Earning the Seal of Biliteracy
Through Differentiated Language Strategies

Roser Salavert, Ed.D.

NABE 2018 - Resisting Inequity: Language as Power and Right
Albuquerque Convention Center, Albuquerque, NM
Essential Question:
How do we build students’ proficiency in a new language, and learning resilience to help them graduate with the Seal of Biliteracy?

In this Session, we will:
• discuss the benefits of the Seal of Biliteracy
• develop student-centered S.M.A.R.T. Language Learning goals, and
• create differentiated tasks that support students’ progress toward their language goal, including earning the Seal of Biliteracy.
New York State is linguistically diverse, with over 200 languages spoken by our students.
Demand for Bilingual Workers More than Doubled in 5 years, New Report Shows

New York, NY – Today, New American Economy (NAE) released a report on the growing demand for bilingual talent in major industries in the United States. The research looks at online job posting data acquired by Burning Glass Technologies, a leading labor market analytics firm that searches 40,000 job boards daily.
What is the New York State Seal of Biliteracy?

• The New York State Seal of Biliteracy (NYSSB) is a formal recognition of a student’s proficiency and achievement in English and one or more languages other than English (LOTE).

• It can take the form of a seal that appears on the students diploma as well as a notation on the official transcript.
### Earning the New York State Seal of Biliteracy

A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma.

B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn three (3) points in each of the two (2) areas listed below:

<table>
<thead>
<tr>
<th>Criteria for Demonstrating Proficiency in English</th>
<th>Point Value</th>
<th>Criteria for Demonstrating Proficiency in a World Language</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80, or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.</td>
<td>1</td>
<td>Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.</td>
<td>1</td>
</tr>
<tr>
<td>ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).</td>
<td>1</td>
<td>Provide transcripts from a school in a foreign country showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.</td>
<td>1</td>
</tr>
<tr>
<td>Complete all 11th and 12th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.</td>
<td>1</td>
<td>For students enrolled in a bilingual education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner.</td>
<td>1</td>
</tr>
</tbody>
</table>
| Achieve the following scores on the examinations listed below:  
-3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or  
-80 or higher on the Test of English as a Foreign Language (TOEFL). | 1 | Score at a proficient level on an accredited Checkpoint C World Language assessment (See “Checkpoint C World Language Assessments and Minimum Scores” on the following page.) | 1 |
| Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s Seal of Biliteracy Committee to a panel of reviewers with proficiency in English. | 2 | Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district’s Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language. | 2 |

Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.
Where to begin? How to decide?
Traditional Classroom

**TEACHER RESPONSIBILITY**
Deliver the Curriculum

"I do, explain it"

**STUDENT RESPONSIBILITY**
Learn, memorize, recall (curriculum)

"You do, learn it"

The Goal: To INFORM
Learning - Centered Classroom

**TEACHER RESPONSIBILITY**

- Deliver curriculum Aligned to CCLS (High expectations)
- Guided & Differentiated Instruction
- Work Collaboratively
- Demonstrate Learning

**STUDENT RESPONSIBILITY**

- "I do, I show"
- "We do, we practice"
- "I do, I show"

The Goal: To TRANSFORM

Roser Salavert, Ed.D. – NYC RBE-RN, Fordham University
Icebreaker:

Tongue twisters are a great way to practice and improve pronunciation, fluency and accents by using alliteration. Roser Salavert, Ed.D. – NYC RBE-RN, Fordham University

Tongue twisters are very effective to energize a classroom. This is how to do it:

• Write a short tongue twister on the board.
• Ask students to stand up and read the tongue twister aloud. Once they have mastered it, they return to their seat.
• Infuse a sense of urgency by telling students to repeat it faster and faster and in different tones of voices.
Trabalenguas

Cuando cuentas cuentos cuenta cuantos cuentos cuentas.

When you tell a story count how many stories you tell.
La vieja Pancha plancha con cuatro planchas. ¿Con cuántas planchas plancha la vieja Pancha?

Old Pancha irons with 4 irons. How many irons does Pancha iron with?
Tongue - twister

She sells sea shells by the seashore.
Tongue - twister

Luck's duck licks lakes.

from Dr. Seuss' *Fox in Socks*
What happened? What did you notice?

- Curiosity
- Interest
- Participation
- Motivation to learn

Student Engagement

Language Learning Goals

Real Language Learning
Using Language Proficiency Benchmarks to set Language Learning goals for English Language Learners (NY)

New Language Arts Progressions (Home Language Arts Progressions)

<table>
<thead>
<tr>
<th>NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5: Speaking and Listening 1</td>
</tr>
</tbody>
</table>

**Common Core Anchor Standard (SL.1):** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Main Academic Demand:** Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively

**Common Core Grade 5 Standard (SL.5c):** Engage effectively in a range of collaborative discussions in small groups and large groups, building on others’ ideas and expressing their own clearly.

- 60% of students proficient in oral communications
- 40% of students proficient in written communications

**Grade Level Academic Demand:** Participate in Collaborative Conversations, Follow Rules for Discussions, Review Key Ideas and Draw Conclusions in Light of the Discussion

**Targets of Measurement (ToMs):**

- **Entering:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Emerging:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Transitoning:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Expanding:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Commanding:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.

New York State Bilingual Common Core Initiative

**Oracy and Literacy Links**

<table>
<thead>
<tr>
<th>RECEPTIVE</th>
<th>LISTENING/CENTRAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language: Listen for main ideas, monitor comprehension, and respond to the main point of the conversation.</td>
<td></td>
</tr>
</tbody>
</table>

**Home Language Arts Progressions**

- **Entering:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Emerging:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Transitoning:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Expanding:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Commanding:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.

**New York State English as a Second Language Achievement Test (NYSESLAT) Resources**

**Targets of Measurement**

- **Entering:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Emerging:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Transitoning:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Expanding:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.
- **Commanding:**
  - Students can identify key narrative elements and central ideas in grade-level spoken discourse.

Roser Salavert, Ed.D. – NYC RBE-RN, Fordham University
Using the Can-DO Benchmarks to set Language Learning goals for LOTE Students

### Setting SMART Goals for LOTE Students

<table>
<thead>
<tr>
<th>Setting SMART Goals for LOTE Students</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
<th>Advanced Low</th>
<th>Advanced Mid</th>
<th>Advanced High</th>
<th>Superior</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal Communication</strong></td>
<td>I can communicate on some very familiar topics using simple words and phrases that I have practiced and memorized.</td>
<td>I can communicate on very familiar topics using simple words and phrases that I have practiced and memorized.</td>
<td>I can communicate on very familiar topics using simple words and phrases that I have practiced and memorized.</td>
<td>I can participate in conversations on a variety of familiar topics using sentences and series of sentences that are supported by memorized language.</td>
<td>I can handle social interactions in everyday situations by asking and answering simple questions.</td>
<td>I can participate in conversations on familiar topics using sentences and series of sentences.</td>
<td>I can talk about events and experiences in various time frames.</td>
<td>I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.</td>
<td>I can talk in detail and in an organized way about events and experiences in various time frames.</td>
<td>I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues.</td>
<td>I can communicate with ease, accuracy, and fluency.</td>
</tr>
</tbody>
</table>

| **Presentational Speaking**          | I present information about myself and some other very familiar topics using single words or memorized phrases. | I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. | I can present basic information on familiar topics using language that I have practiced using phrases and simple sentences. | I can make presentations on a wide variety of connected sentences. | I can write about most familiar topics using a series of simple sentences. | I can write on topics related to school work, work, and community in a generally organized way. | I can write well-organized presentations on social, academic, and professional topics. | I can deliver detailed information about events and experiences in various time frames. | I can deliver detailed presentations, usually with accuracy, clarity, and precision, on a variety of topics and issues ranging from broad general issues to areas of specialized expertise. | I can write about complex and abstract issues ranging from topics of broad general interest to areas of specialized expertise using standard structural, lexicon, and writing conventions. | I can write about global issues from highly conceptualized and analytical perspectives. |

| **Presentational Writing**           | I can copy some familiar words, characters, or phrases. | I can write lists and memorized phrases on familiar topics. | I can write about most familiar topics using a variety of connected sentences. | I can write on a wide variety of connected sentences. | I can write paragraphs about events and experiences in various time frames. | I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests. | I can follow stories and descriptions of varying length and in various time frames. | I can understand the main idea and most supporting details in texts on a variety of personal and general interest. | I can follow stories and descriptions of considerable length and in various time frames. | I can understand highly abstract and specialized discourse on abstract and specialized topics. | I can understand all the standard discourses. |

| **Interpretive Listening**           | I can often understand words, phrases, and simple sentences related to everyday life. | I can recognize familiar words and phrases when I hear them spoken. | I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests. | I can understand the main idea in general communications that I hear. | I can understand stories and descriptions of varying length and in various time frames. | I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. | I can follow stories and descriptions of considerable length and in various time frames. | I can understand the main idea in messages and presentations on a variety of topics related to personal and general interest. | I can follow stories and descriptions of considerable length and in various time frames. | I can understand highly abstract and specialized discourse on abstract and specialized topics. | I can understand the central concepts within the text. |

| **Interpretive Reading**             | I can understand a few memorized words and phrases when I read. | I can understand some familiar words and phrases when I read. | I can understand the main idea in short and simple texts when the topic is familiar. | I can understand the main idea in short and simple texts when the topic is familiar. | I can follow stories and descriptions of considerable length and in various time frames. | I can understand the main idea in messages and presentations on a variety of topics related to personal and general interest. | I can follow stories and descriptions of considerable length and in various time frames. | I can understand the main idea and most supporting details in texts on a variety of personal and general interest. | I can follow stories and descriptions of considerable length and in various time frames. | I can understand highly abstract and specialized discourse on abstract and specialized topics. | I can understand the central concepts within the text, even when not familiar with the topic. |

See handout
Setting SMART goals for LOTE Students

SMART goals are:
- Specific,
- Measurable,
- Ambitious,
- Realistic &
- Time-bound

‘It is the first day of June (T) and I can now give a 5-minute speech about the sports I’ve played in the past (M), using the ‘imparfait’ and ‘passé’ compose’ tenses in French. I can confidently link words such as ‘après que’, ‘puis’ and ‘malgré’ to show logical continuity when describing past events. I use 5 new irregular verbs to talk about my soccer and basketball games in middle school, including ‘prendre’, ‘vendre’ and ‘sentir’. (A & R); (Advanced high)
In the 2017 NYSESLAT, the composite score of the student in this example was Emerging. What should be his language goal for 2018?
### GENERAL CLAIM 1: Students can determine information in a grade-level specific academic discussion.

<table>
<thead>
<tr>
<th>Entering</th>
<th>Emerging</th>
<th>Transferring</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
</table>

#### Anchor 3
- Students use simple, compound, or complex sentences to ask questions, paraphrase ideas, and contribute to a conversation.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.

#### Target of Measurement 1
- Students can identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.
- **Response:** Students are able to identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.
- **Response:** Students are able to identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.
- **Response:** Students are able to identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.

#### Anchor 1
- Students use simple, compound, or complex sentences to ask questions, paraphrase ideas, and contribute to a conversation.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.

#### Target of Measurement 2
- Students can determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.
- **Response:** Students are able to determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.
- **Response:** Students are able to determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.
- **Response:** Students are able to determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.

### GENERAL CLAIM 2: Students can determine information in a grade-level specific academic discussion.

<table>
<thead>
<tr>
<th>Entering</th>
<th>Emerging</th>
<th>Transferring</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
</table>

#### Anchor 3
- Students use simple, compound, or complex sentences to ask questions, paraphrase ideas, and contribute to a conversation.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.

#### Target of Measurement 1
- Students can identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.
- **Response:** Students are able to identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.
- **Response:** Students are able to identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.
- **Response:** Students are able to identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.

#### Anchor 1
- Students use simple, compound, or complex sentences to ask questions, paraphrase ideas, and contribute to a conversation.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.

#### Target of Measurement 2
- Students can determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.
- **Response:** Students are able to determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.
- **Response:** Students are able to determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.
- **Response:** Students are able to determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.

### GENERAL CLAIM 3: Students can participate in discussions about academic topics.

<table>
<thead>
<tr>
<th>Entering</th>
<th>Emerging</th>
<th>Transferring</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
</table>

#### Anchor 3
- Students use simple, compound, or complex sentences to ask questions, paraphrase ideas, and contribute to a conversation.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.

#### Target of Measurement 1
- Students can identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.
- **Response:** Students are able to identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.
- **Response:** Students are able to identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.
- **Response:** Students are able to identify words, phrases, or sentences that indicate the most important aspects of individuals or events, and how the message or theme is structured.

#### Anchor 1
- Students use simple, compound, or complex sentences to ask questions, paraphrase ideas, and contribute to a conversation.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.
- **Response:** Students are able to develop a clear, logical, and coherent argument to support their ideas.

#### Target of Measurement 2
- Students can determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.
- **Response:** Students are able to determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.
- **Response:** Students are able to determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.
- **Response:** Students are able to determine the meaning of words and phrases, including the cumulative meaning of words and phrases, and their impact in grade-level specific academic discussions.
Setting SMART goals for ELL Students

SMART goals are:
Specific, Measurable, Ambitious, Realistic & Time-bound

It is the first day of June (T) and I am about to write about a favorite activity (M). First, I’ll tell my partner about my favorite activity using details, and answer her questions to have lots of ideas and factual information. I will write a draft with an interesting introduction, and develop the topic with details and relevant facts; I will use transition words, including ‘first’, ‘for example’, and end with a conclusion or summary statement.’ (A &R) (Transitioning/Expanding)
Think about one of your ELL or LOTE students: ____________.

• *What is his/her current level of language proficiency?*

• *What should be his/her June goal?*

Write A SMART Goal using the ToMS, or Can-Do Statements.

See handouts
Setting SMART goals for Language Learning

SMART goals are:
Specific, Measurable, Ambitious, Realistic & Time-bound
Creating Differentiated Tasks

Differentiated Tasks, such as Classroom Debates, support students’ progress towards their language goal, including earning the Seal of Biliteracy.
Using Debates in the ENL/ESL and WL /FL Classroom

Why?

- It is a stimulus, the jumping off for creating an engaging language learning environment

- It is a practice that requires all language skills - listening, speaking, reading and writing

- It also builds the skills of presentation and delivery

- If planned carefully, it challenges each student at his/her level of language proficiency while promoting partner and group work.
Controversial Topic or Question:

A divided world

Here’s a map of which side of the road every country and territory in the world drives on. Blue is left, red is right.

As in US presidential politics, blue means left, red means right. Click to expand. Image: Benjamin D. Esham/Wikimedia Commons.

Should all countries drive on the same side of the road?
Should all countries drive on the same side of the road?

1 - Listening (individually and/or in group): Individually or as a group, students listen several times to a short & preselected radio podcast or video clip.

“Listen to this podcast about the topic, and write down words that you think are relevant to the question we will debate”
Should all countries drive on the same side of the road?

“Listen again but this time, you have a copy of the text, so you can follow along.
At home, you can listen/ read again & again, until you have captured all the words that you think are relevant to the question that we will debate”.
Preparation for a Debate

2 - Speaking (and Reading) Working with a partner, or in a group of three* students read and talk about each others’ words, and begin to formulate ideas in favor or against the topic.

*trios work well for entering/beginner level students.

“Read your words to your partner, then listen to his/her words and have a conversation about what you think of the topic.”

Extension & Differentiation: Students read about the topic on pre-selected texts, or conduct research online.
Preparing for a Debate

3 - Writing Working independently, students write down their ideas in favor and against.

“Now that you have so many ideas and words, use them to write at least 3 sentences in favor and 3 sentences against the topic that we will debate.”

4- L/S/R/W Working in pairs or trios, students use their sentence drafts to formulate 3-5 arguments in favor or against.

“Share and review your ideas and sentences and together write 3-5 arguments that support the topic, and 3-5 arguments against it. Do not forget to read them aloud to ensure that they sound convincing”. 
On the Day of the Class Debate
On the Day of the Class Debate:

- Students take a stand, select their position, and gather in small groups.

- Students rehearse their statements to get their ideas flowing before the class debate.

- Each team takes turns presenting their arguments. Each member of the group reads or speaks at least one point to articulate in the debate.

- Teacher summarizes the pros and cons and helps the class come to consensus.

Extension & Differentiation: Students prepare their own summary, or write their opinion on the process. It can include drawings, news clips, etc. with a few sentences.
Using Debates in the ENL/ESL and WL/FL Classroom

Preparation:
1. Listening (individually and/or in group):
2. Speaking (and Reading)
3. Writing
4. L/S/R/W
*Extension/Differentiation (optional)

On the Day of the Debate:
1. Take a Stand and join that Group
2. (Presentation) Rehearse in groups
3. (Delivery) Present Arguments
4. Teacher summarizes it
*Extension/Differentiation (optional)

“What are your suggestions for differentiated Communication Tasks?”
Group Discussion & Reflection:

Did we meet today’s goals?

- How do we build students’ proficiency in a new language and learning resilience?
- How and why shall we develop SMART Language Learning goals for ELL and LOTE Students?
- Why do debates and other differentiated tasks help students demonstrate progress toward their language goal?
- What is the value of earning the Seal of Biliteracy?
- What will I do tomorrow as a result of today’s learning?
Please complete Evaluation and Reflection. Thank you.

Roser Salavert

Contact and additional information:

Regional Bilingual Education Network, Fordham University
nycrberrn@fordham.edu

Roser Salavert, Ed.D, NYC-RBE-RN, Fordham University
rsalavert@fordham.edu

Website: NYS/NYC Regional Bilingual Education Resource Network
https://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network