

The Seal of Biliteracy: The Massachusetts Model of Collaboration

Action Plan Discussion – Seal of Biliteracy (SoBL)

Timeline and Guiding Questions on the Seal of Biliteracy for World Language, ESL, Immersion, and Dual Language Teachers

Identify your ISSUE: Your **issue** should be specific and clear, align with your organization’s mission, and be realistically addressed through advocacy goal(s) within 1–5 years.

Our district does not award the Seal of Biliteracy (yet).

Identify your GOAL: Your **advocacy goal** should be your policy solution to the issue, or what you would like a policymaker to do to address it. Your goal should describe the **change** you would like to see, **how** change will happen, the **timeframe**, and which **institution(s)** need to act.

Our district will award the Seal of Biliteracy (Attainment) by June 20XX.

At-a-Glance Action Plan

SoBL Award Implementation Timeline		
Take Inventory <i>Ongoing</i>	Communication <i>Fall–Winter</i>	Assessment <i>Winter–Spring</i>
Identify stakeholders	Contact your allies	Identify how you will access the ELA MCAS and ACCESS data
Identify philosophy for language learning and review goals	Inform students and parents of the test, criteria and	Identify how you will access the partner language

of program	celebrations	proficiency assessment Identify whether to implement a portfolio with optional criteria
Identify assessment practices and how to collect data to determine if program is meeting its goals	Identify funding sources and timing for partner language testing	Decide how and when assessments will be administered
Identify accolades system in place	Identify how you will award students for biliteracy	Collect data to ensure the program is reaching all students at whatever award level they are eligible for

Timeline and Tasks to Achieve Your Goal

Break your goal into smaller, measurable tasks and plan how to ensure each task is completed.

A. Taking Inventory (considerations of existing practices) Ongoing					
TASK	What are your SMART Tasks ¹ (and guiding questions)? Include your responses under the italicized text.	Who will perform this task?	When is the deadline for this task?	How can you help to facilitate this task?	What additional supports do we need and from where/what ally?
Identify stake-holders	<i>How can you collaborate with district departments and school leaders, as well as with world language, ESL, dual language, TBE and/or immersion teachers, Special Educators, Gifted and Talented educators, and guidance counselors, to create an inclusive and comprehensive SoBL award</i>				

¹ SMART stands for Specific, Measureable, Attainable, Relevant, and Time-based.

	<p><i>program?</i></p> <p><i>How can you collaborate with departments and leaders, world language, ESL, dual language, TBE and/or immersion teachers, Special Educators, Gifted and Talented educators, and guidance counselors at the school level to create an inclusive and comprehensive award of the Seal of Biliteracy?</i></p>				
<p>Identify philosophy for language learning and review program goals</p>	<p><i>Why are you teaching language and culture? How can the district and school committee establish expectations for all language learners? How can you create a district-wide philosophy of language learning and celebration? To what extent do students participate in World Language programming? When do students begin World Language programming? Do students continue past the two-year recommendation? Do you teach for proficiency? How can other programs (WL, SEI, Gen Ed) at different levels (elementary/middle/high school) be involved in the Seal of Biliteracy preparation and award?</i></p>				
<p>Identify assessment</p>	<p><i>In WL programming, does your department teach for proficiency? Does your department</i></p>				

<p>practices and how collect data to determine if programs are meeting goals</p>	<p><i>have proficiency goal targets? In ELE programming, how does ACCESS testing inform proficiency of English towards LOC Bilingual Award criteria? How is proficiency in the target language being consistently determined and normed? How does your department assess and monitor growth in language proficiency in English and/or the world/partner language? What are developmental norms (proficiency targets) for the students in your program?</i></p>				
<p>Identify accolades system in place</p>	<p><i>How do you celebrate biliteracy achievement? How do you celebrate reaching proficiency milestones of the norms? Are world and heritage language proficiencies included in celebrations? How do you inform students and parents and get them excited about the Seal of Biliteracy? How/what/when will you present to administration?</i></p>				

B. Communications *Fall–Winter*

Task	What are your SMART Tasks* (and guiding questions)? Include your responses under the italicized text.	Who will perform this task?	When is the deadline for this task?	How can you help to facilitate this task?	What additional supports do we need and from where/what ally?
Contact your allies, English Learner Parent Advisory Council	<i>Who in the district and school (e.g., other content areas, special education programs) is most likely to support the Biliteracy Awards program? Who in the community is most likely to support the program? Who do you know in other districts who can help you with implementation? How can allies be involved? How can allies be advocates? How can we thank allies for their support?</i>				
Inform students and parents about the Awards	<i>Do students know about proficiency? What kind of testing are students used to? How do you connect with students (e.g., through email, websites, blogs, U.S. mail, or student and parent meetings)? Which pathway awards will be given in the district?</i>				
Identify funding sources and timing for partner language testing	<i>Do all or some students pay for the test? The LOOK Act mandates that districts will have to pay assessments for all low-income students who volunteer to participate in the Seal of Biliteracy Awards: How will we find the funds for this? Can Title III or Title I funds be used</i>				

	<i>for purchasing assessments? Does your district or department (WL or ELE) have money for funding tests? Is there an outside agency that provides funding through grants? Are there PD funds from Title II to train assessors?</i>				
Determine how you will award biliteracy	What are you already doing (e.g., Consulate Certificate) and how can the LOC SoBL Multi-Tiered Awards be added? Will you award a pin? Will you make a notation in the graduation (celebration) program? Will you have an awards ceremony? Each school may have its own celebration unique to the school and/or program?				

C. Assessment *Winter–Spring*

Task	What are your SMART Tasks* (and guiding questions)? Include your responses under the italicized text.	Who will perform this task?	When is the Deadline for this task?	How can you help to facilitate this task?	What additional supports do we need and from where/what ally?
Identify how to access the assessment data for English	<i>Is there a database in your student information system? Does the guidance department have that information? School leaders? As students continue their coursework, how can we track LOC Biliteracy Awards in the student information system? In a Student cumulative folder?</i>				
Identify how to access and maintain partner language proficiency data	<i>What groups of students need to be tested? What languages do you offer? What is your access to technology? What are any rules governing testing? Will you use AVANT STAMP, LTI ALIRA, LTI AAPPL, in-district common assessment (for elementary and middle) or other assessment? Will you use WIDA ACCESS? How can we track LOC SoBL Multi-Tiered Awards as students continue their coursework? Student information system? Student cumulative folder?</i>				
Identify whether to implement a portfolio with optional criteria	<i>When will a portfolio be used? For low incidence languages, “on the cusp” levels of proficiency, students in elementary schools?</i>				

	<i>What will the portfolio consist of?</i>				
Decide how and when to administer partner language assessments	Who will you be testing? Students who apply? What grades will you be testing? When will you be testing? What time of year? Does the district have a timeline for giving assessments? In school? Saturday? After school? Who will proctor the test? How will you assess the components of the portfolio? What rubrics will be used? ACTFL or WIDA Can Do Statements? How do you ensure calibration amongst the teachers or community members assisting with assessing portfolios who use the rubric?				
Collect data to ensure programs are reaching all students	<i>From which language programs are students earning the LOC Biliteracy Awards? For example, are they earning them from WL ELE programs (including DLE, TBE, and SEI)? How will the data be recorded in individual student records? Which languages are being assessed? How many students are earning the different biliteracy awards? How long is it taking students to prepare for earning the awards? Are there any language groups or students subgroups that are not participating in the awards, and if so, how can we support them? Who is responsible for collecting and reporting district award data to the Language Opportunity Coalition and DESE?</i>				

	<i>What process will be used to collect data from different schools and language programs?</i>				
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***SMART** stands for **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-based.

**Click on the last row/column and press "TAB" to create new rows if you need to add more tasks.

*Adapted by the Massachusetts Seal of Biliteracy Workgroup from the Assembly of Delegates, ACTFL 2016

RESOURCES:

- ❖ National Seal of Biliteracy Website: www.sealofbiliteracy.org
- ❖ Guidelines for the Seal of Biliteracy: https://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines_0.pdf
- ❖ Massachusetts Language Opportunity Coalition Website: www.languageopportunity.org