

Seal of Biliteracy Onboarding Module 7: Recruitment, Promotion & Communication



WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Seal of Biliteracy (SBL) Onboarding Modules

Topic	Link
SBL Mission, Vision and Overview	Module 1
SBL Student Requirements	Module 2
District Responsibilities and Budget Considerations (Coming soon!)	Module 3
Pathways to Proficiency	Module 4
Assessment of Language Proficiency (English & Languages Other Than English)	Module 5
Demonstration of Sociocultural/Intercultural Competence	Module 6
Recruitment, Promotion, and Communication	Module 7
Data Tracking and Reporting	Module 8
Celebration of Student and Staff Success	Module 9

Seal of Biliteracy Guide

For more information about the topics in this onboarding module, as well as links to resources, see the following section of the [Wisconsin Seal of Biliteracy: District Planning, Registration, and Implementation Guide: Key Component 4](#)



Wisconsin Seal of Biliteracy
District Planning, Registration,
and Implementation Guide

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Wisconsin Department of Public Instruction

Module Objectives

- **Understand why it is important to have a promotion and communication plan**
- **Understand when recruitment, promotion, & communication should take place**
- **Identify key groups for recruitment, promotion, & communication**
- **Identify strategies for recruitment, promotion, & communication**
- **Understand what information to communicate**



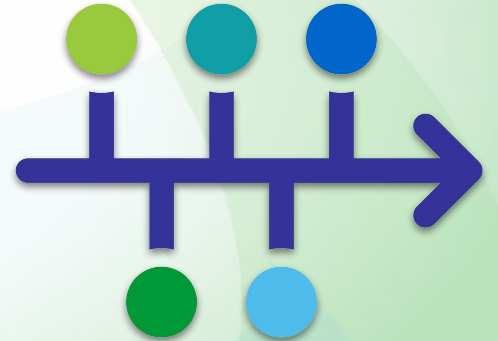
Why Promote the SBL?

- **Increases awareness of the opportunity**
- **Promotes access for English Learners, & heritage speakers, & other students learning a language outside of school**
- **Encourages sustained language study & development of language proficiency (in & out of school)**
- **Enables schools, families, & community to support development of language proficiency**
- **Provides opportunities for progress monitoring & student feedback**



When to Promote the SBL?

- **Elementary school: bilingual/dual language & world language programs**
- **Middle school: when making decisions about language study (6th grade transition, 9th grade course selection)**
- **High school: all grades, especially when making decisions about language study, during course selection, prior to testing opportunities**
- **All levels: maintenance of heritage language(s)**



Who to Tell about the SBL?

- Multilingual learners (current & former ELs, heritage language speakers)
- World language & dual language students
- WL & ESL/bilingual teachers
- School counselors, administrators
- Families & community leaders (church leaders, advocacy groups, etc.)
- Employers & university leaders



Student Recruitment & Communication

- Visits to elementary/middle school language classes
- Pathways awards for elementary/middle school students
- Course selection process for middle school & high school
- Presentations to high school world language, ESL, bilingual/dual language classes
- Announcements/videos played during homeroom/advisory period
- Promotional posters, emails, social media posts
- Regular meetings during lunch or club times



Family Promotion & Communication

- Elementary/middle school pathways awards ceremonies
- Informational meetings prior to 6th & 9th grades
- Back-to-school nights
- Parent-teacher conferences
- Registration of new students
- English learner family meetings
- Promotional fliers, emails, social media posts



External Promotion & Communication

- Collaboration with district PR department to publicize students who earn the Seal (district website, newspaper stories, etc.)
- Presentations to school board
- Meetings with community-based language schools & other community-based organizations that support heritage language learning
- Sharing information with community organizations, local universities and employers to build understanding of the value of the Seal



What to Communicate?

- [WI SBL criteria](#)
- [Benefits of biliteracy](#)
- [Benefits of earning the Seal](#)
- [Language proficiency scale](#) & [performance descriptors](#)
- [Strategies for supporting proficiency development](#)
- [Proficiency test descriptions](#)
- [Self-assessment materials](#)
- Progress monitoring/interim assessment data
- Testing timeline/dates, opportunities for retakes
- Recognition of students earning the Seal



Heritage Language Speakers

- **Prioritize recruitment of students learning languages other than English outside of school**
- **Encourage sustained learning of heritage language(s)**
- **Collaborate with ESL/bilingual educators to identify & reach out to students & families**
- **Other means of identifying students & languages : Home Language Surveys, native language data element**

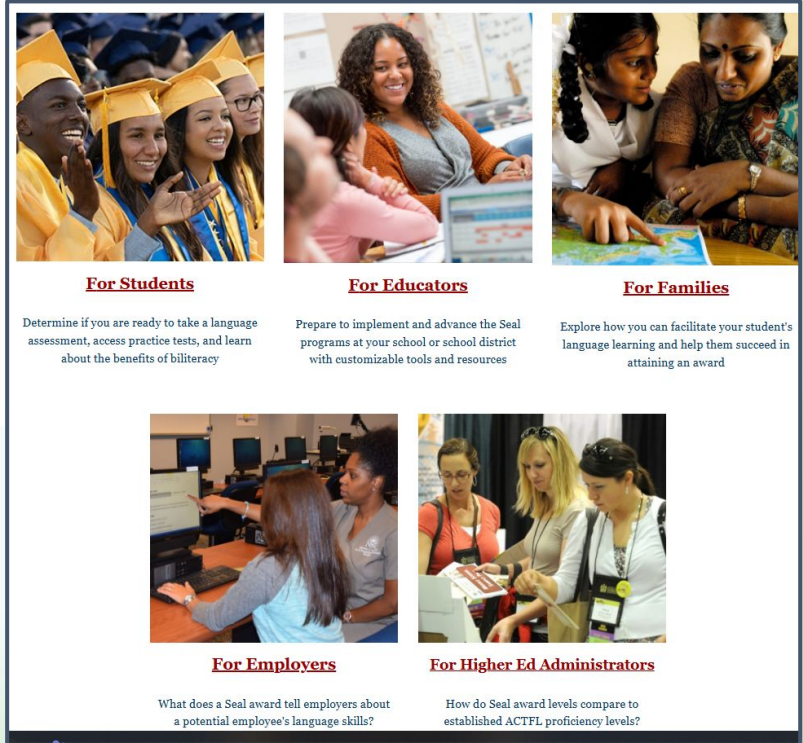


National State Seals of Biliteracy Toolkit

National Toolkit: [State Seals of Biliteracy](#)

Includes:

- Promotional materials in multiple languages (posters, fliers, videos)
- Materials to help educators, students, and families understand & assess proficiency levels
- Information for employers and colleges/universities



For Students

Determine if you are ready to take a language assessment, access practice tests, and learn about the benefits of biliteracy

For Educators

Prepare to implement and advance the Seal programs at your school or school district with customizable tools and resources

For Families

Explore how you can facilitate your student's language learning and help them succeed in attaining an award

For Employers

What does a Seal award tell employers about a potential employee's language skills?

For Higher Ed Administrators

How do Seal award levels compare to established ACTFL proficiency levels?

Guiding Questions for District Teams

- How will administrators, directors of instruction, school counselors, multilingual learner staff, language educators, & ACP coordinators be informed of the SBL program & ways to support it?
- How will students who may qualify for the Seal, particularly students who speak languages other than English outside of school, be identified & encouraged to participate?
- How will students be introduced & re-introduced to the Seal of Biliteracy credential & its value?
 - What role can students who are graduating/have graduated play in advocacy for participation in the program?



Guiding Questions for District Teams, cont.

- How will families be introduced to the Seal of Biliteracy program to encourage K-12 language learning?
- In what languages are promotional materials needed?
- How will the community be informed about the Seal of Biliteracy program & the district's celebration of bilingualism?
- What business and post-secondary partners are important to inform & engage in support of students who attain the credential?



Resources and Districts Examples

- [State Seals of Biliteracy: A National Toolkit](#)
- [WI DPI Seal of Biliteracy webpage](#)
 - [Introductory video](#)
 - [Editable WI SBL promotional flier](#)
 - [SBL Criteria At-a-Glance](#)
- Green Bay Area Public Schools: [2025 SBL Recipients](#)
- Greendale High School: [Resources for Students](#)



Questions?

We are here to help!
**Please send SBL-related
questions to:**

SBL@dpi.wi.gov

