Supporting Multilingualism for All: Implementing the Seal of Biliteracy

Part I

November 6, 2023
Presenters and Panelists

Montserrat Garibay  
Assistant Deputy Secretary & Director, Office of English Language Acquisition

Melissa Castillo  
Senior Advisor, Office of English Language Acquisition

Beatriz Ceja  
Assistant Deputy Secretary, Office of English Language Acquisition
Presenters and Panelists

Amy Heineke, Ph.D.
Professor of Bilingual Education
Loyola University Chicago

Kristin Davin, Ph.D.
Professor of World Language Education
University of North Carolina at Charlotte
ACHIEVE ACADEMIC EXCELLENCE

- Accelerate learning for every student
- Deliver a comprehensive and rigorous education for every student

BOLDLY IMPROVE LEARNING CONDITIONS

- Eliminate the educator shortage for every school
- Invest in every student’s mental health and well-being

CREATE PATHWAYS FOR GLOBAL ENGAGEMENT

- Ensure every student has a pathway to college and a career
- Provide every student with a pathway to multilingualism
Key Levers to Provide Every Student with a Pathway to Multilingualism

**EQUITABLE ACCESS FOR ENGLISH LEARNERS**

Develop and implement processes that enhance oversight for the civil rights protections of English learners as well as related funding obligations for English learner services and promote evidence-based practices to address the barriers that English learners can encounter in education.

**DIVERSIFIED BILINGUAL/MULTILINGUAL EDUCATOR WORKFORCE**

Provide technical assistance and funding opportunities and disseminate information about evidence-based state and local programs that are building educator workforce capacity, including Grow-Your-Own, teacher residencies, and apprenticeship programs; and support colleges and universities in prioritizing English as a Second Language and bilingual educator preparation programs for multilingual educators.

**QUALITY BILINGUAL EDUCATION FOR ALL**

Increase access to high-quality language programs and highlight states and districts that are implementing evidence-based dual language programs and seals of biliteracy.
Why It Matters

• English learners are one of the fastest-growing populations

• The number of people who speak a language other than English at home has tripled in recent decades

• According to Ethnologue, of the 115 indigenous languages spoken in the U.S. today, 2 are healthy, 34 are in danger, and 79 will go extinct within a generation without serious intervention. Essentially, 99% of Native American languages spoken today are in danger.

• As of 2019, there were 5.1 million English learners enrolled in our nations' public elementary and secondary schools

• Adults who are multilingual have access to better jobs and higher pay

• Students who come to school with a language other than or in addition to English come with many assets; language, culture, and funds of knowledge
• Multilingualism, as well as bilingualism, has significant academic, cognitive, economic, and sociocultural benefits

• Multilingual students have:
  • a broader and deeper vocabulary and they’re better communicators and problem-solvers.
  • better memory, attention, and multitasking skills

• According to the 2020 U.S. Census Bureau, only 20 percent of Americans can converse in two or more languages, compared with 56 percent of Europeans. Experts estimate about half of the human race is bilingual, at least.

• In growing industries and sectors like healthcare, trade, education and technical services, employers are more likely to expect workers to have a 2nd language

• In the trade sector, employers are 59 percent more likely to expect workers to have a 2nd language. In education, that number is 57 percent. In professional and technical services, that number is 55 percent. And 54 percent, among construction employers.
Current State of OELA

- Dual Language Programs
- Seal of Biliteracy
- Early Learning
- Family Engagement
The Seal of Biliteracy

Elevating & developing students' biliteracy in local contexts
Brain Benefits of Bilingualism

Preventing Dementia
Bilingual adults with Alzheimer’s take twice as long to develop symptoms as their monolingual counterparts. The mean age for the first signs of dementia in monolingual adults is 71.4 and for bilingual it is 75.5.

Focusing on Tasks
Bilingual people display increased concentration on their assignments over their monolingual counterparts. They are more skillful at focusing on relevant information.

Switching Between Tasks
Bilinguals are skilled at switching between two systems in writing and structure — this makes them good multitaskers.

Improved Cognitive Skills
Bilingual people have sharper cognitive skills and keep their brain alert and active even when only one language is used.

Denser Grey Matter
Grey matter is responsible for processing language, storing memory and dictating attention spans. Bilingual individuals have denser grey matter compared to their monolingual counterparts.

Improved Memory
Learning a foreign language involves memorizing rules and vocabulary. This mental exercise improves overall memory, making bilinguals better at remembering lists and sequences.

Improved Decision Making Skills
Bilingual speakers tend to make more reasonable decisions. Bilinguals are more certain of their choices after thinking them over in their second language.

More Awareness of Language
Learning a second language focuses on grammar and sentence structure, making bilingual speaker more aware of language overall. Learning a foreign language makes bilingual speakers more effective communicators, editors and writers.
Why is multilingualism important?

- Personal identity
- Family connections
- Community engagement
- Cultural heritage
- Language maintenance
- Academic achievement
Multilingualism v. Monolingualism
The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.
State Laws Regarding the Seal of Biliteracy

- **Approved State Seal**
- **Under Consideration**
- **Early Stages**
- **No Seal of Biliteracy, Yet!**

Source: SealofBiliteracy.org
State Seals of Biliteracy Nuances

- Names & tiers of the biliteracy recognition
- World-language proficiency
- English-language proficiency
- Types of schools offering the SoBL
Our Research

• Bilingual Research Journal
• Educational Policy
• Foreign Language Annals
• Harvard Educational Review
• Modern Language Journal
• TESOL Journal
• The Language Educator
• Urban Education
The 5Ps Framework

- Proficiency Assessments
- Programs
- Purpose
- Partners
- Promotion
This Webinar Series

Part 1 (Today’s Session)

Part 2 (Next Week)
Today’s Session

DEFINING PURPOSE

CRAFTING PROGRAMS

EXPLORING EXEMPLAR CONTEXTS
To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now and so that the steps you take are always in the right direction.

Stephen R. Covey
Focus on Purpose

Local Goals for Biliteracy

Assessment Offerings

Language Programs

Community Partnerships

Strategic Promotion
Focus on Purpose

Just Getting Started

• Why implement this recognition in your school or district?
• What do you hope to accomplish in initiating the Seal of Biliteracy?

Refining Existing Efforts

• Whose biliteracy do you typically promote and recognize?
• What do you hope to accomplish in refining your efforts?
Key Levers in Defining Purpose

1. Probe the local linguistic landscape.
2. Collaboratively draft goals for SoBL efforts.
3. Attach SoBL to other policies and initiatives.
4. Seek buy-in and support from stakeholders.
How do students use languages in the community?

How do students use languages in homes?

How do students use languages in schools?
Collaboratively Defining Goals

- Parents
- Community Members
- Educators
- Administrators
- Students

Coordinator
## Collaboratively Defining Goals

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Considerations</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td>What do we wish to achieve with the SoBL?</td>
<td>Language programming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home language maintenance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Equity for MLLs</td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
<td>How will we know you reached this goal?</td>
<td>Number of recognitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage of recognitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of languages</td>
</tr>
<tr>
<td><strong>Achievable</strong></td>
<td>Can we realistically achieve these goals?</td>
<td>Language programming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Available assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community partnerships</td>
</tr>
<tr>
<td><strong>Relevant</strong></td>
<td>How do goals align with the larger context?</td>
<td>District strategic plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School vision &amp; mission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community context</td>
</tr>
<tr>
<td><strong>Timebound</strong></td>
<td>When do we seek to achieve these goals?</td>
<td>Annual progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Long-term goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time for roll-out</td>
</tr>
</tbody>
</table>
Attaching to Other Priorities

- Dual-language education
- Tribal language maintenance
- Competency-based credits
- International Baccalaureate
- Global citizenship
- College & career preparedness
Seeking Buy-In and Support

- Need for local support and funding
- Emphasize value of bilingualism & biliteracy
- Situate SoBL as national and local movement
- Connect to district’s vision & strategic plan
- Provide data and cost-benefit analysis
- Draft budget that aligns to local goals
Application in Unique Local Contexts
Next Steps to Define Purpose

1. Gather data on the local linguistic landscape.
2. Amass a team of relevant and diverse stakeholders.
3. Define goals in response to the linguistic landscape.
4. Attach goals to larger work in the district and community.
5. Begin to draft pitch and preliminary budget for approval.
6. Remain focused on goals throughout implementation.
Crafting Programs

Leveraging the Seal of Biliteracy to enhance language education programming
Focus on Programs

*language education program*

An instructional setting in which educators seek to develop students’ language competencies using research-based programs and related teaching methods.
Focus on Programs

Language education programs nurture students’ biliteracy development
Focus on Programs

**Just Getting Started**

- What programs do you offer that promote students’ biliteracy?
- Do all students have access to programs that nurture biliteracy?

**Revising Existing Efforts**

- What has SoBL assessment data revealed about program efficacy?
- How might you revise programs, curriculum, and instruction in response to deepen and extend students’ biliteracy?
# Key Levers in Crafting Programs

<table>
<thead>
<tr>
<th>Lever</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine</td>
<td>Examine existing K-12 pathways to biliteracy.</td>
</tr>
<tr>
<td>Expand</td>
<td>Collaboratively expand K-12 pathways to biliteracy.</td>
</tr>
<tr>
<td>Map</td>
<td>Backward map proficiency targets across programs.</td>
</tr>
<tr>
<td>Enrich</td>
<td>Enrich curriculum and instruction to nurture biliteracy.</td>
</tr>
<tr>
<td>Develop</td>
<td>Develop educators’ capacity across language programs.</td>
</tr>
</tbody>
</table>
Examining Pathways to Biliteracy

- Bilingual Education
- EL/ESL/ELD Education
- World & Heritage Language

Prekindergarten through Twelfth Grade
Examining Pathways to Biliteracy

Local Goals for Biliteracy

- Assessment Offerings
- Strategic Promotion
- Language Programs
- Community Partnerships
Expanding Pathways to Biliteracy

Bilingual Education
- Additive biliteracy goals & allocations
- Home language maintenance

EL/ESL/ELD Education
- Language as resource approach
- Metalinguistic awareness & translanguaging

World & Heritage Language
- Various language offerings
- Options for native and non-native speakers

General Education
- Differentiated supports
- Extracurricular offerings
- Community language program partnerships
Backward Mapping Proficiency Targets

Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished
<table>
<thead>
<tr>
<th>Award</th>
<th>Who is Eligible (Grade Level)?</th>
<th>Language Level (ACTFL)</th>
<th>Criteria in English (MCAS or ACCESS)</th>
<th>Criteria in Partner Language (AP Exam or STAMP*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOC** Biliteracy Participation Award</td>
<td>Elementary (6th grade)</td>
<td>Novice-High</td>
<td>-MCAS ELA: Partially Meeting or Higher</td>
<td>STAMP level 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-WIDA ACCESS Level 2</td>
<td></td>
</tr>
<tr>
<td>LOC Biliteracy Attainment Award</td>
<td>Elementary (6th grade)</td>
<td>Intermediate-Low</td>
<td>-MCAS ELA: Partially Meeting or Higher</td>
<td>STAMP level 4</td>
</tr>
<tr>
<td></td>
<td>Middle (8th grade)</td>
<td></td>
<td>-Next-Gen ELA MCAS: 455-471</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Legacy ELA MCAS: 220-239</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-WIDA ACCESS Level 3.5</td>
<td></td>
</tr>
<tr>
<td>LOC Biliteracy Achievement Award</td>
<td>Middle (8th grade)</td>
<td>Intermediate- Mid</td>
<td>-MCAS ELA: Meeting Expectations or Higher</td>
<td>-STAMP level 5</td>
</tr>
<tr>
<td></td>
<td>High (12th grade)</td>
<td></td>
<td>-Next-Gen ELA MCAS: 472-500</td>
<td>-AP Level 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Legacy ELA MCAS: 240-259</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-WIDA ACCESS Level 4.2</td>
<td></td>
</tr>
<tr>
<td>DESE Seal of Biliteracy</td>
<td>High School (12th grade)</td>
<td>Intermediate- High</td>
<td>-240 or above on ELA MCAS (grade 10 or retest)</td>
<td>-STAMP level 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-WIDA ACCESS 4.2 overall, 3.9 in literacy</td>
<td>-AP Level 4</td>
</tr>
<tr>
<td>DESE Seal of Biliteracy with Distinction</td>
<td>High School (12th grade)</td>
<td>Advanced- Low</td>
<td>-260 or above on ELA MCAS</td>
<td>-STAMP level 7</td>
</tr>
</tbody>
</table>

Source: Amherst-Pelham Regional Public Schools; LOC = Massachusetts Language Opportunity Coalition
https://drive.google.com/file/d/1dW2CHlzWR1yuLTlewt2kvHDL4UJdCYq8/view
Enriching Curriculum & Instruction

Backward Design  →  Contextualized Language Use

Target Language Use  →  Interpersonal Tasks

Authentic Texts  →  Grammar in Context
Developing Capacity among Educators

- Disrupting traditional language teaching practices
- Considering research-based teaching methods
- Using SoBL & pathways assessment data
- Reflecting on competencies, strengths, & needs
- Mediating collaboration across language programs
Application in Unique Local Contexts
Next Steps to Craft Programs

1. List currently offered language education programs. Collaboratively consider how these programs connect to your SoBL goals.

2. Collaboratively discuss how to tweak existing programs and potentially add new programs to deepen biliteracy efforts.

3. Use your state’s SoBL proficiency requirements and backward map proficiency targets across K-12 programming.
Exploring Exemplar Contexts

Learning directly from stakeholders implementing the Seal of Biliteracy in local contexts
Drs. Anna Szuber & Fabiola Ginski

Anna Szuber, Director of English Learner Programs

Fabiola Ginski, Director of World Language Programs

Office of Language and Cultural Education, Chicago Public Schools
Dr. Kristin Percy Calaff

Executive Director of Multilingual & Migrant Education

Washington State Office of Superintendent of Public Instruction
Helen Solórzano

Executive Director of MATSOL, the Massachusetts TESOL affiliate

Founding member, the Language Opportunity Coalition
Questions for Panelists & Presenters
Looking Forward

Situating this work in broader efforts and connecting to next session
This Webinar Series

Purpose

Programs

Proficiency Assessments

Promotion

WITH PARTNERS

Part 1 (Today’s Session)

Part 2 (Next Week)
Contact Information

Amy Heineke, Ph.D.

aheineke@luc.edu

@DrAJHeineke

Kristin Davin, Ph.D.

kdavin@charlotte.edu

@KJDavin