

- [Dr. Heineke] I was a classroom teacher in Arizona shortly after the passage of Proposition 203, which basically eliminated most facets of bilingual education across the state. So we have this very deep focus on monolingualism historically in our country, and that's actually where the Seal of Biliteracy originated. The Seal of Biliteracy is a recognition that's typically given to students at high school graduation who demonstrate proficiency in reading, writing, listening, and speaking.

So even though it's called the Seal of Biliteracy, students typically have to provide evidence of their proficiency in all four domains. ♪ [music] ♪
[Montserrat Garibay] Welcome to this four-part podcast series on the Seal of Biliteracy, hosted by the U.S. Department of Education's Office of English Language Acquisition, OELA.

We're here with Dr. Amy Heineke, Professor of Bilingual Education at Loyola University in Chicago, and Dr. Kristin Davin, Professor of World Language Education at the University of North Carolina in Charlotte. Today, we will be listening to the conversation about the implementation of the Seal of Biliteracy in U.S. schools. In Part 1 of the podcast, the panelists will discuss the importance of multilingualism, introduce the 5P framework for implementation of the Seal of Biliteracy, and concentrate on defining purpose, and crafting programs that foster the implementation of the Seal of Biliteracy.

In Part 2 of the podcast, practitioners from Illinois, Washington State, and Massachusetts will share their insights and experiences of promoting multilingualism, and implementing the Seal of Biliteracy in their educational contexts. In Part 3, Drs. Heineke and Davin will continue discussing the various benefits of multilingualism, and will focus on appropriate proficiency assessments and promotion of the Seal of Biliteracy.

And Part 4 will once again feature practitioners from around the country, sharing their experiences with implementation and promotion of the Seal of Biliteracy, and multilingual education. Please note that in this podcast, the terms "English learners" and "multilingual learners" are used interchangeably, and refer to the population of students defined as English learners in the

Elementary and Secondary Education Act, as amended by Every Student Succeeds Act.

Let's get the conversation started.

- Thank you all so much for being here today. I'm Dr. Amy Heineke, here with my partner in language education crime, Dr. Kristin Davin, and we are so excited to talk with you today. And we're so excited that the Seal of Biliteracy is one of the four priorities of OELA. Kristin and I have been doing research on the Seal of Biliteracy for a number of years, and we have seen firsthand how incredible and impactful this policy can be in promoting multilingualism for all, but specifically our multilingual learners, our heritage language users.

So that's what we are here to share with you today. So just to recap a little bit around the importance of multilingualism. We know the global benefits, we know the benefits here in the United States, in the very globalized communities in which we live, but we also know there's incredible personal benefits, the cognitive benefits that have been shown over and over and over again, as well as the personal benefits when it comes to staying connected to one's family and one's culture, and maintaining language, which, you know, means so much to cultural revitalization and identity here in this country.

But we also know, aside all of those incredible benefits of multilingualism, education here in the United States is pretty much typified by monolingualism. I was a classroom teacher in Arizona shortly after the passage of Proposition 203, which basically eliminated most facets of bilingual education across the state. We saw similar things happen in California and in Massachusetts.

And fortunately, there's been efforts to revert that, but the historical legacy in educational policy runs deep, right, from those English-only propositions in the 1990s and 2000s, to even our broader educational policies, like No Child Left Behind, that are really kind of deeply rooted in English language acquisition over bilingualism. And then going back historically, and the incredibly damaging and assimilative and monolingual practices that we've done historically to kids from culturally and linguistically diverse households.

So we have this very deep focus on monolingualism historically in our country, and that's actually where the Seal of Biliteracy originated. So some wonderful language education advocates in the state of California, after the Proposition 227, which was California's version of Prop 203, the first one of its kind, as a part of the English for the Children movement banned bilingual education, or made it really difficult to implement bilingual education.

And language advocates around the state were like, we've got to do something to push back against this trend, and to really promote the multilingualism and the biliteracy development particularly of multilingual learners who no longer have easy access to bilingual ed. And so this is where this incredible movement started, was in California. And we are very fortunate that it has spread across the country to be able to be in so many of your schools today, to have this kind of policy-based lever to push back against the monolingual tendencies in U.S.

schools and say biliteracy matters, multilingualism matters, and here's a tangible way that we can recognize that for our students in our schools.

- [Dr. Davin] All right, so the Seal of Biliteracy that many of you are probably quite familiar with at this point, but some may be new, is a recognition that's typically given to students at high school graduation who demonstrate proficiency in reading, writing, listening, and speaking. So even though it's called the Seal of Biliteracy, students typically have to provide evidence of their proficiency in all four domains.

In most places, the Seal of Biliteracy is either awarded as an emblem on a student's high school transcript, or is a notation...or an emblem on their diploma, or a notation on their transcript. The Seal, because it was this grassroots movement that originated in California, and then each state kind of created their own, it differs a bit from state to state.

Forty-nine of the 50 states now have Seal of Biliteracy policies in place. We're hoping that South Dakota will join the other 49 states quite soon. Their policy is in its early stages there, so we're hoping to have a big celebration when they come on board, too.

As I mentioned earlier, the policy does differ somewhat from state to state. So for example, in North Carolina, it's called the Global Languages Endorsement. That's North Carolina's version of the Seal of Biliteracy. In Minnesota, we have the bilingual and multilingual Seals. The tiers of the recognition might differ some.

So for example, in some states, to earn a Seal of Biliteracy, a student might have to demonstrate proficiency at, like, an intermediate level, which I'll talk a little bit more about later, whereas in other states it might be an intermediate-high level. In some states, there's just one minimum, and if students reach that minimum, they earn a Seal of Biliteracy, whereas in other states, there might be a Gold Seal of Biliteracy and then, for example, a Platinum Seal of Biliteracy, if students get to an even higher level.

What counts as evidence of world language proficiency differs across states, but in many states, students must pass an approved proficiency assessment in those four domains of reading, writing, listening, and speaking. There are just a few states where students can instead earn the Seal of Biliteracy by taking a sequence of studies, so a sequence of world language classes.

Some states have alternative assessment protocols, and then some states, like New Mexico, allow for certification by indigenous nation, rather than an assessment. Requirements for English language proficiency also differ. So some states, students have to pass or earn a minimum score on something like that ACT or SAT, but in other states it might be if you graduate from high school, then you are proficient in English, or if you earn this minimum GPA in your course of English language arts study, then that counts as evidence of proficiency.

And then finally, the policies differ somewhat, sometimes in terms of what types of schools can award the Seal of Biliteracy. So because it's often run through the State Department of Education, in some states it's only public schools, whereas in other states, private schools can participate, too. We began this research back around 2014, when we first learned about the Seal of Biliteracy, and we were so excited because there was finally this policy that was promoting multilingualism in schools across the country.

And since that time, we've basically spoken to anyone who would speak to us about the Seal of Biliteracy. So we've done a lot of research in schools and districts, talking to teachers, administrators, students, to find out how this policy is impacting them, what their perceptions are, how it's influencing instruction. With that research, you know, that we've conducted over the years, various states, North Carolina, Illinois, Minnesota, Washington, among others, we wrote a book a few years ago that was published in 2022 by ACTFL, where we outlined this 5Ps framework of what we had learned from all of that work, the 5Ps for implementation.

And there's a really important emphasis on this book in terms of equitable implementation, so making sure that all students have access to a Seal of Biliteracy, not just those who learned another language in school, or not just those who are enrolled in world language programs. So the 5Ps that guide this framework are Purpose, Programs, Promotions, Partners, and Proficiency assessment.

- So we're going to dive right in, and talk about defining purpose. So when we talk about defining purpose, it's all about really centering your implementation efforts over what you want to achieve. But this initiative is, you know, very unique in education because it's voluntary. Your school gets to choose to do this. Your district gets to choose to do this.

And so we always say, like, going into it with a very clearly defined goal as to why, so we start with this as our first P, the first key lever for implementing the Seal of Biliteracy in just the general spirit of what we do in schools with regard to backward design, and being goal-oriented, right? Recognizing especially that since this is a voluntary initiative in most contexts, you often have to have a tangible goal to be able to get others on board to do this work, and to bring this initiative into a context, to spend local funds, which is what typically happens with the Seal of Biliteracy.

So we know from Stephen Covey, and from Jay McTighe, and from all of our other friends who do backward design, that 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 can better understand where you are now, so the

steps you take are always in the right direction, always come back to our purpose. And if our purpose is to promote heritage languages, to promote equity in multilingualism, then we want to make sure that all the decisions that we're making about programs, about assessments, about whatever are reflecting those goals, right?

And so that's why we start with purpose, so that the goals that we define can drive what we do in schools, and with what we do with Seal of Biliteracy implementation. As we're talking through this notion on purpose, I want you to just kind of think about where you're at, and where your district or school or community or university is at with the Seal of Biliteracy. So if you're just getting started, thinking about just your why, why are you looking to implement this?

What are you hoping to accomplish? If you're refining existing efforts, if you've been doing the Seal for a while, which many of you have since it's been around now for over a decade, thinking about kind of where you're at towards, you know, common goals, whose biliteracy do you typically promote and recognize? What do you hope to accomplish by refining your Seal of Biliteracy efforts? We often see that folks who are refining their efforts are trying to extend the reach, right, to have more students be able to demonstrate their biliteracy.

- Key levers in defining your purpose for implementation, and we're going to go through each of these in this section, but the first thing you have to do is probe the local linguistic landscape. So figure out what languages exist in homes, schools, and communities where you are. Next, collaboratively drafting goals for Seal of Biliteracy efforts, so getting the right people to the table to figure out what those shared goals are going to be for implementation.

Whenever possible, attaching the Seal of Biliteracy to other policies and initiatives of the school, of the district, of the community. And then finally, seeking buy-in and support from stakeholders. Seal of Biliteracy efforts, as Amy mentioned earlier, they can meet the needs, in most cases, of the community, of the context where you are.

So it's flexible, as Amy said. There's not a prescribed way to do it, a prescribed, you know, pathway, necessarily. So to that end, it's important to figure out what languages are represented by the students in your school.

So some schools use the home language survey to determine what languages are spoken at home, some schools might instead, you know, send a survey in various languages to students, advertise and promote this policy at parent-teacher nights, or on websites, or via social media. Also, probing languages in the community.

We've worked with some schools who have partnered closely with indigenous nations as well to make sure that students have access to indigenous languages in schools, and to develop assessments in those languages as well, so that students have a pathway to earning a Seal of Biliteracy. Hawaii has a really unique Seal of Biliteracy policy because there the anchor language does not have to be English.

Students can earn a Seal of Biliteracy in Hawaii in another language, so that's very responsive to their context. And then finally, looking at what languages are represented in the schools. So not just what languages are taught in my school, but what languages are taught in other schools in the district. There are various stakeholders that should have input, so you know, parents and students, obviously, should have some input into, you know, what the Seal of Biliteracy should look like, what the purposes should be.

Administrators and educators should be at the table as well. There's been a lot of different schools where we went to, where there were individuals within the school who weren't even familiar with the Seal of Biliteracy, or didn't know what it was. And therefore, you know, there wasn't...not all students knew about the recognition either. So just making sure that all of these people are brought together.

Counselors, school counselors are really important individuals to be involved, since they guide students through the registration process, and the pathway to higher education. And then finally, as we mentioned earlier, you know, Tribal leaders of any indigenous languages in the community.

Other community members that might be important to involve, too, include individuals from institutions of higher education, where students might go on to seek more schooling, as well as businesses who are going to be hiring, you know, your graduates as well. In the book, we talk about using the SMART framework to develop the goals that you have for your Seal of Biliteracy policy.

So making sure that those goals are specific, what are we aiming to achieve with the Seal of Biliteracy? Making sure that they're measurable, how will we know that we've reached this goal? Are the goals relevant? How do they align with the larger context, and with what we are...you know, bigger purposes in our school.

So one of the districts we worked with in Minnesota, one of their key components of their strategic plan was racial equity, and they said, you know, what better way to promote racial equity than to acknowledge and recognize and promote our students' home languages and cultures? And then time-bound, when do we want to have these...when do we want to meet these goals?

- So another thing that we've noticed and learned from so many of the contexts that we've explored, who really do an in-depth job of implementing the Seal of Biliteracy, a lot of their success comes from that collaboration piece, right? So, you know, whereas the coordinator of the Seal of Biliteracy might be the high school where language department lead, or the, you know, director of language education, you know, working with bilingual ed, then, you know, yes, that's lovely, we always need a coordinator.

Coordinators are super important. But without that collaboration across more broadly in the district, we almost don't get that foothold that we need to get that more widespread support. So one of the things that we've seen contexts do really successfully is attach it to other priorities, right? So it's not just the Seal of Biliteracy that exists on its own, that we tack on, you know, to someone's diploma or someone's transcript, but to say, like, we're going to use this to strengthen dual language education, which we've heard from a lot of districts as that's one of their priorities, is saying, "All right, we're going to attach this to our dual language program, not just the Seal of Biliteracy in high school, but the Pathway Awards," which we're going to talk about shortly, there was a

question in the Q&A about that, "to really strengthen dual language education overall."

Tribal language maintenance, Kristin's given a couple great examples of some of the work being done in New Mexico and other states, that have really attached to saying, like, we value the languages within our broader communities, and we are going to use the Seal of Biliteracy as a way to maintain the indigenous languages used by our families and communities. Competency-based credits.

This is another initiative that we've seen the Seal of Biliteracy attached to in some very cool, effective ways around equity. So states like Washington, Virginia, and others have competency-based credits where assessment can attach to credits. So this is wonderful as an equity lever for students labeled as English learners, particularly those who use languages that are less commonly taught in schools.

So for example, yeah, you could take an AP Spanish test and get college credit, or even take X, Y, Z to get high school credit, but if you speak Urdu, or if you speak, you know, insert any...Marathi or something like that, you're not going to have those same opportunities. There's a school that we...the pseudonym that we use in our book, Via School District, which is on the East Coast, who recognized that they had implemented the Seal of Biliteracy, but they were not having as many students labeled as English learners get the recognition, and they realized that was because of requirements during the school day.

So also, this state has what they call an Advanced Diploma, and you have your high school diploma or an advanced high school diploma, and to do the Advanced Diploma, you have to take a world language class. Well, a lot of English learners couldn't take a world language class because they were enrolled in ESL class.

So they were able to attach the Seal of Biliteracy to competency-based credits so that English learners were able to get that world language credit, and subsequently graduate with an Advanced Diploma. And their numbers skyrocketed to the point that, like, 75%, 80% of students receiving the Seal were students labeled as English learners and that number of students being

eligible for the advanced diploma went up. So when you attach them to other priorities, the equity effort for multilingual learners can just, you know, be skyrocketed.

We've seen other districts attach these efforts to the International Baccalaureate. That's a big initiative that is going on around the country in a lot of different schools. And the IB requires language, world language as a piece of that, so when you attach the seal to the IB, it can bolster the efforts. A lot of schools have goals around Global Citizenship, and so, you know, you can attach the seal to a larger strategic plan, priority around Global Citizenship, college and career preparedness, there are so many universities now across the country who accept the Seal of Biliteracy for credit and for placement in world language.

Illinois and Minnesota require that their state institutions do this as a part of the policy, but so many different institutions are now using it, even outside of those two states. So there's lots of things that you can attach just to bolster the buy-in, right? So it doesn't just become something that is, you know, one person's job in world language in high school, or the bilingual coordinator, the Seal of Biliteracy is seen more broadly in the fabric of the school district, as attached to some of the larger initiatives that might get more funding and might get more attention.

Another key piece of this is really, then, getting the buy-in of stakeholders. So if you're able to strategically attach it to some of these initiatives that get a lot more attention, perhaps, in your school or district to show those interconnections, it's then about getting that buy-in of the people who have the money to support the Seal of Biliteracy. So again, you know, for better or for worse, this is a grassroots effort that is, you know, voluntarily implemented, which means that there's no funding that comes along with it typically, in most contexts.

And that's probably why it's successfully passed in 49 states, because it's an easy thing to pass when you're not also attaching a large price tag of money to it. So the money comes locally, and so that 100% requires local buy-in and support. Where we've seen the Seal of Biliteracy implemented really widely and deeply are places who have strategically enlisted the support of their

superintendents, of their school boards, and taken the time continually, not just up front, but over time to go in and give that pitch about why this matters, to situate the Seal as part of, like, a larger movement across the country, to connect to those other initiatives and efforts going on in schools that we just talked about, to give kind of a cost-benefit analysis, to draft a budget, and have an ask that specifically aligns to goals.

There's a couple of school districts that we have examples of that have done this so well, to be able to go in and say, like, here's what we need money-wise, but here, let's look what this is going to mean if all of these students pass and get 11 college credits, which they can at the University of Illinois, right, and doing that cost-benefit analysis. Another district specifically tied the Seal of Biliteracy to one of the five pillars of their district's strategic plan.

I'll tell you what, if you can attach the seal to a school district's strategic plan, you're going to get the funding and the attention from the school board, who is really committed to making that strategic plan happen. So you know, by collaboratively defining that purpose, and bringing in multiple stakeholders, you just get so much more energy behind the efforts overall. So we want you to think about what this means in your own local context.

As we've done this research across the country, it looks different everywhere. Which again is one of the really cool things about the Seal of Biliteracy, there's no one way to do it. So thinking about kind of who your population is, what goals you're trying to achieve, the different stakeholders to bring to the table, the different initiatives that you can attach it to can really be kind of that key lever for you all to think about really transforming the implementation, and widening the reach in your context.

So you know, the next steps we talk through in our book is really to gather data on the local linguistic landscape. And that can really be that key lever to pushing the Seal of Biliteracy beyond, you know, the two or three languages that are taught in the school. Bringing together a team of relevant and diverse stakeholders. So getting... You know, Kristin talked about all of the different people who can contribute to these efforts, making sure that it doesn't just all fall on one person as the one who signed up to be the coordinator, and having

lots of perspectives and voices to be able to have, you know, that all hands on deck approach, where you have lots of people excited and jazzed about it to do the work.

Using that, you know, the kind of SMART framework to define goals in response to the linguistic landscape. Again, OELA's priority right now is multilingualism for all, not multilingualism in, you know, the two or three languages that are formally taught in schools. So how can we look at that data from home and community languages and, you know, widen our goals, and subsequently expand our efforts so we can really be promoting equity, particularly for multilingual learners and heritage language users?

Attaching goals to larger work in the district and community. So it doesn't remain, you know, this kind of siloed Seal of Biliteracy, but people see it as a part of, you know, IB, of Global Citizenship, of all of these things. There are so many districts around the country that we've profiled where the coordinator will tell us everyone knows about the Seal of Biliteracy. Any administrator you talk to, any school board member you talk to, every time they see me, they ask about our numbers.

Like, that is a true sign that the Seal of Biliteracy has been effectively integrated into the fabric of a district in very purposeful ways. Thinking about ways to kind of get people on board, you know, drafting a pitch and a budget to take to the school board is often a very important first step. And then, remaining focused on those goals throughout implementation, which we're going to keep coming back to as we talk about programs, and proficiency assessments, and promotion moving forward.

- Okay. Now that we've talked through the first P of our framework, purpose, we're going to transition to the next, so crafting programs. As Amy said, the Seal of Biliteracy is designed to promote multilingualism for all of our students, not just the ones who are enrolled, you know, in our language programs and schools. But quite a few of our students are in various language programs, which we'll talk about in just a moment, and it's important to make sure that these programs are set up to help students reach the levels of proficiency required to earn a Seal of Biliteracy.

Things to think about. You know, looking at programs, in our book we classify them into the macro, the meso, and the micro level, so what program models are available in your school? What program models are available in your district? Do you have offerings in dual-language immersion? Do you have heritage language classes? Heritage learners' needs are very different than language learners who have no exposure to the second language or third language at home.

At the meso level, what are the curricular trajectories? If your students have access to, let's say, a dual language immersion program in elementary school, can they continue study of that language in middle school? And in an articulated sequence, can they continue that in high school? So if you look at the feeder patterns of your schools, can students continue learning the same language? And then finally, the micro level, what's going on in the actual classrooms?

So the Seal of Biliteracy is very proficiency-focused, meaning that to earn a Seal of Biliteracy, it's not about what linguistic rules students know, whether they can conjugate verbs, it's about what they can do in the language. What can they do in speaking? What can they read?

How is their writing? So that's an important component to look at in your programs, do they match? So some of you might be just getting started. You might need to think through what programs do you offer that promote students' biliteracy? And do all students have access to those programs? So it is well documented in the research that certain populations of students do not have access to language coursework like others, so it might be that some students are being left out.

So looking at what are the demographics of my school compared to what are my demographics of the students earning the seal? And then finally, revising existing efforts. So what has the assessment data we've gotten revealed about program efficacy? And how might you revise programs based on those datas?

- So we talk about some key levers in crafting programs, again making sure that the programs connect to the Seal of Biliteracy so that we're actually nurturing students' biliteracy over time so that they're successful in getting the Seal,

looking at existing pathways, trying to expand some of those pathways. But then, as Kristin mentioned also, you know, looking within our existing programs, mapping proficiency, looking at how to enrich curriculum and instruction, and developing educators' capacity to do that work.

So when we think about examining pathways to biliteracy, we're talking about any program that can nurture students' biliteracy over time. So we often think of bilingual education, world language and heritage language education. There's also, of course, ways that EL and ESL and ELD education play into this, particularly if students are coming in with proficiency in another language. We also look at this across PK through 12.

So even though traditionally, you know, especially when the Seal of Biliteracy first started, these efforts were largely focused in high schools, recognizing that the path of biliteracy starts long before high school, and thinking kind of longitudinally across PK through 12 contexts to be able to promote language more longitudinally.

We also have one of our panelists who has expertise in Pathways recognition. So it's not only just the Seal of Biliteracy in high school now, we also Pathway recognitions, which celebrate students' biliteracy, you know, across the PK-12 continuum, and we can weave that in as well. So when we think about examining our pathways to biliteracy, we want to go back to what we talked about to start this session as far as the home and community and school languages.

And thinking about the pathways that are in place not just for, you know, the languages formally taught in school, but for all learners to have access to develop biliteracy, whether that be inside a school, outside a school, etc. Some of the cool work that we have really seen done with regard to programs in the Seal of Biliteracy is thinking about ways to not only design new programs, but to work within programs to better support students' biliteracy.

So we've seen districts who have transitional bilingual education, who have said, "All right, we can't offer dual language because of limited resources, but what we can do is when we get to that late exit point, or early exit point," I should say, "we can shift to having a Spanish for native speakers in middle and

high school, right? And so we can turn it into more of a maintenance bilingual model so that we never stop developing their home language."

We've seen contexts that only have EL, ESL, ELD education, and recognizing that there's ways that you can weave in and value home language maintenance as a part of that, you know, whether that be in a rural setting, or in states that have particular requirements, right? And so working within, and always having that language focus. World and heritage language, we've seen contexts do some very cool things expanding their language offerings to offer more languages formally in schools in response to home and community languages.

We've seen schools expand their options of existing languages. So for example, instead of just having Spanish as a world language, also having Spanish for native speakers. And then we've also seen districts do some very cool things with regard to, for example, extracurriculars, you know, having clubs, you know, a Polish club, a Gujarati club, whatever, and having more after-school type opportunities when there's not formal programs in school.

- In thinking about your programs, it's important to backward map, and think about what level of proficiency do students have to reach to get the Seal of Biliteracy? And then, what steps do I need to take to make sure that they get there? It's very discouraging if a student does not have access to a proficiency assessment, or not have an idea of what level they need to get to until they're a senior in high school.

And there are so many students that have told me, "Oh, I wish I knew about this earlier, or I wish I knew the level I had to get to earlier." The book lays out some different practices that you can look for and evaluate in your language programming that, you know, are research-based practices for getting students to the required level of proficiency they need to reach for the Seal of Biliteracy.

A lot of these come from Glisan and Donato's "Enacting High-Leverage Teaching Practices" texts, and so we have references to those in there as well. The assessment data that are tied to the Seal of Biliteracy are really helpful because they can provide teachers with strong feedback on where their students are, and where they need to be.

For example, one of the schools we worked at, they were surprised that students' speaking scores weren't where they thought they should be. And so those data helped them to revise their curriculum, and start integrating more speaking, you know, into their instruction. So the Seal of Biliteracy has a lot of power for providing teachers with washback on their instruction. We want to encourage you to think about what this might look like in your own context.

What programs do you have available to students? Who has access to those programs? We have a few just steps for crafting programs. Listing the currently offered language education programs, and considering how those connect to your goals, discussing how to tweak those programs, or potentially add new programs. We've heard a lot of wonderful examples of schools adding additional, like, Hmong language programs, or indigenous language programs as a result of Seal of Biliteracy implementation.

And then using your state Seal of Biliteracy proficiency requirements, which you can find online, to backward map proficiency targets. ♪ [music] ♪ - A big thank you to our panelists for discussing the important topic of implementing the Seal of Biliteracy in U.S. schools.

The information, reflections, and experiences that you shared today will certainly help educators support this population of students. You have given us many useful ideas to think about as we continue to serve English and multilingual learners across the country. Please listen to the second part of this podcast that will feature four practitioners from around the country discussing the implementation of the Seal of Biliteracy in their educational contexts.

We also encourage you to visit the NCELA website at www.ncela.ed.gov, and check out the many educator resources available there. ♪ [music] ♪