



AATJ/JFLA Webinar

Panel: The Seal of Biliteracy, Our Programs, and Me

October 2, 2021

- Panelist: Pam Delfosse, WI Department of Public Instruction
Ann Jordan, AATJ President
Kazumi Yamashita-Iverson, Maloney Interdistrict Magnet School, CT.
- Facilitator: Yoshiko Saito-Abbott, California State University, Monterey Bay
AATJ Professional Development Director



AATJ Membership

Membership registration: <https://www.aatj.org/membership> (January 1 - December 31)

- Quarterly newsletter, semiannual journal
- Member rate for two annual conferences (ACTFL, AAS)
- Professional development programs
- Japanese National Honor Society (high school or college level)
- National Japanese Exam
- Membership in a regional or state Japanese language educators' association
- Teacher Awards
- Special Interest Groups



2022 Annual Spring Conference - Call for Proposals

The Spring Conference will be held virtually March 17-19, 2022. Proposals are being accepted for panel and individual paper presentations on Language Pedagogy, Literature, Linguistics, and other topics related to language learning.

Details and links to submit a proposal are online at <https://www.aati.org/conferences-spring>.

Professor Ryuko Kubota (University of British Columbia) will deliver the keynote speech at the conference, on “Japanese Language Education and Social Justice”.

The submission deadline for all proposals is 11:59 p.m. Eastern time, Tuesday, November 30, 2021.



AATJ Awards

Recipients of the 2021 **AATJ Teacher Awards** will be recognized in conjunction with the Fall Conference at ACTFL.

Nominations are being accepted for **Lifetime Achievement Awards**, which are awarded to members of AATJ who have demonstrated achievements in Japanese education and service to the profession over at least 25 years. Previous awardees are Laurel Rasplica Rodd, Seiichi Makino, Naomi McGloin, and Yasu-Hiko Tohsaku

For information on submitting a nomination for a Lifetime Achievement Award, see

<https://www.aatj.org/prodev-awards-lifetime>

2021年度海外日本語教育機関調査調査



SURVEY REPORT ON JAPANESE-LANGUAGE EDUCATION ABROAD 2018

海外の日本語教育の現状

2018年度 日本語教育機関調査より

Our 2021 Survey Report on Japanese-Language Education Abroad has begun! We have sent out the survey and awaiting responses!

We will give our JFLA virtual backgrounds to those who have participated.

Please let us know at survey@iflalc.org if you have not received the survey.

Online Japanema (Japanese Cinema)



Hotel Royal

(104mins, 2020)

Directed by Masaharu Take

In Japanese with English subtitles

Wednesday, October 13, 7PM – Thursday, October 14, 7PM (PDT)



**POST YOUR
ONIGIRI 🍙 PHOTOS with
#OnigiriAction**

2021.10.5 - 11.5



TAKE ACTION NOW!

**YOUR POST PROVIDES
5 SCHOOL MEALS**

to children in need

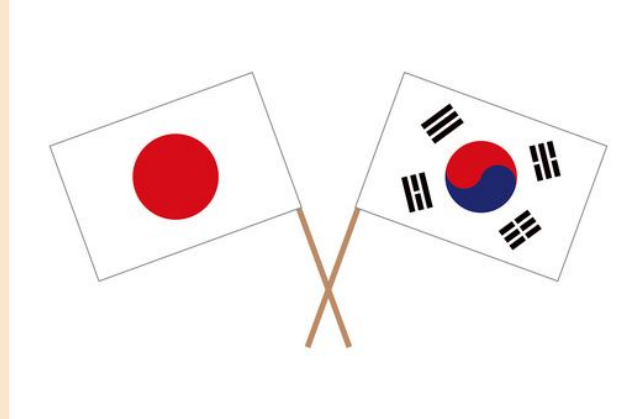


7th Annual Table for Two x JFLA Collaboration Event (mid-October)!

For more info about Onigiri Action: <https://onigiri-action.com/>



Online Event



**Wooden Chopsticks, Metal Chopsticks:
Grab Japanese and Korean Culture through the Languages
11/8 (Thursday) 7PM (PT)**

More information will be available on www.jflalc.org and our
monthly newsletter!



Find a Season in the Words: Haiku Workshop for Beginners (Autumn)
Date and Time: 11/9 7 pm (PT)
Workshop to learn the basics of English Haiku.



AATJ/JFLA Webinar

Panel: The Seal of Biliteracy, Our Programs, and Me

October 2, 2021

Panelist: **Pam Delfosse**, Wisconsin Department of Public Instruction
Ann Jordan, AATJ President, Los Gatos High School, CA (retired)
Kazumi Yamashita-Iverson, Former AATJ Advocacy Director, Maloney
Interdistrict Magnet School, CT.

Facilitator: **Yoshiko Saito-Abbott**, California State University, Monterey Bay
AATJ Professional Development Director



Guiding Questions

1. What is the purpose of the Seal of Biliteracy?
2. Why is the Seal of Biliteracy relevant to our programs?
3. How can we improve access to and outcomes of the Seal of Biliteracy?



Agenda

- ❖ Assess our current understanding
- ❖ Build shared knowledge
- ❖ Share experiences and areas of inquiry
- ❖ Identify goals and action steps

Participant Poll: What Do We Know?

Access

Criteria

Credit

Learners

Legislation



The Seal of Biliteracy: An Overview

- ❖ Definition and purpose
- ❖ Origins and growth
- ❖ Equity & benefits
- ❖ Implications & impact
- ❖ Shared responsibilities



www.sealofbiliteracy.org



Definition & Purpose

The SBL is a (state-certified) credential recognizing students' language proficiency.

- Validates and extends students' linguistic assets
- Promotes and celebrates sustained language learning
- Serves as a talent marker



Origins & Growth

[Californians Together](#) Initiative (2008)

CA State Seal of Biliteracy (2011)

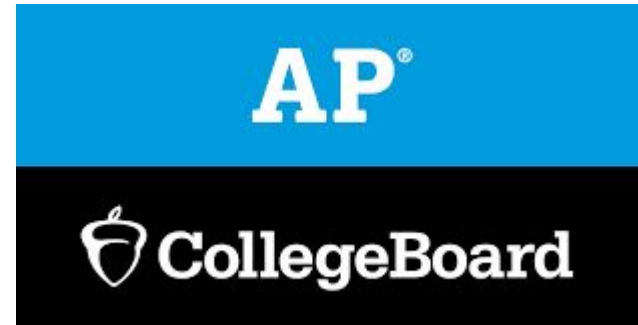
National Professional Collaboration (2020)

[Guidelines for Implementing the Seal of Biliteracy](#) (2020)

[National Seal of Biliteracy Report](#) (2020, 2018-2019 Data)

[BEST \(Biliteracy Education Seal and Teaching\) Act](#) (117th Congress)

Assessment Framework



Equity & Benefits

Global Seal of Biliteracy

Access & disproportionality

Benefit requires coherence, awareness, and value

Integration within Academic & Career Planning Initiatives

Skills indicator





Implications & Impact

Proficiency Literacy & Program Design

(Standards, Benchmarks, Assessment)

Balanced skill development

Visibility of linguistic diversity

Partnerships (school-community-family-institutional)



Post-Secondary Considerations

Admissions - recognition & value

Academic credit - individual & institutional avenues

Skills indicator to inform placement decisions

Program & course design for new learner profile

Impact on language certificates, minors, and double majors

Talent pool for future language educators!



Shared Responsibility

(K-16+) Program Design, Articulation, and Matriculation

Competency-Based Credits and Dual-Credit Options

Recognition & Value within College Admission Process

Coherent Criteria Across States

Center Equity! Innovate for Access!

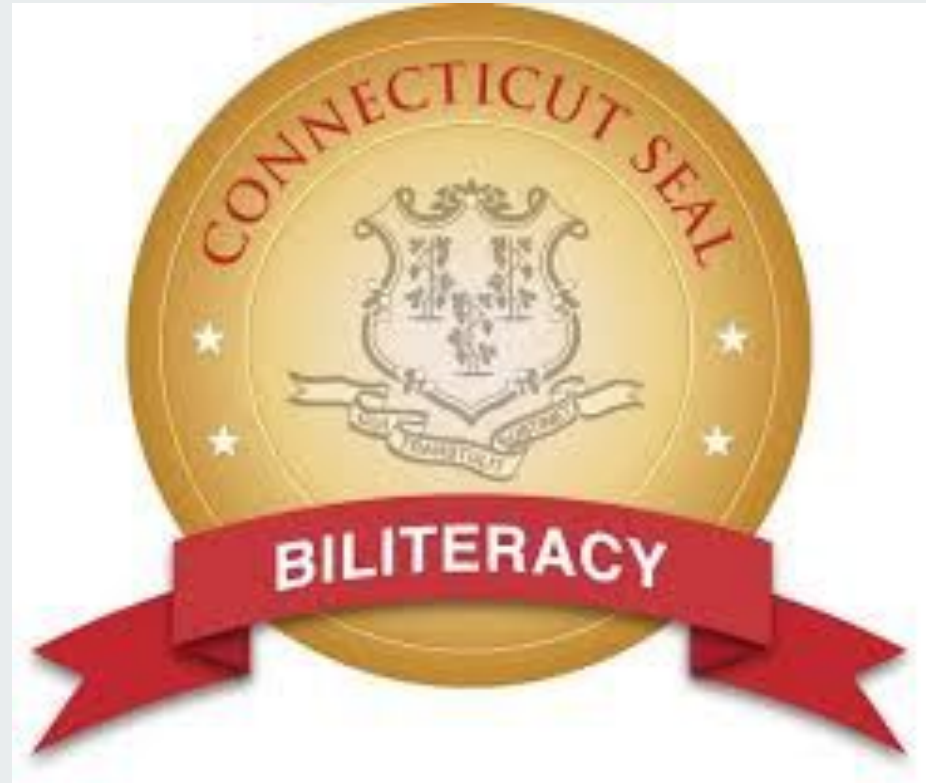
Plan for and deliver on the promise of language proficiency!



Breakout Groups: Experiences & Areas of Inquiry

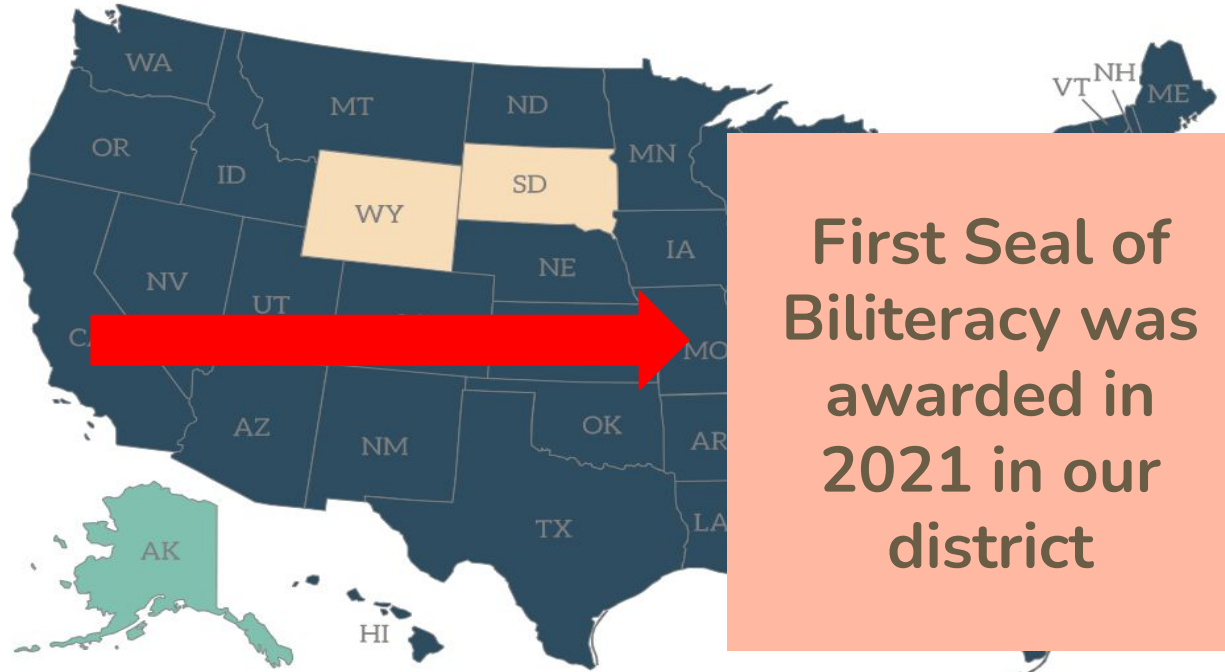
1. Discuss the Seal of Biliteracy.
2. Post your group's "noticings", "wonderings" and ideas on the [Jamboard](#).
3. View and reflect on contributions of the group.

Implementation Experience (K-16)



State Laws Regarding the Seal of Biliteracy

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

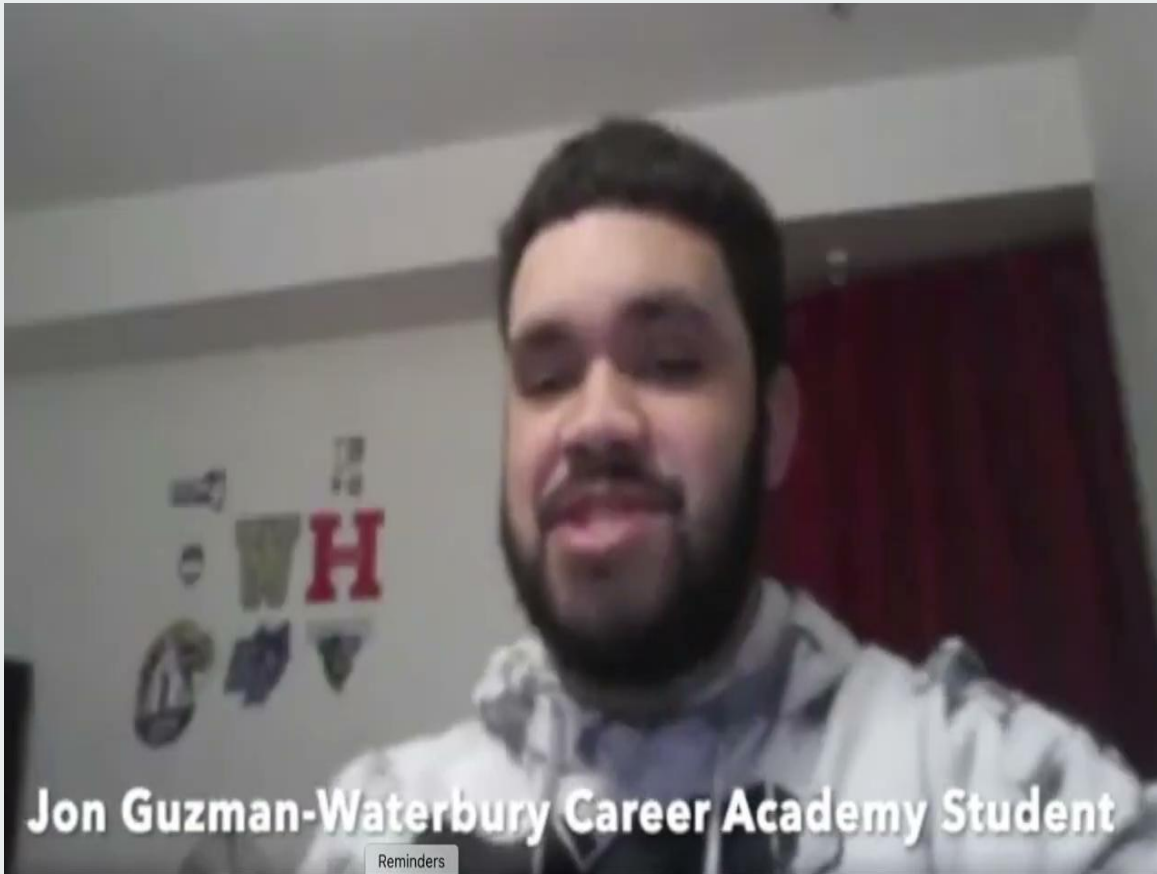


On June 6, 2017, Connecticut became the 27th state with Seal of Biliteracy.

First Seal of Biliteracy was awarded in 2021 in our district

<https://sealofbiliteracy.org/index.php>

As of 7/16/2021: Montana adopted the SOBL. 44 States and DC



Jon Guzman-Waterbury Career Academy Student

**Student voice
is powerful to
move a district!**

Impact on the District

BILINGUAL/ESOL EDUCATION DEPARTMENT

★ Supervisor
3 teachers



WORLD LANGUAGE DEPARTMENT

3 Spanish Teachers
2 Italian Teachers
1 Japanese Teacher

ELA DEPARTMENT

GUIDANCE COUNSELORS

SCHOOL ADMINISTRATORS

CONNECTICUT REQUIREMENTS



The two academic requirements below must be met:




- ◆ Students must complete all English language arts requirements for graduation.
- ◆ Students must demonstrate proficiency in a language other than English at a level comparable to **Intermediate-Mid on the ACTFL Proficiency Guidelines** as demonstrated through **one of the following methods in grade 10 or later:**

Impact on our department



- Explore the assessments used for the Seal of Biliteracy
- Identify potential students
- Advocate the SOBL to the stakeholders
- Advocate World Language Education in the district

Assessment	Minimum Score
Assessment of Performance toward Proficiency in Languages (AAPPL) Measure	1-3 in all four domains
Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT)	Intermediate Mid
International Baccalaureate (IB) World Language Exam (available only to students currently enrolled in IB programs)	4 or higher
Advanced Placement (AP) World Language Exam	3
ASL Proficiency Interview	3
Sign Language Proficiency	Intermediate
Avant STAMP (STAndards-based Measurement of Proficiency)	Intermediate Mid
ALIRA Latin Interpretive Reading Assessment	1-3
DELE (Diplomas of Spanish as a Foreign Language)	B1
DELF (Diplomas of French as a Foreign Language)	B1

Assessment of Evidence Table	Cost
 <u>Assessment of Performance toward Proficiency in Languages (AAPPL) Measure</u>	\$20 for all 4 tests
 <u>Avant STAMP (STAndards-based Measurement of Proficiency)</u>	\$14-\$20 depending on # of tests
Oral Proficiency Interview (<u>OPI</u>) or <u>OPIc</u> and Writing Proficiency Test (<u>WPT</u>)	\$70 each (\$140 for OPIc & WPT)
International Baccalaureate (IB) World Language Exam (Available only to students currently enrolled in IB programs)	Too Late for Seal
 <u>Advanced Placement (AP) World Language Exam</u>	Too Late for Seal unless juniors
<u>ASL Proficiency Interview</u>	\$165
<u>Sign Language Proficiency</u>	Not listed
<u>ALIRA Latin Interpretive Reading Assessment</u>	\$10
<u>DELE (Diplomas of Spanish as a Foreign Language)</u>	

AAPPL assesses:



**Interpersonal
Listening/Speaking**



**Presentational
Writing**



**Interpretive
Listening**



**Interpretive
Reading**

AAPPL Demo Test:

<https://www.languagetesting.com/aappl2-demo>

AAPPL Topics 2021-22

- Arts & Literature
- Community Life
- Culture & Traditions
- Current Events & Social Issues
- Daily Life
- Economy & Business
- Education
- Entertainment
- Food
- Healthy Living
- History & Civics
- Hobbies, Leisure & Free Time
- Home & Places of Interest
- People
- Pets & Animals
- Professions, Careers & Work
- Science & Environment
- Technology & Innovation
- Travel & Vacation
- Who am I?



AAPPL

ACTFL ASSESSMENT OF PERFORMANCE
TOWARD PROFICIENCY IN LANGUAGES

TASKS

<i>Mode/Level</i>	Interpersonal Listening/Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
<i>Novice</i>	Talk about and respond to questions on familiar topics	Write to share information about familiar topics	Listen to someone speak on familiar topics and understand the gist	Read short texts on familiar topics and understand the gist and basic information
<i>Intermediate</i>	Talk about, describe, discuss, and ask questions about a variety of familiar topics related to self, others and everyday life in response to questions being asked	Write to communicate information and express one's thoughts about familiar topics related to self, others, and everyday life	Listen to someone speak on a variety of topics related to self, others, and everyday life and understand the main ideas and supporting details	Read texts on a variety of topics related to self, others, and everyday life; understand the main ideas and supporting details
<i>Advanced</i>	Talk at length about and express oneself on familiar topics and new concrete social, academic and general interest topics	Write extensively and express oneself on familiar and concrete social, academic and general interest topics	Listen to extended spoken passages on a variety of topics relevant to real-world contexts of general interest and answer questions based on what is heard	Read extended passages on a variety of topic relevant to real-world contexts of general interest and answer questions based on what is read

LISTENING AND READING - You can:

- understand main ideas and supporting facts in short passages on familiar topics, though you may need to read or hear complex passages more than once.
- understand what you read or hear with the help of context clues, or prior knowledge.

LISTENING AND SPEAKING (conversation) - You can:

- maintain conversation about yourself and your life.
- use your language to express your own thoughts and get the things that you need. Ask and answer questions.
- do all of this in such a way that your teacher and others who are used to language learners can understand what you are saying.




WRITING - You can:





- write about yourself and your life.
- write well enough to accomplish what you need and pose a variety of questions.
- write some longer sentences and connect some sentences together.
- do all of this in such a way that your teacher and others who are used to the writing of language learners can readily understand your writing.

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

	NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK
COMMUNICATION		
 INTERPRETIVE	<i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	<i>I can</i> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
 INTERPERSONAL	<i>I can</i> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	<i>I can</i> participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 PRESENTATIONAL	<i>I can</i> present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	<i>I can</i> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

INTERCULTURAL COMMUNICATION

 INVESTIGATE	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.
 INTERACT	<i>I can</i> interact at a survival level in some familiar everyday contexts.	<i>I can</i> interact at a functional level in some familiar contexts.

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

	ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK
COMMUNICATION			
INTERPRETIVE	<i>I can</i> understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	<i>I can</i> interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.	<i>I can</i> interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written, or signed.
INTERPERSONAL	<i>I can</i> maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	<i>I can</i> participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	<i>I can</i> interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written, or signed language.
PRESENTATIONAL	<i>I can</i> deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	<i>I can</i> deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.	<i>I can</i> deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written, or signed language.

INTERCULTURAL COMMUNICATION

INVESTIGATE	In my own and other cultures <i>I can</i> explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures <i>I can</i> suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures <i>I can</i> objectively evaluate products and practices and mediate perspectives.
INTERACT	<i>I can</i> interact at a competent level in familiar and some unfamiliar contexts.	<i>I can</i> interact in complex situations to ensure a shared understanding of culture.	<i>I can</i> engage with complexity and pluricultural identities and serve as a mediator between and among cultures.

Potential Students ...

	All students reach	Some students reach
Level I (1 year of HS, 2 years of MS)	Novice Mid	Novice High
Level II	Novice High	Intermediate Low
Level III	Intermediate Low	Intermediate Mid
Level IV	Intermediate Mid	
Level V or AP	Intermediate Mid	Intermediate High

ADVOCACY!

Employability Skills + World Languages

How do World Language Learners develop the skills identified in the Employability Skills Framework for Career and Technical Education?

The CTE Employability Skills Framework, developed by the U.S. Department of Education (2013), clusters specific employability skills under three categories: Effective Relationships, Applied Knowledge, and Workplace Skills. Language educators who use high-leverage teaching practices guide learners to acquire a language in addition to their native language as learners use the language in real and purposeful communication. These language learners develop into collaborators, analyzers, planners, thinkers, and communicators demonstrating skills identified in the CTE Framework.

- KEY: Employability Skills**
- 👤 Interpersonal Skills
 - 🌟 Personal Qualities
 - 💻 Technology Use
 - 🧠 Systems Thinking
 - 🗣️ Communication Skills
 - 📄 Information Use
 - 📅 Resource Management
 - 🧩 Critical Thinking Skills
 - 🎓 Applied Academic Skills



- RESOURCES:**
- 21st Century Skills Map tinyurl.com/y66gd7am
 - Employability Skills Framework tinyurl.com/y9z8cc7y
 - Oral Proficiency Workplace Poster tinyurl.com/y4tlvlymg
 - World Readiness Standards tinyurl.com/y55h986u

Prepared by the ACTFL Professional Learning Committee

<https://www.actfl.org/sites/default/files/advocacy/Employability%20Skills.pdf>

What Foreign Languages Mean for U.S. Employers

9 out of 10 rely on employees with language skills other than English

Most In-Demand Foreign Languages Reported by U.S. Employers



56% say their foreign language demand will increase in the next five years

The Foreign Language Skills Gap*

1 in 3 foreign language-dependent U.S. employers reports a language skills gap

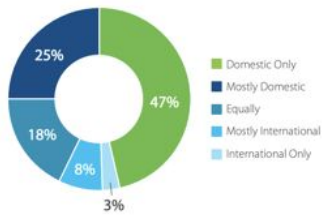
1 in 4 U.S. employers lost business due to a lack of foreign language skills

*A foreign language skills gap occurs when an employer has foreign language needs that are not currently met by its employees.

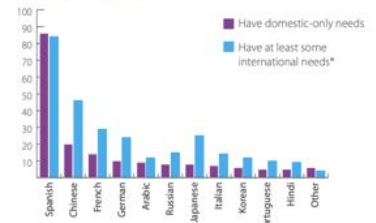
Top 5 Departments with greatest foreign language skills need

- Customer service
- Sales
- Marketing
- Management
- IT

U.S. Employers' Domestic and International Foreign Language Needs



Demand for Specific Foreign Languages, by U.S. Employers with Domestic-Only vs. International Foreign Language Needs



*Because employers with at least some international foreign language needs may also have some domestic needs, it cannot be assumed that a given language is necessarily used for the international market.

8 | actfl.org

https://www.leadwithlanguages.org/wp-content/uploads/MakingLanguagesOurBusiness_FullReport.pdf

CREATING PATHWAY TO SEAL OF BILITERACY



“A well-articulated Prek-12 Multiliteracy Pathways/Languages Plan or roadmap for district”

<https://sealofbiliteracy.org/state-guidelines/pathways-to-biliteracy/>

- Design a curriculum based on the World-Readiness Standards for Learning Languages
- Incorporate AAPPL Topics into the curriculum
- Create AAPPL/STAMP type of assessments for each unit
- Provide AAPPL/STAMP Assessments opportunities for 8th Grade
- Create Middle and Elementary Pathway Awards

Implementation Experience-One district in California

"We are thrilled to acknowledge the leadership demonstrated by our 13 partners with this initiative,"



said Board President Leon Beauchman. "They understand that the next generation of students will need to possess bilingual skills in order to engage with a rapidly changing world and communicate effectively with their peers around the globe."

(Santa Clara County Office of Ed, Dec. 2014)



California Requirements



1. Complete all English language arts graduation requirements with GPA of 2.0
2. Demonstrate proficiency in language other than English through **ONE** of the following:
 - AP exam score 3 or higher or IB exam score 4 or higher
 - Completion of 4 year course of study in WL (3.0+GPA), demonstrate oral proficiency comparable to AP/IB exam passing score
 - Passage of “off the shelf” exam (AAPPL, etc) if no AP/IB exam exists
 - Passage of SAT II WL exam with score of 600 or higher

(Note: CA is the only state that doesn't designate an ACTFL proficiency level target for SOBL)

CA Data

Proportion of Japanese language recipients has remained about the same.

School year	# of districts	Total SOBL recipients	Japanese	Mandarin	Spanish
2016-17	304	46,380人	945 (2%)	2,465	36,340
2017-18	Not available	55,175人	1069 (1.9%)	3,085	42,429
2018-19	345	56,370人	1,192 (2%)	3,424	43,350
2019-20	340	65,622人	1,206 (1.8%)	3,517	48,573

SOBL story of one CA district

- Affluent Silicon Valley two-school district
- High performing, college-bound students
- No language requirement for graduation
- Languages offered:
 - SHS-Spanish, French, Chinese
 - LGHS-Spanish, French, Japanese, Chinese (recently added)
- No district language program coordinator/key person
- SOBL est. CA 2012, but until 2016, mostly unaware, indifferent

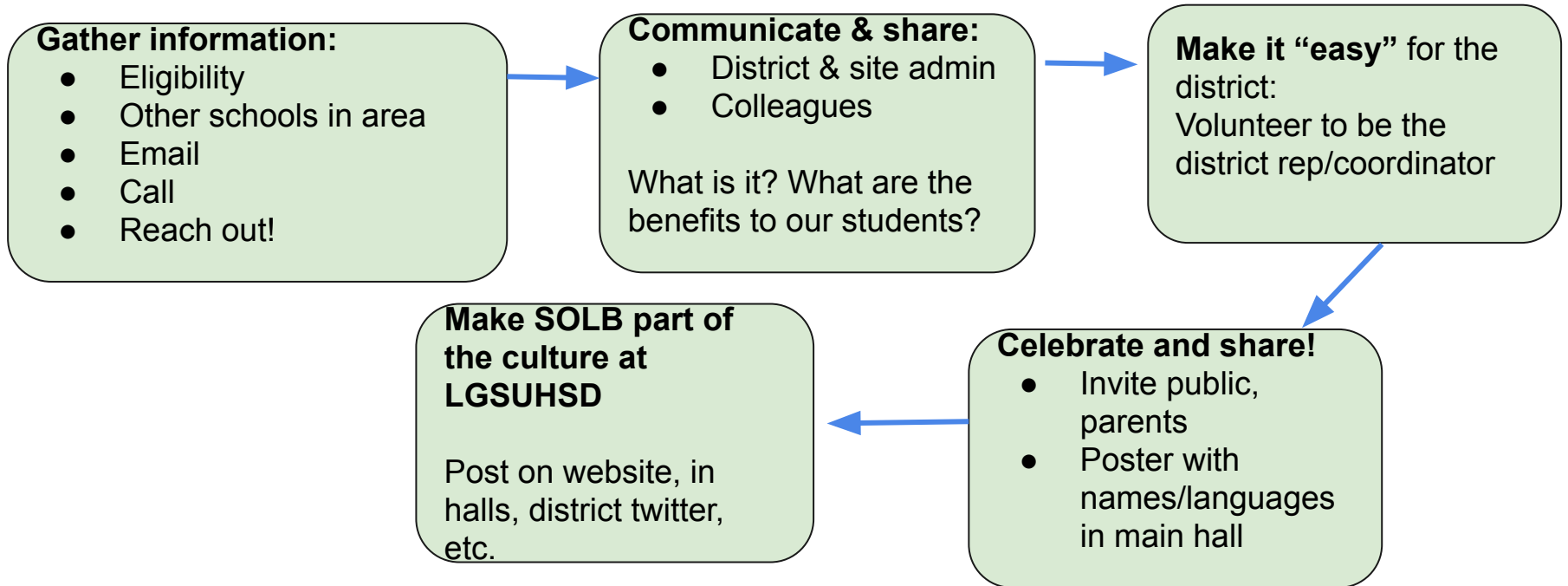
So how did we go from indifferent to invested?

It started with a question...a suggestion.... And a volunteer



Beginning of the year district language teachers meeting

Teacher driven SOBL journey at Los Gatos Saratoga UHSD



LGSUHSD Data

2016	80 students
2017	57
2018	52
2019	109
2020	152
2021	193



Participation more than doubled in 6 years, including during a pandemic year.

Impact on K-8 feeder schools



LEXINGTON

ELEMENTARY SCHOOL

Our Community, Our Students, Our Future



IB World School

HOME ABOUT US PROGRAMS STUDENTS FAMILIES COMMUNITY SCHG

[Pathways to Multilingualism](#) » Rationale and Purpose for Lexington Pathways

Rationale and Purpose for Lexington Pathways

Rationale for the Lexington Pathway Awards

[Supports the goals of the International Baccalaureate program at Lexington](#)

- The International Baccalaureate® (IB) is committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds.

Pathways to Multilingualism

- Purpose for the Lexington Pathway Awards
- To demonstrate the importance of multiliteracy and language diversity in our school and world
 - To show that mastery of two or more languages is an important skill in our global society
 - To encourage all Lexington students to pursue multi-literacy and eventually the Seal of Biliteracy
 - To honor students who have accomplished proficiency in their home language
 - To value diversity and inclusion within the community

Supports Los Gatos Saratoga Union High School District (LGSUHSD) students towards achieving the California State Seal of Biliteracy.

- The [State Seal of Biliteracy](#) (see [this link](#) too), codified in California Education Code sections 51460-51464, provides recognition to high school students who have demonstrated a high proficiency in speaking, reading, and writing in one or more languages in addition to English.

Challenges

- Without a district level key person it takes **Time + Effort** in the beginning
- You have to be a **cheerleader!**
- Passing the baton of responsibility might also take effort...



Passing the SOBL baton

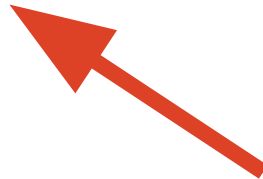
Be pro-active and don't be afraid to PUSH or to send a strong message:

In other districts, the SOBL is coordinated by someone at the district level, usually Associate Supt. of Curriculum and Instruction. This is the case with PAUSD, Campbell UHSD, MVLA, SJ Unified, Morgan Hill, and others.

Since I will be retiring this year, I can think of three options for LGSUHSD:

1. *Continue to have a WL teacher (either LG or SHS) as coordinator, but compensate that person in some way-chaperone duty waiver, release time for "school business", extra duty stipend, etc.*
2. *Move the responsibility to the D.O.*
3. *Withdraw from the Consortium and terminate the program for our students.*

(from my email to admin)



We don't
want to lose
SOBL!

Now...



- Firmly established part of the LGSUHSD culture
- Students/parents ask about it
- Important advocacy tool!

Los Gatos-Saratoga Union High School District

VISION • ACHIEVEMENT • PRIDE
SINCE 1893

Home Board District Information School Information Community and Parents Programs
School Climate and Culture & Title IX What's New

Seal of Biliteracy

Common Core State Standards (CCSS)
Field Trips
State Curriculum Frameworks

Seal of Biliteracy

Los Gatos-Saratoga Union High School District / School Information / Curriculum and Instruction / Seal of Biliteracy

Stay tuned for information regarding the 2021-2022 process and application!

.....

The Los Gatos – Saratoga High School District students in our district are now eligible to receive the State Seal of Biliteracy (SSB) on their high school diplomas. Assembly Bill 815 (Brownley, Chapter 618) provides recognition to



Jessica Haxhi, ACTFL president

Are there things you're hopeful and excited about for the future?

“First, I want to say that the **Seal of Biliteracy is the single greatest thing to happen to World Language Education** EVER maybe, in terms of advocacy. Aside from ideas about proficiency and standards, the Seal of Biliteracy has so much potential to be powerful, and we haven't even figured it all out. That's how great it is. Because now we have school districts saying, “Wait. We want that. How do we get that?”

**Was it hard work to get it established? Yes, a little bit.
Was it worth it? YES! Definitely!**

Transition to Post Secondary Program



- Earn up to 9 credits of language
- Satisfy the general education (LEP) multilingual communication requirement.
 - Students need to present proof of their seal to the Chairperson of the Department of World Languages and Literatures

<https://inside.southernct.edu/academic-placement/world-languages>

Benefits and Challenges for Post Secondary

Evaluation and Feedback



Resources for Future Reference



www.sealofbiliteracy.org

[2020 National Seal of Biliteracy Report](#)

[2020 Guidelines for Implementing the Seal of Biliteracy](#)

[ACTFL Seal of Biliteracy Site](#)

[Global Seal of Biliteracy](#)

[AAPPL Assessment](#)

[Avant Stamp](#)

[NCSSFL-ACTFL Can-Do Statement](#)

THANK YOU

