

Implementing the Seal of Biliteracy Pathway Awards in TWI & TBE programs

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Do you have a question you would for us to answer at the end of the presentation?

Do you have some feedback you want to share?

<https://padlet.com/ediamano/vcuja7nr4kbz>

Objectives



- Presenters will share their experience of piloting the Seal of Biliteracy Awards in Framingham, MA.
- Participants will be able to name the steps needed to identify and support students to receive a seal of biliteracy award.

Agenda

- Introductions
- What is the Seal of Biliteracy?
- Criteria and Process
- Reflections
- Questions & Answers
- Planning



The LOOK Bill



- Nov 22, 2017: Governor Baker signed the LOOK Bill (Language Opportunities for our Kids) into law with the Seal of Biliteracy.
- The Question 2 ballot initiative of 2002, which created the English-only policy, has now been replaced by the LOOK law.
- Establishes a state Seal of Biliteracy for students who have attained a high level of proficiency in English and another language, with criteria to be developed based on the work of the Seal of Biliteracy pilot program.

The Seal of Biliteracy...



- recognizes graduates who speak, listen, read and write proficiently in another language in addition to English with a seal on the high school diploma.
- has the goal of promoting long term foreign, native, and heritage language study, documenting achievement in biliteracy, and producing a biliterate, multicultural workforce.

Awards



Pathway Awards		
Elementary, Middle & High School	Biliteracy Attainment Award	Intermediate-low proficiency in two languages
Middle School & High School	Silver Seal Award	Intermediate-mid proficiency in two languages
High School	Gold Seal Award	Intermediate-high proficiency in two languages
High School, College & Graduate School	Platinum Seal Award	Advanced-low or higher proficiency in two languages

How we prepare our students

Pre-assessment

- *Family language or languages.
- *How the student sees him/herself about the language.
- *Vocabulary, reading and writing.

Situations

- *No Portuguese at all.
- *Portuguese as a heritage language.
- *Portuguese as a native language.

Students working on their portfolios



**“...a escola e melhor quando você e bilíngue .
Eu penso isso porque quando você é bilíngue e
você vai para a escola você tem uma habilidade
melhor do que os outros, você usa o seu
cérebro mais e você até precisa usar mais
porque tem que raciocinar muito rápido para
conversar em outras línguas. Você pode ajudar
as crianças que nao sao bilingues traduzindo
para elas. Também ser bilíngue é melhor para
fazer amigos porque você entende a língua
deles. “**

Orgulhosa por ser bilingue

O meu nome é Sarah e eu penso que ser bilíngue é importante porque eu posso ajudar pessoas a entender as coisas. Eu penso que sendo bilíngue eu posso fazer muitos amigos.

Um momento em que eu fiquei orgulhosa foi quando eu e minha mãe ajudamos um homem na padaria. Eu fiquei orgulhosa porque eu ajudei uma pessoa que eu nem conhecia.

Eu acredito que ser bilíngue vai ajudar o meu futuro porque eu posso ir para uma boa faculdade. Eu posso ter um melhor trabalho. Eu posso aprender mais coisas, pesquisando em mais línguas, posso ver canais de TV em outra língua, ouvir músicas diferentes e muito mais.

Unha outra coisa é que pessoas bilíngues podem ajudar muito na sua comunidade.

COMMUNITY SERVICE

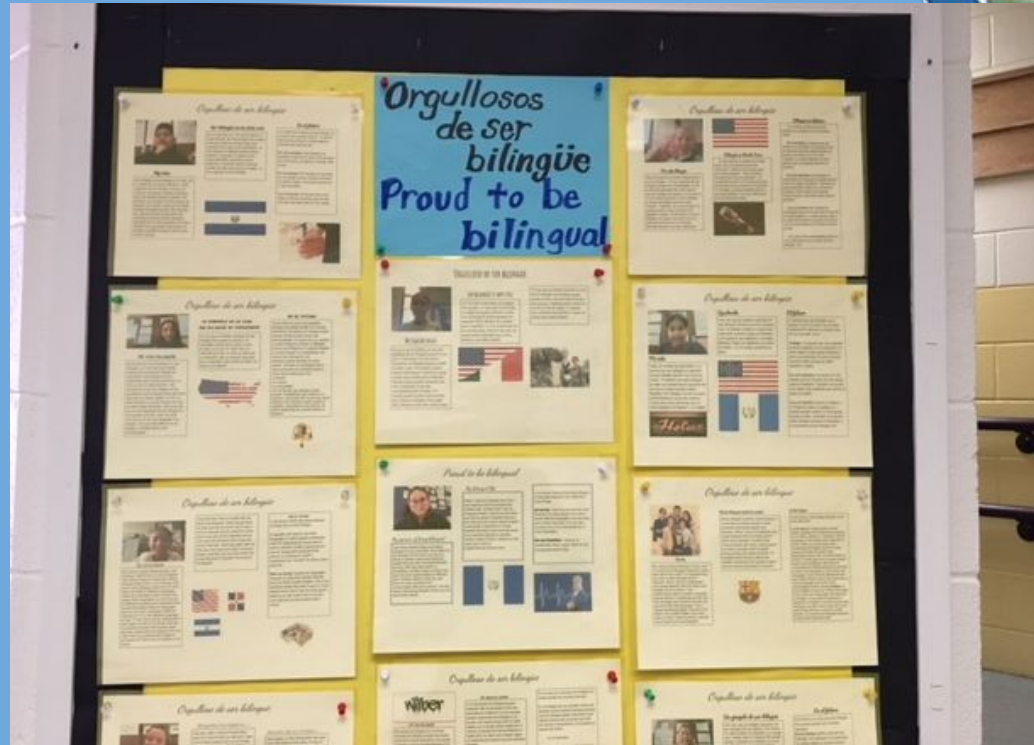


My name is Sarah. I think that being bilingual is important because I can help people to understand new things. Another reason I think it is important is because I can make more friends.

A moment when I felt proud to be bilingual was when me and my mom helped a man in the bakery. I felt proud, because I helped someone to get to know a new thing.

I believe that being bilingual will be an asset in my future because I can go to a great college. Another reason is that I can have a better job. I can learn more, researching in two languages. I can see other movies, TV shows, listen to different music. One more thing I would like to mention is that bilingual people can help a lot in their communities.

Student Work



Student Work



Orgullosa de ser bilingüe



Un momento cuando me sentí orgullosa de ser bilingüe era cuando estaba en una obra de teatro y una niña de kinder no sabía inglés. Estaba orgullosa porque la directora y la coreógrafa hablaban con los niños en inglés y yo estaba traduciendo todo para ella. Los movimientos, que la directora estaba diciendo, que disfraz ella debería poner, do vamos y cuando. Primero yo era La Niña Que Traduce Par pero ahora somos amigas y es un beneficio para todos.

En el futuro yo pienso que ser bilingüe me ayudara mucho. Por ejemplo, yo puedo ir a los festivales de la comunidad. También, puedo aprender y entender más sobre la cultura porque puedo imersarme más en el lenguaje. Otra razón es que puede ayudarme en mis estudios. Por ejemplo, puedo hacer

Mi nombre es Kiran Subramanian y yo pienso que hay varias razones porque ser bilingüe es importante. Por ejemplo, yo puedo conocer y ayudar a muchas personas de diferentes culturas y de muchas lugares diferentes. También, es importante porque me ayuda a mi cuando estoy estudiando. Por ejemplo, cuando no se que una palabra significa, puedo pensar en el otra lenguaje y ver -Hmm... qué es length? Hmm... en español están explicando el longitudi como length, yo creo que es longitudi - Además, yo aprendí que los cerebros de las personas que son bilingües son muy flexibles. Por ejemplo, nosotros podemos comprender conceptos de matemáticas más fáciles, resolver problemas más fáciles, tomar decisiones más fáciles y enfocamos mejor.



Proud to be bilingual

A time when I felt proud to be bilingual was when I was in a play and a kindergartener didn't know English. I felt proud because the director and the choreographer only talked to the kids in English and I was translating everything for her. The movements, what the director was saying, what costume to put on, where to go and when. At first I was only The Girl That Translates For Me but now we are friends and that is a benefit for everyone.

My name is Kiran Subramanian and I think there are various reasons why being bilingual is important. For example, I can meet and help lots of people from different cultures and with different backgrounds. In addition, it's important because it helps me when I am studying. For example, if I don't know what a word means I can think of the other language and see "Hmm... What is longitudud? Well in English length is how they are describing it. I think it's length!" Also I learned that the brains of people who are bilingual are very flexible. For example, we can make sense of math problems easier, solve problems easier, make decisions easier and focus better.



In the future I believe that being bilingual will help me a lot. For example, I could go to community festivals. Also I can learn and understand more about the culture and language by immersing myself more in the language. Another reason is that it will help me with my studies. For example, I can do exchanges for college and to do that you need to speak the language that they speak in that country. Also, if someone in my school speaks a language that we do not speak here I can translate for them. My third reason is that it will help me in my job. For example, people who are bilingual have an advantage. The employers like people who speak many languages and if you are bilingual you can do jobs that people who only speak one language can not.

To add on, I learned that being bilingual helps your brain. Some examples are, if you are bilingual it can help you think about the language, learn different languages and ignore irrelevant information. Also, studies have shown that being bilingual holds off Alzheimers! (Dreisfus 2011)

Criteria

MA Language Opportunity Coalition Toolkit



<https://languageopportunity.org/issues/seal-of-biliteracy-pilot-project/>



Seal of Biliteracy Pathway Awards

TOOLKIT

Massachusetts

Working Draft -
Revisions After Year 2 Pilot September 2017

This document is intended to support District/School Leaders responsible for implementing the Seal of Biliteracy Pathway Awards Pilot.

Communication



How is the school community informed?

- Teacher classroom presentation
- Staff meeting

How are the families informed?

- Letters explaining the Seal of Biliteracy
- Parent meeting
- Presentations

How is the wider community informed:

- Social media, district press release, local newspapers

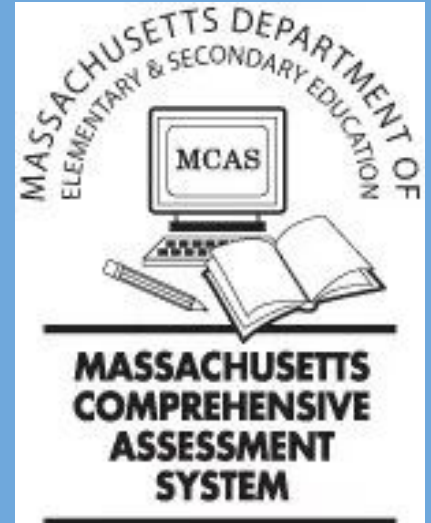
Assessments

Standardized test scores

- MCAS
- ACCESS
- APRENDA (Barbieri)
- District Developed Assessment

Oral Language assessment (based on the WIDA standards)

Spanish Literature Class grade
Aligned with ACTFL rubric



Portfolio

- Bilingual writing samples
- Statement of Bilingualism
- Reading booklog
- Community Service log
- Oral presentation (using the WIDA rubric)
- Benchmark Assessment System
- District Developed Assessments
- Reading Assessment in target language

Libros Terminados de Lectura Independiente

TÍTULO	AUTOR	GÉNERO	F,P,D
<i>Esperanza renace</i>	<i>Pam Munoz Ryan</i>	FH	P
Entre dos lunas	Sharon Creech	RF	p
Gracias a Winn-Dixie	Kate DiCamillo	RF	p
Quien fue Harriet Tubman	Yona Zeldis McDonough	B	P
Quinceañera	Deborah	B	P

Books finished in English in 5th grade

TITLE	AUTOR	GENRE	E, JR, C
<i>Esperanza renace</i>	<i>Pam Munoz Ryan</i>	FH	JR
Diary of a wimpy kid:Hard Luck	Jeff Kinney	Realistic fiction	E
Harry Potter:The Prisoner of Azkaban	J.K. Rowling	Fantasy	JR
Football Genius	Tim Green	Realistic fiction	JR
Shoot Out	Mike Lupica	Realistic fiction	JR
I Survived:Four Nature Attacks	Lauren Tarshis	Historical fiction	JR
Joey Pigza Loses Control	Jack Gantos	RF	JR
Diary of a wimpy kid: The Getaway	Jeff Kinney	RF	E
Travel Team	Mike Lupica	RF	JR
NFL Superstars 2013		NF	E

Community Service



- Kindergarten buddies
- School choice tour guides
- Spirit day leaders
- Help with child care during parent meeting
- Assist teachers during parent events
- Organizing the student lending library

Nombre Nicholas Harutuniau Grado 5to

Estos son algunos ejemplos de cómo yo he ayudado a mi comunidad de Barbieri:

Fecha	Evento u actividad	Reflexion
Nov 29	Hawk helper dia de Arcoiris	Fue chuso ir a los salones de kinder y de 4 grado
Dici 22	Ms. Goldman helper counting spirited classes	Ms. Noah's class was enthusiastic.
Dici 18	Potter road noche de información de bilingüismo	No había tanta gente pero aun así presente para que las familias aprendieran un poco más acerca de los programas de doble orientación.

Award Presentation



Discussion

Planning Outline



- Who are some colleagues or community members you can connect with on this initiative?
- What is the information that you will bring back to your administration?
- What materials or resources will we need?
- When will your planning take place?
- What are some goals you will set for your school and district?

Thank you!

Contact us with questions

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A photograph showing four hands holding up large, red, 3D-style letters that spell out "Q&A". The letters are held against a plain white background. The hands are positioned at the bottom of the frame, with the fingers gripping the base of each letter. The overall image is framed by a solid blue border.

Q&A

Resources



- ❑ Follow progress of the **Seal of Biliteracy** at www.SealOfBiliteracy.org
- ❑ Hear a Podcast about the Seal of Biliteracy legislation and use in schools: www.pri.org/stories/2014-12-10/enter-school-s-raising-bar-bilingual-ed
- ❑ WGBH Story: Massachusetts Poised To Lift Ban On Bilingual Education
<http://news.wgbh.org/2017/10/19/local-news/massachusetts-poised-lift-ban-bilingual-education>
- ❑ MATSOL Currents: LOOKing Beyond English-Only in Massachusetts Schools - MELANIE C. GONZÁLEZ & C. JULIE WHITLOW
<http://www.matsol.org/assets/Currents/Currentsv40no2Fall-Winter2017.pdf>

The Road to the Seal of Biliteracy

September-October:

- Inform students and the school community of the Seal of Biliteracy

November-December:

- Identify students who may qualify

January-February:

- Parent/student meeting
- Begin creating portfolios
- ACCESS
- APRENDA (Barbieri)



The Road to the Seal of Biliteracy



March-April:

- Student check in/meeting
- Community Service
- Continue working on portfolio
- MCAS (April-May)

May-June:

- Student meetings
- Portfolio review (including standardized tests)
- Student presentations
- Award Assembly

2017-18 Barbieri 5th Grade Seal of Biliteracy

Activity	Date
Identify potential candidates based on 4th grade PARCC and ACCESS scores	September
5th grade teachers present at Open House (include info re state initiative, criteria for tw students, how many received last year, explain that awards to be given at Walsh, HS, what else?)	September
Letter home to parents providing overview of the "Seal of Biliteracy" (should have similar information to Walsh/HS Two-Way letter??)	September (to coincide with open house)
English speaking and listening data collection Did we do this??	September- character development October-Water filtration
Create Google folder for each student for compilation of documents	October
Collect Spanish Writing Sample (personal narrative)	Oct.
Proud to Be Bilingual/statement of bilingualism <ul style="list-style-type: none"> ● Jigsaw reading and academic conversations of value of bilingualism (1-2 days) ● Writing (2-3 days) <ul style="list-style-type: none"> ○ Importance to me personally ○ Importance in the world 	November 17-23
Collect English Writing Sample (literary essay)	Nov./Dec.
Spanish speaking and listening data collection	January
Administration of grade 5 APRENDA test	January 18-20
ACCESS testing	Jan./Feb.
Receive ACCESS scores	Last week of May
Finalize list of students receiving Seal of Biliteracy & submit to the state/MABE	End of May/June
Award seals of biliteracy to graduating fifth graders CARE Assembly?	June