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](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.aatj.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
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@jflalc.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

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)


BEST (Biliteracy Education Seal and Teaching) Act (117th Congress)
2020 National Report (31 States)
108,199 (2019)
33,128+ ELs (limited data)
91,433 (2018)
CA, NC, VA
119 LOTE
69 languages WA
Japanese SBL 73% of states
Assessment Framework

Avant STAMP

LinguaFolio

ACTFL OPI

AAPPL

ACTFL WPT

International Baccalaureate

AP

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

First Seal of Biliteracy was awarded in 2021 in our district.

As of 7/16/2021: Montana adopted the SOBL. 44 States and DC
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**
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
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Performance toward Proficiency in Languages (AAPPL) Measure</td>
<td>I-3 in all four domains</td>
</tr>
<tr>
<td>Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT)</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>International Baccalaureate (IB) World Language Exam</td>
<td>4 or higher</td>
</tr>
<tr>
<td>(available only to students currently enrolled in IB programs)</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement (AP) World Language Exam</td>
<td>3</td>
</tr>
<tr>
<td>ASL Proficiency Interview</td>
<td>3</td>
</tr>
<tr>
<td>Sign Language Proficiency</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Avant STAMP (STAndards-based Measurement of Proficiency)</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>ALIRA Latin Interpretive Reading Assessment</td>
<td>I-3</td>
</tr>
<tr>
<td>DELE (Diplomas of Spanish as a Foreign Language)</td>
<td>B1</td>
</tr>
<tr>
<td>DELF (Diplomas of French as a Foreign Language)</td>
<td>B1</td>
</tr>
<tr>
<td>Assessment of Evidence Table</td>
<td>Cost</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Assessment of Performance toward Proficiency in Languages (AAPPL) Measure</strong></td>
<td>$20 for all 4 tests</td>
</tr>
<tr>
<td><strong>Avant STAMP (STAndards-based Measurement of Proficiency)</strong></td>
<td>$14-$20 depending on # of tests</td>
</tr>
<tr>
<td><strong>Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT)</strong></td>
<td>$70 each ($140 for OPIc &amp; WPT)</td>
</tr>
</tbody>
</table>
| **International Baccalaureate (IB) World Language Exam**  
(Available only to students currently enrolled in IB programs) | Too Late for Seal |
| **Advanced Placement (AP) World Language Exam** | Too Late for Seal unless juniors |
| **ASL Proficiency Interview** | $165 |
| **Sign Language Proficiency** | Not listed |
| **ALIRA Latin Interpretive Reading Assessment** | $10 |
| **DELE (Diplomas of Spanish as a Foreign Language)** | |
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?
<table>
<thead>
<tr>
<th>Mode/Level</th>
<th>Interpersonal Listening/Speaking</th>
<th>Presentational Writing</th>
<th>Interpretive Listening</th>
<th>Interpretive Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>Talk about and respond to questions on familiar topics</td>
<td>Write to share information about familiar topics</td>
<td>Listen to someone speak on familiar topics and understand the gist</td>
<td>Read short texts on familiar topics and understand the gist and basic information</td>
</tr>
<tr>
<td>Intermediate</td>
<td>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</td>
<td>Write to communicate information and express one's thoughts about familiar topics related to self, others, and everyday life</td>
<td>Listen to someone speak on a variety of topics related to self, others, and everyday life; understand the main ideas and supporting details</td>
<td>Read texts on a variety of topics related to self, others, and everyday life; understand the main ideas and supporting details</td>
</tr>
<tr>
<td>Advanced</td>
<td>Talk at length about and express oneself on familiar topics and new concrete social, academic and general interest topics</td>
<td>Write extensively and express oneself on familiar and concrete social, academic and general interest topics</td>
<td>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</td>
<td>Read extended passages on a variety of topics relevant to real-world contexts of general interest and answer questions based on what is read</td>
</tr>
</tbody>
</table>
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.
W R I T I N G - Y o u c a n: 

- 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

#### COMMUNICATION

<table>
<thead>
<tr>
<th>NOVICE PROFICIENCY BENCHMARK</th>
<th>INTERMEDIATE PROFICIENCY BENCHMARK</th>
<th>ADVANCED PROFICIENCY BENCHMARK</th>
<th>SUPERIOR PROFICIENCY BENCHMARK</th>
<th>DISTINGUISHED PROFICIENCY BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERPRETIVE</strong></td>
<td><strong>INTERPRETIVE</strong></td>
<td><strong>INTERPRETIVE</strong></td>
<td><strong>INTERPRETIVE</strong></td>
<td><strong>INTERPRETIVE</strong></td>
</tr>
<tr>
<td>I can 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.</td>
<td>I can 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.</td>
<td>I can interpret and infer meaning from complex, academic, and professional texts on a wide range of general, abstract, and specialized issues that are spoken, written, or signed.</td>
<td>I can 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 collaborations and contexts that are spoken, written, or signed.</td>
<td>I can interpret and infer meaning from complex, academic, and professional texts on a wide range of general, abstract, and specialized issues that are spoken, written, or signed.</td>
</tr>
<tr>
<td><strong>INTERPERSONAL</strong></td>
<td><strong>INTERPERSONAL</strong></td>
<td><strong>INTERPERSONAL</strong></td>
<td><strong>INTERPERSONAL</strong></td>
<td><strong>INTERPERSONAL</strong></td>
</tr>
<tr>
<td>I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences and questions.</td>
<td>I can 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.</td>
<td>I can 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.</td>
<td>I can 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.</td>
<td>I can interact, negotiate, and debate 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.</td>
</tr>
<tr>
<td><strong>PRESENTATIONAL</strong></td>
<td><strong>PRESENTATIONAL</strong></td>
<td><strong>PRESENTATIONAL</strong></td>
<td><strong>PRESENTATIONAL</strong></td>
<td><strong>PRESENTATIONAL</strong></td>
</tr>
<tr>
<td>I can 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.</td>
<td>I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</td>
<td>I can deliver extended presentations on abstract or hypothetical ideas and ideas ranging from broad general interests to my areas of specialized expertise, with emphasis on expression and a wide variety of examples, using spoken, written, or signed language.</td>
<td>I can 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.</td>
<td>I can 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.</td>
</tr>
</tbody>
</table>

#### INTERCULTURAL COMMUNICATION

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

#### INVESTIGATE

- I can 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.
- I can 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.
- I can 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.

#### INTERACT

- I can 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.
- I can interpret and infer meaning from complex, academic, and professional texts on a wide range of general, abstract, and specialized issues that are spoken, written, or signed.
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences and questions.

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**NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS © 2017**

*Page 38*
<table>
<thead>
<tr>
<th>Level</th>
<th>All students reach</th>
<th>Some students reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Novice Mid</td>
<td>Novice High</td>
</tr>
<tr>
<td>(1 year of HS, 2 years of MS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II</td>
<td>Novice High</td>
<td>Intermediate Low</td>
</tr>
<tr>
<td>Level III</td>
<td>Intermediate Low</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>Level IV</td>
<td>Intermediate Mid</td>
<td></td>
</tr>
<tr>
<td>Level V or AP</td>
<td>Intermediate Mid</td>
<td>Intermediate High</td>
</tr>
</tbody>
</table>
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), lists 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 professional communication. These language learners develop collaboration, analysis, planning, thinking, and communication demonstrating skills identified in the CTE Framework.

What Foreign Languages Mean for U.S. Employers

9 out of 10

Most In-Demand Foreign Languages

Reported by U.S. Employers

56%

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

Most In-Demand Foreign Languages

Reported by U.S. Employers

Top 5 Departments with greatest foreign language skills need

1. Customer service
2. Sales
3. Marketing
4. Management
5. 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

<table>
<thead>
<tr>
<th>Foreign Language Needs</th>
<th>Domestic Only</th>
<th>Mostly Domestic</th>
<th>Mostly International</th>
<th>Have at least some International needs*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>25%</td>
<td>18%</td>
<td>3%</td>
<td>57%</td>
</tr>
<tr>
<td>Spanish</td>
<td>47%</td>
<td>11%</td>
<td>7%</td>
<td>40%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1%</td>
<td>6%</td>
<td>7%</td>
<td>89%</td>
</tr>
<tr>
<td>French</td>
<td>12%</td>
<td>10%</td>
<td>6%</td>
<td>76%</td>
</tr>
<tr>
<td>German</td>
<td>3%</td>
<td>5%</td>
<td>8%</td>
<td>84%</td>
</tr>
<tr>
<td>Italian</td>
<td>11%</td>
<td>4%</td>
<td>8%</td>
<td>80%</td>
</tr>
<tr>
<td>Japanese</td>
<td>17%</td>
<td>6%</td>
<td>8%</td>
<td>80%</td>
</tr>
<tr>
<td>Russian</td>
<td>5%</td>
<td>7%</td>
<td>7%</td>
<td>86%</td>
</tr>
<tr>
<td>Arabic</td>
<td>2%</td>
<td>6%</td>
<td>7%</td>
<td>81%</td>
</tr>
<tr>
<td>Chinese</td>
<td>4%</td>
<td>9%</td>
<td>10%</td>
<td>85%</td>
</tr>
</tbody>
</table>

*Foremost emphasis on those least common foreign languages may also reflect domestic needs, as it is not assumed that a given language is necessarily used for the international market.

Resources:

“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.

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

I’ll find out more!

We should participate!

Have you heard about the SOBL?

Beginning of the year district language teachers meeting
Teacher driven SOBL journey at Los Gatos Saratoga UHSD

Gather information:
- Eligibility
- Other schools in area
- Email
- Call
- Reach out!

Communicate & share:
- District & site admin
- Colleagues
  What is it? What are the benefits to our students?

Make it “easy” for the district:
Volunteer to be the district rep/coordinator

Make SOLB part of the culture at LGSUHSD
Post on website, in halls, district twitter, etc.

Celebrate and share!
- Invite public, parents
- Poster with names/languages in main hall
### LGSUHSD Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>80</td>
</tr>
<tr>
<td>2017</td>
<td>57</td>
</tr>
<tr>
<td>2018</td>
<td>52</td>
</tr>
<tr>
<td>2019</td>
<td>109</td>
</tr>
<tr>
<td>2020</td>
<td>152</td>
</tr>
<tr>
<td>2021</td>
<td>193</td>
</tr>
</tbody>
</table>

Participation more than doubled in 6 years, including during a pandemic year.
Impact on K-8 feeder schools

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.

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 multiliteracy 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.

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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)
Now...

- Firmly established part of the LGSUHSD culture
- Students/parents ask about it
- Important advocacy tool!
Jessica Haxhi, ACTFL president

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

“Yes, a little bit. Was it worth it? YES! Definitely!

“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?”
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