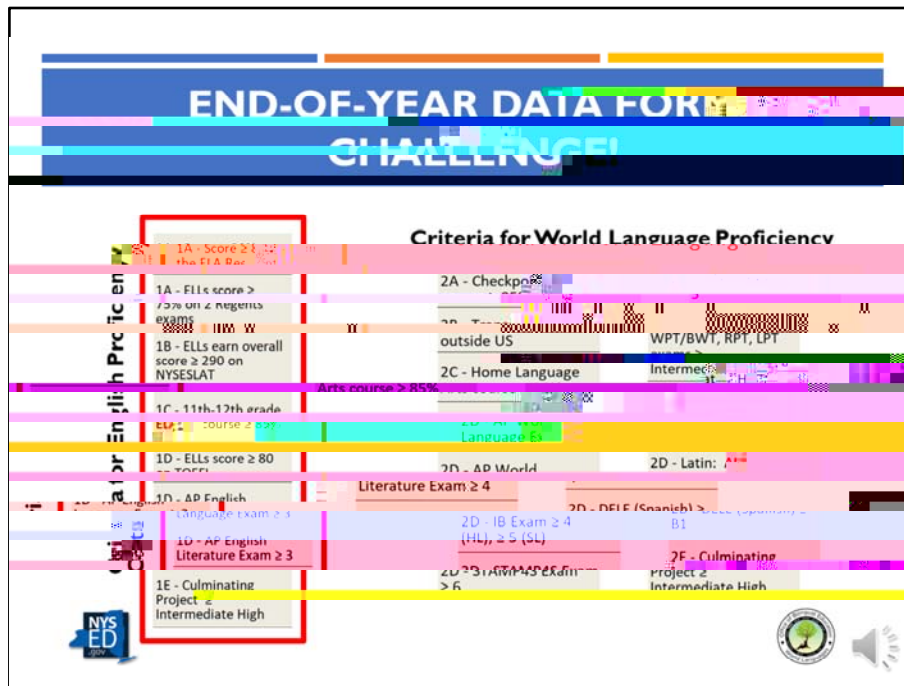
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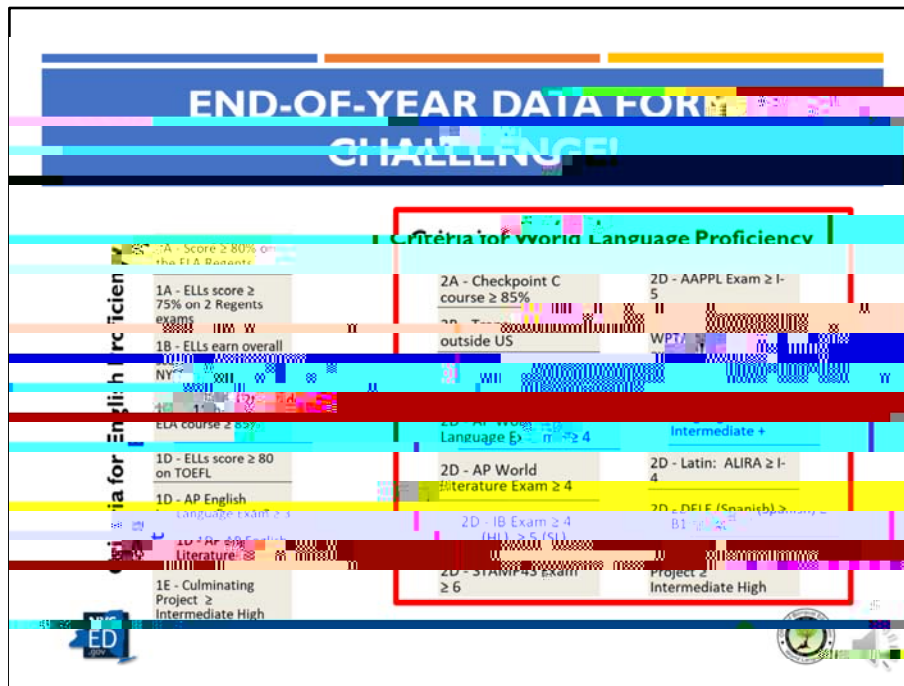
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“ After you’ve decided upon your answers, we’ll get together as a large group to discuss.



- “ 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 Yo

points earned and whether the English criteria has been met.



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.

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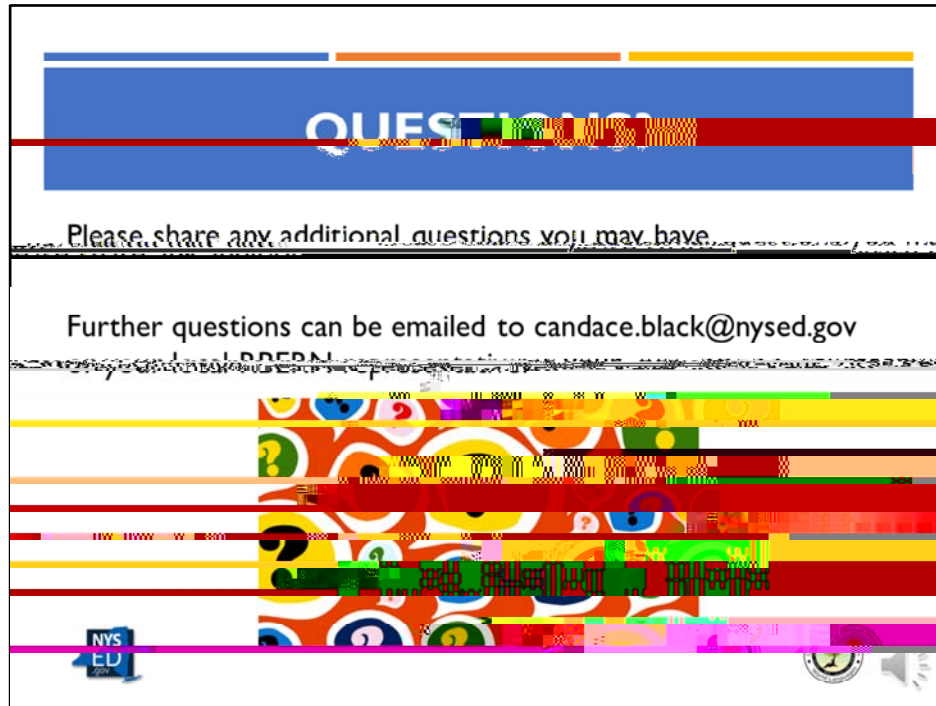
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- “ The Biliiteracy Pathway Awards are designed to support the learning of multiple languages starting in the younger grades. Schools have the autonomy to develop their own criteria for these awards as well as how to celebrate their students’ achievement.
- “ Examples of some student tasks to earn a Biliiteracy 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.



- “ 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?



Please share any additional questions you may have.

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) 473-3500. If you have any questions, please contact the Division of Multilingual Learning at multilingual@nysed.gov.

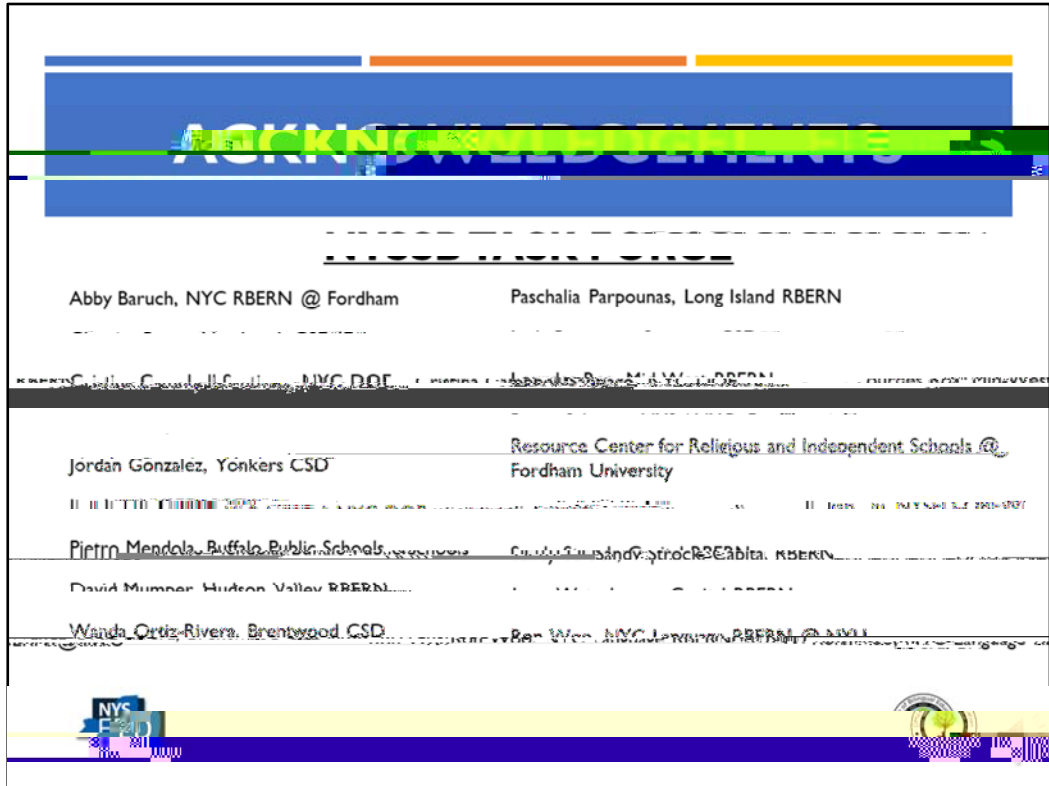
The OBEWL New York State Seal of Bilingual Proficiency

Regional Bilingual Education Resource Network (RBERNs):

- NYS Language RBERN (Statewide)
- Capital District RBERN at Capital Region BOCES
- Hudson Valley RBERN at Hudson Valley BOCES
- Long Island RBERN at Eastern Suffolk BOCES
- Mid-State RBERN at OCM BOCES
- Mid-West RBERN at Monroe 2 - Oriskany BOCES
- NY West RBERN at Erie 1 BOCES
- RBERN West at Erie 1 BOCES



“ For more information on the NYSSB, please contact us at candace.black@nysed.gov or via phone



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.