



Articulating Alignment in Multilingual Learner Educational Pathways

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For multilingual learner and newcomer students, community-connected classroom instruction and expanded and enriched learning opportunities are both vital for building a sense of belonging and aspirations for the future. In many cases, community-connection and expanded learning are considered additive to core content instruction. But ML students and their intersecting identities often need pathways with ELD instruction of biliteracy development to be baked into the foundation of the teaching and learning structures. And in truth, all students benefit from community-connected classroom instruction and expanded learning opportunities. Community school strategies can amplify the right supports with the right practices at the right stage of multilingual learner pathways. Baking in community school practices, like family engagement, student leadership, and using data to set priorities and goals can be transformational for ensuring alignment of opportunities and support progress from TK to college and career readiness.

These tools were adapted from pages 34-35, **Volume V EL Roadmap Implementation Guide and Toolkit for Administrators** in partnership with Californians Together and Community Schools Learning Exchange.

Creating Alignment for Multilingual Learner Pathways

The articulation, continuity, alignment, and coherence of instruction and approaches across the years of language development matter significantly in how soon, whether, and how well multilingual learners reach the goal of English proficiency and, hopefully, biliteracy as well. In addition to planning and supporting articulated language pathways and monitoring ML progress along the trajectory towards proficiency, administrators in the most effective schools engage students and their families in goal setting and monitoring progress - and celebrating hard-won attainment of those goals.

In order to maximize opportunities to use these pathways to support ML and newcomer students we need to first understand where we are in our current efforts. Reflect upon what is currently in place in your school or district that defines and creates pathways towards goals for multilingual learners. How well implemented and effective are these strategies, programs and pathways? What are the gaps? What might your priorities be to strengthen pathways? Teams can use the tool below to understand their current pathways and identify areas for growth.

Goal/Trajectory/Pathway Indicator	Rating	Comments/Reflection
Pathway Toward English Proficiency and Reclassification		
Timely, clear, transparent, and appropriate reclassification criteria and process.	1 2 3 4 5	
Celebration of reclassification —honoring the achievement of English proficiency.	1 2 3 4 5	
Schools and district have defined normative trajectory and progress indicators toward reclassification—and monitor ML progress along those trajectories.	1 2 3 4 5	
We regularly review our RFEP achievement and participation data to support reflection on reclassification overall and to trigger needed supports for RFEPs who are struggling academically.	1 2 3 4 5	
Pathway Toward Biliteracy		
The district provides Seal of Biliteracy awards, with robust recruitment of students to apply for and attain the award.	1 2 3 4 5	
Seal of Biliteracy pathway awards are provided (e.g., participation and attainment awards) at key developmental points (such as end of Preschool, 3rd/4th/5th grade, 8th grade).	1 2 3 4 5	
Dual-language program pathways build from early education through high school. Program models are clearly articulated by the district and are implemented coherently up through the grades.	1 2 3 4 5	
School and district have defined normative trajectory and progress indicators towards biliteracy—and monitor ML progress along those trajectories.	1 2 3 4 5	
We annually review our Seal of Biliteracy Award data to identify ways to expand and ensure equity in outreach and granting of awards.	1 2 3 4 5	



Goal/Trajectory/Pathway Indicator	Rating	Comments/Reflection
Pathway to Careers		
CTE classrooms and career preparation courses are delivered with Integrated ELD instructional supports and approaches.	1 2 3 4 5	
Career preparation planning, counseling, and courses emphasize utilizing and developing students' linguistic assets and cultural resources.	1 2 3 4 5	
Vocational specific vocabulary in students' home languages is infused into career preparation.	1 2 3 4 5	
Regular opportunities and support exist for collaboration between ELD and Career Preparation teachers.	1 2 3 4 5	
Career preparation opportunities are planned in relationship to local labor market, including opportunities (such as internships, work-study) in diverse cultural/linguistic communities.	1 2 3 4 5	
We monitor data on participation in career technical education and career preparation opportunities to ensure multilingual learners are receiving access.	1 2 3 4 5	
Student Goal Setting		
Multilingual learners are actively engaged in goal setting and monitoring their progress—including attainment of reclassification, biliteracy, etc.	1 2 3 4 5	
Clearly written explanations of expectations and requirements along the full PK-graduation trajectory toward high school graduation, college preparation, English proficiency, Seal of Biliteracy (etc.) are available in multiple languages—with multilingual, multi-media presentations.	1 2 3 4 5	
Written explanations of expectations and requirements are made available and accessible to families and students in multilingual formats with regular updates on student progress.	1 2 3 4 5	
Multilingual learners have regularly scheduled meetings with counselors, teachers, or mentors to review progress and discuss supports and next steps for progressing along their pathways.	1 2 3 4 5	
Students are engaged yearly with counselors, mentors, or teachers in reflecting upon and discussing their personal goals, opportunities and options.	1 2 3 4 5	

